

Invisible Eugenics

How the Medical System and Public Schools
are
Killing Your Children

Mark M. Rich

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Peer Review & Contributions

Disclaimer

The individuals and organizations mentioned in this book do not necessarily agree with the author's estimation.

Peer Review

I attempted to contact 50 people to review the chapters of this book. Not including automated responses with no followups, 20 people replied. There were 5 immediate refusals. Out of the 15 who agreed, 8 never got back to me after receiving the chapters. Several more would only perform the review under circumstances which I declined.

Only 4 people gave a review. There were 2 negative reviews, 1 that was somewhat constructive, and 1 that was so brief it was basically useless. Ultimately, this book was not sufficiently peer reviewed. Although it will contain some informational errors, I'm certain that the basic message is correct.

Circumstances

The manuscript for this book was frequently sabotaged. The attacks that I experienced while writing this can be seen online at www.newworldwar.org/myexperience.htm, or in the *My Experience* chapter of my previous book, *New World War*, available at LuLu or Amazon. In addition, attempts may be made to discredit me and the information in this book.

There is an active and efficient instrument that the financial elite uses to strike those who expose them. Although it has probably been used since ancient times, in my studies I've noticed the same pattern of attacks over the course of about 100 years.

Those targeted are identified and attacked by the media, groups, and individuals under their influence. This mechanism has grown more efficient with advanced technology. Some of the people used for this purpose will be those who have revealed factions of their system.

Contributions

I thank the few individuals, whose financial contributions were used to purchase the necessities that helped me to survive, while writing this book. Their donations made a big difference.

The creation of this book was mostly funded by Claire L. Rich. In addition to purchasing the required source material, she often provided me with money, clothing, food, and other supplies. She gave me shelter from the swarming attacks, while experiencing severe discomfort. Without her support, my life situation would be more difficult, and this book would have taken much longer to complete.

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Overview

This book will describe a hidden population control agenda consisting of psychological and chemical weapons devised by people of wealth who intend to eliminate large numbers of citizens. They have disguised their chemical weapons as medical treatment, in the form of vaccines and medication.

It will be shown that the public schools and medical system, which are under their control, are complicit in mass murder. There will be very few recommendations that I provide here. Instead, my intention is to alert you to this issue.

In Volume I we'll learn about the psychopaths and how they create front groups that are used to further their subversive political agendas. We'll see in Volume II how the early eugenicists used *problem-reaction-solution* supported by junk science, with the intention of eliminating much of the population.

It will be shown in Volume III that the especially degraded medical system is under the dominion of the pharmaceutical industry, which controls most doctors and invents fake brain disorders to profit from keeping people sick with toxic medication.

We'll discover in Volume IV that the unsafe and unnecessary vaccines, which have not cured disease epidemics, are causing a variety of devastating medical conditions which the industry has tried to conceal.

In Volume V we'll examine the financial elite's use of progressive educators to infiltrate the public schools. The replacement of classic material with behavior modification programs designed to impede intellectual and moral development, was necessary in order to make people easier to manage for global government.

The fusion of the educational and the medical systems, which completes the transformation of the public schools into eugenic laboratories, will also be shown in this volume. The teachers and doctors are now on the frontline, working together to identify and medicate the resisters.

Their methods for identifying and eliminating those in the public schools with specific admirable qualities, will be explained in Volume VI.

We'll explore in greater detail in Volume VII how the eugenicist-psychopaths are using a combination of chemical weapons to reduce the population, and how their medical system is providing cover for them.

In this book it will be revealed that the vaccines and psychiatric medication are not designed to cause immediate death, but to sicken people to such an extent that they are removed from the breeding pool.

Invisible Eugenics

All phases of mass murder have been methodically planned and hidden within a seemingly benevolent healthcare system. The justification for the vaccines and psychiatric medication is supported by junk science. The poison is dispensed by submissive and perilously deluded physicians. The injuries and deaths are efficiently obscured by a dynamic and comprehensive system of damage control.

They are absolutely aware that most people would reject their activities, which is why they have spent an immense amount of energy constructing a facade, consisting of many seemingly benevolent front groups that further their goals. They have designed a nearly invisible population reduction machine.

Their leaders in the medical and educational systems, who created it and ensure its existence, have been educated at the best schools. They are members of the most prestigious scientific and medical groups. Their books are highly praised in the media. They are regularly portrayed as caring people who are helping to save children's lives.

You'll be presented with some most disturbing evidence which shows that the opposite is true. They are shills for drug corporations and are well-rewarded for serving the *pathocracy*. It will be shown in considerable detail that the medication and vaccines which these groups and individuals promote are chemical weapons. They are knowingly complicit in mass murder.

Questions will arise as you read this, such as: *What are they after? If they already have all of the wealth they need, why do they continue? When will they stop? Why must they make a profit killing people? Aren't they killing themselves?* The psychopathic factor will allow us to understand the answers to these and other perplexing questions.

In addition to the nonexistent crises you'll notice that some issues do require attention. For instance, taking better care of the planet is something that most people would agree with. Furthermore, some of their observations are not unreasonable, although they don't necessarily require a solution.

If all rational and humane ideas were considered by decent people, then some issues could be solved. However, such decisions should not be left to genocidal psychopaths who have misled people into focusing on a narrow set of murderous solutions, in order to achieve a hidden agenda.

You may be overwhelmed by their lies at times. You'll see one group after the next that is the antithesis of what it appears to be. It will be helpful to understand that this is a *single mind* that has disguised itself in many forms.

This deception will extend to the misleading titles of their programs and initiatives. As a basic rule, a group or initiative forged by the psychopaths will be given a label that is the exact opposite of its true purpose.

This includes the stealthy and demented jokes that they play on the public, regarding the academic programs, psychiatric medication, and vaccines. Although I've noted several examples of these, you'll probably find many more.

Besides their humanitarian front groups, they rely on the protection of a prevailing and dangerously naive belief which supposes that people don't do these things. In truth they are monsters.

Revealing them for what they are wasn't that difficult. The information is available to the public. In most cases I just synthesized knowledge derived from books and mainstream media reports, as well as some independent media sources. I'm not the first one to write about this. Others whose names appear in this book have endured suffering and had their careers destroyed while trying to warn you.

Volume I (The Financial Elite & Psychopathy)

The Other Kind of Human

Description

Psychopathy is a character deficiency signified by a lack of conscience, an absence of high-level emotions, lack of remorse, incapacity for love and empathy, antisocial behavior, inflated ego, an ability to rationalize negative behavior, a frequent need for excitement, and a need to have power over others.

Psychopaths can be found in about 4% of the population in every race, culture, profession, and class. That is, 1 in 25 people. Other terms that have been used to describe this character deficiency include antisocial personality disorder (APD), conduct disorder (CD), and sociopathy.

There is a generic set of instructions which some refer to as the *instinctive substratum* that is encoded in most human beings on a level beneath their observable personality. It contains wisdom as well as an emotional content that allows people to develop social bonds, and perceive the emotional states of others. It also has information that compels us to want to contribute to the human race, rather than simply our own personal interests.

This instinctive substratum plays a critical role in linking people to society. The necessity for a social structure and the need to contribute to it are also encoded at this level. Throughout the centuries this basic set of instructions has allowed human beings to create social and moral concepts that are quite similar. Put simply, this substratum is critical for the survival of the human species.

It is taken for granted that everyone has this basic information. Most people believe that, despite our flaws, all of us essentially want what's best for humanity. They think that although we have our differences and make mistakes, because we all look human, everyone is on the same side.

However, every society has a minority of people with an irregular substratum who lack this information. Their psychological foundation is deficient in emotional data that causes deficits in high-level emotions. They are the *psychopaths*. Their characters develop upon this irregular substratum in conjunction with these moral defects.

Their Profile

Their psychological profile is amazingly consistent. They are degenerate perpetual liars who are parasitic in nature. Their lives are reduced to an endless process of conning and attacking people. They have a need to mock and defile others and create a facade to hide themselves.

Invisible Eugenics

A *conscience* has been described as an urge to do right or be good. It leads to feelings of remorse, shame, or guilt when people do things that are against their moral values. It also causes feelings of goodness and integrity when we view our actions as correct. Because psychopaths have no conscience and can't experience these high-level emotions that are necessary for self-reflection, they are unable to grow emotionally/morally.

They are known for their pathological lying. They will lie about anything under any circumstances. While most people lie for a reason, psychopaths will lie when they have nothing of obvious value to gain. They lie because they find deceiving people enjoyable. Psychopaths need frequent amusement and like to play games with people. Absent any goal, they will deceive and manipulate people for the fun of it.

They are completely aware that they are different and learn to recognize each other at a young age. They realize that the normal people around them have a conscience and these things known as *emotions* that limit their actions. They understand that they can easily terrorize most normal people, who they view as objects and prey, worthy of no compassion. They despise weakness and become experts in the weaknesses of most others.

A majority of psychopaths are not in jail because they don't technically break the law. In fact, they function fine in most professions. Because they have a need for complete power, they are prone to seek positions in society that they think will give them control over others. Whatever their profession, their lives consist of an endless cycle of attempted domination over others.

Appearance is very important to the psychopaths. They completely understand that they are basically degenerate and instinctively know that they must hide. Therefore, another basic trait within their psychological profile is the *mask*.

They will join or create any group that implies by its very membership that they are good people. Their careers and families are used for this purpose. They will spend an enormous amount of energy constructing a facade to place themselves beyond reproach.

Humanity is Divided

In order for counseling to be successful, the person must be motivated to change. Psychopaths have absolutely no desire to change. Mental health counselors will usually not work with them because they know it is a waste of time. They find their endless lies overwhelming.

Furthermore, counseling takes for granted that certain moral and emotional qualities exist on a very basic level. However, on a level below their observable personalities, psychopaths lack these characteristics.

Although the signs and symptoms of psychopathy appear in some diagnostic manuals, it is probably inaccurate to describe it as a mental illness. Rather, these people are a different type of human.

Some have determined that a lack of conscience signifies a greater difference within the human species than even gender or race. Because this constitutes such a deep division between human beings, researchers are now seriously considering the idea that psychopaths represent a separate subspecies of the human race. Humanity, in other words, is divided between the normal people and the psychopaths.

Attack Cycle

Psychopaths need to attack and degrade people, who they perceive as objects. They don't usually physically attack people. Instead, they have a predictable attack pattern that includes various phases of tactics that are intended to inflict mental and emotional damage.

They select, drain, degrade, and abandon one person after the next. They typically select and use people for money, sex, power, or influence. After they're done, they make sure their victim knows they've been deceived in order to degrade them. Some have determined that the reason for the attack is to devalue the person and bolster their inflated egos.

Psychopaths see the psychological destruction of certain people as essential to their survival. In this case, they are not looking to gain anything, only to beat the person into submission. Some specific traits exhibited by those who are attacked for this reason, include: people who are morally admirable, classier, better looking, more popular, smarter, and more accomplished, as well as those who can see through their masks.

Worldviews

A worldview is a kind of world perception that individuals and civilizations use as a guide to mentally orient themselves as they interpret and interact with society. Even though it is formed by many factors, the environment plays a central role. Worldviews help people develop and use knowledge. They include concepts pertaining to religion, politics, economics, culture, science, values, emotions, and ethics, as well as opinions about what is true and false.

Invisible Eugenics

Although worldviews vary depending on time periods and groups, a single common worldview exists which is a synthesis of the societal concepts of various civilizations and eras. It is useful because it originated from societies that were somewhat civilized.

However, it contains flaws. It is not highly accurate or totally accepted. It lacks data from many important individual experiences. Also, it is not applicable in certain situations. Within the common worldview there are significant differences between what is considered proper thought and observable reality. There is another breach between legality and morality.

An example of the perilous naivety of the common worldview can be summarized by the phrase: *They would never do that*. In some cases the normal worldview is fallacious. Psychopaths know that most people subscribe to this outlook. They count on the protection that it offers them.

Pathocracy

Some researchers have found that throughout history these characters have often been the cause of wars, occupations, genocide, torture, and other acts of human degradation. Unfortunately, because their thinking is so completely bizarre, the better part of humanity has not been consistently successful in recognizing and stopping them.

However, critical information now exists that allows us to comprehend what is happening as part of a larger historical pattern. A new area of study has been created to help us understand and prevent this destructive cycle. An accurate profile of these people and the attributes of a system that has fallen under their control has been documented.¹

In all societies during any time-period psychopaths create active networked groups to further their ambitions. These have been referred to as *ponerogenic groups* (groups composed primarily of psychopaths). Although members of these groups exhibit various psychological defects, most are psychopaths. Driven by internal fears, they use these groups to impose their legislation on society that will give them an advantage over others during their pursuit of power.

Their groups are masked using a suitable ideology, which regularly promulgates ideas that appear to be valuable. If, however, you were to glimpse behind the ideological mask, you would perceive only moral disease.

¹ The new area of study is known as *political ponerology*, derived from the Greek word *poneros*, which means *evil*. Political ponerology is the study of the growth of political evil. It was developed by Dr. Andrew Lobaczewski and his colleagues during the Nazi and Communist occupations of Poland. Among its many features is the prominent role of psychopathy during the creation of dictatorships. It can be classified as a social science or a psychological science. See, *Political Ponerology: A Science on the Nature of Evil Adjusted for Political Purposes*, by Dr. Andrew Lobaczewski.

In addition to creating organizations, they will infiltrate them. Whether they infiltrate a group or government, the basic process is the same. During the phases of *ponerization* (political evil) the leadership faction is seized. *Negative selection* occurs, where normal individuals leave due to conflicts with the newly modified group. They are replaced by psychopaths and similar characters. After the organization has attained a sufficient number of such individuals, the leadership openly discusses ideas that are morbid.

If they overthrow a government, then the infection which starts at the top gradually spreads to every factory, business, farm, and village. Eventually, all directorship positions in a pathocracy—including the police units, the secret police, proponents of the pathocracy, and the leaders of every community—are occupied by individuals exhibiting psychological defects.

Although this type of government will have the appearance of a democracy, every major area of society is brought under their control. This includes: the legal system, public schools, media, science, technology, medical system, nongovernmental organizations, and the economy. This form of government has been called a *pathocracy*, which is a fake democracy run by a group of psychopaths.

When a nation or organization begins this process of ponerization, psychopaths and other deviants are drawn to it like a magnet. Through various kinds of media the psychopaths issue what can be described as a type of siren call, that is easily perceived by degenerates who function on a similar level of development. The basic message is: *If you join our cause we'll give you power.*

The pathological social structure creates a new class of people who seek to extend its rule, that is continually threatened by the majority of normal people. Many of these people never developed any practical skills. And if society ever returned to normal they would lose their privileges and be judged by the decent people. Therefore, the survival of the system that best accommodates them is a priority.

The psychopaths seek to transform society into their utopia, where they are not rejected by the normal people, and no longer need to hide. In their world, the normal people would be forced to bend to their deviant reality. They find it absolutely critical to morally and biologically destroy as many normal people as possible. They have usually accomplished this with death camps and wars.

Think Tanks & Tax-Exempt Foundations

Bilderberg

There are several interlocking organizations which appear to the public as separate initiatives with little political influence, devoted to the betterment of humanity. They include: the Council on Foreign Relations (CFR), Bilderberg group, Trilateral Commission, various large tax-exempt foundations, and other groups. Although there is some debate as to what their true motives are, it is a matter of public record that they exist.

The Bilderberg group is composed of European nobility, including royal families from Britain, The Netherlands, Sweden, and Spain, as well as heads of multinational corporations, Wall Street investors, high-level politicians from Europe and North America, military leaders, international bankers, and media executives. There are about 100 members who attend regularly, who have cross memberships in groups such as the Trilateral Commission, CFR, Bohemian Grove, and the Order of Skull and Bones.

At Bilderberg meetings major policies which have global significance are decided. These are the people who decide who will be allowed to run for the offices of the president, prime minister, chancellor, etc. The group is accustomed to “owning” the president of the US.

Some past attendees have included: members of the Rockefeller and Rothschild dynasties; Queen Beatrix of The Netherlands; Prime Minister of Finland Esko Aho; German Chancellor Helmut Kohl; German banker Hans Otto Pohl; Franz Vranitsky, President of Austria; King Juan Carlos and Queen Sophia of Spain; Etienne D'avignon, Societe General of Belgium; and Ali Babacan, Minister of the Economy of Turkey.

William Clinton attended a Bilderberg meeting in 1991 and became President in 1992. He was also a member of the Trilateral Commission. Senators Hillary Clinton and Barack Obama are said to have attended a Bilderberg meeting together in Chantilly, Virginia in June of 2008. Obama would later be elected President of the US.

David Rockefeller, co-founder of the Trilateral Commission, has regularly attended these meetings since 1954, and is a member of Bilderberg's steering committee. Henry Kissinger and Melinda Gates have been to these congregations. Bill Gates is said to have attended the June 2010 Bilderberg meeting in Sitges Spain.

Invisible Eugenics

Those who gathered at the May/June 2012 meeting in Chantilly, Virginia were: CEOs of international corporations; executives from Microsoft, Royal Dutch Shell, Google, Michelin Group, Nokia Corporation, and Novartis; members of parliament from Britain; university professors and scholars from Harvard, Johns Hopkins, Peking, and New York; and media executives from the *Financial Times*, *Washington Post*, *Le Monde*, *The Economist*, and *The Wall Street Journal*.

Individuals included: Soraya Sáenz de Santamaría, Vice-President of Spain; Josette Sheeran, Vice-Chairman of the World Economic Forum; Kevin Warsh of Stanford University's Hoover Institution, and former board member of the Federal Reserve; and National Security Agency Director, Keith Alexander.

Michael J. Evans, James A. Johnson, and Peter Sutherland of Goldman Sachs were also at the 2012 Bilderberg meeting, as were Pascal Lamy, Director-General of the World Trade Organization; Jessica T. Mathews, President of Carnegie Endowment for International Peace; and World Bank President, Robert B. Zoellick.

Tax-Exempt Foundations

A US congressional investigation known as the *Commission on Industrial Relations* created in August of 1912, was the first to examine the major tax-exempt foundations. They were particularly interested in Carnegie and Rockefeller. The commission learned that, rather than being used for charitable reasons, the foundations were being used by these wealthy elites to further their political ambitions.

By January of 1915 they discovered that a *state within the state* existed that was so powerful it could summon forces from all parts of the country to do its bidding at any time. The commission concluded that because these private financial entities represented such a grave menace to the republic, they should be eliminated. However, no actions were taken to dismantle them.

Another attempt to investigate tax-exempt foundations occurred between 1953 and 1955, during the Reece Committee hearings, directed by Congressman Carroll Reece of Tennessee.

Think Tanks & Tax-Exempt Foundations

In addition to Rockefeller and Carnegie, other groups that came under investigation included: the Ford Foundation, RAND Corporation, American Council of Learned Societies, National Research Council, Social Science Research Council, American Council on Education, National Education Association, League for Industrial Democracy, American Historical Association, Progressive Education Association, John Dewey Society, Anti-Defamation League, and Council on Foreign Relations.

The committee discovered the following: most of these groups were interlocked at the top, with their officers and trustees having cross memberships; the foundations were funding projects in the social sciences that were destructive to the moral, religious, and governmental principles of our society; and they were funding projects and promoting socialist/communist ideas to destroy the sovereignty America.

They also learned that: the foundations combine their forces to function as a single entity in order to maximize their effectiveness; they create intermediary organizations which they used as *public fronts* to sponsor their subversive political projects; they use public relations firms and the media to portray themselves as humanitarians; and the goal of these groups is the creation of a global government.

The commission mentioned that it was extremely difficult for it to convey its discoveries through any media outlet without being discredited. The committee itself was viciously attacked. Some members were placed under surveillance and stalked. It did, however, warn the public that this entity represented a concentration of power with unlimited financial resources that was capable of “invisible coercion.”

Independent scholars who have studied these think tanks and foundations have concluded that despite their appearance of benevolence, the inner-core members are obsessed with power. They have determined that the few wealthy families who control these groups intend to reduce the citizens of the world to slaves and rule them under a pathocracy.¹

¹ These groups have been explained in more detail elsewhere. So to minimize redundant material they are only briefly mentioned. For more information, see my first book, *The Hidden Evil: The Financial Elite's Covert War Against the Civilian Population*. Also see: *Jim Tucker's Bilderberg Diary*, by Jim Tucker; *The Invisible Government*, by Dan Smoot; *Wall Street and the Rise of Hitler*, by Antony C. Sutton; and *None Dare Call It Conspiracy*, by Gary Allen.

Invisible Eugenics

The Party seeks power entirely for its own sake. We are not interested in the good of others; we are interested solely in power ... only power, pure power. What pure power means you will understand presently. We are different from all the oligarchies of the past in that we know what we are doing.

All the others, even those who resembled ourselves, were cowards and hypocrites. The German Nazis and the Russian Communists came very close to us in their methods but they never had the courage to recognize their own motives.

—1984, George Orwell

Volume I Commentary

A set of information on a basic level that links people to the human race is absent in 1 out of 25 people. They lack high-level emotions and a conscience which are critical to humanity's survival. Some have determined that such people represent a separate subspecies of humans.

Their psychological/behavioral profiles are relatively consistent. They are pathological liars who have an irresistible need to deceive people, often just for the fun of it. Psychopaths are chronic thrill seekers who need to feel powerful and like to play games with people. They have inflated egos and an ability to rationalize any kind of negative behavior.

As a characteristic feature, psychopaths are compelled to humiliate and mock people. They do not develop emotionally/spiritually as some do. Instead, they have an attack cycle that includes selecting and degrading people who they perceive as objects, in order to bolster their egos.

Psychopaths are concealed by their personal facades and the common worldview. Because they understand that they are vile, they create masks to hide themselves. Most people think that we are all basically the same and are contributing to the human race. Psychopaths are completely aware of such naive beliefs and rely on their protection.

At an early age they recognize each other. Motivated by fear, some of them form groups which they use to vigorously pursue political advantages. They seek the creation of their utopia, where the normal people will be subjected to their deviant reality and they will no longer have to hide.

Just as the individual psychopaths create masks to hide themselves, these groups conceal their malignant exertions in an ideology that professes only the most laudable intentions. And just as individual psychopaths have an attack cycle, as a group they find the moral and physical destruction of large numbers of normal people critical to their survival.

From 1953-1955 the Reece Committee investigated foundations such as Ford, Rockefeller, and Carnegie. Other groups that came under scrutiny included: RAND, the NRC, ADL, and CFR, as well as some progressive education groups. Rather than being used for the charitable purposes for which they were allegedly created, the US congress discovered that the people who controlled these groups used them to conceal their subversive activities to bring about a world government.

The committee, which tried to warn the public, reported that it was viciously attacked. Most media outlets slanted the information and ridiculed the investigators. Some were placed under surveillance and stalked. They found that these groups, which functioned in unison, had unlimited financial resources and were capable of invisible coercion.

Invisible Eugenics

Since then, independent scholars have determined that these foundations and think tanks are connected to other groups, such as Bilderberg, the Order of Skull and Bones, Bohemian Grove, and the Trilateral Commission, all of which are relentlessly working to create a tyrannical global government, controlled by a few wealthy families.

Volume II (The Eugenicians)

Eugenics: Introduction & History

Introduction

The word *eugenics* is derived from the Greek term, *eugenes*, which means “wellborn” or “good genes.” It was coined by Sir Francis Galton, first cousin of Charles Darwin, sometime around 1886. After reading his cousin's book, *The Origin of Species*, Galton thought that it would be possible to create a utopian society by the selective breeding of wellborn individuals.

Although there is some disagreement as to what eugenics means exactly, the term has been used to describe movements and policies to control populations and improve the human breeding stock.

It consists of people with varying beliefs and motives, many of whom think that some of the world's problems could be solved with population control. It is based on the ancient breeding methods of plants and animals, where good stock is preferred and bad stock is culled. Eugenics has been practiced around the world by governments, influential individuals, and institutions.

There are two types of eugenics: *positive* and *negative*. Negative eugenics is aimed at lowering fertility among the perceived genetically disadvantaged. It includes: genetic screening, birth control, marriage restrictions, segregation, compulsory sterilization, immigration restrictions, abortion, infanticide, euthanasia, mass murder, genocide, and refusing medical treatment.

Positive eugenics encourages the spread of human traits that the eugenicists deem desirable to succeeding generations. Both positive and negative eugenics can be coercive. Using these methods, the eugenicists thought that over a period of time selected families would take over the world and the undesirables would be wiped out.

Early eugenicists in the US included: Charles B. Davenport, US Presidents Theodore Roosevelt and Woodrow Wilson, Harry Laughlin, Paul Popenoe, Charles W. Eliot, Madison Grant, Ezra Seymour Gosney, David Starr Jordan, Henry H. Goddard, Charles M. Goethe, Hermann J. Muller, Charles Van Hise, Arnold L. Gesell, Henry Fairfield Osborn, James McKeen Cattell, Margaret Sanger, and John Harvey Kellogg.

British eugenicists included: Major Leonard Darwin, Karl Pearson, Walter Frank Weldon, William Bateson, Sir Francis Galton, John B. Haldane, Julian Huxley, George Bernard Shaw, Harold Laski, Ronald A. Fisher, Beatrice and Sidney Webb, Marie Stopes, Herbert George Wells, and Winston Churchill.

History

Description

Breeding better people goes back to ancient Greece. Plato and Aristotle discussed the best population sizes for cities such as Sparta. To maintain the ideal amount they suggested government controls on reproduction. Aristotle thought that an increase in population would cause various social problems. To curb reproduction, he suggested abortion and exposing newborns to the elements (infanticide).

Plato outlined an organized caste system which was designed to secure the largest number of births from the most intelligent families. He thought that human reproduction should be controlled by the state, which would only allow the existence of people with certain qualities.

Farmers and horticulturists have known for centuries, that through careful crossbreeding, the pedigrees of plants and animals could result in a breed with specific desirable traits. In addition to Galton, others who provided the foundation for the early eugenics movement were Thomas Robert Malthus, Herbert Spencer, Gregor Mendel, and Charles Darwin.

Thomas Robert Malthus

Thomas Robert Malthus was a British political economist who lived from 1766 to 1834. He became well known for his theories regarding factors that increase or decrease population. Malthus believed that overpopulation was a hindrance to a utopian society. Eugenicians of the 20th century adopted his views.

Multiple editions of his famous piece, *An Essay on the Principle of Population*, were published from 1798 to 1826. His work was circulated widely and read by evolutionary biologists such as Charles Darwin and Alfred Russel Wallace, who cited it as a primary influence in co-developing the theory of natural selection.

Malthus believed that two types of checks held populations within resource limits. Positive checks, which raise the death-rate, and preventative/negative ones, which lower the birth-rate. The positive checks include starvation, catastrophe, disease, and war. The preventative checks included abstinence and birth control.

Herbert Spencer

In 1851 the biologist and sociologist Herbert Spencer (1820-1904) published *Social Statistics*, where he mentioned that a perfect society of the best people could be formed after the unfit faded out. He invented the term, *survival of the fittest*.

“The whole effort of nature,” observed Spencer, “is to get rid of such, and to make room for better.” Spencer completely denounced charity and believed that the unfit should be eliminated. “All imperfection must disappear.”

Gregor Mendel

The patterns concerning the transfer of traits from one generation to another, were first discovered by an Austrian monk named Gregor Mendel (1822-1884). He entered an Augustinian monastery in Brunn, Moravia (now Brno in the Czech Republic) in 1843 to pursue his scientific interests. There, Mendel began hybridizing different varieties of peas.

In 1857 Mendel formed a series of laws governing genetic inheritance from his observations, which established heredity as a science. He discovered that traits, such as size and color, were passed on to the new plant by the original. These traits were influenced by something that Mendel termed *factors* which are now known as *genes*.

He revealed to the Natural Sciences Society of Brunn in 1865 that the characteristics were determined by hereditary factors. Mendel outlined his experiments in the scientific paper, *Studies on Plant Hybridization*, which was widely distributed in Europe and the US. In the US and England, Mendelism was quickly adopted by students of evolution.

Charles Darwin

Charles Darwin (1808-1882) was a naturalist who authored the legendary book, *The Origin of Species*, in 1859. After observing animals from all over the world, he postulated that creatures evolve through a process of *natural selection*. Darwin was influenced by Malthus and incorporated the survival of the fittest theory of Spencer into his work.

Natural selection was explained by Darwin as the survival scheme controlling most creatures that competed with each other on a planet with limited resources. Darwin figured that the environment could not sustain the number of animals and plants that reproduced too quickly. Changes in the climate, geology, or the presence of other competing creatures, were other contributing factors. These factors caused a struggle for survival between creatures who contended for living space, food, and mates.

Invisible Eugenics

All organisms within a given species differ slightly from any other. Some will stand a better chance of survival because of inheritable traits. Organisms that successfully adapted to environmental change would eventually outbreed those less efficient. The adaptation to the environment might involve such an enormous change in the offspring of the organism that it would be considered a new species.¹

The survival of the fittest, as described in *The Origin of Species*, had a tremendous impact on social planners. They combined the ideas of Malthus, Spencer, and Darwin into a new theory known as *Social Darwinism*, which has been used to justify a number of social and political beliefs. This theory excludes moral, supernatural, and religious influences, as well as free-will.

Francis Galton

Although eugenics goes back to Ancient Greece, its modern version originated from Galton. Sir Francis Galton was the first cousin of Charles Darwin, in line of descent from Malthus. Galton was a man of extraordinary intellectual ability and great personal wealth. In the late nineteenth century he adjusted the work of his cousin Charles to suggest that the human race might be improved using positive eugenics.

Galton thought that intelligence and talent were mostly the result of heredity. Although education and environment were factors, he thought they were not the defining ones. According to him, greatness is not something that can be acquired, it is something you're born with.

In his 1869 book, *Hereditary Genius*, he used encyclopedias to compile the work of great people over a period of two hundred years, including: statesmen, military commanders, scientists, poets, painters, and musicians. Galton determined that that many were related, and these families were more likely than ordinary ones to produce offspring of notable ability.

¹ British naturalist Alfred Russel Wallace conceived the theory of evolution through natural selection independently of Darwin. Wallace changed his mind only several years after the publication of, *The Origin of Species*. Among other things, some allegedly supernatural forces had influenced him to alter his view. He wrote to Darwin in 1869 citing evidence of a "spiritual nature" that gave him an absolute conviction that some higher intelligence directed the process by which the human race was developing. Wallace had allegedly been exposed to supernatural forces. He explained to Darwin that his view had been modified: "solely by the considerations of a series of remarkable phenomena, physical and mental, which I have had every opportunity of fully testing and which demonstrate the existence of forces and influences not yet recognized by science." See, *In Search of Human Nature: The Decline and Revival of Darwinism in American Social Thought*, by Carl N. Degler.

Galton envisioned a utopian world in which only those who were considered healthy could reproduce. His eugenic ideas were used to justify the alleged superiority of the western European elite. The upper-class, thought Galton, was the repository of virtually all that was precious in England and possibly the world.

Beliefs

Eugenicists think that undesirables must die in order for the human race to advance. Because most of those who are drawn to eugenics are of western European heritage, they consider themselves the best racial stock. The eugenicists value physical and social standards that are mostly white, upper-class, and which identify with the Aryan race.

The eugenicists believe that those in the low socioeconomic class are not poor because of inadequate education or opportunity, but because they are biologically defective. They see humankind as a “biological cesspool” that needs to be purified. Charity (helping the sick and needy) is unnatural.

In her influential 1891 paper, *The Rapid Multiplication of the Unfit*, Victoria Woodhull, first female candidate for the US presidency, proclaimed: “The best minds of today have accepted the fact that if superior people are desired, they must be bred; and if imbeciles, criminals, and paupers, and otherwise unfit are undesirable citizens, they must not be bred.”

Charles B. Davenport mentioned in his 1911 book, *Heredity in Relation to Eugenics*, that personal habits and preferences could be traced to a person's heredity. Each family could be identified as having desirable traits, which would compel them to pursue careers in politics, finance, writing, and academia, or negative ones that caused society's social ills.

Facilities

Premise

The two prominent eugenic institutions in the English speaking world were the Eugenics Record Office (ERO) and the Galton Laboratory for National Eugenics, at University College London. Researchers at these laboratories gathered information regarding human heredity to create pedigrees in targeted populations.

Galton Laboratory for National Eugenics

The Galton Laboratory for National Eugenics, at University College London, was under the directorship of the biologist and mathematics professor Karl Pearson. Well-supported by the Rockefeller Foundation, it included people such as John B. Haldane and Ronald A. Fisher, plus a small cadre of researchers. The Galton Laboratory collected family pedigree material.

Pearson established the School of Biometry at University College. He was amazed by Galton's 1889, *Natural Inheritance*. A staunch eugenicist and mathematical genius, Pearson gave some of Galton's ideas a more mathematical structure.

His army of volunteers gathered data from hospitals, schools, households, and other institutions, regarding deformities and diseases such as hemophilia, cleft palate, harelip, tuberculosis, diabetes, deaf mutism, and eye defects, as well as speculative mental disorders. The data was presented in Pearson's 1909 tract, *The Treasury of Human Inheritance*, where he observed a correlation among relatives for different disorders and traits.

Station for Experimental Evolution

The Station for Experimental Evolution (SEE) was the first racial hygiene laboratory in the world. It was established in 1904 at Cold Spring Harbor, Long Island, New York by Andrew Carnegie, and run by the renowned biologist Charles B. Davenport (1866-1944). Davenport attended Harvard University where he obtained his degree in zoology in 1892, and taught until 1899. After that, he was a professor in zoology at the University of Chicago before working at the SEE.

While teaching at Harvard, Davenport read Pearson's eugenical papers and studied the work of Darwin and Galton. In April of 1897 he started corresponding with Galton in England. Davenport included the statistical theories of Galton in his 1899 book, *Statistical Methods with Special Reference to Biological Variation*, and mailed a copy to Galton.

Ethnic groups were considered by Davenport to be genetically different regarding their character and quality. Most of the non-Aryan types, in Davenport's view, were at the bottom of the hereditary pool, each featuring its own genetic defects.

In his 1911 book, *Heredity in Relation to Eugenics*, he presented the notion that a chosen group of people could flourish again if they maintained their purity. Davenport outlined his basic eugenic argument, proclaiming, "man is an organism—an animal." He became the nation's best known advocate of eugenics, speaking out frequently on the subject.

Eugenics Record Office

Then in October of 1910 the Eugenics Record Office (ERO) was established on 80 acres of land at Cold Spring Harbor, about 1/2 mile from Carnegie's facility. It was also under the leadership of Davenport and supervised by the Missouri schoolteacher, Harry H. Laughlin. Laughlin was one of the foremost experts in the field, and a proponent of involuntary sterilization and immigration restriction for eugenic purposes.

The ERO was funded by Mrs. Mary Williamson Harriman, with the support of John D. Rockefeller. Mrs. Harriman purchased the land, renovated the house on the property, and funded the ERO's directors and social workers over a period of five years.

Harriman gave about \$15,000 per year to the ERO for operating expenses from 1910 to 1918, and would eventually provide a total of about a half million in cash and securities. John D. Rockefeller Jr. donated \$22,000 over a period of 4 years to the ERO. The Rockefeller Foundation provided organizational support as well.

By the end of 1917, Mrs. Harriman's privately funded ERO had merged with the Carnegie's SEE. Both entities, which were headed by Davenport, functioned as a single eugenic institution at Cold Spring Harbor. The ERO's first task was to identify all the defective American's, which was an estimated 10% of the population, then formulate the best methods to cut off those strains.

In December of 1912 Davenport had organized a Board of Scientific Directors as the public front for the ERO, which would meet once a month. It would include Dr. Alexander Graham Bell, Ernest E. Southard from Harvard University, professor Irving Fisher from Yale University, prominent Johns Hopkins University pathologist, William H. Welch, and others.

Professor Welch had served as the first scientific director of the Rockefeller Institute for Medical Research from 1901 to 1932, and as a trustee of the Carnegie Institution from 1906 to 1934. Before and during his term on the ERO's scientific board, he was elected president of the American Association for the Advancement of Sciences (AAAS), and the American Medical Association (AMA) 1910-1911.

The ERO created another eugenic research department known as the Eugenics Research Association (ERA) in June of 1913. It was composed of America's most prominent eugenicists, including doctors and university professors. Professors from the medical schools and life science departments at Johns Hopkins, Harvard, Columbia, Yale, Emory, and Brown, were among its members. The ERA was determined to transform its research into law.

Invisible Eugenics

Its initial charter members included people such as Harvard psychologist and eugenicist Robert M. Yerkes, developer of the *Yerkes Point Scale for Intelligence*. Later, psychologists who created the basis for what would eventually be known as the *IQ Test* (intelligence quotient) would become members, including: Henry H. Goddard, Carl Brigham, and Lewis Terman.² Madison Grant was given a leadership role within the organization.

The ERO gave scholarships to train students at Cold Spring Harbor in field research techniques during summer months. Many were graduates from Harvard, Cornell, Oberlin, Johns Hopkins, and Wellesley. Laughlin and Davenport lectured them on Darwin's theories. They were also educated on mental illness and went on field trips to mental institutions.

2 While at Harvard, Davenport taught the eugenicist Yerkes, who began experimenting with mental tests while working with the eugenicist Southard, a professor at Harvard Medical School. Goddard, who also helped develop the IQ Test, was a friend of Southard and an advisor to Davenport. According to some eugenical scholars, the IQ Test was created by eugenicists for the purpose of identifying, institutionalizing, and sterilizing certain classes of people. The following people played a major role in developing the modern IQ Test: Alfred Binet, Henry H. Goddard, Robert M. Yerkes, Lewis Terman, and James McKeen Cattell. Out of these 5 people, 4 were confirmed eugenicists (Goddard, Yerkes, Terman, Cattell). Only Alfred Binet, who developed the original intelligence test, (which the eugenicists used as a basis for theirs), was not a eugenicist. For more on this read the, *Eugenicists Developed the IQ Test*, chapter in the Appendix. Also see the following: *Better for All the World*, Harry Bruinius; *War Against The Weak*, Edwin Black; *The Pivot of Civilization*, Margaret Sanger.

Eugenics: Groups & Conferences

Groups

Premise

Eugenical groups spread to 40 US states before World War I. This included the Galton Society, which met regularly at the American Museum of Natural History in New York; the Race Betterment Foundation in Battle Creek Michigan; the Eugenics Education Society, which had chapters in Illinois, Missouri, Wisconsin, Minnesota, Utah, and California; and the American Eugenics Society, formed by Charles Davenport and Alexander Graham Bell.

Human Betterment Foundation

The Human Betterment Foundation (HBF) was a eugenics organization founded by Ezra Seymour Gosney in Pasadena, California in 1928. Its goal was to “foster and aid constructive and educational forces for the protection and betterment of the human family in body, mind, character, and citizenship.” It created and distributed information about forced sterilization legislation in the US, for the purpose of eugenics.

Its board of trustee members included: Gosney; David Starr Jordan, Chancellor of Stanford University; philanthropist Charles Goethe; Justin Miller, Dean of the College of Law at the University of Southern California; and California eugenicist Paul Popenoe. Later members would include Lewis Terman; William B. Munro, a Harvard professor of political science; and University of California, Berkeley professors Herbert M. Evans and Samuel J. Holmes.

Eugenics Education Society

In 1907 the Eugenics Education Society was founded in London, with offices created in Manchester, Southampton, Birmingham, and Glasgow. Galton was elected honorary president in 1908. The society supplied speakers who gave dozens of lectures yearly. The group produced a documentary on eugenics that could be seen in cinemas throughout England and Scotland. It broadcasted pamphlets to libraries and schools. The group's agenda was to cut off the bloodlines of British undesirables using techniques engineered in the US.

American Eugenics Society

The American Eugenics Society (AES) was established to promote eugenics in the US in 1922. It was founded by Madison Grant, Harry Laughlin, Henry Fairfield Osborn, and Irving Fisher. Its members included some of the wealthiest people in the world, such as Dorothy H. Brush, Planned Parenthood activist; JP Morgan Jr. of US Steel; and Mrs. Mary Duke Biddle, whose family founded Duke University.

More AES members were Robert Garrett of the B&O railroad; Margaret Sanger, founder of Planned Parenthood; and Dr. John Harvey Kellogg of the Race Betterment Foundation, whose family started the Kellogg Cereal Company. The society's budget was supplemented by gifts from John D. Rockefeller Jr. Members of the AES would form what would eventually be known as Planned Parenthood.

Sociological Society

Galton gave an address, entitled, *Eugenics: Its Definition, Scope, and Aims*, at the meeting of the Sociological Society at London University in May of 1904, where he described how eugenics was to be introduced like a new religion. Galton wanted to establish local eugenic offices all over England, where members would give lectures on eugenics in their communities, and recruit prominent people. Each branch would also compile lists of notable individuals in their district. Galton wanted to know the names of the best people as detailed by their family histories.

American Breeders Association

Founded by Willet M. Hays in 1903, the American Breeders Association (ABA) was one of the first scientific organizations in the US that recognized Mendel's laws. Its Committee on Eugenics, established in 1907, was chaired by the president of Stanford University, David Starr Jordan. Hays would be elected the Assistant Secretary of Agriculture in 1904 during the administration of Theodore Roosevelt.

Other ABA founding committee members were Charles Henderson, who was a sociologist at the University of Chicago, as well as Alexander Graham Bell, and Davenport. The ABA president, would be the Secretary of Agriculture, James Wilson.

Its membership of 1,000 scientists and agricultural specialists allowed the ABA to solidify the American eugenics movement. Its people shared memberships with other organizations, including the AES, Race Betterment Foundation (RBF), and the Galton Society.

Race Betterment Foundation

The Race Betterment Foundation (RBF), founded in 1906, was an influential eugenics group that was established to bolster the research at Cold Spring Harbor. It was founded by Dr. John Harvey Kellogg of Battle Creek, Michigan, who was a state board of health member. One of its goals was the creation of a eugenics registry that would contain information on many US citizens.

Conferences

Premise

National and international eugenics conferences in the US and England presented a venue for eugenicists. These included conferences of the International Eugenics Congress, American Breeders Association, International Congress of Eugenics, and National Congress on Race Betterment.

American Breeders Association

At the December 1903 American Breeders Association meeting in St. Louis Missouri, Davenport reported to the audience that a resolution should be passed to emphasize the value of superior people and the threat which the inferior bloodlines posed to civilization. Society, said Davenport, must “annihilate” the hideous strains of defective individuals. It was decided that promotional campaigns were to be done through magazine articles and public lectures, as well as letters to doctors, teachers, clergy, and legislators.

National Congresses on Race Betterment

In January of 1914 Dr. John H. Kellogg, founder of the RBF and a member of the ABA, hosted the First National Congress on Race Betterment in Battle Creek, Michigan. Its purpose was to create a race super people. “We have wonderful new races of horses, cows, and pigs,” argued Dr. Kellogg, “why should we not have a new and improved race of men?”

Over 400 delegates attended, including the nation's leading doctors, geneticists, and eugenicists, as well as about 2,000 others who witnessed the presentations. In addition to the evening banquets, there were movies and eugenic exhibits. Conference speeches consisted of issues regarding race betterment.

Invisible Eugenics

“We have found that a large proportion of the feeble-minded,” sermonized Davenport at the congress, “are such because they belong to defective stock.” Davenport told attendees that a cleansing process could be accomplished secretly by working with the directors of state institutions, who had already expressed an interest in a covert eugenics program.

On January 12, 1914, Laughlin presented his own solution in a speech entitled, *Calculations on the Working Out of a Proposed Program of Sterilization*, where he warned that the human race was in danger of being spoiled by about 10% of the defective human stock. He was not content that only 12 states had enacted eugenic laws at that time. “A halfway measure will never strike deeply at the roots of evil,” he proclaimed. Laughlin summarized the purpose of the eugenics movement, when he stated: “To purify the breeding stock of the race at all costs is the slogan of eugenics.”

On August 8, 1915, at the Second National Congress on Race Betterment in San Francisco, the speech, *Eugenics as a Religion*, was given by Davenport, while Dr. Kellogg spoke of a danger of degenerative persons multiplying too quickly. A “new and glorified human race,” suggested Dr. Kellogg, could be accomplished starting with a eugenics registry.

International Congresses of Eugenics

There were several international congresses of eugenics from 1912 to 1932. The second and third, occurring in September of 1921 and August of 1932, met at the American Museum of Natural History in New York City, founded and directed by Henry Fairfield Osborn, who gave the welcoming addresses.

At the second conference, a variety of eugenic papers were presented to delegates from European countries, North America, Mexico, Cuba, Venezuela, Japan, and India. Drastic measures needed to be taken for the “elimination of the unfit,” said Major Leonard Darwin (Charles Darwin's son), during his speech. A lecture at the third conference portrayed the doom of humanity if harsh methods weren't adopted.

Of particular interest is the First International Eugenics Congress, that met for 5 days starting on July 24, 1912 at the Hotel Cecil in London. The inaugural banquet was attended by about 500 delegates from 12 countries, including Belgium, England, France, Germany, Italy, Japan, Spain, and Norway.

Darwin was the president of the congress, and Winston Churchill, First Lord of the British Admiralty, represented the King of England. Other attendees were: Richard Everard Webster, Lord Chief justice of England; Sir Thomas Barlow, President of the College of Surgeons; and Sir William Collins, Vice-Chancellor of the University of London.

American delegates included: Gifford Pinchot; Dr. Charles W. Eliot, President of Harvard University (1869-1909); David Starr Jordan, Chancellor of Stanford University (1891-1913); and the inventor, Dr. Alexander Graham Bell.

A prominent delegate, Alfred Ploetz, president of the Gesellschaft für Rassen Hygiene (Germany's eugenic education society), represented Germany. Influential doctors and biologists from France were present, and committees from Belgium, Italy, and Spain were created.

Papers on various eugenical topics were presented by Darwin, Davenport and others, which were followed by discussions. Delegates visited the exhibition section in between lectures to observe the spectacles.

There were specimens, pedigree charts, and photographs depicting human heredity. Portraits of Charles Darwin, Sir Francis Galton, and Gregor Mendel were shown. Charts illustrating the intermarriage of the Galtons, Wedgwoods, Darwins, and other prominent families were displayed, as well as ERO data pertaining to the genetically defective.

During the congress, the Permanent International Eugenics Committee was formed, which met on August 4th a year later in Paris. Participant nations were the US, England, Belgium, Denmark, France, Germany, Italy, and Norway. The organization's name would change to the International Eugenics Commission, and finally the International Federation of Eugenic Organizations (IFEEO), which controlled the entire global movement.

The most important paper presented at this 1912 congress was the EROs, *Committee to Study and to Report on the Best Practical Means for Cutting off the Defective Germ-Plasm in the Human Population*, authored by Laughlin. It focused on initiating eugenic tactics such as life segregation, restrictive marriage laws, euthanasia, and surgical sterilization. The congress concluded that delegates from all participant nations should focus on inducing legislation to eliminate undesirables.

The most obvious goal of the congress was to initiate the practice of negative eugenics globally. During his closing speech on the last day, Darwin told the delegates, that, although they could not determine how long it would take to achieve the “ultimate victory” of their objective, “we shall conquer in time.” Then, the audience cheered.

Eugenics: Data Collection & Initiatives

Data Collection

Prior to the enactment of any eugenic program, records would be needed on eugenic stock. There was, Galton insisted, a necessity to obtain exact measurements about every mental and physical feature for at least two generations. This collection of human data, he anticipated, would form the core of a future restrictive breeding program.

As part of his view for a eugenic utopia, Galton believed that communities and schools could be encouraged to record hereditary traits, if they were provided resources from eugenic offices. Registered families, Galton thought, should receive encouragement through state-funded endowments, while the reproduction of undesirables would be discouraged.

In the spring of 1884 at the International Health Exhibition in South Kensington, Galton setup an anthropometric laboratory where he collected data on thousands of people. There, he took measurements of height, arm span, weight, pulling and punching power, breathing capacity, reaction time, hearing and eyesight, color perception, etc.

Galton kept records of these examinations. By the time the exhibition closed in 1885, almost 10,000 people had been observed. Then, he swiftly organized a relocation to the Science Galleries of the South Kensington Museum, to continue his efforts.

After obtaining many records, Galton started to formulate the information into statistical eugenic probabilities. In his 1889 book, *Natural Inheritance*, he said that not only were physical traits passed on, intelligence, talent, and personality were as well.

ABA president Willet Hays, authored an article in 1912 entitled, *Constructive Eugenics*, for *American Breeders Magazine*, in which he talked about a “global solution to all unwanted races” that included giving every person a genetic rating. His suggestion included a gigantic international record system, that would contain descriptive information for every person on earth.

The lineage of every individual would be charted and given a genetic grade. Each nation would then systematically identify and eliminate the undesirables in its population.

The ERO was the primary institute which conducted large-scale inquiries on human heredity in the US. From 1910 until it closed in 1940, it archived thousands of articles, charts, genealogies, town histories, and biographies, in an effort to form a database of defective bloodlines.

Invisible Eugenics

ERO field workers were given a trait book and dispatched to prisons, mental institutions, schools for the feeble-minded, juvenile delinquent facilities, and the Amish in Pennsylvania. They eventually conducted house-to-house surveys.

After they located people and noted their deficiencies, they would find all of their family members and interview them in person. The Family Records form included questions about family traits, parents, grandparents, siblings, etc. ERO field workers were so thorough they even interviewed the neighbors of families suspected of carrying physical or mental defects.

The ERO used deception to gain complicity. None of those being interviewed knew they had been added to a list for either forced sterilization or segregation in a special camp. The data it gathered was deposited in an inventory, which served as a source for articles, books, and lectures.

The field workers sent their data back to the ERO where Laughlin and Davenport would scrutinize it to determine the family's genetic pattern. They took the terms and charting methods of animal breeding to form family trees that would be known as *pedigrees*. The ERO eventually intended to register information on all people in the US. Their goal was to eradicate the allegedly defective bloodlines.

In addition to visiting these establishments, the ERO tried to contact every public institution that had records of the mentally ill, feeble-minded, criminal, epileptic, and those with sensory problems. This included hospitals, charitable organizations, churches, schools, and insurance companies throughout the entire nation.

The ERO intended to covertly record the genetic backgrounds of all Americans, to separate the desirables from the defectives. They intended to identify and track all families who they considered to be genetically defective. None of the institutions that they worked with refused to give them confidential records.

Influence & Initiatives

Educated Professionals

Eugenics was not a movement of the masses, but of the wealthy and influential against immigrants, minorities, the poor, the helpless, and those who were simply different. As we've seen, a multitude of closely-networked organizations supported the eugenics movement.

Eugenics enthusiasts in the US and Britain were usually white, middle to upper-class, educated professionals. It was conceived and directed by the wealthiest and most learned, who intended to annihilate entire groups, in order to create their eugenic utopia.

The eugenicists also promoted their ideas through their journals. In 1902, Pearson, Weldon, and Galton founded the journal *Biometrika*. The British established a quarterly journal, the *Eugenics Review*, which was distributed to the US, Europe, India, and Japan.

The American Genetics Association put out a journal called the *Journal of Heredity*, which published papers and book reviews pertaining to eugenics. The *American Journal of Human Genetics* was established in 1954 by the American Society of Human Genetics.

By 1870 many social scientists, and psychologists had been influenced by Darwin. Starting in the mid 1900s most American social scientists were Social Darwinists. The financing institutions used these scientists to produce books, scientific articles, magazine stories, legislation, and lectures.

Many of these scientists were biologists, who formed an alliance with the eugenicists when it was thought that intelligence and behavior were inherited according to the laws of science. The scientists conducted the research to formulate eugenic theories, while doctors put eugenics into practice.

These doctors promoted forced sterilization laws to stop undesirables from reproducing. To prevent women from reproducing during their fertile years, they also helped to set up segregation colonies, such as the Virginia Colony for the Epileptic.

Because they had been persuaded that social and mental deficiencies were hereditary, the doctors thought they were performing a great service to society by purifying the human race. Social workers and psychiatrists encouraged governmental intervention as the primary method to reduce the so-called defective class.

Eugenics text was integrated into college coursework. This happened at the finest institutions of higher learning, such as: Harvard, Yale, Princeton, Northwestern, Chicago, University of California, Berkley, New York University, and Bates College. By 1914 over 40 major academic institutions offered eugenics instruction, and within a decade it would increase to hundreds.

By the 1920s and 1930s, the eugenics directorate had formed alliances with progressive movements of many kinds, such as child welfare, prison reform, human hygiene, clinical psychology, healthcare, world peace, immigration, birth control, and education reform. Eugenics advocates spanned from college professors to elementary school principals.

Invisible Eugenics

It even included presidents of the US. President Woodrow Wilson had signed a eugenic sterilization bill when he was governor of New Jersey in 1911. In 1912 he created a board of examiners of feebleminded and other defectives, which the state would use to determine if “defectives” could reproduce.

In 1906, US President Theodore Roosevelt's Secretary of Agriculture, Willet M. Hays, appointed Davenport and a group of scientists from the ABA to the Heredity Commission, with the objective of encouraging an increase of good bloodlines and discouraging the reproduction of defective ones. The commission also sought to determine if a “new species of human being” may be created.

After his presidency, in January of 1913, he corresponded with Davenport at the ERO, stating that citizens of the “wrong type” should not be able to reproduce. Roosevelt spoke highly of Madison Grant's 1916 book, *The Passing of the Great Race*.

Legislation

Collectively, these groups created books, journals, tables, and charts, that were mostly senseless and only partially based on real science. However, because of the magnitude of this material, policymakers were typically perplexed and considered it legitimate science.

Multiple countries enacted various eugenic programs during the 20th century. In the US, state laws were written starting in the late 1800s to prohibit marriage and sterilize mental defects in order to prevent the transmission of mental deficiency to the next generation.

In 1927 these laws were supported by the US Supreme Court and remained until the mid 1900s. From the early 1900s to the 1970s about 65,000 men and women were forcefully sterilized in the US, as part of a government eugenics policy to prevent undesirables from reproducing.

Eugenics enthusiasts claimed that the genetic deterioration of society was such a threat that violations of civil liberties were necessary. By the early 1900s a variety of US states were passing eugenic laws to prevent certain people from reproducing.

In 27 US states mandatory sterilization laws were enacted, often with the help of the ERO. These included: Iowa, Kansas, Michigan, New Jersey, New York, Wisconsin, California, North Dakota, Washington, and Nevada.

The first eugenics law was passed in Connecticut in 1896, which prohibited the marriage of genetically defective women under the age of 45. It also allowed the medical staff at some asylums to examine the family trees of feebleminded and mentally ill patients to determine if they should be sterilized.

Indiana was the second state to enact a eugenics law for forced sterilization in 1907. It specified that confirmed criminals, idiots, and imbeciles could be forcefully sterilized.

California, which passed its law in 1909, had sterilized more people than all other states combined. It sterilized convicts and residents of the California Home for the Care and Training of Feeble-minded Children, in Sonoma County. Over 7,500 sterilizations were carried out in California alone.

New Jersey, which sought to sterilize those in prisons and children in poor houses, passed its legislation in 1911. The New Jersey law included the feeble-minded, epileptic, and criminals, as well a group vaguely labeled "other defectives."

The US Supreme Court, *Buck v. Bell* case of April 1927 was probably the most important case in the history of eugenics. It involved an alleged feeble-minded Virginia woman named Carrie Buck whose mother and daughter were also said to be feeble-minded. The expert witness was Laughlin and the court voted in favor of sterilization.

Oliver Wendell Holmes Jr., the Supreme Court Justice presiding over the case, wrote on May 2, 1927: "It is better for all the world, if instead of waiting to execute degenerate offspring for crime, or to let them starve for their imbecility, society can prevent those who are manifestly unfit from continuing their kind."

In total, about 65,000 forced sterilizations officially occurred. However, according to some, many more were sterilized during operations disguised as necessary medical procedures for pelvic disorders.

Starting in 1921 Laughlin served as an expert witness to the House of Representatives committee on Immigration and Naturalization. He provided advice to the committee that the high numbers of recent immigrants from southern and eastern Europe represented a threat to the country's well-being. This resulted in the Immigration Act of 1924, which reduced the number of certain immigrants who could enter the US, until 1927. Others who arrived at Ellis Island were turned away based on bogus intelligence tests.

Fitter Families

The American Eugenics Society sponsored the Fitter Family contests held at state fairs in the US during the 1920s. First appearing at the Topeka, Kansas state fair in 1920, up to 40 of these occurred nationwide until the end of the 1920s. Contestants needed to give the examiners their genetic information and undergo intelligence and medical tests.

Invisible Eugenics

Illuminated displays at these exhibits flashed every 16 seconds signifying the birth of a defective infant who cost the taxpayers \$100. These signs typically consisted of phrases such as: “Every 16 seconds \$100 of your money goes to the care of person with bad heredity. ... Some people are born to be a burden on the rest.”

Although it is difficult to determine the exact qualities that judging eugenicists valued, winning families were awarded medals and the *Governor's Fitter Family Trophy*.

At the 1924 Kansas Free Fair, for instance, Governor Jonathan Davis presented the winning family with the, *Grade 'A' Individuals Medal*, portraying two fit parents, with their arms outstretched toward their presumably genetically superior infant. The winners were then paraded around in cars before the crowds of people.

Global Efforts

The First International Congress of Eugenics that took place in London in July of 1912 signified the start of global eugenics. Eugenicists from various countries had been communicating for years and needed to spread their ideas. Their goal was to refashion the human race.

Canada enacted the first sterilization laws outside the US in 1928, followed by nations such as Switzerland (1928), Denmark (1929), and Sweden (1934). During the 1930s similar laws would be enacted in Norway, Finland, Hungary, France, Germany, Poland, Italy, Belgium, and Brazil.

Finland, Hungary, France, Romania, and Italy adopted eugenic policies that were basically developed at the ERO. The Rockefeller Foundation and Carnegie Institution funded some of these international eugenic endeavors.

Eugenics: Methods & Targets

Methods

Introduction

Many eugenicists thought that the movement was proceeding too slowly, particularly because they suspected that the world faced an immediate threat of genetic deterioration. The 1914 ERO paper, *Report of the Committee to Study and to Report on the Best Practical Means of Cutting off the Defective Germ-Plasm*, described a variety of methods to stop this fictitious crisis.

It was the purpose of the committee, said the ERO, to investigate “all phases” of cutting off the supply of defective bloodlines. This included, segregation, sterilization, marriage laws, euthanasia, and malthusianism (catastrophe, disease, starvation, war). An individual's genes did not belong to him alone. The right to parenthood, it suggested, will be a prize that is only allotted to the best individuals. Those carriers of defects will be “held in pity” by their fellows.

“The state,” proclaimed Madison Grant in his 1916 book, *The Passing of the Great Race*, “must see to it that his line stops with him.” Grant suggested that these mercy killings should first be applied to the criminals, diseased, unfit, mentally ill, then the scope would be gradually widened to include a whole range of social misfits.

In the past, explained the ERO, the lower classes were killed off by “race purifying” events such as disease and starvation, while only the strong survived. However, the development of civilization has created obstacles that prevent these lower classes from being diminished. “It now behooves society in consonance with both humanitarianism and race efficiency to provide more humane means for cutting off defectives.”

In his, *The Village of a Thousand Souls*, article appearing in *The American Magazine* of October 1913, Yale psychologist Arnold L. Gesell, stated: “society need not wait for perfection of the infant science of eugenics before proceeding upon a course which will prevent renewal of defective protoplasm contaminating the stream of life.”

Infanticide

Infanticide is the killing of infants and young children. It has been practiced by North and South American Indian tribes, as well as primitive people in New Zealand, Australia, India, China, and Japan.

Invisible Eugenics

The Spartans would drown their babies and expose them to the elements to ensure that only the fit survived. Ancient Romans openly practiced infanticide. The Roman Law established that deformed children be put to death. Patriarchs in the Roman society were given the right to kill infants, often by drowning them. Hitler favored the Spartan methods of a selective infanticide policy.

Margaret Sanger, a eugenicist who founded Planned Parenthood, noted in her 1920 book, *Woman and the New Race*, that one sign of a progressing civilization is the practice of infanticide. She proclaimed: “The most merciful thing a large family can do to one of its infant members is to kill it.”

A New York urologist named William Robinson wrote widely on the topic of eugenics. In Robinson's book, *Eugenics, Marriage and Birth Control*, he advocated gassing the children of the unfit. “The best thing,” he announced, “would be to genetically chloroform these children or to give them a dose of potassium cyanide.”

According to Grant, mistaken beliefs in divine religious laws which sanction human life were preventing the elimination of defective infants, which limited the options available to reduce the inferior types. “Efforts to indiscriminately preserve babies among the lower classes,” explained Grant, “often result in serious injury to the race.”

Socialist HG Wells agreed: “The children people bring into the world can be no more their private concern entirely, than the disease germs they disseminate...”

Euthanasia

Euthanasia (Greek for *good death*) is the deliberate voluntary or involuntary killing of human beings, allegedly done in order to relieve pain and suffering. Euthanasia, which was practiced in Ancient Greece and Rome, would eventually be used by the Nazis.

The Nazi's euthanasia campaign began in July of 1939 and accelerated in January of 1940, eventually leading to the deaths of up to 200,000 Germans, depending on the source. However, the notion of sending undesirables into death chambers was regularly considered among influential American eugenicists much earlier.

In 1900, physician William Duncan McKim published, *Heredity and Human Progress*, stating: “The simplest, the kindest, and most humane means for preventing reproduction among those whom we deem unworthy ... is a gentle, painless death.” Dr. McKim's method included the use of carbonic acid gas.

The suggestion of executing criminals and the mentally ill was offered by the National Prison Association in 1904. Ohio considered a bill two years later that would allow physicians to chloroform the chronically diseased and mentally ill. The state of Iowa would ponder similar measures.

“The laws of nature,” illustrated Grant, “require the obliteration of the unfit.” He went on: “human life is valuable only when it is of use to the community or race.” If things continued, said Grant, there would be little hope for humanity. However, merciful methods to eliminate the defectives could be quickly implemented.

Roosevelt, Grant's close friend, aggrandized Grant's 1916 book in a 1917 issue of *Scribner's Magazine*, writing: “This is a capital book... It shows a habit of singular serious thought on subjects of most commanding importance.”

The psychologist Henry H. Goddard (1866-1957) considered the lethal chamber to eradicate the feebleminded, in his influential 1912 book, *The Kallikak Family*. Goddard wanted entire bloodlines to be sterilized and segregated, which would besiege the source of the genetic defects.

Dr. Paul Popenoe, leader of California's eugenics movement who co-authored the 1918 textbook, *Applied Eugenics*, agreed that the best method to eliminate the defectives was execution. “Its value in keeping up the standard of the race should not be underestimated.”

Mass Murder & War

Expert on the subject of political ponerology, Dr. Andrew M. Lobaczewski, informs us that psychopaths have used a multitude of ways to diminish the population in the past, including death camps and wars. Some estimates place the Nazi genocide death toll at about 11 million.

However, decades before, even mass murder was considered by influential eugenicists in the US and England. In March of 1910, the eugenicist George Bernard Shaw spoke at London's Eugenics Education Society. Regarding, mass murder, he proclaimed: “A part of eugenic politics would finally land us in an extensive use of the lethal chamber. A great many people would have to be put out of existence.”

ERO Scientific Director Irving Fisher, a Yale University economist, announced on August 8, 1915, at the Second National Congress on Race Betterment in San Francisco: “You have not any idea unless you have studied this subject mathematically, how rapidly we could exterminate this contamination if we really got at it.”

Invisible Eugenics

First General-Director of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), Julian Huxley, pondered mass extermination to reduce the population in his 1931 article, *The Vital Importance of Eugenics*. Although Huxley mentioned this method was cruel and ultimately rejected it, he did so because he considered it inefficient. “It involves wholesale destruction to make sure that the few types you want destroyed shall be included in the holocaust...”

Wars, according to Dr. Lobaczewski, allow the psychopaths to kill a significant number of normal people who have been deceived into fighting for some noble cause.

Dr. Popenoe explained that war serves at least two eugenical purposes. They segregate men during their reproductive years and kill large numbers of people. A draft is better than voluntary service because “lethal selection” can be used to enlist mostly people belonging to certain groups.

In his famous 1951 book, *The Impact of Science on Society*, Lord Bertrand Arthur Russell complained that wars and starvation have so far not sufficiently reduced the population. Russell, who described the culling effects of the first two major wars as “disappointing,” suggested that a world authority on population control should wage biological warfare against citizens.¹

Segregation & Sterilization

A primary population control method, as suggested by the 1914 ERO report, would be large-scale segregation. The ERO wanted to identify and segregate “as early as possible” the conjecturally defective bloodlines, and remove them from the breeding pool before their reproductive period.

There is no mention, however, on segregation being limited to physical confinement.² Instead, the ERO revealed that it could be easily accomplished with existing institutions and would be more socially effective than compulsive sterilization.

It was reported in the September 15, 1914 issue of the *Psychological Bulletin*, in the article, *The Heredity of Mental Abilities*: “There can be no question that practical and effective measures for the isolation or sterilization of the congenitally defective will be adopted in the future.”

1 It has been officially announced that biological weapons are to be used on citizens. The US Department of Defense (DOD) is able to justify their use by categorizing them as *non-lethal weapons (NLW)*. One suggested biological attack includes damaging the DNA of certain families and ethnic groups to create hereditary medical conditions. See my previous book, *New World War: Revolutionary Methods for Political Control*.

2 We'll see that early segregation can be accomplished chemically in the future chapters: *The Engineering of Disease*; *ADHD Myth: Psychiatric Chemical Weapons*; *The Elimination of Their Worst Enemies*; and *Silent Extermination*.

In her 1922 book, *The Pivot of Civilization*, Margaret Sanger suggested that every defective child should be identified and segregated as early as possible, before their reproductive cycle. “Eugenics thus aims to seek out the root of our trouble ... cleansing itself of inherent defects.”

According to Laughlin, an efficient method to eliminate a bloodline is to neuter the females. It has been estimated that about 90% of the forced sterilizations in Switzerland were performed on women, who were vaguely labeled, “unfit.” Similarly, Sweden's 63,000 sterilizations were done mostly on “anti-social” women.

Miscellaneous

Poverty and housing are more eugenic methods, according to Dr. Popenoe. Poverty is an effective type of population control that minimizes the birth of certain classes of people. Housing discrimination can prevent them from having families too early, thus tending to lower the overall birthrate. More eugenic methods, he says, include war, subjecting people to harsh climates, bodily deficiency, and bacteria (disease).

Huxley stated in his 1941 publication, *The Uniqueness of Man*, that because the genetically defective lower socioeconomic classes were producing too quickly, they should be denied medical treatment. Providing healthcare for such people interfered with Darwin's theory of natural selection.

Targets

Eugenicists wanted to kill the millions of citizens who they believed were unfit, subhuman, and not worthy of reproducing. They intended to target not just individuals and groups, but entire bloodlines that were perceived to be physically, mentally, morally, culturally, or socially defective.

The 1914 ERO report included those determined to be predisposed to disease, epileptics, the physically deformed, those with defective sense organs, and the physically weak. Minor birth defects such as cleft palate and lip, and clubfoot, were mentioned, as well as people with glaucoma, cataracts, color blindness, and modest hearing problems. The ERO also recommended the “elimination” of the “socially unfit,” perpetually poor, criminals, and people with alleged mental disorders.

The studies conducted in the early 1900s to find a genetic basis for mental disorders, were used to support eugenic ideology. The ERO's list extended to those labeled with dementia praecox (schizophrenia), manic depression (bipolar disorder), delusional disorder, and senile dementia.

Invisible Eugenics

The ERO's solution to this epidemic included “purging from the blood of the race” all the defective strains previously mentioned. The carriers of these defective genes were to be identified, segregated during the reproductive period, and somehow sterilized. “Society must at all costs,” affirmed the ERO, “cut off the inheritance of individuals suffering from hereditary defects.”

At first the eugenicists wanted to target 10% of the population. However, when they started to add more defective labels it increased drastically. The criminal, lame, mentally ill, deformed, and diseased, were combined with the unfortunate, disadvantaged, and those who were simply “different,” to form what the eugenicists termed the *undesirables*.

The eugenicists believed that even those who appeared to be normal would produce defective offspring if they were carriers of a hidden genetic flaw. They considered these people notably troublesome, because even though they were carriers of defective genes, they would probably reproduce and propagate the deflection.

“In addition to these unfit persons,” noted the ERO, “there are many parents who, in many cases, may themselves be normal, but who produce defective offspring.” This “great mass” of defectives, they mentioned, was a threat to the human race. They were to be cut off by severing their bloodlines.

The eugenicists continued to expand the scope of their targets, as revealed by Laughlin at the January 29, 1924, meeting of the Eugenics Education Society in London. “Then we go down still further and include the great mass of people, about nine-tenths of humanity.” That is correct, they intended to target 90% of the population for negative eugenics.

Eugenics: Nazi Germany

Introduction

Each nation with active eugenicists promoted eugenic principles based on the ones that had already been adopted in America. Germany was no exception. Academic and personal connections were established between German and American eugenicists in the early 1900s. By 1904 the Carnegie Institution became the “center of the eugenic world” for German eugenicists, who were in frequent contact with its director, Davenport.

American eugenicists followed the Germany's eugenic progress, which was reported in issues of the *Journal of the American Medical Association* in the 1920s. Adolf Hitler and Nazi doctors were in frequent contact with American eugenicists from New York to California.

A Hungarian named Geza von Hoffmann studied American eugenic proceedings. His 1913 book, *Racial Hygiene in the United States of North America*, contained illustrations of America's eugenic formation and each state's eugenic legislation.

His work included topics such as euthanasia and sterilization. Von Hoffmann's piece praised the American eugenics program as the model for Germany to follow. “Galton's dream,” said von Hoffmann, “that racial hygiene should become the religion of the future, is being realized in America.”

Laughlin sent von Hoffman the ERO's summaries, while von Hoffmann responded with updates of his own. Von Hoffmann frequently reported the latest American news that Laughlin provided in German eugenic literature. “I thank you sincerely,” von Hoffmann wrote Laughlin in a letter dated May 26, 1914, “for the transmission of your exhaustive and interesting reports.”

The noted German geneticist Dr. Erwin Baur wrote a letter to Davenport at the ERO in the autumn of 1920, asking for information regarding American eugenic legislation. Davenport ordered Laughlin to send any publication on sterilization to Dr. Eugen Fischer, director of the Kaiser Wilhelm Institute for Anthropology, Human Heredity and Eugenics.

Laughlin copied a Nazi eugenics film entitled *Erbkrank* (The Hereditary Defective), renamed it, *Eugenics in Germany*, and began distributing it to schools. Heidelberg University made Laughlin an honorary doctorate in medicine in 1936 for his contributions to racial hygiene. He wrote to the university authorities, telling them what a personal honor it was: “evidence of a common understanding of German and American scientists of the nature of eugenics.”

Rockefeller fellowships and scholarships from 1936 through 1939 allowed German eugenicists to travel to the ERO at Cold Spring Harbor for research, while US eugenicists traveled to Germany to observe the administration of its massive sterilization program.

When Marie E. Kopp returned to the US after interviewing Nazi Doctors, she wrote an article that appeared in the October 1936 issue of the *American Sociological Review*, offering a detailed description of what she had seen: “The leaders in the German sterilization movement state repeatedly that their legislation was formulated only after careful study of the California experiment as reported by Mr. Gosney and Dr. Popenoe.”

After returning from Germany in 1934, the influential eugenicist Charles M. Goethe wrote to Ezra Seymour Gosney: “You will be interested to know that your work has played a powerful part in shaping the opinions of the group of intellectuals who are behind Hitler in this epoch-making program. Everywhere I sensed that their opinions have been tremendously stimulated by American thought.”

The Doctors

The doctors were on the frontline in Nazi Germany's war against the undesirables. They created the junk science, devised the eugenic formulas, wrote the legislation, and even selected the victims for sterilization and mass extermination.

Starting in the late 1800s the German racial hygiene movement was led by Alfred Ploetz, Erwin Baur, Wilhelm Schallmeyer, Eugen Fischer, and Fritz Lenz, all of whom were closely allied with American eugenicists.

The first director of the Institute for Anthropology, Human Heredity and Eugenics was the anthropologist/eugenicist Dr. Eugen Fischer. Fischer's institute trained doctors in the practice of racial hygiene and deciphered data and specimens obtained in the concentration camps.

Dr. Fischer was working with Davenport through the International Federation of Eugenic Organizations (IFEO), established in 1925 to direct the entire world-wide movement. He was one of the earliest German corresponding scientists recruited by Davenport when the Cold Spring Harbor facility opened in 1904.

German geneticist Dr. Erwin Baur was convinced by Davenport to join the International Eugenics Commission. Dr. Fritz Lenz, another German geneticist who lectured German eugenicists that they were lagging behind America, told Davenport that although he could not participate in international gatherings, German and American eugenicists should continue to advance the science through correspondence.

The book which was to become the classic text on German eugenics, *Foundations of Human Hereditary Teaching and Racial Hygiene*, was printed by Drs. Baur, Fischer, and Lenz in 1921. The authors concluded that traits of the body and mind were hereditarily determined, and that environment could do little to influence the growth of such traits. Their anthropological chart showed the Aryans at the top of the human gene pool, followed by Mediterraneans, Alpines, and Mongols, then finally blacks.

The book's bibliography contained American publications, such as: the *Journal of Heredity*; various ERO papers; Popenoe's book, *Applied Eugenics*; Goddard's, *The Kallikak Family*; both of Davenport's books; and Madison Grant's, *The Passing of the Great Race*, which was reportedly adored by Hitler. After the book was sent to the ERO, *Eugenical News* and the *Journal of Heredity* ran favorable reviews.

Swiss psychiatrist Dr. Ernst Rüdin was director of the Kaiser Wilhelm Institute for Psychiatry in Munich (1917-1945). Dr. Rüdin's work, which was based on the eugenical theories of the ERO, was popular in American eugenic periodicals such as *Eugenical News* and the *Journal of Heredity*. In 1928 when Dr. Rüdin hosted an IFEO meeting in Munich, he gave attendees a guided tour of his department at the Kaiser Wilhelm Institute for Psychiatry.

Dr. Ploetz co-founded the Society for Racial Hygiene in Berlin with Dr. Rüdin in 1905. "We take the highest interest in your eminent and important eugenics," Dr. Ploetz wrote Galton in August of 1905.

Within a few years Dr. Ploetz's international organization numbered over 120 members. In the summer of 1909, the society received global recognition when Galton agreed to become its honorary president. Dr. Ploetz would later be a vice president of the 1912 First International Congress of Eugenics in London.

Dr. Ploetz was one of about fifteen individuals invited back to Paris the next year to create the Permanent International Eugenics Committee, which eventually became the International Eugenics Commission, and finally the IFEO in 1925, to oversee the entire worldwide movement.

As director of the genealogical and demographic department of the German Psychiatry Institute, Dr. Ploetz began emulating the practices of the ERO after World War I, by creating an enormous catalog of family profiles, which he obtained from hospitals, churches, prisons, insane asylums, and family interviews.

Institutions

By the mid 1920s Germany was entrenched in genetic research carried out at its renowned Kaiser Wilhelm Institutes, which were a production of the Kaiser Wilhelm Society. The Kaiser Wilhelm Institutes would eventually form a network of research institutions, some of which were complicit in medical murder.

There were over 20 Kaiser Wilhelm organizations throughout Germany. Some that are known to have been integrated into the Nazi killing machine include: the Kaiser Wilhelm Institute for Psychiatry, the Institute for Anthropology, Human Heredity and Eugenics, and the Institute for Brain Research.

Germany's race biology was liberally funded by the Carnegie Institution and the Rockefeller Foundation. By 1926 the Rockefeller Foundation had donated about \$410,000 to German researchers, some of which went toward the creation of the Kaiser Wilhelm Institute for Psychiatry.

In 1929 the foundation gave another \$315,000 to the Kaiser Wilhelm Institute for Brain Research, operated by Dr. Rüdin, which would receive additional funding over the next several years.

Forced Sterilization

Hitler spoke highly of Social Darwinism. He and his fellow eugenicists carefully based their eugenic laws on ones that had already been implemented in America. German eugenicists closely followed American eugenic progress and adopted its methods, that included: biological courts, forced sterilization, detention for the socially inadequate, and debates on euthanasia.

The *Law for the Prevention of Genetically Diseased Offspring* was enacted in Nazi Germany in July of 1933. The courts compelled the sterilization of any citizen who suffered from one of the following disorders: mental deficiency, schizophrenia, manic-depression, epilepsy, hereditary chorea, hereditary deafness or blindness, and any severe hereditary deformity.

By that time, similar laws had already been enacted in 27 US states. The German law contained nearly the exact defect categories that Laughlin had cited in his sterilization law.

According to the law, all local physicians and private nurses had to account for every hereditary defective they knew. Citizens on the lists would be issued warrants to appear at Hereditary Health Courts. Then they would be either released or sterilized after being examined by a doctor.

Over the next few months, the Nazi government expanded this law. Germany's "social undesirables" were systematically identified and sterilized. As the Nazis were passing their racial hygiene laws, the American eugenicists who influenced their direction, considered it a great accomplishment.

By November 1934 the original law was expanded to cover the feebleminded. To detect these alleged mental defects, German doctors used their version of the Binet-Simon test, which the German eugenicists understood had been modified in the US by Goddard, Terman, and Yerkes. About 400,000 people were ultimately sterilized.

Euthanasia

By 1938 the Nazis extended their eugenics program from forced sterilization to the elimination of certain groups of children and adults in mental hospitals. The German government at that time considered these individuals to have "lives not worth living" because of presumed genetic defects.

To murder these people, they used starvation, lethal gas, injections, and medication. Some victims were gassed in rooms disguised as showers. It is believed by some that these medical killings had been happening long before the laws were passed.

Starting in October of 1939 medical authorities in Germany informed parents of children who were physically disabled or deemed mentally ill, to admit them to certain pediatric clinics that existed throughout Austria and Germany. These places were in fact extermination centers staffed with physicians who were trained to kill people using starvation and lethal doses of medication.

As an example of the number of murders committed at a single institution, over 800 children died from neglect and starvation at the Spiegelgrund Children's Hospital in Vienna. To disguise the medical killings as "death from natural causes" they were often given medication which induced fatal illness. Hundreds of senior citizens were also murdered.

While officially, about 70,000 people died under the euthanasia program, some researchers place the total at a minimum of 200,000. During the Nuremberg Trials after the war, the allied prosecution team had difficulty finding the moral and legal standards by which to judge the Nazi doctors, who rationalized their methods by citing American laws of forced sterilization.

Eugenics: Exposed as Junk Science

By the 1940s eugenics became unpopular in both the US and Europe. This was mostly because of the atrocities committed in the name of eugenics by the Nazis. After World War II the Carnegie Institution sold the ERO building at Cold Spring Harbor. Many of Laughlin's unpublished papers were destroyed by Carnegie officials.

Around this time also, the work of principled geneticists had started to demonstrate a multitude of mistakes regarding biological inheritance, behaviors, and mental traits. The eugenicists used a combination of guesswork, bogus data, and a fraud known as the IQ Test to justify targeting groups and individuals. Just about all of this data has been disproven.

Although genetics plays some role in intelligence, it is believed to be influenced by other variables, including environment, nutrition, upbringing, and living conditions. Intelligence is now thought to be shaped by a combination of genetic and environmental factors.

Much of this junk science, however, was thought to be valid during the first half of the 1900s. Some professionals who have not had the opportunity to modernize their outlook, may still subscribe to these beliefs.

Because eugenics never achieved scientific validity, many eugenicists agreed that founding a new religion would allow it to flourish. British and American intellectuals wanted to transform eugenics into a religious ideology.

Over a period of decades before and after World War II the eugenicists changed the names of their groups and publications. Eugenics was renamed *genetics* and *population control*. The University Galton Chair of Eugenics at the College of London was renamed the Chair of Genetics.

The Galton Laboratory of the Department of Genetics at the university would be created from the Galton Eugenics Laboratory. In 1914 the American Breeders Association became the American Genetic Association, and its publication, *American Breeders Magazine*, was switched to *Journal of Heredity*.

Founded by Margaret Sanger in November of 1921, the American Birth Control League (ABCL) was renamed the Birth Control Federation of America in 1939, and in 1942 its title was altered to the Planned Parenthood Federation of America.

The journal, *Eugenical News* changed its name to *Eugenics Quarterly* in 1954. It would become *Social Biology* in 1969. In 1964 the *Annals of Eugenics* was changed to the *Annals of Human Genetics*. The American Eugenics Society would change its name to the Society for the Study of Social Biology by 1972.

Eugenics: The New Eugenicians

Eugenics Continues

After the carnage of World War II exposed eugenics in its true form, the movement became less visible. Eugenics, however, never disappeared. A 1947 paper declassified in 1998 by the National Archives of Australia, promoted the secret use of biological weapons against “overpopulated” countries in Southeast Asia.

It was authored by the microbiologist Frank Macfarlane Burnet, who was a fan of Darwin. Dr. Burnet, who won the Nobel Prize for medicine in 1960, mentioned that chemical and biological weapons could be placed in food and water supplies to spread infectious disease.

In 1952, John D. Rockefeller, III, the oldest son of John D. Rockefeller Jr., founded the Population Council at Rockefeller University in New York to continue the eugenics movement. It is the objective of the group to foster a “better understanding of problems relating to population.” The council’s founding president was Frederick Henry Osborn, a prominent eugenicist, and a member of the AES, which his uncle Henry Fairfield Osborn founded in 1922, along with Grant and Laughlin.

Frank Notestein, who replaced Osborn as president of the council in 1952, was a eugenicist with memberships in the AES, the American Philosophical Society, the International Union for the Scientific Study of Population, and the CFR. From 1946-1948 he served as director of the UN Population Division.

“Governments must go beyond voluntary family planning,” stated Notestein in his 1969 paper, *The Problem of Population Control*. Drastic methods would be devised to achieve a zero rate of population growth.

At the 1962 annual meeting of the Eugenics Society in England, Julian Huxley proclaimed that it was of “vital practical importance” to distinguish the genetic differences among races. He surmised that the poor were very low in IQ. Some of those belonging to the lower socioeconomic class, Huxley thought, exhibited “genetically subnormal” characteristics.

John Holdren, senior advisor to Barack Obama on science and technology issues, considered the idea of forced abortion in his 1977 book, *Ecoscience: Population, Resources, Environment*, co-authored by Paul and Anne Ehrlich. Holdren and the Ehrlich’s called for compulsory sterilization and the creation of a “planetary regime” to control human reproduction.

The regime would oppress unauthorized reproduction and illegal babies would be taken from parents. Men and women would be forcefully sterilized. Those who qualified for children would have a limited number. They also suggested spiking the water supply with antifertility drugs.

Invisible Eugenics

In their 1968 book, *The Population Bomb*, Holdren's colleagues, the Ehrlich's, portrayed people as a type of disease. In order to limit population growth, they said "brutal" methods must be implemented. This would include placing sterilization agents in the water and food supplies. "We must shift our efforts from treatment of the symptoms to the cutting out of the cancer."

John D. Rockefeller III, Chairman of the Commission on Population Growth and the American Future, announced in the March 1972 report, *Population and the American Future*, that population control was receiving continuing attention. Methods which the public were unaware of would be used to for such a purpose.

The Club of Rome mentioned in its 1972 book, *Limits of Growth*, that unless the death-rate increased and birth-rate decreased, the earth's natural resources would be exhausted within 100 years.

The *National Security Study Memorandum (NSSM)* directive, signed in April 1974 by Henry Kissinger on behalf of President Nixon, also described how the planet was in danger because it was too populated.

It was suggested that food be used as a weapon. Another notable method included an injectable contraceptive. "It is urgent that measures to reduce fertility be started and made effective." The targeted countries were: India, Bangladesh, Pakistan, Nigeria, Mexico, Indonesia, Brazil, the Philippines, Thailand, Egypt, Turkey, Ethiopia, and Colombia.

Prince Philip stated in *People Magazine* on December 21, 1981, that the growth of human population is the primary threat to our civilization. At a speech during the Margaret Pyke Memorial Trust Dinner in London on December 14, 1983, he again mentioned that human population must be reduced drastically.

Concealed in an Environmental Movement

According to *Prison Planet* journalist Paul Joseph Watson, the eugenicists of the 21st century have concealed their methods using an environmental movement. In particular, climate change is being used to justify a global carbon tax, that would result in the financial elite having control over many areas of our lives.

In its 1991 book, *The First Global Revolution*, the Club of Rome projected a "doom confronting the earth's inhabitants" unless the population was reduced. Even if human reproduction were to decrease, population would still rise too much, they explained. New strategies, therefore, would need to be implemented to deal with the crisis so the "utopian" vision could be achieved.

In a subchapter entitled, *The Common Enemy of Humanity is Man*, they said they would project scenarios of planetary destruction to unite people under a fake environmental movement. They openly admitted that they would invent a crisis to get people to accept their depopulation agenda.

“In searching for a common enemy against whom we can unite,” they explained, “we came up with the idea that pollution, the threat of global warming, water shortages, famine and the like, would fit the bill.” By exploiting their desire to help save the planet, large numbers of people would be unwittingly used to promote a global eugenics program disguised in an environmental movement.

The Charitable Eugenicians

Premise

Using their tax-exempt foundations, David Rockefeller, Warren Buffett, Ted Turner, and Bill Gates fund population control programs in developing countries.

They are portrayed by the media as humanitarians who donate billions to philanthropic efforts and help women and children in poor countries. These individuals attended a meeting in Manhattan, New York on May 5, 2009, where they discussed a variety of “good causes,” including population control, which was a top priority.

Some independent scholars have determined that these people, who are obsessed with reducing the world's population, are using their humanitarian organizations to commit genocide.

In future chapters we'll see that the “lifesaving” vaccines and medications are chemical weapons causing widespread disease and death. We'll also explore how the genetically modified (GM) foods that they're promoting are known to accelerate aging, cause severe organ damage, and reduce fertility. For now, however, we'll focus on how they're funding vaccines and GM foods.

Their vaccination campaigns are all coordinated under the Global Alliance for Vaccination and Immunization (GAVI), which is composed of government agencies, the World Health Organization (WHO), nongovernmental organizations (NGOs), UN Children's Fund (UNICEF), World Bank, private foundations, and drug corporations.

Rockefeller Foundation

The Rockefeller Foundation, which was active in the early eugenics movement in the US and Germany, funded the creation of an antifertility vaccine in the early 1960s, and would later form a task force with the WHO, United Nations Population Fund (UNFPA) and World Bank to further its development.

Since at least as far back as the mid 1990s the foundation has been funding GM rice development, which is shipped to nations such as India, the Philippines, Bangladesh, China, and Vietnam.

It was reported in October of 2000 that the Rockefeller Foundation had donated \$2 million to the Hua Lian Pharmaceutical factory in China that produces the fatal abortion drug RU-486. According to the Shanghai Institute of Planned Parenthood Research, about half of the 10 million abortions performed annually in China are done using RU-486.

Warren Buffett

Warren Buffett's fortune was at one time about \$40 billion, made through his company, Berkshire-Hathaway, Inc., based in Omaha, Nebraska. According to *Forbes*, among Buffett's top 5 performing stocks are drug companies such as GSK, Johnson & Johnson, and Sanofi. It was reported in June of 2006 that Buffet would donate most of his fortune to the Bill and Melinda Gates Foundation.

The Buffett Foundation, at \$22 million, is largely devoted to the "fanatical" control of population. In 1994 Buffett gave about \$2 million to Rockefeller's Population Council to conduct trials on the abortion drug RU-486, which eventually led to its FDA approval.

Family Health International (FHI) in North Carolina got about \$2 million for the chemical sterilization drug *quinacrine hydrochloride*. Quinacrine, which was first created as an anti-malarial drug, is being used to chemically sterilize women. After the tablets are inserted into the uterus, they form a potent acid that erodes the upper uterus lining as well as the fallopian tubes. In this manner, sperm never makes contact with the eggs.

Chemical sterilization with quinacrine is cheaper and quicker than surgical sterilization. According to a Catholic human rights group known as Human Life International (HLI), it can be done without the woman's knowledge or consent during a routine pelvic examination. HLI explained: "surgical sterilization has led to enormous abuses by population controllers in developing countries."

It has already been used on women in countries such as: Bangladesh, Chile, China, Colombia, Costa Rica, Croatia, Egypt, India, Indonesia, Iran, Morocco, Pakistan, the Philippines, Venezuela, Vietnam, Malaysia, and Romania.

According to some researchers, there is a mobilized network of doctors and nurses who visit clinics and hospitals in these countries to perform chemical sterilization on women, many of whom are unaware that they're being sterilized.

Ted Turner

Billionaire Ted Turner, vice chairman of *Time Warner* and founder of *CNN*, has contributed billions to population reduction through the UN. Overpopulation, says Turner, is “the single most important issue facing mankind today.”

Through his UN Foundation and Better World Fund he has donated millions to the UNICEF, UNFPA, and the WHO, all of which have been widely criticized for their human rights abuses. These UN agencies and foundations have been on every continent working with governments and NGOs to accomplish their mission.

In a 1996 interview with *Audubon Magazine*, Turner said that he'd like to see a 95% decrease in population. It was reported in December 2010 by the *Atlanta Journal-Constitution* that Turner stated that China's one-child policy should be implemented globally, and that more solutions are needed to solve the population problem.

China's one-child policy includes the use of fines, compulsory sterilizations, and abortions. About 54% of the population is allowed a second child if the first is a girl. Authorities kidnap women and force them to undergo both sterilization and abortion, even if they are 9 months pregnant.

Bill Gates

The Bill and Melinda Gates Foundation started in 1994 as the William H. Gates Foundation. Officially, it has directed its efforts on creating and delivering vaccines to developing countries.

By 2010 the foundation had already given a total of \$4.5 billion to vaccine research. Gate's foundation is partnered with GAVI. At the January 2010 Davos World Economic Forum, he said his foundation will give an additional \$10 billion over the next decade to create new vaccines. In partnership with the WHO, their goal is to vaccinate all newborn children in developing nations.

Invisible Eugenics

Gates funds drug companies through his foundation such as GSK, Merck, Pfizer, and Sanofi-Aventis. The *Huffington Post* reported in January 2012 that the foundation would be working with a multitude of drug corporations to develop medication for neglected tropical diseases, to be given to people in developing countries.

His foundation has financed an International Planned Parenthood Federation (IPPF) branch in the Dominican Republic, known as Profamilia. Funding has also been rendered to the Peruvian Institute of Responsible Fatherhood, which is complicit in the Peruvian government's sterilization program, whereby women are coercively sterilized.

A state family planning center in Tanzania known as Uzazi Na Malezi Bora Tanzania (UMATI) has also received financial support from the Gates Foundation. UMATI regularly performs forced abortions and injects women with contraceptives such as Depo-Provera (Pfizer) and Norplant (Wyeth-Ayerst), without their knowledge.

It was reported by the *BBC* in January of 2010 that scientists at the University of North Carolina, with a grant from the Bill and Melinda Gates Foundation, were working on an electromagnetic contraceptive, the concept for which goes back to the 1970s. The directed-energy blast would induce sterility in men for up to 6 months.

In 2003 Gates invested \$25 million in research to create GM seeds. It was reported in September 2010 that he purchased 500,000 Monsanto shares, and in July of 2012 that his foundation donated \$10 million to a team of British scientists for GM crop development.

His father, William H. Gates Sr., once directed Planned Parenthood, which originated from the AES. He is now the co-chair of the Bill and Melinda Gates Foundation. The foundation is putting GM food in Africa by financing the Alliance for a Green Revolution in Africa (AGRA), which has been given \$264 million.

Volume II Commentary

The early eugenics movement was composed of the wealthy and influential who envisioned a utopia where reproduction would be controlled by the state. It included distinguished scientists, international bankers, wealthy industrialists, US presidents, intellectuals, university presidents and professors, prominent lawyers, and physicians.

We find that the groups investigated for subversion by the US congress starting in 1912, particularly Rockefeller and Carnegie, also funded the early eugenics movement. Harriman was also active in this endeavor.

The eugenicists formed a variety of organizations and journals and were in close contact through their publications, universities, and meetings. Nations that participated in international conferences and/or enacted laws, include: England, France, Germany, Sweden, Belgium, Italy, Japan, Spain, Hungary, Norway, Mexico, Cuba, Finland, Romania, India, Poland, Switzerland, and Brazil.

They were successful in passing legislation in many countries, that included compulsory sterilization. In the case of Nazi Germany, eugenic ventures extended to infanticide and mass murder. While scientists created the junk science to support the ideology, the physicians, who thought they were performing a great social good by purifying the human race, carried out the procedures.

The eugenicists in the US had been discussing mass extermination long before the death camps in Nazi Germany were operational. German eugenicists had formed academic and personal ties with the American eugenic establishment in the early 1900s, and were collaborating with the ERO starting in 1920.

Germany's sterilization law was based on one developed at the ERO. Even the segregation and extermination that occurred in the concentration camps had already been discussed by US eugenicists decades earlier. The Nazis were simply implementing methods that had already been conceived.

A noteworthy eugenic method used by the German eugenicists includes the medication that was administered under the facade of medical treatment. These medication-induced murders were conducted by doctors at various pediatric clinics.

Invisible Eugenics

Eugenics text had been integrated into coursework at the finest institutions of higher learning by 1914. By the 1920s the eugenicists had aligned themselves with progressive educators, and had achieved leadership positions in schools, from elementary to college level. Eugenicist professors could be found in the life sciences and medical school departments at Harvard, Yale, Chicago, Johns Hopkins, Columbia, Stanford, and UC Berkeley.

To justify their activities, the eugenicists promoted a crisis: humanity was in danger. They often mentioned that only targeting individuals would not suffice. In their speeches and writings they made it abundantly clear that entire bloodlines had to be exterminated in order to purify the species.

They used the scientists to create books, journals, and charts, that were partially based on real science but mostly bogus. This *junk science* which formed the basis of their ideology was distributed to schools, libraries, doctors, religious leaders, and legislators.

Many people considered this material factual because they were overwhelmed by its sheer amplitude. Among their collection of scientific “facts” were beliefs that intelligence was completely hereditary, and that mental disorders existed and were genetic.

The eugenicists carefully planned a campaign to systematically identify and purge the defective bloodlines who they thought were contaminating the human gene pool. As part of a “global solution” to this problem, they intended to create an international database of people that would be used to identify all carriers of supposedly defective genes.

At first, about 10% of population with alleged physical and mental defects needed to be targeted for some form of negative eugenics. The eugenicists later determined that there was a much greater number of people who seemed normal but could be carriers of defective genes. They continued to expand their definition of undesirables until they figured that about 90% of the total population was defective.

The following methods were considered: segregation, euthanasia (mercy killings), sterilization, mass extermination, and infanticide. This extended to denying people medical treatment, poverty, housing discrimination, exposing people to harsh climates, and placing chemical and biological weapons in food and water supplies to cause disease and infertility. The Malthusian methods of disaster, war, starvation, and disease were mentioned.

Although the movement went underground after WWII, it never stopped. The eugenicists are still obsessed with killing large numbers of people. In 1952 John D. Rockefeller III, announced that population control was receiving continued attention and that methods would be used to reduce the population that the public would be unaware of.

They still justify their actions by saying that humanity is facing a threat. This time, they also inform us that the earth is in danger. Their solution, of course, is a drastic reduction in population, according to some by 95%. The methods mentioned include brutal attacks with chemical and biological weapons.

Rockefeller has been joined by Warren Buffett, Ted Turner, and Bill Gates, who describe population control as a foremost concern. Buffett and Gates have funded depopulation programs in developing countries and the US. Once again, we find the “charitable” groups behind this phase of the eugenics movement.

For a variety of reasons the eugenics movement seems to be a prime image of a ponerogenic organization. First, we gain insight into their distorted thinking by observing the proclamations in their speeches and writings. In these, we find words suggesting that those who direct the movement perceive people in different socioeconomic classes as a separate biological group, perhaps even a separate species.

For instance, early eugenicists routinely described citizens as *troublesome, evil, defective, inferior, contaminated, cancerous, animals*, etc. It certainly appears that they declared a war against humanity, evident by their use of words such as *annihilate, purge, and exterminate*, as well as *conquering* and achieving *ultimate victory*.

The eugenicists fanatically pursued the enactment of legislation that would prevent certain types of people from reproducing. Again, this is consistent with the profile of a ponerogenic group. The psychopaths found it necessary to morally and physically destroy those who they considered to be a threat to their survival. These laws would give them a significant advantage over their enemies (normal people).

The normal people must be given a negative label in order to justify their elimination. To accomplish this, the eugenicist-psychopaths predictably masked their activities using a seemingly beneficial ideology. In this case, they claimed that the human race was endangered because certain groups were contaminating the gene pool. Their ideological mask was supported by an enormous amount of junk science.

Invisible Eugenics

As yet another ponerogenic feature, members of this group regularly discussed ideas that were morally sick with the utmost formality. For instance, they carefully planned all possible methods to sever certain bloodlines, including mass extermination and infanticide. This was justified by blaming 90% of the population for humanity's genetic decline.

We find the core ponerogenic traits in the eugenics movement, that include: a need to have power over others, lying and deceiving, a lack of conscience, and efforts to degrade people. Notice the tremendous amount of energy that they spent constructing their facade. The eugenics movement appears to be a perfect example of an active network of wealthy and influential psychopaths.

Volume III (Corrupted Medical System & Fake Mental Disorders)

Their Medical System

Introduction

In the following chapters we'll learn how the medication and vaccines are actually chemical weapons. In this chapter we'll focus on the pathological characteristics of the medical system which appears to have undergone a process of ponerization, as a result of being infiltrated by drug corporations.

The medical system, explains author and lecturer, Dr. Guylaine Lanctôt, is portrayed to the public in this way: *The patients who pay for medication and services are the employers of the industry and doctors. The doctors are the consultants who are hired by the patients to advise them. Doctors are completely at the patients' service.*

The hospitals, clinics, laboratories, and pharmacies dispense the services and products to the doctors and patients. Doctors are trained at medical schools to cure sickness and keep people healthy. Medical institutions, federal agencies, patient advocacy groups, and professional societies are independent institutions that exist to protect and educate the public. Most importantly, the purpose of healthcare is to keep people healthy.

In practice, this is how it works: *Drug companies control the medical system completely. They use it to keep people sick. Profit and population control are their primary motives. Medication does not cure sickness, it creates sickness. The more people who are vaccinated and medicated, the better, because the sicker they become, and the more money is made.*

The drug companies realize that most people would refuse these chemicals unless they were convinced that rejecting them would be more dangerous. Therefore, the industry creates problems in the form of fake mental disorders and infectious disease. It then uses its front groups to offer the solution in the form of medication and vaccines, that, in reality, are poison.

The industry uses its professional societies and patient advocacy groups to ease the public's natural skepticism about these toxic chemicals. All government agencies are on its payroll. The industry keeps the politicians that it has purchased in office as long as they do not interfere.

The doctors work for the drug companies. Although most start out with good intentions, medical students are indoctrinated in the medschools run by the industry. They are plied with financial privileges, gifts, and prestige. The conditioning process takes about 10 years, after which most are entirely submissive to the industry. Its doctors are on the frontline to spread the poison into the witless populace.

Invisible Eugenics

The pharmaceutical industry interacts with the public through its front groups, that include the professional societies and patient advocacy groups. Drug companies use these groups to deceive the public into thinking that mental disorders exist and require medication. Front groups are an important part of the industry's effort to get people to accept the chemicals.

These groups work together during “awareness raising” campaigns where they give “educational” material to the public. Although the exact amount that they receive from the industry is unknown, some of the funding that has been discovered is described below.

Patient Advocacy

Premise

The pharmaceutical industry funds most of the patient advocacy groups which it uses to conceal its efforts to promote psychiatric medication. The funding allows the groups to increase their memberships, place ADs in popular newspapers, produce articles, books, websites, and distribute all kinds of brochures to convince people of the benefits of medication to treat alleged chemical imbalances.

The information circulated by these groups is often “exaggerated and misleading.” They promote the idea that mental disorders remain primarily undiagnosed and have been found to suppress differing views. Most members of these groups are entirely unaware that they are run by drug companies.

One important role of the industry's patient advocacy groups is to supply a steady stream of sickly patients to emotionally impact potential customers during TV and radio interviews. These occur during the “awareness raising” campaigns organized by the industry's PR firms, that bring together the patient advocacy groups and professional societies to deceive the public.

Mental Health America

Mental Health America (MHA), formerly known as the National Mental Health Association (NMHA), is one of the nation's leading nonprofit mental health associations. MHA puts out “educational” material to convince people that depression is a real disease and that medication is necessary to treat it.

Eli Lilly gave over \$2.7 million to the group in 1993, resulting in an onslaught of TV commercials by the MHA advising potential patients to see their doctors for depression. The MHA has since received millions in financing from drug corporations.

The group received about \$1 million from various drug companies in 2000, and nearly \$2 million in 2001 from Eli Lilly, Pfizer, Janssen, Forest, AstraZeneca, Bristol-Myers Squibb, GlaxoSmithKline (GSK), and Abbott. In 2006 it received over \$1 million from Eli Lilly, Bristol-Myers, Forest, Wyeth, GSK, Janssen, Pfizer, and AstraZeneca.

Eli Lilly, Bristol-Myers, and Wyeth gave the MHA at least \$1 million in 2007. In the same year the group received a minimum of \$650,000 from Janssen, Pfizer, AstraZeneca, Forest, and GSK. The organization received over \$1 million in 2008, with \$500,000 from Pfizer and \$600,000 from Eli Lilly. About \$750,000 from Bristol-Myers and a minimum of \$460,000 from Eli Lilly was given to the group in 2009.

Children & Adults with Attention Deficit Hyperactivity Disorder

Children and Adults with Attention Deficit Hyperactivity Disorder (CHADD) was formed in 1987 as a parent-based nonprofit organization for people with Attention Deficit Hyperactivity Disorder (ADHD).

It provides support for individuals, parents, teachers, and professionals about ADHD. It works at the local, state and federal levels, holds meetings, publishes newsletters, and has an annual conference. CHADD partners with the schools to ensure that students diagnosed with ADHD receive adequate educational services. In future chapters we'll learn that these "services" are basically medication.

It lobbies congress, collaborates with organized psychiatry, and opposes legislation that gives parents the option to refuse having their children medicated. Its lobbying campaigns have caused federal laws to be enacted that recognize ADHD as a disability.

CHADD has worked with the following organizations: Centers for Disease Control and Prevention (CDC), American Academy of Child and Adolescent Psychiatry (AACAP), and American Academy of Pediatrics (AAP). As we'll see, these are also front groups for the industry.

The group also has longstanding connections to drug companies and organized psychiatry. In 1987, the same year CHADD was formed, the American Psychiatric Association (APA) voted ADHD into existence. Funded by the pharmaceutical industry, CHADD chapters began appearing all across the country. It now has chapters in 42 states.

Between 1991 and 1994 alone, CHADD received almost \$1 million from pharmaceutical companies, such as Cephalon, Eli Lilly, McNeil, Ciba-Geigy, Pfizer, and Shire. In 1995 Ciba-Geigy provided it with \$448,000. In the same year the group got \$79,000 from Abbott and \$18,000 from Burroughs Wellcome. It continued to get funding in 1996 and 1997 from these and other drug companies.

Invisible Eugenics

CHADD's 2000-2001 yearly report revealed that it received over 19% of its budget from drug companies. That increased to 22% in 2005 (about \$1 million). It was 28% in 2008, when its total drug company funding was about \$1.2 million.

The group invented the term, “neurobiological disorder” to describe ADHD, that is regularly seen in the media and professional literature. CHADD uses the scientists on its advisory board to convince the public that ADHD exists and psychiatric medication is necessary to treat it.

National Alliance on Mental Illness

The National Alliance on Mental Illness (NAMI) is the nation's largest mental health education, advocacy, and support organization. It received about \$2.8 million from various drug companies between 1996-1999. In 2004/2005 the group received about 56% of its total funding from drug companies. Between 2006-2008 it got over \$22 million from a multitude of drug companies, which was nearly 75% of its total funds.

NAMI has lobbied congress to stop funding projects that don't use medication to treat mental disorders. It conducts media campaigns to spread the idea that mental disorders exist due to a chemical imbalance, and zealously recommends medication to treat them. NAMI promotes involuntary treatment, and has been known to harass individuals who criticize the use of psychiatric medication for presumed mental disorders.

Brain & Behavior Research Foundation

The Brain and Behavior Research Foundation (BBRF), formerly the National Alliance for Research on Schizophrenia and Depression (NARSAD), provides research grants for the study of alleged mental disorders such as ADHD, schizophrenia, bipolar disorder, and depressive disorder.

It has given about \$175 million in research grants to over 2,000 scientists at hundreds of leading universities, institutions, and teaching hospitals in the US and other countries, since 1987. The BBRF is said to have received funding from Abbott, AstraZeneca, Bristol-Meyers, Eli Lilly, Forest, Janssen, Pfizer, Novartis, and Wyeth-Ayerst.

Professional Societies

Premise

The professional societies are used by the industry to create the *clinical practice guidelines (CPGs)*, books, pamphlets, registries, and websites, and to market drugs for mental disorders. They form panels of experts to create and update CPGs, which are used by physicians all over the world for diagnoses. In addition to the societies themselves receiving funds from the industry, the individual doctors on the panels that create the CPGs typically have financial connections to the industry.

Some of the professional societies under the industry's influence are: the American Thoracic Society (ATS), Society for Critical Care Medicine (SCCM), Endocrine Society, American Psychiatric Association (APA), American College of Physicians (ACP), American Heart Association (AHA), American Medical Association (AMA), American Academy of Pediatrics (AAP), American Academy of Child and Adolescent Psychiatry (AACAP), and others.

American Academy of Child & Adolescent Psychiatry

According to its website, the American Academy of Child and Adolescent Psychiatry (AACAP) is dedicated to improving the lives of children and families affected with mental disorders such as schizophrenia, ADHD, depressive disorder, and bipolar disorder. Its membership consists of over 7,500 child and adolescent psychiatrists who provide educational material to families and physicians. It works with the MHA, NAMI, AAP, and the APA.

The AACAP has received funding from Eli Lilly, Alliant Pharmaceuticals, Janssen, McNeil, Novartis, Pfizer, Shire, Celltech, Johnson & Johnson, Wyeth, Biochem, AstraZeneca, and GSK.

American Psychiatric Association

The American Psychiatric Association (APA) is used by the industry as the leading promoter of mental disorders. It represents most of the psychiatrists in the US. Drug companies provide the basis of support for the APA. From 1996-1999 it received over \$11 million from the industry.

The APA gets an average of nearly \$2 million each year for ADs placed in its journals such as *Psychiatric News* and *American Journal of Psychiatry*. The APA's yearly national conferences generate several million dollars from drug companies that sponsor the display booths and seminars. The industry funds the APA's lobbying efforts, where it works with its other front groups such as NAMI and CHADD.

American Academy of Pediatrics

The American Academy of Pediatrics (AAP), which claims it is dedicated to the health of children, received about \$420,000 from Merck and over \$825,000 from Abbot Laboratories in 2008. In 2009 it got about \$69,000 from Pfizer.

In 2010 it received a total of nearly \$400,000 from Pfizer, Merck, and Shire. Merck, Pfizer, and Eli Lilly donated a sum of about \$210,000 in 2011. According to *CBS News*, the AAP has not only received millions from drug companies, the industry funded the creation of its headquarters in Elk Grove Village, Illinois.

American Medical Association

The nonprofit organization, American Medical Association (AMA), has received millions from the pharmaceutical industry. Drug company advertising allows the group to freely distribute its journals, including, the *Archives of General Psychiatry*, and the *Archives of Internal Medicine*. Starting in 1950 the industry gave it about \$2.5 million for journal advertisements. Within a decade it had received another \$10 million, and gradually removed its critical stance toward the industry.

Federal Agencies

Premise

The pharmaceutical industry has two lobbyists for every member of congress and is said to run Washington. Drug company lobbyists are sometimes former members of congress or congressional staff. From 1997-2002 the industry spent about \$478 million lobbying elected officials. It also gives millions to political candidates.

The industry uses federal health agencies to conceal itself and do its bidding. These include the Centers for Disease Control and Prevention (CDC), the National Institute of Mental Health (NIMH) which is part of the National Institutes of Health (NIH), and the Food and Drug Administration (FDA).

Centers for Disease Control & Prevention

The Centers for Disease Control and Prevention (CDC) is a federal agency under the Department of Health and Human Services, that we're told works to protect public health and safety. *United Press International*, reported in July of 2003 that the CDC regularly allows scientists with close connections to the pharmaceutical industry to serve on its influential advisory panels. These scientists are on the payroll of drug companies such as SmithKline Beecham, Wyeth, Bayer, GSK, Merck, Pfizer, and Aventis Pasteur.

Some own stock in drug companies and have been known to promote dangerous vaccines for profit. It was also reported that the CDC is providing cover for the epidemic of vaccine-induced autism, which we'll learn about in the chapters on autism spectrum disorders. According to *UPI*, the CDC is in the vaccine business.

National Institute of Mental Health

The National Institute of Mental Health (NIMH), part of the National Institutes of Health (NIH), is a federal agency that is responsible for matters concerning mental illness in the US. It performs clinical studies for drug corporations and publishes an enormous amount of literature regarding mental illness, most of which benefits the industry.

Drug companies control the NIMH, which in turn runs the mental health system by setting trends, advocating medication, giving grants to institutions for research, providing training, and holding conferences. The NIMH is the agency that is most responsible for supporting organized psychiatry, by funding research, "educational" efforts, and "awareness raising" campaigns.

It has been known to falsify information in its reports by suggesting that brainscans can detect mental disorders. In its reports, it advocates the use of psychostimulants to treat ADHD and directs people to another one of the industry's fronts, CHADD.

Drug companies have used a private foundation known as the Foundation for Advanced Education in the Sciences (FAES), to transfer money directly to select members of the NIMH. The FAES is composed of drug companies such as Pfizer, A-Searle, Ciba-Geigy, Merrell Dow, Sandoz, Upjohn, Hoffman-La Roche, Abbott Laboratories, Du Pont, Bristol-Myers, and Eli Lilly.

Food and Drug Administration

The Food and Drug Administration (FDA), which oversees the drug approval process, works for the drug companies. The FDA receives much money from the industry and usually complies with it, otherwise many agency employees would lose their jobs. The FDA is also influenced by the industry through its advisory committees on drug approvals, which have many members connected to the industry.

The FDA does not conduct research on its own. Rather, drug companies select the medical doctors and other specialists, design the experiments, collect and interpret the data, suggest changes, and usually publish the results. The FDA relies “entirely” on research created, monitored, and financed by drug companies.

The FDA accommodates the industry because its approval process is under its control. Drug companies entirely design all FDA studies during the approval process and even pay the physicians who perform them.

The industry has successfully lobbied for laws that lower the FDA's drug approval standards. Many people mistakenly think that FDA approval means that a drug has gone through a rigorous study lasting months or years. In practice, however, the drugs may only have been tested for weeks.

The clinical trials are critical because they are used to determine the efficiency and safety of a drug. Although the FDA is quick to approve medication, it is slow to remove it from the market when it proves dangerous. It allows the drug companies to go for years or decades without listing the adverse drug reactions (ADR) on their labels.

Their Doctors **Recruitment**

Drug companies do not spend a majority of their marketing money on the public. Instead, the industry spends more money influencing physicians, because they are the ones who interact with the public. Doctors have been described as the *pushers* that the industry uses to distribute the toxic psychiatric medication directly to the people.

The recruitment of physicians by drug corporations begins when they are interns and residents at academic medical centers and hospitals. The medical students are identified by drug company representatives known as *detailers*, who provide them with a sizable amount of gifts.

They observe their senior role models, who went through the same process, readily accepting these gifts, and are thereby encouraged to take them. In this manner, most medical students are gradually recruited and eventually *handed* by the industry before their careers even start. This all happens with the approval of the teaching facility.

Detailers

The industry influences the prescribing habits of individual doctors using its army of salespeople known as *detailers* (also called drug reps) who interact with doctors on a regular basis. There is at least 1 detailer for every 6 practicing physicians in the US. These people visit offices and hospitals to promote prescription drugs.

Most doctors are visited by at least several detailers a week, while high prescribers may see a dozen in a single day. They can be noticed in the hallways of nearly every large hospital, interacting with physicians and their staff. They provide food and gifts for everyone. Detailers are well-trained in manipulation tactics. It is not uncommon for the industry to recruit models as detailers.

Drug companies pay individual doctors hundreds of dollars per day to allow detailers to follow them around their offices and hospitals to record their activities. This practice is known as *preceptorship*. Because of this, detailers may be seen in examination and operating rooms. Most people think they're doctors.

Gifts (Bribes)

It is said to be incredibly simple to recruit most physicians because the deals they're offered are impressive. They are not referred to as bribes in the industry. They're called *gifts*. They're also disguised. Some of the vacations, for example, are concealed as educational ventures. Or the physicians may receive an excessive amount of pay for consulting or speaking jobs.

Detailers have an expense account that allows them to bribe doctors with gifts and meals for writing more prescriptions. Some include: tickets to sporting events, concerts, and theaters; meals delivered to hospitals and offices; dinners at local restaurants; TVs, PDAs, and other electronic devices; gift certificates; all-expense-paid trips to resorts with honorariums of up to \$2,000; and actual cash payments.

The higher prescribers are given better gifts. During “educational” ventures they receive all-expenses-paid trips to Bermuda, Puerto Rico, Hawaii, and Jamaica, where they listen to thought leaders promote the latest medication.

Invisible Eugenics

Although physicians insist that these gifts do not influence them, their behavior suggests otherwise. The industry monitors the prescribing habits of its doctors using databases such as *IMS Health* and *Dendrite* that contain records obtained from pharmacies. Nearly 95% of all practicing doctors in the US accept these bribes, which means that most of them are influenced or outright controlled by the industry.

In 2010 Pfizer spent over \$176 million bribing doctors with meals, vacations, consulting, and speaking payments. Valeant paid them about \$192 million in 2011 for speeches, as well as meals and vacations. In 2011 numerous drug companies spent a total of over \$320 million plying doctors with money for research, meals, travel, consulting, speaking arrangements, and providing other gifts.

The amount that individual doctors receive on average from the industry varies depending on the source. Conservative estimates in the range of \$12,000 to \$25,000 per year for most practicing doctors in the US, have been suggested, while the industry's thought leaders may be making up to \$500,000.

Physicians and pharmacies are known to accept money from drug companies for allowing them to view their patients' files. Private practice doctors can make tens of thousands of dollars per year just by enrolling their patients in drug trials. Some physicians receive “wads of cash” for writing more prescriptions, according to *USA Today*.

Physicians are considered by many to be independent, caring, and trustful people. In reality, says Mike Adams, Chief Editor of *Natural News*, most doctors are completely handled by the pharmaceutical industry and eagerly do its bidding.

“With very few exceptions,” commented Adams, “the very act of becoming a licensed, practicing doctor requires a near-complete surrender of all independent thought combined with outright obedience to the Cult of Pharmacology.”

Thought Leaders

The top experts in the medical system are known as *thought leaders*. Like most other physicians, they are recruited by detailers. These drug company “skills” are used to influence the prescribing habits of practicing doctors in their respective fields. They are usually on the faculties of medical schools, professional society and patient advocacy group advisory boards, teaching hospital staff, and speakers bureaus.

They sign their names to the *ghostwritten* papers, contribute to books, and give talks at medical meetings. Some have patent agreements on medication. They are particularly well-rewarded by the industry with funding and gifts. Some of the APA's thought leaders, for example, are said to receive up to \$10,000 for a single speech at its yearly symposium.

The industry spends many millions on its speakers. Of the \$77 million that Eli Lilly spent to influence doctors in 2010, \$61 million went to its speakers. In 2010 GSK paid physicians over \$85 million in speaking and consulting fees.

Conferences

The industry sponsors over 290,000 conferences and events each year, many of which are hosted by its professional societies. At these meetings, doctors listen to speeches by the industry's thought leaders who inform them about the latest drugs. Drug corporations fund from 60% to 100% of the "educational" literature that physicians receive at these conferences.

The yearly drug company-funded conferences are attended by thousands of doctors who enjoy lavish free meals at nice hotels, where drug companies setup booths to educate them about the latest medication. The speakers are usually consultants for multiple drug companies who get honoraria and reimbursements.

GSK speakers may receive up to \$2,500 for a half-hour talk and about \$6,000 per day to promote medication to their peers. The slide-show presentations which they use to educate their peers are created by drug company marketing departments.

Some of the speakers at these yearly conferences have been known to be consulting for 25 different drug companies simultaneously, as was the case with the APA's 2005 conference in Atlanta Georgia.

The doctors wandering through the halls become walking advertisements with corporate logos looped around their necks. They are met by smiling detailers offering gifts and food. The physicians carry large canvas bags which they stuff with loot obtained from the various drug company booths.

This includes: luggage tags, plastic trinkets, notepads, coffee mugs, hats, tiny fans, pens, candy, drug samples, etc. The gifts and meals are said to create such a frenzy that outside observers who have attended these meetings have described them as *drug company carnivals*.

Education & Research

The pharmaceutical industry controls most medical schools and the continuing medical education (CME) programs. Although doctors learn about the human body in medical school, they learn very little about nutrition and natural cures for disorders. Instead, they're taught how to identify diseases and treat symptoms with medication.

In most states doctors must receive CME throughout their practicing careers. The credits for these are typically earned through hundreds of meetings and lectures that are sponsored by the industry every year. They take place at hospital auditoriums, convention centers, dinners, and vacation locations, where doctors listen to industry-sponsored lectures by thought leaders promoting medication. In some cases they are be paid for attending.

In addition to the CME, other “educational” ventures occur during dinners at expensive restaurants, on cruise ships, and at luxury resorts. The meetings may only take a few hours in the morning, so they have the rest of the day for skiing, boat rides, snorkeling, fishing, and golf. Then there are elegant meals in the evening, followed by entertainment.

The industry invests a large amount of money to sponsor medical research at universities and their affiliated hospitals in the US and Canada. It therefore shapes the direction of the entire medical system.

Drug corporations are known to spend a vast amount of money at medical schools and the research objectives are usually intended to increase drug company profit. The results of the studies conducted at these schools are distributed at the industry-sponsored conferences. They also appear in some of the world's best medical journals.

The *New York Times* reported in May of 2007: “Drug makers underwrite decision makers at every level of care. They pay doctors who prescribe and recommend drugs, teach about the underlying diseases, perform studies and write guidelines that other doctors often feel bound to follow.”

Doctors usually know very little about the drugs they regularly prescribe. Most of the information they are exposed to originates from the industry, through journal ADs, seminars, conferences, and articles. In most cases, the experts are the industry's thought leaders, who are the most untrustworthy source of realistic information.

The pharmaceutical industry controls most prominent medical journals. The ADs placed by drug companies are a fundamental support base for many of these, which is why rational alternative methods for treating disorders will not be seen.

A substantial number of articles that appear in these journals are not written by the physicians who sign their names. Instead, drug corporations use medical writing agencies such as Excerpta Medica and IntraMed to *ghostwrite* articles that promote their drugs. After the articles are written, the industry's thought leaders simply sign their names. These and other agencies write nearly half of the “scientific” papers that appear in the world's top medical journals.

Pervasive Corruption

The Wall Street Journal reported in October 2010 that drug companies such as Merck, AstraZeneca, Baxter, Eli Lilly, Bristol-Myers, and GSK were being investigated for bribing government officials in countries, including: Brazil, China, Germany, Italy, Poland, Russia, and Saudi Arabia.

The corporations were bribing government doctors to buy prescription drugs, paying government doctors and hospital committees to approve drug purchases, paying regulators to attain drug approvals, and bribing doctors to sway drug trials.

Then in April of 2011 the *New York Times* revealed that Johnson & Johnson had been caught bribing doctors in various European countries, and that at least 12 major drug companies were under investigation for similar crimes.

Natural News and *Reuters* reported in July of 2012 that a nine-year federal investigation showed that GSK illegally marketed drugs, forged drug safety data, bribed doctors to promote dangerous medication, and lied about the effectiveness and safety of certain drugs.

The bribes were concealed as payments for speaking arrangements and luxury vacations. It was a scam that created tens of billions of dollars in profit, while causing thousands of people to experience terrible side effects and death. No one was held responsible. Instead GSK was fined.

It was reported in *USA Today* in August of 2012 that Pfizer had been bribing doctors and officials in Europe and Asia for about a decade to boost its medication sales. “Pfizer sales representatives tried to conceal the bribes,” explained *USA Today*, “by recording them as legitimate business expenses for travel, entertainment, and marketing purposes.”

What you've seen so far is only a sampling of the corruption within the medical system, that, according to some, has become mostly corrupted. “These revelations,” explained Adams, “discredit the entire institution of conventional medicine.”

Invisible Eugenics

Independent medical researchers have described the medical system as an organized crime network, which recruits most doctors in medschool, where they are tainted by the industry, and conditioned to be completely submissive.

“They will buy off anybody,” noted Adams. “It makes no difference who they have to bribe, what studies they have to falsify, or who has to be threatened into silence.” The corruption, added bestselling author Dr. Joseph Mercola, has reached such a proportion that it has ruined the science of medicine.

The International Medical Council on Vaccination (IMCV), which is composed of independent qualified medical doctors and nurses, revealed in its January 2011 report, *Vaccines: Get the Full Story*, that the medical system has become utterly defiled.

“Drug companies have infiltrated and seized control over the entire healthcare system, including medical schools, medical journals, hospitals, clinics and the local pharmacy.” A physician's very livelihood, explained the IMCV, depends on unquestioning obedience to the decayed medical system.

Psychiatrist Peter Breggin, who has authored over 20 books on psychiatry and medication, has similarly found that the entire medical system has been purchased by drug companies. All seemingly separate organizations—including government health agencies, professional societies, patient advocacy groups, medical schools, and state and private mental hospitals—are under its control. He portrays these groups as a single entity known as the *psychopharmaceutical complex*.

The Engineering of Disease

The Chemical Imbalance Trick

There are many claims that mental disorders are real. Although negative feelings such as anxiety and depression are very common, as we'll discover, the mental disorders which are characterized by these and other symptoms, do not exist.

There is much speculation in the scientific literature about chemical imbalances and a genetic basis for presumed mental disorders. Schizophrenia, for instance, is said to be caused by too much dopamine, and depression is caused by low serotonin levels. However, not only is there no convincing evidence that these disorders are genetically transmitted, there is no credible proof that they even exist.

The studies done on families which attempt to show a genetic basis for these disorders have been roundly criticized because of the unscientific methodology, and they have not been properly replicated. It has never been proven that any so-called mental disorder is genetically transmitted.

With real medical disorders there is either a physical abnormality that can be observed with a microscope or a biochemical imbalance that can be detected through laboratory tests. Decades of research has shown nothing like that exists for any mental disorder.

“Despite more than two hundred years of intensive research,” explained Dr. Breggin, “no commonly diagnosed psychiatric disorders have been proven to be either genetic or biological in origin, including schizophrenia, major depression, manic-depressive disorder, the various anxiety disorders, and childhood disorders, such as attention-deficit hyperactivity.”

There is no convincing evidence that proves the biological existence of any mental disorder, agreed psychiatrist David Kaiser in the December 1996 issue of, *Psychiatric Times*. “It is an absolute myth created by modern psychiatry that these 'disorders' actually exist.” They have no genetic basis because they are not real.

There are no known chemical imbalances for negative mental states such as anxiety or depression. This is also the case for alleged mental disorders such as ADHD, bipolar disorder, depressive disorder, and schizophrenia. Despite the often-cited studies that appear in the media and scientific journals professing the existence of these “disorders,” they are not genetically transmitted because they have not been established as authentic medical conditions.

Invisible Eugenics

People believe that these disorders have been scientifically validated because of the industry's propaganda, which Dr. Breggin describes as “outright fraud” disguised as science.

The industry's literature often compares mental disorders to real illnesses such as diabetes. For instance, an “educational” advertisement placed by the BBRF, which appeared in leading US newspapers nationwide, compared depressive feelings to diabetes and cancer. “People with cancer aren't expected to heal themselves. People with diabetes can't will themselves out of needing insulin.” Psychiatric medication is the solution, says the BBRF.

NAMI tells us in its February 2007 report that neuroleptics help to correct the “imbalance in the chemicals” in the brain. In an August 2008 report, NAMI likened mental disorders such as schizophrenia to heart disease, cancer, and diabetes. The group informs us that this biological illness requires lifelong medication.

Dr. Elliot S. Valenstein, author of *Blaming the Brain*, who has treated patients with psychiatric medication and is not opposed to their use, had this to say about chemical imbalances: “It may surprise you to learn that there is no convincing evidence that mental patients have any chemical imbalance. Yet many physicians tell their patients that they are suffering from a chemical imbalance.”

In reality, the only known chemical imbalances in the brains of those labeled with these disorders are the result of psychiatric drugs. This is the case with all PET, MRI, and CT scans. What the brain-scans show is that the psychiatric medication causes brain damage.

“If you have a biochemical imbalance in your brain,” explained Dr. Breggin, “the odds are overwhelming that your doctor put it there with a psychiatric drug.” This is in fact, he says, the only known cause of biochemical imbalances in the brain. “The only ones we know of in the brains of mental patients are those produced by the drugs.”

The stimulants, neuroleptics, and antidepressants used to treat these fictional disorders are causing chemical imbalances. These drugs cause brain damage.

Disease Creation

Drug companies create fictional disorders, then market their medication to treat them. In the industry this practice is called *medicalization*, *disease-mongering*, and *condition branding*. It uses a *problem-reaction-solution* formula of generating fear and offering medication as the solution.¹ As we'll see, in addition to social control, this is done for profit and eugenics.

New York marketing executive Vince Parry says that condition branding is frequently used by the pharmaceutical industry to educate patients and doctors about new diseases. First, branding teams develop a new disease that can be treated with existing drugs. The marketing teams then use the industry's thought leaders to enlighten others on the new condition.

This is usually done during “awareness raising” campaigns where the industry's PR firms bring together the patient advocacy groups and professional societies to con the public during TV and radio broadcasts. A frequent excuse used for these campaigns is that millions are suffering in silence. Those who question their intentions are accused of ignoring the patients' suffering.

In the 1970s Upjohn increased its sales of Xanax by raising awareness about a new illness known as panic disorder. GSK, which produces the antidepressant Paxil, expanded its sales by making the public aware of social anxiety disorder, which they portrayed as a major epidemic affecting 1 out of 8 Americans.

Most women experience at least some premenstrual tension occasionally. However, it was not until Eli Lilly repackaged its antidepressant Prozac and renamed it Sarafem that women learned they were suffering from premenstrual dysphoric disorder (PMDD) in the year 2000.

In the 1920s Warner-Lambert was able to tremendously increase sales of its mouthwash Listerine by inventing a medical disorder known as *halitosis*, which they linked to a multitude of social misfortunes.

In the mid 1980s the Genetech company along with Eli Lilly portrayed shortness as a medical condition requiring medication. Because of a \$10 million profit potential, they started an aggressive marketing campaign that included height screenings in shopping malls, schools, and state fairs.

Drug companies also send medication promotional pamphlets to physicians to place in their waiting rooms. Eli Lilly, for example, has done this to promote Prozac for alleged serotonin deficiencies. One such pamphlet read: “Like diabetes or arthritis ... depression is a physical illness.”

¹ This technique will be explained further in the chapter, *Their Takeover of the Public Schools*. Also see the *Problem-Reaction-Solution* chapter of *New World War: Revolutionary Methods for Political Control*.

“What many people fail to realize,” described a booklet that appeared in the September 1996 issues of *Time* and *Newsweek*, “is that mental illnesses are medical illnesses just like diabetes, high blood pressure, or heart disease.” The booklet, which was authored by multiple drug companies, went on to say that the chemical imbalances which are causing these disorders can be effectively treated with psychiatric medication.

Organized Psychiatry & the DSM

The existence of organized psychiatry depends on the chemical imbalance theory. If schizophrenia, bipolar disorder, ADHD, and the rest of the fraudulent mental disorders did not exist, there would be no such profession. The search for the chemical imbalance allows the profession to continue. Labeling certain behavior a “disease” justifies medication (poison).

The APA publishes the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. Most of the experts who write the drug related sections of the *DSM* have strong financial ties to the industry. Tufts University researchers reported in 2006 that 100% of the panel members for the section on schizophrenia and mood disorders for the 1994 edition were connected to drug companies. This manual is basically a product of drug corporations.

Some members of the *DSM-IV's* task force included: Dr. David Kupfer who has consulted for Novartis, Eli Lilly, Johnson & Johnson, Solvay/Wyeth, Servier, Forest Pharmaceuticals, Pfizer, Hoffman La Roche, and Lundbeck; Dr. Ellen Frank who has received funding from Pfizer and Eli Lilly; Dr. Dilip V. Jeste who has consulted for Bristol-Myers, Eli Lilly, Janssen, and Solvay/Wyeth; and Dr. David Shaffer who has consulted for Pfizer and GSK.

Most of the professionals who diagnose mental disorders use the *DSM*. This includes general practitioners, neurologists, and pediatricians, as well as school psychologists. A prevailing number of these people believe that the disorders in the *DSM* are based on science and have been confirmed to exist. New diseases, however, are regularly “voted” into existence.

The first edition of the *DSM* in 1952 had 106 categories of mental disorders; the second in 1968 had 182; the third in 1980 had about 265 and the revised edition in 1987 had 292; the fourth edition in 1994 had nearly 400. The *DSM* continues to expand.

Medication-Induced Injuries

Some brand name neuroleptics (antipsychotics) used to treat the fake mental disorders include: Chlorazine, Thorazine, Haldol, Risperdal, Zyprexa, Abilify, and Seroquel. These drugs have been known to cause a major disruption of frontal lobe activity, resulting in a significant reduction in intellectual functioning.

These drugs cause: confusion, depression, anxiety, poor memory, impaired concentration, mania, artificial euphoria, irritability, emotional blunting, reduced creativity, and depersonalization. They also cause medical disorders like headaches, brain damage, muscle spasms, insomnia, lack of coordination, fatigue, weakness, seizures, obesity, diabetes, and cardiovascular problems. Those exposed to them for long periods may have a lifespan reduction of 25 years.

In 1969 the FDA established a system for recording adverse drug reactions (ADRs). It was called the spontaneous reporting system, then it was changed to MedWatch in 1985. An ADR can be reported by anyone, including patients or doctors, by writing to the FDA.

According to the FDA's MedWatch database, from 2000-2004 drugs such as Clozaril, Risperdal, Zyprexa, Seroquel, Abilify and Geodon caused over 1,200 adverse effects, plus at least 45 deaths. Because these represent only 1-10% of the actual reports, *USA Today* informs us, "the real number of cases is almost certainly much higher."

If they are correct, and we conservatively estimate that those are 10% of the ADRs, then antipsychotic drugs caused about 108,000 adverse reactions and a minimum of 4,000 deaths between 2000 and 2004. In reality, however, it is probably closer to the 1%. This does not include the deaths from stimulants or vaccines. Furthermore, these are only the immediate and obvious effects.

Antipsychotics have been known to utterly crush the will. If patients report to their doctors that the medication is making them worse, they may be told that the drugs are just revealing the underlying sickness. At that time their doctors may actually increase the dosage.

The mood stabilizers such as Lamictal, Equetro, Tegretol, Depakote, and Lithium that are used for the long-term treatment of bipolar disorder, have similar but less overwhelming effects. These drugs cause sedation in adequate doses and are typically used in for behavior control.

There is no convincing evidence that antidepressants such as Prozac, Paxil, Lexapro, Zoloft, Wellbutrin, Celexa, and Effexor reduce suicide. Instead, antidepressants cause suicide, according to Dr. Breggin.

The *Journal of the American Medical Association* reported in July of 2004 that a study concluded a noticeably increased risk of suicidal thoughts during the first 9 days of treatment with SSRI antidepressants. It reported that these drugs caused children to commit suicide.

Dr. David Healy from the North Wales Department of Psychological Medicine, Cardiff University, found that antidepressants increase the risk of suicide after reviewing published SSRI antidepressant clinical trials. It was first discovered in 1958, he mentioned in his June 2005 report, that antidepressants could make people more suicidal. “The combined literature,” Dr. Healy announced, “points to an excess of suicidal acts on SSRIs compared to placebo.”

Antidepressants do not cure depression, determined an FDA Advisory Committee in September of 2004. Instead they increase suicide risk in children. Shortly thereafter, the FDA had the drug companies put a Black Box warning on all antidepressant containers, which is the most drastic measure the agency takes on a medication before it is banned.

These antidepressants and mood-altering drugs are known by the FDA to cause depression, violence, suicide, and homicide. Despite years of promotionals by researchers paid by drug corporations, there is no solid evidence that these drugs prevent suicide. In fact, Dr. Breggin tells us, the reverse has been established. These drugs literally cause suicidal and homicidal behavior.

Chemical Lobotomy

The frontal lobes located at the forehead are the most developed part of the human brain. They are responsible for high-level human features such as love, empathy, insight, creativity, initiative, individualism, rationality, abstract reasoning, judgment, will-power, and determination.

The neurotransmitter dopamine is manufactured in an area of the midbrain (mesencephalon) known as the *substantia nigra*. The dopamine created in this area of the brain is sent to the frontal lobes by a conduit known as the *mesocortical pathway*, which is one of the four major dopaminergic pathways that connect the midbrain to the frontal lobes.

A lobotomy is achieved by severing these nerve fibers that act as a dopamine conduit from the frontal lobes to the midbrain. At a therapeutic dose, neuroleptics bind (occupy) 70-90% of dopamine receptors, thereby shutting down this pathway. Whether the lobotomy is chemical or surgical, the fusion of the frontal lobes with other parts of the brain is disrupted.

By blocking the transmission of dopamine, neuroleptics cause an actual chemical lobotomy. The central effect of neuroleptics is to make all people apathetic, docile, less self-sufficient, and more manageable. Dr. Breggin observed: "In summary, the neuroleptic drugs are chemical lobotomizing agents with no specific therapeutic effect on any symptoms or problems."

Social Control, Profit, & Eugenics

Some have noted that one very important reason for the existence of mental disorders is social control. In a free society people can't be locked up unless they've been convicted of a crime. To circumvent the legal system, these labels are used to lower a person's status on the social spectrum.

Incompetent and degenerate mental health professionals flourish in a pathocracy, where the mental health system is regularly used to damage independent nonconformists. These practitioners attack resisters with punitive medication and are rewarded for concealing the pathocracy.

After targets are identified, they're segregated in a hostile environment and beaten into submission with punitive medication and psychological torment. This is all done under the guise of medical treatment. Although the Soviet Union and China are notorious for this, it has also occurred in South Africa, Romania, Bulgaria, Czechoslovakia, East Germany, Poland, and Hungary.²

Many researchers have also observed the industry's profit motive for promoting these fraudulent mental disorders. In 2008 the industry made a total of \$14.5 billion from sales of antipsychotics, \$9.5 billion off of antidepressants, over \$11 billion from antiseizure drugs (mood stabilizers), and \$4.8 billion on ADHD stimulants. This \$40 billion in 2008 alone is merely the industry's profit for fictional mental disorders.

2 In the late 1960s people who had been forced into mental hospitals in Communist Russia began to smuggle out notes describing how they were being attacked with neuroleptics. At first their testimonies were not believed. In the early 1970s, however, descriptions of their experiences began to appear in the US. It was discovered that psychiatrists were being used by the state in a battle against nonconformists. Labeling people with mental disorders allowed the Russian government to avoid legal procedures and process people through the mental health system, where they would be tortured with neuroleptics such as Haldol and Thorazine. Anybody that was able to see the state in its true form was a potential target. The typical profile of those selected for chemical attack included people who wouldn't tolerate injustice, dishonesty, or cruelty as much as the average person. The state, mental health system, police, KGB, citizen informant network, and the entire justice system were interconnected, and functioned in unison to have perfectly healthy people institutionalized. See the following: *Defense Intelligence Agency, Controlled Offensive Behavior: USSR, US Army Office of the Surgeon General, July 1972, Captain John D. Lamothe; Psychiatric Terror: How Soviet Psychiatry is Used to Suppress Dissent, Sidney Bloch, Peter Reddaway; Washington Post, In Russia, Psychiatry is Again a Tool Against Dissent, September 30, 2006, Peter Finn; Soviet PsychoPrisons, Harvey Fireside; Abuse of Psychiatry in the Soviet Union, Hearing Before the Subcommittee on Human Rights and International Organizations, September 20, 1983; US News and World Report, Mad Russians, December 8, 1996, Victoria Pope.*

Invisible Eugenics

Children are the industry's primary target, Dr. Breggin informs us. He says that all factions of the psychopharmaceutical complex make an enormous amount of money drugging children. Vast numbers of them are being placed on hazardous neuroleptics, mood stabilizers, and antidepressants.

“Increasing payments to doctors,” reported the *New York Times* in May 2007, “have coincided with the growing use in children of a relatively new class of drugs known as atypical antipsychotics.” According to the *NYT*, physicians are rewarded by drug companies for diagnosing children with pediatric bipolar disorder and prescribing neuroleptics.

The pharmaceutical industry is one the most profitable businesses globally. Its global sales between 2004-2010 were: \$560 billion in 2004, \$605 billion in 2005, \$648 billion in 2006, \$715 billion in 2007, \$772 billion in 2008, \$837 billion in 2009, and \$850 billion in 2010. It is expected to exceed \$1 trillion in 2014.

The toxic medication that causes a multitude of severe medical conditions also serves eugenical purposes, says Dr. Breggin. He claims that a profuse quantity of people, and in particular children, are being targeted with these chemicals for genocide. If he is correct, and these psychiatric drugs are being used to inflict harm and death, then that would make them chemical weapons.

Interestingly, some antidepressants and neuroleptics are considered non-lethal weapons (NLW) to be used on civilian groups and individuals by the US Department of Defense (DOD). They're referred to as *calmatives* (also called *chemical peacemakers*).

Volume III Commentary

The industry controls the federal health agencies in the US, including the CDC, NIMH, and FDA, that it uses to deceive the public, and funds most of the professional societies and patient advocacy groups that it uses to convince healthy people of the safety and necessity of toxic medication.

Patient advocacy groups are an important part of the industry's marketing scheme. They produce false and misleading brochures, websites, newspaper ADs, magazines, and books that urge people to take psychiatric medication. These groups conduct "awareness raising" campaigns with the professional societies that are orchestrated by the industry's PR firms, during which, ailing patients perform testimonials on TV and radio shows.

The industry uses its professional societies to create the CPGs, books, articles, and websites to promote drugs for the fraudulent mental disorders. Psychiatrists on the industry's payroll invent mental disorders. The *DSM*, put out by the APA, continues to expand.

The industry sponsors most of the conferences each year that are hosted by its professional societies, where it uses its well-paid thought leaders to influence the prescribing habits of other physicians. It controls many of the best medical journals with AD funding. Up to 50% of the "scientific" articles that appear in these journals are not written by the doctors who sign their names, but by medical writing agencies paid by drug companies to promote medication.

Although people get depressed and fearful, no chemical imbalance exists for any alleged mental disorder. This includes ADHD, bipolar disorder, and schizophrenia, as well as any of the depressive or anxiety disorders. The only known cause of chemical imbalances are psychiatric drugs.

There is no diagnostic test that can detect these disorders. There is no genetic basis for any mental disorder because they have never been proven to exist. The industry's front groups use deception and outright lies to convince people that they do. This includes comparing them to real medical conditions such as heart disease, cancer, and diabetes.

Drug companies sell toxic chemicals under a variety of labels to treat the fake mental disorders created by their doctors. The FDA's MedWatch database represents as little as 1% of the actual injuries caused by these drugs.

Invisible Eugenics

Antidepressants are confirmed to cause suicidal and homicidal behavior. By inhibiting frontal lobe activity, neuroleptics cause mental and emotional problems such as: impaired concentration, mania, artificial euphoria, irritability, confusion, depression, anxiety, poor memory, and reduced creativity.

Neuroleptics cause a chemical lobotomy. They also produce biological disorders including: headaches, brain damage, muscle spasms, fatigue, weakness, seizures, obesity, diabetes, and cardiovascular problems. Neuroleptics can shorten the lifespan considerably. We have explored the possibility that these drugs are chemical weapons offering a concealed approach to population control.

The industry is known to buy off politicians. Drug companies are known to bribe government officials and doctors in many countries. They falsify studies, and bribe the committees that approve harmful drugs as well as the doctors conducting the drug trials.

Drug companies spend hundreds of millions each year influencing doctors with gifts and money for research, meals, travel, speaking arrangements, and consulting, because they are the ones who interact with the public. Most doctors accept these gifts in exchange for writing more prescriptions.

The educational material that physicians are exposed to broadly originates from the industry's ADs, journals, and conferences, as well as the medschools and CME programs that it funds.

Although most start out with good intentions, doctors are recruited by drug companies in medschool, where they are plied with gifts and meals. During the indoctrination, they see their seniors enjoying the industry's gifts. The practice is so common it appears to be a requirement. They are handled by the industry and entirely submissive to it before their careers begin. The doctors work for drug companies.

The pharmaceutical industry controls the entire medical system by influencing federal health agencies, research, education, medical journals, conferences, patient advocacy groups, professional societies, medschools, hospitals, clinics, pharmacies, and individual doctors.

A defining feature of this obviously ponerogenic complex is the distribution of toxic chemicals, commonly known as psychiatric medication, into an unsuspecting populace, allegedly for profit, social control, and eugenics.

Volume IV (Vaccine-Induced Diseases & Sterilization)

Vaccines: Unsafe & Unnecessary

Introduction

A vaccine is a medication injected into the bloodstream, containing a mild version of the disease that it is intended to prevent, which allegedly stimulates the production of antibodies that fend off disease. It is unknown if this antibody production equals immunity.

The word *vaccine* is based on the Latin word for cow, *vacca*. Their use goes back to 1796 when a British physician named Edward Jenner realized that dairy workers who caught cowpox would not catch a potentially deadly sickness known as smallpox. He was able to make others immune to smallpox by injecting them with cowpox.

The FDA licenses and regulates the vaccines that the manufacturers produce, while the CDC designs the timing intervals. Many vaccines exist today and are mandatory in some countries. They include: influenza, poliomyelitis (polio), diphtheria, hepatitis A (HA), hepatitis B (HB), haemophilus influenzae type B (HIB), human papillomavirus (HPV), measles, rubella (German measles), mumps, tetanus, pertussis (whooping cough), and smallpox.

Multiple vaccines may be mixed into one vial, as in the case with measles, mumps, and rubella (MMR), and diphtheria, pertussis, and tetanus (DPT, also written DTP).

Ingredients

Vaccines contain the unnatural animal and human genetic material on which they are grown. This includes: aborted human fetuses, as well as tissue from monkeys, dogs, chickens, and cows. The flu vaccine, for example, is prepared using a chicken embryo.

Some vaccine ingredients include: phenoxyethanol (antifreeze), thimersol (mercury), polysorbate-80, aluminum, gelatin, triton X100, squalene, monosodium glutamate, sodium borate (roach poison), and formaldehyde (embalming fluid). These ingredients are known to be toxic to the gastrointestinal tract, liver, respiratory system, central nervous system, cardiovascular system, and reproductive system. Even small amounts of these ingredients can inflict severe damage.

Monosodium glutamate (MSG), that is found in the inhaled flu vaccines, has been determined to cause metabolic disturbances such as diabetes and seizures. *Polysorbate-80* causes the ovaries and testicles of female and male rodents to atrophy, resulting in infertility. It also facilitates other drugs across the bloodbrain barrier, which means it is used to carry chemicals into the brain.

Invisible Eugenics

Formaldehyde is a carcinogenic embalming fluid used to preserve corpses. Those who promote vaccines say that the amount they contain is insignificant because the body will metabolize it. The US Environmental Protection Agency (EPA) allows no more than 0.016 parts-per-million (ppm) of formaldehyde in the air of new buildings. This is because it becomes irritating to eyes and respiratory system at about 4 ppm.

According to the National Institute for Occupational Safety and Health (NIOSH), formaldehyde poses a danger to human life at 20 ppm. Vaccine manufacturers attempt to conceal the amount of formaldehyde by describing it on the vials as micrograms which yield a lower number than ppm.

The stabilizer *gelatin* induces allergic reactions such as anaphylaxis, and is said to be causing the epidemic of food allergies. Even small amounts of latex from the stopper on the vaccine vial can cause allergic reactions. Most vials had warnings about the latex stoppers and/or listed them as ingredients before 2006.

A detergent used in paints known as *triton X100* (also called octoxynol 10) is used to separate the vaccine antigens. It is a mitochondrial disruptor that damages cellular membranes. *Sodium deoxycholate*, another detergent similar to triton X100, is a known cause of breast cancer. It is used in flu vaccines such as fluarix, flumist, all the swine flu vaccines, and the HB vaccine.

Vaccine adjuvants, which are used to promote an antibiotic reaction, include neurotoxins such as aluminum and mercury. An oil known as *squalene* (MF59) is an adjuvant that occurs naturally in the body on the surface of nervous system cells. Studies show that even in small amounts such as 10 parts-per-billion (ppb), it can cross react with squalene in body, leading to autoimmune and nervous system diseases, such as rheumatoid arthritis and lupus.

Mercury and aluminum can be found in most vaccines. These neurotoxins can cause bone marrow and brain degeneration. The clinical symptoms of mercury poisoning and autism are nearly identical.

Unnecessary

The history of vaccines is fraught with deceit portraying them as successfully defeating diseases, when in reality, they have had little or no noticeable impact on disease declines. In some cases they have actually caused outbreaks.

Although health officials say vaccines are responsible for disease declines, these beliefs are not consistent with factual statistics by the FDA, CDC, published medical journals, and prominent research scientists all over the planet. Infectious diseases have been declining for decades, which started before mass immunizations.

Most of the diseases that vaccines are promoted to prevent are rarely fatal and/or only affect certain high-risk groups. Often, just allowing the typically harmless but uncomfortable disease to complete its cycle results in lifelong natural immunity. Furthermore, vaccines have been known to cause outbreaks of these diseases in highly vaccinated populations.¹

We are told frequently by the medical authorities that vaccines protect us against harmful viruses and therefore prevent epidemics. This “big lie,” proclaimed Dr. Lanctôt, has been circulated for 150 years.

From 1850 to 1940 there was a 90% decrease in childhood diseases, which was before mandatory vaccinations. This was mostly because of sanitary improvements. The primary causes of childhood deaths in the US from 1911 to 1935, were diphtheria, pertussis, scarlet fever, and measles. There was, however, a 95% reduction in fatalities for these diseases by 1945, that occurred prior to extensive inoculations.

It was reported in February of 2008 by *Natural News* that the death-rates for all infectious diseases decreased from 1900 to the 1920s, which was a time when no vaccinations against childhood diseases occurred. The death-rate continued to decrease for all infectious diseases from 1940-1960, then stopped when a vast majority of children were vaccinated.

Vaccinations have “little or no effect” on reducing infectious diseases. Instead, other factors have contributed to decreased mortality in the 20th century, including improvements in hygiene, proper food, clean water, and sewage. “There is no convincing scientific evidence,” stated Dr. Mayer Eisenstein, medical director of Homefirst Health Services, “that mass inoculations can be credited with eliminating any childhood disease.”

Other than the flu epidemic of 1918, deaths by infectious diseases have been steadily decreasing since 1900 up to 1980, at which time there was a slight increase. Infectious diseases have been declining for decades. All of this started before the mass immunizations.

¹ See the Appendix chapter, *A Brief Description of Vaccines*, for more on how vaccines have not been responsible for infectious disease decline, and have caused outbreaks of the diseases that they're used to protect against.

Unsafe

Diseases that are caught naturally go through phases of bodily defenses that build up immunity. For instance, the first response to all airborne and ingested pathogens is *immunoglobulin A (IGA)* which are antibodies in the saliva, intestinal tract, and respiratory system. The skin offers more protection. Naturally contracted diseases usually result in lifelong immunity after the illness has run its course.

Medical authorities tell us that vaccines are safe and effective. However, the chemicals and DNA contained in vaccines are injected directly into the bloodstream, bypassing the body's natural protective mechanisms. Vaccines are, therefore, both unnatural and dangerous.

All vaccines, explained Dr. Rebecca Carley in her June 2008 paper, *Inoculations: The True Weapons of Mass Destruction*, are completely unsafe. She emphasizes: There is no such thing as a safe vaccine. Dr. Lanctôt similarly informs us, that, without exception, vaccines are worthless and hazardous.

Babies are born with potent immune systems. Most would die just after birth if this were not the case. They don't need these vaccines. Yet, if they receive all doses of all recommended vaccines, then by age 5 children are injected with up to 35 doses that contain 59 kinds of chemicals, 112 different disease particles, and a variety of human and animal DNA.

Injecting these chemicals and genetic matter into the bloodstream entangles the immune system which cannot adequately determine a harmful substance from a harmless one. It is probable that the immune system under these conditions will attack itself or ignore damaging substances, rendering the body susceptible to other diseases.

Once the foreign DNA is injected into a person, the extraneous genetic matter is instantly blended into the cells. The long-term effects are unknown. However, it is believed by some that this permanently weakens the body's immune system, leaving it corrupted with a perpetual disease. "Vaccines do not prevent infections," cautioned Dr. Carley, "they give you a chronic state of the disease."

Vaccine-Induced Injuries

According to medical scholars, not only are the vaccines ineffective, vaccinated people are more likely to contract the exact disease for which they've been vaccinated. The flu vaccines, for example, are known to weaken your immune system. A majority of the people who contract the flu every winter are the ones who get vaccinated.

Outbreaks of pertussis, polio, measles, mumps, small pox, and HIB have all occurred in vaccinated populations. Immunization has been found to be counterproductive. The belief that higher vaccination rates increase immunity in a population is a myth because these outbreaks occur in populations that have been mostly vaccinated.

Independent studies suggest that vaccines are causing: autism, cancer, brain damage, seizures, epilepsy, kidney failure, lupus, asthma, narcolepsy, Guillain-Barre syndrome (GBS, pronounced GeeAhm Baray), dystonia, Sudden Infant Death Syndrome (SIDS), infertility, miscarriage, diabetes, chronic fatigue, fibromyalgia, allergies, obesity, multiple sclerosis (MS), Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis (ALS), Huntington's disease, supranuclear palsy, and rheumatoid arthritis.

Some of these effects are immediately perceivable, while most occur years or decades later.² Before mass vaccinations, many of these conditions were rare. Researchers have found that the escalation in the amount of vaccinated people has been paralleled by a rise in these conditions. Thus, it has been concluded that these are vaccine-induced injuries, or what Dr. Carley refers to as *vaccine-induced diseases (VIDs)*.

The studies which prove the injurious effects of vaccines have appeared in medical journals all over the world, written by well-established researchers. However, most physicians are unaware of this. “The health risks of vaccination,” notes vaccine expert Dr. Sherri Tenpenny, “are well documented but rarely discussed.”

² The neurological disorders, SIDS, miscarriage, and infertility that the vaccines are causing will be explained in the *Antifertility Vaccines & Infanticide* and *Autism* chapters.

Vaccines: Profit & Eugenics

The Industry's Scare Tactics

The pharmaceutical industry's uses problem-reaction-solution to get people to accept the vaccines. Fear of sickness and death is spread by the groups in its medical system to create an emotional reaction. Then the solution is offered in the form of a very profitable and highly destructive vaccine.¹

Doctors are reportedly using fear and guilt to manipulate parents into vaccinating their children. Parents are often told that they're placing their children in danger by refusing the vaccines. If that doesn't work, doctors may threaten them with social services for child abuse.

Retired neurosurgeon Russell Blaylock, lecturer and author of the book, *Excitotoxins: The Taste That Kills*, says that when he attended medschool decades ago he was taught that vaccines saved the human race from mass death during colossal pandemics. The adverse effects which rarely occur, he was told, are acceptable compared to the alternative.

During his practice, he started to see a number of cases of severe injuries from vaccines which contradicted his teachings, and realized he was lied to.

Vaccine Injury Coverup

Numerous conscientious medical professionals have noticed what appears to be a thorough and finely coordinated worldwide effort to conceal the vaccine-induced injuries and deaths. It spans the entire medical system, from the international health agencies down to the level of the individual physician.

Since 1986 the adverse effects of vaccines have been tracked through the *Vaccine Adverse Events Reporting System (VAERS)*, which is co-sponsored by the CDC and FDA. Any citizen can file a VAERS report, which total about 11,000 annually.

In 1994 the National Vaccine Information Center (NVIC), which is an organization founded by parents of vaccine-injured and killed children, conducted a survey of doctors in 7 states to conclude that as little as 2.5% of them admitted to reporting a death or serious injury following a vaccination.

¹ For information on how the industry uses the WHO to spread fear of infectious disease during its profit-making swindles, see, *The Swine Flu Scam* chapter in the Appendix.

Invisible Eugenics

The *Journal of the American Medical Association* reported in June 1993 that an even smaller fraction of adverse events are actually reported in the VAERS. The researchers estimated that it could be as low as 1% of all adverse events. This parallels the medication ADRs filed in MedWatch, that we learned about in the previous volume, which constitute only 1-10% of the actual injuries.

Host of the 2005 documentary, *Mercury, Autism and the Global Vaccine Agenda*, Dr. David Ayoub, says that VAERS most probably represents less than 1% of the adverse reactions. So, it is likely that the actual amount of deaths and serious injuries caused by vaccines is from 90 to 99 times greater. If we multiply the total VAERS yearly reports times 99, we find that vaccines cause over 1 million adverse events each year. However, these are only the injuries that are immediately observable.

The explosion of vaccine-induced injuries and deaths is being ignored and denied by the medical authorities, who compose the reports on disease statistics and collaborate with pharmaceutical companies. They have been known to use a variety of techniques to hide the harmful reactions.

The media is also participating in the coverup. In February of 2010 *CBS News* reported that there were vicious rumors circulating that vaccines were a plot to kill babies. Although, it was somewhat truthful, because vaccines do not usually kill infants immediately.

The CDC and FDA which investigate these reports, says Dr. Tenpenny, will try “every possible way to dismiss as many cases as they can” in order to minimize the number of visible deaths and injuries.

US pediatricians reportedly make supplemental salaries from HMOs by maintaining high vaccination rates. According to the IMCV, the average 10-doctor pediatric group in the US has over \$100,000 worth of vaccine inventory in their office to sell. Some are punished by insurance companies if their vaccination rates dwindle.

Family general practitioners and pediatricians are known to react with forceful opposition when they are simply asked questions about the vaccines. When parents who refuse to vaccinate their children present evidence to support their decision, their doctors are typically uninterested and become defensive.

Independent medical scholars have found that doctors are not only aggressively promoting the vaccines, they're providing cover for the injuries. The doctors, explained Dr. Lanctôt, must deny any connection to the vaccines, or risk retaliation.

The IMCV similarly informs us that because drug companies control the entire healthcare system, doctors must obey and administer the sickening vaccines, otherwise their careers are over.

Profit & Eugenics

If vaccines are neither safe nor effective, what purpose do they serve? According to a variety of independent medical researchers, vaccines serve two very important purposes to the financial elite: profit and eugenics.

The pharmaceutical industry profits from the sales of the vaccines, plus the many more billions made off the sales of medication to treat the injuries that they cause.

Global vaccine sales were \$19 billion in 2008, \$22 billion in 2009, \$28 billion in 2010, and are expected to exceed \$34 and \$56 billion by the end of 2012 and 2017, respectively. This does not include the many billions made from medication sales.

The other reason is population control. Autonomous medical scholars have determined that vaccines are the initial phase of a vibrant covert eugenics program. Vaccines are not intended to cause immediate death, because then the danger would be obvious and people would avoid them.

Most of the injuries do not surface for months, or even years later, when a direct link to the vaccines has been severed. At that time, toxic medication is used to treat the injury, which causes more adverse reactions, gradually increasing the number of injuries until the victim is taking up to a dozen kinds of medication.

Vaccine Opposition

Despite the multilevel coverup, the harm that the vaccines are causing is still evident. Stories of the debilitating diseases and deaths that they cause are increasing all over the world. Many realize at this point that their health authorities have been compromised and can't be trusted. The international revolt against vaccine immunization is steadily growing.

Medical exemptions for childhood vaccines exist in all 50 US states. There are thousands of online testimonies written by parents about the flourishing health of their unvaccinated children, many of whom were able to circumvent the vaccinations by claiming religious exemptions. Knowledgeable parents are increasingly using these.

The medical authorities, however, are trying to remove these exemptions for all vaccines. In March of 2002 the AMA announced on its website that vaccinations should be mandatory: "The AMA encourages state medical associations to seek removal of such [philosophical and religious] exceptions in statutes, requiring mandatory immunizations."

Invisible Eugenics

Although homeschooling has been another way to avoid vaccines, the industry is now targeting homeschoolers for forced vaccinations. Articles have appeared in *The Journal of Pediatric Health Care*, and *The Journal of Law, Medicine and Ethics*, in 2010 and 2007, respectively, proclaiming that because those in the expanding homeschool movement are not adequately vaccinated, state laws should be enacted to monitor (force) them.

Autism: A Global Epidemic

Introduction

In 1943 child psychiatrist Leo Kanner described 11 cases of a new childhood mental illness which he termed *autism*, from the Greek word *auto*, which means *self*. Autism is a Pervasive Developmental Disorder (PDD), and one of the five autism spectrum disorders (ASD), that also include Asperger's Syndrome, Rhetts Syndrome, Childhood Disintegrative Disorder, and PDD not otherwise specified.

These symptoms have been observed in varying degrees of intensity: speech, motor, sensory, and cognitive impairments; repetitive behaviors; gastrointestinal difficulties; immune deficiencies; screaming fits; flapping arms; inadequate social skills; being unable to care for oneself; self-destructive behavior; and seizures.

The symptoms must occur before 36 months of age and usually happen within the first 2 years of life. Even though symptoms may be observable at birth, there is typically at least several months of normal development followed by degeneration.

The first symptoms, appearing at 9 months, are typically sensory and motor related. The speech and hearing problems that are observed by parents and pediatricians between 12 and 18 months, are followed by the full array of symptoms. By age 2 they have most characteristic symptoms, which heighten from ages 3-5.

It is said to be a lifelong disorder. About 75% of children are either institutionalized or can't live independently as adults. The ratio of boys to girls in ASD is about 5-to-1.

Autism Explosion

There is no known cause of autism, only theories. From the early 1950s to the 1970s it was thought to be the result of mothers neglecting their children's emotional needs. Some now think it is caused by genetics or environment factors.

A prominent theory is that the increase in the number of vaccines added to the immunization schedule has caused the rise in autism cases. Some think it's caused by either the MMR vaccine or the ones that contain mercury, while others think it is both.

Autism was rare before the early 1940s. Dr. Kanner mentioned in his 1943 paper, *Autistic Disturbances of Affective Contact*, that autism was basically a new condition, unlike any previously reported.

Dr. Kanner's original patients came from educated middle and upper-class families in Baltimore, with parents who were doctors, lawyers, and professors. By 1954 he realized that most of the autistic children he'd encountered came from at least the middle-class. This led him to develop the theory that autism was the result of an absence of parental instincts. He blamed parents for not providing the correct emotional support. Because of this, some believed that autism had a genetic basis.

Instances of autism in the US were noticed just after the pertussis vaccine was widely used in the mid 1940s. Some parents who could afford a private doctor for their children had them vaccinated. Then, as vaccine programs increased, people spanning various economic levels were equally vaccinated. By the 1960s, many parents were seeking medical care for their autistic youngsters.

In 1970, cases of autism in the US were less than 1 out of 10,000; in 1995 it increased to 1 out of 2,500; in 1997 it increased to 1 in 500; it was 1 in 250 in 2000; from 2001 to about 2005 it was 1 out of 150, and started to increase again in 2006 to about 1 out of 110. In 2009 it rose once more to 1 in 100. In 2012 it was reported to have increased to 1 out of 88 children or 1 out of 54 boys. That is an increase of more than 18,000% since 1970!

“Autism rates have skyrocketed,” announced Congressman Dan Burton in April of 2001. “We have a national and potentially worldwide epidemic on our hands.” Dr. Blaylock observed: “This is a medical disaster of monumental proportions.”

At the July 18, 2000, Committee on Government Reform, Dr. Stephanie Cave shared her testimony as a physician about the rapid growth of autism: “We are treating children from all over the United States and getting calls from many places around the globe. This is truly an epidemic.”

A potent connection has been established between the dramatic expansion in the amount of vaccines given to children all over the world and the worsening of the ASD epidemic.

Around 1962, cases of autism were seen in England because of the pertussis vaccine, which was promoted in the late 1950s. At the start of the 1990s, after the MMR vaccine was introduced, England saw another surge in cases of autism.

The statistics for the UK show that when childhood vaccinations expand, instances autism increase substantially. The ASD ratio increased from 1 out of 10,000 in 1988, to 4 in 2,500 in 1989 when the MMR vaccinations started in 1988. In 1990 the ratio increased to 1 in 500 after the DPT program accelerated in May of that year. In 2012 1 out of 38 boys in the UK was autistic.

The same connections between autism and vaccines can be seen in other countries. A comprehensive vaccination program started in Japan in 1952. After that, hundreds of autistic children were identified every year. Instances of autism could be seen after some European countries started pertussis vaccinations in the 1950s.

In China it was rare before 1999 when US manufacturers started shipping vaccines that contained mercury. Then, by June 2005 about 1.8 million people in China were autistic. India, Nicaragua, and other developing nations also seem to be experiencing an increase in autism.

Medical Authorities Give No Rational Explanation Better Methods of Detection do Not Explain the Increase

The medical experts, says Dr. Blaylock, have given no realistic explanation for this drastic increase in ASD cases. Although they have attempted to blame it on genetic factors and better diagnostic tools, independent geneticists revealed that genetic disorders do not grow at such explosive rates.

“It cannot simply be better reporting or an expanded definition of autism,” agreed Congressman Burton. Also, the *DSM* criteria defining autism has become more restrictive. In 1994 autism's criteria in the *DSM III* were narrowed to the *DSM-IV* standards, yet the number of newly diagnosed autistics did not decrease.

The Medical Investigation of Neurodevelopmental Disorders (MIND) institute, University of California, Davis, reported in October 2002, that possibly all new cases of autism in California signify a genuine increase, and are not the result of improved diagnostic criteria.

Dr. Peter Fletcher, former Chief Scientific Officer at England's Department of Health, stated in the *UK Daily Mail* in March of 2006, there is “no way” the shocking increase in autistic children could be the result of symptom alternations in the diagnostic manuals or detection improvements, as mentioned by some medical professionals.

Genetics Factors Could Not Have Caused It

The pharmaceutical industry has attempted to promote a genetic cause for autism. Childhood neurological disorders have grown into such an epidemic, however, that according to some, they cannot reasonably be attributed to genetic conditions. The expansion of genetic diseases is limited to the pace at which the population multiplies.

Invisible Eugenics

Numerous genetic studies have failed to identify a gene as the cause of autism. Only a small percentage of those who develop autism exhibit genetic abnormalities that can be observed. The most thorough studies have found no genetic pattern that is consistent with autism, according to a 2008 article in, *Medical Veritas*.

Identical twins share 100% of the same genes. However, cases have been seen where only one twin develops autism. It has also been found that there is about a 60% chance of a co-twin getting it when the other twin develops it, which implies that there must be some environmental factor causing it.

In May of 2006 before the House and Senate Subcommittees on Labor-HHS-Education Appropriations, Dr Francis S. Collin, former Director of the US National Human Genome Research Institute, admitted that changes in the human gene pool can't rationally explain the sudden rise in chronic diseases such as ASD. He says it must be something in the environment.

“A purely genetic basis for autism,” explained the MIND Institute, “does not fully explain the increasing autism prevalence.” Environmental factors, they suggest, including mercury, live viruses, and vaccines, are probably the cause.

The Coverup Studies

In previous chapters we observed how the federal health agencies and professional societies are under the industry's control. Because of the growing awareness that vaccines are causing neurological diseases, many studies have been published to discredit the connection to the vaccines. It has been determined by some that this is the industry's attempt at damage control.

Independent researchers conclude that some of those who conducted these studies were influenced by drug corporations, and the studies themselves are examples of scientifically twisted conflicts of interest.

Some of these studies were authored by people who have refused to provide the datasets, so independent researchers could not validate their findings. Also, the studies that are referenced frequently by critics to disprove the vaccine connection only cite one vaccine. However, there are 10 other vaccines given to children for a total 35 doses before the age of 5.

In 2001, the CDC hired the Institute of Medicine (IOM) to create an immunization safety review committee, in order to investigate a possible connection between the vaccines and the epidemic of neurological disorders.

On May 18, 2004, the IOM released a report from its Immunization Safety Review Committee, concluding that, based on a thorough examination of clinical studies, vaccines are not causing autism.

The IOM is portrayed as a prestigious, independent scientific organization, and is used by the US government as a source for vaccine safety. The FDA, CDC, and USDA use it in setting their policies. Nearly 65% of its funding is from the federal government and the rest from private sources.

Its private funders include globalists, eugenicists, and vaccine promoters such as: Monsanto Company, Bill and Melinda Gates Foundation, WK Kellogg Foundation (Kellogg Cereal), and Ted Turner, as well as those with connections to the Rockefellers, JP Morgan, and Goldman Sachs. The IOM has financial ties to drug companies themselves, such as: Merck, Pfizer, Astrazeneca, Bristol-Myers, Eli Lilly, GSK, Johnson & Johnson, and others.

The AAP reported in its journal, *Pediatrics*, in June of 2010, that “prenatal and early-life exposure to ethylmercury from thimerosal-containing vaccines and immunoglobulin preparations was not related to increased risk of ASDs.” The AAP’s study was funded by CDC, and, according to the nonprofit group Sensible Action For Ending Mercury-Induced Neurological Disorders (SafeMinds), it used deficient methodology to skew the results.

The paper, *Safety of Thimerosal-Containing Vaccines: A Two-Phased Study of Computerized Health Maintenance Organization Database*, published in *Pediatrics* in November of 2003, found no significant connection between mercury in childhood vaccines and neurological disorders. It was written by the CDC and its author, Thomas Verstraeten, was hired by GSK before it was published.

In September of the same year, the AAP printed, *Thimerosal and the Occurrence of Autism: Negative Ecological Evidence from Danish Population-Based Data*. Researchers announced: “Our ecological data do not support a correlation between thimerosal-containing vaccines and the incidence of autism.” The biggest vaccine manufacturer in Denmark, the Statens Serum Institute, employed 2 of the 7 authors.

The CDC partially funded another study which was announced in the *American Journal of Preventive Medicine*. “The ecologic data presented herein is not consistent with the hypothesis that increased exposure to thimerosal-containing vaccines is responsible for the apparent increase in the rates of autism in young children being observed worldwide.” It was reviewed by 2 employees at Denmark’s Statens Serum Institute.

Invisible Eugenics

The *New England Journal of Medicine's* article of September 2007, *Early Thimerosal Exposure and Neuropsychological Outcomes at 7 to 10 Years*, found no casual link between early mercury exposure through vaccines and neurological disorders.

It was written by the following people: William W. Thompson, former employee of Merck; Dr. Michael Marcy, who consulted for GSK, Merck, MedImmune, and Sanofi Pasteur; Dr. Lisa A. Jackson, who has consulted for Wyeth, GSK, Sanofi Pasteur, and Novartis; Dr. Robert L. Davis, who has consulted for Merck; and Dr. Tracy A. Lieu, who worked for the CDC's Advisory Committee on Immunization Practices.

Many other commonly cited articles with conflicts of interest are used as evidence by the industry. These articles have been found to be sponsored by agencies such as the NIH and CDC, funded by drug company grants, and authored by people who have invented vaccines and consulted for drug companies.¹ Despite the tremendous conflicts of interest and flaws, the mainstream media touts these studies as if they are legitimate.

¹ See, *The 14 Studies*, at www.fourteenstudies.org.

Autism: A Vaccine-Induced Brain Injury

Microglial Activation

Autism spectrum disorders (ASD) can result from an inflammatory brain disease known as *encephalitis*. Some researchers have concluded that autism is really a type of encephalitis, known as *subacute sclerosing panencephalitis* (SSPE). SSPE and autism have basically the same symptoms.

Recent studies reveal a variety of common features in the brains of autistic children, including: an accumulation of glutamate; a disruption of brain cells due to excitotoxicity; elevations in inflammatory cytokines; lipid peroxidation, (cell damage due to the removal of electrons from cells by free radicals); and a reduction in levels of glutathione, which is an antioxidant that protects nerve cells from damage.

Live viruses, mercury, aluminum, and bacteria in the vaccines can stimulate the peripheral immune system, which, in turn can cause *microglial* activation, which is the central nervous system's defense mechanism. When these normally dormant microglial cells are activated, they secrete neurotoxic cytokines and excitotoxins in the brain, such as glutamate and quinolinic acid, which cause brain inflammation (encephalitis).

The cytokines which the microglial cells release are signaling molecules that cells use to communicate. Among the various kinds of cytokines are the inflammatory ones, which destroy neurons and cause inflammation when chronically released.

Cytokines can induce the activation of glutamate, which also destroys neurons. After glutamate is released, glutamate transporters swiftly remove it from the brain to keep its destructive effects to a minimum.

The prolonged release of cytokines inhibit glutamate transporters. Without glutamate transporters, *excitotoxicity* occurs, which means that glutamate becomes a neurotoxin that accumulates and kills neurons.

Under most conditions, microglial cells are only temporarily activated, so neuron damage is minimal. Repeated, closely-spaced inoculations, however, can cause a chronic state of microglial activation, resulting in the release of neurotoxic levels of excitotoxins such as glutamate and quinolinic acid. Continual vaccinations can result in brain inflammation (encephalitis) that can last decades.

Studies on animals have shown that carefully regulated glutamate levels is critical for brain development. Modifying these levels—especially during the period of brain growth spurt, which is from the last trimester of pregnancy to age 2 years—sabotages neurodevelopment.

In addition to autism spectrum disorders (ASD), chronic microglial activation has been found in the following conditions: multiple sclerosis (MS), Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis (ALS), Huntington's disease, supranuclear palsy, stroke, and viral encephalopathy.

Mercury

Premise

Many parents and a growing number of scientists believe that mercury in the vaccines is causing the explosive growth in ASD. Mercury is a naturally occurring metal that can exist in elemental or a variety of organic and inorganic forms. Mercury is a neurotoxin in all forms.

A mercury derivative known as *thimerosal* was introduced by Eli Lilly in 1929. Starting in the 1930s, it was used in vaccines as a preservative to prevent bacterial contamination. Thimerosal is 49.6% ethylmercury by weight.

Mercury, which is 1,000 times more toxic than lead, is one of the most toxic elements on the planet. The only element on earth that is more deadly than mercury is a radioactive metal known as *uranium*.

Mercury is damaging to the skin, and when inhaled or ingested. Its cumulative effects are neurotoxic even at low doses. Scientists have known since at least 1977 that long-term exposure to thimerosal can be deadly. Instances of mercury poisoning, however, have been described since ancient times. Criminals in ancient Rome were sent into mercury mines to collect the hazardous metal as a death sentence.

Damage

The systems that are damaged by mercury include the kidneys, immune system, and the central nervous system (CNS). It can cause behavioral, sensory, neurological, motor, and immunological disorders.

The type of mercury determines the poisoning effects. Although there have not been many studies on the effects of ethylmercury, because it is chemically similar to methylmercury, it is said to have the equivalent toxicity. Methylmercury and ethylmercury are organic forms of mercury.

Studies show that methylmercury crosses into the brain where it is converted to inorganic mercury and continues to accumulate for years. It has a long half-life and the demethylation (removal) rate is slow. Ethylmercury, the mercury found in thimerosal, is absorbed by all body tissue. However, it concentrates in the brain, where it is difficult to remove.

Vaccine promoters frequently cite studies showing that ethylmercury disappears from the blood within several days. However, studies done on monkeys show that although mercury disappears in the blood, it remains in the brain for about 15 years.

Mercury accumulates in the brain 5-7 times as much as in the blood. Once in the CNS, organic mercury (both ethyl and methyl) change into the inorganic form and remains in the brain for an extended period. The idea that mercury is only damaging in large amounts is false. Mercury in small quantities is hazardous to living organisms.

It was reported in a 1985 issue of *Archives of Toxicology* that scientists who exposed 2 groups of rats to ethylmercury and methylmercury found higher levels of inorganic mercury in the brains and kidneys of rats that had been given ethylmercury, which is in the vaccines. A project sponsored by the NIH to determine the risks of childhood vaccines containing mercury, found that ethylmercury accumulates in the brains and kidneys of infant monkeys in its inorganic form twice as much as methylmercury.

Mercury can inflict a multitude of neurological, immune, motor, behavioral, and sensory dysfunctions that are similar to symptoms which define autism spectrum disorders. Because of this, clinicians often mistake it for a psychiatric disorder.

The EPA mercury limit is 0.1 microgram (mcg) per kilogram (kg) of body weight per day. The average baby is 6-7 pounds, so they should have less than 0.5 mcg per day. The HB vaccine has 12.5 mcg of mercury, so infants are getting about 40 times more than the limit with just that one vaccine. In reality, they are receiving much more when bolus doses are considered.

Infants are injected with 12.5 mcg at birth for HB, then another 12.5 mcg at 1 month, 62.5 mcg at 2 months (from another dose of HB, plus the 1st DPT and HIB doses). If the DPT and HIB are given in a bolus dose on the same day, that would be 160 times the EPA's safety limit. At 4 months they receive an additional 50 mcg from two more doses of DPT and HIB. They're given 50 mcg at 6 months for another DPT and the final HIB, for a total of 187.5 mcg.

Then, if the flu vaccine with 25 mcg is given at 6 months of age, that would be a total of 212.5 mcg. Finally, if they receive the 4th DPT at 15 months, then that would be another 25 mcg, for a total of 237.5 mcg. Remember, mercury is an accumulative neurotoxin, lasting years if not decades in the brain.

Causes Autism

The corps of researchers and scientists who are convinced that the mercury in the vaccines is responsible for the proliferation of neurological disorders, continues to increase. The observable symptoms of ASD and mercury poisoning described in the literature are almost identical.

Between 2000 and 2004 Congressman Dan Burton held hearings on the toxicity of mercury in the vaccines. The Committee on Government Reform, released a report in May of 2003, entitled, *Mercury in Medicine: Taking Unnecessary Risks*, that was the result of an investigation during the hearings. The record has the testimony of many physicians and scientists from around the planet who testified and gave their research studies to show a direct link between the vaccines and the increasing autism rates.

After exposing rats to environmental lead and mercury, researchers at the Department of Physiology, University of Lausanne, Switzerland, announced that exposure to these heavy metals early in development causes toxic effects through slow accumulation over a long period. As a result, they can make the brain susceptible for developing neurological diseases, such as Alzheimer's and Parkinson's, later in life.

Drs. Laura Hewitson, Andrew Wakefield, and other researchers, reported in a September 2009 issue of, *Neurotoxicology*, that infant rhesus monkeys were brain damaged after receiving the HB vaccine with 12.5 mcg of mercury.

A study that appeared in the September 2008 issue of *Toxicological and Environmental Chemistry*, found that US children who received the HB vaccine were 9 times more likely to experience developmental disabilities than unvaccinated ones. "This study found statistically significant evidence to suggest that boys in United States who were vaccinated ... were more susceptible to developmental disability than were unvaccinated boys."

The *Journal of American Physicians and Surgeons*, reported in 2003 that mercury concentrations are much higher in children with ASD than normal ones. The data from the study showed that, "mercury is one of the main factors leading to the large increase in the rate of autism and other neurodevelopment disorders."

Researchers announced in the *Journal of Toxicology and Environmental Health* in May of 2007, that after studying 9 patients with autism, they found that 8 of them had high levels of mercury. "These previously normally developing children suffered mercury toxic encephalopathies that manifested with clinical symptoms consistent with regressive ASDs." They were healthy until they were vaccinated.

Infants

A primary source of mercury poisoning for most children is their vaccinated mothers. During pregnancy, elevated levels of mercury that mothers have accumulated through amalgams, vaccines, and food/water, passes through the placenta, where it breaches the undeveloped bloodbrain barrier of the fetus and impairs neurodevelopment.¹

The Institute of Environmental Health at Lund University, Sweden, reported in November 1994, that after prenatal exposure to mercury vapor, both adult and infant monkeys showed an accumulation of mercury in the neocortical portions of the brain, particularly the hippocampus and amygdala. Even tiny amounts of mercury can inflict severe neurological damage upon the fetus.

Refusal to Remove from Vaccines

Rather than completely removing it from the vaccines, in the early 1990s medical authorities increased the amount of vaccines containing mercury given to infants and children. Vaccines that now contain mercury include the DPT (DTAP and DTWP, 25 mcg), HB (12.5 mcg), HIB (25 mcg), and influenza (25 mcg).

Although the AAP stated in 1999 that mercury can be toxic to babies, it suggests vaccinating pregnant women and infants with flu vaccines that contain high concentrations of it. The AAP publicly objected an attempt by New York lawmakers to remove it from medical products.

“There is no doubt in my mind,” Congressman Burton told *Insight Magazine* in June of 2003, “that the mercury in vaccines is a major contributing factor to a growing number of neurological disorders among children.”

¹ Dental amalgams contain 48% elemental mercury that continuously emit mercury vapor which goes to the brain where it is converted to inorganic mercury. Dr. Joseph Mercola, who has examined the scientific literature regarding the toxic effects of dental amalgams, says that they have been associated with some of the neurological disorders previously described. The statements made by dental authorities which claim that the amount of mercury that people receive from dental amalgams is too small to be harmful, are contradicted by the literature. The mercury escapes continuously in the form of vapor and tiny particles. Chewing, brushing, and the intake of hot fluids stimulates this release. A single dental amalgam is estimated to release as much as 15 mcg of mercury per day through mechanical wear. The average individual has eight amalgams and could absorb up to 120 mcg of mercury per day. See the following: *Mercury in Medicine; Taking Unnecessary Risks, A report Prepared by the Staff of the Subcommittee on Human Rights and Wellness, Committee on Government Reform, United States House of Representatives, May 21, 2003, Dan Burton; Journal of Nutritional and Environmental Medicine, Mercury Toxicity and Systemic Elimination Agents, March 2001, Joseph Mercola.*

In summary, mercury is a confirmed neurotoxin. It accumulates in the brain and causes gruesome medical conditions, lasting years or decades. Symptoms that define mercury poisoning are consistent with those seen in autism spectrum disorders. The only naturally-occurring element on the planet that is more toxic than mercury is the radioactive metal uranium.

In September of 2004, Lyn Redwood, president of SafeMinds and parent of a child with vaccine-induced autism, testified before a congressional committee: "I and many of my medical colleagues remain astonished that we even have to ask the FDA to stop allowing mercury to be injected into babies."

Live Viruses

It has been determined by some that viruses in the vaccines are also causing these neurological disorders. About 50% of all parents who contact the Cure Autism Now Foundation mention a connection to vaccines with and without mercury.

A study regarding the effects of vaccines on the developing brains of infant rhesus monkeys was done by researchers at the University of Pittsburgh. One group of infant monkeys was given the amount of childhood vaccines recommended by the CDC and AAP. This included the MMR as well as vaccines with mercury such as the DPT and HIB. An MRI was used before and after to determine differences.

The researchers observed substantial developmental deficits in the brains of vaccinated monkeys. The monkeys exhibited behavior resembling those seen in children diagnosed with ASD. The unexposed infant monkeys developed normally. Their results were first presented at the International Meeting for Autism Research (IMFAR) in London in May of 2008.

Founder of the Autism Research Institute in San Diego, Dr. Bernard Rimland, mentioned that when his institute opened in 1967 a number of parents told him that the DPT vaccine adversely effected their children. Then in the late 1970s he started to hear that the MMR was dangerous. Dr. Rimland was one of the first to announce the link between the vaccines and the autism epidemic in 1995.

Dr. James Oleske, a pediatric immunologist at the University of Medicine and Dentistry of New Jersey, Newark, found elevated measles antibodies in autistic children starting in 1995. Then in 1996, Dr. Hugh Fudenberg, at the NeuroImmuno Therapeutics Research Foundation in South Carolina, reported that 15 of the 22 autistic children that he evaluated, developed symptoms within a week after receiving the MMR vaccine.

Dr. Andrew Wakefield at the Royal Free Hospital in London, studied 12 children diagnosed autistic. He reported his findings in the February 1998 issue of the *Lancet*. With 8 of the children, the autistic symptoms had been linked by either the parents or the child's physician to the MMR vaccine. Intestinal problems were found in all children.

All of them were growing normally until they were vaccinated, then showed adverse reactions that included rash, fever, delirium, convulsions, and eventually mental deterioration. It was reported by the *UK Daily Mail* that Professor John O'Leary at St. James Hospital, Dublin, replicated Dr. Wakefield's 1998 findings in 2001.

Former Pediatric Director of the Child Development Study at Brown University, Dr. Edward Yazbak, published several papers entitled, *Autism: Is There a Vaccine Connection?*, from 1999 to 2000. During his research Dr. Yazbak found that women who were vaccinated during and after pregnancy with live-virus vaccines such as the MMR, DPT, and rubella, were more likely to produce babies who developed autism.

One study described 25 nursing mothers who were vaccinated after delivery. Most of their children were also vaccinated. About 80% produced at least one autistic child. Dr. Yazbak explained: "Autistic symptoms often started shortly after the children were vaccinated."

Another one of his studies reviewed 7 cases of women who were vaccinated during or before pregnancy. He reported that 6 of them (85%) gave birth to children with autism.

The *UK Telegraph* mentioned in January of 2001 that Dr. Wakefield had identified 170 new cases in England of those who developed autism after receiving the MMR. In most cases the children were growing normally until they were vaccinated, then became autistic.

Professor O'Leary and Dr. Wakefield announced in April of 2002 that they found measles in 82% of the biopsies from autistic children with gastrointestinal inflammation, compared with only 7% from normal ones. Those with autism developed it after they received the MMR vaccine.

The results of a study by the Wake Forest University School of Medicine in North Carolina, reported in April of 2006, showed that 70 of the 82 people (85%) with regressive autism tested positive for the measles virus. All strains of the measles virus found were unnatural, and typically confined to the MMR vaccine. The vaccine version of the measles virus was found in most of the children diagnosed with regressive autism.

Dr. Wakefield commented that this further confirmed his 1998 paper, and the work of Professor O'Leary. The living measles virus found in the intestines of those diagnosed with autism is caused by the MMR vaccine. This unnatural virus is causing autism. "The only exposure these children have had to measles is through the MMR vaccine. They were developing normally until they regressed. They now suffer autism."

Former Chief Scientific Officer at the Department of Health in the UK, Dr. Peter Fletcher, stated in the *UK Daily Mail* in March of 2006, that he has seen a "steady accumulation of evidence" from scientists all over the world that the MMR vaccine is causing brain damage.

These and other researchers have found that the live viruses in the vaccines are the source of a chronic infection that is causing vaccine-induced encephalitis, or what some refer to as *autism spectrum disorders*.

Heavy Metals & Live Viruses

The evidence reveals that mercury, aluminum, bacteria, and live viruses in the vaccines activate microglial cells which are the CNS's immune system. These in turn release neurotoxins that cause brain inflammation that is encephalitis. Frequent and closely-spaced vaccines keep the brain in a perpetual state of inflammation. Each vaccine increases dramatically the damage done by the previous one.

Chronic activation of the microglia has not only been seen in conditions such as ASD, but multiple sclerosis (MS), Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis (ALS), Huntington's disease, and supranuclear palsy.

If the number of neurological diseases caused by vaccines were truthfully totaled under a single disorder, says Dr. Carley, then it would be obvious how severe the epidemic really is. So, to conceal the injuries, the medical authorities divided the reports into various neurological disorders, depending on severity of the symptoms.

Dr. Blaylock explains, that, although vaccine-induced symptoms of autism can be observed sometimes, a great number of people will exhibit more subtle symptoms that pediatricians can't detect. According to him, for every child exhibiting noticeable symptoms of autism, there are at least 10 more with unnoticeable injuries.

Autism now affects 1 out of 38 and 1 out of 54 in boys in the UK and US, respectively. If Dr. Blaylock is correct, then in some areas, about 25% of the population has a reduced mental capacity because of a vaccine-induced injury.

The Homefirst Health Services facility in metropolitan Chicago has cared for thousands of children as an alternative medical facility. Its healthcare workers who deliver the babies hardly ever vaccinate them. Dr. Mayer Eisenstein, Homefirst's medical director, stated that out of the tens of thousands of children they've taken care of over the decades, they have not seen one autistic child.

In April 2005, author and *United Press International* reporter Dan Olmsted started looking for cases of autism among the Amish community in Lancaster County of Pennsylvania. Statistically speaking, he should have found about 100 autistics. However, because the Amish do not vaccinate their children, Olmsted had a difficult time finding one.

Of the several that he was able to locate, all were children, and 2 were vaccinated. One was an autistic girl adopted from China, who received all of her vaccines before leaving the country, then again upon entering the US. A woman that Olmsted interviewed, proclaimed: "Almost every Amish family I know has had somebody from the health department knock on our door and try to convince us to get vaccines for our children."

The Medical Establishment's Coverup

The medical establishment—the FDA, NIH, CDC, AAP, AMA, and WHO, as well as the National Academy of Sciences (NAS), American Academy of Family Physicians (AAFP), American College of Medical Toxicology (ACMT), and European Medicines Agency (EMA)—vehemently deny that vaccines are causing these neurological disorders.²

² They also refuse to acknowledge any of the hundreds of reported cases of recovery from autism through remedies including chelation and vitamins. Once the poison is removed the symptoms usually ameliorate. The success rates vary and some have been known to improve without intervention. See the following: *Good Guys, Bad Guys*, www.fourteenstudies.com; *Sensible Action for Ending Mercury-Induced Neurological Disorders (SafeMinds)*, *Autism: A Unique Type of Mercury Poisoning*, August 25, 2000, Albert Enayati, Heidi Roger; *Mercury, Autism and the Global Vaccine Agenda*, Video Presentation of Radio Liberty Conference, Aptos, California, November 19, 2005, David Ayoub, MD; *Scoop Independent News*, David Ayoub: *Thimerosal Definite Cause of Autism*, March 11, 2005, Opinion, Evelyn Pringle; *National Autism Association*, *Autism is Treatable*, www.nationalautismassociation.org. The medical authorities, however, are now seeking to block these options to reverse the damage. *CBS News* reported that chelation has no medical benefit and that the NIMH is against such remedies. The FDA issued a press release in October of 2010, saying that it will be increasingly cracking down on companies offering over-the-counter treatment to remove heavy metal poisoning, because they are violating federal laws. The FDA considers these treatments, which do not require a physician, unproven and dangerous. According to the FDA, companies that offer such treatment are deceiving vulnerable people, presumably for profit. See: *CBS News*, *FDA's Move Against Chelation Cure for Autism is Long Overdue*, October 14, 2010, Jim Edwards; *FDA Press Release*, *FDA Issues Warnings to Marketers of Unapproved Chelation Products*, October 14, 2010, www.fda.gov.

Invisible Eugenics

The National Network for Immunization Information (NNII), which is a resource for parents about vaccines, says there is no scientific evidence that any child has been harmed by exposure to the amounts of mercury in vaccines.

“Scientific data overwhelmingly show that there is no association between vaccines and autism,” declared the AAFP in January of 2008. On its website the WHO proclaimed: “It is important to note that concerns about the toxicity of thiomersal are theoretical and that there is no compelling scientific evidence of a safety problem related to its use in vaccines.”

In April of 2010 the *New York Times* reported that conspiracy theories linking the vaccines to neurological disorders were interfering with vaccinations. Because of unfounded rumors, declared *CBS News* in May of 2010, “millions of people now wrongly believe that it is safer to not get their children vaccinated.”

The AAP, which says that autism is probably caused by a genetic defect, announced in March of 2008: “From time to time, rumors circulate that thimerosal, a mercury-based preservative once used in several vaccines (and still used in some flu vaccine), could contribute to ASDs.”

Drs. Rimland, Wakefield, Blaylock, Ayoub, and others have reported that many pediatricians are denying any connection between the injuries and the vaccines. The doctors reportedly become upset when confronted, and even refuse to see patients who reject the vaccines.

Even when vaccine-induced injuries and death become obvious, the CDC and AAP ignore the connection. “The evidence,” Dr. Rimland stated, “is now overwhelming, despite the misinformation from the Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the Institute of Medicine.”

Profit & Eugenics

Opinions vary regarding why the health institutions that we've relied on to protect us from disease, are promoting vaccines that cause neurological diseases. One is that they mistakenly believe the vaccines are necessary. In this view, the deaths and injuries spanning multiple decades are the result of a mistake.

Some have acknowledged, however, that this cannot be so. A small group of courageous and independent medical scholars have determined that spreading sickness and making profit are surely the primary reasons for the vaccines. The medical authorities, then, are providing cover for a eugenics program.

“I am no longer trying to dig up evidence to prove vaccines cause autism,” explained Dr. Ayoub. “There is already abundant evidence.” In May of 2008, at the Sixth Annual Autism Conference, in Chicago, Illinois, he remarked: “The AAP leadership knows very well that vaccines cause autism. We need not waste anymore efforts in trying to educate them, we need to indict them.”

Antifertility Vaccines & Infanticide

Antifertility Vaccines

It has been determined by some that vaccines which cause infertility are being used as part of this global eugenics program. It appears that chemical herbicides and genetically modified (GM) foods are part of it as well.¹

The Rockefeller Foundation admitted to funding the creation of antifertility vaccines in its 1968 yearly report, which were to be implemented globally. In 1972 the Rockefeller Foundation and WHO, along with the UNFPA and World Bank, created the Task Force on Vaccines for Fertility Regulation, charged with developing a birth control vaccine using *human chorionic gonadotrophin (HCG)*.

HCG is a pregnancy hormone that is required after conception so that a newly formed zygote can anchor in the uterus. However, after HCG is injected into the body, the immune system identifies it as an intrusion and creates antibodies that attack it. This causes a spontaneous abortion at the moment of conception. After being injected with HCG, women abort their babies at such an early stage they never even know they are pregnant.

The Ford and Rockefeller Foundations, World Bank, and UNFPA, along with the governments of Britain, Sweden, Norway, Denmark, and Germany, have contributed tens of millions of dollars since 1972 to develop an HCG antifertility vaccine. To do so, they have worked with these organizations: WHO, NIH, Population Council at Rockefeller University, Indian National Institute of Immunology, and a variety of US universities.

¹ In the eugenics chapters we learned that some eugenicists suggested placing chemical and biological weapons in the food and water supplies to reduce the population. The multinational agricultural biotechnology corporation Monsanto introduced a weed-killing herbicide known as *glyphosate* in 1976 under the brandname *Roundup*, which is now the world's leading herbicide. Any plant that is sprayed with it carries the chemical. Monsanto produces roundup-ready corn, soybean, and cotton that are genetically modified to withstand large doses of the herbicide Roundup. Even small amounts of glyphosate have been known to damage human umbilical, embryonic, and placental cells in a pregnant woman drinking ground-water near a contaminated field. Roundup has been solidly linked to miscarriage and infertility in animals, even in small amounts at brief exposure. Monsanto is also the world's top genetically modified (GM) food producer. Studies show that GM corn, soybean, cotton seed oil, and canola oil cause severe organ damage and sterility in animals. GM foods, which damage internal organs and cause infertility, appear to be biological weapons that serve a eugenical purpose. According to historian Frederick William Engdahl, these antifertility GM foods are given to people in developing countries through organizations such as the Gates and Rockefeller foundations, working with the UN. The American Academy of Environmental Medicine stated that a variety of animal studies showed a potent connection between severe health risks and GM foods. In particular, this includes: infertility, immune deficiencies, and accelerated aging, as well as internal organ failure. **Continues on next page.**

Invisible Eugenics

In 1989 the Indian National Institute of Immunology based in New Delhi, India, began testing the use of carriers such as tetanus and diphtheria vaccines to bypass the immune system and transmit the HCG hormone. In its 1997 report, it thanked the Rockefeller Foundation for helping it develop the “scientific foundations of a birth control vaccine” using HCG.

Covert Antifertility Campaigns in Developing Countries

In the early 1990s, during a tetanus vaccination campaign organized by the WHO, millions of Nicaraguan, Mexican, and Filipino women between the ages of 15 and 45 were given tetanus vaccines, some of which contained HCG. The vaccine was not given to men or boys, even though they were equally susceptible. Some of those who were vaccinated suffered infertility and violent miscarriages.

The Catholic human rights group Human Life International (HLI) was contacted by its Mexican branch, Comite' Pro Vida de Mexico, in October of 1994 regarding a WHO tetanus vaccination campaign in Mexico. Tetanus is a rare disease that should effect both genders equally. Suspicions were aroused when the tetanus vaccine was only given to females of child-bearing age, who then experienced bleeding and miscarriages.

HLI had vials of the vaccine tested at an independent laboratory in 1995 that confirmed the existence of HCG. HLI President Matthew Habiger, announced: “millions of women in Mexico and the Philippines have unknowingly received anti-fertility vaccinations under the guise of being inoculated against tetanus.” HCG would eventually be found in vials tested from Nicaragua, Argentina, Brazil, Tanzania, and Nigeria.

The *Voice of Russia* reported in April 2010 that scientists at the Institute of Ecological and Evolutional Problems found that male rodents became sterile after eating GM soya beans for 2 years. In November of 2008 scientists at the Veterinary Medicine Department, University of Vienna, reported that rodents fed Monsanto's GM corn showed a “statistically significant” decrease in fertility. Teams of investigators in India have observed high infertility and death-rates among cattle consuming GM cottonseed. Farmers all across the US are now reporting that their cattle are miscarrying and becoming sterile after ingesting GM feed. See the following: *Natural News*, *GMOs Cause Animals to Lose Their Ability to Reproduce*, August 6, 2012, Jonathan Benson; *Voice of Russia*, *Russia Says Genetically Modified Foods are Harmful*, April 16, 2010, Maria Domnitskaya; *UK Daily Mail*, *Why Eating GM Food Could Lower Your Fertility*, November 12, 2008; *American Academy of Environmental Medicine*, *Genetically Modified Foods*, Amy Dean, DC; *Salem-News*, *Children of the Corn: GMOs Don't Qualify as Food*, May 28, 2011; *CBS News*, *Study Says Genetically Modified Corn Causes Tumors, But Other Scientists Skeptical About Research*, September 20, 2012, Michelle Castillo; *UK Guardian*, *GM Corn Set to Stop Man Spreading His Seed*, September 9, 2001, Robin McKie; *Financial Sense*, *Bill Gates Talks About Vaccines to Reduce Population*, March 4, 2010, F. William Engdahl; *Huffington Post*, *Roundup: Birth Defects Caused by World's Top-Selling Weedkiller, Scientists Say*, June 24, 2011; *Natural Society*, *Monsanto's Best-Selling Herbicide Roundup Linked to Infertility*, January 21, 2012, Andre Evans; *LifesiteNews*, *World's Top Commercial Weed Killer Linked to Infertility*, May 10, 2011, Kathleen Gilbert; *Reuters*, *Austria Wants EU Review of GM Corn Policy*, September 20, 2012.

In November of 1995, *BBC Television* aired the documentary, *Human Laboratory*, regarding the tetanus vaccination campaign that took place in the Philippines. One woman stated: “Our fertility cycles are all fouled up, some of the women among us have had bleedings and miscarriages.” The reactions, which they attributed to HCG in the vaccines, usually occurred within a week.

The pregnant women of the Akha tribe in Thailand, who must get the tetanus vaccine so their babies can be issued an ID, often experience violent miscarriages shortly after receiving it.

It was reported in August of 2008 by *LifesiteNews* that Executive Director of the Spanish chapter of HLI, Adolfo Castañeda, found traces of HCG in the rubella vaccine used during a 2006 vaccination campaign in Argentina.

Many in Brazil also became suspicious when they were told that a similar national vaccination program was underway to cure alleged cases of rubella. In a nation of 180 million people, about 17 babies per year have birth defects because of rubella. The symptoms for rubella, which are typically a harmless inconvenience, usually disappear in a couple of weeks at most. It was eventually discovered that some of the vaccines did contain traces of HCG.

Thousands of parents in northern Pakistan refused to allow WHO health workers to vaccinate their children against polio in January of 2007, out of concern that it was a plot to sterilize them. The “disinformation” was circulated by extremists, noted the *UK Guardian*. “It was very striking,” said Dr. Sarfaraz Afridi, a WHO campaign manager in Peshawar, “there was a lot of anti-American propaganda as well as some misconceptions about sterilization.”

It was later reported by the *Seattle Times* in June of 2010 that some religious leaders in Nigeria were also spreading vicious lies that the polio vaccines were laced with additives to sterilize children. This allegedly caused some problems. Bill Gates, however, praised other Muslim leaders for convincing skeptical parents to have their children vaccinated.

These are the exact same countries—the Philippines, India, Pakistan, Nigeria, Mexico, Indonesia, Brazil, and Thailand—that were to be targeted for depopulation using injectable contraceptives, as described in Nixon's 1974, *National Security Study Memorandum (NSSM)*, that we learned about in, *The New Eugenists* chapter of Volume II.

Covert Antifertility Campaigns in North America

Gardasil (manufactured by Merck) and Cervarix (manufactured by GlaxoSmithKline) are said to be used for the prevention of cervical cancer that is thought to be caused by the sexually transmitted human papillomavirus (HPV). Worldwide, HPV is a common sexually transmitted infection in adults. By the age of 50, over 80% of American women will have contracted at least one strain of HPV.

There are more than 100 types of HPVs. Only about 25 of them are suspected of causing cervical cancer. Most of them simply cause skin infections resulting in genital or regular warts. The body's immune system naturally stops these infections most of the time. These infections are not dangerous to healthy women.

Both Gardasil and Cervarix vaccines are said to protect against the two HPV types (HPV-16 and HPV-18) that are thought to cause 70% of cervical cancers. Gardasil, which is used all over the world since it was approved by the FDA in June of 2006, is also said to protect against two other HPV types (HPV-6 and HPV-11).

Cervarix, which is used in Australia, the Philippines, and Europe, is not available in the US. The benefits of the vaccines are said to last for about 4 years. Gardasil is endorsed by the AAP, CDC, AAFP, and the American College of Obstetricians and Gynecologists (ACOG).

The global marketing campaign for HPV vaccines is based on the opinion that the HPV infection causes cervical cancer. Although there is a correlation among HPV infection and cervical cancer, the infection does not cause the cancer, according to the FDA's March 2003 *News Release*. The FDA also admits in its March 2007, *Reclassification Petition*, that cervical cancer is not caused by HPV.

Although death from cervical cancer was at one time common among American women, from 1955 to 1992 it declined 74%, which is because of the *papanicolaou (PAP)* test. PAP is a screening that effectively identifies cancer in the cervix before it develops. Cervical cancer is now rare at any age.

The average age of women diagnosed with cervical cancer is about 50 years. It hardly ever develops in women under 20. Although the HPV vaccines have been promoted to the public based on the idea that they prevent cervical cancer, the FDA completely understands that HPV infections do not cause cervical cancer.

According to *Natural News*, the HPV vaccines are proven to be worthless in removing the harmless HPV virus that does not cause cervical cancer. Dr. Mercola, similarly, described Gardasil as both useless and dangerous.

Gardasil's long-term effects are still unknown and will remain so for decades. Reported short-term side effects include: infertility, seizures, strokes, autoimmune disorders, Guillain-Barre syndrome (GBS), chronic fatigue, hair loss, blood clots, headaches, vision and hearing loss, heart pain, weak muscles, disrupted menstrual cycles, paralysis, and death.

Gardasil contains toxins such as sodium borate and aluminum adjuvants. Sodium borate is a poison used in roach killer products. Aluminum adjuvants, which are derived from aluminum, are supposedly used in vaccines to stimulate the immune system's response. Aluminum, however, is a known neurotoxin that causes bone marrow and brain degeneration.

The poisonous effects of Gardasil's ingredients are amplified when they are combined. "The vaccine," says Ethan Huff of *Natural News*, "is loaded with toxic chemicals that have injured and killed thousands of girls."

The L-histidine that Gardasil contains has been found to increase blood clot production five times when used with surfactants. Interestingly, Gardasil also contains a surfactant named *polysorbate-80* (tween 80), that is used by physicians to transfer chemicals through the bloodbrain barrier.

Scientists have been aware for at least 2 decades that polysorbate-80 causes infertility in mammals. It was reported by the Institute of Preventive and Clinical Medicine in Bratislava, Slovakia in March 1993 that female rats injected with polysorbate-80 experienced damaged womb linings, ovary deformities, and hormonal changes. Ultimately, they were rendered infertile.

The *Fiji Times* reported in October of 2008 that Gardasil had been linked to outbreaks of genital warts, deaths, and miscarriages. According to a September 20, 2010 article in the *Organic Health Advisor*, polysorbate-80 is "strongly linked to infertility."²

The pharmaceutical industry has launched efforts to make the HPV vaccine mandatory. From August 2008 to December 2009, the CDC compelled all female immigrants ages 11-26 to be vaccinated before entering the US. Merck continues its efforts to make it a requirement for all girls to attend public schools. In 2009 Gardasil was approved for boys and men. And in February of 2011 the CDC suggested that all boys receive it at age 11.

2 Polysorbate-80 is also in the DTAP, HA, HB, HPV, and Influenza (Agriflu and Fluarix) vaccines.

Invisible Eugenics

The Gardasil Bill of September 2011 was passed in California by governor Jerry Brown, that allows children 12 years old to take the vaccine without parental knowledge or consent. This was reportedly arranged because prominent politicians in California, including 10 state senators, were given thousands of dollars (bribed) by Merck.

In 2008 alone, according to VAERS, Gardasil was suspected of causing 6,722 adverse events, with 1061 of them being severe. Between 2007-2008 it caused 47 deaths. Within a one-year period from 2008-2009 it caused 147 miscarriages and 235 cases of permanent disability.³

As we've seen, the adverse effects listed in VAERS are only what have been reported. It was revealed in *Natural News*, that because the truth about Gardasil has been hidden through deception, coverups, and an under-reporting of incidents, the number of serious adverse events and deaths that it is causing is probably "horrendous."

If VAERS truly represents only 1-10% of the actual adverse events, and we choose the 90% multiplier, then we find a conservative estimate of nearly 605,000 adverse reactions in 2008.

Also, within the time-frames just mentioned, it caused over 4,200 deaths, 13,200 miscarriages, and 21,100 instances of permanent disability. It seems, however, more likely that 99% or more of these injuries are unreported. Remember, these are only the immediate effects. Despite the miscarriages, deaths, and other adverse effects, the FDA refuses to discontinue the drug.

There is a pattern evolving that includes doctors, who lack the correct information about the vaccine, downplaying the adverse reactions and not reporting them. The mainstream media is also participating in the global coverup. Some victims are being intimidated into silence.

3 The Swine Flu vaccine has also been linked to miscarriages. Miscarriages among pregnant women in the US during the 2009 H1N1 flu pandemic increased by over 700% compared to previous years. Depending upon the source, the number of women who realized that the vaccine caused them to miscarry and publicly stated so, reached several thousand at least. "Reports," announced the *Examiner* in December of 2009, "are coming in from women all across the globe connecting the H1N1 vaccine to miscarriages." See: *VacTruth, Is There a Hidden Agenda in Vaccines?*, May 18, 2011; Catherine J. Frompovich, www.vactruth.com; *Natural News, H1N1 Vaccine Linked to 700 Percent Increase in Miscarriages*, December 8, 2010, Ethan A. Huff; *Examiner, H1N1 Miscarriages: Hundreds of Women Claim Miscarriage After Taking Vaccine*, December 2, 2009, Patricia Walston; *Organic Health, Polysorbate 80 in Swine Flu Vaccines Equals Infertility in Humans*, October 14, 2009; *American Chronicle, Thousands of USA Pregnant Women Miscarry After H1N1 Vaccine*, September 27, 2010.

In early 2010 when a group of citizens started to investigate the deaths of 6 tribal girls that had been injected with Gardasil in Andhra Pradesh, India, they found that no approval was given by their parents. They also learned that the children and their families were left uncared for after they were injured. The magnitude of the adverse effects, they discovered, was being suppressed.

Other harmful reactions were “fairly widespread,” reported *Thaindian News* in March of 2010. The NGO that administered the vaccines was funded by the Bill and Melinda Gates Foundation. The literature that it distributed claimed that the vaccine did not sabotage fertility and had only minor side effects.

Although Australia's Department of Health and Aging is unwilling to disclose specific information, it was reported that many Australian girls experienced paralysis and seizures after being injected with Gardasil.

Those who have been studying the injuries caused by Gardasil have wondered why girls are being vaccinated at age 9 for a cancer that they will probably never get 40 years later. “Why the frantic push for the HPV vaccine,” asks Dr. Mercola, “when there's no solid, rational basis for its use?”⁴

Governments around the planet have been helping Merck dispense the HPV vaccines with disease-mongering tactics. In 2011 Merck's profit increased 41% from the previous year, partially due to its sales of the “death-linked” Gardasil, made possible by misleading government and media campaigns. Many, however, who have discovered the hazards of the HPV vaccine, are refusing it.

Sudden Infant Death Syndrome

Studies have shown a direct correlation between the vaccines and peak incidences of *Sudden Infant Death Syndrome (SIDS)*, which is a generic term for unknown causes of infant deaths. The pertussis and DPT vaccines, in particular, have been firmly linked to infant deaths.

Dr. Blaylock says that SIDS was invented as a type of mystery death to conceal the infant deaths caused by vaccines. About 85% of all SIDS cases happen between 1-6 months, with a surge between 2-4 months, just after the second DPT vaccination.

4 Merck's 2007 television commercial promoting Gardasil showed girls standing in front of a camera proclaiming, “I could be one less,” allegedly meaning one less to die of cervical cancer. Because marketing experts are known to create slogans with double meanings, Dr. Mercola wonders if the phrase “one less” literally means “one less person in the breeding pool due to Gardasil.” He suggests this was one of the pharmaceutical industry's hideous pranks. See: *Prominent Scientist Warns of HPV Vaccine Dangers, October 25, 2008, Dr. Joseph, Mercola, www.mercola.com.*

After studying 70 cases of SIDS, Dr. William C. Torch, Director of Child Neurology, Department of Pediatrics, University of Nevada School of Medicine, reported in the April 1986 edition of, *Neurology*, that over 65% of them were vaccinated with DPT, although none of the deaths were attributed to the vaccine in the literature.

Dr. Torch announced during his presentation at the 34th yearly congregation of the AAP in 1982: “These data show that DPT vaccination may be a generally unrecognized major cause of sudden infant and early childhood death, and that the risks of immunization may outweigh its potential benefits.” His presentation was not well received by the AAP.

In the mid 1970s, when Japan raised its vaccination age from 2 months to 2 years, its SIDS cases decreased noticeably. When England's vaccination compliance rate decreased to 10% of the population between 1975 and 1977, so did its cases of SIDS. The instances of SIDS increased again in 1977 when the vaccination rate picked up.

In 1985 Dr. Viera Scheibner of Melbourne, Australia, and her husband, an electronics engineer, developed the CotWatch infant breathing device to monitor babies at risk from SIDS. It monitors the infant's breathing patterns and sounds an alarm if it detects shallow breathing (hypopnea) or breathing cessation (apnea).

By 1988, after monitoring hundreds of babies, they found an indisputable connection between SIDS and vaccines. “We soon established that the vaccines are killing babies, and crib deaths (SIDS) are 95% vaccine deaths.”

Around this time, Dr. Scheibner began studying vaccination material in mainstream medical journals. After reading tens of thousands of papers, she concluded that there was almost no evidence that vaccines were truly safe and effective.

Since then, she has lectured widely on the subject in the US, Europe, Canada, and Australia, and authored multiple books and 90 scientific papers. When in 1988 she announced the robust link between the vaccines and SIDS to the medical community in Australia, they chose to ignore her. According to Dr. Scheibner, vaccines are the central cause of infant deaths.

Nearly all SIDS cases are caused by vaccines, agrees Dr. Carley. Despite this evidence, the medical authorities deny that vaccines are causing infant deaths. “The bottom line to Dr. Scheibner's scientifically flawless arguments,” noted the *Idaho Observer* in November of 2000, “is that those who are designing and implementing vaccine policy are doing so with the full knowledge that their policies are killing babies.”

Volume IV Commentary

Vaccines are neither safe nor effective. They have not played a major role in curing disease epidemics. Rather, they are known to cause outbreaks of the diseases they're intended to protect against in highly vaccinated populations.

Vaccines contain toxins such as: phenoxyethanol (antifreeze), sodium borate (insecticide), formaldehyde (embalming fluid), mercury, aluminum, polysorbate-80, triton X100, squalene, monosodium glutamate, and human and animal DNA.

The leverage that the pharmaceutical industry uses to get people to accept the vaccines is fear. The industry's NGOs, professional societies, federal agencies, and practicing physicians, spread fear of disease so people will accept the poison.

Compelling evidence suggests that vaccines are inducing these conditions: cancer, seizures, epilepsy, kidney failure, obesity, lupus, asthma, narcolepsy, Guillain-Barre syndrome (GBS), rheumatoid arthritis, dystonia, Sudden Infant Death Syndrome (SIDS), infertility, miscarriages, diabetes, chronic fatigue, fibromyalgia, allergies, and various neurological disorders.

Nearly all vaccines contain the neurotoxins mercury and aluminum that can cause bone marrow and brain degeneration. Mercury, the second deadliest element on the planet, accumulates in the brain causing a variety of neurological conditions. Mercury easily passes through the placenta to impair the fetus's developing brain.

The CNS's immune cells are activated by vaccine ingredients such as live viruses, bacteria, mercury, and aluminum. Repeated, closely-spaced inoculations cause these immune cells to perpetually secrete neurotoxins in the brain, resulting in brain inflammation (encephalitis). We've determined that this encephalitis represents what some refer to as the autism spectrum disorders.

CNS immune cell activation has also been observed in conditions such as multiple sclerosis (MS), Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis (ALS), Huntington's disease, and supranuclear palsy.

It has been determined that for every observable neurological disorder, there are 10 times as many people with subtle injuries that pediatricians don't detect. Because of this, it has been estimated by some that more than 25% of all people in certain localities may be functioning with a reduced cognitive ability as a result of a vaccine-induced injury.

Invisible Eugenics

Many independent scientists have noted a connection between an increase in the number of vaccines added to the immunization schedule and the epidemic of these neurological disorders in multiple countries. The industry's medical experts have given no rational explanation for this.

Sterilizing fertile women is an efficient population control tactic. Since 1972, these organizations have at one time or another been involved in the creation of the human chorionic gonadotrophin (HCG) antifertility vaccine: Ford and Rockefeller foundations, World Bank, WHO, and UNFPA. This also includes the governments of Britain, Sweden, Norway, Denmark, and Germany.

HCG would eventually be found in vials tested from the Philippines, Mexico, Nicaragua, Argentina, Brazil, Tanzania, and Nigeria, that were used during the WHO's vaccination campaign starting in the early 1990s, when millions of women of child-bearing age were vaccinated for harmless and rare diseases.

The human papillomavirus (HPV) vaccines used in the US and other countries are unnecessary because it has never been proven that HPV causes cervical cancer. Furthermore, this cancer effects women starting in their 50s, and rarely does so even for that age group. However, it is now recommended for girls at 9 years old. In addition to causing agonizing medical conditions, the HPV vaccines contain the chemical polysorbate-80, that is confirmed to cause infertility in mammals.

The world's leading herbicide Roundup, even in small amounts, has been substantially linked to infertility and miscarriage in animals. GM feed is causing cattle in the US and India to become sterile and die of organ failure. Not only have GM crops never been proven safe for human consumption, a variety of animal studies show GM foods cause organ damage, sterility, immune deficiencies, and accelerated aging. We've considered the possibility that GM foods are biological weapons.

Clues began to emerge in multiple countries in the mid 1970s which showed that vaccines are causing SIDS. The AAP was formerly made aware of this in 1982. Independent medical researchers who learned that the vaccines were causing breathing cessation in infants in the mid 1980s, were ignored again by the medical authorities in 1988.

Unswayed medical researchers have determined that there is indeed a finely coordinated, worldwide coverup of vaccine-induced deaths and injuries, consisting of various methods on multiple levels. It spans the entire spectrum of the ponerogenic medical system, from international health organizations and government agencies, down to the individual physicians.

VAERS could represent as little as 1% of all adverse events. The CDC and FDA, which investigate the reports of adverse effects, will try every possible way to dismiss as many cases as they can in order to minimize the number of visible casualties.

To obscure the connection between the vaccines and injuries, the industry has used its professional societies, the CDC, and drug company consultants to release many counterfeit medical papers. Major medical journals, hospitals, and the mainstream media are also providing cover.

The professional societies and health organizations that are promoting the vaccines and/or providing cover for the casualties, include the NAS, AAP, WHO, AAFP, IOM, AMA, ACMT, FDA, CDC, and NIH. Practicing physicians are also denying the connection to the vaccines and not reporting the injuries.

Even with this pervasive suppression of observable casualties, the damage that the vaccines are causing is notorious. Many attentive people worldwide are rejecting the vaccines. They have realized that their public health organizations and physicians have been corrupted by drug companies and can no longer be trusted.

Independent medical scholars who have studied this topic are certain at this point that the vaccines are used exclusively for profit and population control. The vaccines are not intended to cause immediate death. Instead, they provide a *softkill* approach to negative eugenics. The debilitating medical conditions that they induce, which do not surface until months or years later, are unlikely to be attributed to them.

Volume V (Public Schools: Their Laboratory-Prisons)

The Forging of Conditioning Factories

Introduction

Throughout history rulers have devised methods to prevent the common people from becoming too smart out of fear of being overthrown. Chinese Emperor Ts'in She Hwang, who ruled from 221 to 210 BC, burned the works of scholars in an attempt to prevent the intellectual growth of citizens.

The Library of Alexandria, in Alexandria, Egypt, which was the first international library of the ancient world, was destroyed on the orders of Caliph Ûmar of Syria in 640 AD.¹ Most of us are familiar with the literary bonfires that occurred in Nazi Germany. However, there are other ways to dumb people down.²

In 1928 the ruler of the Turkish state Kemal Ataturk made books unreadable by altering the alphabet, so that the crucial historical writings were contained in a forgotten symbol system. All newspapers and books were written using the new alphabet from 1929 onward.

The Communist Party launched a comprehensive effort to simplify the alphabet in China during the 1950s, which was intended to dumb people down. The students who were taught the new system would have trouble reading anything written in China prior to the late 1950s. In 2009 it was reported that the Chinese government planned to downgrade the characters once again.

Their Utopian Vision

In the mid 1800s a small group of wealthy elites started to envision a scientifically managed eugenical society. They were inspired by the utopian concepts described by philosophers such as Plato and Jean Jacques Rousseau. Rousseau, who was influenced by *Plato's Republic*, expressed his belief that a group of select people would rule the masses through social engineering in his 1762 publication, *Emile*.

1 Others are said to be responsible for the destruction of this library. See: *History Articles, The Burning of the Library of Alexandria*, www.ehistory.osu.edu.

2 In this volume we'll be learning about the behavior modification and psychological warfare that they are using to impede intellectual and moral growth. In addition to these methods, vaccines and psychiatric medication, which we've already determined serve a eugenical purpose, can accomplish this by causing physical brain damage at a young age. In the chapters on vaccines and autism we learned that 1 out of 54 boys in the US is autistic. Even though it is now obvious how utterly severe the epidemic of neurological disorders is, some have determined that it is much worse. It has been estimated that for every observable case of autism, there are 10 times more with mild and undetectable vaccine-induced brain injuries. We learned in *The Engineering of Disease* chapter that the neuroleptics cause brain damage to impair mental functioning. In the *ADHD Myth: Psychiatric Chemical Weapons* chapter, we'll see how the stimulants physically damage the brain, essentially rendering the victim mentally disabled.

Invisible Eugenics

In order to bring about their utopia, the financial elite needed to shape the ideas and behavior of the populace. Methods had to be devised to limit people's ability to think independently. They needed to manufacture citizens who were obedient and intellectually retarded. The traditional family was seen as another obstacle.

Because schools play a basic role in the development of people, the early indoctrination of all children through forced schooling was their solution. Starting in the late 1800s wealthy long-established families such as Morgan, Astor, Whitney, Carnegie, and Rockefeller, used their tax-exempt foundations and large corporations to form a unified public school directorate for the purpose of controlling public education. This would eventually include government agencies and universities.

Frederick T. Gates, Director of Charity for the Rockefeller Foundation, proclaimed in a 1913 General Education Board paper, *The Country School of Tomorrow*: "The present educational conventions fade from our minds... We shall not try to make these people or any of their children into philosophers or men of learning or of science. We are not to raise up from among them authors, orators, poets, or men of letters."

There was an inner-circle of US colleges and universities that formed the core of their movement. It started with Harvard University in the 1860s; another group that centered around Johns Hopkins University started in the 1880s; in the 1890s more groups at the University of Chicago and Columbia University were formed.

Eventually it would include: Yale, Dartmouth, Georgetown, Princeton, Brown, Duke, Cornell, Stanford, University of Virginia, University of Michigan, University of California (Berkeley), Boston College, Boston University, University of North Carolina (Chapel Hill), University of Pennsylvania, Vanderbilt, and Amherst.

The Early Progressive Movement

The financial elite's takeover was made possible by an army of progressive educators who infiltrated the schools. Their progressive ideas originated from two movements. One from the field of behavioral psychology known as *behaviorism*, the other from *secular humanism*, also known as the *religion of humanism*. Many of the behaviorists and progressive educators who formed the early movement were also eugenicists.

The impetus for these progressive philosophies came from a group of Europeans in Germany, France, Great Britain, and eventually the US. The German line, included psychologists such as Ernst Heinrich Weber, Gustav Theodor Fechner, and Wilhelm Wundt, all from the University of Leipzig.

A French line went from French Psychiatrists such as Philippe Pinel and Pierre Marie Félix Janet, to Sigmund Freud and Carl G. Jung. The British line included eugenicists like Charles Darwin and Sir Francis Galton. The US group consisted of those influenced by Galton and Darwin in Britain, such as Charles S. Peirce, William James, Thorstein Veblen, and John Dewey, as well as those who studied under Wundt in Germany, such as James Earl Russell, Granville Stanley Hall, James McKeen Cattell, Charles Hubbard Judd, and Edward Thorndike.

The early progressive educators in the US that launched the movement were in close contact through their networked academic institutions. They were educated and held teaching positions at Columbia, Harvard, Johns Hopkins, and Chicago. With foundation funding, they published their works and established the credentials that allowed them to get appointed to positions in government and university chairs. They had already usurped the top administrative positions in many American schools by 1917.

By the early 1950s they had obtained strategic positions in premier colleges of education around the US that trained superintendents and principals. From these posts, they appointed only teachers that they approved. By the early 1960s a significant number of these progressive teachers had been placed throughout the US. When this happened, education changed from an emphasis on academic basics, to the realm of behavior modification.

The Humanists

Humanism is a method in study, philosophy, and worldview that focuses on certain values without any consideration for a divine influence. There are two types of humanism: secular and religious. While humanists themselves disagree on whether humanism is a religion, the signers of the original *Humanist Manifesto I* considered themselves to be religious humanists.

The *Humanist Manifesto I*, originally published in 1933 by the American Humanist Association, advocated a unification of all religions into a socialized order. It was followed by the *Humanist Manifesto II*, released in September/October 1974. In these manifestos the humanists outlined their beliefs.

Humanists think there is no God, that there is no right or wrong, that morals are relative, and ethics are situational. They reject the moral traditions of religion, such as Judeo-Christian values, ethics, and laws in the *10 Commandments*, believing them to be an unnecessary obstacle to humanity's development.

They had this to say in the *Humanist Manifesto II*: “religions that place revelation, God ... above human needs and experience do a disservice to the human species.” The humanists do not believe in the existence of supernatural forces. Leading progressive educator John Dewey, who was educated at Johns Hopkins and eventually became a Columbia University professor, was one of the original authors of the *Humanist Manifesto I*.

Most people think the terms *humanism* and *human* are interchangeable. Because the word *human* is part of the word *humanism*, and sounds similar, a common misconception is that humanism is humane. When applied to education, it is usually believed that the word *humanism* means that students are being taught to be kind and moral people.

Here are more proclamations from the *Humanist Manifesto II*, regarding ethics: “Ethics is autonomous and situational, needing no theological or ideological sanction...” It continued: “We urge that parochial loyalties and inflexible moral and religious ideologies be transcended...”

We'll learn the exact methods that the eugenicist-psychopaths are using in the public schools to destroy moral codes in the *Values Destruction* chapter. For now, a basic understanding of it will suffice. Humanistic education places *values clarification*, a behavior modification program designed to impair moral development, into the curriculum. It is deceptively blended into existing subjects so as not to arouse suspicion.

To destroy the healthy moral codes and values of decency that children might have learned from their parents, explained Jo-Ann Abrigg in her December of 1976 report, *In the Name of Education*, the humanists are using the psychological conditioning techniques of the behaviorists.

“The Humanists,” Abrigg observed, “are designing education today from the basic premise that children, by the time they enter school, have been indoctrinated by their parents and their church with certain beliefs, attitudes, standards, and values.” This includes beliefs in God, patriotism, principles of right and wrong, individualism, and personal achievement.

The promotion of humanism in public schools, has been determined by some to be a deceptive scam designed to create easily manipulable, group-minded, obedient citizens for a world government.

The Eugenicians

Premise

Harold Rugg was a pedagogical reformer with the progressive education movement who worked from 1920 to 1951 at Teachers College, Columbia University. With funding from the Rockefeller Foundation, he authored a variety of teacher's guides, course outlines, student workbooks, and social studies textbooks, that were used by millions of students beginning in the 1930s. According to Rugg, starting in the 1890s Social Darwinism started to dominate among leading progressive educators.

The publication of Darwin's 1859 book gave the European elite, who had been theorizing these evolutionary beliefs for at least two centuries prior, their central ideology. After 1900, according to Rugg, Darwin's theory was the foundation that the progressive educators used to restructure the public school system. "The new schools and colleges," he informed us, "as they developed under the drive of the functional psychologists and the new social and natural sciences, were thoroughly Darwinian."

Between 1917-1920 the academic community in the US and Europe became entirely Darwinized/Galtonized as part of a eugenics program. The intelligence test created by Theodore Simon and Alfred Binet in 1905 would be modified by the eugenicians during this period to gauge the learning (indoctrination) process.

By the 1920s the eugenicians and progressive educators formed a solid alliance.³ Eugenicians in the US had been established in the biology, zoology, social science, psychology, and anthropology departments of the nation's premier institutions of higher learning. This even extended down to elementary school principals.

3 The connections between the eugenicians and progressive academic institutions go back even further. In 1878 the eugenician Granville Stanley earned his PhD under William James at Harvard. From 1882-1888 he worked at Johns Hopkins University, where he would teach John Dewey. The eugenician James McKeen Cattell studied with John Dewey for a year at Johns Hopkins in 1882. They were both instructed under the eugenician Hall. Cattell then worked with Sir Francis Galton at the University of Cambridge in England for 2 years starting around 1886. After returning to the US, he was hired by Columbia University in 1891. Edward L. Thorndike, another eugenician who studied for a year under James at Harvard in 1895, completed his PhD under Cattell at Columbia in 1898, where he worked his entire career. **Continues on next page.**

Progressive Eugenicians

William James

William James was a student of American and British evolutionary biology and Social Darwinist who believed that people had no souls. In 1864 he started his studies at Harvard Medical School where he spent almost his entire academic career, ultimately becoming emeritus professor of philosophy in 1907. His 1890 book, *Principles of Psychology*, was influential to Dewey and his followers. It gave the psychologists and educators the structure on which to build progressive education.

Granville Stanley Hall

Granville Stanley Hall was an American educator and psychologist who studied evolution. He received the first psychology doctorate in America under William James at Harvard in 1878. Hall, a eugenicist influenced by Darwin's theories, sternly believed in forced sterilization of the unfit.

He briefly worked with Wundt at Leipzig in 1879. In 1883 Hall developed his laboratory at Johns Hopkins, where he taught John Dewey and James McKeen Cattell. He was the initial president of the American Psychological Association, and in 1889 he became the first president of Clark University.

James McKeen Cattell

James McKeen Cattell began his graduate studies at the University of Leipzig under Wilhelm Wundt in 1881. In October of 1882 he left Germany to study at Johns Hopkins for a year with John Dewey. Hall was their professor, himself, largely influenced by the evolutionary theories of Darwin.

The eugenicist Charles B. Davenport earned his degree in zoology at Harvard in 1892, then taught at the university until 1899. By 1897 he had already been in contact with Galton in England, who received a copy of his book, *Statistical Methods with Special Reference to Biological Variation*, in 1899. After leaving Harvard, Davenport became a professor in zoology at the University of Chicago before he started working at the Eugenics Record Office. While at Harvard, Davenport taught the eugenicist Robert M. Yerkes, who, upon graduating in 1902, taught at the university until 1917, before becoming a professor of psychology at Yale University from 1924-1944. See the following: *The New American, Eugenics or Scientific Racism in American Education, October 10, 2011, Dr. Samuel L. Blumenfeld; Wikipedia, G. Stanley Hall, www.wikipedia.org/wiki/G._Stanley_Hall; An Underground History of American Education, John Taylor Gatto; Wikipedia, James McKeen Cattell, www.wikipedia.org/wiki/James_McKeen_Cattell; The Deliberate Dumbing-Down of America, Charlotte Thomson Iserbyt; A Life of Sir Francis Galton: From African Exploration to the Birth of Eugenics, Nicholas Wright Gillham; In the Name of Eugenics: Genetics and the Uses of Human Heredity, Daniel J. Kelves; Better for All the World: The Secret History of Forced Sterilization and America's Quest for Racial Superiority, Harry Bruinius; Wikipedia, Robert M. Yerkes, www.wikipedia.org/wiki/Robert_Yerkes.*

Cattell went back to Germany where he completed his PhD under Wundt in 1886, then lectured at the University of Cambridge in England. There, he met Galton and spent 2 years working at Galton's laboratory at the university, where he developed experimental approaches to investigate mental differences among people.

In 1889 Cattell returned to the US, bringing with him the psychological methods of Wundt and the eugenic doctrine of Galton and Darwin. He further developed his mental testing program as Professor of Psychology at the University of Pennsylvania, where he evaluated student volunteers, and invented the phrase "mental tests." All freshmen at Columbia were required to take his tests, which were eventually abolished with the development of the *Binet-Simon Intelligence Scale*.

Starting in 1891 Cattell, worked at Columbia, where he managed the Department of Psychology, Anthropology, and Philosophy. Over the next 25 years he trained hundreds doctoral candidates who went all over American academia to teach the new psychology of education. In this manner, the influence of Wundtian/Prussian schools and Social Darwinism expanded. In 1904 he arranged for his friend John Dewey to become a professor of philosophy at Columbia.

Edward L. Thorndike

One of Cattell's best pupils at Teachers College was Edward L. Thorndike, who had previously studied under James at Harvard from 1895-1896, innovating research that would later be known as animal psychology. He furthered these efforts when he went to Columbia later in 1896, and completed his PhD under the supervision of Cattell in 1898. He taught psychology at Teachers College starting in 1899 and remained there for the rest of his career.

Thorndike helped to construct the basis for modern educational psychology at Teachers College from 1901-1940. Because this was the institution which trained most professors of administration and educational philosophy, a majority of the teachers today use his psychological approach to education. He studied the work of Pavlov and entirely agreed with Wundt's outlook that people were animals.

He collected data from his animal research which he used to train the new teachers, who carried his philosophies to every part of the US to transform the schools. His idea of teaching was giving and withholding stimuli to shape behavior. He thought that children were the same as the animals upon which he experimented, including rats, fish, birds, and monkeys.

Invisible Eugenics

Thorndike would create a new theory of learning based on conditioning techniques used in animal training, as described in his 1898 book, *Animal Intelligence*, which laid the foundation for the school of behaviorism. Like Cattell, Thorndike actively applied eugenical theories to education.

Julian Sorell Huxley

The English evolutionary biologist, eugenicist, and secular humanist, Sir Julian Sorell Huxley helped to create UNESCO to further the concept of international education. He became the organization's first Director-General from 1946-1948. Mr. Huxley was president of the British Eugenics Society from 1959-1962, and the 1962 Humanist of the Year.

Along with Dewey, Huxley served as part of the founding advisory board of the First Humanist Society of New York in 1929. He believed that the lower economic classes were genetically inferior, and eugenics was important for removing these undesirables from the breeding pool.

Huxley said in his 1946 paper, *UNESCO: Its Purpose and its Philosophy*, that UNESCO's outlook must be based on world humanism, and should include the science of eugenics. "There is," stated Huxley, "an optimum range of size for every human organisation... Similarly, there is an optimum range of human population density, and of total population in the world." According to Huxley, eugenic efforts could be launched through UNESCO.

The Behaviorists

Premise

To get the students to unwittingly accept the religion of humanism, which is basic to world government, the humanist-eugenicists applied the conditioning techniques of the behaviorists to education. Behaviorism is the philosophy that all of the things that creatures do can be modified by changing the environment.

Behaviorists think that humans are just animals, nothing more, and that they have no soul or consciousness. They surmise that all human beings are stimulus-response machines.

Behaviorism's central influence was Ivan Pavlov's classical conditioning, and the operant conditioning works of Edward Thorndike, John Broadus Watson, and Burroughs Frederic Skinner. These individuals were influenced directly or indirectly by the German psychologist Wilhelm Wundt.

Progressive Behaviorists

Wilhelm Maximilian Wundt

Wilhelm Maximilian Wundt was a German physician/psychologist who is considered today one of the founding figures of modern and experimental psychology. In 1879, he established the first formal laboratory for psychological research at the University of Leipzig, where he studied religion and mental disorders.

By 1880 he had formed the foundation for which the principles of conditioning would be later developed by American behavioral psychologists that included John Watson and BF Skinner, as well as Ivan Pavlov, who studied physiology at Leipzig in 1884.

Dr. Wundt thought people were basically animals without souls, and were the product of the stimuli which they were exposed to. His facility at Leipzig was attended by many students over a period of 50 years, who, upon returning to the US would take the top leadership positions in education.

His American students included the eugenicists Cattell and Hall; Charles Hubbard Judd, Director of the School of Education at the University of Chicago; and James Earl Russell, who would become Dean of Teachers College, Columbia University.

Ivan Petrovich Pavlov

Ivan Petrovich Pavlov, the famous Russian psychologist who researched physiology and science, was a student of Wundt's at Leipzig. Most of his work pertained to conditioning and involuntary reflex actions, which earned him the 1904 *Nobel Prize in Physiology and Medicine*. In the 1890s he experimented with dogs and children concerning the response of the salivary gland under certain stimuli.

Pavlov invented the term “conditioned reflex.” His 1926 paper, *The Conditioned Reflexes*, is considered a glorious paper among the behaviorists. Behavioral psychologists such as Watson and Thorndike were particularly influenced by his work.

John Broadus Watson

The American psychologist John Watson founded the school of behaviorism. He wrote various articles and books on animal and child behavior. He developed a highly descriptive approach to behavior that he referred to as “behaviorism.”

Invisible Eugenics

Watson received his doctorate under Dewey at the University of Chicago in 1903, where he worked as an instructor until 1908. In 1908 he accepted a faculty position at Johns Hopkins, as Professor of Experimental and Comparative Psychology, where he stayed until 1920. In 1919 Watson announced: “The human creature is purely a stimulus-response machine. The notion of consciousness is a useless and vicious survival of medieval religious superstition.”

Burroughs Frederic Skinner

BF Skinner was an American behaviorist who received his PhD from Harvard in 1931, and remained there as a researcher until 1936. After that, he taught at the University of Minnesota at Minneapolis. From 1946-1947 he would be the chair of psychology at Indiana University. He returned to Harvard as a tenured professor in 1948 where he stayed until his retirement in 1974.

While at Harvard, he invented the operant conditioning chamber, frequently called the *Skinner Box*, which identified the responses of rats and pigeons to environmental stimuli. The *teaching machine*, which was an automated curriculum device, was another one of his inventions.

Skinner is also known for his utopian book, *Walden Two*, which described how operant conditioning could be used on children to manipulate their beliefs and behaviors. He was the 1972 Humanist of the Year, and in 1971 observed: “Values such as freedom and democracy, which imply that the individual ultimately has free will and is responsible for his own actions, are not only cultural inventions, but illusions.”

Outcomes-Based Education

The conditioning process is integral to behaviorism. It is a technique of learning where an exact response to a specific stimulus is perpetually generated until it is learned, after which it becomes a conditioned reflex. The stimuli can be material, physical, auditory, or even facial expressions. It can be applied to groups or individuals.

Operant conditioning, a term invented by BF Skinner in 1937, is a type of learning where the person alters their behavior because of consequences. Operant conditioning “operates” on consequences within the environment. Reinforcement and punishment following a response are the primary tools of operant conditioning.

Operant conditioning is an animal training method. According to multiple educational researchers, Pavlovian/Skinnerian operant conditioning methods have been used on students in the public schools for nearly 40 years, under a variety of labels. Most Americans, and even educators themselves, are not aware of this.

Individual thought is minimized with this method of teaching. Rather, it is used to condition students and teachers to relinquish their identities to a group and perform like obedient animals.

To think effectively, it is essential to be an adept reader. You must also be able to put complex ideas into presentable forms, have some mathematical abilities, and a basis of facts to draw upon. Real education uses all faculties of the mind, such as intuition, memory, insight, and visualization. This type of thinking is essential for learning.

One goal of the progressive educators was to design a program that reduced the amount of actual critical thinking as much as possible so people never developed the ability. Another was to use methods that required very few facts to be committed to long-term memory.

Outcomes-Based Education (OBE) accomplished both of these. OBE first appeared as the *Planning Programming Budgeting System (PPBS)* in 1961. The term OBE was popular in the US during the 1980s and early 1990s. It is also called *Competency-Based Education (CBE)*, *Mastery Learning (ML)*, *Performance-Based Education (PBE)*, *Standards-Based Education (SBE)*, and *High Performance Learning (HPL)*.

OBE is usually packaged as part of a vast school reform construct that incorporates a multitude of progressive methods, such as reform mathematics, project-based learning, whole-word reading, and values clarification. It denounces classical education which is based on the instruction of facts.⁴

Although terms such as *critical thinking* can be found in OBE, it does not teach students how to think critically. Rather than being taught proper reading, writing, history, math, science, and biology, OBE focuses on forming beliefs. It is essentially an animal training program based on the operant-conditioning and stimulus-response methods of BF Skinner and Ivan Pavlov.

4 For more on OBE see the chapter, *Outcomes-Based Education*, in the Appendix.

Invisible Eugenics

“The use of Skinnerian/Pavlovian operant conditioning,” says Charlotte Iserbyt, author of the fantastic 1999 book, *The Deliberate Dumbing Down of America*, “does not allow for the transfer of information.” OBE is designed to bypass the brain's critical thinking and storage mechanism. It reduces the students' thinking capacity to processing small, predetermined pieces of information such as symbols, simple words, or paragraphs.

Without having a wholesome foundation of facts, or the basic skills of reading and writing, actual critical thinking is difficult. According to Iserbyt, the people who developed OBE are completely aware of this.

“When parents try to find out what their children are being taught,” observed *Eagle Forum* founder Phyllis Schlafly in November of 1996, “the schools respond with ‘we’re teaching understanding rather than facts’ because ‘mere facts’ are soon outdated.”

“The new education,” announced the US Department of Education (DOE) in August of 1983, “will be quite different from what our schools now provide. Instead of memorizing information, students must be taught to find it and use it.” *Forbes Magazine* reported in April of 2010 that classical education has become obsolete. “Schools around the country are moving aggressively to rethink their memorize-and-test approach.”

At the 1989 Governor's Conference on Education in Wichita, Kansas, Dr. Shirley McCune, former Senior Director of the DOE-funded Mid Continent Regional Educational Laboratory, stated: “We no longer see the teaching of facts and information as the primary function of education...”

OBE is designed to restrict intellectual growth. Creativity and memory are not considered necessary. Iserbyt emphasizes, this is not learning. *It is literally animal training!* “Your children will not be able to learn,” she explained, “they will simply respond, as an animal, to bells and whistles.”

Their Takeover of the Public Schools

Consolidation

One obstacle that the financial elite encountered was the that most American schools were neighborhood-run institutions. This meant that any courses being taught were approved by the local citizens. “Not a good venue from which to orchestrate the undermining of traditional society,” says retired school teacher and author, John Taylor Gatto.

Local control is essential for proper education. Centralized control of public education is a distinct feature of totalitarian regimes. In February of 1955, President Dwight D. Eisenhower said that in order for our society to ensure individual freedom, the schools must be controlled locally by boards of education composed of parents. “Diffusion of authority among tens of thousands of school districts is a safeguard against centralized control and abuse of the educational system.”

The 1960 US Department of Health, Education, and Welfare (HEW) report, *Soviet Education Programs*, was the result of a visit to multiple Soviet schools by government educators, who attended them for a month. They described a unified public school system throughout the entire nation, overseen by the Ministry of Education, which created curricula, textbooks, teaching methods, teaching manuals, and exams.

The government in communist Russia knew that public education was an effective way to control its citizens. During a talk with HG Wells in the Soviet Union in July of 1934, Joseph Stalin proclaimed: “Education is a weapon, whose effect depends on who holds it in his hands and at whom it is aimed.”

By March of 1938 a centralized public school system was setup in Nazi Germany under the Ministry of Education. The textbooks and curricula were then changed, teachers were trained in the new methods, and all schools were unified. Rather than actual education, the Reich used the schools to manufacture obedient servants.

Prussia was a kingdom in Germany that has been described as a gigantic prison which existed from about 1701-1918. Its primary education system included features such as compulsory attendance, a single national curriculum for each grade, state training and certification for teachers, national testing for all students, and reprimands for uncooperative parents.

Teachers Devalued

Another obstacle that had to be removed was the teacher as a role model. Old-fashioned, independent teachers were disturbing to the financial elite because they encouraged the building of intelligence through tough reading assignments followed by detailed discussion. By about 1904 solutions to devalue the teacher had been developed.

One was to introduce a hierarchy of “parasitic” non-teaching personnel, such as principals, assistant principals, subject coordinators, etc., in order to reduce the teacher's status. It wasn't until 1905 that these specialists started to appear within the schools.

Before the 1940s schools were just like any other business. People had a choice and would pay for services, so the good schools did well. Even as late as the 1930s there were still nearly 150,000 single teacher schools in the US. These places were inexpensive to run and produced individuals who were ruggedly intelligent. The amount of school administrators expanded 340% from 1960-1990. Now teachers compose only 50% of the jobs in the education field.

In addition to devaluing the teacher, another weapon in their arsenal to diminish the teacher's influence was the standardized test. This transferred the evaluative process from the teacher to a distant bureaucracy of educational experts. After the tests were implemented, no student could escape the established goals of education without conveying a signal.

Progressively Dumbed-Down

The public schools were geared toward fostering intellectual growth up until the 1960s. This included teaching basic skills like reading, writing, and mathematics, as well as biology, physics, chemistry, and factual history.

The progressive educators wanted to change that because the type of independent intelligence that it produced was problematic. In his 1898 essay, *The Primary-Education Fetish*, Dewey mentioned that high literacy was undesirable because it forged individuals with independent minds who could not be easily influenced.

“I believe,” noted Dewey in his 1897 paper, *My Pedagogic Creed*, “that the true centre of correlation of the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities.”

In 1929 the book, *Elementary Principles of Education*, was published by the eugenicist Edward Thorndike and Arthur Gates, who mentioned that traditional education, which focused on the 3Rs and included activities such as writing, phonetic drills, and multiplication tables, was “wasteful.” Likewise, they explained, subjects such as math, language, and history also contained material of hardly any worth.

In March of 1951 the National Association of Secondary School Principals (NASSP) published the article, *How Can the Junior High School Curriculum be Improved?*, where it announced that not every student needs to learn how to read and write. “Many of them either cannot or will not master these chores.” Other unnecessary subjects included history and geography.

Problem-Reaction-Solution

During this progressive takeover, the school districts were consolidated. In 1930 the US had about 144,000 local school boards. In 1932 it was reduced to 127,000, 119,000 by 1937, 83,000 in 1950, and 40,500 by 1960. In 1970 it was 18,000, and in 1990 it was a little more than 15,000.

Citizen control of local school boards was slowly replaced by managers who were trained and watched by Columbia and Chicago. During these years control was passing from local school boards to the unseen financial elite. “If you could not locate power,” noted Gatto, “you could not tamper with it.” The programs originating from federal agencies were the products of their foundations and transnational corporations.

To gain control over the schools, consolidate them, and introduce their behavior modification programs, problems needed to be created. Otherwise, people would not have agreed. The progressive educators used *problem-reaction-solution* to do this. Iserbyt summarized the method: “Create a problem; people scream; impose solution; people embrace it.”

The progressive educators deliberately created real or imagined crises and offered their plans as the solutions. “This is the dialectical process at work,” explained pedagogical author Dr. Samuel L. Blumenfeld, “a process our behavioral engineers have learned to use very effectively.” He traces this back to Dewey’s 1898 paper which suggested that the restructuring be done in phases.

Invisible Eugenics

In the early 1960s people were told that the schools had problems, which allowed for the 1965 *Elementary and Secondary Education Act (ESEA)* to be enacted on April 11, 1965 by President Lyndon B. Johnson. It was the most extensive piece of education legislation that Congress ever approved. Although it was originally authorized through 1970, since its enactment it has been reauthorized every five years. Its current version is the *No Child Left Behind Act* of 2001.

ESEA brought with it a tremendous amount of federal funding for new programs in primary and secondary schools. It was first used on low-income and minority students for experimentation in operant conditioning. ESEA was the start of federal control over the public schools, which caused their eventual destruction.

The Scholastic Aptitude Test (SAT) scores have been steadily declining since the passing of ESEA. Standards were reduced during the 1970s in order to hide the failing schools. In 2011 SAT scores were not only the lowest ever recorded, only about 40% of the students scored high enough to suggest they were ready for college.

In her 1996 article, *The Hegelian Principle in Education*, academic researcher Lynn Stuter explained: “If, in 1965, the government had come forward and told parents, ‘we are going to implement a new education system; there is really nothing wrong with the old education system, but we need this new education system to produce children who think differently and view the world differently than you do...’ the parents would have hung the offending individuals.”

So, mentioned Stuter, conditions had to be created to accept such a system. When education started to noticeably decline, more attempts were made to fix either perceived or real problems that had been deliberately created. The parents were accused of poor parenting skills while schools were blamed for providing an insufficient education.

The National Advisory Council on Adult Education (NACAE) was directed by congress in 1970 to investigate the causes of the failing public school system. It released a report in 1986, *Illiteracy in America: Extent, Causes, and Suggested Solutions*, which outlined a variety of reasons.

The NACAE noted some of the following differences in the progressive schools: report cards were issued infrequently; letter marks were eliminated; grades were removed; grade inflation was used to conceal the failings; group activities were encouraged while individualism was denounced; traditional tests weren't used much and when they were their negative results were ignored; reading was discouraged.

The curriculum was changed in elementary grades as well. For instance, spelling, grammar, and punctuation were deemphasized; geography was completely missing; creative writing was nonexistent; papers were not corrected much; significant historical events were minimized in history courses.

According to the NACAE, the cause of this could be traced back to the late 1880s when progressive education groups that influenced the federal government had gained control of the local school boards. This was accomplished, they said, by exploiting perceived problems and offering their solutions. “Special interest groups learned the process of bypassing school boards, both local and state.”

It was all done under the guise of improving education. In reality, says the NACAE, the progressive education movement destroyed the public schools. “The response of the progressive educators was both to defend the system by saying that the schools were better than ever, and to deny that the progressive education could be responsible for the failings of the schools.”

When a problem is made public, the typical response from government is to create a commission to determine the cause, which is usually run by the ones who created the problem.

In April of 1983, for example, the US DOE's Commission on Excellence Published, *A Nation At Risk: The Imperative for Educational Reform*, which declared that the schools were being destroyed by an influx of mediocrity that threatened the very future of the nation. The educators who created the problem, offered their solution consisting of more reforms that advanced their goals.

Semantic Deception

According to pedagogical researchers, the social planners who design these behavior modification programs, conceal their subversive material in legislation and literature using pleasant-sounding phrases so as not to arouse suspicion. These phrases have a traditional meaning, but mean something entirely different when closely examined.

Iserbyt refers to this as *semantic deception*, which she describes as the use of a common, nice-sounding term with a dual meaning. According to her, the “masters at semantic deception” who design these programs, have been using this technique for nearly a century.

Invisible Eugenics

In its 1957 report, the Council on Educational Needs of the Parents of New York United, issued the results of its inquiry into the official pamphlets, reports, books, guides, and surveys, used in some New York public schools. They noticed a pattern of phrases that had a traditional meaning, but which meant something else when the contents were observed. Those who designed the courses made a deliberate effort to hide the subversive material using deceptive language.

When parents and teachers discover these behavior modification programs, the labels are changed. For instance, Mastery Learning (ML) was repackaged under a variety of names starting in the mid 1980s, when it failed in the Chicago public schools. Some of ML's other labels include: *Outcome-Based Education (OBE)*, *Direct Instruction (DI)*, *Performance-Based Education (PBE)*, and *Result-Based Education (RBE)*.

All of these are all based on the Pavlovian/Skinnerian operant conditioning animal training method. In the 1960s and 1970s parents rejected the values clarification program after realizing that their children's values were being destroyed in the classroom during group discussions. So, starting in the 1980s it was concealed using terms such as: *critical thinking skills*, *reasoning skills*, and *higher-order thinking skills*.

Below are more examples of semantic deception that have appeared in the literature, some of which will be seen in future chapters.

Phrase	Traditional Meaning	Real Meaning
at risk	in danger	needs government monitoring
basic skills	reading, writing, arithmetic	group participation, values destruction
success-based	raising scores of low-achievers	lowering scores of high-achievers
cooperative	getting along with others	conformity
critical thinking	teaching children to think for themselves	changing values and beliefs
intervention	protection	control
lifelong learning	continual personal improvement	perpetual brainwashing
peace	lacking conflict	obedience

“Words are interesting, aren't they,” asked Kathy Finnegan in her 1996 book, *Goals 2000*. These phrases all seem admirable, she remarked. “How can anyone argue with the need for this?”

Hidden Battle for the Schools

In the process of using their army of progressive educators to implement their system of mandatory public education, the financial elite encountered some resistance. This resulted in a battle that took place for the public schools over the course of about 100 years. Rather than tanks and bombs, the invaders used deception and problem-reaction-solution.

The installation of behavior modification programs under a variety of labels was made possible by teams of school administrators, curriculum personnel, and regular citizens known as *change agents*. These teams were trained to infiltrate the schools, foster citizen support for the new programs, and identify and attack the resisters.

In addition to presenting the programs after a deliberately engineered crisis, they actively used deception to accomplish their tasks. Most of those who cooperated with the infiltration teams were not aware that they were being used to destroy their own schools.

Invisible Eugenics

In 1971 the US Office of Education (which preceded the DOE) granted contracts for the creation of change agent books to the RAND Corporation. *The Change Agents Guide to Innovation in Education*, created by RAND in 1973, suggested that when collaboration fails there are other methods to gain acceptance of the new programs, including lies.

Another book published in 1971, known as *Training for Change Agents*, suggested the use of a crisis to bring about radical unpopular changes. Up to 6 critical school districts would be identified in each state and teams change agents would be sent in to “escalate friction” and “create a crisis.”

In the spring of 1974 the Office of Education provided a grant of \$5.9 million to train 500 new change agents around the US. An editorial in the September 1970 issue of the National Education Association's, *Today's Education*, described how the change agents were part of an interlocking nation-wide organization, whose goal was to change society through the educational process.

The progressive educators who enthusiastically transformed the schools into the Prussian-based system, observed Gatto, were devoted to what he described as a *sacred cause*. Dr. Blumenfeld similarly portrays these reformers as *fanatics* who waged a war for control of the schools.

Unlike other historical military campaigns, most people are unaware that this took place. “The reason Americans do not understand this war,” explains Iserbyt, “is because it has been fought in secret—in the schools of our nation, targeting our children who are captive in classrooms.”

The progressive education movement received considerable opposition as far back as the 1850s. When this infiltration started, an overwhelming number of parents complained about it. School committee reports in some states show conflicts between the state and the general public on this. The resistance was led by families, politicians, and educators who saw what was happening and spoke out. However, their criticism was mostly ignored by the media.

The parents and teachers who were on the frontlines left records of their experiences. Many virtuous researchers have documented over a period decades a significant amount of information to prove that a foreign entity had taken possession of the public schools. When they presented their proof to other teachers, school boards, administrators, state and local officials, and the media, they were attacked. Most who resisted were harassed out of the schools.

“The cult of Rockefeller, the cult of Carnegie,” Senator Miles Poindexter of Washington observed in the *Congressional Record* of 1917, has to be “guarded against in the educational system of this country as a particular religious sect.” In a January of 1917 *Congressional Record*, Senator George Earle Chamberlain of Oregon said: “They are moving with military precision all along the line to get control of the education of the children.”

Shortly thereafter, Senator William S. Kenyon of Iowa, wrote: “There are certain colleges that have sought endowments, and the agent of the Rockefeller Foundation or the General Education Board had gone out and examined the curriculum of these colleges and compelled certain changes. ... One of the most dangerous things that can go on in a republic is to have an institution of this power apparently trying to shape and mold the thoughts of the young people of this country.”

In March of 1922, New York City Mayor John F. Hylan announced that a small group of international bankers were controlling the politicians, media, courts, and every other agency that served the public. A giant invisible monster, he warned, had captured these institutions as well as the public schools.

Originally founded in 1857, the National Education Association (NEA) has become one of the most powerful special interest groups in the US. “The NEA has presided over the virtual crumbling of our nation's schools,” says author and historian Dennis Laurence Cuddy, in his 1994 book, *Chronology of Education*.

At the July 1934 annual meeting of the NEA in Washington DC, Willard Givens, who would be appointed the executive secretary of the NEA the following year, said that the old educational construct must be destroyed and a new one that focuses on the social adaptation of the student should be used for a transition to a “new social order.”

On November 14, 1983, Senator Steve Symms warned that because the NEA was running the school boards, it decided who was allowed to teach and what was being taught. The NEA had stolen the public schools and was destroying education, he said.

The April 1946 issue of, *The NEA Journal*, featured the article, *National Education in an International World*, where it was announced that member nations of UNESCO were compelled to change their textbooks and ensure all curricula material detrimental to its goals was removed.

Invisible Eugenics

In the March 20, 1952 *Congressional Record*, US Senator William Jenner declared that a war was being waged in the public schools against the *US Constitution*. Nonstop attacks consisting of material designed to change the values and beliefs of citizens were emanating from the UN. He observed: "I want to make one thing clear. This war against our *Constitution* is not being fought way off in Madagascar or in Mandalay. It is being fought here—in our schools."

On July 18, 1961, Congressman John M. Ashbrook similarly spoke of a battle being waged in the public schools. He told of a plan to internationalize America's schools with publications from UNESCO. Control, he said, was being established over teacher training, curricula formation, and textbooks. "The battle lines are now drawn."

True Purpose of Education

The public school system appears to have been invaded by a group exhibiting ponerogenic features. According to multiple pedagogical scholars the complete destruction of the public schools is in its final phase.¹

This was allowed to happen partially because too many citizens are overly concerned with making a living, TV, video games, fashion, and sporting events. Citizens who want to make a difference have been deceived into thinking that they are controlling their schools through commissions and town meetings.

Both Iserbyt and Gatto suggest that schools are seen by the financial elite as factories necessary for the creation of their utopia. The public schools are basically *laboratory-prisons* used to condition both students and teachers to relinquish their identities to a group and perform like animals. The schools also allow the financial elite to identify those to be removed from the breeding pool.

¹ The public schools are under *their* complete control. Moving to another school district won't help. Although the program labels differ, they are all basically the same. Even private schools are no longer safe. The best thing you can do is remove your children from the public schools and have them homeschooled. Even inexperienced people can learn to be better educators in a homeschool than a "humanistic missionary" in a public one. While the standardized test scores continue to decline nationally, homeschoolers consistently score above the national average in all areas of testing. Recent National Home Education Research Institute (NHERI) studies show that the average homeschooled student outperforms his public school peers by up to 37 points across all subjects. In the elementary grades, they perform an average of at least one grade above their public school counterparts. By the 8th grade, however, they are usually about 4 grades higher than public school students, approaching college level. *Continues on next page.*

The primary goals of mandatory public education are to:

- Prevent the unification of the underclasses.
- Train children to conform to the group so they are simple to control as adults.
- Foster destructive emotions at an early age to prevent people from maturing emotionally.
- Identify the undesirable bloodlines and prevent them from reproducing.

“That,” says Gatto, “unfortunately, is the purpose of mandatory public education.”

Time Magazine reported in 2000 that homeschoolers were scoring 81 points above the national average on the SAT. Many colleges and universities all around the US are now accepting homeschoolers, including prestigious ones such as: Harvard, Stanford, Wheaton, Georgetown, MIT, Princeton, UC Berkeley, University of Michigan, Notre Dame, and Yale. See the following: *The Death of Free Will*, Charlotte Thomson Iserbyt, December 2010; *Goals 2000: Restructuring Our Schools, Restructuring Our Society*, Kathy Finnegan; *Why Are You Losing Your Children?*, Barbara M. Morris; *What Parents Need to Know About Education Reform*, December 1996, Lynn M. Stuter; *Massachusetts News, Home-Schooled Kids Get Into Harvard and Other Top Massachusetts Schools*, July 2, 2000, John Pike; *Time Magazine, Home Schoolers: From Home to Harvard*, September 10, 2000. The following homeschooling websites will be of service. Dr. Samuel Blumenfeld has authored multiple books on education and offers homeschooling instruction courses at www.howtotutor.com. The site, www.homeschoolreviews.com, has information on homeschooling instruction material. It offers reviews and a discussion forum. The *Practical Homeschooling Magazine* site at, www.home-school.com, provides guidance on homeschooling, as well as product reviews and books on how to homeschool. The site, www.successful-homeschooling.com, has information on homeschooling curricula, reviews on materials, getting organized, and suggestions for teaching. These websites also offer useful information: www.johntaylorgatto.com (John Taylor Gatto); www.deliberatedumbingdown.com (Charlotte Thomson Iserbyt); www.eagleforum.org (Phyllis Schlafly); www.learn-usa.com (Lynn M. Stuter); www.nrrf.org (The National Right to Read Foundation).

Values Destruction

The Necessity of Values

Personal and cultural values are important because they influence attitudes and serve as a foundation for ethical behavior. Types of values include: ethical/moral, ideological, religious, social, and political. Values reflect a person's sense of right and wrong. A collection of ordered values is known as a *value system*.

A refined value system has also been called a *moral code*. A moral code is a moral design, often based on a religion, philosophy, or culture. A *moral* is a unique lesson or conduct within a moral code. The word *moral* is regularly comparable to “good” or “right.”

Throughout history, religions have often provided value systems, as outlined in moral codes such as the *Noble Eightfold Path* of Buddhism, the *Ten Commandments* of Christianity and Judaism, the *Quran* of Islam, and the ancient Egyptian *Code of Maat*. Researchers have found that the teaching of absolute truths as well as ideas about right and wrong have much to do with the stability of a culture.

Values Will be Changed

In his 1931 book, *The Scientific Outlook*, Lord Bertrand Arthur Russell said that children will be trained from the earliest years to be group dependent, so they will be less likely to resist indoctrination to world government. Independent thinking will be discouraged.

According to Lord Russell, behavior modification techniques would be increasingly used in the schools to condition children to reject traditional values and morals. The influences of the home, he said, were intrusive. “Not much can be done,” stated Russell “unless indoctrination begins before the age of ten.”

An October 1951 *Congressional Record*, by John T. Wood of Idaho, entitled, *The Greatest Subversive Plot in History: Report to the American People on UNESCO*, mentioned that the UN was twisting the minds of students in the public schools. He referred to UNESCO's propaganda as “monstrous poison” used to indoctrinate people into a global community.

In 1975 the US Office of Education released a paper, *Man, Education and Society in the Year 2000*, based on a week-long meeting of superintendents from various states in Jackson Hole, Wyoming, that took place in August of 1974.

According to the paper, the family will no longer be primarily responsible for teaching values. Because of the emergence of a new international order, different values must be instilled in public schools. “The traditional cluster of knowledge, skills, values, and concepts will not help our young face the future in their private life, [and] the international situation.” The changing of values is to be enforced by group action.

The humanists, noted Abrigg in her report of December 1976, have designed education today from the premise that children have been indoctrinated by their parents with a code of moral values before they enter school. These include ideas about right and wrong, and a sense of independence. “These beliefs and values,” Abrigg declared, “have no place in a future one-world utopian society.”

At the July 20, 1982 World Future Society meeting in Washington, DC, hosted by Senator Al Gore, it was discussed in a session entitled, *Early Childhood Education*, that a revolution would be accomplished by influencing the youths. Education would start in infancy because attitudes and values are formed before the age of 5.

James M. Becker stated in his book, *Schooling for a Global Age*, that values learned at a young age from parents are obstacles to global citizenship. “Some attitudinal characteristics of individuals are not modified extensively by development but are stable from the child's early years. These qualities may nevertheless be impediments to students' international socialization.”

Values Clarification

Values must be identified before they can be changed. Gaining insight into these values is accomplished with *values clarification*. This is also known as *moral reasoning, the dilemma method, decision-making, critical thinking, problem solving, civic education*, and a variety of other names. The efforts to implement humanistic values under a variety labels started in 1961.

It is sometimes used as a course on its own, or can be mixed into existing subjects, from math to physical education. The rationale for values clarification is that parents are not adequately guiding their children's moral progress. While this might be true in some cases, as we'll see, values clarification teaches dehumanizing values.

Another reason given by the progressive educators is that only by uncensored expression can the child develop their own healthy values, rather than ones handed down by their parents. In reality, values clarification is designed to make them accept morally degenerate ideas that are enforced through group dynamics. It will be shown that values education is used to identify and destroy values.

Values clarification facilitates changes in belief systems by exposing an individual's values to the group. After the group criticizes the value, the individual being influenced often relinquishes it, then adopts the group value. Those being influenced usually think they adopted the new value only after considering a wide range of possibilities, when in fact, they were manipulated.

Although it is supposed to be neutral, in reality, it is not. Instead, the students are guided toward certain values during discussions by the teacher who is skilled in group dynamics. These discussions have rules. In matters important to the indoctrination, students are not allowed to make up their own minds.

In his book, *Hidden Danger in the Classroom*, Pearl Evans explained that in actual practice any opinions are acceptable except ones that are based on truth or morality. "By excluding morality from consideration on topics that by their nature require moral choice," says Evans, "the programs teach relativism and deny absolutes."

Values Exposed & Attacked

Values clarification uses *group dynamics*, where an atmosphere that promotes group over individual achievement is created by the teacher, who initiates a conversation about a theoretical situation.

Former Professor of Science Education at Illinois State University, Clifford H. Edwards, says that most of us have a healthy psychological defense mechanism to protect our values, which includes keeping them to ourselves. He informs us that environmental conditions are such that this is necessary. It is a shield that we use to deflect attacks.

Because of this protection mechanism, the values of others normally cannot easily be changed. In order to bring about changes in values, the educators must know what each student values. Therefore, the most important phase of value changing is to expose the value.

With values clarification, the student's personal values are exposed to the scrutiny of the group. When this happens, he or she is forced to decide if a value that has been revealed and criticized is worth keeping.

Invisible Eugenics

If the value is not exposed, it can't be altered. Once it is, then something that Professor Edwards describes as an “attack” can be launched upon the person's value by someone skilled in group dynamics. Once that happens, the value can be destroyed and replaced with another.

According to Professor Edwards, if a group criticizes an individual's value in its early stage of development, then value disintegration results, which disconnects the individual from others who share that value.

It doesn't matter if the person's value is useful or positive, says Professor Edwards, only if they can defend it against the group's attack. “Pressure from the group,” he says, “may thus supply adequate leverage to alter values which are rationally superior to those which the group advocates.”

Those who do not adopt the group values are seen as a hindrance to group progress (survival). If the individual insists on maintaining values of decency that have been detected, whoever is leading the discussion uses the group to humiliate the individual.

Various activities are used to identify values. They include: group discussions (also called magic circles and talk-ins), interviews, games, questionnaires, role-playing (also called simulations, sociodrama, and psychodramas), guided imagery, and diaries.

These methods start in kindergarten and continue through high school, perpetually modifying the students in their values and beliefs. Multiple educational scholars have described them as actual *brainwashing* techniques.

Values Clarification Activities

Group Discussion

Two potent methods for altering values are role-playing and group discussions. Group discussions are particularly effective because students are pressured to conform as a result of group dynamics, or risk being portrayed as a threat to the survival of the group.

During group discussions, the students are given an issue by the teacher. Although they can express their opinions, they must arrive at a unanimous decision on how to deal with it. They are also persuaded to reveal personal information about themselves and their families.

Role-Playing/Sociodrama

With role-playing, students are given a task to complete as a group, imagining they are certain people. A eugenic sociodrama known as the *Survival Game*, which has gone under a variety of names, is another widely used values clarification method. The common scenario is that defectives must be removed in order to improve the quality of life for the group. This usually involves murder.¹

After being given a profile list of the individuals, the group is instructed to accept that people must die as a matter of fact in order for the group to survive. There are no right or wrong answers. Anything goes. Except, no logical alternatives of saving everyone are allowed.

The *Whom Will You Choose* dilemma involves 11 people in a shelter which will only last them 2 weeks, unless 5 people are killed, which extends it to one month. In a dilemma called, *The Lifeboat Exercise*, the class is asked to imagine that an overcrowded lifeboat is about to sink, unless the load is lightened. Another variation includes deciding who will be thrown out of a descending air balloon.

One booklet in the *Public Issues Series of the American Education Publications*, entitled, *Moral Reasoning: The Value of Life*, offers teachers more dilemmas to present to students during group discussions. Some include debates about pushing senior citizens outside to die of exposure (senilicide), the death penalty, the killing of baby seals, and whether or not certain babies should live (infanticide).

The 1990 book, *Getting Students to Talk*, describes a situation where the students act as members of an evaluation board that must rate the behavior of people who have committed acts of theft, lying, cheating, and backstabbing. Descriptive scenarios are used to rationalize the behavior under some circumstances.

To achieve some of Kentucky's OBE *mental wellness learner goals*, students are told to do the following: Interview those in substance abuse programs; research teen suicide by reading books and watching films; interview mental health professionals that have worked with teens that have attempted suicide; and interview parents of suicide victims.

¹ An Austrian psychiatrist named Jacob L. Moreno is one of the people credited with placing the values clarification method known as role-playing in the public schools. Dr. Moreno, who started teaching at Columbia in 1925, was also a humanist. His eugenical ideas were described in his book, *Who Shall Survive?*, where he compared these role-playing methods to a modern version of Darwin's theory of natural selection. We can observe this process in our society, says Dr. Moreno, when people are denied the resources they need to survive, pushed out of their homes and jobs, and basically left to die. See the following: *Wikipedia, Jacob L. Moreno, www.wikipedia.org/wiki/Jacob_L._Moreno; Who Shall Survive?: Foundations of Sociometry, Group Psychotherapy, and Sociodrama, Jacob L. Moreno.*

In another scenario students are given the task of deciding what type of punishment (if any) is needed for people who have committed the following deadly acts: a mother killing her terminally ill child; a woman who kills her husband for cheating; a man who kills his wife for causing the death of their child; a boy who caused the death of another after daring him to climb an electrical tower; a man who accidentally runs over a child; and a drug addict who kills a drug dealer.

Some other discussions have pertained to cannibalism and incest. These scenarios are often merged with regular topics in order to conceal the significant difference. “This depressing activity,” Schlafly commented, “is calculated to destroy a child’s emotional wellness, rather than improve it.”²

Diaries

The diary is one of the most critical psychological tools to obtain information on the student’s private life. They include descriptive clues regarding the student’s profile, which can be examined by educators. Then, adjustments can be made to facilitate changes in values. The diary has been used for this purpose by educators in communist countries such as China and Russia.

Brainwashing in the Public Schools **Congressional Record & Media**

In the *Congressional Record* of September 4, 1962, Representative James Utt warned that the UN was implementing control of the public schools by printing a massive number of UNESCO booklets that were being distributed to educators by the NEA. The booklets were intended to prepare the youth for global communism.

According to Representative Utt, they contained examples of actual brainwashing. “We are not challenging the loyalty or the motives of this organization,” he remarked, “we are seeking to determine whether, whatever their intentions, a whole generation of young Americans is getting brainwashed.”

Forbes Magazine featured an article on February 1, 1993 by Dr. Thomas Sowell, entitled, *Indoctrinating the Children*, which described how brainwashing techniques developed in communist China were being used in US public schools.

² This seems to be another example of their malignant humor.

They include manipulative questioning to identify and remove underlying moral values, the use of diaries, group discussions, and role-playing. “The techniques of brainwashing developed in totalitarian countries,” announced Dr. Sowell, “are routinely used in psychological conditioning programs imposed on school children.”

The methods are not isolated to an exact course that can be easily identified. Instead, they are fused with existing subjects by the institutions that sell curricula to school administrators, and even include ways to handle parents who complain.

Congressional Hearing

During the week-long hearing of the Subcommittee on Education, Arts and Humanities, held by the US DOE in March 1984, citizens from all over the US traveled to one of 7 locations around the nation to give their testimonies about the psychological abuse occurring the classrooms. It received almost no media coverage.

There were many reports from parents, who explained that rather than learning the essentials—math, reading, writing, history, and geography—their children were having their values destroyed.

This was accomplished through values clarification activities, such as games, group discussions, role-playing, diaries, and questionnaires. The program designers deliberately deceived the parents by masking the value-changing material with innocent labels.

Most parents had no idea what the labels meant until they started to observe the material, which they found had been completely integrated into the curricula from K-12. When they approached their elected officials they were ignored, ridiculed, deceived, and threatened.

The notably morbid books and films that they were able to observe included subjects pertaining to death, drugs, mental illness, sex, anger, and despair. During role-playing games the students considered ideas about suicide, death, pregnancy, and abortion. They were encouraged to divulge information about their thoughts and feelings during the magic circle game.

Educators used questionnaires to learn the following information from students: what type of relationship they had with their parents; if they were active church members; if they believed in God; if they prayed; what their fears were; if they thought their parents were lying to them; if they wanted to physically attack their parents; etc.

Open-ended questions included: *The trouble with being honest is?; Sometimes I lie when?; I hate when?.* Some true/false questions and statements were: *There aren't very many things about myself I'm ashamed of?; There isn't much I'd change about myself; I don't have any regrets about my life; If there really was a heaven, I'd go there.*

In what appears to have been a tactic calculated to maximize any negative feelings, the students were encouraged to dwell on how these discussions made them feel.

A parent from Montgomery County, Maryland named Jacqueline Lawrence who gave her testimony at the hearings was eventually contacted by brainwashing expert Edward Hunter. After observing the course materials that Mrs. Lawrence provided, he revealed to her that they definitely contained examples of brainwashing.³

Why Values Must be Destroyed

Some have determined that the true purpose of values clarification is to identify and destroy any values of decency that might serve as a basis for personal development and connection to family. The methods are described as literal mind attacks. "Nothing is sacred," explained Barbara M. Morris in her 1976 book, *Why Are You Losing Your Children?*. "Everything a child values, believes or thinks about is open to attack."

"Beliefs long accepted as true by the individual," says Professor Edwards, "are exposed to cursory examination by the group. Such items as old loyalties, family relationships, and religious convictions become subject to change. The person may then suffer disassociation from parents and others as a consequence of his altered beliefs."

Independent educational scholars are certain that the schools are being used to block intellectual and moral development, by confining students to an environment that forces them to continually experience low-level thoughts and emotions of greed, envy, jealousy, anger, and fear.⁴

3 Values clarification does appear to be strikingly similar to brainwashing which was used on citizens in China and POWs in North Korea. Brainwashing involves a process of techniques used to persuade others to conform to the wishes of the manipulators. Built upon the Pavlovian conditioning methods of persuasion, it is said to have been perfected in Communist China. In 1950 it was used on POWs during the Korean War when North Korea invaded South Korea with the support of China's communist regime. Although these methods have existed in some form for thousands of years, the term *brainwashing* that pertains to the techniques used on POWs, was coined by an American journalist and intelligence agent named Edward Hunter in October of 1950. Group discussions and diaries are essential to brainwashing. Diaries were a fundamental method used by the communist government in China to understand the beliefs of its citizens. Because most people have an inherent respect for education, an effective approach to lower the defenses of those being attacked was the use of classrooms. The POWs, for instance, did not expect to be brought into classrooms where their values were remediated. **Continues on next page.**

Former New York Senator Hillary Rodham Clinton explained in her 1996 book, *It Takes a Village*, that education reform has been rejected by “extremists” who enrage parents with delusions of “secular humanists” taking over the public schools to control the minds of their children. Mrs. Clinton informs us that these ideas are complete nonsense.

The Communist Chinese government also placed brainwashing techniques in its academic programs at all levels of education, starting in nursery school. Brainwashing experts, who were given the task of correcting attitudes, were sent into every factory, farm, school, military base, village, and prison in China. The communists encouraged open-mindedness and tolerance to get people to accept morally degenerate ideas. Hunter observed: "The line became blurred until these noble traits were twisted out of shape by becoming tolerance for evil." He learned that those who survived brainwashing did so because they followed a moral code unwaveringly. Simple truths had been their pillars of strength. See the following: *Brainwashing: The Science of Thought Control*, Kathleen Taylor; *Brainwashing in Red China*, Edward Hunter; *Thought Reform and the Psychology of Totalism: A Study of Brainwashing in China*, Robert J. Lifton; *Communist Psychological Warfare, Consultation With Edward Hunter*, Committee on Un-American Activities, House of Representatives, 85th Congress, March 12, 1958; *Wikipedia*, Edward Hunter, www.wikipedia.org/wiki/Edward_Hunter; *Propaganda: The Formation of Men's Attitudes*, Jacques Ellul.

- 4 We'll learn in the *ADHD Myth: Psychiatric Chemical Weapons* chapter that impeding intellectual and personal development can also be accomplished with psychiatric medication. See also the, *Violence in Their Laboratory-Prisons* chapter in the Appendix for evidence which suggests that values clarification and psychiatric drugs are causing the epidemic of school violence.

Eugenic Laboratories

Introduction

Galton believed that schools should work with eugenic offices to record hereditary traits. In the May 6, 1880 issue of *Nature*, he said that schools were perfect places to gather this information because people could be closely observed over a long period of time. Test results could be placed in a permanent record.

“Suppose,” considered Gatto, “you were among the inner circle of global policymakers and you shared these [eugenic] attitudes? Might you not work to realize them in the long-range management of children through curriculum, testing, and the procedural architectonics of schooling?”

Major Leonard Darwin announced to the Cambridge University Eugenics Society in 1913, that of primary importance was the identification of defective children in the public schools. Some type of recording system should be established, he said. Just like his American colleagues, Darwin wanted to identify not just the so-called defectives, but their entire bloodlines.

Davenport also believed that public schools could play an important role in the identification of undesirables. He wanted to form a national agency to obtain data from schools, which would be used to create family pedigrees for every single family. This information would be scrutinized by eugenic experts who would determine exactly where the defective bloodlines resided.

Dr. Popenoe mentioned in his 1918 tract, *Applied Eugenics*, that compulsory education would be necessary to select people for purposes of negative eugenics. “We conclude that compulsory education, as such, is not only of service to eugenics through the selection it makes possible, but may serve in a more unsuspected way by cutting down the birth-rate of inferior families. ... It is very desirable that no child escape inspection.”

The Learning Clinicians

The teachers themselves needed to be indoctrinated in order to facilitate this eugenic endeavor. Teacher training in the US underwent more restructuring from 1967-1974 by think tanks, tax-exempt foundations, and government agencies.

Much of this occurred with the Behavioral Science Teacher Educator Program (BSTEP), designed at Michigan State University between 1965-1969 with funds from the US Department of Health, Education and Welfare (HEW). BSTEP trained elementary teachers in the values clarification methods of the behaviorists. The teachers would become “clinicians” whose job was to instill new attitudes. “Chemical experimentation” on students would be standard practice.

During the late 1960s, experienced teachers started to be replaced by less competent progressive ones, trained in operant conditioning. Those who resisted were forced out of the profession. They must now conform or lose their jobs.

There are still talented and decent teachers in the public schools who must be watched because they are untrustworthy to the financial elite. During their training, they are allegedly exposed to spiritually tarnished material to ensure they will function in the sick educational system.

Early Initiatives

A variety of federal mental health and medication protocols have been launched to identify and medicate children at an early age in the public schools. It seems the eugenicists have completed one very important phase of their plan.

In 1950 the NIMH sponsored a White House Conference on Education, where it determined that an epidemic of mental disorders was taking place in the US. It suggested in the, *Proceedings of the Midcentury White House Conference on Children and Youth* report, released in the same year, that the schools should screen for mental disorders.

Considerable funding for psychiatric programs in the public schools started with ESEA in 1965. Social workers and psychiatrist would now be working closely with the schools to provide a multitude of “interventions.”

BSTEP stated that in order to prepare children for this future world, new attitudes would need to be formed. Drugs would be used to control behavior and chemical experimentation on students would be common practice. Teachers were to be trained as clinicians, while students would be given covert tests to identify their latent beliefs.

The 1969 Hawaiian DOE document, *Master Plan for Public Education in Hawaii*, revealed how schooling had shifted to the manufacturing of attitudes. The schools were to become “clinics,” and the teacher as a “learning clinician” would work with psychologists and physicians to diagnose the students. Drugs would be introduced into the classrooms. According to Iserbyt, this was the plan for the entire nation.

The NEA proclaimed in its 1979 report, *Education for the 70's*: “Schools will become clinics whose purpose is to provide individualized, psycho-social treatment for the student, and teachers must become psycho-social therapists. ... This will include biochemical and psychological mediation of learning, as drugs are introduced experimentally.”

Texas Medication Algorithm Project

The Texas Medication Algorithm Project (TMAP) is a medication protocol that sets guidelines for the treatment of mental disorders using psychiatric medication. It was started by Texas State University's Mental Health and Corrections Systems and the pharmaceutical industry in 1995.

The TMAP guidelines were developed by a consensus panel of psychiatrists, most of whom were funded by drug companies. Pharmaceutical companies such as AstraZeneca, Novartis, Janssen, GSK, and Eli Lilly contributed directly to the creation of TMAP.

According to the guidelines, the drugs made by these corporations are the first-line treatment. The only other “treatment” is Electro Convulsive Therapy (ECT), which causes brain damage by passing 460 volts of electricity through the brain.

The medication they're promoting includes: Risperdal, Zyprexa, Seroqual, Geodone, Depakote, Paxil, Zoloft, Celexa, Wellbutrin, Zyban, Remeron, Serzone, Effexor, Buspar, Adderall, and Prozac. Most of these drugs have been proven to cause serious medical conditions, as we've seen.

A former investigator at the Pennsylvania Office of the Inspector General (OIG) named Allen Jones discovered that major drug companies were bribing state officials with expensive meals, vacations, perks, and honorariums.

The drug corporations, he says, have bypassed FDA safeguards and put TMAP in multiple states using select politicians who are under their control. “It grew and expanded with the aid of compromised public officials at all levels of our government.”

This is consistent with the monumental corruption of the medical system that we learned about in Volume III, where the industry regularly bribes health agencies, government officials, and individual doctors. TMAP is an initiative of drug companies.

New Freedom Commission on Mental Health

The New Freedom Commission on Mental Health (NFCMH) was launched by President George W. Bush in April 2002, to recommend ways to improve the mental health system. The commission issued its report, *Achieving the Promise: Transforming Mental Health Care in America*, on July 22, 2003.

According to the report, because mental disorders frequently go undiagnosed, comprehensive mental health screenings should be conducted for people of all ages, starting in preschool. Primary healthcare facilities, child welfare systems, juvenile justice centers, and public schools will conduct these screenings. The latest medications, as described by TMAP, are to be used for treatment.

As an example for all other states to follow, Illinois was the first to begin the NFCMH with the Illinois Children's Mental Health Act. Its plan suggests periodic mental health tests for all people 0-18 years of age and all pregnant women. A mental health evaluation is also necessary for children to start school.

Dr. Michael F. Hogan was appointed by Bush in 2002 to direct the NFCMH. He is the past president of the National Association of State Mental Health Program Directors (NASMHPD), which is funded by Janssen and Eli Lilly. Dr. Hogan is the Commissioner of the New York State Office of Mental Health. Prior to that, he directed the Ohio Department of Mental Health, when TMAP was implemented there.

Eli Lilly gave Dr. Hogan the Lifetime Achievement Award in 2004. He is on Janssen's advisory board. Of the 22 NFCMH members, 14 others are connected to TMAP.

At the House Select Committee on Child Welfare and Foster Care on October 4 of 2004, Dr. Joseph Burkett of the Texas Society of Psychiatric Physicians, told the committee that many foster children are on psychiatric medication because they're suffering from genetic defects.

In, *The Engineering of Disease*, chapter we learned that these fraudulent genetic brain diseases are used for profit and social control. We also considered the idea that the psychiatric drugs, which induce slow death and remove people from the breeding pool by causing many severe medical conditions, are chemical weapons serving a camouflaged negative eugenics agenda.¹

¹ Attacking children with chemicals that mentally and physically disable them in order to prevent their "suffering" can be considered one of their sick jokes. A program labeled "New Freedom" which selects those to be subdued with toxic chemicals is surely another.

“A lot of these kids come from bad gene pools,” Dr. Burkett explained. “We’ve known for a long time that mental illness runs in families.” As we’ve seen, this statement is entirely false. These genetic brain disorders don’t run in families because they don’t really exist. AbleChild founders Patricia Weathers and Sheila Matthews commented in October of 2004 that Dr. Burkett’s proclamation is consistent with eugenic ideologies.

Remember, it was announced in the early 1900s that up to 90% of the population was genetically defective. The eugenicists used junk science that deceived many into thinking that those displaying certain behavior, and even entire groups of people, were genetically defective. This was considered “scientific fact” back then.

“Schools are in a key position to identify mental health problems early,” the NFMHC observed. “Early intervention and appropriate treatment can also reduce pain and suffering for children.”

TeenScreen

Some of these early screenings were to be accomplished through TeenScreen, developed at Columbia University in 1999 and launched nationally in 2003 to carry out the recommendations of the NFCMH. Screening was to be offered through doctors’ offices, schools, clinics, and juvenile justice facilities.

It was developed by psychiatrist David Shaffer, Director of Columbia University College of Physicians and Surgeons, Division of Child Psychiatry, at the New York State Psychiatric Institute. Dr. Shaffer, one of the psychiatrists who developed the *DSM-IV*, has connections to drug corporations that span decades.

He has consulted for Hoffman la Roche, Wyeth, GSK, and Pfizer, and has served as an expert witness in court for drug companies. TeenScreen Deputy Executive Director, Leslie M. McGuire, started working at Columbia in 1998. Dr. Michael F. Hogan, who, as we’ve seen directs the NFCMH, is a member of TeenScreen’s National Advisory Council.

TeenScreen Executive Director, Dr. Laurie Flynn, was hired by the Department of Psychiatry at Columbia to serve as the Director of the Center for Child Mental Health Policy, in January of 2001. Prior to this, Dr. Flynn was NAMI’s Executive Director for 16 years. Other TeenScreen advisory council members have connections to the industry’s front groups.

Invisible Eugenics

Although TeenScreen doesn't diagnose, it refers students to doctors who perform the evaluation. Most youths who visit a psychiatrist will leave with a prescription for psychiatric medication. Mrs. McGuire explained: "Sometimes you have to pick them up and bring them to the appointment. ... The goal is to get them to that first appointment."

The Protection of Pupil Rights Amendment (PPRA) requires written parental consent before a child undergoes such a survey. However, TeenScreen was able to bypass it using passive consent forms, which only require the parent to respond if they reject the screening.

Due to public outrage, TeenScreen announced in August of 2006 that all schools would switch to the active consent forms. To circumvent this, however, they resorted to other types of chicanery. For instance, they attempted to integrate the program into the curricula of the public schools, hoping to nullify the PPRA. They were also able to ensnare the students with candy, coupons, food, and movie passes in exchange for convincing their parents to sign the form.

TeenScreen refused to release the identity of its donors. However its website says it is funded 99.8% by private family foundations.² Independent media sources have determined that TeenScreen is surely another drug company front, intended to sicken the youth with toxic medication, while producing millions of dollars in profit.

Regarding this, Neurologist Fred Baughman said: "David Schaffer, the psychiatrist who has authored TeenScreen, along with the pharmaceutical sponsors, is not content with the rate of growth of psychiatric poisoning in this country..."

Due to persistent opposition by many physicians, as well as religious, scientific, educational, medical, and anti-government intrusion groups, TeenScreen was officially dismantled in November of 2012. Before that, it was implemented in Australia, Brazil, India, Scotland, New Zealand, and 46 US states.

² You would probably find the same wealthy eugenicists behind this profit-making and eugenics initiative.

Lifelong Learning in the Utopia

Introduction to Utopias

Educational scholars tell us that the takeover of the public schools is part of the creation of the financial elite's utopia, that some have labeled the *New World Order*. These are called utopias or dystopias, depending on the view.

This has been done on a smaller scale before. The Nazis were creating a utopia. Communist Russia was considered a utopia by some. The former German state of Prussia is another example. The prominent feature is the elimination of individuality at a young age because rulers see smart individuals as a threat.

The eugenicists, humanists, and behaviorists have described this utopia in their fictional novels, which offer us insight into what might be. What follows are some examples.

Some of Galton's views can be observed in his unpublished 1910 utopian novel *Kantsaywhere*, which described how the religion of eugenics determined who would breed. Before they were allowed to reproduce, citizens had to pass an examination. Undesirables were placed in labor colonies with harsh living conditions.

Saint Thomas More wrote about a communist island-state in his *Utopia*, first published in 1516. There was no private property, travel was restricted, all meals were eaten in groups at community centers, slavery was legal, as was euthanasia.

In his 1905 book, *A Modern Utopia*, HG Wells outlined a world government that crushed individuality. There was a single language and no personal privacy. All natural resources, energy, communications, transportation, land, and roads were controlled by the world-state authority. Wells described a state-run breeding scheme similar to Plato's, where undesirables were prevented from breeding. Babies with alleged physical or mental defects were eliminated at birth. Malthusian eugenic practices of starvation were mentioned.

There was no freedom in the global government portrayed by Aldous Huxley in his 1931 book, *Brave New World*. Religion was abolished. People were grown in factories known as *hatcheries*, where manufacturing was applied to biology. Various classes of people with specific intellectual and physical traits were produced for different kinds of work.

In Huxley's utopia, children are not raised by their parents. Instead, they're indoctrinated in State Conditioning Centers where their morals are destroyed. Painful stimuli are used to train them to dislike books. "They'll grow up with what the psychologists used to call an instinctive hatred of books."

Similarly, BF Skinner described a society in his 1948 book, *Walden Two*, where children were raised from birth by the state. Operant conditioning was used to control their behavior.

Probably one of the best examples of a utopia is Plato's, *The Republic*. Plato, a member of an esteemed Athenian family, is said to have lived 428-347 BC. His book, written sometime around 375 BC, is a discussion about governmental standards in Ancient Greece.

In Plato's view, there were several classes of people. There were the producers, which included businessmen, artists, and farmers; the auxiliary guardians who composed the military; and the philosopher-kings who were the rulers.

To prevent any possible conflicting loyalty to the state, families were abolished. Children were immediately taken from their mothers after birth and raised in state-run nurseries. They would never know the identity of their parents. A compulsory breeding program ensured the production of the fit. Unauthorized offspring were eliminated.

Plato's Republic has been called by some a feudal state where lords have all the wealth and the rest of the people are slaves. Some have equated it to fictional utopias such as *Brave New World* and *1984*, as well as real-world examples such as Nazi Germany and Communist Russia.

In his 1951 book, *The Impact of Science on Society*, Bertrand Russell said that future human reproduction would be controlled by the state. Only the healthy will reproduce. Children will be taken from their mothers and raised in nurseries, as described in Plato's, *The Republic*. Through selective breeding, the differences between the financial elite and the common people will be such that they will no longer be the same species.

George Orwell's 1949 classic, *1984*, is a utopian novel describing a dictatorship with constant surveillance, perpetual war, mind control, and persecution. Independent thinking is punishable as a *thought crime*. The vocabulary continually shrinks in order to dumb people down. Governmental institutions have labels which portray them as the exact opposite of their actual purpose. The Ministry of Truth, for example, is responsible for lying propaganda, while The Ministry of Peace wages war.

Lifelong Learning

They intend to prevent the intellectual, moral, and spiritual growth of citizens by disguising their perpetual brainwashing program as education. *Lifelong learning* achieves this. Lifelong learning (also called lifelong education) is central to global education, which will train each unit of "human capital" in the global workforce.

Lifelong learning includes electronic dossiers to track each human capital unit from birth to death. The 1973 UNESCO paper, *Toward a Conceptual Model of Lifelong Education*, tells us that lifelong learning extends the entire lifetime of every person. To bring this about, radical changes to the structures, functions, content of material, and teaching methods would occur at all levels.

In her 1918 book, *The New State*, sociologist Mary P. Follett said: “The training for the new democracy must be from the cradle—through nursery, school and play, and on and on through every activity of our life.” This would occur at the community learning centers, according to Follett.

Globalization, proclaimed UNESCO, its 2001 paper, *Revisiting Lifelong Learning for the 21st Century*, has made it necessary for people to be continually educated. Lifelong education covers “formal, non-formal and informal patterns of learning throughout the life cycle of an individual.” A 1996 UNESCO publication described it as, “a continuous process of forming whole beings.”

Citizens will begin lifelong learning as soon as they're born, being perpetually indoctrinated. The Bolshevik revolutionary and communist politician Vladimir Lenin advocated lifelong learning. Finnegan says that lifelong learning is the foundation for global enslavement, while Iserbyt describes it as a worldwide brainwashing program originating from the UN.

“Ancient societies all over the world have emphasized the need to learn from the cradle to the grave,” UNESCO announced. “The utopian and generous vision hitherto characterizing lifelong learning has now become a necessary guiding and organizing principle of education reforms.”

The Extended Family

The financial elite consider traditional families an obstruction to their utopia. In order to properly indoctrinate all people, their values must be destroyed at a young age so they can be psychologically separated from previous generations.

Lord Russell mentioned that although extensive behavior modification techniques would be used in the schools to condition children to reject traditional values, the influences of the family would prevent the social engineers from totally collapsing the child's belief system. Methods had to be devised to separate them from their parents, otherwise indoctrination would fail.

Invisible Eugenics

Therefore, part of this global education is the acceptance of the *extended family*, which Becker describes as the “humanistic” approach. In this new society, parents will be reduced to partners with the schools and the state to raise their children. They will relinquish their authority to raise their children to the state.

In his textbook series, *A Social History of the American Family from Colonial Times to the Present*, originally published in 1919, Arthur Calhoun mentioned that traditional families were primitive. According to him, the family would be eroded to such a level that the state would be tasked with parenting.

The children were to be raised in the social centers that would be appearing in most communities. To bolster indoctrination, schooling would begin as early as infancy, and would continue throughout the life of the person. Eugenics laws would be passed to prevent the unauthorized reproduction of the undesirables.

William Kilpatrick, colleague of Dewey and emeritus professor at Teachers College, Columbia, was a leading progressive educator in the early 1900s. In his 1932 book, *Education and the Social Crisis*, he mentioned that the process of raising children was being taken over by experts because the traditional family was being phased-out.

Influential teacher Alice A. Bailey outlined in her 1954 book, *Education in a New Age*, that children will be shaped from birth to conform to the new society. Bailey mentioned that the essential task of uniting humanity under a “new religion” will be brought about through the schools. In order for this to happen, she says the traditional family—with features such as inherited traditions, national values, selfishness, and separateness—must be replaced by a new family that teaches a responsibility to the global community.

Secretary-General of the UN, Kurt Waldheim, had this to say before the Executive Board of UNICEF in April of 1972: “Until fairly recently, in most societies, the responsibility for child development rested entirely with parents or in the immediately surrounding community. This is still largely true but it is changing... The process of child development has to be the concern of society as a whole—on the national and international level.”

In the June, 1990 issue of the *School Administrator*, appeared the article, *Get Ready for the Post-Modern Family*, by Tufts University Professor David Elkind, who mentioned that families and schools will be undergoing some big changes in order to adjust to the new society. According to Professor Elkind, parents will be increasingly surrendering their authority to raise their children, as they form partnerships with schools.

Parents Reduced to Caretakers

Parents are being recruited into these state partnerships during prenatal programs and in hospitals before they bring their babies home. During their participation in a program that may have only been for a period of 5 years, they're prepared for the next stage, which includes a partnership with the schools.

Most parents are not aware of the legal definition of a *partnership*. If you form a partnership under one of these programs, whether you know it or not, you have surrendered your children to the state.

These programs make parents only *caretakers* in raising their children among a “whole village” of social service personnel, healthcare workers, educators, job counselors, etc. These invasive programs start at birth, training your children to be obedient world citizens. Although certain low-income populations have been initially targeted, sooner or later it will be “all” parents.

In her book, *It Takes a Village*, Mrs Clinton said that because some parents are not good teachers, the “village” has found a way to help them. She introduced one in Arkansas known as, *Home Instruction Program for Preschool Youngsters (HIPPY)*, where community employees visit homes and instruct parents on how to raise their children.

In 1981 Missouri launched a volunteer community parenting program targeting at-risk children, known as *Parents as Teachers (PAT)*. PAT was funded by the Ford Foundation, Carnegie Foundation, Danforth Foundation, New World Foundation, Rockefeller Foundation, Monsanto Fund, Powell Family Foundation, and Speas Foundation.

Information regarding the intrusive nature of PAT first appeared in the February 1991 issue of *Chronicles*, in an article entitled, *In Loco Parentis: The Brave New Family in Missouri*. It was authored by Laura Rogers, who has studied the program since 1981.

PAT starts to recruit mothers at clinics when they're pregnant. Before they take their babies home from the hospital, the Department of Education in Missouri shows new parents a film on PAT. They're enticed with low-cost medical care and guidance on each stage on their child's development.

A state employee known as a *state certified parent educator (CPE)* conducts periodic home and school visits to observe the child and family. While this is happening, the parents are offered even more free and low-cost services. The new parents are encouraged to participate in educational programs provided by mental health centers. The services are increased to include food, daycare, and overnight care.

Invisible Eugenics

The children are given an ID card and tracked for the rest of their lives. The program uses methods to sever the relationship between parents and their children. During mentoring sessions, the CPE encourages children to ignore advice from family members.

Typically, the family is unaware that the supposedly kind state agent is also recording what they observe during the visits. If the parents refuse services recommended by the CPE, such as mental health counseling or medication, they are reported to a state child abuse center for neglect.

According to Finnegan and Rogers, the program is a deceptive method by the state to gain entry into the home and enroll children in the lifelong learning process at birth.

However, it is not just families with at-risk children that these programs are targeting, but millions of parents who have been conned into what Rogers describes as an “outrageous and dangerous program.” Since she published her article, she has been overwhelmed with letters and phone calls from people across the nation who are reporting these intrusive programs.

PAT has been rigorously promoted despite opposition. It was available for all Missouri school children in 1985. By 1994 it was operational in 40 US states under a variety of names. PAT was included in Goals 2000 and will soon be available in all 50 states. It has even been implemented internationally.

“These children must be watched from babyhood,” Bailey proclaimed. “Their parents must be willing to cooperate in the task of providing the right early conditions.” While global unification occurs, Bailey informs us, the science of eugenics will ensure the production of only quality children.

Already we are breaking down the habits of thought which have survived from before the revolution. We have cut the links between child and parent, and between man and man, and between man and woman.

No one dares trust a wife or a child or a friend any longer. But in the future there will be no wives and no friends. Children will be taken from their mothers at birth.

—1984, George Orwell

Community Learning Centers

The lifelong learning, indoctrination, usurpation of parental authority, and destruction of values will be increasingly taking place at *community learning centers*. Because the communistic nature of these centers caused a controversy starting in the 1960s, their names were changed multiple times. In the US they have been called: *community centers, school-based clinics, schoolcenters, lifelong learning centers, social centers, year-round schools, community education programs, and one-stop training centers*.

According to UNESCO, lifelong learning will be done through a new system of education that will include infant and youth educational centers which will have a more extensive role in child development than traditional schools. Although these centers will include the school, they will be connected to other community institutions.

The infant educational centers will focus on the physical and mental development of children. These centers will prepare students for what UNESCO says are the “more systematic learning activities” of the primary centers (primary schools). They will be staffed by medical and educational experts. The parents, who will be partners in raising their children with these people, will be under the “guidance” of the staff.

In the 1993 book, *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*, the US DOE said that the programs of education and human services were fragmented and inefficient. The new societal framework which they outlined included a consolidation of community organizations, recreation centers, community colleges, hospitals, prenatal health services, child care, job training, mentoring, crisis-intervention, and mental health services.

They suggested not just the cooperation of these organizations, but their complete integration, which was referred to as a *profamily* system. The profamily system is an extension of the immediate family. Parents are partners in raising their children with the institutions in the system. According to the US DOE, the schools would be used as a base for these combined services because they provide “immediate access to children and families.”

Profamily was originally intended for at-risk families. However, the DOE said that although they would encounter much resistance, it will eventually include “all” families everywhere. It had already been implemented in numerous cities when the book was released.

Invisible Eugenics

After examining the official pamphlets, books, guides, reports, and surveys of some public schools in New York, the Council on Educational Needs of the Parents of New York United warned in its 1957 report, that these community learning centers would be increasingly appearing all across the nation to indoctrinate citizens using techniques of group dynamics.

The council said that the advocates of this new democracy include many well-meaning parents and regular citizens whose natural respect for education has left them vulnerable to a long-term political movement which they are entirely unaware of.

Mrs. Follett declared that because the representative form of government that the US had failed, a “new democracy” was on the horizon. The lifelong learning for the new democracy would be based in the schoolcenters that would offer all day schooling. “The schoolcenter movement is a movement to mold the future... The schoolcenters are, in fact, both the prophecy of the new democracy and a method of its fulfillment.”

Dr. Shirley McCune, former Senior Director of the Mid Continent Regional Educational Laboratory, described these integrated centers in October of 1989: Inside the building there are classrooms and offices for drug counselors; senior citizens and children do projects together; there are daycare centers; adults visit after work for learning and exercise.

At these centers, people will be compelled to participate in group activities such as choral clubs, bands, debating clubs, and team games. These activities are to incorporate the group process (group dynamics), which, as we've seen, uses group pressure to change people's values.

These are the same state-run community learning centers used in communist Russia and China, where people are brainwashed from birth to death. Consistent with the, *It Takes a Village* doctrine, the development of the child is everyone's responsibility.

“The object of education,” says Follett, “is to fit the children into the life of the community. Every method conceivable, therefore, must be used.”

The Emerging Utopia

The utopia being created has a combination of tyrannical eugenic features outlined in books such as *The Republic*, *A Modern Utopia*, *Brave New World*, and *1984*. Lord Russell also described this world in his nonfiction books such as, *The Impact of Science on Society*, and *Authority and the Individual*. As you read this description, consider how much of it is already here.

Although opinions vary regarding the number of socioeconomic classes, the basic outline is this: The ruling class at the top of the hierarchy consists of a few wealthy people. Their society is managed by a governing class below which handles the childlike masses. This small percentage of the population includes the future policy makers who are educated to think strategically. They learn useful knowledge, and read and write often.

Below that is a level for professionals such as civil servants and engineers, which would be about 5-7% of all students. These people need some useful knowledge, but are mostly kept ignorant. At the lowest level are the schools for the 92-94% of the masses. These are the “people's schools” where students learn obedience and group cooperation.

Human reproduction in this utopia is controlled by the state. Infanticide and euthanasia are common practice. Like plants, human beings are genetically modified for specific traits. Selective breeding is done until the ruling class is virtually a separate species.

The family is nonexistent and friendship is discouraged. Children are taken from their mothers at birth and never know their parents. They are raised in nurseries, then attend schools that are designed to produce mental and spiritual cripples. A portion of the population is kept medicated.

Individuality is condemned. Those who wish to maintain their individuality are openly attacked and killed. All children are conditioned to be obedient group-thinkers. “Initiative will be discouraged in these children,” explains Lord Russell, “and insubordination, without being punished, will be scientifically trained out of them.”

The people are given the values and beliefs which they think they formed themselves. Religion is replaced with allegiance to a global community. Any type of moral progress is extinguished. Occasionally, there are individuals who have survived the indoctrination that must be dealt with. However, the rest are simply controlled as we now manage domesticated animals. Very few are able to maintain a moral code.

Although participatory democracy is gone, because people are allowed to vote, they think it still exists. There are ongoing wars with real and imagined enemies to keep people in a perpetual state of fear. The population is frequently terrorized by its rulers. The concentration camps are hidden in unpopulated areas. Starvation is used as a weapon by the government, which controls all food distribution.

Invisible Eugenics

The ruling class uses increasing methods to defile humanity. Under the guise of scientific research, they use their resources to secretly torture citizens for amusement. “They would care only for power,” Lord Russell commented, “worse and worse tortures would be required to give the spectators a thrill.” They would allow certain politicians to observe these acts.¹

Technology will have advanced to such a stage that every individual will be issued a communications device at birth. They will receive information instantly as a result of being in extensive contact with a faction of the system.

Even though most are miserable, they believe themselves happy because they are told so. An uprising is almost impossible because the citizens have been mentally disabled. “A revolt of the plebs,” expressed Russell, “would become as unthinkable as an organized insurrection of sheep against the practice of eating mutton.” Amusements, however, are provided to distract people from the reality of their misery, thus preventing any thoughts that might lead to a revolution.

Lord Russell informs us that worlds such as this are made possible by conditioning people to see society as a whole rather than a collection of individuals. Swiss psychologist Carl Gustav Jung described in his 1957 book, *The Undiscovered Self*, how one prominent feature of a society in decay is the demise of the individual. This, he says, eventually allows atrocities to be justified.

“Whenever social conditions of this type develop on a large scale the road to tyranny lies open... In this way the evil spreads almost of necessity, even when direct infection might be avoided. The danger of infection is greater where decisive importance is attached to large numbers and statistical values.” He continued: “A million zeros joined together do not, unfortunately, add up to one. Ultimately everything depends on the quality of the individual.”

¹ The ruling psychopaths must have their *entertainment torture*, as Lord Russell explained. In any society run by such people this is standard procedure. Directed-energy weapons, which include high-powered lasers and microwaves, and acoustic weapons, can be used for this purpose. The civilian targets are placed under constant surveillance with sophisticated sensors and mind-reading devices. While being monitored, they are attacked with directed-energy weapons (DEW), psychological operations (PsyOp), chemical and biological weapons, and computer network operations (CNO). The DEWs have a variety of effects depending on the setting. Collectively they include: drowsiness, dizziness, nausea, vomiting, abdominal pains, convulsions, epileptic seizures, temporary paralysis, organ damage, cataracts, severe pain, irregular breathing patterns, burning sensations, hyperthermia, headaches, loss of short-term memory, interruption of cognitive processes, and death. The sonic weapons can transmit negative emotions such as fear, anxiety, panic attacks, disgust, apathy, and sadness. *Microwave hearing* technology, which has existed since the early 1960s, is used to transmit audible sound directly into the target's cranium. **Continues on next page.**

In his 1966 book, *Democracy in America*, Alexis De Tocqueville, elaborated on how the new tyranny would be concealed in democratic nations. It appears humane on the surface and its people are not obviously restrained. Instead, a nearly invisible shadow of fear looms above them, perpetuated by an unspoken set of rules. Its extensive and subtle control reaches down to every single person.

The people of this society have been reduced to a herd of animals, constantly trying to obtain the shallow needs which consume their lives. They are—submissive, well-fed, thoroughly entertained, well-dressed, content, dumb, obedient savages.

Regarding the scenarios described in the utopian novels *1984* and *Brave New World*, Alvin Toffler proclaimed in his 1974 book, *Learning for Tomorrow*: “They are valuable extensions, whether bleak or beautiful, of imagination, helping us to understand the choices facing us and the variety of worlds toward which we may be moving. These are the worlds the humanist must aid in building.”

The silent and traceless lasers and microwaves, which easily pass through most unshielded structures at a great distance, can induce death by aneurysm, cardiac arrest, and cancer. Therefore, these weapons also serve a eugenical purpose. A majority of those being murdered and tortured have absolutely no idea they are under attack. The ones who are aware of it are being mostly ignored by the media and their elected officials while the psychopaths have their fun. The use of this technology strictly for entertainment torture is probably very common. Their mental health system, NGOs, politicians, and media have been providing cover for them for decades. See: *New World War: Revolutionary Methods for Political Control*.

Volume V Commentary

Starting in the late 1890s a group of wealthy families functioning through corporations, tax-exempt foundations, and government agencies, formed a unified movement to control public education. Their objective was to bring about a scientifically managed utopia, (new democracy, new world order) based on the ideas of Plato.

Because they see smart and independent people as a threat to their rule, the financial elite needed to control education in order to stunt intellectual growth. They used an army of progressive educators to infiltrate the schools, who were connected through an inner-circle of universities, including Harvard, Johns Hopkins, Chicago, and Columbia.

Progressive education originates from behaviorism and humanism, with a consistent eugenics feature. The humanists reject religious and spiritual beliefs. In their view, morals are conditional and there is truly no right or wrong.

All of these early progressive educators were educated and/or held faculty positions at Harvard (Thorndike, James, Hall, Peirce), Johns Hopkins (Cattell, Dewey, Hall, Peirce, Veblen), Chicago (Dewey, Judd, Veblen), and Columbia (Thorndike, Dewey, Russell, Cattell).

Out of these 9 early progressive educators, 4 were confirmed eugenicists (James, Thorndike, Cattell, Hall). Although the humanist Dewey was not an acknowledged eugenicist, he was in close contact with the eugenicists Cattell and Hall at Johns Hopkins. Cattell, who personally met Galton at his laboratory at the University of Cambridge in England, arranged for Dewey to become a professor of philosophy at Columbia.

Then we have the behaviorists who believed that people were stimulus-response animals with no souls, that were also connected to these institutions, including Watson (instructed by Dewey at Chicago, then worked at Johns Hopkins), and Skinner (educated then employed at Harvard).

After 1900, Darwin's theory was the foundation that the progressive educators used to restructure the public schools. By that time, the eugenicists had achieved leadership roles at some of the nation's most esteemed higher learning institutions. And by the 1920s eugenics and progressive education were unified.

Huxley, who helped found UNESCO to implement international education, was president of the British Eugenics Society, and the 1962 Humanist of the Year. He, with Dewey, founded the advisory board of the First Humanist Society of New York. Huxley believed that the lower socioeconomic class was genetically inferior and that eugenics was critical to remove these genetic defects from the gene pool.

Invisible Eugenics

To manufacture the obedient, stupid citizens for the utopia, the schools needed to be centrally managed and the classic material had to be replaced with behavior modification programs. In the late 1880s when they began infiltrating the schools, they encountered resistance.

Many scholars, parents, teachers, and multiple politicians told of a hidden battle that took place over the course of about 100 years. Well-meaning citizens were deceived into giving up control of their local school boards to private interests that functioned through federal agencies, foundations, and corporations.

It was reported that Rockefeller and Carnegie, and later the NEA and UN, had formed an alliance to take possession of the schools. Those who witnessed it were perfectly clear in their descriptions of what happened. We were told that this group was systematically taking over the public schools with “military” precision. It eventually seized the entire public school system.

They removed the classic material designed to produce intellectual growth and replaced it with their behavior modification programs. They deceived parents and educators by concealing their subversive material in Acts and literature using pleasant-sounding phrases.

Using the operant conditioning animal training method of the behaviorists, the progressive educators were able to construct a program that restricts intellectual growth. Known as outcomes-based education (OBE), it first appeared in 1961, and has since undergone a variety of name changes.

The ability to think creatively—that includes intuitiveness, long-term memory, a base of facts, imagination, and the critical examination of information—never properly develops because it has been bypassed due to a teaching method that has reduced learning to the simple act of responding to a stimulus.

There have been multiple proclamations by leading progressive educators and government sources that values must be changed at an early age for the utopian global government to emerge. This is now being accomplished with values clarification.

In addition to the group discussion, value-changing is done through games and role-playing. It has been integrated into the curricula from K-12 in some school districts, which is what the communists did. Many who have scrutinized the coursework have reported that the values that are being promoted in the public schools are morally deranged.

Negative topics are discussed to get students to consider repugnant ideas that they normally would not. They involve debates about murder, senilicide, infanticide, drugs, death, suicide, pregnancy, incest, lying, abortion, and cannibalism.

In 1950 we were told by the NIMH, in its, *Proceedings of the Midcentury White House Conference on Children and Youth* report, that something had to be done about an epidemic of mental disorders. The public schools, we were told, would be responsible for detecting them. More solutions to this illusory epidemic were to be offered in the following years.

In 1965 ESEA allowed substantial funding for psychological and psychiatric programs in schools. This facilitated an array of “interventions” by teams of social workers, psychiatrist, psychologists, and federal agencies, that would be incorporated into the public schools.

Teachers were to be trained as “clinicians,” according to BSTEP (1969), whose purpose was the formation of students' attitudes for the future society. Chemical experimentation on students would be regular procedure, while tests and surveys would be used to identify their underlying beliefs.

The DOE's 1969, *Master Plan for Public Education in Hawaii*, which was to be implemented nationwide, announced that the purpose of education was the engineering of attitudes. Programs to identify and change values were to be used. The teacher, as a “learning clinician,” along with physicians and psychologists, would diagnose and modify student values. Drugs would be introduced into the classroom.

The NEA proclaimed in 1979 that schools will be turned into “clinics” whose purpose is to provide “treatment” for students. Medication would be used on children experimentally by clinician teachers.

The Texas Medication Algorithm Project (TMAP) is a medication protocol for the treatment of mental disorders. Most of the psychiatrists that formed the consensus panel that started TMAP in 1995 were receiving money from drug companies. Many pharmaceutical companies directly contributed to its creation. Other than ECT there is no treatment besides psychiatric medication.

The New Freedom Commission on Mental Health (NFCMH), established in April 2002 recommends early comprehensive mental health screening and treatment for people of all ages. According to the NFCMH most mental disorders go undiagnosed. Therefore, frequent mental health screenings are to occur for every student starting in preschool.

Natural families are seen as another obstacle to their utopia, so children needed to be separated from their families at a young age. The social engineers discovered that children had already formed their values by the time they entered school. Therefore, schooling will start at infancy, it has been announced.

Invisible Eugenics

Children are to be separated from their parents at birth. State programs have already been created to do this. Parents are reduced to caretakers of their own children, after being deceived into forming a partnership with the state. Educators, healthcare workers, job counselors, social service personnel, and other experts work together to indoctrinate the child. If the parents refuse any recommendation, they risk having their children taken away.

The UN's lifelong learning is a program of perpetual brainwashing. Lifelong learning and the usurpation of parental authority will be increasingly taking place at the community learning centers. These centers will eventually be located at a single campus, that includes: hospitals, prenatal health services, daycare, crisis-intervention, mental health services, and drug counseling, as well as education and job training.

They will also consist of community organizations, recreation centers, choral clubs, bands and other types of activities that teach group dependence. At these centers "every conceivable method" will be used to make individuals conform.

It is the opinion of some pedagogical scholars that the public school system in the US has been totally hijacked. According to these experts, the schools are now dangerous laboratory-prisons, used to condition students to relinquish their individuality and perform like obedient animals.

Volume VI (Identification & Elimination of the Resisters)

ADHD Myth: Profile of a Fake Brain Disorder

Introduction & History

Attention-Deficit Hyperactivity Disorder (ADHD) is said to be a condition featuring impulsivity, inattention, and hyperactivity. It is thought to hinder a person's ability to learn, regulate behavior, social skills, and self-esteem. About 9.5% of children aged 4-17 years and 2-4% of adults have been diagnosed with ADHD.

The history of ADHD goes back to 1902 when a British pediatrician named Sir George Frederick Still printed a multitude of lectures on 20 children that seemed inattentive, mischievous, impulsive, and hyperactive. Although he detected no obvious illness, he believed their behavior resulted from a biological defect.

Most diseases keep their names. Over the last 100 years ADHD has gone through about 25 name changes. Some include: *brain-injured child*, *minimal brain dysfunction*, *post-encephalitic behavior disorder*, *Strauss syndrome*, *restlessness syndrome*, *minimal brain damage*, *hyperactive child syndrome*, *attention deficit disorder (ADD)*, and *attention deficit hyperactivity disorder (ADHD)*.

In the 1930s it was known as *restlessness syndrome*. Throughout the 1940s and 1950s it was still thought to be caused by brain damage. In the 1950s the term *minimal brain damage (MBD)* was invented as the comprehensive term, with symptoms expanded to include: inability to maintain an interest in activities, wandering, excessive appetite, and restlessness.

By the late 1950s increasingly mild symptoms were added to the list and doctors continued to invent new terms to describe them. Some of these were *hyperactive child syndrome*, *hyperkinetic reaction*, and *hyperkinetic impulse disorder*. When the physical brain damage could not be seen, the term *minimal brain dysfunction (MBD)* was finally invented in 1966.

In 1966 the paper, *Minimal Brain Dysfunction in Children*, was published by a task force at the University of Arkansas Medical Center, which selected minimal brain dysfunction (MBD) as the standard term.

The new term offered clinicians considerable flexibility during psychological evaluations. Because it was labeled a “dysfunction” no biological problem was necessary to make a diagnosis. The list of inappropriate behavior could also be expanded because the term “minimal” was used. After that, any child that adults found difficult could be labeled with MBD.

Invisible Eugenics

Children with MBD, they observed, are those of at least average intelligence with behavioral or learning disabilities. Although they reasoned that the cause was unknown, they postulated it could be due to a chemical imbalance or brain injury.

The task force's paper, which was favored by the pharmaceutical industry, was instrumental in establishing this new disorder. The seemingly scientific term gave physicians and teachers the justification to identify and medicate any difficult child.

The disorder was nonexistent in the first edition of the *DSM* in 1952. Instead, children who displayed these symptoms were listed under *organic brain syndrome*. There were very few who met the criteria. Over the years, however, the definition continued to expand.

It was defined in the 1968 edition of the *DSM-II* as *Hyperactive Reaction of Childhood*. In the *DSM-III* in 1980 it was *Attention-Deficit Disorder (ADD)*. Then in 1987 organized psychiatry further expanded the boundaries in the revised edition of the *DSM*, when it was changed to *Attention-Deficit Hyperactivity Disorder (ADHD)*.

Before 1965, the disorder was still rarely diagnosed. By the end of the 1960s, as schools were transforming into laboratories, it began to increase. At the start of the 1970s educational psychologists, pediatricians, and neurologists had recognized it as a legitimate medical condition. By 1975 about 1 million children in the US had been diagnosed with it.

Due to the lobbying efforts of CHADD, ADHD was included as a disability in the Individuals with Disabilities Education Act in 1991. Schools could then receive federal funding for special education services given to ADHD students. Once that happened, students were frequently identified in the schools and labeled with this disorder.

Diagnostic Criteria

There are 18 symptoms in the *DSM-IV* for ADHD, from two categories of *inattention* and *hyperactivity*. Only a total of 6 from either category are necessary for a diagnosis. They must occur for at least half a year and persist to a point that is inappropriate for the child's developmental level. Here are some symptoms taken from the *Inattention* and *Hyperactivity-Impulsivity* lists for Criterion I:

- Often does not give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
- Often has trouble keeping attention on tasks or play activities.

- Often avoids, dislikes, or doesn't want to do things that take a lot of mental effort for a long period of time...
- Often loses things needed for tasks and activities...
- Is often easily distracted.
- Is often forgetful in daily activities.
- Often fidgets with hands or feet or squirms in seat...
- Often gets up from seat...
- Often excessively runs about or climbs when and where it is not appropriate.
- Often talks excessively.
- Often blurts out answers before questions have been finished.

Criterion II requires that some symptoms that cause impairment exist before age 7. For Criterion III some impairment must be present in at least two settings, such as school, work, or home. Criterion IV requires evidence of significant impairment in work, social, or school functioning. And to meet Criterion V, the symptoms must not be the result of a Pervasive Developmental Disorder, schizophrenia, bipolar disorder, or an anxiety.

The AAP and CDC add frequent daydreaming to the list. Although looking out the window in class is not mentioned in the *DSM-IV*, it and daydreaming are often seen in other literature as signs of the brain disorder. Others include asking too many questions, and not interacting socially with children of the same age group.

Symptoms Are Normal Behavior

Even though the *DSM* specifies that these behaviors must often occur, not enough teachers and doctors consider this. The AAP says that professionals have made obvious distinctions between the behavior of children with and without ADHD. However, studies by independent researchers suggest otherwise.

The child's feelings are almost always dismissed in making the ADHD diagnosis. Environmental factors are ignored. "This point cannot be over-emphasized," Dr. Breggin stated. "A child gets diagnosed ADHD without any regard for his or her emotions, thoughts, inner experience, attitudes, or viewpoint."

Dr. David B. Stein, who authored *Ritalin is Not the Answer* in 1999, says it is a myth that psychological tests confirm the existence of ADHD. These tests do not detect any abnormality in the brain. They only verify a label which contains certain behaviors that occur with most children.

In his book, *The Hyperactivity Hoax*, Dr. Sydney Walker says the reason many children are labeled with this disorder, is because the criteria in the *DSM* has been deliberately designed to identify normal behavior as a sign of mental illness. “DSM criteria for hyperactivity or attention disorders are so close to the expected normal behavior of toddler-age boys as to be almost indistinguishable.”

Pediatric Neurologist Fred A. Baughman, co-author of the 2006 publication, *The ADHD Fraud: How Psychiatry Makes Patients of Normal Children*, has testified for victimized parents of children labeled with ADHD, and written articles in leading medical journals. According to him, ADHD was “voted into existence” by a committee of psychiatrists who made a list of normal childhood behaviors.

Justifications

The few long-term studies on those diagnosed with ADHD have found that children diagnosed with it do poorly as young adults. This has been used to justify early intervention (medication). However, those who experienced recurrent failure were the very ones that had been diagnosed and treated with medication as children.

The National Resource Center on ADHD (NRCADHD), which is a program of CHADD established in 2002, says that without early identification and treatment, ADHD can cause devastating maladies. These include substance abuse, school failure, depression, and social issues. “Getting appropriate treatment for ADHD is very important.”

In the chapter, *ADHD Myth: Addictive & Ineffective Medication*, we’ll learn that when the industry mentions “treatment” it truly means “medication.” The word *treatment* is used because it sounds more humane than *toxic psychiatric medication*.

“Early identification, diagnosis and treatment help children reach their full potential,” the MHA informs us. The CDC likewise observed: “In order to make sure your child reaches his or her full potential, it is very important to get help for ADHD as early as possible.”¹

An Elusive Brain Disorder

Those who can diagnose ADHD include: psychiatrists, pediatricians, school psychologists, clinical social workers, nurse practitioners, neurologists, and other medical doctors. All of them use the *DSM-IV*.

¹ In *The Engineering of Disease* chapter of Volume III we briefly covered some of these drug-induced injuries. This will be expanded upon in the *ADHD Myth: Psychiatric Chemical Weapons*, chapter. The medication is absolutely toxic! Stating that it is used to help children reach their potential is another gruesome jest.

Unlike real medical diseases such as diabetes, ADHD selectively occurs in certain settings. Up to 80% of children do not show these symptoms when being evaluated in a doctor's office. Nor do they display them in settings where they get individual attention, when they can choose their activities, when they're paid to do things, or involved in activities that interest them. ADHD children are said to perform average or better under these circumstances.

Because the symptoms alone are the basis for diagnosis, and children often show no symptoms when being evaluated, this raises questions about the validity of ADHD as a real medical disorder. The *DSM-IV* actually informs clinicians that children may seem perfectly healthy when they are doing something interesting or getting proper attention.

Seemingly “impossible” ADHD kids usually do fantastic when they're around Dr. Breggin's office. He reminds us that real medical conditions do not disappear when the environment is improved.

Dr. Stein says he's worked with many students whose attentional disorders spontaneously disappear at the end of the school year when their teachers tell them they're about to fail. ADHD has also been known to go away during summer vacation.

Experts often counter these observations by saying that the brain chemistry of ADHD children allows them to do well on tasks that generate immediate rewards. However, independent medical scholars know of no other disease that precisely appears with such selectivity.

According to CHADD and the AAP, a comprehensive evaluation, which requires time and effort, is necessary to establish the diagnosis. To exclude other causes, the evaluation should include blood tests and brain scans. Information regarding the child's school, social, and emotional functioning, and developmental level should be obtained from parents, teachers, and the child.

However, others have determined that the screening process is not so comprehensive. According to Drs. Breggin and Walker, most physicians spend only about 15 minutes making the initial diagnosis, which is then followed up by a prescription for stimulant (also called psychostimulant) medication.

Author and international expert on the treatment of ADHD, Dr. Mary Ann Block, concurs. Tests to rule out other causes for these behaviors are hardly ever done. “When doctors hear that the child is having behavioral problems or attention problems, they will reach for the prescription pad.”

Invisible Eugenics

Stimulant advocate Dr. Paul H. Wender advised clinicians in his 1987 book, *The Hyperactive Child, Adolescent, and Adult*, not to be misled when the child sits still for 10 minutes while being evaluated. Some parents have reported that it took their pediatrician only 5 minutes to make a diagnosis.

Dr. Lawrence H. Diller, who admits that he unnecessarily prescribes stimulants for children, noticed that some of his fellow physicians were simply comparing the list of symptoms in the *DSM*, then medicating their child patients. “It made me wonder why a doctor was needed, if this was all an evaluation required.”

Comorbids

About 65% of those diagnosed with ADHD have at least one other co-existing condition known as a *comorbid*. The most common ones are oppositional defiant disorder (ODD), conduct disorder (CD), mood disorders such as depression and bipolar disorder, anxiety disorders, tics, and learning disabilities. The ratio of these comorbids vary depending on the source.

Between 40-60% of all children diagnosed with ADHD, and according to some up to 92%, have a learning disability. From 40-85% will have ODD, which is characterized by defiant behavior; persistent arguing with adults; refusal to obey adults' commands; inflexibility of beliefs; loss of temper; and refusing to follow rules.

Between 40-55% have CD, characterized by breaking rules, hostility toward people and animals, property destruction, stealing, and deceitfulness. Up to 75% have Major Depressive Disorder. Between 25-50% have anxiety disorders. About 20% manifest childhood-onset bipolar disorder. And about 7% have tic disorders that include involuntary and abrupt movements or vocalizations.

No Chemical Imbalance Exists

The neurotransmitters thought to be the cause of ADHD include norepinephrine, dopamine, and serotonin. However, we've already seen that ADHD and other mental disorders have no biological basis whatsoever. They are not real diseases. Even ADHD proponents themselves tell us that no chemical imbalance has been found.

There is no medical test that can prove the existence of this disorder. “There is no physical test that can detect the supposed existence of ADHD,” exclaimed Dr. Breggin. “We shall find no evidence that ADHD is a valid clinical entity.” The people who are labeled with ADHD have no known chemical imbalance.

The AAP admits that although multiple theories have been forwarded to explain ADHD, no cause has been found. “In the absence of any laboratory test for ADHD, the condition can only be recognized by its symptoms.”

The NRCADHD states: “There is no single medical, physical, or genetic test for ADHD.” Even Dr. Russell A. Barkley, a leader in the ADHD/stimulant movement, confessed that although dopamine neurotransmitters are suspected, “deficits in specific neurotransmitters have not been definitively established.”

From November 16-18, 1998, the NIH held the Consensus Development Conference on the Diagnosis and Treatment of ADHD, in Bethesda, Maryland. The panel of scientists issued its consensus statement regarding this controversial disorder on the final day.

Even though most panel members were established stimulant advocates, they were forced to admit: “We do not have an independent, valid test for ADHD... There are no data to indicate that ADHD is due to a brain malfunction.”² The panel also declared: “Further research to establish the validity of the disorder continues to be a problem.”

Brainscan Illusions

Brainscans are a visual attempt to prove the chemical imbalance theory of ADHD. From 1986-1998, organized psychiatry and the NIMH conducted 9 MRI brainscan studies on groups of ADHD people that had been treated with medication, all of which showed brain atrophy.

The likelihood that the medication was causing the atrophy was excluded. The NIMH allegedly refused to perform studies using untreated subjects. Nevertheless, some within the ADHD industry are known to present these MRI scans without informing their audiences that the patients had been medicated for years.

2 Dr. Fred Baughman mentioned in the July 2006 issue of *PLoS Medicine* that the panel concluded: “We do not have a valid test for ADHD... There are no data to indicate that ADHD is a brain malfunction.” This wording, which appeared in the final statement of the panel that was distributed at the end of the press conference on November 18, 1998, was removed from the NIH website shortly after. See, *PLoS Medicine, There is No Such Thing as a Psychiatric Disorder/Disease/Chemical Imbalance, July 25, 2006, Fred A. Baughman, MD.*

Invisible Eugenics

Brainscans which detect structural abnormalities in those diagnosed with ADHD who have been medicated with stimulants are surely the result of the medication. Rather than proving that ADHD brains are defective, says Dr. Breggin, these studies bolster the evidence that stimulants cause lasting brain damage.

PET and MRI scans have yielded “nothing,” agreed Dr. Baughman. “The research had proven,” he expressed, “that the drugs, not the fictitious disease ADHD, had caused the brain atrophy.”

One frequently referenced study is the 1990 PET scan conducted by Dr. Alan J. Zametkin and his colleagues at the NIMH, who studied adults thought to have had ADHD when they were children, and compared them with a control group. They determined that the frontal and prefrontal cortex of these subjects had a glucose deficiency, which was causing behavioral problems.

The study made the front pages of mainstream newspapers. Photographs showing these abnormal glucose levels compared with normal brains started to appear in CHADD's literature.

Dr. Breggin describes the results of this deceptively manipulated study as flimsy. Other researchers have refuted its conclusions. Some scientists would eventually determine that it illustrated no such correlation between hyperactivity and brain function.

Not only was the study never replicated, when the same research team attempted to do so, it was forced to conclude in a 1993 report in the *Archives of General Psychiatry*, that no such connection existed. “Initial excitement over PET scan findings in 1990 proved to be baseless,” observed Dr. Baughman in January of 1996.

When asked about the reliability of brainscans for detecting ADHD in the 1991 Spring/Summer issue of, *Chadder*, Dr. Zametkin himself answered: “Unfortunately, this is not currently possible.” He observed during the same interview that no exact problem has been seen in those diagnosed with ADHD.

There is no brainscan technology that detects ADHD. Even the AAP admits: “No consistent pattern has yet emerged from these [brainscan] studies.”

ADHD is Not Real

ADHD does not exist as a genuine medical condition. Pediatric Neurologist, Gerald Golden revealed in 1991: “Attempts to define a biological basis for ADHD have been consistently unsuccessful... The neuroanatomy of the brain, as demonstrated by imaging studies, is normal. No neuropathologic substrate has been demonstrated.”

In their 1975 book, *The Myth of The Hyperactive Child*, authors Peter S. Schrag and Diane Divoky, announced that this alleged disorder, “has no discernible anatomical or biochemical characteristics which can be diagnosed in a clinic or a laboratory.”

“There is no evidence,” observed Dr. Stein, “that any bodily, brain, or nervous system malfunction causes these behaviors.” Dr. Block echoed: “There is no physiological basis for the diagnosis of ADHD.”

Psychologist and author Dr. Richard DeGrandpre says that despite decades of studies, the medical establishment has found no firm evidence that this disorder exists. “Indeed, despite the highly successful efforts by the APA to define ADD as a well-established disorder of the brain, decades of medical science have yet to produce any substantive evidence to support such a claim.”

“Despite decades of medical research,” noted Aviva and Tracy Romm, in their book, *ADHD Alternatives*, “scientists have yet to produce any evidence to validate such origins.” Although there are many reports that allegedly “prove” the legitimacy of ADHD throughout the medical literature, its existence has never been established.

ADHD Myth: Lies & Deceit

Medical Fraud

Even though official medical establishment sources have admitted there is no biological basis for ADHD, the industry's same publications mislead readers by implying, and sometimes specifically stating, that it is a biological disorder.

The NRCADHD, for instance, says that there is no medical test that confirms the existence of ADHD, yet it is a biological brain-based disorder. Dr. Barkley says that although an exact shortage in neurotransmitters has not been found, ADHD is a hereditary biological disorder.

ADHD is a biological brain disorder, according to the AAP, despite the absence of any medical test that confirms its existence. NAMI also contradicts itself, telling us that the cause of ADHD is unknown, while saying that it is an inherited biological brain disease.

New York Pediatric Neurologist Martin L. Kutscher, who has written and given presentations for CHADD, explained in 2005: "It is well established that ADHD stems from a neurological basis."

"Scientific evidence suggests," the MHA announced, "that in many cases the disorder is genetically transmitted." The US DOE's 1994 ADHD pamphlet, *Beyond The Myths*, describes ADHD as a "biologically-based disorder."

The brainscans using the latest PET or MRI technology that have failed to establish the existence of ADHD, are regularly seen in the mass media as proof that it exists.

These brainscan studies are often used to deceive the public into thinking that those labeled with ADHD have neurological defects. They have appeared in reputable books, newspapers, magazines, etc. Most people don't have the background or the time to verify the information.

Both NAMI and the MHA, for instance, cite the NIMH's 1990 study as evidence that ADHD is a medical disorder. It has also appeared in the NIMH's publications. CHADD frequently uses this brainscan study to show parents the presumably deficient ADHD brain.

Dr. Arthur L. Robin, Chief of Psychology at Children's Hospital of Michigan, and Board Member of CHADD, has authored multiple books on the subject. To convince a child that ADHD exists, he suggests showing them a picture of Zametkin's brainscan study. And to dispel the common myths of ADHD, he advises to tell them: "It is a physical disorder, usually inherited, and is caused by a difference in brain chemistry."

Pediatrician James Shaya and psychologist James Windell tell us in their 1999 book, *What You Need to Know About Ritalin*: “This disorder is caused by imbalance in the brain's chemistry. ... Depression and ADHD have much in common, including the fact that they're both genetic.”

As we've seen, another common tactic used by the pharmaceutical industry's front groups is to compare ADHD to real medical conditions such as diabetes, pneumonia, heart disease, and cancer. However, these are actual medical conditions that can be clinically observed.

In diabetes, for instance, there is a heightened blood sugar level. Pathologists can confirm the existence of cancer by using a microscope to view abnormal cells. “ADHD is not like diabetes,” notes Dr. Block, “diabetes is a real medical condition.”

“There remains no diagnostic test for ADHD,” Dr. Diller observed. Yet, groups sponsored by the pharmaceutical industry spread the message that it is an inherited medical condition.

Dr. Baughman and Craig Hovey suggest in their 2006 book, *The ADHD Fraud*, that some who are portraying normal childhood behaviors as symptoms of a brain disorder are knowingly committing medical fraud.

Damage Control

Because the public is becoming increasingly aware of the ADHD fraud, the industry's front groups and thought leaders have released publications in an attempt to counter the truth. There is a variety of “myths” regarding ADHD that the industry's literature tries to warn us about. These misconceptions are allegedly interfering with proper treatment.

For example, the NRCADHD notifies us of the rumors circulating that the pharmaceutical industry created ADHD to increase its profits. Yet another myth is that children are being overly medicated. “Myths and inaccurate information about ADHD,” we're told, “discourage individuals from seeking help and from using effective treatments.”

Because of these misunderstandings, the AAP informs parents that they may encounter opposition from friends, relatives, and the child, which might interfere with treatment. Although these people may have good intentions, they have not been “educated” on ADHD.

The book, *You Mean I'm Not Lazy, Stupid or Crazy?*, which is promoted by NAMI, counsels us: “You might find that friends, colleagues and family are less than supportive about your need for continued medicine... Be prepared to face faulty assumptions about the nature of your disorder.”

“Those who don't understand that ADHD is an organic disorder,” Shaya and Windell explain, “tend to think of parents who turn to Ritalin as unable to control their children.” The criticism, which is based on rumors that parents receive from friends and relatives, is interfering with treatment.

Dr. Barkley similarly informs parents that they should not allow these falsehoods to interfere with proper treatment. His 2002, *International Consensus Statement on ADHD*, which was signed by over 100 doctors, was intended to dispel these lies.

We are told by Dr. Barkley to believe that ADHD exists because the AMA, APA, AACAP, and the rest of the industry's front groups tell us so. “We cannot overemphasize the point that, as a matter of science, the notion that ADHD does not exist is simply wrong.”

One concern parents often have is that medication is only covering up an underlying behavioral problem.¹ Drs. Barkley and Wender suggest that this is yet another myth. Nothing in the environment, they say, could be causing this brain disease. ADHD cannot be remedied by counseling or parenting methods. Although these methods may control some of the behavior, “the damaged brain may never recover,” Dr. Wender explains.

The *DSM* does not consider the possibility that the school environment is causing these behaviors. “The collection of symptoms described as ADHD,” Dr. Breggin advised, “also occurs in normal children when they are exposed to a boring or stressful environment, as well as children who are especially creative.”²

“It is important to accept the fact that your child has ADHD,” Dr. Harvey C. Parker counsels in his 1988 publication, *The ADD Hyperactivity Workbook*. This brain disorder, he says, can't be cured with behavioral interventions.

1 Even those who have recognized ADHD as a fraud offer a variety of explanations for these behaviors, other than the environment. Some say lack of attention or discipline from parents, or other family issues might be the cause. TV, video games, and computers have been determined by some to reduce people's attention span. Heavy metal poisoning, viral infections, brain tumors, head injuries, parasites, hypoglycemia, and adverse drug reactions can induce this behavior, some have observed. Others think it is a dietary issue, concerning too much sugar, vitamin deficiencies, or food additives. A variety of approaches have been suggested, from brain scans and blood tests, to special diets and alternative medicine. Most of these approaches are unnecessary because there is usually nothing physically wrong. Although, it would probably help to reduce the junk food. Whatever you decide, remember, there is no chemical imbalance and the environment is likely the predominant cause. See the following: *The Hyperactivity Hoax: How to Stop Drugging Your Child and Find Real Medical Help*, Sydney Walker, MD; *Ritalin is Not the Answer: A Drug-Free, Practical Program for Children Diagnosed with ADD or ADHD*, David B. Stein, PhD; *ADHD Alternatives: A Natural Approach to Treating Attention-Deficit Hyperactivity Disorder*, Aviva Romm, Tracy Romm; *International Journal of Risk & Safety in Medicine, Psychostimulants in the Treatment of Children Diagnosed with ADHD, Volume 12, 1999*, Peter R. Breggin, MD; *The Myth of the ADD Child*, Thomas Armstrong, PhD; *Natural News, ADHD Has a Simple Cause: Poor Nutrition and Food Additives, August 19, 2004*, Mike Adams; *Ritalin Nation*, Richard DeGrandpre, PhD.

Invisible Eugenics

Just as those with fever or diabetes must take medication, Dr. Wender instructs, stimulants supply the “missing chemicals” for a malfunctioning ADHD brain.

What you've seen so far are some examples of what can accurately be described as *complete lies*. One of the most difficult things for people to accept, advised Dr. Baughman, is that doctors are going along with the scam. Nearly every physician in the US has completely accepted this medical fraud. Otherwise, their careers would be over.

Some doctors who are aware that it is scam are knowingly misleading their patients. Parents consulting a doctor on ADHD at the request of educators, have trouble understanding that a physician would tell a “total lie” to them, reported Dr. Baughman. Dr. Breggin has likewise found that when talking to parents who have no scientific background, medical professionals have been known to tell them absolute lies regarding the legitimacy of ADHD.

“The disorder,” Shaya and Windell preached, “like asthma, diabetes, and allergies does have a distinct physiological origin. And like each of them, your child's likelihood of developing it is genetically determined, entirely beyond your control.”

Expanding Targets

The number of people diagnosed with ADHD varies depending on the source and the exact area. The prescription statistics for stimulants also differ from state to state and even within districts. However, it is said to be about 10%-20% of all school-aged children.

Although it has not been confirmed by statistical data, some believe that 6 million children in the US were medicated with stimulants in 2007. At the Conference on Stimulant Use in the Treatment of ADHD, in San Antonio, Texas, in December of 1996, Gene R. Haislip, Deputy Assistant Administrator of the DEA, mentioned that the 20% estimate of children medicated in some localities, may only be the tip of the iceberg.

2 When people are being identified in the schools and medicated for behavioral problems in enormous quantities, a logical approach would be to examine the schools themselves as a possible cause. So far, however, they have been able to avoid sufficient scrutiny. The role that the schools are playing in this epidemic is surely a major one. In the chapter, *The Forging of Conditioning Factories*, we learned that when the humanists and eugenicists destroyed the public schools, they replaced much of the academic material with animal training programs designed to modify behavior. The *Eugenic Laboratories* chapter revealed how chemical and psychological experimentation on students is common practice. In the *Values Destruction* chapter, we learned that the environment in the schools is particularly hostile because of the psychological attacks that are used to change values. The chapter, *The Elimination of Their Worst Enemies*, which we'll observe shortly, will contain more evidence that the schools are causing these problems. Also see the, *Violence in Their Laboratory-Prisons* chapter in the Appendix, which describes how the school shootings are probably caused by psychiatric medication and values clarification.

Articles published in medical journals from the late 1950s to the 1970s confirmed that the disorder was relegated only to childhood. The medical authorities gave no logical explanation how such a medical disorder could spontaneously disappear.

Literature from the industry now tells us that it is a chronic condition, lasting into adulthood. Although the percentage varies depending on the source, groups such as CHADD, the AAP, MHA, NIH, and CDC state that ADHD continues into adulthood up to 85% of the time.

The AAP informs us that both pediatricians and parents should recognize it as a chronic condition, lasting into adulthood. The NRCADHD, which describes ADHD as a “lifespan disorder,” says that although the symptoms of the disorder may change with age, those affected by it may require permanent treatment.

In its *Clinical Practice Guideline*, of October 2011, the AAP announced an expansion in the ADHD diagnosis age-range to include children as young as 4 years old. “There is now increased evidence that appropriate diagnosis can be provided for preschool-aged children.”

The ADHD Industry

So, if ADHD doesn't really exist, why is there a combined and rigorous effort by groups within the psychopharmaceutical complex to convince people that it does? Independent researchers have concluded that ADHD is an industry that serves a variety of purposes. Some have interpreted it to be a multi-level profit-making scam, and a way to conceal the failing public schools by drugging students.

Pharmaceutical companies, schools, tutors, neurologists, psychiatrists, psychologists, pediatricians, and family practitioners, all own part of this industry. Although scientists will continually try to validate this “brain disease,” the disease and its cure will never be found, because then the profit-making services and medication would no longer be needed.

In the early 1980s ADHD “experts” started to emerge who made a living off of this scam. Other profit-generating factions of the ADHD industry would eventually include: computer programs that instruct organizational skills, advertisements in journals that promote diagnostic tools, information on how to set up an ADHD clinic, camps for ADHD children, etc.

Invisible Eugenics

In 2010 drug companies made over \$7 billion in profit from ADHD drugs. Doctors are influenced by drug company financial incentives to write prescriptions for stimulants. They are also persuaded by insurance companies to prescribe stimulant medication because it is cheaper than behavioral counseling.

Most public schools have inadequate funding and are understaffed. Many teachers, who are pressured to find quick solutions for behavioral problems and don't have time to discipline certain students, approve of medication.

More importantly, the ADHD label allows the educators to place any type of learning difficulty on the child rather than focusing on where the problems really are—the schools. Dr. Thomas Armstrong, author of the 1995 book, *The Myth of the ADD Child*, says the label provides a “cloak of scientific respectability” to hide all possible causes for such behavior.

The ADHD term gives a medical facade to the large-scale practice of medicating children to control their behavior, according to Adams, who further describes it as a crime against humanity, done under the guise of healthcare.

“In today's society,” elaborated Dr. Breggin, “the drugging of children to control their behavior is viewed as a medical activity, but it has little or nothing to do with the genuine practice of medicine. It is the technological control or suppression of behavior. The fact that medical doctors implement the control does not make it a legitimate medical enterprise.”

The schools also have a financial incentive. Since ADHD was included as a disability under the Americans with Disabilities Act in 1991, some schools receive about \$400 each year for every student labeled ADHD, which goes into an account for special education. The student may get nothing but a pill from the school nurse.

“By acting on their own interests,” observed Dr. Baughman and Hovey, “the different parties involved have created a vast market for ADHD and other invented disorders.”

Some parents are participating in the scam. As a result of its inclusion in Social Security as a disability, they have resorted to having their children labeled so they can receive about \$500 dollars per month. It is not necessary for them to spend it on therapeutical supplies. It can be used for anything that might benefit the child.

Furthermore, the ADHD label gives parents an easy explanation for their misbehaving children. Drs. Parker and Barkley point out that acceptance of the ADHD label offers parents relief from pressure and absolves them of guilt. “These families,” explained Dr. Barkley, “welcome relief from the burden of uncertainty—and often of guilt as well.”

Researchers at the University of Vermont, Department of Psychology, reported in April of 1976 that some parents depend on the stimulants to control their children's behavior. The pill relieves them of the burden. “Handing a child a pill each day is a simple task,” they observed. “They are thereby absolved of any responsibility.”

In October of 2006, child psychiatrist Dr. Elizabeth J. Roberts, author of, *Should You Medicate Your Child's Mind?*, wrote that psychiatric labels such as bipolar disorder and ADHD provide parents with an easy way to manage their children who throw temper tantrums or defy them. “Parents are not forced to examine their poor parenting practices, because they have the perfect excuse: their child has a chemical imbalance.”

Parents have used “medicine” to control their children for ages. Opium was prescribed to hyperactive infants by the Greek physician Galen of Pergamon. Parents would soak their infants' teething rags with liquor to calm them during the Industrial Revolution. Then in the late 1800s parents used the opium-based Winslow's Soothing Syrup to subdue their children.

ADHD Myth: Addictive & Ineffective Medication

Types of Medication

The two types of medications which are used to treat ADHD include psychostimulants (stimulants) and antidepressants. Stimulants are prescribed most of the time.

Ritalin (methylphenidate) and *Adderall* (dextroamphetamine and amphetamine mixture) are the stimulants typically used to treat ADHD. Because methylphenidate and the amphetamines have nearly the same effects and side effects, they can be considered the same kind of drug for most applications.

The most regularly prescribed brandname stimulant to treat ADHD is Ritalin, although, some claim that Adderall has recently surpassed it. Ritalin, which was developed in the 1940s and approved for use by the FDA in 1956, was used increasingly on children to control their behavior starting in the 1960s.

The following antidepressants are often used in combination with stimulants for the comorbid treatment of anxiety and depression: norepinephrine reuptake inhibitors (NRIs) such as atomoxetine (Strattera) and bupropion (Wellbutrin, Zyban); selective serotonin re-uptake inhibitors (SSRIs) such as fluoxetine (Prozac), and sertraline (Zoloft); and tricyclic antidepressants (TCAs) that include imipramine (Tofranil), amitriptyline (Elavil), and desipramine (Norpramin).

Classification

Most people mistakenly think that stimulants are mild drugs that make children relax. However, methylphenidate, amphetamine, and methamphetamine are very similar in chemical structure to cocaine, which is why the Drug Enforcement Agency (DEA) classifies them as Schedule II, in the same category as morphine, opium, and cocaine. Cocaine and Ritalin inhibit reuptake dopamine receptors in the same brain areas. The difference is that cocaine leaves the receptor site faster.

In an April 1997 issue of *Nature*, researchers observed: “MP [methylphenidate], like cocaine, increases synaptic dopamine by inhibiting dopamine reuptake, it has equivalent reinforcing effects to those of cocaine.”

An editorial comment by the Medical Department, State University of New York, in the June 1995, *Archives of General Psychiatry*, noted: “Cocaine, one of the most reinforcing and addictive of abuse drugs, has pharmacological actions very similar to those of MPH [methylphenidate].”

In 1998 DEA pharmacologist Gretchen Feussner proclaimed: “An extensive scientific literature spanning years of research unequivocally indicates that MPH has a high abuse liability. ... In clinical studies, MPH produces behavioral, psychological, subjective, and reinforcing effects similar to d-amphetamine and cocaine.”

It was mentioned in the *Journal of Pharmacology and Experimental Therapeutics*, in May 1975, that rhesus monkeys did not differentiate when given the choice of injecting themselves with equal doses of cocaine or methylphenidate.

In the late 1960s methylphenidate was banned in Sweden after an epidemic of abuse. Methylphenidate was a regularly abused street drug in the US during the 1970s before cocaine became prevalent. Federal guidelines limited its quantity in the latter part of that decade. Japan's FDA equivalent, the Health, Labor and Welfare Ministry, attempted to ban the drug in October of 2007 because of its high abuse potential.

It was revealed in the *UK Guardian* in September of 2001 that researchers using brain scans at the Brookhaven National Laboratory in Upton, New York, found that Ritalin in pill form is more potent than cocaine. It binds more of the neurotransmitters which cause the “high” people crave. Cocaine blocks about 50% while Ritalin blocks 70%. An imaging expert at the laboratory, Dr. Nora Volkow, commented: “The data clearly show the notion that Ritalin is a weak stimulant is completely incorrect.”

At the Conference on Stimulant Use in the Treatment of DHD, in San Antonio, Texas, in December of 1996, Deputy Assistant at the EA, Gene R. Haislip, said that much of the literature from patient advocacy groups and medical authorities has discounted the potency and abuse potential of Ritalin. As a result, parents and physicians have been misled. “Parents,” he explained, “need to understand that we are talking about very potent, addictive and abusable substances.”

Leads to Abuse of Other Drugs

Researchers have noted that these stimulants can and do act as gateway drugs to other addictions such as heroin and cocaine. According to Feussner, children who are prescribed methylphenidate are at a significant risk for lifetime use of cocaine.

Scientists at Texas A&M University and University of California at Berkeley, revealed in April 1998 that the 5,000 Ritalin-treated people who they monitored from adolescence to adulthood were more likely to use cocaine than unmedicated ones.

The DEA mentioned in December 1996, that, as a group, treated ADHD people have a high frequency of cocaine use. The agency similarly concluded in October 1995: “Recent data suggest that preexposure to stimulants, including methylphenidate, in childhood may predispose these same individuals to the reinforcing effects of cocaine. ADHD adults have a high incidence of substance abuse disorders.”

It was reported in the 1999, *GSE Term Paper*, a publication of the Graduate School of Education, University of California, Berkeley, that Professor Nadine Lambert found that children who were chronically prescribed Ritalin were more likely to smoke cigarettes and abuse cocaine. In her report, which she presented to the NIH, she noted: “This study has provided evidence that childhood use of CNS stimulant treatment is significantly and pervasively implicated in cocaine dependence.”

Stimulants Are Not Effective

We learned in the *ADHD Myth: Profile of a Fake Brain Disorder*, chapter, that these drugs are given to children to improve their grades, self-esteem, and social interactions. The AAP, for example, claims that stimulants will improve social interaction and academic performance. The NRCADHD tells us that this medication improves the communication of neurons.

The medication can offer “extraordinary” benefits the NRCADHD says, including a better attention span and less impulsivity. Improvements in teacher and peer relationships, as well as compliance and handwriting, have also been seen.

Other literature from the ADHD industry professes similar claims. As we'll see, although stimulants cause adults and children with and without ADHD symptoms to react the same way, there is little evidence that they improve scholastic achievement.

A multitude of studies have shown there is no lasting improvement in academic performance. These studies reveal that students who take stimulant medication drop out of school and fail just as many classes as unmedicated ones.

The *Journal of Applied Behavior* reported in 1975 that researchers studied hyperactive students in the class when they were medicated and unmedicated to find that Ritalin blunted their ability to think properly while making them more manageable.

Invisible Eugenics

The results of two NIMH studies on hyperactive children in 1975 and 1976 found no betterment in math, reading, and spelling between those medicated with stimulants and control groups. The results of 5-year studies have been similar. No lasting improvement on academic performance has been observed.

The *Journal of Consulting and Clinical Psychology* reported in April of 1976 the results of a study that monitored the behavior of 28 medicated and placebo-treated children for 12 weeks. They announced: “No substantial drug effects on achievement were found... It is concluded that Ritalin should not be used to 'treat' learning disorders.”

Another 1976 study by researchers at the Department of Pediatrics, Ohio State University, reported how Ritalin influenced the academic performance of 18 children. They found that while Ritalin modifies behavior, “it does not enhance learning,” and may conceal academic problems. “It is urged that the drug be used sparingly and critically, and only in conjunction with other modes of intervention.”

In February of 1976, the results of a 2-year follow-up report on hyperactive boys medicated with stimulants was announced in the *Journal of Nervous and Mental Diseases*. “Academic difficulties, low peer status, and depressive symptoms exceeded that of the control group.”

A review of studies on the effects of stimulants on academic performance by stimulant advocate Dr. Barkley, reported in *Clinical Pediatrics* in January 1978, showed few positive lasting results. An “improvement in classroom manageability” was a notable effect of the medication. “Stimulant medications fail to improve the academic performance of most of these children.”

It was also reported in the *Journal of Abnormal Child Psychology* in April 1991, that, although stimulant medication makes students more manageable, “no clear evidence” was found that it improves long-term academic achievement.

In 1992, *Exceptional Children* published a review of the effects of stimulant medication, done by the University of California, Irvine, for the US DOE. It was mentioned that no lasting benefits have been confirmed, and that in some cases the medication may impair a student's cognitive ability.

“The long-term efficiency of stimulant medication,” NIMH researchers reported in August of 1995, “has not been demonstrated for any domain of child functioning.” Canadian researchers in 2002 observed 14 studies on 1,379 youths to find, “little evidence for improved academic performance,” with stimulants.

A report by the Drug Effectiveness Review Project, based at Oregon State University, was published in September of 2005. The group observed 2,287 studies on ADHD drugs and reached the conclusion that hardly any credible evidence exists that stimulant medication improves academic performance and social skills.

Multimodal Treatment is Not Used

The industry's literature informs us that treatment for ADHD should include a comprehensive array of methods, known as the *multimodal* approach, which includes psychological, medical, and educational interventions. Some, however, have learned that an overwhelming majority of children are simply medicated. Other factions of the multimodal approach are usually seen as too costly.

“In the majority of cases,” explained Aviva and Tracy Romm, “there are no significant complementary behavioral or educational interventions taking place.” Dr. Block has similarly found that the multimodal approach, although often mentioned, is rarely used. Instead, pediatricians are prescribing stimulants as the primary treatment.

According to the AAP, for elementary school children the primary care clinician should immediately prescribe medication for ADHD. “They are a first-line treatment recommendation for most children who have this condition.”

It was reported by the US DEA in October 1995 that methylphenidate is frequently prescribed for ADHD without other services that are supposed to be part of the multimodal approach. The DEA found that the multimodal approach is advocated by the industry and doctors, only in theory. In reality, “most children are prescribed methylphenidate chronically as their sole treatment.”

“Getting appropriate treatment for ADHD,” the NRCADHD explained, “is very important.” Because ADHD is caused by an “imbalance in the brain's chemistry,” Shaya and Windell say, medication is an essential part of treatment.

Early Drugging

The industry's literature has increasingly promoted early identification and treatment of ADHD. CHADD tells us: “Early identification and treatment are extremely important.” Otherwise, children are at risk for academic failure and depression. Early treatment, the MHA similarly proclaims, enable children to maximize their potential.

“Early diagnosis of a youngster with suspected attentional deficits,” explained Dr. Harvey C. Parker, co-founder of CHADD, “allows parents and teachers to intervene earlier in treating the disorder.”

Once they’re started on medication, the dosage often increases. At first the physician will prescribe the smallest dose, then bolster it until the desired effects are achieved. “It is often necessary to increase the amount of medicine considerably,” proclaimed Dr. Wender.

“The dose of your child’s medication,” says the AAP, “should be increased until optimal results are achieved.” In the next chapter we’ll have a look at exactly what these “optimal results” are. It will be shown that the stimulant medication causes the *comorbid*s, at which time the victim is attacked with neuroleptics and antidepressants.

Compliance Ploys

We’ve already seen examples of how the industry compares ADHD to actual diseases that require medical intervention. Doctors are told to use these tactics when explaining the necessity of medication to parents and children in order to gain compliance.

Some of the medical conditions that ADHD has been likened to include: hearing and vision problems, diabetes, epilepsy, rheumatic fever, heart disease, cancer, and allergies. The industry’s literature tells us that just as these real conditions require medical interventions, ADHD requires lifelong medication.

According to Dr. Walker, doctors are being taught in medical school a variety of tactics to convince parents to place their children on stimulant medication. One is the use of guilt. Doctors are instructed to tell parents that depriving their children of medication is like depriving a diabetic of insulin.

Children may resist taking medication because they remind them on a daily basis that they are sick. Therefore, the AAP suggests that parents use the analogy of reading glasses when explaining to the child why medication is necessary. “As soon as the effects of the dose of stimulant wear off or the glasses are taken off, things go just as out of focus again.”

Other advice offered to parents to get their children to comply, includes telling them that their brains need stimulants just as cars need fuel, and that stimulants are like medical braces for injured limbs. Dr. Kutscher suggests telling them that their disorder makes them like a bike without brakes. Stimulants, he says, are identical to giving the bike a new set of brakes, “creating a higher functioning bike.”

ADHD Myth: Addictive & Ineffective Medication

Another common tactic to gain compliance is to tell them that famous geniuses had ADHD. What is typically not mentioned, however, is that none of these people were placed on a psychiatric medication.

ADHD Myth: Psychiatric Chemical Weapons

Introduction

Stimulants have a paradoxical effect. The term *paradoxical effect* means that the medication causes people to slow down at a therapeutic dose.

The stimulant medications used to treat ADHD include: Ritalin, Concerta, Metadate, and Methylin (methylphenidate); Dexedrine and Dextrostat (dextroamphetamine); Adderall (destroamphetamine and amphetamine mixture); Desoxyn and Gradumet (methamphetamine); and Cylert (pemoline).

Methamphetamine, dextroamphetamine, destroamphetamine, and amphetamine are variations of the amphetamine chemical. The amphetamines and methylphenidate are considered the same type of drug for most applications because they have the same effects and side effects. Cylert is the exception.¹

Nearly all the professional information regarding stimulants originates from groups that promote drug treatment. It is a common myth that stimulants work only on ADHD people.

Many parents think that the existence of the disorder is confirmed when their children respond to a stimulant. Doctors, who use it as a diagnostic tool, also think that a response is proof that the drug is working. These drugs, however, have the same effects on all people. Once again, we can trace the origin of this misinformation to the industry's front groups and stimulant advocates.

The fact that children continually react to these drugs, says the AAP, suggests a biological cause for ADHD. Shaya and Windell inform us that stimulants correct the chemical imbalance only in those who have ADHD. "Stimulant medications affect those with ADHD in a way radically different from the way they affect people without it."

Although there are no long-term studies on the use of psychostimulant medications, the short-term effects have been documented. These stimulants cause mental, emotional, and physical adverse reactions.

¹ Pemoline (Cylert), which is a stimulant like Ritalin, causes destruction of liver tissue, seizures, dyskinesia, Tourette's syndrome, hallucinations, depression, dizziness, irritability, headaches, and drowsiness. Cylert can also be addictive. In September of 1997 Britain stopped the sale of Cylert after reports of death. Canada discontinued it in October of 1999 for the same reason. In October of 2005 the FDA finally halted its distribution. See the following: *The Hyperactivity Hoax: How to Stop Drugging Your Child and Find Real Medical Help*, Sydney Walker, MD; *Citizens Commission on Human Rights, The Side Effects of Common Psychiatric Drugs*, www.cchrint.org.

Invisible Eugenics

The physical effects include: drowsiness; lethargy; insomnia; headaches and dizziness; liver disorders; growth suppression; hypertension and sudden cardiac arrest; permanent movement disorders such as tics, dyskinesia, and Tourette's syndrome; anorexia and weight loss; nausea, vomiting, and stomach ache; blurred vision; hair loss; skin disorders such as acne, rash, and hives; and blood disorders such as anemia and leukopenia.

The mental/emotional ADRs include depression, apathy, stupor, mood swings, frequent crying, confusion, irritability, hostility, nervousness, anxiety, paranoia, mania, hallucinations, obsessive-compulsive behavior, and psychosis resembling schizophrenia and bipolar disorder.

These devastating effects occur more frequently than what is officially reported, says Dr. Breggin. In his experience, when the ADRs occur, not only will the doctors hardly ever report them to the FDA through MedWatch, they erroneously conclude that the "brain disease" is advancing. Then they increase the dosage. Below is a more detailed description of some of these conditions.

Cancer & Arthritis

It has been suspected since 1993 that Ritalin causes cancer. A 2-year study by the National Toxicology Program of the NIH revealed that methylphenidate caused cancer in rodents at near therapeutic doses.

The *New York Times* and *CNN* reported in January 1996 and August 1997, respectively, that scientists discovered that methylphenidate causes cancer in rodents. "CHADD," however, announced *CNN*, "encourages parents not to quite medicating their children with Ritalin."

WebMD mentioned in March of 2005 that researchers from the University of Texas Cancer Center in Houston examined 12 children with ADHD for several months during Ritalin treatment to determine if the drug caused chromosome damage, resulting in cancer. Researcher Dr. Randa A. El-Zein, observed: "It was pretty surprising to me that all of the children taking [Ritalin] showed an increase in chromosome abnormalities in a relatively short period of time."

It was reported in February of 2008 in *Arthritis & Rheumatism*, that stimulants were causing Raynaud's syndrome in children. This is a painful disability of the bones, nerves, tendons, joints, and muscles. "There is a significant association between development of RS and therapy with CNS stimulants used for the treatment of ADHD."

Heart Conditions

Stimulants are known to overstimulate the nervous system. Researchers conducting electronmicroscopy studies on rodents in the mid 1990s found that methylphenidate has cardiotoxic effects at minimum doses that are regularly prescribed to children.

Often, stimulants induce cardiac arrhythmia, tachycardia, and palpitations. They can cause inflammation and scarring to permanently weaken the muscle. “Stimulants like Ritalin,” announced the *New York Times* in February of 2006, “could have dangerous effects on the heart.”

Panel members at the November 1998 NIH ADHD conference in Bethesda, Maryland admitted that stimulants can incite cardiovascular damage. Because it has received many reports, the FDA is aware that methylphenidate causes heart attacks.

It was revealed in the September 2009 issue of *American Journal of Psychiatry*, that researchers observed 564 cases of sudden death in youths taking methylphenidate from 1985-1996, to determine how many were drug-induced. They concluded that this drug increased the risk of sudden death by cardiac arrest by about 500%.

The study, however, was severely flawed. First, it was largely based on toxicology reports that are performed during autopsy. Because these tests are calibrated to detect overdoses, many stimulant-induced deaths were surely overlooked.

Cases of those who may have had an existing heart condition were also ignored, even when the coroner told the researchers that it was not the cause. Those whose parents were thought to have had heart disease were also dismissed.

Recreational use of methylphenidate is known to cause inflammation and scarring of the heart muscle, while therapeutic doses cause hypertension. This means that the examiners excluded those who died because of a heart condition that was probably drug-induced.

The study was conducted by some of the biggest stimulant advocates at Columbia University. We discovered in previous chapters that Columbia was one of the centers for the unified progressive education and eugenics movement. In the chapter, *Eugenic Laboratories*, we learned that the schools have been turned into eugenic laboratories, and that Columbia's TeenScreen program was a drug company front intended to poison an enormous number of children.

If the exclusions in this skewed study were considered, we would probably find that stimulant medication is killing far more people than reported. Dr. Breggin observed: "It's as if they did not want to confirm the obvious."

Brain Damage

Stimulants are hazardous to the basal ganglia and frontal lobes. They cause lasting damage to the developing brain by disrupting neurotransmitter systems that include dopamine, norepinephrine, and serotonin. Compelling evidence shows that this damage can be permanent.

Studies on rhesus monkeys in the late 1970s have shown that dextroamphetamine and amphetamine substantially destroy neurons leading to irreversible brain damage. Researchers in 1987 discovered that large frequent doses of methamphetamine destroy serotonergic nerves in animals. It produces a sustained defect in both structure and function of serotonergic neurons.

In 1997 scientists exposed rodents to amphetamine for 5 days a week during a 5-week period, with a gradually increasing dose. Over a month later, they found lasting structural deformities in the prefrontal cortex.

Neurology reported in March 2000 that a team of examiners from Harbor-UCLA Medical Center, Torrance, CA, used MRI to scan the brains of people given methamphetamine and healthy controls. They determined that those on the drug had lasting brain damage in the basal ganglia. They also cited evidence from previous tests, where brain damage persisted in rhesus monkeys 4 years after exposure to methamphetamine. Leading researcher Dr. Thomas Ernst said that a similar process of neurodegeneration is seen in those suffering from epilepsy, multiple sclerosis, brain tumors, Alzheimer's disease, dementia, and stroke.

In November of 2006, *Biological Psychiatry* featured a study by scientists at the University of Texas Southwestern Medical Center, which exposed juvenile rats to methylphenidate. In adulthood, the newly formed neurons quickly died in the hippocampus. They concluded: "Early-life exposure to MPH inhibits the survival of adult-generated neurons in the temporal hippocampus... Decreased adult neurogenesis is an enduring consequence of early-life exposure to MPH."

It was reported by *WebMD* in December of 2003 that a study conducted by Harvard Medical School concluded that infant rats treated with methylphenidate became psychologically paralyzed as adults. Harvard Professor, Dr. William A. Carlezon, announced: "Rats exposed to Ritalin as juveniles showed large increases in learned-helplessness behavior during adulthood."

Brain Research reported in August 1997 a study by the Department of Molecular and Medical Pharmacology, UCLA School of Medicine, where 6 vervet monkeys were observed for dopamine levels with PET after being given either amphetamine or methamphetamine. "These results indicate that in vervet monkey striatum, an acute drug dosage produces extensive striatal dopamine system neurotoxicity."

Rather than enhancing a student's ability to learn, stimulant medication sabotages the developing nervous system, educational psychologist Etta Brown cautioned.

According to Dr. Breggin, parents are usually not adequately warned that these drugs cause permanent brain damage to their child's developing brain. "Drugs given to children to treat attention Deficit Hyperactivity disorder," *CNN* reported in December of 2003, "could have long-term effects on their growing brains."

Stimulant medication wreaks devastating havoc on a child's developing brain. These drugs never harmonize the brain. Dr. Breggin explained: "This cannot be over-emphasized: Stimulants produce pathological malfunctions in the child's brain."

Brain Atrophy

Stimulants are known to produce cortical atrophy, which is a shrinking of the blood vessels in the brain that reduces oxygen and glucose supplies to neurons, causing them to wither and die.

In March of 1986 it was reported in *Psychiatric Research* that scientists using CT scans found that a group of young adults that had been medicated for ADHD since childhood developed brain atrophy far more often than a control group. "Cortical atrophy," the authors proclaimed, "may be a long-term adverse effect of this [methylphenidate] treatment."

Scientists at that the Brookhaven National Laboratory in Upton, New York studied the effects of clinical doses of methylphenidate on 5 healthy people using PET. *Life Sciences* publicized their findings in 1994, that the drug caused blood vessels in the brain to significantly constrict, which decreased cerebral bloodflow in the entire brain.

From 1986 to 1998 organized psychiatry and the NIMH conducted MRI brainscan studies which showed that ADHD people had smaller brains. These studies were used by ADHD/stimulant advocates as proof that ADHD was a real disease. Independent researchers have determined, however, that the drugs caused this shrinkage.

The results of one such study that appeared in the May 1994 issue of the *American Journal of Psychiatry*, revealed that the frontal lobes of those labeled ADHD were smaller than normal controls.

As Dr. Breggin observed, because the children in this study were taken from an NIMH treatment center, most (if not all) were probably medicated. Once again, confirming that stimulants cause brain atrophy. "Stimulant treatment," Dr. Baughman concurred in a July 2006 issue of *PLoS Medicine*, "not the never-validated disorder, ADHD, [is] the likely cause of the brain atrophy."

Stunted Growth

It has been suspected that stimulants stunt physical growth since the mid 1970s. Dr. Stein started to notice that a number of teenagers referred to him who had been on stimulants for several years were smaller than others of the same age. "It is well documented," he said, "that normal growth is stunted in children while on Ritalin, or related drugs."

When it was noticed that medicated children weren't growing as much as others, in August of 1998 Drs. Thomas Spencer and Joseph Biederman tried to attribute it to a symptom of ADHD, rather than the medication. However, as reported by *WebMD* in July 2007, the theory that ADHD itself stunts growth has been disproven, because unmedicated children labeled with the disorder grow normally compared to medicated ones.

Many stimulant advocates negate this danger by emphasizing that growth may rebound above the average if the drug is stopped, making up for the lost growth. "Taking stimulants," says the AAP, "has no long-term effect on a child's ultimate height."

It was explained in the *New England Journal of Medicine* in August 1972 that although methylphenidate minimized the anticipated monthly weight gain of growing children by 25%, they gained about 68% more than average per month after the drug was discontinued.

The *Journal of Pediatrics* mentioned in January 1975 a growth measurement study lasting several years on children treated with the stimulants dextroamphetamine and methylphenidate. When the medication was stopped, they grew 15-68% more than expected for that age.

Despite these findings, the rebound effect is a potent signal that the body is recovering from serious harm. It is unnatural for the body to experience such a growth spurt after growth has been hindered. Even if there is a rebound effect, there is no way to be certain that the person has achieved the total height for their genetic makeup, as pointed out by Drs. Breggin and Stein.

Factors such as how long the person remained on the drug and their age will determine how much of the loss is regained. ADHD, we've been told, is often a lifetime condition. Many people are taking these stimulants into adulthood. "Under such circumstances," commented Dr. Breggin, "there will be no significant rebound."

It was reported in January of 1977 in the *Journal of Pediatrics*, that dextroamphetamine and methylphenidate inhibit growth hormones at therapeutic doses. The researchers examined 20 children given these stimulants for about 8 months. "The possible long-term adverse effects of these drugs on the growth of children indicates the need for caution to the widespread use of these agents."

In 1986 animal researchers confirmed Ritalin's growth suppressive qualities when they discovered that rats treated with methylphenidate showed growth reduction. Other studies done in 1988 on people revealed that it disrupts the growth cycle.

In September of 1990, the *Journal of the American Academy of Child and Adolescent Psychiatry*, announced: "Methylphenidate stimulates daytime release of growth hormone, disrupting the usual nocturnal release. This is troublesome since disturbances in the normal release of growth hormone may not only influence height velocity but may also impact on other critical aspects of physical development."

MSNBC reported in October of 2006, that the results of a 70-week study which appeared in the November issue of the *Journal of the American Academy of Child and Adolescent Psychiatry*, determined that preschoolers medicated with methylphenidate were 1/2 inch smaller and weighed 2 pounds less than average.

In July of 2007 it was publicized by *WebMD* that children on Ritalin weigh 4.5 pounds less and are 1 inch shorter than their unmedicated peers. Dr. James Swanson, director of the Child Development Center at the University of California, Irvine, admitted: "Yes, there is a growth suppression effect with stimulant ADHD medications."

"Children who take these drugs," reported the *New York Times* in July of 2005, "chronically often weigh less and are shorter in stature as a result." The amount of growth suppression is determined by how long they're medicated, according to the DEA.

Medication Causes the Comorbids

Stimulants frequently cause children to display symptoms of other psychiatric disorders. When these adverse reactions occur, rather than stopping the medication, doctors consider them signs of an emerging mental disorder, then prescribe more psychiatric medication. These adverse reactions created by the stimulants cause the ADHD *comorbids* mentioned in the industry's literature, as we'll see.

Some of the mental and emotional ADRs that stimulants are known to cause include thought/mood disorders such as: depression, apathy, stupor, mood swings, frequent crying, irritability, hostility, nervousness, anxiety, paranoia, and obsessive-compulsive behavior. They also cause psychosis resembling schizophrenia and bipolar disorder.

Stimulants very often cause depression, particularly during withdrawal or the crash. According to the DEA, stimulants can cause depression in up to 22% of medicated children. When this happens, parents usually don't think of it as a withdrawal reaction. Instead, they mistakenly believe that it is a comorbid of the disorder.

It has been known since the early 1970s that stimulants cause "psychosis-like or manic-like symptoms," as reported in the *American Journal of Psychiatry* in July of 2006. In large doses, (or therapeutic doses for a smaller number of people), stimulants can cause symptoms of psychosis that are quite similar to schizophrenia and bipolar disorder.

Dopamine levels in the synapse rise when the medication is ingested, causing intense alertness and mania. When the medication wears off, the quantity of dopamine in the synapse decreases, inducing lethargy and depression. This circuit of mania-depression can occur daily.

These are recognized as symptoms of childhood bipolar disorder by the NIMH. The stimulants used to treat ADHD, says author Robert Whitaker, cause the manic-depressive symptoms that are consistent with childhood bipolar disorder.

All the stimulants, agrees Dr. Breggin, induce psychotic symptoms resembling bipolar disorder and schizophrenia. "Doctors who prescribe stimulant drugs," he says, "often seem oblivious to the fact that these drugs can cause psychoses, including manic-like and schizophrenic-like disorders."

In his practice Dr. Breggin frequently encounters children who are on several types of psychiatric medication. The symptoms of paranoia and depression that the drugs cause are seen by doctors as the emergence of a new psychiatric disorder. Rather than stopping the medication, they prescribe neuroleptics, antidepressants, and mood stabilizers.

According to Whitaker, the stimulants and antidepressants are causing bipolar symptoms in at least 20% of all medicated children. “Once this drug-induced psychosis occurs,” he says, “the children are usually diagnosed with bipolar disorder.” He points out that leading mental health professionals are entirely aware that stimulants cause the diagnostic transition from ADHD to bipolar disorder.

In March of 2000, researchers from Harbor-UCLA Medical Center, Torrance, CA, announced: “Some of the psychiatric conditions, such as paranoid psychosis, may occur not only acutely during methamphetamine exposure but may persist for months or even years after cessation of methamphetamine use.”

Psychiatric drug advocate Dr. Melissa DelBello at the University of Cincinnati Medical Center, announced in April of 2001 that 61% of youths hospitalized for mania were medicated with stimulants. The stimulant medication, she said, may cause mania and depression which result in a diagnosis of bipolar disorder.

It has been established that clinical doses of methylphenidate cause psychosis, as reported in the *Indian Journal of Pharmacology* in February 2011. The authors concluded, because a “therapeutic dose of methylphenidate can cause mania-like symptoms,” clinicians should be cautious about giving this drug to treat ADHD.

“In short,” observed Whitaker, “every child on a stimulant turns a bit bipolar.”

Disrupts Spontaneous Behavior & Social Interactions

Humans and intelligent animals have a natural curiosity to explore their environment. These exploratory and social drives are critical forces to thriving people. Children must move about, explore, innovate, play, exercise, and socialize, in order to grow. Stimulants cancel this entire range of behavior.

Studies since the late 1970s show that Ritalin suppresses creativity and spontaneous behavior. It makes children more calm and obedient, while suppressing their vitality.

Invisible Eugenics

Researchers at the Department of Pediatrics, Ohio State University studied 28 hyperactive children for several months, and reported their findings in the *Journal of Consulting and Clinical Psychology*, in April 1976. Regarding those who were medicated with methylphenidate, they wrote: “They responded less, exhibited little or no initiative or spontaneity, offered little indication of either interest or aversion, showed virtually no curiosity, surprise, or pleasure, and seemed devoid of humor. While on active drug treatment, the children were relatively but unmistakably affectless, humorless, and apathetic.”

Dr. Barkley reported in, *Developmental Medicine and Child Neurology* in November 1978, that methylphenidate caused an “increase in solitary play and a corresponding reduction in their initiation of social interactions.”

In June of 1983, Bowling Green State University psychologists reported in the *Journal of Abnormal Child Psychology*, how methylphenidate reduces the curiosity of hyperactive children. Methylphenidate suppresses exploratory behavior that includes spontaneity and curiosity.

It was observed in the September 1990 issue of the *Journal of the American Academy of Child and Adolescent Psychiatry*, that stimulants have hardly any lasting positive impact on social interactions. In fact, the researchers observed: “Methylphenidate leads to decreased social interactions...”

Leading ADHD/stimulant advocate Dr. Swanson noted in the Fall 1992 issue of, *Beyond Behavior*: “Some medicated children may seem 'zombie-like' and high doses which make ADHD children more somber, quiet, and still may produce social isolation by increasing time spent alone and decreasing time spent in positive interaction on the playground.”

UCLA psychologists announced in October of 1993 that people treated with stimulants were often passive, submissive, and socially withdrawn. Studies on humans and animals over the decades confirm that stimulants typically obliterate social and spontaneous behavior.

Parents often tell Dr. Block that that the stimulants make their children behave like zombies. Similarly, Dr. Walker referred to the patients that he's seen who were prescribed stimulants by other doctors as “Ritalin zombies” because they appeared hyperalert, socially withdrawn, sick, and depressed.

The “zombie effect” is the extreme manifestation of the supposedly therapeutic reactions that make the child more compliant and easier to manage. Clinicians and teachers are taught that these effects are therapeutic.

Negatively Impacts Perceptions & Expectations

The ADHD label itself creates a destructive psychological impact. Children with ADHD are routinely viewed as sick and helpless. When they are labeled with the disorder they are no longer seen or treated as normal.

Some have noticed a contradiction in the philosophy of the stimulant advocates. First, telling people that they have a dreaded brain disease that requires lifelong medication, then informing them that if they don't get treatment they're at risk for low self-esteem and depression.²

The NRCADHD, for instance, says that after being diagnosed with ADHD, children may feel embarrassed and suffer a low self-esteem. At the same time, they advise them of the importance of understanding that it's not their fault. ADHD is an established medical condition, that is beyond their control.

The book, *You Mean I'm Not Lazy, Stupid or Crazy?*, emphasizes that because ADHD can't be cured, your behavior is mostly out of your control. What they basically tell the ADHD people is that if they don't accept that they're handicapped, they'll suffer self-esteem problems. "A failure to confront your limitations can result in damaged emotional and spiritual health."

Perhaps Dr. Barkley, who describes ADHD as a "chronic disabling condition" gave the best example of this contradiction, when he stated that parents who are told that their children have this brain disorder should accept that their kids are crippled. "The natural and desired outcome of dealing with information on ADHD is acceptance of what your child is and may become, and, equally important, what your child is not and may never be."

Expectations influence behavior. Youths will usually do well if you make them aware that your expectations of them are high. The opposite is also true.

The teacher's perception of the student's ability has a profound impact on their motivation and achievement, says Dr. Lara Honos-Webb. If the teacher is told that the student has ADHD, their expectations are reduced, which negatively influences the student's motivation and performance.

It was reported in July 1992, that the Department of Psychology, University of Kentucky, Lexington conducted tests on the stigmatizing effects of children with and without a behavior problem. When a normal child was told in advance that their playmate was abnormal, the negative impact on the interaction was evident.

² Telling people that they're at risk for depression and low self-esteem while instructing them to take medication that induces helplessness and depression seems to be another one of their mocking insults.

The damaging cycle that perpetuates the “disorder” is first created by the label, which causes others to act in a manner that transmits subtle but potent information to the child. The child clearly perceives the negative message of being sick and helpless, and as a result, behaves as such.

Damages Self-Esteem

A study conducted by the Institute for Child Behavior and Development, and School of Clinical Medicine, University of Illinois at Urbana-Champaign, was reported in August 1982. Researchers who had interviewed 52 children that had been treated with stimulants, determined that many were opposed to the medication. “Above all else, we found a pervasive dislike among hyperactive children for taking stimulants.”

In June 1998, in the *Journal of Paediatrics and Child Health*, the results of a study by the Centre for Community Child Health and Ambulatory Pediatrics, Children's Hospital, in Melbourne Australia was publicized: “A substantial proportion of children with ADHD experience treatment with stimulant medication adversely.”

Illinois social worker Dr. Kate Clarke interviewed 20 children to find out what they thought about being medicated with Ritalin, and reported her findings in the 1997 paper, *An Exploratory Study of the Meaning of Prescription Medication to Children Diagnosed with Attention Deficit Hyperactivity Disorder*.

They had fears that others thought they were stupid or crazy. Most did not want their peers to know they were taking medication. The drugs made them think they could not control their own behavior. A majority of them were afraid of having to permanently rely on prescription medication.

Dr. Clarke found that the label of the disorder carried with it the implication of sickness. In other words, the label alone has devastating psychological effects. However, when it is combined with the routine of having to take medication multiple times per day, it virtually guarantees that they will feel helpless.

Psychologically Disabled

A study by University of Minnesota psychologists outlined in the August 1973 issue of the *New England Journal of Medicine*, showed that the task of having to take methylphenidate each day led children to think that they could not control their own behavior, resulting in feelings of helplessness.

Researchers reported in a September 1990 issue of the *Journal of the American Academy of Child and Adolescent Psychiatry*, that methylphenidate, “adversely affects mood, with medicated children rated as less happy and pleased with themselves and more dysphoric [depressed].”

Even the AAP admits that children may resist taking medication because it reminds them on a daily basis that they are sick.

“Diagnosing and drugging children,” explains Dr. Stein, “makes them feel blamed and stigmatized, ultimately lowering their self-esteem. It encourages them to believe that they cannot learn to control their own behavior without resorting to drugs.”

Dr. DeGrandpre says that stimulants undermine a child's psychological development, leaving them dependent on the medication. The behaviors and perceptions of all children are changed by this medication, agrees Dr. Baughman.

Parents and children, Dr. Baughman pointed out, have been terribly deceived. “[Children] believe they have something wrong with their brains that makes it impossible for them to control themselves without using a pill.” This crippling effect is reinforced by parents and teachers who have also been lied to.

Those diagnosed with ADHD often do not follow through with difficult tasks because they don't really think they can succeed. They reason, why should they expend such energy when their parents, teachers, and doctors are telling them they have a brain disease than can only be properly treated with medication?

After being labeled with ADHD, their self confidence is replaced with learned helplessness. The ADHD diagnosis destroys their self-confidence. Without this kind of confidence, any form of positive cognitive conditioning that facilitates personal growth is unlikely to be effective. The mere label disables them.

Educators: Their Frontline Troops

Introduction

As early as preschool, students are now being identified as having ADHD by teachers and school counselors. Although they don't make the actual diagnosis, teachers complete the forms that the pediatricians and psychiatrists use to evaluate the child.¹ Even though they may have good intentions, most educators are entirely convinced that ADHD is a medical disorder.

It reportedly happens in this manner: *The parents are invited into the school for a meeting with the school psychologist regarding the child's behavior and performance, where they're told that their child is hyperactive or learning disabled.*

By that time, the teacher has already filled out evaluation forms for the child's behavior and has probably alerted the school psychologist. The educators usually suggest to the parents that the student be screened by the family's pediatrician.

What the parents are not told is that the physician will usually just prescribe stimulant medication rather than work to correct the behavior. They may also not be aware that some schools are receiving an additional \$400 dollars per year for every student that is diagnosed with ADHD.

Trained to Identify the Resisters

The drug companies are training teachers to identify children to be medicated using their promotional schemes that are disguised as education. As we've seen, once identified, they are to be medicated for life.

According to Drs. Breggin and Walker, nearly every teacher in the US has attended a workshop on how to identify ADHD. These training sessions are almost always presented by those with connections to the pharmaceutical industry. During these workshops, teachers are told that stimulant medication is safe and effective. They are also instructed on how to persuade parents to medicate their children.

“Many school districts,” Shaya and Windell comfort us, “are taking a proactive approach to ADHD and are providing comprehensive training and support materials to teachers and support staff like nurses, social workers, and psychologists.”

¹ So far I have not given you many suggestions on how to deal with these psychological and chemical attacks. Here is an exception. *Under no circumstances let anyone, regardless of their credentials, for any reason, tell you that your child requires any kind of psychiatric medication, for any alleged mental disorder.*

Invisible Eugenics

Novartis, the manufacturer of Ritalin, tells teachers that if parents ask about treatment for ADHD: “Make it clear to them that it is important for them and their child to understand and follow the doctor’s medical advice about medication...”

The 1997, *Booklet for the Classroom Teacher*, released by Novartis, gave this advice to teachers: “Parents should be aware that these medicines do not drug or alter the brain of the child. They make the child normal by correcting a neurochemical imbalance.” Both of those statements are lies. Yet, this is what the educators are being taught.

Other school personnel have been influenced by the industry, including guidance counselors and nurses. The National Association of School Nurses (NASN) and Novartis ran a national campaign in 1997, during which 11,000 school nurses received information packages on ADHD and its treatment.

Novartis persuaded the NASN to have school nurses distribute its 2002 brochure to students, entitled, *START Now*. The brochure told students that stimulant medication will “restore the natural balance of the chemicals” in their brains.

The DOE has played an instrumental role in transforming the schools into laboratories. It distributes literature to educators on how to identify and treat ADHD. It also provides grants to ADHD institutions at prominent universities. Both the DOE and NIMH promote medication just as enthusiastically as the drug companies.

The DOE’s pamphlet, *Attention Deficit Disorder: What Teachers Should Know*, instructs teachers that disruptive children may be suffering from this brain disorder. The medication, they’re told, will allegedly ease their suffering. “While teachers are not required to make the final diagnosis of ADD, you can help these children by recommending that a child who frequently demonstrates these behaviors be checked for ADD or other learning problems.”

In an August of 2008 paper written for educators and parents on identifying and treating ADHD, the DOE mentioned that ADHD is not an attentional disorder as once thought, but a “developmental failure in the brain circuitry” of certain children.

Sandra F. Rief, author of, *How to Reach and Teach ADD/ADHD Children*, is a consultant and author of books on learning disabilities and ADHD. She has trained thousands of educators and mental health practitioners worldwide. Mrs. Rief, who was once on the professional advisory board of CHADD, tells teachers that ADHD is probably a genetic brain disease.

If you must ever deal with educators regarding the legitimacy of mental disorders or the poison used to “treat” them, remember, these are the *blatant lies* they've been given. “It is essential that teachers are aware that this problem is physiological and biological in nature,” Mrs. Rief stated.

Educators are being “heavily propagandized” to believe that ADHD exists, reported Dr. Breggin. This information originates from the patient advocacy groups, professional societies, NIMH, DOE, and the drug companies themselves.

The pharmaceutical industry has arranged for many of its mental health professionals in groups such as CHADD and NAMI to be selectively placed on the boards of PTAs and in mental health clinics in most communities.

As a result of these ventures, educators nationwide have been given a list of behaviors that they're using to detect certain students. After they're identified, they almost always end up medicated. “Teachers and psychologists and school nurses,” explained Dr. Walker, “are now attempting to diagnose brain disorders using handy checklists.”

“In many cases,” the AAP joyfully announced, “teachers and counselors are trained to recognize symptoms of ADHD and similar disorders.” They remind parents, “it is always important to follow up on teachers' concerns.” The sooner they're identified, the faster they can be treated...

Their Knowledge of Medication

Although educators are usually the first to spot these behaviors, their knowledge of the “disease” is limited to what they've received through their training, which can usually be traced to the pharmaceutical industry. Most teachers have little accurate information about stimulant medication.

A Center for Educational Studies, Western Michigan University paper that appeared in the December 1973 issue of, *Journal of School Health*, revealed the results of a teacher survey about Ritalin in urban public schools in Grand Rapids, Michigan. It was found that although Ritalin was regularly seen in the schools, educators had limited knowledge of it.

The April 1976 paper, *Ritalin Usage: A Challenge to Teacher Education*, that appeared in the *Peabody Journal of Education*, divulged that teachers had meager detailed information about medication, even though they were a critical component of the treatment routine.

In September of 2007, a study by Michigan State University that evaluated elementary teacher knowledge of Ritalin, was reported in the *Journal of Attention Disorders*. The teachers knew little about how it worked and its side effects.

Schools Enforce Medication Compliance

The schools must play an important role in ensuring that students take their medication, says Mrs. Rief. The teachers, especially, must be closely involved in the process and be in communication with the doctors to ensure proper treatment.

In April of 2006, *PLoS Medicine* reported that not only do teachers participate in the diagnosis of ADHD, they “broker” treatment for it, and often administer the medication during the day.

These reports confirm the information we observed in the chapter, *Eugenic Laboratories*, which featured documents dating back to the mid 1960s that outlined how teachers would be trained as learning clinicians, working with psychiatrists to identify and medicate those who resisted the conditioning.

The *New York Times* revealed in January of 1999 that school nurses around the country have reported that their jobs have changed. Nurses that have traditionally given first aid to students, are regularly handing out midday doses of Ritalin.

“Nowadays,” commented Dr. Breggin, “schools not only recommend medication to parents, school nurses or office personnel then dispense the drug at noon to make sure that the children get their dose before the start of the afternoon classes.”²

The true purpose of the public schools was explained quite well by Mrs. Rief: “The school's role is to support any child taking medication. School personnel need to be aware of and sensitive to the issues involved with medicating children and fully cooperate.”

2 At this time Ritalin is being abused by everyone from 10-year olds to college students in public schools and universities across North America. Legally prescribed methylphenidate given to youths is often sold to other students. It is “widely available” on campuses and high schools where its illegal distribution is completely unregulated. According to the DEA, Ritalin has created a new source of illicit drug trafficking. In other words, just as there is a trafficking industry for cocaine, Ritalin has its own distribution channels in the public schools. On school grounds it is known as *Vitamin R*, *Kiddie Cocaine*, *Pediatric Cocaine*, and *The Fourth R*. The drug is crushed and snorted like cocaine or dissolved and injected like heroine. **Continues on next page.**

Parents who refuse the medication have reported that the school staff—teachers, school nurses, principals, school psychologists, and guidance counselors—work as a team to pressure them to medicate their children. They are “relentlessly hounded” with letters and telephone calls until they give in. Some are accused of child neglect and threatened with social services.

While the educators are attacking them, their children are harassed by teachers and other students, as a type of penalty for refusing the medication. Educators have been known to allow other students to gang up and torment these children.

Dr. Baughman and Hovey observed: “Once a child has been identified as ADHD a school can be relentless in following through until the pills start going down the targeted child’s throat. ... Educators will resort to punishing or ostracizing the child in order to pressure the parent.”

“All the kids know about Ritalin,” Dr. Robert Millman, a psychiatry professor at Weill Cornell Medical College told *ABC News* in February of 2003. Some have noticed the irony of the “Drug-Free Zone” signs and “Just Say No” slogans that are posted all over school grounds, while Ritalin is handed out by teachers and nurses. These are probably more sick *fun and games* that they use to mock the public (the naive suckers). Parents, says Dr. Baughman and Hovey, should be less concerned with the local drug dealer and more observant of the public schools that are handing out psychiatric medication that is similar to cocaine. At least the local drug dealers don’t pretend to be acting on your behalf. They also don’t target preschoolers. See the following: *US Department of Justice, Drug Enforcement Administration, Methylphenidate, October 1995, www.ablechild.org*; *The Christian Science Monitor, Schoolyard Hustlers’ New Drug: Ritalin, October 31, 2000*; *The American Chronicle, Would You Give Your Child Cocaine?*, June 5, 2006, John Carey; *Vassar College, Public Interest, Ritalin: Miracle Drug or Cop-Out?*, Spring, 1997, Ken Livingston; *ABC News, Teens Abusing and Selling Ritalin for High*, February 25, 2003; *Conference on Stimulant Use in the Treatment of ADHD, San Antonio, Texas, December 10-12, 1996, Statement by Gene R. Haislip, Drug Enforcement Administration*; *Ritalin is Not the Answer*, David B. Stein, PhD; *CBS News, Kiddie Cocaine: Behavior Drug Ritalin Abused by Children*, February 11, 2009; *The ADHD Fraud: How Psychiatry Makes Patients of Normal Children*, Fred A. Baughman, MD, Craig Hovey.

The Elimination of Their Worst Enemies

Introduction to Giftedness

Gifted children are those who show or have the potential for showing extraordinary abilities in at least one of these 5 areas: visual or performing arts, creative thinking, leadership ability, general intellectual capacity, and specific academic skills.

Giftedness includes a perplexing set of behaviors that can be demonstrated in multiple ways. Because opinions vary regarding the types of behavior necessary for someone to be considered gifted, defining giftedness is an ongoing controversial matter.

It is rare that a gifted person shows the same level of ability in all areas, although most are gifted in at least 2. Experts concur that a child needs to be in the upper 2-5% of the regular population in at least 1 of the 5 areas to be considered gifted. Gifted abilities extend into the genius spectrum.

Many people think only of IQ when considering giftedness. High IQ scores do not necessarily equate to giftedness. These tests do not measure artistic, physical, musical, leadership, or other types of abilities. Because of this, professionals who work with gifted children are seeking to create a more accurate definition.

There are also a variety of opinions regarding the origin of giftedness. It is unknown whether someone is born gifted or develops it. Some researchers think that it is a product of both the environment and genetics. Not all gifted people are born from highly intelligent parents. Some nongifted parents are surprised to learn that their children are gifted.

Basic Characteristics

Gifted children differ considerably from regular children in the way they think and act. There is a group of behavioral traits that occur frequently, which span the physical, academic, intellectual, social, and emotional realms. Not all gifted children have every one of these, and some traits are more evident at certain ages than others.

They may process information swiftly or go through it carefully at a leisurely pace. Although some are balanced thinkers, using the left and right brain styles, they usually prefer one learning style. Many of them are visual-spatial learners. Some can adapt to one style or the other.

Invisible Eugenics

They have endless questions, an excellent memory, and sophisticated vocabularies, as well as a long attention-span when they are interested in a topic. They bypass learning stages. Early on, they may be walking, talking, reading, or writing. They summon an immense amount of ideas to make the connections that others have missed.

They understand foundational principles, and identify patterns to arrive at new and better solutions for existing problems. Gifted children are superb problem solvers, usually completing puzzles intended for older people. They have a tendency to sort and classify information.

They are individuals who prefer to work independently. From an early age, they are self-directed and set personal goals based on their own interests. They have a high standard of achievement and are considered perfectionists. They are self-critical, performing introspection to understand and correct themselves. Many have high moral values. Usually they won't conform to popular views.

They are often natural leaders. Gifted children are unlikely to agree with common opinion. They like to organize other children during games. They take the initiative, communicate well, inspire others, persuade others to accept their views, and usually end up leading the group. Although, they may be considered bossy by their peers.

Some gifted children are concerned about moral and ethical issues from an early age, such as fairness, standards of living, war, poverty, etc. A great many of them have a clear vision of right and wrong. They use their abilities to solve these problems in order to create the world that they envision.

The universal quality of the gifted is *intensity*. Gifted people are usually very energetic and rambunctious. They are intense about nearly everything to the point that their personalities may appear excessive. They are usually high-maintenance children, requiring more attention and activity because they are tireless. Hyperactivity has been recognized as a sign of advanced intelligence which appears early in life and will be covered in more detail shortly.

Gifted children have a wide range of interests. Most have messy handwriting. Their surroundings may also be messy. They have a well-developed sense of humor. They need less sleep than regular children and some have difficulty falling asleep. They are fantasy prone and have an ability to think abstractly. They often have imaginary friends and frequently daydream.

Overexcitability

The personality traits of gifted people have been studied by Polish psychologist Dr. Kazimierz Dabrowski (1902-1980) who formed the *Theory of Positive Disintegration*. Dr. Dabrowski based his theories about giftedness on information that has existed for centuries. His concept of personal development has given researchers of gifted individuals a foundation to explain the rising occurrence of ADHD diagnoses.

Dr. Dabrowski recognized 5 levels of personal development. Most people live their lives on the 1st level, characterized by a state of *primitive integration*. Those on this level are mostly directed by uncritical conformity and the biological urges of the lower animal instincts.

Because the utmost concern at this level is personal survival and advancement, energy is used for ambitions that parallel animal behavior. According to Dr. Dąbrowski, people functioning on this developmental level represent a majority of the population.

Transcending some of these levels is said to require a miraculous amount of energy. Intelligence alone is not enough. Only those with strong *developmental potential (DP)* are able to achieve advanced levels of personal development. When they do, they usually raise the level of society in some manner, as a result of their devotion to a specific cause.

Some of these DP qualities are: genetic traits, environmental conditions, overexcitability, special abilities, strong drive toward individual growth, and intelligence.

Dabrowski noticed a surplus of energy among the gifted that he described as *overexcitability (OE)*, occurring in 5 areas that include: imaginal, emotional, sensual, psychomotor, and intellectual. These are heightened abilities to detect and react to stimuli. Gifted people usually possess at least one of these OEs and many have at least two.

The intellectual OE is characterized by an urge to seek truth and obtain knowledge. These children are profoundly curious, prompt readers, typically keen observers, and have nonstop questions. They have a detailed visual memory and favor complex planning. They are capable of intense concentration, and are adept problem solvers. They are frequently concerned about moral issues.

Imaginational OE consists of a highly active imagination, that includes detailed images, impressions, visualizations, and eloquent dreams. These people have trouble paying attention in a classroom where creativity is usually excluded. They may write or draw rather than participate in class discussions or coursework. They are chronic daydreamers.

Invisible Eugenics

The psychomotor OE is characterized by a hyperactive neuromuscular system. The surplus of physical energy is demonstrated by zealous enthusiasm, rapid speech, nervous habits, impulsive actions, a need for action, and zestful physical activity. These children misbehave when they're emotionally charged. Parents and teachers may find them literally overwhelming.

Sensual OE is expressed by a heightened experience of sensual feelings derived from hearing, taste, touch, smell, and sight. From an early age they are interested in the arts, language, and music. At times, their refined senses may cause a temporary overstimulation of sensory input, resulting in discomfort. These children find clothing tags irritating. They are also bothered by classroom noises, smells, and fluorescent lights.

The emotional OE is observable in heightened complex emotions, identification with the feelings of others, and potent expression of personal feelings. These people form robust emotional links to places, things, and people. Often, they are watchful of their own feelings and have an inner dialog of self-judgment that helps them grow. They have much compassion toward social issues, which may make them sad about the misfortunes of others.

Typical Challenges

Premise

Although gifted children and their families are somewhat more likely to encounter certain kinds of stress, if parents and teachers are aware of these issues, then potentially negative situations can be avoided. Some common problems that they experience include: boredom, under-achievement, social and belongingness issues, anger, power struggles with adults, perfectionism, stress, misdiagnosis, asthma, allergies, reactive hypoglycemia, depression, and asynchronous development.

Asynchronous Development

More so than normal children, gifted children develop asynchronously. The term *asynchronous* means that all areas of functioning do not develop simultaneously. There is usually a vast disparity between intellectual, physical, emotional, and moral development. For example, their intellectual skills may be quite advanced, but their motor and social skills can be lagging.

The more gifted the child, the more out-of-sync they are likely to be. These discrepancies usually level off over the years. Parents and teachers must realize that asynchrony is common for these people.

Other Disorders and Learning Differences

There are differing opinions as to whether or not gifted children are more prone to depression and anxiety than average people. If they are depressed, it may be because they have not yet learned to find the value of a seemingly meaningless world.

A healthy child with severe difficulties in reading, math, or spelling is usually said to have a *learning disability (LD)*. Although those who are considered learning disabled have at least average intelligence, there is a gap between their intellectual capacity and academic performance. They often perform about two grades lower in a particular subject. The LDs most often seen are verbal and mathematical.

There is a higher ratio of LDs among gifted children than in the regular population. Some estimate that about 20% of all such children have one. They are referred to as *twice-exceptional (2E)*, which means that they are exceptional because of their gifts and difficulties.

Many gifted children are visual-spatial learners who don't benefit from the teaching methods used in the public schools. The current educational system is not setup to accommodate them. Instead, it relies heavily on the auditory-sequential learning style, where information is given to the students, then in writing or verbally, they repeat it. This style of learning clashes with the gifted.

Scholars on education have suggested a reframing of the term “learning disabled” which tends to project the idea of a permanent medical disability, to “learning difficulty” or “learning difference” in order to avoid psychologically damaging healthy children. Most children have learning challenges. When they receive the individual attention they require, these difficulties are usually surpassed.

Allergies & Sensitivities

Gifted children are more likely to have allergies and asthma. They may also have reactive hypoglycemia and may be sensitive to over-the-counter medication. Those with sensory OE have a heightened ability to detect and respond to stimuli, and are distracted by things in the environment that are unnoticed by regular people. They also have an increased emotional sensitivity which may be seen in their reactions to daily events.

Social Interactions

They usually find that their aged-peers don't have the same wide-range of advanced interests. Although not all gifted children have social problems, when they do it is often because they have no real peers with whom to interact.

Because there is a “zone of tolerance” regarding a person's willingness to regularly interact with others who are not on the same intellectual level, they need other children of the same age and ability. Many gifted children have one set of friends who are their age-peers and another set who are their intellectual ones.

Personal & Societal Perceptions

Giftedness is not accepted or rewarded in this society. In most environments, particularly the home and school, it is not OK to be gifted. Because gifted children are often dissatisfied with society, they are usually in conflict with parents and educators. From an early age they start to question customs and rules. They easily see through the convenient lies of the adults. Because they are independent, their behavior is often seen as rebellious by parents and educators.

Usually they are disappointed to discover that their teachers, family, and other adult role models do not live up to their ideals. To them, these adults in their positions of authority are slow and make foolish mistakes. The child may be terrified to learn that these seemingly incapable adults are running things.

They are often perceived by their parents, teachers, and peers, as: idealistic, sensitive, depressed, too serious, and pessimistic. Gifted children are typically labeled by these people as: weird, troublemakers, hyperactive, stubborn, noncompliant, antisocial, bossy, and conceited.

Many like to organize things and people, which may not be appreciated by their peers who think they're bossy. Parents of these children usually mention that they are difficult to raise. Teachers and peers are often intimidated by their personalities and reject them for their nonconformity.

They are often neglected and attacked in this society. Also worth mentioning is a fear-based phenomenon in many cultures, which consists of a collective group effort to diminish those who are intellectually superior. Therefore, there may be a combined attack by parents, educators, and peers against the child to *put them in their place*.

Gifted children realize they're different. However, because they don't understand their own abilities, they may frequently feel emotions of fear and sorrow, and may arrive at inaccurate and negative conclusions, such as thinking they're weird or stupid.

Giftedness & ADHD Similarities

Virtually none of the symptoms in the diagnostic manuals give consideration to the characteristics of gifted people. Instead, the core traits of giftedness form the primary symptoms of some mental disorders. The symptom list for ADHD and gifted traits, for example, are very similar, and according to some, almost identical.¹

Of particular interest are the imaginal, psychomotor, and intellectual OEs, with inherent behaviors such as being easily distracted, asking too many questions, fidgeting, squirming, moving around, running, excessive talking, blurting out answers, and frequent daydreaming. Most that have been diagnosed with ADHD also have ODD, with the notable symptom of arguing with adults, another standard trait of giftedness.

The Cause of the Conflicts

Gifted children are independent from an early age and expect to be treated like adults. They are often dissatisfied with the world around them, and start to question customs and rules early on.

According to multiple experts on giftedness, this behavior usually causes discomfort to educators and family, because they represent uncomfortable challenges to their own lives. These power struggles, which are basically about beliefs and conformity, often result in the child being diagnosed with a mental disorder.

Although the child may be reacting normally to an intolerable environment, very little attention has been given to the likelihood that the schools are causing these behaviors. When a teacher finds that the student's beliefs about right and wrong are inflexible, power struggles arise, that often result in a referral for psychiatric evaluation.

A variety of professionals in psychology, psychiatry, and pediatrics released a book in 2005, entitled, *Misdiagnosis: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders*. The authors tell us: "Teachers may find them to be judgmental, adamant about right and wrong, and unyielding in their beliefs." It is their refusal to accept certain beliefs that causes the confrontation with adults and eventual diagnosis.

¹ There are different opinions within the gifted community regarding the legitimacy of mental disorders.

It is the teacher's misinterpretation, agrees Dr. Lara Honos-Webb, author of, *The Gift of ADHD*, that creates the destructive cycle. "The teacher's perception of and reaction to your child will have a powerful impact on his behavior." The teacher's negative judgments often create this defiant behavior, even though the initial act of the student was nothing more than a display of independence. "The teacher's tendency to interpret self-reliance as defiance is what sets up the initial rejection that leads to the vicious cycle."

In her 1996, Supporting Emotional Needs of the Gifted (SENG) paper, *Before Referring a Gifted Child for ADHD Evaluation*, Sharon Lind, expressed: "Educators appear to be denouncing the positive attributes of giftedness and/or to be blaming the victim of an inappropriate educational system." This, she says, has resulted in a tremendous increase in ADHD evaluation referrals.

Authors of the article, *Gifted Students with Attention Deficits*, that appeared in *Gifted Child Quarterly* in 1998, observed that the behaviors which signal ADHD can be the result of the environment, where intelligent children are forced to conform to an inappropriate curriculum. Unfortunately, because behaviors characteristic of ADHD are viewed as a medical condition, the schools are absolved of responsibility.

Dr. Honos-Webb informs us that the public schools are inadequate and fail intelligent students. "Your child's difficulties in school may be seen as a warning sign not of your child's problems, but of the failings of the education system." Unfortunately, she says, rather than focusing on the schools where the problem really exists, it is blamed on the students.

In March of 1995, expert on giftedness and Professor of Education Psychology at the University of Georgia, Dr. Bonnie Cramond, said that it is necessary to examine the possibility that the schools are the source of this surge in behavioral issues. This is probable, she says, because educators are frequently identifying knowledgeable children and referring them to mental health professionals to be medicated.

Mrs. Marlo Thurman, founder of 2E Consulting Services, who works with gifted individuals, has also found that expanding numbers of highly intelligent children are being medicated. "Instead of automatically assuming that our kids are just sick," says Mrs. Thurman, "let's examine those educational, mental health, and medical systems that classify, label, treat, and medicate."

Characteristics of the Best Minds

The greatest creative minds of all time are said to have shown these hyperactive/inattentive characteristics. They are the best artists, composers, entertainers, musicians, leaders, athletes, authors, inventors, and political figures the world has ever known.

Often, they were troublesome children and many had problems in school. A few examples include: Albert Einstein, Leonardo da Vinci, Thomas Edison, Nikola Tesla, Frank Lloyd Wright, Robert Frost, and others. It has been theorized that most of them were visual-spatial thinkers.

Although it is no established fact, it is believed by some that the following individuals have also exhibited these traits: Pablo Picasso, Vincent van Gogh, Pete Rose, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Leo Tolstoy, Ansel Adams, John F. Kennedy, Wolfgang Amadeus Mozart, Elvis Presley, Florence Nightingale, Abraham Lincoln, John Lennon, Mariel Hemingway, Agatha Christie, and Ludwig van Beethoven.

The historical records of academic failure among famous creative individuals are manifold. Einstein, who was considered a dull student by his educators, thought grammar school was boring. Thomas Edison was believed to be inattentive and feeble-minded by his teachers who couldn't stand him. He eventually dropped out.

Daydreaming (imagination) is an essential feature of creativity. Nikola Tesla had such elaborate visualizations that he would form his inventions in considerable detail before writing them down. Frank Lloyd Wright also had intense visualizations, as did Robert Frost who was tossed out of school for daydreaming.

These people were notably hyperactive. Coworkers at the laboratories of Edison and Tesla, for instance, were dazzled by their intensity. Those who have been around these and other eminent creative people report them as *radiating with vitality*. In some cultures these people are considered holy. They are the *old souls*.

It was mentioned in the June 2006 issue of *The American Chronicle*, that great men and women are more likely to exhibit these behaviors. The question was asked, how many potential Ludwig van Beethovens, Thomas Jeffersons, Ernest Hemingways, and Martin Luther Kings are being drugged into submission in the public schools?

"Imagine if you will," theorized Dr. Block, "where we would be today if these individuals were labeled ADHD and given medication." "We end up drugging those children," explained Dr. Breggin, "destined to make an outstanding creative contribution to society."

Invisible Eugenics

Even Bertrand Russell was forced to admit:

A community needs, if it is to prosper, a certain number of individuals who do not wholly conform to the general type. Practically all progress, artistic, moral, and intellectual, has depended upon such individuals, who have been a decisive factor in the transition from barbarism to civilization.

The men conventionally recognized as the greatest of mankind have been innovators in religion and morals. In spite of the reverence given to them by subsequent ages, most of them during their lifetime were in a greater or less degree in conflict with their own communities.

Prophets, mystics, poets, scientific discoverers, are men whose lives are dominated by a vision; they are essentially solitary men. When their dominant impulse is strong, they feel that they cannot obey authority if it runs counter to what they profoundly believe to be good.

They are often persecuted in their own day, they are apt to be, of all men, those to whom posterity pays the highest honor. It is such men who put into the world the things that we most value...

—Authority and the Individual, 1949, Bertrand Arthur Russell

Identified & Medicated

Unfortunately, if gifted people are medicated for life they will not reach their potential. The most serious concern is that their abilities are nullified by the medication which impairs cognitive performance. Numerous professionals have suggested that they are being identified and “cured” of their giftedness at an early age.

In the previous chapters, *The Engineering of Disease* and *ADHD Myth: Psychiatric Chemical Weapons*, we discovered that mental disorders do not really exist. The drugs that are given as “medical treatment,” we surmised, are chemical weapons, intended to incapacitate large numbers of citizens as part of a concealed and dynamic eugenics program.

We learned that, despite the safety proclamations made by the industry's front groups, in reality, the psychostimulants, antidepressants, and neuroleptics collectively induce many devastating medical conditions and are known to reduce the lifespan considerably. Most notably for this discussion, *they impede creativity and abstract reasoning*. Essentially, these chemicals disable gifted children.

Over the course of many years the authors of *Misdiagnosis* all independently discovered that gifted children were being frequently diagnosed with bipolar disorder, ADHD, and other mental disorders. This is not only common, it is rampant!

“We are convinced that misdiagnosis of gifted children and adults is not only a very real phenomenon, but also one that is very widespread.” According to them, it is happening because ignorant teachers and doctors are interpreting the signs of giftedness as symptoms of ADHD and other disorders. We learned in previous chapters that these professionals are trained by drug corporations to do exactly this.

Experts on giftedness also warned in a 1998 article that appeared in *Gifted Child Quarterly*, that smart children are being increasingly singled out for ADHD evaluations. “Referrals for attention disorders among gifted children have been growing at an unexpected rate.”

The surge in the number of highly intelligent children being systematically identified and medicated was allegedly not enough for the AAP. In November of 2011, members of the Board of Directors of Supporting Emotional Needs of Gifted (SENG) sent a message to the AAP regarding its new CPG that expanded the ADHD evaluation age-range.

Because an excessive amount of intelligent children were already being targeted, they urged the AAP to be cautious. “Our opinion is that a substantial number of intellectually gifted children are being incorrectly diagnosed as having ADHD.”

According to Dr. Breggin, the brightest children who are fated to shape society are being regularly identified in the public schools and medicated for the *exclusive purpose of crushing their wills*. “They fight back heroically to maintain their dignity and sense of self, but because of their drug-drenched brains and youthful immaturity, they are unable to resist.”

Volume VI Commentary

ADHD, which has gone through at least 25 different name changes in the past century, is a medical fraud. There is no medical test to prove the existence of ADHD. There is no chemical imbalance. A variety of scholars have determined that the core ADHD symptoms listed in the industry's publications are normal childhood behavior.

Doctors are known to deceive parents by telling them that ADHD is an established medical condition. Most parents think it is a genetic biological disorder that can be detected with blood tests and brain scans.

Even though they state there is no biological basis for ADHD, the industry's thought leaders and front groups, such as AAP, NAMI, and NRCADHD, mislead people by claiming that it is a genetic biological disorder, just like diabetes and heart disease.

At this time many are becoming aware that ADHD and the rest of the mental disorders are entirely fake. To coverup the deception, the industry has released material to warn parents of some "myths" they might encounter.

The drug companies and the DOE provide the teachers, psychologists, nurses, and social workers in the public schools with most of their training on ADHD. Many teachers have attended industry-sponsored workshops and believe that ADHD is a legitimate genetic brain disease. Educators are given a list of behaviors that they use to identify students, who are then sent to doctors to be screened.

Once singled-out, the 15-minute evaluation typically results in lifelong medication. The teachers then interact with doctors to "broker" treatment for the students. Schools enforce medication compliance. Despite their role in setting people up for a lifetime of drugging, educators have limited knowledge of these drugs.

The schools must "fully cooperate" in medicating students. Schools are playing a critical role in the identification and ultimately the drugging of large numbers of children. Just as the federal documents from the 1960s revealed, the schools have indeed been turned into laboratories.

Although methylphenidate is often portrayed as a mild stimulant, it is a Schedule II drug in the same class as cocaine. Ritalin, which is chemically similar to cocaine, inhibits dopamine receptors in the same brain area as cocaine, and has the same addiction and abuse potential. Ritalin is widely available in public schools and universities where it is crushed and snorted like cocaine by students starting in elementary school.

Invisible Eugenics

The industry's literature tells us that inattentive and disruptive behaviors cannot be caused by the environment, and that the schools are in no way responsible. However, we've seen evidence which shows that the schools are causing the exact problems that the educators have been trained to recognize as symptomatic of ADHD.

The multimodal approach is hardly ever used. Instead, children are routinely given medication as the only treatment. We're told by the AAP and NRCADHD that these drugs improve grades. Although they cause people to complete their work more quickly and neatly, we've found little evidence of any long-term academic benefits.

We're also told by the NRCADHD, MHA, CHADD, and AAP, that early treatment is critical so the children don't suffer self-esteem problems, academic failure, social problems, depression, or substance abuse. Evidence has been presented which shows that the stimulant medication reduces social interaction, leads to substance abuse, destroys self-esteem, impedes cognitive abilities, and causes depression.

A common misconception is that these stimulants are harmless. According to the DEA this is because literature circulated by groups with connections to drug companies are routinely downplaying the danger.

We've seen, however, that these drugs are causing severe medical conditions such as: cancer, arthritis, heart disease, brain damage, brain atrophy, and stunted growth. Some of the mental/emotional ADRs that they are known to cause include: depression, apathy, stupor, mood swings, frequent crying, irritability, hostility, nervousness, anxiety, paranoia, obsessive-compulsive behavior, and psychosis resembling schizophrenia and bipolar disorder.

Physicians are known to avoid filing these ADRs in MedWatch, which represents as little as 1% of all adverse reactions. When these adverse reactions occur, doctors regularly think that the "ADHD" is getting worse and increase the stimulant medication. When the drug-induced behavior worsens even more, a comorbid diagnosis of depression or bipolar disorder is made, which requires antidepressants and neuroleptics.

Spontaneous behavior that is critical for a child's mental and emotional development includes: moving around, exploring, playing, exercising, and socializing. Studies show that stimulants cause them to exhibit almost no curiosity, initiative, spontaneity, or humor. The drugs make them affectless, apathetic, socially withdrawn, and submissive.

The ADHD label itself has a severe psychological impact. The child's perception of being sick and helpless is reinforced by teachers, parents, and peers who view them as disabled. Because they see themselves as disabled, they do not become independent and their self-esteem never properly develops.

The ADHD industry has been determined to be a multi-level profit making scam. The schools, pharmaceutical companies, psychologists, psychiatrists, neurologists, pediatricians, and family practitioners, all have a financial incentive to medicate children.

Society advances in stages because of the gifted individuals who are able to make the connections to form a big picture. They are the creative scientists, inventors, writers, leaders, artists, and musicians who advance the human race. If they are properly guided, they are destined to raise the level of society in their chosen area.

There exists a pattern of behavioral traits that occurs frequently among the gifted. They exhibit hyperactive behavior known among scholars as *overexcitability (OE)*, that spans the imaginal, emotional, sensual, psychomotor, and intellectual realms. These behaviors appear to overlap ADHD symptoms considerably.

Experts on giftedness have learned that high-ability children are now being identified and labeled with bipolar disorder and ADHD in the public schools in endless numbers. It has been determined by some that these intelligent children are being routinely medicated for the sole purpose of crushing their wills. The public schools have denounced the gifted.

Volume VII (Unseen Genocide)

Silent Extermination

Protected by the Common Worldview

A variety of theories exist regarding why the institutions that the public relies on to protect it from disease are allowing large numbers of people to be poisoned and killed with medication and vaccines, while providing cover for the drug companies. Some now believe that this cannot be the result of incompetence or a series of consistent mistakes over the course of decades.

Others have found that while greed is simple to understand, poisoning the population to increase the death-rate is something that many have trouble accepting.

Perhaps, because you judge the behavior of others by your own standards, it might be difficult for you to imagine this. Or, maybe you can fathom what they might do, but think that even they have their limits. Whenever you are dealing with an issue involving a psychopathic factor, *their* psychological profile must be considered.

“The explicit aim of the eugenics lobby,” stated bestselling author F. William Engdahl in October of 2009, is the “systematic killing off of undesired bloodlines.” This, says Engdahl, can be traced to the wealthy families who funded the eugenics movement in the early 1900s.

The psychopaths, as we've learned, have no conscience. They are able to justify any type of cruel behavior. They are not human as you know it. They see others as objects, not worthy of compassion. Their death camps and wars serve a purpose. They consider it necessary to morally and physically kill as many normal people as possible.

In October of 2010, author and *Republic Broadcasting Network* talkshow host Alan Watt, who has been studying this subject for decades, mentioned that eugenics in one form or another has been used by wealthy elites since ancient times. They, he says, believe that those consigned to the lower economic class have defective genes. We've seen many examples of this in the previous chapters.

According to Watt, the wealthy psychopaths who run the planet are afraid that the masses will consume all of the earth's resources. They also have a fear of the working class overtaking them. For these reasons, they find it critical to remove the perceived threat to their survival.¹

¹ Alex Jones has also been covering the population control issue for years with his films and talkshow. See his magnificent 2007 film, *Endgame: Blueprint for Global Enslavement*.

Likewise, Dr. Lobaczewski informs us that the ruling psychopaths deem it absolutely important to remove large numbers of decent people from the population. “Thus,” he explained, “the biological, psychological, moral, and economic destruction of the majority of normal people becomes, for the *pathocrats*, a biological necessity.”

Hidden in Plain View

Of course, they must conceal themselves. In the early 1900s Rockefeller and Carnegie led the eugenics movement with their “charitable” foundations, along with other wealthy people. We’ve learned that Turner, Buffett, Gates, and others continue this endeavor. They are portrayed by the media as humanitarians.

Those who have closely studied their activities, however, have observed that they are fanatically seeking to reduce the world’s population using all possible methods, and their philanthropic organizations are concealing genocide.

According to *Prison Planet* journalist Paul Joseph Watson, the idea that the financial elite want to reduce the population to improve everyone’s standard of living is a falsehood. They have no interest in helping humanity. Glancing behind their philanthropic fronts reveals them as staunch eugenicists who seek to eliminate certain bloodlines at all costs.

Just as individual psychopaths spend a tremendous amount of time constructing a mask, a network of them will form a group with a seemingly humanitarian ideology to conceal its nefarious activities, says Dr. Lobaczewski. If you were to look behind the ideological mask of such a group, you would find nothing but sickness.

It has been discovered by astute scholars that the financial elite are using the following groups to perpetrate and conceal mass murder: GAVI, WHO, UNICEF, UNFPA, IPPF, and AGRA. They are aligned with federal health agencies, private foundations, the World Bank, and drug corporations.

As we’ve seen, the entire medical system, which is controlled from the top by drug corporations, is considerably putrid. Evidence has also been given which suggests that genocidal complicity extends to the professional societies, patient advocacy groups, and individual physicians who are pushing destructive vaccines and medication, while providing cover for the injuries.

Concealed Chemical Weapons

Premise

The eugenicists have learned from their experiences. They prefer not to openly exterminate people by the thousands because they know their efforts would be rejected. If the medication and vaccines immediately killed too many people, reasons Adams, then the danger would be obvious and the poison would be avoided.

Their federal health agencies and professional societies can only provide so much cover for the casualties. Therefore, the deaths inflicted under the guise of medical treatment must be done slowly to hide the connection, taking years or even a decade for the degenerative effects to appear.

John D. Rockefeller III, Chairman of the Commission on Population Growth and the American Future, announced in the March 1972 report, *Population and the American Future*: “By its very nature, population is a continuing concern and should receive continuing attention. Later generations, and later commissions, will be able to see the right path further into the future.”

He continued: “In any case, no generation needs to know the ultimate goal or the final means, only the direction in which they will be found.” In other words, what Rockefeller stated is that citizens will not be aware of the population control methods used against them.

At the TED2010 Conference in Long Beach, California in February of 2010, during a speech entitled, *Innovating to Zero!*, Bill Gates mentioned how CO2 emissions caused climate change. In order to get CO2 to zero, the population would have to be reduced, which, he said, could be accomplished with vaccines and healthcare.

“The world today has 6.8 billion people,” said Gates. “That’s headed up to about 9 billion. Now if we do a really great job on new vaccines, health care, reproductive health services, we could lower that by perhaps 10 or 15 percent.”

What Gates just said in no uncertain terms is that vaccines and healthcare will be used to reduce the population. We discovered in Volume III that psychiatric medication is an integral part of the healthcare system. “In plain English,” commented Engdahl, “one of the most powerful men in the world states clearly that he expects vaccines to be used to reduce population growth.”

Vaccines

Some independent medical professionals have concluded that that vaccines are used to sicken and kill people as part of a global eugenics agenda. They have been described by Dr. Carley as *weapons of mass destruction*, inflicting vaccine-induced diseases in order to reduce the world's population.

Dr. Leonard G. Horowitz is an international lecturer, talkshow host, and bestselling author on subjects such as health and disease. In October of 2005 he announced that the vaccines are being used to commit genocide by killing or disabling millions.

According to the IMCV, vaccines which make you sick are the structure of the entire corrupted healthcare system. In truth, explained Dr. Lanctôt, vaccines are eugenic weapons of mass destruction, intended to either kill people outright or brutally sicken them.

Vaccines, agreed Engdahl, are a new approach to negative eugenics. “The true aim of the vaccinations is to make people sicker and even more susceptible to disease and premature death,” he stated.

Adams, who has determined that vaccines are incredibly efficient for population control, portrays them as “bombs” being dropped on large numbers of citizens, while Dr. Tenpenny describes those who have been injured as “civilian casualties.”

“When death and severe complications occur due to these infections,” announced Dr. Blaylock, “pediatricians, the CDC, and the American Academy of Pediatrics use this as a justification for more vaccines.” He cautioned: “Parents must appreciate that those in positions of authority are, at best, unknowingly lying to them.”

“Unfortunately,” added Dr. Carley, “we can no longer pretend that this epidemic of VIDS is merely a mistake made by well intentioned, albeit misguided mad scientists.” According to her and others, the vaccines are being used to commit genocide, by those bringing in the New World Order.

Medication

Some researchers have observed that the pharmaceutical industry is increasingly working with federal agencies, its front groups, and all of the other organizations under its control to target children for psychiatric drugs. In particular, they are being increasingly labeled with bipolar disorder, depression, and ADHD.

In March 2011, *The Washington Times* mentioned that a 2009 *Medco Health Solutions* report revealed that children were the primary target for drug corporations. “Parents beware,” warned the *Times*, “Children have become the largest demographic for the pharmaceutical industry.”

In 2002 about 2.5 million children were on antipsychotics. However, they are only the ones that were insured by Medco and not those in foster care or on Medicaid. This also does not include those prescribed stimulants for ADHD.

The precise number of children who are medicated with psychostimulants is unknown. In 1999 it was probably between 4-5 million in the US. In 2007 it was about 6 million according to some estimates. These conservative numbers place the total number of children being medicated in the US with antipsychotics and stimulants at over 8.5 million.

And it continues to expand. *USA Today* reported a “growing overuse” of new antipsychotic drugs for children in May of 2006. These powerful drugs, Clozaril, Risperdal, Zyprexa, Seroquel, Abilify and Geodon, were originally approved by the FDA only for adult schizophrenia and bipolar disorder.

Foster children are being medicated at a rate 9 times greater than those in the regular population. A sampling of foster care facilities in 5 US states revealed that over 25% of the youths are on at least one antipsychotic drug. One 7-year-old was taking 12 different drugs.

Natural News publicized in October 2011 that the industry is encircling even more victims. In addition to the hyperactive children being treated with stimulants, they are now going after those on the other end of the spectrum. This time, children who are too quiet or shy are being labeled with social anxiety disorder and depression. “Once diagnosed,” reported the *UK Daily Mail*, “psychologists say children are likely to be treated with powerful drugs like Prozac or Ritalin.”

Psychiatric medication, describes Adams, is a weapon that causes millions of people to slowly die, as part of a silent genocide. Remember, until 1945 the German eugenicists disguised their extermination routine at the pediatric clinics, where children were medicated to death.

The basic features of mass murder, Dr. Baughman and Hovey explain, can be observed in the current scenario of giving “poison” to countless numbers of children that have been diagnosed with a mental disorder. They compared this situation to a type of military campaign, where the educators are the frontline troops who identify those to be targeted.

Dr. Breggin portrays this as an actual war against children, driven by a eugenic agenda. He bluntly tells us that those overseeing this campaign are deliberately attacking millions of children with these chemicals to kill and injure them. Because *they* have disguised themselves as humanitarians, so far they have been able to avoid scrutiny.

An Efficient Attack Combination

Those who have studied this topic are certain at this point that wealthy eugenicists have created a subtle but effective covert population control program that includes a phased chemical attack. The vaccines are used to cause the initial medical injuries. The survivors of these attacks are destined for lifelong toxic medication to treat the injuries, which weakens them even further.

The IMCV explained: "Vaccine side effects can make you sick for the rest of your life. Conveniently, there are many drugs to treat the side effects caused by vaccines." Dr. Lanctôt elaborated: "It therefore benefits the industry... One sells the vaccines. The other, then, provides the arsenal of medications to respond to the numerous complications that follow."

As we've seen, the vaccines are causing: infertility, miscarriages, autism spectrum disorders, cancer, paralysis, death, brain damage, seizures, epilepsy, kidney failure, lupus, asthma, narcolepsy, Guillain-Barre syndrome (GBS), Sudden Infant Death Syndrome (SIDS), diabetes, chronic fatigue, fibromyalgia, obesity, rheumatoid arthritis, Alzheimer's disease, Parkinson's disease, allergies, multiple sclerosis, amyotrophic lateral sclerosis, and Huntington's disease.

Then there are the neuroleptics for the lifelong treatment of fake mental disorders, that cause: headaches, muscle spasms, insomnia, lack of coordination, fatigue, general weakness, seizures, obesity, diabetes, cardiovascular problems, impaired concentration, and reduced creativity.

We've discovered that they produce an actual chemical lobotomy and can shorten the lifespan up to 25 years. The stimulants cause: cancer, arthritis, Raynaud's syndrome, anemia, leukopenia, stunted growth, brain atrophy, Tourette's syndrome, heart disease, brain damage, and manic-depressive behavior. All of the medications and vaccines are given under the guise of medical treatment.

Those who have been sufficiently poisoned with these concealed chemical weapons will not only have a shortened lifespan, they are less likely to reproduce. In essence, they have been chemically segregated from the breeding pool. Although these new eugenic methods are more subtle and slower, they are thoroughly effective.²

Mass Execution

Observant independent scholars who have studied this have concluded that the injuries and deaths that the medication and vaccines are causing is no mistake. They are certain at this time that these are deliberate acts of mass murder. Some have interpreted it as a type of genocide. The exact definition of genocide differs depending on the source.

Articles II and III of the 1948, *UN Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG)*, basically describe it as the intent to partially or completely eliminate a national, ethnic, racial, or religious group. It includes: murder, causing serious bodily or mental harm, creating harsh living conditions, preventing births, and removing children from the group under attack.

This rendition has been determined by some to be too limiting. According to it, the targeted group must be national, ethnic, racial, or religious. Groups that are not covered under this definition, are: ideological, social, political, and economic. This means that if millions of people belonging to social or economic class were killed by a government, that would not meet the UN's definition of genocide.

These groups were allegedly left out of the original definition because they are too vague and temporary. Some scholars on this subject have determined it to be a loophole that allows for mass murder under certain conditions.

² Fluoride, which has been used in pesticides and rodenticides, appears to be another one of their chemical weapons. It has never been proven to reduce cavities. There have been 24 studies done in countries such as Mexico, Iran, India, and China that conclusively show that even low levels of fluoride reduce intelligence. Since 1941 scientists have known that fluoride causes brain damage. In addition to lowering intelligence and causing brain damage, fluoride will accumulate in your body leading to serious health problems such as bone cancer, arthritis, dental fluorosis, thyroid problems, and DNA damage. It also ruins sperm and increases infertility in women. Fluoride was given to prisoners by the Nazis to make them weak. It has been placed in up to 70% of all public drinking water supplies in the US. See the following: *PR Newswire, Fluoride in Water Linked to Lower IQ in Children, December 21, 2010; The Toxin so Dangerous Even the CDC Now Warns Against Consumption by Infants, January 22, 2011, Dr. Joseph Mercola; Vaccines: The True Weapons of Mass Destruction, Dr. Rebecca Carley.*

This and other atrocities, therefore, would probably not meet the legal definition of genocide. A case can be made that some existing international authority may stop this if the legal definition of genocide were extended to include these socioeconomic and political groups.

It seems wasteful, however, to modify the definition of a term used by an organization that is complicit in mass murder, hoping that it or a connected group will then recognize and stop the atrocity. There will be no legal recourse for this in their courts anyway.

In 1990 political scholars began using the term *democide* to include concepts not covered by genocide. Democide is the intentional killing of one or more people by a government that is part of its official or unofficial policy, carried out by its leadership, politicians, police, secret service, military, non-governmental groups, and other entities acting on its behalf.

It is also worth mentioning that a common definition of genocide which includes groups excluded from the original, is now recognized by some scholars. So, although the casual meaning of genocide could describe this scenario, *democide* or *mass murder* would also suffice.

Their Multilevel Coverup

Some of the methods described in previous chapters that they've used to conceal their genocidal machine include:

- Separating the neurological injuries into different categories depending on the severity of damage, in order to minimize the number of recognizable injuries. This would include: strokes, supranuclear palsy, Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis (ALS), Huntington's disease, and the autism spectrum disorders (ASD).
- When the epidemic of neurological disorders could no longer be denied, we were told that the increase was because of better detection methods.
- Medical journals, hospitals, and the media are providing cover. Many dubious articles have been published in an attempt to discredit the connection between the vaccines and the injuries.
- The industry has released misinformation in an attempt to suppress the growing awareness that ADHD is a fraud and that the medication is harming and killing people.
- A coverup study conducted by a university that functioned at the core of the early eugenics movement attempted to conceal the number of sudden deaths caused by stimulant medication.

- The few conscientious doctors who have exposed the vaccines and medications as poison have been attacked.³
- The professional societies and world health organizations are denying that the vaccines are causing injuries and deaths.
- The FDA's MedWatch database represents as little as 1% of the damage caused by psychiatric medications, while VAERS similarly contains as little as 1% of the actual vaccine-induced injuries. The number of probable injuries and deaths caused by these chemical weapons, therefore, is surely immense.
- The FDA/CDC will attempt to dismiss as many reports as possible when investigating the vaccine-induced injuries to minimize the number of overt casualties.
- Physicians are spreading the poison into the public. They are denying the injurious effects of the medication and vaccines, and not reporting them in MedWatch and VAERS.

3 Because the eugenicists have announced that population control is the most important issue to be done at all costs, anyone who interferes with their profit-making and eugenics agenda can expect to have their lives ruined. There is a small group of courageous physicians, who, upon exposing the vaccines and psychiatric medication, have deliberately or inadvertently done so. Dr. Andrew Wakefield's studies, for instance, have created a global debate among scientists and others who are now rejecting the vaccines. He was fiercely attacked by his medical peers and has been banned from practicing medicine in the UK. In May of 2010 *CBS News* accused him of being a "child abuser" because parents are increasingly refusing to have their kids vaccinated. It was reported by the *New York Times* and *CBS News* in April and May of 2010, respectively, that conspiracy theories regarding vaccines causing disease were interfering with vaccinations. Bill Gates mentioned during a February 2011 *CNN* interview that those who publicly oppose the vaccines are killing children. This type of retaliation has been happening for decades. After Dr. Bernice Eddy discovered in 1954 that the polio vaccines were contaminated with a live monkey virus which caused paralysis, the NIH demoted her. Pediatric Neurologist Fred Baughman, says that he has been isolated from some of his peers for debunking ADHD as a medical fraud. In 1987, NAMI attempted to prevent Dr. Peter Breggin from practicing medicine because he is an outspoken critic of psychiatric drugs. He knows of others personally who have been attacked by NAMI and had their careers damaged for the same reason. Dr. Guylaine Lanctot had her medical license revoked for statements she's made in her publications. **Continues on next page.**

Invisible Eugenics

The NGOs, government agencies, professional societies, and patient advocacy groups are promoting chemical weapons in the form of medication and vaccines, and/or providing cover for the injuries. All of these groups are complicit in mass murder:

- World Health Organization (WHO)
- National Academy of Sciences (NAS)
- American Academy of Family Physicians (AAFP)
- Global Alliance for Vaccination and Immunization (GAVI)
- United Nations Children's Fund (UNICEF)
- American Medical Association (AMA)
- American College of Medical Toxicology (ACMT)
- American Psychiatric Association (APA)
- Institute of Medicine (IOM)
- National Education Association (NEA)
- American Academy of Pediatrics (AAP)
- Mental Health America (MHA)
- National Alliance on Mental Illness (NAMI)
- Children and Adults with Attention Deficit Hyperactivity Disorder (CHADD)
- Centers for Disease Control and Prevention (CDC)
- National Institute of Mental Health (NIMH)
- Food and Drug Administration (FDA)

For exposing the vaccines, Dr. Rebecca Carley had her license to practice as a medical doctor withdrawn. We've also seen how the FDA is now going after companies that offer products which remove the toxins caused by vaccines. See the following: *ABC News, Report Linking Vaccine to Autism 'Fraudulent' Says British Medical Journal, January 5, 2011, Lara Salah; UK Telegraph, MMR Doctor Links 170 Cases of Autism to Vaccine, January 21, 2001, Lorraine Fraser; UK Daily Mail, New Evidence Revives MMR Fears, June 16, 2002, Rachel Ellis; CBS News, Autism Doctor Loses His Medical License, May 24, 2010; New York Times, Vaccinations: A Hot Debate Still Burning, April 26, 2010; CNN, Bill Gates: Vaccine-Autism Link 'An Absolute Lie', February 4, 2011, Danielle Dellorto; NewsWithViews, Why You Should Avoid Taking Vaccines, December 7, 2003, James Howenstine, MD; Natural News, Neurologist Dr. Fred Baughman Talks About the Fraud of ADHD and the Poisoning of US Children, August 29, 2006, Mike Adams; Toxic Psychiatry, Peter R. Breggin, MD; The Medical Mafia, Guylaine Lanctot, MD; Vaccines: The True Weapons of Mass Destruction, Video Presentation, YouTube, July 10, 2009, Dr. Rebecca Carley.*

If you observe the mission statements of these groups, you'll notice that they profess only the most virtuous intentions. GAVI, for example, is focused on “saving children's lives and protecting people's health” while the MHA is, “dedicated to promoting mental health.” UNICEF, “works for children's rights, their survival, development and protection.” The AAP is, “dedicated to the health and well-being of infants, children, adolescents and young adults.”

It appears that the psychopaths intend to bring about the moral and physical destruction of the normal people who they perceive as a threat to their existence. Their healthcare system is all about sickness and death.⁴ Remember, they are not killing themselves. As a biological necessity, they are exterminating the children of the *others* who compete with them for natural resources.

⁴ While your insurance will cover *sickcare* (medication and vaccines), true healthcare is something you must pay for. Fortunately, pediatricians are not necessary to monitor your child's health. Some alternative specialists that may support your decision to refuse the poison include homeopathic or naturopathic doctors. See, *International Medical Council on Vaccination, Vaccines: Get the Full Story, January 2011, www.vaccinationcouncil.org.*

Conclusion

The Other Type of Human

Psychopaths, who lack defining human qualities on a basic level, represent a separate subspecies of humans, according to some. They are recurrent liars who are obligated to deceive people, and diligent thrill seekers with no conscience. Fastened to an inescapable attack cycle, they select and degrade people who they perceive as objects, in order to sustain their inflated egos.

Because of their basic need to have power over others, they have a tendency to seek positions of political influence. They easily recognize each other from an early age. Some of them form groups that are concealed with an admirable ideology that they use to vigorously pursue political advantages. Any government or organization under their control will exhibit the elemental psychopathic features.

Psychopaths construct elaborate facades as individuals and groups to hide their true nature. The effectiveness of their psychological mask is amplified by naive beliefs within the common worldview. It has been determined by some that these characters are the perpetual cause of wars and genocide. Ultimately, they seek the creation of their utopia, which is a type of hell for decent people.

We surmised that the large charitable foundations and their interlocking think tanks, such as the Council on Foreign Relations, Trilateral Commission, and Bilderberg group, function as a single ponerogenic entity whose goal is a global dictatorship, controlled by people of tremendous wealth.

In their utopia, the normal people will be subjected to their deviant reality, and they will no longer have to hide. There are ongoing wars, terror, starvation, murder, infanticide, and entertainment torture. The bonds of family and friends have been destroyed.

Children are taken from their parents at birth and conditioned in social engineering factories to be obedient and stupid. There is no moral progress or individuality. People are managed like a herd of domesticated animals. You'll notice that much of this is already here.

Their Population Control Movement

Eugenics, which goes back in some form to Ancient Rome, is a population control movement that started in the US and Britain in the late 1880s. The early eugenicists were distinguished scientists, prominent lawyers, clerics, physicians, educators, intellectuals, and people of wealth, who believed that certain groups must be eliminated in order to purify the human race.

Invisible Eugenics

Population control methods include: immigration, birth control, genetic screening, marriage restrictions, segregation, refusal of medical treatment, compulsory sterilization, abortions, infanticide, euthanasia, and genocide, as well as the Malthusian methods of starvation, disaster, disease, and war. We've seen evidence that this now extends to chemical and biological weapons that include: psychiatric medication, vaccines, fluoride, and GM foods.

The early eugenicists carefully planned the systematic identification and elimination of defective bloodlines, which was to be done at “all costs” to bring about their utopia. To get others to accept their repugnant ideas, they created a problem, placed the blame on groups of people that they wanted to eliminate, then offered their murderous solution.

Those directing the movement used a horde of scientists to create an enormous amount of junk science that served as a basis for the ideology. They broadcasted their material to schools, libraries, doctors, religious leaders, and legislators. The eugenicists were able to get laws passed in US states and a variety of other countries.

While some of those to be targeted did have biological conditions that may have been genetic in nature, the eugenicists also claimed that mental disorders existed and were genetic. Specifically, they told us that those in the lower economic class, feebleminded, and social variants, as well as those showing eccentric behavior, were all suffering from genetic defects. For their solution, they precisely announced that entire bloodlines had to be exterminated.

At first they presumed the defects to be 10% of the total population. They later found that people could appear perfectly healthy, yet still be carriers of a hidden genetic flaw. It was eventually determined that 90% of the population was defective.

In 1884 data collection efforts started in England. Then, with the intention of obtaining the genetic records of every single family in the US, the ERO began this venture in 1910. They would contact hospitals, prisons, mental institutions, charitable organizations, schools, churches, and insurance companies all over the US.

Family pedigrees would be formed based on this information, which would be used to determine who would be targeted for negative eugenics. An international database was suggested in 1912 as part of a “global solution” to eliminate the defective bloodlines.

German and American eugenicists were in close contact as early as 1904 through correspondence and exchange programs. American eugenicists enthusiastically supported the German eugenics program. Germany's sterilization law was based on the one developed by American eugenicists at Cold Spring Harbor in New York.

The death camps, forced sterilizations, and mercy killings that occurred in Nazi Germany were part of the same global eugenics program. The doctors were on the frontline during the early eugenics movement, in both Germany and the US, administering the medication and carrying out the procedures.

We concluded that this was a ponerogenic movement of the wealthy and influential who fanatically pursued legislation to give themselves an advantage over their competitors. Their deranged thinking is exemplified by their use of phrases such as: *cutting off*, *obliterating*, *purifying*, *cleansing*, and *purging* the undesirables.

We gain even more insight into their pathological deductions from their casual and explicit discussions regarding the lethal chambers, as well as the killing of infants and children. All of this, of course, was to be done for the greater good.

Modern eugenicists tell us that the earth is in danger. Their solution is a drastic reduction in population. We're told that new strategies, some of which are cruel and which the public will be unaware of, must be used in order to save the planet.

It has also been revealed that there is an epidemic of diseases, requiring mass vaccinations. Interestingly, the charitable eugenicists are now working with the UN to deliver what they would like you to believe are lifesaving vaccines.

Their vaccines campaigns are coordinated through GAVI, which is composed of the WHO, UNICEF, World Bank, drug companies, and many NGOs. The charitable groups are once more providing a solution to an impending crisis. We've established that these wealthy eugenicists are using their humanitarian front groups to carry out mass murder.

One efficient method to eradicate a bloodline, we've learned, is to neuter its women. Groups funded by these eugenicists are conducting forced sterilizations and abortions on women, as well as injecting them with contraceptives without their knowledge or consent.

Since the early 1970s a variety of NGOs, tax-exempt foundations, World Bank, and UN have either funded or were involved in the creation of a birth control vaccine using HCG. We've learned that some of the same groups that were involved in creating this infertility chemical are now spreading it in developing countries using vaccines.

Invisible Eugenics

The medical authorities in the US recommend the HPV vaccine for all girls to prevent cervical cancer. However, cervical cancer is now rare at any age, most strains of HPV are very common and usually harmless, and it has never been proven that HPV causes cervical cancer. Among the HPV vaccine's many toxic ingredients is polysorbate-80, which renders mammals infertile.

Sickcare

The pharmaceutical industry controls the entire medical system by influencing federal health agencies, research, medical journals, conferences, patient advocacy groups, professional societies, medschools, continuing education, hospitals, clinics, pharmacies, and individual doctors. We've determined that all of these factions are part of a single organism.

The education that most doctors receive, in one way or another, originates from the industry. Drug companies spend hundreds of millions influencing doctors each year because they are their frontline drug pushers who have direct contact with the population. The industry regularly bribes everyone from doctors to government officials to do its bidding.

The industry's professional societies and patient advocacy groups, which are portrayed to the public as independent and benevolent institutions, create the CPGs, books, magazines, and websites, and market psychiatric medication and vaccines for the industry.

Their thought leaders, who are particularly well-rewarded, are used to influence the prescribing habits of other physicians all over the world. These doctors write the CPGs and diagnostic manuals, and affix their names to ghostwritten articles that the drug companies use to promote psychiatric medication.

Their medical system has been described as an organized crime network, which demands the complete obedience of its physicians, who are indoctrinated in medschool, where bribery is standard procedure. Most are under the industry's control before they begin their careers.

Fraudulent Brain Disorders & Chemical Weapons

We've determined that drug companies create fake mental disorders using their thought leaders. The industry's front groups frequently compare these to real medical conditions such as heart disease, cancer, diabetes, and physical disabilities that can be observed in laboratory tests.

No chemical imbalance exists for any alleged mental disorder. The only known cause of chemical imbalances are psychiatric drugs. These mental disorders are not genetically transmitted because they are not real. However, once a genetic mental disease is invented, the eugenicists are able to justify the chemical attack of an entire bloodline, under the guise of medical treatment.

The neuroleptics used to treat the fake brain disorders cause a wide range of severe medical conditions and are known to drastically shorten the lifespan. These drugs crush the will and produce a chemical lobotomy. We've seen that the neuroleptics are truthfully poison. While profit and social control are obvious reasons, these chemicals appear to serve a eugenical purpose also.

ADHD does not exist as a genuine medical disorder and has been determined to be a major medical fraud. Some of its symptoms—such as making careless mistakes in schoolwork, fidgeting, losing things, daydreaming, looking out the window, and asking too many questions—are normal childhood behavior.

However, an entire industry has been created around these symptoms. The vested interests extend from the drug companies and federal agencies, to the professional societies and patient advocacy groups, down to the schools, individual doctors, and some parents.

Doctors, who have received their information regarding ADHD from drug companies, have been known to deceive parents regarding its legitimacy. Educators have also been subjected to an onslaught of lies by drug companies. They are told that ADHD exists and is a genetic brain disorder requiring stimulant medication.

We're informed by the industry's patient advocacy groups and professional societies that early treatment is critical. The multimodal approach is hardly ever used, however. *Treatment* almost always means *medication*. We've seen blatant lies in the industry's literature regarding the legitimacy of ADHD.

The medication, they tell us, is vital so the children don't suffer self-esteem problems, academic failure, social problems, depression, or substance abuse. Upon scrutiny, however, we have determined that the medication destroys self-esteem, impedes cognitive abilities, induces depression, inhibits social interaction, and leads to substance abuse.

Furthermore, the ADHD label has a devastating psychological impact on the person. It causes them to feel helpless, out of control, diseased, and handicapped. The label also makes others treat them as if they are disabled. Just the label itself has a crippling effect.

Invisible Eugenics

Although their front groups tell us that these stimulants are completely safe, we've seen that they cause ruinous medical issues, such as: brain atrophy, cancer, brain damage, heart disease, lethargy, insomnia, headaches, stunted growth, and sudden death.

Furthermore, we're told that ADHD comorbidities include ODD, bipolar disorder, depression, tics, and anxiety disorders. However, the ADRs caused by these stimulants include some of these exact symptoms. When these reactions to the medication become obvious, the medication is increased or they're diagnosed with bipolar disorder or depression. Then they're attacked with additional chemical weapons such as antidepressants and neuroleptics.

In essence, the stimulant medication causes the specific problems that the industry's groups tell us that children are at risk for, as well as the comorbidities and a variety of dreadful medical problems. Eugenical and financial motives figure prominently.

Fake Disease Epidemics & Chemical Weapons

Although vaccines are attributed to the decline of disease epidemics, upon closer observation we find this is not so. Most of these diseases declined on their own.

A majority of the diseases that vaccines are used to prevent are either not widespread, harmless, or both. Whenever outbreaks occur, it is often in populations that have been vaccinated. Vaccines cause the diseases they're supposed to treat.

Evidence has been given which shows that vaccines also cause many devastating medical conditions. The drug companies that control the entire medical system use its factions to spread fear of infectious disease in order to get people to accept their damaging vaccines.

Because of the overwhelming amount of evidence connecting the vaccines to deaths and injuries, and the consistent coverup by factions of the industry's medical system, we have determined that vaccines serve two very important functions, which are profit and negative eugenics.

Their Behavior Modification Factories

Intelligent and independent people are a threat to rulers. To manufacture the obedient, stupid citizens for their utopia, the schools needed to be centrally managed and the classic material had to be replaced with behavior modification programs. The progressive education movement that started in the mid 1800s achieved this. It was funded by people of wealth, working through tax-exempt foundations and corporations, along with universities and government agencies.

Although the public is mostly unaware of it, a hidden battle for the public schools took place over a period of about 100 years. Multiple politicians issued warnings starting in 1917 that the schools were being taken over with military precision.

We surmised that this was a ponerogenic invasion, accomplished by an army of early progressive educators that included humanists, behaviorists, and eugenicists. The individuals were in close contact through universities such as: Harvard, Yale, UC Berkeley, Columbia, Johns Hopkins, and Chicago. Eventually a series of crises would facilitate the takeover. Many well-meaning school board members and educators were deceived into destroying their own schools. Those who refused to go along with it were harassed out of the profession.

By the 1890s most progressive educators were Social Darwinists, and after 1900 Darwin's theory was the foundation that they used to restructure the school system. Eugenics would become strongly established in the social science and psychology departments at the best higher learning institutions in the nation.

Both the eugenics and progressive education movements had distinguished members operating out of universities such as Chicago, Harvard, Johns Hopkins, and Columbia. Both were funded by the same financial interests around the same time. These movements, which had formed a solid alliance by the 1920s, appear to be a single ponerogenic entity.

At this time *they* have seized complete control of the public schools. Intellectual growth is not encouraged in modern schools. Instead, teaching methods designed by behaviorists are used to prevent the development of critical thinking, by reducing the use long-term memory, creativity, imagination, facts, and the examination of information.

Individuality and creativity are denounced in favor of group participation. This Pavlovian/Skinnerian operant conditioning approach to teaching has been used in the public schools for nearly 40 years under a variety of labels. These methods bypass the thinking faculty and train people to respond to stimuli like animals.

As part of lifelong learning, the state is indoctrinating people from birth by recruiting parents into partnerships, which start at hospitals and clinics. Parents are deceived into being reduced to caretakers of their children after they're enticed with a variety of benefits. The family, we've seen, is to be destroyed because it is dangerous to the new democracy.

UNESCO's lifelong learning is also to take place in the community learning centers that are springing up around the country. These communist centers will eventually be open year-round, with integrated hospitals, prenatal health services, daycare, crisis-intervention, mental health services, and drug counseling, as well as education, job training, and many social activities that foster group thinking.

Eugenic Laboratory-Prisons

As part of their vision for a global eugenic utopia, the eugenicists wanted to transform schools into laboratories that would serve as a basis for a selective breeding program that no child could escape from. Tests and other “unsuspected” methods would be used to detect those to be removed from the breeding pool.

Starting in the mid 1960s the schools were changed into behavior modification clinics. Federal psychiatric programs in schools facilitated an array of “interventions” by social workers, psychiatrists, and psychologists, who would work closely with schools. As part of a team of mental health professionals, the teachers were to be trained as learning clinicians, whose primary purpose is to change values using drugs and the conditioning methods of the behaviorists.

This transformation entered an advanced stage starting in the mid 1990s, with programs such as TMAP, that were followed by the NFCMH and TeenScreen. These drug company initiatives emphasize psychiatric medication as the primary solution for this fictitious epidemic of mental disorders. We've determined that these drugs are chemical weapons serving a eugenical purpose.

Teachers are now being trained in workshops sponsored by drug companies to identify students exhibiting ADHD behavior in the classroom. The physicians that the students are referred to, who have also been trained by drug companies, usually diagnose them with a mental disorder, after which it is lifelong medication.

The teachers, who have little factual information on the medication, have been given a list of certain behaviors which are symptomatic of this counterfeit disorder. They fill out forms which are used by doctors during evaluations. Then they collaborate with the doctors to make treatment deals for the students. It is the duty of the schools to ensure medication compliance.

Consistent with early eugenic visionaries, the schools have surely been turned into clinics. The educators and doctors are now part of a team, working together to identify and medicate children after labeling them with mental disorders.

We've determined that the true purpose of compulsory public education is to prevent intellectual and spiritual development, and to identify those to be targeted for negative eugenics. Although the public schools will efficiently disrupt intellectual growth, this can also be accomplished with psychiatric medication, which causes physical brain damage.

It now becomes clear why there is an epidemic of mental illness in the public schools. The industry has portrayed these fake mental disorders as genetic defects, which basically means that large numbers of people will be attacked with chemical weapons at an early age.

Intelligent Resisters Identified & Neutralized

Personal and cultural values are important because they serve as a basis for ethical action. Values usually influence attitudes and behavior. They reflect a person's sense of right and wrong. Official sources have announced that values must be changed in order for the utopia to be formed.

The communists in China disguised a value-changing program known as *brainwashing* in classrooms at all levels of education. The same methods have been used on POWs in North Korea. Those targeted for attack were brought into classrooms where their beliefs were exposed and radically changed. Because most cultures have an inherent respect for education, victims became vulnerable to these mind attacks.

A psychologically hostile environment exists within the public schools. In particular, we find that a program similar to brainwashing known as *values clarification* is used. It fosters belief changes by first bringing values out into the open to be challenged by the group. If the individual is unable to defend the value, it is demolished and replaced with a group value.

We've established that the purpose of values clarification is to sever family connections, and to identify and destroy any beneficial values that might nurture personal development. Additionally, to impede emotional and spiritual development, notably morbid topics are discussed to confine the student's emotional experience to negative feelings such as fear, anger, greed, jealousy, and hate.

The predictable reaction of any intelligent and decent person exposed to such a toxic environment would be to resist. This resistant behavior appears to constitute the symptoms of ADHD that teachers have been trained to identify. Unfortunately, such resistance places the individual in direct conflict with what we've determined to be one of the primary goals of compulsory public education.

Therefore, any person who resists the psychological poison is a prime candidate for chemical attack. We must consider the likelihood that the environment in the public schools has been designed specifically to identify the most intelligent and moral people for chemical attack before they develop.

It seems that the psychopaths have finally narrowed down their potential threats to individuals with specific qualities. It is no surprise, therefore, to find that their schools have been designed to identify and destroy such people.

While all children are at risk, gifted children are in peril. They have been described as the *holy ones* who are able process bits of information to form a big picture. Anyone who can make such connections is capable of exposing their sick system. When these qualities are combined with natural leadership skills, the result is an extremely dangerous person capable of leading a revolution.

If you consider the behavior of the mind that has seized the public schools, (e.g., lying, deceiving, mocking, controlling, morbid entertainment), and factor in some advanced technology, you might find that the environment in the classrooms is far worse than what has been explained in this book. Although they are surely impacted, the students, parents, and even the educators themselves, are probably unable to consciously perceive it.

The Current Situation

Compelling evidence suggests that the psychopaths are using a multitude of integrated humanitarian front groups to push their toxic vaccines and psychiatric medication onto an unsuspecting public. While a variety of groups are targeted, at this time they are focusing their attacks on the offspring of their competitors.

This is what we've established: The eugenicists vowed to reduce the world's population at all costs in the early 1900s. The undesirables were to be identified at a young age and segregated from the breeding pool. They successfully used junk science to justify eugenic methods, from forced sterilization to mass murder. Later it was suggested that cruel and hidden methods would be used to reduce the population.

Now, we find a similar scenario involving junk science and negative eugenics. This time it includes fictitious epidemics of contagious disease and brain disorders. Recurrent and potent lies have been spread by their front groups regarding chemical imbalances and brain scans. Their solution to these nonexistent crises is poisonous vaccines and psychiatric medication.

Their frontline troops, the teachers and doctors, are bombarded with misinformation. Armed with malicious lies, they work as a team to identify and medicate the financial elite's worst enemies. Intelligent individuals who resist the indoctrination in their laboratory-prisons are labeled with fake brain disorders and hit with chemical weapons.

The attacks do not usually result in immediate death. If that were to happen, suspicion would be aroused and people would reject the deadly chemicals. Instead, they inflict many severe medical injuries that may take years to surface. The notable benefit of this compound and hidden attack is chemical segregation. It effectively removes large numbers of sickened people from the breeding pool.

The eugenicists believe that population control is the most important issue facing humanity. At all costs certain bloodlines were to be identified and eliminated. Because of the persistent intensity with which this agenda has been pursued, it is likely that the international genetic database suggested in 1912 has been established. Perhaps there a pattern of death and disease in certain families who are completely unaware that they are under attack.

We've seen that there is a carefully directed, multilevel, multifaceted, worldwide coverup of deaths and injuries caused by these chemical weapons, spanning the entire spectrum of the predominantly polluted medical system. It extends from the international NGOs and federal health agencies, to the patient advocacy groups and professional societies, down to the level of the individual physician.

Their government health agencies, NGOs, professional societies, and patient advocacy groups that are portraying the chemical weapons as treatment for fake brain disorders and disease epidemics, while concealing the injuries and deaths, are complicit in mass murder.

The doctors worldwide, who are spreading the poison into the trusting and vulnerable public, while ignoring the deaths and injuries, are complicit in mass murder. The educators, who are selecting the best and brightest to be targeted for chemical attack, are complicit in mass murder. The public schools and medical system are critical components of the financial elite's genocidal machine.

Invisible Eugenics

The educators and physicians are harassing parents who refuse to medicate and vaccinate their children. Both educators and physicians react harshly when given evidence that these disease epidemics and mental disorders don't exist. Educators hound parents until they medicate their children. Both doctors and educators accuse parents of medical neglect and threaten them with social services when they refuse the poison.

Doctors and educators are some of the most respected members of our society. In reality, the institutions that train them and set the protocols which they must follow are run by genocidal psychopaths. Educators and physicians have been dangerously compromised! They are ultimately under the control of a single psychopathic complex, featuring bribery, lies, deceit, medical fraud, and ultimately mass murder.

Summary

A variety of different subject areas have been combined to show you the outline of a monster that has concealed itself using organizations and professions that we naturally respect. You have glimpsed behind the mask of its front groups to see its true form.

It is up to you to protect your children against what is probably the worst threat they will encounter. Chances are you're not a physician. But what do your instincts tell you about starting your child on a lifelong regimen of stimulants and neuroleptics? Did you really believe that injecting mercury, rat poison, embalming fluid, and roach poison into the bloodstream of an infant would be helpful?

We are presented with a phenomenon containing qualities that transcend culture, nation, politics, and religion. I'm not aware of your personal situation or affiliations. However, you are united with people from these different factions because you are all being attacked by the same mind. We have all been deceived.

Their gambit of slowly murdering abysmal numbers of children with chemical weapons must be seen for what it is: an act of desperation. Their behavior is based on fear. They are terrified of losing control and being exposed.

This is the final phase of a movement that has been active for at least many decades. Although there are still some good people in it, the US government is beyond repair. It is *theirs*. There is absolutely no effective procedural remedy for this within the system itself.

Some have been warning you about this for years with their books, films, articles, and talkshows. Their names have appeared throughout this book. Understand, they have risked their lives to bring you such information. Presidents, political leaders, historical figures, and scholars of all types that have encountered this movement in some form have also told you.

It will take an exhausting effort for the human race to free itself and preserve a future worth living. Many will die exposing and stopping this. If the psychopaths fail to secure their utopia they may release terror and plague. Consider the possibility that most of humanity will be wiped out.

The situation, however, is not hopeless. They are losing a very important advantage because many can now see them for what they are. Their activities are now obvious which makes them vulnerable. They realize that they have been exposed and are running out of time. Don't make the mistake of doing nothing because you can't do everything.

Appendix

Violence in Their Laboratory-Prisons

Medication-Induced Violence

Starting in the late 1980s there was a spiraling increase in school violence in the US. Not including other acts of violence, at least 200 people have been killed or wounded from school shootings, from the mid 1980s to 2012.

A firm connection has been established between these school shootings and psychiatric drugs. In almost all cases, the perpetrators were medicated with antidepressants or stimulants such as Prozac, Luvox, Effexor, Celexa, or Ritalin. Antidepressants are confirmed to cause homicidal and suicidal behavior. What follows are a few examples.

In Huntsville, Alabama on February 5, 2012, Hammad Memon opened fire on another middle-school student, killing him. He was taking the antidepressant Zoloft. On October 10, 2007 Asa Coon, who was on the antidepressant Trazodone, walked into his school in Cleveland, Ohio and shot four people before killing himself.

Seung-Hui Cho was on antidepressants when he killed 32 people and wounded 17 others before killing himself at Virginia Tech on April 16 of 2007.

While on Prozac, Jeff Weise shot 7 students dead at his school in Red Lake, Minnesota before killing himself on March 21, 2005. On April 10, 2001, Cory Baadsgaard held his classmates at school in Wahluke, Washington hostage while he was on the antidepressant Effexor.

On March 22, 2001 Jason Hoffman, on the antidepressants Celexa and Effexor, shot and wounded several of his classmates in El Cajon, California. Elizabeth Bush was taking the antidepressant Prozac when she opened fire on a fellow student in Williamsport, Pennsylvania.

In Conyers, Georgia on May 20, 1999, Thomas Solomon shot and wounded 6 other students. He was taking Ritalin at the time. Shawn Cooper was also taking Ritalin when he fired a shotgun in his school in Notus, Idaho, nearly hitting a student.

When examining the Columbine High School massacre of April 20 1999 that resulted in 15 deaths and 24 injuries, we find that Eric Harris was on the antidepressant Luvox. Although the autopsy results pertaining to medication were never released, it is believed by some that Dylan Klebold was also medicated.

On May 21, 1998 Kip Kinkel opened fire at his school in Springfield, Oregon, wounding 25 and killing 2. He was taking Prozac at the time.

Invisible Eugenics

The link between these drugs and violence is well documented by international drug regulatory warnings, and hundreds of case studies concerning acts of violence. The standard feature in these shootings is psychiatric medication. The FDA is entirely aware that these drugs cause suicidal and homicidal behavior.

Between 2004-2011 alone, the FDA's MedWatch received over 290 reports of homicides that were somehow connected to these drugs. Because these are as little as 1% of the actual reports, using a multiplier of 99, we learn that a more realistic number of murders caused by these drugs during this time period was about 28,700.

Politicians have used the shootings to push for stricter gun control laws. In response to the Columbine massacre, President Clinton enthusiastically promoted more gun laws to save lives. One month after the massacre, he and Hillary visited the traumatized Columbine High School during a campaign for more gun laws.

Gun laws would not have prevented the Columbine murders because multiple existing laws were broken, including: conspiracy to commit a felony, possession of explosives, use of explosives, murder, assault with a deadly weapon, having a gun on school grounds, etc. More gun control laws would only affect law-abiding citizens.

The Virginia Tech massacre led to the enactment of the most restrictive federal gun control law in over a decade. On January 5, 2008, President George W. Bush signed the *National Instant Criminal Background Check System (NICS)*, which bolstered the 1968 Gun Control Act.

Death Education

In addition to the medication, another potent factor in the increasing violence unfolding in the public schools, is death education. Death education was introduced in the mid 1980s as part of OBE's values clarification. While proponents say it prevents suicide by helping students deal with death, others say it etches the idea of "self-destruction" into impressionable young minds.

Death education includes field trips to cemeteries, crematoriums, and morgues, after which the students are required to write suicide notes, wills, describe how they'd like to die, write their own obituaries, describe how they'd like to appear in their caskets, and draw their tombstones.¹

1 While suicide and this type of murder may not be considered very efficient eugenic methods, they may be complementary to the systematic approaches. More importantly, these dreary crimes that receive extensive media coverage may serve a vital purpose to the psychopaths: entertainment. Also, giving students psychiatric medication that is known to cause murderous and suicidal behavior, while projecting ideas of suicide into their minds is certainly another one of their demented schemes.

It was reported by the *ABC News* show *20/20* in September of 1990 and the *Los Angeles Times* in March of 1997 that thousands of schools around the nation are giving students suicide prevention and death education lessons without parental knowledge.

About 15% of schools nationwide have these classes. The material is placed in the coursework under a variety of labels. In most schools it is concealed in the health or social studies courses.

One parent in Napa County California who refused to have her child participate was openly ridiculed by educators. Students that have refused to cooperate have also been retaliated against. Some schools have since discontinued these classes.

It has been determined by some that OBE's death education courses are causing the acts of school violence that have exploded since the mid 1980s. Parents in a variety of states have attributed their children's suicides to these courses.

In the early 1990s, before the Columbine massacre, the parents of Littleton, Colorado rejected OBE and made a vigorous attempt to remove its sickening programs from their schools. Although they had some success, the teachers' union retook control of the schools, and the parents were labeled religious extremists.

In 1985 a student from Columbine High School named Tara Becker attended a pro-family conference in Colorado to warn people that students were being "educated" on death as part of values clarification. A documentary of her testimony was made by the *Eagle Forum* and distributed nationwide in 1987.

The British TV station, *The Atlantic Monthly*, covered it in 1988, then it was picked up by *ABC's 20/20* in September of 1990. Becker told *20/20* that death education was completely integrated into the coursework at Columbine where death was glamorized. After field trips to cemeteries, students were encouraged during group discussions to reveal how they wanted to look in their caskets.

Invisible Eugenics

Power is inflicting pain and humiliation. Power is in tearing human minds to pieces and putting them together again in new shapes of your own choosing. Do you begin to see, then, what kind of world we are creating?

It is the exact opposite of the stupid hedonistic utopias that the old reformers imagined. A world of fear and treachery and torment, a world of trampling and being trampled upon, a world which will grow not less but more merciless as it refines itself.

Progress in our world will be progress toward more pain. The old civilizations claimed that they were founded on love and justice. Ours is founded upon hatred.

In our world there will be no emotions except fear, rage, triumph, and self-abasement. Everything else we shall destroy—everything.
—1984, George Orwell

Functional Illiteracy & Educational Dyslexia

Whole-Word Reading & Systematic Phonics

The ruling elites consider reading a dangerous ability to those who permanently exist on the lower socioeconomic levels. If you are an adept reader you can probably express yourself well and think clearly.

One of the simplest ways to dumb-down a nation is to destroy its literacy. Thus, progressive education heavily discounts reading because it provides too many opportunities for people to better themselves.

After learning an *alphabet*, which is a phonetic structure of language-sounds symbolized by letters, you can readily detect the phonetic design of a word. If you don't know a word you can usually *sound-it-out*. However, those who have never learned the design of a word can't because they see words as whole symbols.

There are two basic ways of looking at printed words: holistically and phonetically. The phonetic method uses *systematic phonics* (also known as intensive phonics), which includes synthetic phonics and analytical phonics. It is known as *systematic* because the letters and sounds they represent are taught in a particular arrangement. The term systematic usually refers to *synthetic*, which means a synthesizing of the letters to blend the word.

In order to read fluently you must establish something called a *phonetic reflex*, where all letters are automatically converted into sounds. To develop this reflex, you first must understand the phonetic structure of words, which is usually accomplished through phonetic drills.

Understanding phonetic structure also permits you to sound-out any new word by breaking it down into syllabic structure. Because they have cultivated a phonetic reflex, phonetic readers are adept readers. The phonetic method has been used to successfully instill literacy since the days of ancient Greece. Intensive phonics, in particular, has been used since 1655.

The *holistic* method is also known as *whole-language*, *whole-word*, *sight-reading*, and *word-guessing*. The whole-word method uses sublexical and lexical reading approaches. With the sublexical method, characters or groups of them are linked with sounds, and some phonics may be used. With lexical reading, words and phrases are interpreted with no regard to individual characters. The whole-word method may use some phonics, such as phonics mini lessons, but doesn't use systematic phonics.

Rather than understanding the phonetic structure of words, whole-word readers are taught to look at the entire word as a symbol. They learn to memorize vocabulary before they understand all of the sounds that the letters represent. The whole-word reader must rely on memory and contextual clues to help them perceive words.

The whole-word method teaches students to read by memorizing a limited number of sight-words, guessing, skipping words they can't understand, substituting words, and looking at pictures on the page to help them guess the meaning of a word. The only way to learn how to properly read is by understanding all of the sounds and syllables, which can be done through the proven methods of systematic phonics.

Teachers of the whole-word method are even instructed not to correct the spelling or syntax errors of the student's work because it might hurt their self-esteem. In some cases, students are instructed by their teachers to substitute entire words if they can't understand them.

The 1992 Oklahoma Grade 1 Reading Learner Outcomes for OBE explains how students are instructed to read: "The student attend[s] to the meaning of what is read rather than focusing on figuring out words. ... Uses context, pictures, syntax, and structural analysis clues to predict meanings of unknown words. ... The student will interpret a story from illustrations."

Studies Support Systematic Phonics

There have been many studies done on systematic phonics that confirms its success. In her 1967 book, *Learning to Read*, Dr. Jeanne S. Chall announced that her observation of 85 studies between 1912 and 1965 showed that the code-emphasis (intensive/systematic phonics) method consistently outperformed the sight method regarding comprehension and speed, when it is taught first.

Dr. Louise Gurren of New York University and Ann Hughes director of the Reading Reform Foundation, reported their review of systematic phonics and gradual phonics for beginning readers, in the April 1965 issue of the *Journal of Education Research*: "Rigorous controlled research clearly favors teaching all the main sound-symbol relationships, both vowel and consonant, from the start of formal education."

A 1985 report by the US DOE, entitled, *Becoming a Nation of Readers*, concluded: "Classroom research shows that, on the average, children who are taught phonics get off to a better start in learning to read than children who are not taught phonics."

The Department of Education, Science and Training of the Australian Government, published the December of 2005 report, *National Inquiry into the Teaching of Reading*, which revealed that the best reading instruction method as a foundation for reading is systematic phonics.

If the systematic method is taught first, then combined with the whole-language method, then it is more effective than just phonics. However, if students are not taught intensive phonics, they perform poorly in fields such as comprehension, accuracy, writing, spelling, and fluency. Systematic phonics, according to the Australian government's report, is an “essential foundation” to reading instruction.

The Reading Wars

The whole-word method was invented in the 1830s by Reverend Thomas H. Gallaudet, the director of the American Asylum at Hartford for the Education of the Deaf and Dumb. Because the deaf could not use systematic phonics to sound-out words, Reverend Gallaudet used the whole-word method to teach deaf children to recognize 50 words on cards as pictures.

More of these sight-reading methods would be invented over the next century. Phonics received much opposition starting in 1908. From that period on, it was basically denounced.

Other prominent members of the new anti-phonics movement included people such as Kenneth Goodman and Frank Smith, who wrote books on reading that added legitimacy to the anti-phonics movement.

Kenneth Goodman, Professor Emeritus, Language Reading and Culture, at the University of Arizona, published a variety of books and articles on whole-word reading. His 1967 article, *Reading: A Psycholinguistic Guessing Game*, was widely-circulated among educators.

In 1929 these look-say methods were found in books created by most publishing companies. Reading as a skill was then separated between those who favored the whole-word method and proponents of intensive phonics. Those in the phonics group had their manuscripts rejected and received less opportunities to teach the skill. This was the start of the *reading wars*.

While talking to an *Arizona Magazine* reporter in June of 1981, Theodor Seuss Geisel (better known as Dr. Seuss), mentioned how the whole-word method was part of the progressive education revolution in the 1920s. His books, which were written using a list of sight-words given to him by the publisher, were used to train students in the new reading method before they entered the first grade.

Geisel had good intentions. He declared: “They threw out phonic reading and went to word recognition. ... I think killing phonics was one of the great causes of illiteracy in the country.”

As the reading wars continued during the 1980s and 1990s, advocates of systematic phonics tried to prevent the adoption of the whole-word method, which was spreading through the public schools like a virus.

Unfortunately, most 1st grade level schools now use the whole-word method. According to Dr. Blumenfeld, the schools refuse to properly teach children how to read. Although some schools may claim to teach students phonics, because it is not systematic it only gives them occasional phonetic clues. The ability to teach systematic phonics is now a rare craft because the teachers themselves are no longer instructed on how to do so.

A Shrunken Vocabulary

Whole-word readers will seem OK in preschool and 1st grade. In fact, they will usually be ahead of those using systematic phonics. Because of this, educators and parents are deluded. Then, as they move through the grades where the reading demands increase, their handicap starts to appear because they are impeded trying to guess or memorize so many new words.

Phonics-trained students can comprehend an estimated 24,000 words upon completion of the 4th grade, while those instructed in the whole-word method have memorized up to 1,500 or as little as 300. Although those taught using the whole-word method are able to guess correctly at thousands more, they are also wrong thousands of times. More importantly, they are never taught how to decode the meaning of the other 485,000 words.

In 2005, about 1 out of 20 adults in the US were illiterate. It increased to 1 out of 7 (14%) in 2009. About 44% of the US population have only moderate reading skills. The amount of functionally illiterate adults expands by about 2 million every year. Because of this, textbooks in the higher grades have been reduced to a 5th grade reading level.

Most people are unaware that intensive phonics is necessary to learn how to read properly. Multiple scholars on education have concluded that the illiteracy epidemic was caused by the whole-word learning method. When children fail to learn with this method, they are labeled with a learning disability. In reality, this method of teaching people how to read causes the learning disability.

Educational Dyslexia

Whole-word readers don't necessarily look at words from left to right. They may seem them from right to left. This commonly results in dyslexia symptoms that include: reading words backwards, reversing letters when writing, gross misspellings, word guessing, word skipping, leaving out words, and truncating words.

Neuropathologist Dr. Samuel T. Orton mentioned in his February 1929 article, *The Sight Reading Method of Teaching Reading as a Source of Reading Disability*, that the whole-word teaching method seemed to be causing learning disabilities in reading.

In his 1937 paper, *Reading, Writing and Speech Problems in Children*, Dr. Orton elaborated on the harmful effects of the whole-word method. The whole-word method decreased the accuracy of word recognition.

Dyslexia is the most common learning disability which impairs a person's ability to phonologically decode words. Those with dyslexia have difficulty blending sounds to form words. They also usually have trouble spelling. Other symptoms include: truncating words, reading words backwards, letter reversal when writing, frequent misspellings, word guessing, and skipping words.

Official sources say dyslexia is a disability that people are born with. It is presumed to be due to a dysfunction of the central nervous system, which some claim is genetic. Believers of this theory reject the possibility that teaching methods are the cause. This is why millions of dollars is being spent to find the genetic cause of dyslexia. However, there is little evidence that this condition is neurologically based.

There are people born with the disability known as *dyslexia* as a result of a neurological defect that is usually identified at birth. This is an observable physical problem that can be viewed through brain scans. In addition to reading difficulties, they usually have other problems, and their inability to read correctly is only one.

However, the type of dyslexia we're concerned with is much more common and afflicts children with no brain damage who go to school with normal eyesight, speech, and hearing. Some refer to this as "educational dyslexia" because it is caused by the whole-word reading method.

Deliberately Crippled

According to Dr. Blumenfeld, the whole-word reading method is the primary—and possibly only—cause of this common type of dyslexia. With his books and articles he has been telling parents and educators since the early 1970s that the whole-word method of reading causes dyslexia. This was known in the mid 1800s. “The dyslexia that afflicts the millions of otherwise bright children is caused, beyond a shadow of a doubt, by the acquisition of a holistic reflex early in life.”

By the time they enter 1st grade at age 5 many children are already confident because they have taught themselves to speak our language without the aid of any formal teachers. If proper phonics is taught, they begin to learn the alphabet. Unfortunately, if they are taught to read using the whole-word method, their minds refuse it because it is illogical.

Many children's book publishers are selling book/audio packages for preschoolers to instruct them using the whole-word method of reading. These tutorials and Dr. Seuss books are making people dyslectic before they start school. The reason there is so much dyslexia among 1st graders is because they have already developed the holistic reflex as a result of these programs.

In addition to preventing people from reading easily, this engineered disability also causes them to associate pain to reading, which makes them want to avoid the task.

Billions of dollars has been spent by the US DOE on reading programs that are causing dyslexia. Dr. Blumenfeld says this is being done deliberately. “It is sad to know that millions of innocent children will be permanently damaged by these methods, used by teachers who believe they are doing the right thing.”

Outcomes-Based Education

Introduction

Outcomes-Based Education (OBE) is an education reform model that focuses on gauging student performance through exit outcomes. OBE often integrates many progressive ideas such as reform mathematics, project-based learning, whole-word reading, and values clarification. It discourages traditional education which is based on the instruction of facts.

OBE was a popular term in the US during the 1980s and early 1990s. It is also called Performance-Based Education (PBE), Mastery Learning (ML), Standards-Based Education (SBE), High Performance Learning (HPL), Total Quality Management (TQM), Competency-Based Education (CBE), Planning Programming Budgeting Systems (PPBS), and other names.

Up to the early 1960s traditional education in the US centered on the transmission of knowledge that the student would use to arrive their own deductions. The core included the *Three Rs*: Reading, wRiting, and aRithmetic. OBE has switched the goal of education from the acquisition of knowledge to one that emphasizes the socialization of the student.

History

A variety of documents and initiatives served as the foundation for OBE. One was Carnegie's 1941, *Eight-Year Study*. Another Carnegie initiative was *Conclusions and Recommendations for the Social Studies*, published in 1934, which outlined the education agenda for the next century.

The ESEA of 1965, which signified a shift from classic education based on actual academics, to one based on behavior modification, was contributing factor.

OBE first appeared in a program called *Planning Programming Budgeting System (PPBS)*, which was developed in 1961 by Secretary of Defense Robert McNamara along with the RAND Corporation. It was implemented in 1965 by the US federal government. Behavior modification is at the core of OBE, which uses Pavlovian/Skinnerian stimulus-response animal training.

PPBS was placed in communities across the nation in phases. The community involvement included the creation of citizen committees that were guided by unelected change agents, consisting of school administrators and curriculum personnel. These change agents successfully manipulated the citizens into replacing the academic material in their schools with behavior modification programs.

Professor Benjamin Bloom and University of California Professor James Block, developed the concept for OBE in a program named Mastery Learning (ML), which is also based on Skinnerian methods. In 1968 Chicago, Illinois implemented the ML program until 1980. Starting in 1969, districts in Nebraska were using ML.

In 1969 Professor Block introduced a Harvard sociologist named William Spady to ML. In his 1984 grant application to the US DOE, Dr. Spady said the concept for OBE originated from the ML ideas of Bloom and Block starting in 1968. The ML label was changed to OBE in January of 1980 at a meeting of the Network for Outcome-Based Schools, attended by Spady and Block.

Federal funding for OBE officially started in 1981. In 1984 a federally funded program in Utah, Research and Dissemination of Exemplary Outcome-Based Programs, was launched, which was the first to use the term OBE. After Utah, OBE got federal funding for nationwide implementation through the Far West Regional Laboratory, where Spady worked. OBE methods were fully implemented in all schools of the nation by 1998.

In the November 1979 issue of *Educational Leadership*, the monthly publication of the Association for Supervision and Curriculum Development, Professor Block attributed the spread of ML across North America to the efforts of UNESCO and the NEA.

Implementation & Design

With OBE, entire districts have been restructured which involved the establishment of a mission statement, a beliefs statement, exit outcomes, and student learning goals. Changes have also occurred to the curriculum/instruction, and teaching methods that are used to achieve the exit outcomes.

The student learning goals are usually 6 basic descriptions of what the student will know or do at the end of their education. These goals are given different labels depending on the district, but are collectively known as *exit outcomes*.

The exit outcomes are the core of the OBE restructuring process. OBE proponents say they are intended to produce students who are self-directed learners, critical thinkers, interdependent, easily adaptable, exhibit self-esteem, and are tolerant of others citizens in a global society.

In theory, each school district is allowed to specify its own outcomes such as skills or knowledge, and methods of measuring them, but not teaching styles or the arrangement of the school day. However, the exit outcomes at the district level must be aligned with the ones at the state level in order for the district to get federal funding.

Although local school districts are told to establish their own methods to achieve these national goals, they must be approved by state departments of education. In reality, state education officials and federal institutions are writing the outcomes, creating the curriculum, training the teachers, and testing the students.

In 1994 the US Congress passed the *Goals 2000 Act*, that included the most extensive education law in the US, known as the *No Child Left Behind Act*, which requires compliance with certain conditions in order to receive federal education funds.

Evaluation

The method to determine if the student is achieving the mastery of the exit outcomes is the evaluation, which includes tests, portfolios, and simulations of social problems that they might encounter in daily life.

With traditional education, achievement was not required by the schools, and the failure of some students was unavoidable. Those who did well were given high grades. OBE does not compare student's achievements to other students, as in the traditional grading system, where the top students got the best grades. Instead their performance is measured against absolute objectives.

The traditional school framework included units that could be evaluated for subjects such as language, mathematics, science, social studies, health, humanities, and physical education. Teachers instructed students in academic subjects during a period of 12 years. Passing tests which evaluated knowledge resulted in a promotion. After your education was complete, you received a high school diploma, which usually meant about 21 units.

With OBE this has been abolished. Factual academic subject matter has been replaced with vague exit outcomes, which can't be accurately evaluated. Rather than testing to see what students have learned, as with traditional education, OBE tests to diagnose attitudes and beliefs. OBE is designed to sculpt human beings, not educate them.

Invisible Eugenics

With OBE an electronic portfolio is used as a basis for the school's effort to remediate the student's attitudes and behaviors. This is accomplished through values clarification. The portfolio includes information about school records, psychological evaluations, medical records, behaviors, reactions to behavior modification, and thresholds of resistance to change.

The usual grading system of A-F is often replaced by useless symbols such as *S* for satisfactory or *G* for growth. Through “statistical fakery” OBE hides the proof that students are learning very little.

All measurement procedures, such as standardized subject tests and report cards, will eventually be removed. Colleges, therefore, have no accurate method of judging students for admission. Parents will not be able to understand how their children are progressing in school. In other words, OBE has built into its design a way to conceal its failure.

Methods

OBE is intended to stifle individual potential by using a method known as “cooperative learning,” which includes placing students in groups where they are limited to the ability of the worst learner. After completing the assignment, they may receive a group grade. OBE's term “success” for all students, does not mean actual progress. Instead, it means that the standards are lowered to the worst learners in the class.

With OBE, the teachers observe and diagnose student behavior. Rather than instructing students to do their best, OBE teachers watch the class while students teach each other. In this manner they become group dependent. No student can outperform another. Natural abilities are not encouraged, they are ignored.

The fast learners who quickly complete the material are not rewarded or allowed to move ahead. Instead, they are given either peer tutoring, which they find frustrating, or menial tasks known as “horizontal enrichment,” which are designed to keep them busy. The slower students are given the answers.

OBE is also used to conceal what Schlafly describes as a “crime” of not teaching 1st graders how to read. Rather, it uses the whole-word method of reading, which ensures that they can only memorize a limited number of sight-words. Furthermore, teachers are forbidden from correcting syntax and spelling errors because it might damage the student's self-esteem.

Purpose

OBE was forced on an entire nation with little evidence of its effectiveness. It offers no realistic method of accountability to students, parents, or teachers because it has no objective standards of achievement that can be quantified. The real goal of OBE, says Schlafly and Iserbyt, is to change people's values.

There is minimal academic emphasis with OBE because it is used to change behavior, not to educate. According to Iserbyt, OBE is designed to bypass memory and actual critical thinking. It is considered effective by those who are aware of its true purpose. She specifically describes it as *animal training*.

“Education is not the goal of OBE,” observed Anne Wilson in her 1994 book, *Pavlov's Children: A Study of Performance-Outcome-Based Education*. “The goal is to restructure society,” she explained, “and in that sense OBE is successful.”

Groups of concerned citizens in multiple countries have expressed opposition to OBE. It was introduced in South Africa in the late 1990s, but discontinued in 2010 because of its terrible failure.

It was dropped in Western Australia in 2007 after being widely criticized by parents and teachers. Implemented under the ML label in Chicago in 1970, OBE was thrown out in 1982 after proving to be completely useless.

Eugenicists Developed the IQ Test

Introduction

Just before World War I the eugenicists introduced the intelligence test, which they would use to further the junk science of eugenics. There was a great deal of resistance to intelligence testing before this time, because it was mostly used for the identification and classification of mentally handicapped schoolchildren. Testing an individual usually meant that their intelligence was in doubt.

The following people contributed to the creation of the intelligence quotient (IQ) test: Alfred Binet, Henry H. Goddard, Robert M. Yerkes, Lewis Terman, and James McKeen Cattell. Goddard, Yerkes, Terman, and Cattell were confirmed eugenicists. Only Alfred Binet who developed the original intelligence test was not.

IQ Test Developers

James McKeen Cattell

James McKeen Cattell was an American psychologist, and the first Professor of Psychology in the US at the University of Pennsylvania. He completed his PhD under Wundt in 1886, then taught at the University of Cambridge in England.

While at Leipzig, he started developing his mental tests and published various articles on them. In 1889 he returned to the US, bringing with him the psychological methods of Wundt and eugenic theories of Galton and Darwin, which allowed him to create mental testing programs.

He then served as Professor of Psychology at the University of Pennsylvania, where he administered tests on student volunteers, and introduced the term “mental test.” Starting in 1891, he worked at Columbia University, eventually becoming Director of Psychology, Anthropology, and Philosophy.

Over the next 25 years he trained hundreds doctoral candidates. All freshmen at Columbia were required to take his tests, which were eventually abolished after Alfred Binet's intelligence test was implemented.

Alfred Binet

In 1904 the French government selected psychologist Alfred Binet for a commission to research mental deficiency among French schoolchildren. Binet, along with his colleague Theodore Simon, created numerous tests composed of problems designed to detect memory and verbal skills.

Invisible Eugenics

With the Binet-Simon Test, a mental level and age could be quantified. Those with subnormal intelligence were considered idiots, moderate mental deficiencies were imbeciles, and debiles were those with mild mental defects.

Binet believed that with special education, a score could be improved. He even created mental and physical exercises designed to raise an individual's intellectual level. Intelligence, he thought, was not strictly determined by heredity.

Binet and Simon's first intelligence test was released in 1905.¹ What is today referred to as the IQ Test is a culmination of this and various other mental tests. Binet's intent was tainted by American eugenicists, starting with a psychologist named Henry Goddard.

Henry H. Goddard

The American psychologist Henry H. Goddard visited France in 1908 where he met both Simon and Binet. He observed their methods, brought their test back to the US, and revised it when he translated it to English. Goddard thought the test would yield an intelligence score so he could identify the feeble-minded.

Goddard was a eugenicist who directed the research center at the Vineland Training School for Feeble-minded Girls and Boys in Vineland, New Jersey, where he initially gave these tests. Eventually he used them on thousands of students in New York's public school system.

Using this data, Goddard published, *The Kallikak Family: A Study in the Heredity of Feeble-mindedness*, in 1912, which traced the lineage of a genetically defective pseudo-family. Goddard's solution to the epidemic was mass segregation of mental defects in special colonies.

In his book, *Feeble-mindedness: Its Causes and Consequences*, printed 2 years later, he suggested that the feeble-minded were a type of primitive human. Feeble-mindedness, Goddard thought, was surely an inheritable feature.

In 1909 the topic of feeble-mindedness received the attention of Charles Davenport, future director of the ERO. Davenport would eventually send field workers to Goddard's center to conduct a comprehensive study of the Vineland residents and their families.

The mental test, which Goddard believed was highly accurate, yielded various degrees of feeble-mindedness. These results, he would use to construct a classification of mental ages depicted in years, that included: morons 8-12, imbeciles 3-7, and idiots 1-2.

¹ The exact year that this and other mental tests were invented varies depending on the source.

His version of Binet's test started to circulate throughout educational, eugenical, psychological, and scientific groups. He mentioned that it could be administered by any social worker without the target even knowing they were being evaluated.

Robert M. Yerkes

Harvard psychologist and eugenicist Robert M. Yerkes started his mental test studies in 1914 along with Harvard Medical School Professor Ernest E. Southard. Inspired by Galton, Yerkes was Davenport's student at Harvard, while the eugenicist Professor Southard was a consultant to Davenport, and a friend of Goddard.

In 1915 Yerkes developed the *Yerkes Point Scale for Intelligence*, which was similar to the Binet-Simon mental test. It was employed by ERO field workers measuring the intelligence of people belonging to bloodlines that were being investigated. He also developed the alpha/beta intelligence tests that the US Army subjected its soldiers to.

Yerkes held memberships in eugenic groups such as the Committee on the Genetic Basis of Human Behavior and the Committee on the Inheritance of Mental Traits. About 2 years after participating in the creation of the *Point Scale*, he was elected president of the American Psychological Association, established by G. Stanley Hall in 1892.

Lewis Terman

Goddard's version of the Binet-Simon test stimulated other psychologists to experiment with different versions. Of particular interest is the version released in 1916 by the psychologist Lewis Terman at Stanford University.

Terman, a eugenicist who thought that intelligence was hereditarily transmitted, was a student of the eugenicist G. Stanley Hall. Professor Terman is credited with inventing the term *intelligence quotient (IQ)*, although it was conceived in 1912 by the German psychologist William Stern. Terman's *IQ Test* would become the most widely used scale for measuring intelligence.

Feeble-mindedness could now be “scientifically” confirmed. Eventually, many would be tested. Terman believed that intelligence was a matter of genetic inheritance and that genetic superiority could be determined by this test. He proclaimed in 1917: “If we would preserve our state for a class of people worthy to possess it, we must prevent, as far as possible, the propagation of mental degenerates.”

Terman emphasized that cultural variations could not account for the disparity of test scores. “The children of successful and cultured parents test higher than children from wretched and ignorant homes for the simple reason that their heredity is better.” Intelligence, he thought, was strictly the result of genetic transmission.

Immigration & World War I

The IQ Test, which was originally invented to detect the mentally disabled, was used extensively in the 1920s to compare the intelligence of the ethnic groups that were entering the US.

From the early 1890s to the mid 1950s millions of primarily European immigrants traveled to Ellis Island in New York. This, Goddard thought, was an excellent chance to gauge the intelligence of various national groups. So by 1914 he had established a testing center there.

Because most of the immigrants were unfamiliar with the English language and American culture they received low test scores. Although Goddard acknowledged that such factors could affect scores, he still concluded that from 40 to 80% of them were feeble-minded. Many Eastern Europeans were prohibited from entering the US as a result.

In May of 1917 a committee of psychologists led by Yerkes, that also included Terman and Goddard, implemented a system to measure the intelligence of soldiers for the US Army. It was under the dominion of the National Research Council (NRC) of the National Academy of Sciences (NAS)

A significant amount of feeble-mindedness was found in groups that the eugenicists had previously identified as being biologically inferior. The test revealed that about 47% of whites and 89% of negroes were mentally equivalent to a 14 year-old. Groups that were considered genetically superior were the Dutch, Germans, English, and Swedes.

Goddard, Terman, and Yerkes authored the NAS' 1921 summarization, *Psychological Examining in the United States Army*, which outlined the wartime testing system, and showed examples of the test results categorized by geographical region, and ethnic and racial background.

Their basic premise was this: white American adults, on average, were slightly better than morons; western and northern Europeans were much more intelligent than those from southern and eastern Europe; blacks were the least intelligent of all. The NAS' 1921 book would become the foundation for a multitude of revered articles and books regarding intelligence tests.

Psychologist Carl Brigham, another Army wartime tester, further described these findings in his 1923 book, *A Study of American Intelligence*, concluding that some races were intellectually inferior to the Aryan race. Brigham's findings were similar to those described by Madison Grant in his book, *The Passing of the Great Race*.

Yerkes received hundreds of inquiries after the war regarding his newly declassified alpha/beta tests. With funding from the Rockefeller Foundation in 1919, he and his colleagues created a National Intelligence Test, that sold about 500,000 copies in the span of a year.

Millions of intelligence tests on a yearly basis were then given to primary and secondary school students. Soon a multitude of colleges and universities were using them during the admission procedure.

In variations of these tests used elsewhere, white college students and high school students got excellent scores, which was presumed to mean that intelligent students originated only from homes belonging to a specific socioeconomic class. Many psychologists at that time believed that giving career opportunities to some students was illogical, because they lacked the IQ points (genetics) to succeed.

Used in Schools

The eugenicist Margaret Sanger, who advocated the early identification and sterilization of undesirables, believed that the Binet-Simon test could be used to identify children with genetic mental defects.

Mrs. Sanger, who promoted infanticide in her 1920 book, *Woman and the New Race*, was given the American Women's Association medal at the Friendship Committee Dinner in April of 1932 by John Dewey.

From about 1922 onward, every student would be given a number representing their intellectual level, seemingly confirmed by science. IQ scores were considered a permanent label of genetic endowment. "Now intelligence tests were huckstered in school district after school district," commented Gatto.

The presumably scientific intelligence test gave eugenicists the authority to identify the undesirables who they claimed were responsible for the intellectual decay of humanity.

In March of 1919, during the Vanuxem Lectures at Princeton University, Goddard summarized the eugenicists' outlook regarding intelligence: "The consequent grade of intelligence or mental level for each individual is determined by the kind of chromosomes that come together with the union of the germ cells ... and is but little affected by any later influence."

Invisible Eugenics

Eventually the NAS' book and other published material on the inheritability of intelligence would receive substantial criticism. Most of those who promoted these tests were much swayed by racial and class prejudice, which was packaged in the allegedly unbiased discipline of science. Intelligence is now thought to be determined by a combination of genetic and environmental factors.

A Brief Description of Vaccines

Diphtheria, Pertussis, Tetanus, & DPT

Diphtheria

Diphtheria is a respiratory disorder caused by bacterial infection. It is the *D* for the DPT vaccine. Most people are vaccinated for it even though about 7% of children contract it under epidemic conditions. Diphtheria had already been decreasing before 1920.

In the US there was an increase in diphtheria deaths after the vaccine for it was introduced in the early 1920s. There were about 40,000 yearly cases of diphtheria in Germany in 1940 when compulsory mass vaccinations against it started, and by 1945 it increased to 250,000.

Pertussis

Pertussis (whooping cough) is a contagious disease caused by a bacterium in the respiratory system. It is the *P* for the DPT vaccine. Each year, typically from June to September, there are outbreaks. Even though complete recovery may take several months, death from pertussis seldom happens. It can be harmful if contracted by babies 6 months old or less.

However, most people who contract pertussis recover completely with no harmful events. A recovery factor of 99.8% was observed by the CDC from 1992-1994.

Even though a vaccine for this has been available since 1936, pertussis started to decline before that time. In the US and England, the pertussis deaths had already declined between 1900-1935, respectively by 79% and 82%.

Some have determined that the effectiveness of the vaccine may be minimal. An August 1998 study appearing in the *Journal of the American Medical Association* found that pertussis was common in vaccinated populations. In England from 1970-1990, over 200,000 completely vaccinated children caught it.

In 1986 during an outbreak of pertussis in Kansas, 90% of the children who contracted it had been vaccinated. The same outbreaks have been seen in Nova Scotia, where large-scale vaccination has not stopped the growth of pertussis.

It was reported by the *British Medical Journal* in January of 1998 that Dutch scientists were baffled to learn of a pertussis outbreak in their country with a 96% vaccination rate. Outbreaks under similar circumstances occurred in Denmark and Norway.

Invisible Eugenics

A July 1994 paper in the *New England Journal of Medicine* revealed that over 80% of vaccinated children in Cincinnati still contracted pertussis. Conversely, although about 10% of German children receive pertussis vaccines, instances of the disease continue to decline.

The pertussis vaccine is administered to children in the US at 2 months of age as part of the DPT vaccine, which, over the years has been attributed to thousands of severe injuries and deaths in the VAERS database.

Tetanus

Tetanus is a non-contagious disease caused by a bacterium that lives in soil, which enters the body through cuts. The tetanus bacteria creates a neurotoxin known as tetanospasmin that targets the nerves which control muscles. Stiffness and muscle spasms often start at the jaw and neck before spreading throughout the body. If the disease progresses, fever, convulsions, chills, and pain occur.

Even though tetanus is regularly thought to be 100% fatal, some researchers have found a fatality rate of 10%, with complete recovery occurring in several months. The first tetanus vaccine was produced in 1924, although it was not commonly used until WWII. Tetanus, however, has been steadily declining on its own since the early 1900s.

There were about 200 cases of tetanus per 100,000 wounds among US soldiers in the mid 1800s. In the early 1900s it had decreased drastically to 16 per 100,000. Then by the mid 1940s it was down to about 1 case per 100,000 wounds.

The decrease in both incidence and death-rate of tetanus has been attributed by some researchers to improvements in sanitation and wound hygiene. There is little evidence that the vaccine was ever effective. Because tetanus is a rare problem of wound sanitation, vaccination is unnecessary.

DPT

Most vaccines are given in combination, which amplifies their destructive effects. For instance, the diphtheria, pertussis, and tetanus vaccines are mixed into a single formula, known as *DPT* (also written *DTP*). It is given to most newborns in 4 doses, starting at 2 months, then again at 4, 6, and between 15-18 months.

There are two versions of it, including DTWP (whole-cell) and DTAP (acellular), which is safer because it uses less antigens than the whole cell version. While some developing countries still use the DTWP, most nations use the DTAP.

Measles, Mumps, Rubella, & MMR

Measles

The communicable disease known as measles is caused by a virus that affects the skin, eyes, and respiratory system. Some of its characteristic symptoms are: reddish circles on the body, coughing, a high fever, and runny nose.

Subacute sclerosing panencephalitis (SSPE) happens in roughly 1 out of 100,000 cases. For most people, however, the condition is not deadly. And in a majority of cases the symptoms disappear after about two weeks. The remedy usually involves letting it complete its cycle.

Measles is one disease that is potentially life-threatening for adults but usually not for children. Before the 1960s most children in the US caught measles. At one time in Britain it was common for parents to have their children play with an infected child so they would contract measles. This way, they'd develop the immunity while they were young, rather than catch the disease as adults when it might be serious.

People who contract measles as children are known to be more resistant to some skin diseases, bone and cartilage diseases, and tumors. There was a notable reduction in cases of measles prior to the introduction of the vaccine in 1963. For instance, a 95% reduction in measles deaths occurred in the US and England from about 1915 to 1958.

Ghana, which was determined to be free of measles by the WHO in 1967 after 96% of its population was inoculated, saw one of the deadliest measles outbreaks in 1972.

During a 1977 measles outbreak on the campus of UCLA, 91% of the people infected were vaccinated. In a 1978 survey of 29 US states, it was found that about half of the children who contracted measles were vaccinated. It was discovered that at least 75% of the people who caught measles during the 1981 outbreak in Pecos, New Mexico were vaccinated. In 1984, about 58% of all schoolchildren who contracted measles in the US, were inoculated.

All over the US there have been measles outbreaks in schools with vaccination rates at about 98%. It has been observed by some that measles is now a disease that occurs mostly in populations that have been vaccinated.

Mumps

A virus that targets the saliva glands causes the communicable disease known as mumps, with inherent symptoms such as head and muscle aches, inflamed breasts and testicles, and fever. It is hardly ever fatal, even for children, although it can be more troublesome if adults contract it. Most of its symptoms are gone within 2 weeks. The best action to take is to allow the illness to complete its cycle.

Rubella

The communicable disease rubella (German measles), with symptoms such as swollen glands, rash similar to the measles, fever, joint pains, and headache is usually nonfatal. Birth defects may occur if a pregnant woman contracts it late in pregnancy.

However, even among this group, vaccination is typically not necessary because about 90% of women are naturally protected after the first several months of pregnancy. The disease is often harmless when it afflicts children, resulting in lifelong immunity after the symptoms disappear in a few days. It is usually best to just let rubella complete its cycle.

MMR

First used in the 1980s, the MMR vaccine, which is produced by Merck, is a combination of the measles, mumps, and rubella inoculations, that is often given to babies 12-15 months old. Although it has no mercury, the measles and mumps viruses that it contains are grown in a chicken embryo, while an aborted human fetus is used to create the live rubella virus.

Hepatitis A/B & Smallpox

Hepatitis A/B

Hepatitis B is a disease of the liver with these symptoms: abdominal tenderness, fever, fatigue, and jaundice. Most babies and children in the US are not at risk for hepatitis B. Although people can become dangerously ill, the predominance of them will entirely recover within 2 months.

Doctors often tell parents that the disease is potentially fatal, while not informing them that their babies will probably never contract it because it is spread by contact with infected blood. Nearly all of those who contract it are part of high risk groups, including intravenous drug users and those who are promiscuous.

From 1991-2000 hepatitis B declined from 18,000 cases to about 8,000. About 95% of all of those who contract it recover entirely with lifelong immunity. Starting in 1991 the hepatitis B vaccine (HB) was given to newborns within the first 2 days of life. It may also be given during the standard 2-month hospital visit, when other vaccinations are administered.

Hepatitis A is a liver disease caused by the hepatitis virus that can be contracted by water and food that has been contaminated. The disease is usually harmless, and symptoms are so mild that they are not even recognized in children under 5 years of age.

Smallpox

Smallpox, which is not highly contagious, is usually only spread by intense personal contact. The smallpox death-rate in the US varies depending upon the source. Some place it at about 10-15%, while others have found it to be less than 5% since 1900. Also, the smallpox vaccine has not been proven to be effective.

In 1905 the smallpox mortality rate in the Philippines was about 10%. When the vaccination campaigns started an epidemic occurred. About 54% of its entire population was killed during the 1918 smallpox epidemic, when 95% of its people were inoculated.

In 1872 after Japan made smallpox vaccinations mandatory, there were increases in smallpox. A devastating smallpox death-rate was seen in England in 1871. This happened when about 98% of the population between ages 2-50 were inoculated. Around the same time Germany experienced over 125,000 deaths from smallpox when about 96% of its population was vaccinated.

The Polio Vaccine Caused Polio

Polio, a communicable sickness caused by a virus of the intestines, can target the central nervous system, resulting in limb or respiratory paralysis. Its other symptoms are: headache, pain, vomiting, sore throat, fever, and death in extreme cases.

Although many think that most of those who get polio end up dead or partially paralyzed, the original polio virus is asymptomatic in more than 90% of those who contract it.

Jonas Salk created the first polio vaccine, which was initially used in 1952. Then, in 1957 an oral vaccine was created by Dr. Albert Sabin, and made available in 1962. The injectable polio vaccine (IPV) contains these ingredients: formaldehyde, neomycin, phenoxyethanol (antifreeze), streptomycin, polymyxin B, and monkey kidney cells.

Although polio is rarely seen in the US anymore, the vaccine was not responsible for its decline. Before Salk's polio vaccine was invented, polio was already fading in the US and Europe, starting around 1924. Even after the vaccine was available, many European countries refused to vaccinate their citizens, and it still dwindled.

The records which showed polio's decrease before the vaccinations were deliberately covered up by public health officials. First, statistics were tampered with to reveal more polio cases than there were. The instances of viral meningitis, for example, which has symptoms comparable to polio, were commonly diagnosed as polio.

The pharmaceutical company Parke-Davis, along with The National Foundation for Infantile Paralysis, allegedly manipulated officials in the US Public Health Service (PHS) into endorsing a bogus document which stated that the vaccine was safe and effective.

Public health officials tampered with statistics again when the description of polio changed after the vaccine was introduced. When this occurred, polio's criterion list was altered, making it more difficult to diagnose and record. Patients only had to show symptoms for about a day before the vaccine was used. After the alteration, the patient had to show symptoms for at least 2 months.

Furthermore, instances of viral meningitis, which were labeled as polio prior to the introduction of the vaccine, were often reported as a different disease after the vaccinations started. For these reasons, instances of polio seemed to decrease after the vaccine was broadly used.

Invisible Eugenics

Dr. Viera Scheibner, retired paleontologist, formerly at the Department of Mineral Resources, New South Wales, Australia, says that 90% of polio cases were dropped from statistics when the public health officials redefined the disease.

The polio seen today differs from the original one. Instances of polio in a variety of countries have been known to increase in mostly vaccinated populations. Oman in southwestern Asia experienced a polio epidemic in 1989, which was 6 months after the entire population was vaccinated.

Dr. Bernard Greenberg, head of the Department of Biostatistics at the University of North Carolina School of Public Health, expressed during a 1962 congressional hearing that the polio vaccine was causing polio. According to him, the PHS altered the data to cover it up.

In the mid to late 1950s some US states reported increases in polio after the vaccine was introduced. In Vermont polio cases doubled. They increased in Wisconsin by 5 times. Instances of polio expanded 640% in Massachusetts. There was about a 450% increase in both Rhode Island and New Hampshire. A similar scenario occurred in Connecticut. After realizing such an increase in death-rate, Idaho and Utah stopped vaccinations.

Dr. Jonas Salk, creator of the polio vaccine used during the 1950s, mentioned that the live-virus vaccine used in the US, was the primary, if not only, cause of all documented reports of polio in the US since 1961. The CDC mentioned in 1985 that the polio vaccine was responsible for about 87% of polio cases in the US between 1974-1983.

More recently, it was reported in October of 2007 that a polio outbreak in Nigeria was caused by the oral polio vaccine. Vaccines have caused polio outbreaks before in the Philippines, Indonesia, China, and Madagascar. The polio vaccine has also been linked to outbreaks that occurred in the Dominican Republic and Haiti in 2002.

Flu Vaccine: Unnecessary & Unsafe

Influenza includes symptoms such as headache, lethargy, fever, coughing, and sneezing, that are the same for the common cold. The distinction between the common cold and flu is potency.

Each known virus has its own mix of surface antigens which form its label. The 2 surface antigens for the various influenza viruses are (hemagglutinin, H1-H15) and N (neuraminidase, N1-N9). The only combinations that are known to affect humans are H1N1, H1N2, H3N2, and H5N1.

The flu is calculated by the CDC to kill 36,000 people in the US and 1/2 million worldwide. However, it is not really known how many deaths it causes or who has the actual flu because there are over 200 known viruses that cause flu symptoms. The only way to confirm if someone has the flu is to conduct a test, which is typically not done.

Some researchers have found that less than 14% (or as little as 7%) of colds are actual flus. The American Lung Association, which has conducted actual laboratory tests on those suspected of being afflicted by the flu, estimates that flu deaths from 1999 to 2006 totaled 1,244.

Influenza mutates at an amazing speed, so each winter there is a different flu virus than the previous year. Every year the WHO and CDC collect data from China and Australia on the flu virus strains that existed during their flu seasons, to hypothesize on the strain that may be seen in North America. The drug companies that manufacture the vaccines then produce several of the most likely virus strains. In order for the vaccine to be effective, however, it must be a perfect match.

The drug companies say the flu vaccine reduces total deaths during the flu season by 50%. They arrived at the 50% death reduction rate through their “cohort studies,” which compared the mortality rates of groups of people who received it to those who didn't.

To determine the effectiveness of the vaccines, the industry's researchers just calculate the deaths of all causes of those who took the vaccine and those who didn't, which includes deaths from medication, accidents, heart attacks, etc.

These studies are also flawed because most people who accept the vaccination do so on their own, usually because they are health conscious. People who are vaccinated are more likely to have other beneficial lifestyle habits than those not vaccinated.

Invisible Eugenics

In 2004 researchers at the Group Health Research Center in Seattle observed medical studies spanning 8 years on over 72,000 senior citizens. They found that even outside the flu season, the death-rate is 60% higher for those who were not inoculated, than those who were. They determined that elderly people who get the vaccines have other lifestyle habits that explain why they live longer. People who get vaccinated, they surmised, are probably in better health than those who don't.

There are other reasons to be skeptical about claims that the vaccine dramatically reduces mortality rates. For instance, flu vaccine production diminished in 2004, resulting in a vaccination rate decrease of about 40%. Also, most people were not vaccinated during the 1968 and 1997 seasons, due to production difficulties. However, in these cases, death-rates did not increase.

It was reported in *Medical News Today* in September of 2008 that Canadian researchers determined that the benefits of the flu vaccine were exaggerated. Dr Sumit Majumdar, Professor in the Faculty of Medicine and Dentistry at the University of Alberta in Edmonton, mentioned that the accepted belief that flu vaccine lowered death-rates was false. He and his colleagues studied records from 700 vaccinated and non-vaccinated elderly patients in Alberta to determine the accuracy of the commonly referenced 50% death reduction rate.

They learned that it was “implausible” that vaccines were reducing all deaths in the winter by 50%. Lifestyle habits, they concluded, were the reasons those who received the flu vaccine lived longer than those who didn't. The studies which show a 50% death reduction rate in the winter omit the lifestyle factors that were probably responsible.

They further concluded, that although the vaccination rates of seniors has increased over the last 20 years, it has not reduced the death-rate in this age group. They also wondered how flu vaccines could reduce overall deaths in the winter by 50% when only 10% of all deaths in the winter are caused by the flu.

Since flu vaccination rates among the elderly have increased from 15% in 1989 to 65% currently, death-rates among this age group have gone up during the flu season, reports Mike Adams, of *Natural News*.

Although the ingredients vary depending on the manufacturer, Flu vaccines are known to contain the following: triton X100, hydrocortisone, avian DNA, formaldehyde, monosodium glutamate (MSG), polysorbate-80, antibiotics, sucrose, thimerosal (mercury), synthetic vitamin E, and gelatin.

The flu vaccine also contains a weakened version of the flu virus. In order for the flu vaccine to be effective, it must be specific to the strain of virus. However, the CDC selects the strains that are used in vaccines based on a “guess.” Because it is unlikely that the viral strain of flu virus selected by the CDC's guess will exactly match the one circulating in North America, Dr. Tenpenny says the effectiveness of the flu vaccine is minimal.

Adams calculates the influenza vaccine to be worthless on 99% of those who receive it. Many in the scientific community, he says, have been deceived into thinking that the seasonal flu vaccine is beneficial, even though there is no credible evidence. According to him, the FDA, CDC and WHO are knowingly committing medical fraud.

If you get the flu and refuse the vaccine, you probably won't get it again. The flu vaccine weakens your immune system. Your body makes natural antibodies that grant you immunity to both the seasonal and Swine Flu, 90% of the time. You are protected against new strains because these antibodies can adapt to them.

According to Adams, most people who get the seasonal flu are the ones who received the vaccine. “In fact,” agreed Dr. Carley, “the flu vaccine is causing the flu.” The flu vaccine is now recommended for babies starting at age 6 months, then every single year for life.

The Swine Flu Scam

In addition to the regular seasonal flu, once in a while a vastly different flu circulates during the normal flu season. These are the rapidly spreading viruses that are responsible for the pandemics. One example was the Spanish Flu of 1918-1919, where at least 40 and up to 100 million people died. Since then there have been two other pandemics, one in 1957 the other in 1968, both of which were not that lethal.

The Swine Flu (H1N1) was first discovered in Mexico, then cases were reported in Canada, US, Spain, and other countries. Some have determined that the actual number of reported cases was fabricated. While the number of those afflicted varies depending on the source, it is agreed by multiple researchers that they were far lower than those who contracted the seasonal flu.

Although doomful scenarios were projected by the media, the H1N1 virus turned out to be mild. It is believed by some that these reports were exaggerated by the WHO so the pharmaceutical industry could profit.

Natural News reported that 5 of the 15 members of the Emergency Committee expert panel that advised the WHO during the H1N1 Swine Flu pandemic, had financial connections to the pharmaceutical industry.

The Danish newspaper, *Information*, announced on November 15, 2009 that several of the WHO's top influenza advisors were paid by pharmaceutical corporations, and that the industry was steering the H1N1 Swine Flu pandemic of 2009.

The *British Medical Journal* mentioned in June of 2010 that prominent scientists advising the WHO on the H1N1 Swine Flu epidemic had connections to drug companies and were profiting from vaccine sales.

An expert in the WHO advisory group, Dr. Albert Osterhaus, had ties to several pharmaceutical companies. Dr. Frederick Hayden, another WHO advisor, had connections to GSK. WHO advisor Dr. Arnold Monto was a paid consultant for MedImmune and ViroPharma, which manufacture flu vaccines.

The same companies that were to receive up to \$55 billion dollars in sales of flu vaccines, had WHO employees on their payroll. Many WHO member countries were forced to purchase these vaccines because the threat level was repeatedly elevated by WHO General Director Margaret Chan. Most of the profit the corporations reaped was because of the WHO's declaration.

Invisible Eugenics

Adams portrayed the H1N1 pandemic as a “scam” during which the WHO was used by the pharmaceutical industry to escalate the pandemic risk. The industry profited, while the WHO advisors were rewarded by the drug companies.

A former member of the Council of Europe's Committee on Health, Dr. Wolfgang Wodarg, said that his inquiry into the 2009 Swine Flu epidemic revealed it to be a hoax, orchestrated by the industry aligned with the WHO, to profit enormously while jeopardizing the health of citizens.

“The WHO's response,” commented the *Washington Post* on June 4, 2010, “caused widespread, unnecessary fear and prompted countries around the world to waste millions of dollars.”

Contamination or Biological Warfare?

Introduction

Over a period of decades some vaccines have been found to be contaminated with live viruses. It is implied that these have been a series of accidents. Now that we have detected a population control agenda, these events take on a new meaning. A brief description follows.

Simian Virus

Simian virus 40 (SV40) is a *polyomavirus* found in monkeys and humans. Because this virus has been detected in a variety of human cancers, including lymphatic, brain, lung, and bone, medical researchers have concluded that it is a cancer-causing virus. These cancers have increased tremendously in recent decades.

In 1954 a bacteriologist named Dr. Bernice Eddy found that the polio vaccines were contaminated with a live monkey virus, which caused paralysis when injected into monkeys. Rather than being rewarded, the NIH demoted Dr. Eddy for her discovery. She continued her work independently, however, and announced in 1961 that what she had discovered in 1954 was definitely the cancer-causing SV40. Her discovery was later validated by Dr. Maurice Hilliman of Merck.

For years, independent medical researchers warned that polio vaccines have been infecting people with the SV40. Unfortunately, they were ridiculed. In 1994, Loyola University researcher, Dr. Michele Carbone, discovered the SV40 in about 50% of the human lung tumors he observed. His finding would eventually be replicated by 60 different laboratories in multiple countries.

During the 1950s and 1960s alone, about 98 million people in the US were injected with these contaminated polio vaccines. Some have suggested that these vaccines may have been administered up to 1999.

It was reported by *United Press International* in October of 2004 that the SV40 was accidentally placed in the polio vaccines because the manufacturer, Wyeth-Lederle, may not have taken all of the safety precautions.

Porcine Virus

In March of 2010 the FDA discontinued GSK's oral rotavirus vaccine Rotarix after an independent laboratory found that it was contaminated with a pig virus known as *porcine circovirus*. In swine this virus is known to induce sudden death, enlarged lymph nodes, stunted growth, jaundice, skin rashes, breathing difficulties, and stomach ulcers.

Rotavirus vaccines are usually given to infants starting at 2, 4, then 6 months of age. The FDA and GSK said there was no cause for concern because there are no known health risk to humans. However, this is not because the agency has conducted studies to determine that there are no health risks. The FDA claims this virus doesn't affect humans because no such studies have been done.

The FDA ruled in May of the same year that doctors should continue pushing the vaccine because there was no evidence that it was harmful to humans. Although FDA spokespeople said they'd be looking into it, no reason was given for the contamination, leaving us to conclude that it was simply a mistake.

H5N1

In February of 2009 Baxter was caught shipping the live H5N1 Avian Flu virus in its H3N2 seasonal flu vaccines to 18 countries. The contamination, which took place at Baxter's research facility in Orth-Donau, Austria, was discovered by the National Microbiology Laboratory in Canada. This deadly virus has a kill-rate of 60%.

Baxter spokespeople referred to it as a “technical” error. The independent media sources, *Prison Planet* and *Natural News*, suggest otherwise.

Although the H5N1 doesn't spread well through the air, if combined with the airborne seasonal flu virus, it could spread quickly, acting as a deadly airborne biological weapon. Baxter International adheres to a set of biosafety protocols that are designed to make this type of contamination virtually impossible.

If this deadly virus was not detected it would have caused a pandemic, which, says Adams, would have sold an enormous amount of vaccines. “Spreading bird flu is a clever way to create demand for bird flu vaccines,” he acknowledged, “and we've all seen very clearly how drug companies first market the problem and then leap to the rescue by selling the solution.”

HIV

It was mentioned in the *London Times* in May of 1987 that the human immunodeficiency virus (HIV) was spread through the smallpox vaccine during one of the WHO's decade-long campaigns in Brazil and Haiti, as well as African countries such as Zaire, Tanzania, Uganda, Zambia, Malawi, Rwanda, and Burundi.

The vaccines used during the 1978 hepatitis B vaccination campaign run by the WHO and NIH were also found to be contaminated with HIV. These injections were administered to men in San Francisco, Los Angeles, Houston, Denver, and Chicago.

It was reported by *CBS News* in February of 2009 that Bayer kept selling its hemophiliac medication in the mid 1980s after it was found to be contaminated with HIV. After the virus was discovered in its product, Bayer continued to sell it for at least a year in countries such as China, Taiwan, Argentina, Indonesia, Japan, Malaysia, Singapore, France, and Spain.

Cervical Cancer

A group that offers scientific studies on vaccinations known as Safe, Affordable, Necessary and Effective Vaccines (SANE VAX) collected a variety of Gardasil samples from New Zealand, Australia, Spain, Poland, France, and the US, and sent them to the Milford Hospital in Connecticut to be examined by pathologists.

SANE reported in September of 2011 that all samples had the recombinant DNA (rDNA) of HPV-11 and HPV-18. In other words, the vaccines contained a genetically modified version of the exact virus they had allegedly been created to defend against.

Because of its potential toxicity, rDNA is considered a biohazard by the NIH. The normal and common HPV virus only stays in the bloodstream for a short period. However, the genetically engineered rDNA of the HPV contained in the Gardasil vaccine is unnatural. It is, therefore, unknown how long it remains or whether or not it mutates.

All vials contained the genetically modified HPV. So it has been determined that this version of the virus must be placed in the vaccines during the manufacturing process.

On August 29, 2011, SANE president Norma Erickson sent a letter detailing these results to the FDA, stating: "Because one hundred percent of the samples tested were positive for HPV DNA contamination, SANE Vax requests the FDA investigate the extent of the HPV DNA contamination in the Gardasil HPV4 vaccine currently on the market."

Invisible Eugenics

The FDA responded in September of that year: “We have evaluated the concerns conveyed to us in your letter. We have determined that Gardasil is not contaminated with HPV DNA and remains a safe and effective vaccine.”

Sources

Volume I (The Financial Elite & Psychopathy)

The Other Kind of Human

Description

Psychopathy is a character deficiency: *Mask of Sanity*, Dr. Hervey Milton Cleckley, (C.V. Mosby Co., 1941, 1982)

Psychopaths can be found: *The Sociopath Next Door: The Ruthless Versus the Rest of Us*, Martha Stout, PhD, (Broadway Books, 2005)

There is a generic set: *Political Ponerology: A Science on the Nature of Evil Adjusted for Political Purposes*, Dr. Andrew M. Lobaczewski, (Red Pill Press, 2006)

It is taken for granted: *Emotional Vampires: Dealing with People Who Drain You*, Albert J. Bernstein, PhD, (McGraw-Hill, 2001)

However, every society has: *Political Ponerology*, Dr. Andrew M. Lobaczewski

Their Profile

A conscience has been described: Wikipedia, *Conscience*, www.wikipedia.org/wiki/Conscience; *Conscience*, Merriam-webster.com/dictionary/conscience

Because psychopaths have no: *Political Ponerology*, Dr. Andrew M. Lobaczewski

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Psychopaths need frequent amusement: *The Psychopathic Mind: Origins, Dynamics, and Treatment*, Dr. J. Reid Meloy, (Jason Aronson Inc., 1988); *The Sociopath Next Door*, Martha Stout, PhD

They are completely aware: *Political Ponerology*, Dr. Andrew M. Lobaczewski

A majority of psychopaths: *Without Conscience: The Disturbing World of the Psychopaths Among Us*, Dr. Robert D. Hare, (Simon and Schuster Inc, 1993); *The Sociopath Next Door*, Martha Stout, PhD

Appearance is very important: *Political Ponerology*, Dr. Andrew M. Lobaczewski

Humanity is Divided

In order for counseling: *Without Conscience*, Dr. Robert D. Hare; Wikipedia, *Psychopathy*, www.wikipedia.org/wiki/Psychopathy

Some have determined that: *Political Ponerology*, Dr. Andrew M. Lobaczewski

Invisible Eugenics

Attack Cycle

Psychopaths need to attack: *Snakes in Suits: When Psychopaths go to Work*, Paul Babiak, PhD, Robert D. Hare, PhD, (Harper Collins Publishers, 2006);

The Sociopath Next Door, Martha Stout, PhD

They select, drain, degrade: *Ibid*

Psychopaths see the psychological: *Ibid (Stout)*

Worldviews

A worldview is a kind: Wikipedia, Worldview, www.wikipedia.org/wiki/World_view

Although worldviews vary: *Political Ponerology*, Dr. Andrew M. Lobaczewski

However, it contains flaws: *Ibid*

Pathocracy

Some researchers have found: *The Sociopath Next Door*, Martha Stout, PhD; *Ibid*

In all societies during: *Ibid (Lobaczewski)*

In addition to creating organizations: *Ibid*

If they overthrow a government: *Ibid*

Although this type of government: *Civilian Resistance as a National Defense*, Adam Roberts; *Ibid*

The pathological social structure: *Ibid (Lobaczewski)*

The psychopaths seek to: *Ibid*

Think Tanks & Tax-Exempt Foundations

Bilderberg

The Bilderberg group: *Bohemian Grove: Cult Of Conspiracy*, Mike Hanson, (iUniverse, 2004); *America's Secret Establishment: An Introduction to the Order of Skull & Bones*, Professor Antony C. Sutton, (Trine Day, April, 2004)

At Bilderberg meetings: *The Bilderberg Diary*, James P. Tucker, (American Free Press, 2005); *Dark Majesty: The Secret Brotherhood and the Magic of a Thousand Points of Light*, Texe Marrs, (Rivercrest Publishing, September 2004)

Some past attendees have: *Ibid (Tucker)*

William Clinton attended: *Global Research*, Barack O'Bilderberg, Andrew Gavin Marshall, June 9, 2008; *WorldNetDaily*, Speculation About Obama, Clinton Attending Bilderberger Meeting, June 7, 2008, Alyssa Farah

David Rockefeller, co-founder: *Prison Planet, Eugenicist Bill Gates To Attend 2010 Bilderberg Conference, June 4, 2010, Paul Joseph Watson, Steve Watson, www.PrisonPlanet.com*

Those who gathered at: *InfoWars, Bilderberg 2012: The Official List of Participants, May 31, 2012, www.infowars.com*

Tax-Exempt Foundations

A US congressional investigation: *Foundations: Their Power And Influence, Rene Wormser, (Covenant House Books, June 1993)*

By January of 1915: *Ibid*

Another attempt to investigate: *How the World Really Works, Alan B. Jones, (ABJ Press, 1996)*

In addition to Rockefeller: *Ibid*

They also learned that: *Foundations, Rene Wormser*

The commission mentioned: *Ibid*

Independent scholars who have studied: *Wall Street and the Rise of Hitler, Professor Antony C. Sutton, (Bloomfield Books December 1976); The Invisible Government, Dan Smoot, (Western Islands, June 1977); The Bilderberg Diary, James P. Tucker; Dark Majesty, Texe Marrs*

The Party seeks power entirely: *1984, George Orwell, (Signet Classic, July 1950)*

Volume II (The Eugenicists)

Eugenics: Introduction & History

Introduction

The word eugenics is: *Better for All the World: The Secret History of Forced Sterilization and America's Quest for Racial Superiority, Harry Bruinius, (Alfred Knopf, 2006)*

After reading his cousin's book: *A Life of Sir Francis Galton: From African Exploration to the Birth of Eugenics, Nicholas Wright Gillham, (Oxford University Press, 2001)*

Although there is some: *Wikipedia, Eugenics, www.wikipedia.org/wiki/Eugenics*

It consists of people with: *War Against The Weak: Eugenics and America's Campaign to Create a Master Race, Edwin Black, (Four Walls Eight Windows, 2003)*

Eugenics has been practiced: *A Life of Sir Francis Galton, Nicholas Wright Gillham*

There are two types of eugenics: *The Human Body on Trial: A Handbook with Cases, Laws, and Documents, Lynne Curry, (ABC Clio Inc., 2002)*

Invisible Eugenics

It includes: *Wikipedia, Eugenics*, www.wikipedia.org/wiki/Eugenics;
Wikipedia, Population Control, www.wikipedia.org/wiki/Population_control;
Wikipedia, Julian Huxley, www.wikipedia.org/wiki/Julian_Huxley

Positive eugenics encourages: *The Human Body on Trial*, Lynne Curry

Both positive and negative: *The Code of Codes: Scientific and Social Issues in the Human Genome Project*, Daniel J. Kelves, Leroy Hood, (Harvard University Press, 1992); *Ibid*

Using these methods: *A Life of Sir Francis Galton*, Nicholas Wright Gillham

Early eugenicists in the: *In the Name of Eugenics: Genetics and the Uses of Human Heredity*, Daniel J. Kelves, (Borzoi Books, 1985); *An Underground History of American Education: A School Teacher's Intimate Investigation Into the Problem of Modern Schooling*, John Taylor Gatto, (Oxford Village Press, 2000); *Better for All the World*, Harry Bruinius; *Wikipedia, Eugenics*, www.wikipedia.org/wiki/Eugenics

British eugenicists included: *Ibid* (Kelves; *Wikipedia*)

History

Breeding better people goes: *The Code of Codes*, Daniel J. Kelves; *Wikipedia, Population Control*, www.wikipedia.org/wiki

Plato outlined an organized: *Eugenics Review, Royal Commission on Population, Memorandum Submitted by the Eugenics Society, Volume XXXVII, October 1945*

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Farmers and horticulturists have: *Better for All the World*, Harry Bruinius

Thomas Robert Malthus was: *Wikipedia, Thomas Robert Malthus*, www.wikipedia.org/wiki/Thomas_Robert_Malthus

Eugenicists of the 20th: *Wikipedia, Population Control*, www.wikipedia.org/wiki/Population_control

Multiple editions of his: *Wikipedia, Thomas Robert Malthus*, www.wikipedia.org/wiki/Thomas_Robert_Malthus; *Wikipedia, An Essay on the Principle of Population*, www.wikipedia.org/wiki/An_Essay_on_the_Principle_of_Population

Malthus believed that two: *Ibid*

In 1851 the biologist: *War Against The Weak*, Edwin Black

The whole effort of: [Quoted or mentioned in the following source] *Ibid*

The patterns concerning the: *The Control of Life: The 21st Century*, Fred Warshofsky, (Viking Press, 1967)

He entered an Augustinian: *The Human Genome Project: What Does Decoding DNA Mean for Us?*, Kevin Alexander Boon, (Enslow Publishers Inc., 2002)

In 1857 Mendel formed: *The Control of Life*, Fred Warshofsky
 He revealed to the Natural: *A Life of Sir Francis Galton*, Nicholas Wright Gillham; *The Human Genome Project*, Kevin Alexander Boon
 In the US and England: *In the Name of Eugenics*, Daniel J. Kelves
 Charles Darwin (1808-1882) was: *The Human Genome Project*, Kevin Alexander Boon; *Better for All the World*, Harry Bruinius
 Natural selection was explained: *War Against The Weak*, Edwin Black
 Darwin figured that: *Extreme Measures: The Dark Vision and Bright Ideas of Francis Galton*, Martin Brookes, (Bloomsbury Publishing, 2004); *In Search of Human Nature: The Decline and Revival of Darwinism in American Social Thought*, Carl N. Degler, (Oxford University Press, 1991)
 The survival of the fittest: *War Against The Weak*, Edwin Black; *Ibid (Brookes)*
 This theory excludes moral: *In Search of Human Nature*, Carl N. Degler
 Although eugenics goes back: *The Code of Codes*, Daniel J. Kelves; *An Underground History of American Education*, John Taylor Gatto
 In the late nineteenth: *A Life of Sir Francis Galton*, Nicholas Wright Gillham; *Better for All the World*, Harry Bruinius
 Galton thought that intelligence: *The Human Genome Project*, Kevin Alexander Boon
 Although education and environment: *Extreme Measures*, Martin Brookes
 In his 1869 book: [Quoted or mentioned in the following source] *In the Name of Eugenics*, Daniel J. Kelves
 Galton envisioned a utopian: *Extreme Measures*, Martin Brookes
 His eugenic ideas: *The Code of Codes*, Daniel J. Kelves
 The upper class: *The People Shapers*, Vance Packard

Beliefs

Eugenicists think that: *War Against The Weak*, Edwin Black
 Because most of those who: *The Human Genome Project*, Kevin Alexander Boon; *The Code of Codes*, Daniel J. Kelves
 They see humankind: *War Against The Weak*, Edwin Black
 In her influential 1891: [Quoted or mentioned in the following source] *Better for All the World*, Harry Bruinius
 Charles B. Davenport mentioned: [Quoted or mentioned in the following source] *War Against The Weak*, Edwin Black

Facilities

The two prominent eugenic: *The Code of Codes*, Daniel J. Kelves
 Well-supported by the Rockefeller: *In the Name of Eugenics*, Daniel J. Kelves

Invisible Eugenics

Pearson established the School: *Extreme Measures*, Martin Brookes

The data was presented: [Quoted or mentioned in the following source] *In the Name of Eugenics*, Daniel J. Kelves

The Station for Experimental: *War Against The Weak*, Edwin Black

Davenport attended Harvard: *A Life of Sir Francis Galton*, Nicholas Wright Gillham

While teaching at Harvard: *In the Name of Eugenics*, Daniel J. Kelves; *Better for All the World*, Harry Bruinius

Ethnic groups were: *Ibid* (Bruinius)

In his 1911 book: [Quoted or mentioned in the following source] *Ibid*

He became the nation's: *In Search of Human Nature*, Carl N. Degler

Then in October of 1910: *The Code of Codes*, Daniel J. Kelves; *The Human Genome Project*, Kevin Alexander Boon; *Better for All the World*, Harry Bruinius; *A Life of Sir Francis Galton*, Nicholas Wright Gillham

The ERO was funded: *New York Times*, *Harriman Philanthropy to Have a Board of Scientific Directors*, March 30, 1913

Mrs. Harriman purchased: *Better for All the World*, Harry Bruinius

Harriman gave about \$15,000: *War Against The Weak*, Edwin Black

John D. Rockefeller Jr. donated: *In the Name of Eugenics*, Daniel J. Kelves

The Rockefeller Foundation provided: *War Against The Weak*, Edwin Black

The ERO's first task: *Ibid*

In December of 1912: *Better for All the World*, Harry Bruinius

Professor Welch had served: *War Against The Weak*, Edwin Black

The ERO created another: *Ibid*

Its initial charter members: *Ibid*

The ERO gave scholarships: *In the Name of Eugenics*, Daniel J. Kelves

They were also educated: *Better for All the World*, Harry Bruinius

Eugenics: Groups & Conferences

Groups

Eugenical groups spread: *In the Name of Eugenics*, Daniel J. Kelves

The Human Betterment Foundation: *Wikipedia*, *Human Betterment Foundation*, www.wikipedia.org/wiki/Human_Betterment_Foundation

Its board of trustee: *Ibid*

In 1907 the Eugenics: *Extreme Measures*, Martin Brookes

The society supplied speakers: *In the Name of Eugenics*, Daniel J. Kelves

The group's agenda: *War Against The Weak*, Edwin Black

The American Eugenics Society: *Wikipedia*, *American Eugenics Society*, www.wikipedia.org/wiki/American_Eugenics_Society

The society's budget: *In the Name of Eugenics*, Daniel J. Kelves

Members of the AES: *Denver Post, Margaret Sanger and the Eugenics Movement, June 2, 2010, Rebecca R. Messall*

Galton gave an address: *Eugenics: Its Definition, Scope, and Aims, Sir Francis Galton, Speech Before the Sociological Society at London University, May 16, 1904, www.galton.org*

Founded by Willet M. Hays: *Eugenics Organizations, www.eugenicsarchive.org*

Other ABA founding committee: *In Search of Human Nature, Carl N. Degler*
The ABA president: *War Against The Weak, Edwin Black*

Its membership of 1,000: *Eugenics Organizations, www.eugenicsarchive.org*

The Race Betterment Foundation: *War Against The Weak, Edwin Black*

Conferences

At the December: *Ibid*

In January of 1914: *Ibid*

We have found that a large: *Ibid*

On January 12, 1914: *[Quoted or mentioned in the following source] Ibid*

On August 8, 1915: *[Quoted or mentioned in the following source] Better for All the World, Harry Bruinius*

There were several international: *Wikipedia, International Eugenics Conference, www.wikipedia.org/wiki/International_Eugenics_Conference*

At the second conference: *Ibid*

Of particular interest: *War Against The Weak, Edwin Black; A Life of Sir Francis Galton, Nicholas Wright Gillham*

Darwin was the president: *Better for All the World, Harry Bruinius; Ibid (Gillham)*

A prominent delegate: *Ibid (Gillham)*

Papers on various eugenical: *New York Times, First Eugenics Congress: Four Hundred Delegates in London, July 25, 1912*

There were specimens: *Better for All the World, Harry Bruinius; Ibid*

During the congress: *War Against The Weak, Edwin Black*

The most important paper: *Better for All the World, Harry Bruinius*

The congress concluded: *A Life of Sir Francis Galton, Nicholas Wright Gillham*

The most obvious goal: *Ibid*

During his closing speech: *Better for All the World, Harry Bruinius*

Eugenics: Data Collection & Initiatives

Data Collection

Prior to the enactment: *Extreme Measures, Martin Brookes*

Registered families, Galton thought: *Ibid*

Invisible Eugenics

In the spring of: *Ibid*

Galton kept records: *Ibid*

After obtaining many records: *Ibid*

In his 1889 book: [Quoted or mentioned in the following source] *War Against The Weak, Edwin Black*

ABA president Willet Hays: [Quoted or mentioned in the following source] *Ibid*

The lineage of every individual: *Ibid*

The ERO was the primary: *The Human Genome Project, Kevin Alexander Boon; In the Name of Eugenics, Daniel J. Kelves*

ERO field workers: *War Against The Weak, Edwin Black: Ibid (Kelves)*

After they located people: *Better for All the World, Harry Bruinius*

The ERO used deception: *War Against The Weak, Edwin Black*

The data it gathered: *In the Name of Eugenics, Daniel J. Kelves*

The field workers sent: *War Against The Weak, Edwin Black*

Their goal was to: *Better for All the World, Harry Bruinius*

In addition to visiting: *War Against The Weak, Edwin Black; Ibid*

The ERO intended to covertly: *Ibid (Black)*

Influence & Initiatives

Eugenics was not a movement: *Ibid*

Eugenics enthusiasts in the US: *In the Name of Eugenics, Daniel J. Kelves*

It was conceived: *War Against The Weak, Edwin Black*

The eugenicists also promoted: *In the Name of Eugenics, Daniel J. Kelves*

By 1870 many social scientists: *Foundations for American Education, Harold Rugg, (World Book Company, 1947)*

Starting in the mid: *In Search of Human Nature, Carl N. Degler*

The financing institutions used: *An Underground History of American Education, John Taylor Gatto*

Many of these scientists: *War Against The Weak, Edwin Black*

The scientists conducted the: *Better for All the World, Harry Bruinius*

Because they had been: *In the Name of Eugenics, Daniel J. Kelves; Ibid*

Eugenics text was integrated: *War Against The Weak, Edwin Black*

By the 1920s and 1930s: *Ibid*

Eugenics advocates spanned from: *In the Name of Eugenics, Daniel J. Kelves*

It even included presidents: *Better for All the World, Harry Bruinius*

In 1912 he created: *Fox News, The Horror of Eugenics Happened, August 12, 2009*

In 1906, US President Theodore: *Better for All the World, Harry Bruinius*

After his presidency: *American Philosophical Society, Theodore Roosevelt Letter to Charles Davenport About Degenerates Reproducing*, www.eugenicsarchive.org

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Collectively, these groups: *War Against The Weak, Edwin Black*

Multiple countries enacted: *Wikipedia, Eugenics, www.wikipedia.org/wiki/Eugenics*

From the early 1900s: *ABC News, State Secret: Thousands Secretly Sterilized, May 15, 2005*

Eugenics enthusiasts claimed: *The Human Body on Trial, Lynne Curry*

In 27 US states mandatory: *Better for All the World, Harry Bruinius*

It also allowed the: *War Against The Weak, Edwin Black*

Indiana was the second: *In Search of Human Nature, Carl N. Degler*

California, which passed: *The Code of Codes, Daniel J. Kelves; War Against The Weak, Edwin Black; Better for All the World, Harry Bruinius*

Over 7,500 sterilizations: *In Search of Human Nature, Carl N. Degler*

New Jersey, which sought: *War Against The Weak, Edwin Black*

The US Supreme Court: *A Life of Sir Francis Galton, Nicholas Wright Gillham*

Oliver Wendell Holmes: *War Against The Weak, Edwin Black*

In total, about 65,000: *Better for All the World, Harry Bruinius*

Starting in 1921 Laughlin: *The Human Body on Trial, Lynne Curry*

This resulted in the: *A Life of Sir Francis Galton, Nicholas Wright Gillham*

Others who arrived: *The Human Genome Project, Kevin Alexander Boon*

The American Eugenics Society: *In the Name of Eugenics, Daniel J. Kelves*

Illuminated displays at these: *In Reckless Hands: Skinner v. Oklahoma and the Near Triumph of American Eugenics, Victoria F. Nourse, (W.W. Norton & Company, 2008)*

Although it is difficult: *In the Name of Eugenics, Daniel J. Kelves*

At the 1924 Kansas: *The Code of Codes, Daniel J. Kelves*

The winners were then: *In Reckless Hands, Victoria F. Nourse*

Global Efforts

The First International Congress: *War Against The Weak, Edwin Black*

Canada enacted the: *In Search of Human Nature, Carl N. Degler; Wikipedia, Eugenics, www.wikipedia.org/wiki/Eugenics; Ibid*

Eugenics: Methods & Targets

Methods

Many eugenicists thought that: *Eugenics Record Office, Cold Spring Harbor, Long Island, New York, Report of the Committee to Study and to Report on the Best Practical Means of Cutting Off the Defective Germ-Plasm in the American Population, February 1914, Harry H. Laughlin*

It was the purpose of: *Ibid*

“The state,” proclaimed Madison: *The Passing of The Great Race: The Racial Basis of European History, Madison Grant, (Charles Scribners Sons, 1916)*

In the past, explained: *Eugenics Record Office, Report of the Committee to Study and to Report on the Best Practical Means of Cutting Off the Defective Germ-Plasm in the American Population, February 1914, Harry H. Laughlin*

In his, *The Village of: [Quoted or mentioned in the following source] An Underground History of American Education, John Taylor Gatto*

Infanticide is the killing: *Wikipedia, Population Control, www.wikipedia.org/wiki/Population_control*

It has been practiced: *Woman and the New Race, Margaret Sanger, (Originally Published, 1920; Gutenberg Project eBook Edition, 2005)*

The Spartans would drown: *Wikipedia, Eugenics, www.wikipedia.org/wiki/Eugenics*

Margaret Sanger, a eugenicist: *Woman and the New Race, Margaret Sanger*

A New York urologist: *[Quoted or mentioned in the following source] War Against The Weak, Edwin Black*

According to Grant: *The Passing of the Great Race, Madison Grant*

Socialist HG Wells: *In the Name of Eugenics, Daniel J. Kelves*

Euthanasia (Greek for good death): *Wikipedia, Euthanasia, www.wikipedia.org/wiki/Euthanasia*

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However, the notion of sending: *War Against The Weak, Edwin Black*

In 1900, physician: *[Quoted or mentioned in the following source] Ibid*

The suggestion of executing: *Ibid*

“The laws of nature,” illustrated: *The Passing of the Great Race, Madison Grant*

Roosevelt, Grant's close friend: *Wikipedia, Madison Grant, www.wikipedia.org/wiki/Madison_Grant; Fox News, The Horror of Eugenics Happened, August 12, 2009*

The psychologist Henry: *War Against The Weak, Edwin Black*

Dr. Paul Popenoe, leader: *Applied Eugenics*, Paul Popenoe, (The Macmillan Company, October 1918)

Expert on the subject: *Political Ponerology*, Dr. Andrew M. Lobaczewski

Some estimates place the: *University of South Florida, Guide to the Holocaust*, www.usf.edu; *University of California, The Holocaust*, www.history.ucsb.edu

In March of 1910: *War Against The Weak*, Edwin Black

ERO Scientific Director Irving: *Ibid*

First General-Director: *Harper's Magazine, The Vital Importance of Eugenics, August 1931*, Julian Huxley

Wars, according to Dr. Lobaczewski: *Political Ponerology*, Dr. Andrew M. Lobaczewski

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In his famous 1951: *The Impact of Science on Society*, Lord Bertrand Arthur Russell, (George Allen & Unwin, 1951)

A primary population: *Eugenics Record Office, Report of the Committee to Study and to Report on the Best Practical Means of Cutting Off the Defective Germ-Plasm in the American Population, February 1914*, Harry H. Laughlin

It was reported in the September: [Quoted or mentioned in the following source] *In Search of Human Nature*, Carl N. Degler

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It has been estimated: *War Against The Weak*, Edwin Black

Poverty and housing are: *Applied Eugenics*, Paul Popenoe

Huxley stated in his: [Quoted or mentioned in the following source] *Wikipedia*, Julian Huxley, www.wikipedia.org/wiki/Julian_Huxley

Targets

Eugenicists wanted to kill: *War Against The Weak*, Edwin Black

The 1914 ERO report: *Eugenics Record Office, Report of the Committee to Study and to Report on the Best Practical Means of Cutting Off the Defective Germ-Plasm in the American Population, February 1914*, Harry H. Laughlin

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Invisible Eugenics

The carriers of these: *Eugenics Record Office, Report of the Committee to Study and to Report on the Best Practical Means of Cutting Off the Defective Germ-Plasm in the American Population, February 1914, Harry H. Laughlin*

At first the eugenicists: *War Against The Weak, Edwin Black*

In addition to these unfit: *Eugenics Record Office, Report of the Committee to Study and to Report on the Best Practical Means of Cutting Off the Defective Germ-Plasm in the American Population, February 1914, Harry H. Laughlin*

The eugenicists continued to: *War Against The Weak, Edwin Black*

That is correct: *The Cutting Edge, Author Edwin Black Reports New Findings Showing North Carolina Engaged in Nazi-linked Campaign of Eugenics and Genocide, April 22, 2012, Martin Barillas*

Eugenics: Nazi Germany

Introduction

Each nation with active: *War Against The Weak, Edwin Black*

American eugenicists followed: *Ibid*

A Hungarian named Geza: *[Quoted or mentioned in the following source]*
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His work included topics: *[Quoted or mentioned in the following source]*
Ibid

I thank you sincerely: *[Quoted or mentioned in the following source]* *Ibid*

The noted German geneticist: *Better for All the World, Harry Bruinius*

Laughlin copied a Nazi: *Ibid*

He wrote to the university: *In the Name of Eugenics, Daniel J. Kelves*

Rockefeller fellowships: *War Against The Weak, Edwin Black*

The leaders in the German: *[Quoted or mentioned in the following source]*
Better for All the World, Harry Bruinius

After returning from: *The San Francisco Chronicle, Eugenics and the Nazis: The California Connection, November 9, 2003, Edwin Black*

The Doctors

The doctors were on: *War Against The Weak, Edwin Black*

Starting in the late: *A Life of Sir Francis Galton, Nicholas Wright Gillham;*
Ibid

Fischer's institute trained doctors: *The Code of Codes, Daniel J. Kelves*

Dr. Fischer was working: *Wikipedia, Eugen Fischer,*
www.wikipedia.org/wiki/Eugen_Fischer

He was one of the: *War Against The Weak, Edwin Black*

German geneticist Dr. Erwin: *Ibid*

The book which was: *[Quoted or mentioned in the following source]* *A Life of Sir Francis Galton*, Nicholas Wright Gillham

The book's bibliography: *[Quoted or mentioned in the following source]* *War Against The Weak*, Edwin Black

Swiss psychiatrist Dr. Ernst Rüdin: *Wikipedia*, Ernst Rüdin, www.wikipedia.org/wiki/Ernst_Rüdin

Dr. Rüdin's work: *War Against The Weak*, Edwin Black

Dr. Ploetz co-founded: *Extreme Measures*, Martin Brookes

Within a few years: *War Against The Weak*, Edwin Black

Dr. Ploetz was one of: *Ibid*

As director of the: *Ibid*

Institutions

By the mid 1920s: *Ibid*

Germany's race biology was: *Ibid*

By 1926 the Rockefeller: *The San Francisco Chronicle*, *Eugenics and the Nazis: The California Connection*, November 9, 2003, Edwin Black

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Hitler spoke highly: *War Against The Weak*, Edwin Black

The Law for the Prevention: *In the Name of Eugenics*, Daniel J. Kelves; *Wikipedia*, *Law for the Prevention of Genetically Diseased Offspring*, www.wikipedia.org/wiki/Law_for_the_Prevention_of_Hereditarily_Diseased_Offspring

By that time, similar laws: *Better for All the World*, Harry Bruinius

Over the next few months: *Ibid*

By November 1934 the original: *Ibid*

About 400,000 people: *A Life of Sir Francis Galton*, Nicholas Wright Gillham

Euthanasia

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To murder these people: *Cleansing the Fatherland: Nazi Medicine and Racial Hygiene*, Belinda Cooper, (Johns Hopkins University Press, 1994); *Wikipedia*, *Action T4*, www.wikipedia.org/wiki/Action_T4; *In the Name of Eugenics*, Daniel J. Kelves

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Invisible Eugenics

While officially: *Wikipedia, Action T4*, www.wikipedia.org/wiki/Action_T4

During the Nuremberg Trials: *Better for All the World*, Harry Bruinius

Eugenics: Exposed as Junk Science

By the 1940s eugenics: *The Human Body on Trial*, Lynne Curry

After World War II: *War Against The Weak*, Edwin Black

Around this time also: *The Human Body on Trial*, Lynne Curry

The eugenicists used: *War Against The Weak*, Edwin Black

Just about all: *The Human Genome Project*, Kevin Alexander Boon

Although genetics plays some: *War Against The Weak*, Edwin Black

Much of this junk: *The Human Genome Project*, Kevin Alexander Boon

Some professionals who: *Better for All the World*, Harry Bruinius

Because eugenics never achieved: *War Against The Weak*, Edwin Black

Over a period of decades: *Ibid*

Eugenics was renamed genetics: *Ibid*

The Galton Laboratory of: *Ibid*

Founded by Margaret Sanger: *In the Name of Eugenics*, Daniel J. Kelves

The journal, *Eugenical News*: *War Against The Weak*, Edwin Black; *Better for All the World*, Harry Bruinius

Eugenics: The New Eugenicists

Eugenics Continues

After the carnage of World: *War Against The Weak*, Edwin Black

A 1947 paper declassified: *Melbourne Age*, *Burnet's Solution: The Plan to Poison S-E Asia*, March 10, 2002, Brendan Nicholson

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