

National Mental Health Program

*Creating Standards
for the New World Order*

Dr. Dennis L. Cuddy

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Introduction

In Fabian Socialist Bertrand Russell's *The Impact of Science on Society* (1953), he wrote that

it is to be expected that advances in physiology and psychology will give governments much more control over individual mentality than they now have even in totalitarian countries. Fichte laid it down that education should aim at destroying free will, so that, after pupils have left school, they shall be incapable, throughout the rest of their lives, of thinking or acting otherwise than as their schoolmasters would have wished. . . . Diet, injections, and injunctions will combine, from a very early age, to produce the sort of character and the sort of beliefs that the authorities consider desirable, and any serious criticism of the powers that be will become psychologically impossible.

In 1976, Francis Schaeffer wrote an extremely important book, *How Then Shall We Live?* In a 1996 movie, *Extreme Measures*, Gene Hackman plays a villainous doctor conducting horrible medical experiments on homeless people and killing them. He claims that the ends justify the means, and that ultimately society will benefit from his findings. He tells the film's hero, Hugh Grant: "If you can cure cancer by killing one person, wouldn't you have to do that? Wouldn't that be the brave thing to do?" But Grant challenges Hackman's rationale by pointing out that Hackman never gave his victims a choice as to whether they wanted to "volunteer" to help society. Grant states, "You're not God. I don't care if you can find a cure for every disease on this

planet. You tortured and murdered those men, and that makes you a disgrace to your profession.”

Though not usually as extreme as the measures taken in *Extreme Measures*, we’ve been moving down a slippery slope, and over the past several decades, scientists, health professionals, educators and others have used mental health and education to gain more and more social control over our lives, often with the help of government and foundations. We, too, have often had little to say in the matter, with some programs even being mandatory. This booklet portrays how some of this has occurred, and is occurring even today.

On April 29, 2002, President George W. Bush established the New Freedom Commission on Mental Health (NFCMH), which developed a number of recommendations, among which was mental health screening for Americans, especially children. And lawyer Phyllis Schlafly in her November 24, 2004, article “No Child Left Unmedicated” wrote that “President Bush has instructed 25 federal agencies to develop a plan to implement the NFCMH’s recommendations.” On September 7, 2004, the U.S. House of Representatives introduced H.R. 5006, which was later rolled into the larger H.R. 4818, which on December 8, 2004, became Public Law 108-447. In this law, Division F, Title II concerns “Substance Abuse and Mental Health Services,” which provides funds for mental health “data collection and evaluation activities.” Since it was logical to assume this could include mental health screening, U.S. Representative Ron Paul tried to amend the earlier legislation (H.R. 5006) to exclude such screenings, but he was defeated. Later, he tried to amend legislation at least to require parental permission before such screenings could occur. However, he was once again defeated. This has logically resulted in the conclusion that Congress indeed does want to allow funds from this public law to be used for mental health screening of children perhaps even without parental permission. To try to overcome this, Representative Paul is introducing H.R. 181 into the 109th Congress, and the legislation is titled “To Prohibit the Use of Federal Funds for Any Universal or Mandatory Mental Health Screening Program.” For more information on this subject, see www.newswithviews.com/Cuddy/dennis20.htm.

Part I

Recent developments show that there is a predetermined connection between mental health assessments and world citizenship. However, there is more to the use of mental health by the power elite than world citizenship. In *Mental Health*, vol. 1, no. 4, October 1940, one finds a speech by John Rawlings Rees (deputy director of the Tavistock Institute for Medical Psychology, begun in 1920) on June 18, 1940, in which he reveals:

We can therefore justifiably stress our particular point of view with regard to the proper development of the human psyche, even though our knowledge be incomplete. We must aim to make it permeate every educational activity in our national life. . . . Public life, politics, and industry should all of them be within our sphere of influence. . . . Especially since the last world war we have done much to infiltrate the various social organizations throughout the country. . . . Similarly we have made a useful attack upon a number of professions.

The two easiest of them naturally are the teaching profession and the church: the two most difficult are law and medicine. . . . If we are to infiltrate the professional and social activities of other people, I think we must imitate the Totalitarian and organize some kind of fifth column activity! If better ideas on mental health are to progress and spread we, as the salesmen, must lose our identity. . . . Let us all, therefore, very secretly be "fifth columnists." . . . We have often been too spasmodic in our work and I feel we need a long-term plan of propaganda. . . . I doubt the wisdom of a direct attack upon the existing state of affairs; even though there is a war on,

that would still raise opposition, whereas the more insidious approach of suggesting that something better is needed—"why shouldn't we try so and so"—is more likely to succeed. . . . Many people don't like to be "saved," "changed" or made healthy. I have a feeling, however, that "efficiency and economy" would make rather a good appeal because there are very few people who would not welcome these two suggestions.

A New Kind of Education

At the end of the Second World War, Canadian psychiatrist Brock Chisholm would pick up Rees' assault upon the church in the February 1946 edition of *Psychiatry*, writing that:

A program of re-education or a new kind of education [needed to be charted whereby] the science of living should be made available to all people by being taught to all children in primary and secondary schools. . . . Only so, can we help our children to carry out their responsibilities as world citizens as we have not been able to do. . . . We have swallowed all manner of poisonous certainties fed us by our parents, our Sunday and day school teachers, our politicians, our priests. . . . The reinterpretation and eventual eradication of the concept of right and wrong which has been the basis of child training, the substitution of intelligent and rational thinking for faith in the certainties of the old people, these are the belated objectives . . . for charting the changes in human behavior.

Chisholm was the first director-general of the World Health Organization (WHO), and just a few months after his article in *Psychiatry*, Chisholm's friend Alger Hiss in July 1946 persuaded the founders of WHO to stimulate the concept of "world mental health" by including in their constitution the following definition: ". . . Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."

Mental Health and Education

Logically, with this broad definition of "health," it was possible for the advo-

cates of linking mental health and education to claim this was necessary to promote social well-being. Thus, in the October 1954 edition of *Mental Hygiene*, one finds "Education for Mental Health" by George Stevenson, M.D. It is a transcript of his April 2, 1954, radio broadcast, in which he remarked:

. . . it may be well to look into education for social action. If such education is to be one part of a broader effort to reach a goal, certain steps may be followed to make sure that mental health education has its proper place in the total scheme. . . . The schools stand in an especially strategic position. . . . They are in position to provide a good atmosphere within the school that can counterbalance the reverse at home. . . . Education for mental health . . . is everybody's business.

Unfortunately, American public schools bought Dr. Stevenson's reasoning and increasingly introduced mental health programs in schools across the land. The results of these initiatives soon became obvious. In *Mental Robots* (1957) by Dr. Lewis A. Alesen (former president of the California Medical Association), he declared:

Americans today are being deluged with . . . propaganda . . . under the disarmingly innocent title of "The Mental Health Program." . . . Its [robotry] objectives . . . the ultimate destruction of the human individual as a person; the eradication of all the traditions, ideals and moral concepts which he has learned from home, church, and school . . . and taught to deny and reject responsibility for himself, and to transfer that responsibility to the group, that is the state. The master plan . . . has been the result of . . . thousands of individuals . . . who have not had the time, . . . or the ability to gain a perspective of the ultimate aims of the plan which they have actively aided in bringing to fruition. Summer sessions in group dynamics . . . under the direction of . . . a subdivision of the National Education Association, with . . . the fundamental objective to prepare those so trained in the subtle art

of propagandizing without seeming to do so. Here among academic surroundings a carefully arranged schedule of indoctrination has been prepared by the National Education Association.

The "group dynamics" mentioned by Dr. Alesen related to the Research Center for Group Dynamics (at the University of Michigan), and the "subdivision of the National Education Association" to which he referred was the National Training Laboratories (NTL was co-founded by the Research Center and the NEA's Division of Adult Education Service). In 1962, the NTL published *Issues in (Human Relations) Training*, in which the editors wrote that human relations or sensitivity training "fits into a context of institutional influence procedures which includes coercive persuasion in the form of thought reform or brainwashing." The book also includes information about "change-agent skills" and "unfreezing, changing and refreezing" attitudes.

The year after Dr. Alesen's book appeared, Congress passed the National Defense Education Act, which provided for a massive infusion of guidance counselors and testing personnel into the public schools across the U.S. And the year after NTL's book was published, the first Governor's School for the Gifted and Talented in the nation began in 1963 in North Carolina with funding from the Carnegie Corporation. On May 6, 1963, Prof. George Welsh of the Psychology Department of the University of North Carolina at Chapel Hill wrote to the Psychological Corporation in New York indicating that at the Governor's School "we are planning to administer an extensive test battery." And on May 10 of that year, Harold Seashore, director of the Corporation's Test Division, replied to Prof. Welsh and indicated that if he used their test, "we would want a set of the cards filed with us, so that we can accumulate information on groups like this over the years."

The writer of this booklet attended that school in 1963, and among the tests administered to us was the Psychological Corporation's Minnesota Multiphasic Personality Inventory. It included 771 statements to which we were to respond "true" or "false." And among these statements were the following:

1. I believe in the worth of humanity, but not in God;
2. We cannot know for sure whether or not there is a God;
3. One of the most important things children should learn is when to disobey authority;
4. The findings of science may some day show that many of our most cherished beliefs are wrong;
5. Organized religion, while sincere and constructive in its aims, is really an obstacle to human progress.

The Public School "Psychiatric Clinic"

The year after this writer attended the first Governor's School, the National Institute of Mental Health on February 18, 1964, awarded psychologist B. F. Skinner a grant (Grant K6-MH 21755) for \$283,000 to be paid over ten years to write *Beyond Freedom and Dignity* (1971), in which Skinner maintained that concepts of freedom and dignity must be discarded, and that human behavior be conditioned by an elite. Not long after the publication of Skinner's book, U.S. Representative Cornelius Gallagher (NJ) delivered a speech in the U.S. House of Representatives titled "Skinnering the Taxpayers," in which he stated: "We disclosed in 1970 that at least 250,000 American grammar school children are receiving behavioral modification drugs, most often the amphetamines or 'speed' as they are commonly called."

Later in the 1970s, *The Psychological Society* (1978) by Martin Gross was published, in which he informed readers that:

Our schools are taking on the aura of a psychiatric clinic, without taxpayer consent. . . . The school child is immersed in a psychological environment in which he is cajoled, invited, seduced, even bludgeoned into seeking counseling. . . . Almost all the [school psychology] personnel are actually laymen. The entire practice of school psychology may be seen as an intrusion of bureaucracy into the family structure. Further school counseling may not be legal. In most cases, school personnel may not practice psychotherapy on children. By labeling it as "counseling" instead of "psychotherapy," they

may have invented a semantic subterfuge to circumvent the law. . . . There is no real evidence that the anxieties, neuroses, or eventual psychosis rate of children is in any way reduced by school intervention. There is the equal possibility that the effort is actually a *neurotic stimulus*. With our taxes, we are helping poorly trained specialists to tamper with the psyches of an already overpsychologized generation.

Education and the Aquarian Conspiracy

Two years after Gross wrote these words, *The Aquarian Conspiracy* (1980) by Marilyn Ferguson was published, in which she revealed that

there are legions of conspirators. . . . Of the Aquarian conspirators surveyed, more were involved in education than any other single category of work. . . . A major ambition of the curriculum is autonomy. This is based on the belief that if our children are to be free, they must be free even from us—from our limiting beliefs. . . . One veteran bureaucrat at the National Institute of Mental Health said, “There are a lot of us in the woodwork.”

In terms of the 2004 presidential election and President George W. Bush’s New Freedom Initiative, it may make little difference who won the election. Both President Bush and Senator John Kerry are members of the secret Skull & Bones society at Yale University and Senator Kerry, to my knowledge, raised no objection to this mental health screening initiative. It is an initiative by the elite, who believe they have a responsibility to tell the rest of us what is in our best interests.

Although Hitler had a plan to put fluoride in water to reduce individuals’ power to resist domination (see Dr. Sinburne Clymer’s *The Age of Treason*), the swastika is actually a pre-Hitler elitist symbol that has been found in the Skull & Bones vault at Yale. There is also a swastika on the gravestone of John Ruskin (mentor of Cecil Rhodes, who formed the secret Society of the Elect “to take the government of the whole world,” in Rhodes’ own words). In *Time and Tide* (1867), Ruskin wrote that “the first duty of the State is to see

that every child born therein shall be well housed, clothed, fed, and educated. . . . But in order to the effecting this the Government must have an authority over the people of which we now do not so much as dream." According to award-winning author Alan Axelrod, Ruskin was "reportedly a student of the Illuminati."

Why of all the web servers in the U.S. did George W. Bush choose Illuminati Online for his presidential campaign in 2000? (Look under November 9, 1999, on www.io.com/systemnews/19099/nov.html.) This was after the president of Illuminati Online (IOCOM), Steve Jackson, developed a card game in 1994 called "Illuminati: New World Order" with a supplement called "Assassins" (see www.io.com/~sj/sjbio.html). One of the cards in the card game shows one of the twin towers of the World Trade Center in New York City being hit by a terrorist attack, and another card shows the Pentagon partly in flames from an attack.

Part II

The General Education Board (GEB), established by John D. Rockefeller, Sr., was chartered in 1902. And in Raymond Fosdick's memorial history of the board, he indicated it was part of John D. Rockefeller, Jr.'s effort toward the "goal of social control." The GEB was established the year after *Social Control* (1901) was written by Edward Alsworth Ross (father of American Sociology), and in this book, Ross revealed that social checks and stimuli "are managed by a rather small knot of persons . . . the Elite. . . . Judgment may be moulded as well as the will and the feelings."

The word, "moulded" is instructive because in *The World's Work* (August 1912), one reads "The Country School of Tomorrow" by GEB chairman Frederick Gates, declaring: "In our dreams, we have limitless resources, and the people yield themselves with perfect docility to our molding hands." Not only was the GEB to be used for social control, but the Rockefeller Foundation as well.

On April 11, 1933, its president, Max Mason, assured trustees that in their program, "the Social Sciences will concern themselves with the rationalization of social control . . . the control of human behavior." And in July of the very next year (1934), Willard Givens (executive secretary of the National Education Association 1935-1952) declared: "A dying *laissez-faire* must be completely destroyed and all of us, including the 'owners,' must be subjected to a large degree of social control. . . . An equitable distribution of income will be sought."

If Givens' language sounds like Communism, that's because it is similar to the economic philosophy being preached in the Soviet Union at the time.

And about the same time (before 1936) in the USSR, Lavrentia Bera (head of Stalin's secret police) delivered an address to American students at Lenin University, declaring:

A psychopolitician . . . must recruit and use all the agencies and facilities of "mental healing." He must labor to increase the personnel and facilities of "mental healing" until at last the entire field of mental science is entirely dominated by Communist principles and desires. . . . You must labor until we have dominion over the minds and bodies of every important person in your nation. . . . You will discover that everything will aid you in your campaign to seize, control and use a "mental healing" to spread our doctrine and rid us of our enemies within their own borders.

Children and Mass Psychology

At the end of the Second World War, the Rockefeller Foundation's medical director, Alan Gregg, began to fund the Tavistock Institute of Human Relations (TIHR) to undertake the kind of social psychiatry that had been developed by the army during wartime and see if it could be relevant for civilian society. Dr. John Rawlings Rees (mentioned at the beginning of Part I of this booklet) developed the "Tavistock Method," which induces and controls stress via what Rees called "psychologically controlled environments" in order to make people give up family-held beliefs under "peer pressure."

TIHR worked closely with the Research Center for Group Dynamics (mentioned in Part I of this booklet), which co-founded the National Training Laboratories (NTL) with a division of the National Education Association (NEA). One of the primary architects of the NTL (which received an initial grant of \$100,000 from the Carnegie Corporation) was Willard Goslin of the NEA's Association for Supervision and Curriculum Development (ASCD). Goslin was chairman of an NEA Yearbook Committee which produced *Paths to Better Schools* (1945). In the book's chapter "Citizens of the World," one reads: "Today it has become necessary for the elementary school to be actively concerned with developing . . . acceptance of world citizenship.

... The school . . . has as its basic objective the development of intelligent and competent world citizens."

Further promoting "world citizenship" was Dr. Ewen Cameron who, on May 5 of the year after *Paths to Better Schools* was published, delivered a speech titled "The Building of the Coming World Order" in which he pronounced: "What we call morals, are simply the customs, prohibitions and rules which a society maintains at any given time. . . . The United Nations Organization deserves the support of all who are concerned with the building of a New World Order. . . . There can be only one education anywhere on the earth and that is education for world citizenship."

Seven years later, Dr. Cameron would become president of the American Psychiatric Association, and in that same year (1953), Fabian Socialist Bertrand Russell's *The Impact of Science Upon Society* was published, in which he explained:

I think the subject which will be of most importance politically is mass psychology. . . . Although this science will be diligently studied, it will be rigidly confined to the governing class. The populace will not be allowed to know how its convictions were generated. When the technique has been perfected, every government that has been in charge of education for a generation will be able to control its subjects securely without the need of armies or policemen. . . . Educational propaganda, with government help, could achieve this result in a generation. There are, however, two powerful forces opposed to such a policy: one is religion; the other is nationalism. . . . A scientific world society cannot be stable unless there is a world government.

Russell mentioned "religion" as an obstacle to their grand design, but remember that in Part I of this booklet, Dr. John Rawlings Rees indicated they had made "a useful attack upon the Church." One way in which the attack upon the church was pursued by its enemies was via introducing "collectivism." And in that regard, Edgar C. Bundy's *Collectivism in the Church* is instructive, as he explained:

Because "mental health" has become available as a lever to be used for promoting political and ideological designs, a word on the subject is in order. . . . People who are normal in every sense of the word but who hold unpopular political ideas, such as opposition to world government and to the United Nations, federal aid to education, and socialism, are now being branded by their opponents as "lunatics," "nuts" and "idiots." Some of the mental health legislation which has been recently introduced on the state and federal levels gives such wide latitude of interpretations to psychiatrists and politicians . . . that it is conceivable that anyone who takes a stand for the sovereignty of the United States, in favor of Congressional investigations . . . and in favor of states' rights could be committed to an asylum in order to silence opposition.

Biochemical Means for Human Control

Bundy's book was published in 1958, and in that same year, the linking of psychology and the schools was furthered by Prof. Louis Kaplan of the University of Southern California. According to the *Los Angeles Examiner* (December 14, 1958), Prof. Kaplan said "there may be as many as 25% of America's school children who are emotionally or psychologically disturbed." He called for more psychological testing and said the teacher and school could help students resist the pull of possible negative factors in the home and neighborhood.

But have the schools really been all that helpful to children when it comes to their mental health? In the late 1950s, the National Mental Health Institute commenced a program to have public schools administer Ritalin to children classified as "dull" or "emotionally disturbed." The Institute awarded \$29,000 to school officials in Montgomery County, Pennsylvania, to experiment on ninety selected school children, but the program was dropped when a school director, J. E. P. Burns, M.D., objected. On September 24, 1959, Dr. Burns wrote a letter stating: "The program [administering drugs to children to increase their work output] was to last two years. During this time our public school children could have been made nervous wrecks or even worse.

I presented this program to the school board and condemned the same with all of the power at my command and successfully caused the program to be dropped.”

While the use of drugs on school children encountered a setback, it was only temporary (see Rep. Gallagher’s quote in Part I). In Zbigniew Brzezinski’s *Between Two Ages: America’s Role in the Technetronic Era* (1970), he referred to “the increasing availability of biochemical means of human control,” and said “human beings become increasingly manipulable and malleable.” After reading this book, David Rockefeller named Brzezinski as the first director of the Trilateral Commission, which was established in 1973.

As stated at the first of Part II of this booklet, the Rockefeller Foundation had “social control” as a primary goal. And in Holly Sklar’s edited volume, *Trilateralism: The Trilateral Commission and Elite Planning for World Management* (1980), she related that

in a 1973 memo on the Trilateral Policy Program, then director Brzezinski recommended the study of “Control Over Man’s Development and Behavior” as a theme for later consideration. More specifically such a task force would undertake to study “the social-education implications of the availability, especially in advanced societies, of new means of social control.” . . . Trilateralism is the current attempt by ruling elites to manage both dependence and democracy—at home and abroad. . . . Economic gain and social control are inseparable goals of trilateralism.

Connecting this desire for social control to education, in the same year Brzezinski’s *Between Two Ages* appeared, the NEA’s ASCD published *To Nurture Humaneness: Commitment for the '70s*. The NEA included a disclaimer regarding the writers’ opinions in the book. Nevertheless, the NEA did choose the writers and published their views. In the book, Dan Dodson (professor of educational sociology at New York University) wrote: “Social controls cannot be left to blind chance and unplanned change—usually attributed to God.” John Loughary (chairman of the Department of Counseling at the Univer-

sity of Oregon) commented: "Many daily decisions and value judgments now made by the individual will soon be made for him." And Raymond Houghton (professor of secondary education at Rhode Island College and member of the ASCD 1970 Yearbook Committee) proclaimed: "There are those who are, on an increasingly sophisticated level, coming to know how behavior is changed. . . . Absolute behavior control is imminent. . . . The critical point of behavior control, in effect, is sneaking up on mankind without his self-conscious realization that a crisis is at hand. Man will not ever know that it is about to happen. He will never self-consciously know that it has happened."

One means of controlling behavior is "sensitivity training" (mentioned in Part I of this booklet and developed by the National Training Laboratories, now called the NTL Institute for Applied Behavioral Science), a primary technique used at places like Esalen where workshops such as "Advanced Training in Shamanism and Shamanic Healing" have been held. One of Esalen's directors was Virginia Satir, who was president of the Association for Humanistic Psychology, which is an international network supporting a humanistic vision of the person, fostering research and education which encourage others to share this view, and showing how this vision can be realized in the life and work of all.

Satir was also president of the "International Congress on Family Therapy" (Prague, May 1987) sponsored by the World Federation of Mental Health (WFMH), the only non-governmental organization in mental health at the time with consultative status to the United Nations and all of its relevant agencies. WFMH members influence government policies around the world and have urged the expansion of "health" to include a concern for mental and emotional development.

Part III

Goodbye Parental Consent

In 2003, Illinois passed the Children's Mental Health Act requiring mental health screening for all Illinois children through age eighteen and all pregnant women (this links with the current federal New Freedom Initiative). The Illinois law requires the Illinois Children's Mental Health Partnership to work with the State Board of Education in "drafting social and emotional development standards for incorporation into the Illinois Learning Standards . . . and developing assessments to measure children's progress against social and emotional development standards." This requirement is to meet federal "No Child Left Behind" (NCLB) standards, especially in the latter's "Safe and Drug Free Schools" section (see "Mental Health Merged With NCLB Standards/Tests in Illinois" by Karen R. Effrem, M.D., who is on the Ed-Watch Board of Directors).

And in case you think parents will be informed about all that transpires, in Dr. Effrem's paper mentioned above, one reads: "The report that serves as the foundation for the Illinois law recommends on page 33 to 'change the state mental health code to increase to twelve the number of times adolescents ages 12-18 years can receive mental health services without parental consent.'"

This idea of doing things to children without parental consent is not new. The 1970 White House Conference on Children and Youth resolved that "society has the ultimate responsibility for the well-being and optimum development of all children. . . . The time has come to re-examine such fundamental issues as the extent to which a child is entitled to seek medical and psychiatric

assistance . . . without parental consent or over parental opposition.”

The idea of keeping things from parents is not new either, as in May 1995 a form was sent to teachers from the Early Childhood Development Enrichment Center in Illinois (ECDEC). The form referred to specific students served by the ECDEC, and stated: “Please be sure not to send this form home to parents.”

In case you think this type of secrecy only occurs in Illinois, the “Family Life Curriculum” for North St. Paul-Maplewood Schools (grades 4–6) in Minnesota warned its teachers: “In order to preclude the kind of public relations problems that sometimes arise, do not send any classroom materials or tests home.” And a Georgia State Department of Education publication, “Psychological Education,” contained a “Group Contract” which was to be read aloud by students and signed in front of a special class or group meeting, and closed with the words: “I will keep these meetings private and will get the permission of a group member or of the group as a whole before discussing what happens here with my parent or teacher.”

Why would the public schools not want parents to know what was happening with their children at school? In general, the attitude was summed up by Nebraska State Senator (and future Congressman) Peter Hoagland who, on April 12, 1982, in Omaha on Channel 6 television, declared: “What we are most interested in, of course, are the children themselves. I don’t think any of us in the legislature have any quarrel with the right of the Reverend [Everett Sileven] or the members of his flock to practice their religion, but we don’t think that they should be entitled to impose decisions or religious philosophies on their children, which could seriously undermine those children’s ability to deal in this complicated world when they grow up.”

An Assault on Christian Values

Ever since the 1960s (if not earlier), the public schools have used values clarification techniques to change students’ Judeo-Christian values to morally relative ones based upon situation ethics. In Benjamin Bloom’s *Taxonomy of Educational Objectives, Handbook II: Affective Domain*, one reads that a “large

part of what we call 'good teaching' is the teacher's ability to attain affective objectives through challenging the students' fixed beliefs." Teachers no longer tell students they must never do something because it violates God's laws. Rather, via Socratic questioning, teachers try to lead students to see that lying, cheating, stealing, etc., are wrong, but ultimately it is each student's decision (e.g., teachers will never say it is always wrong to lie). At least one state, Alabama, tried to change this somewhat by enacting a 1992 law titled "To Require Public Schools to Emphasize Responsible Sexual Behavior and Prevention of Illegal Drug Use." See especially Acts 1992, No. 92-590, p. 1216, Section 4, which stated that actions "shall not be encouraged or proposed to public school children in such a manner as to indicate that they have a legitimate right to decide or choose illegal conduct."

Keeping Data on "Resisters"

One of the primary goals of the power elite in using mental health and education for social control could be to determine who are the resisters to the New World Order world socialist government. Of course, in determining who the resisters are, a comprehensive database including every person will be essential. This is already happening in Great Britain, as in "All Children to Go on 'Big Brother' Computer" (*The Sunday Times*, July 25, 2004), Robert Winnett and David Leppard reported:

A national database containing confidential details about every child (under the age of 18) in Britain is to be set up by the government. And identifying number will be assigned to each child so that the authorities can access their records. . . . The central electronic register will hold information on a child's school achievements, GP and hospital visits, police and social services records and home address. It will also include information on their families, such as whether parents are divorced or separated. The database will be designed to identify problem relatives, including aunts and uncles who have a history of alcoholism or drug abuse. . . . The government believes that the move will help social services and police to identify and

protect children who are at risk of abuse or neglect. . . . Critics claimed that it amounted to intrusive, Big Brother-style authoritarianism and would be an invasion of civil liberties.

In case you think government officials wouldn't think of keeping extensive data on people in the U.S., a front page article, "Uncle Sam Has All Your Numbers," in the *Washington Post* (June 27, 1999) quoted attorney Robert Gellman as warning: "All of a sudden, we're on the verge of creating . . . a central file on every American." And a few months later, an *Investor's Daily Business* editorial, "Are Your Medical Records Safe?" (February 17, 2000), stated: "We move one step closer today to that Orwellian world where Big Brother knows everything about you—in this case, all of your personal medical information." The editorial was referring to the Clinton administration's proposed "unique health identifier . . . that would let the government identify and track everyone's personal medical records." And where would the government get a lot of the data for their files? Most people don't know it, but for decades, the National Center for Health Statistics has maintained a database that includes all health statistics for the U.S. and territories, including birth, death, marriage, divorce, use of contraceptives, sterilizations, causes of death, etc.

At this point, you might say, "Well, the government might keep general statistics on use of contraceptives, but they don't know if I, personally, am using any." That is all about to change. Currently, products have a UPC or bar code that is scanned at a store and simply identifies the product's price. However, that is soon to be replaced with RFID (Radio Frequency Identification), which will be able to identify a specific item (a specific packet of contraceptives) and link it to the person buying it with a store card or credit card purchase. For more information on this technology, see www.spychips.com.

There may be some of you who would say, "Well, at least the government would keep all of my medical records confidential." However, *Health Freedom Watch* (November/December 2004) reported that on November 15, 2004, the U.S. Department of Health and Human Services (HHS) called for public comments on its plans for a National Health Information Network (NHIN).

This would include establishing “interoperable” (easily exchanged) electronic health records for all citizens. One of the main purposes of the network is to “improve advanced bio-surveillance methods.” But the effect of the NHIN would be to eliminate individuals’ freedom to give or withhold their consent before their health information is released to others.

“You Need Mental Health Treatment”

Concerning the New Freedom Initiative mental health screening and how it might affect you, ask yourself one question. Do you believe there is an elite who are promoting a one-world government? If you believe this, how do the media and press constantly refer to you? Do they not call you “paranoid”? And in case you think there cannot be any high level government officials who believe this, look at “When Conspiracy Theory Replaces Thought: The US is threatened by Americans who believe Washington is part of a plot to enslave us in a ‘New World Order’” (*Christian Science Monitor*, May 13, 1996) by Ira Strauss (U.S. Coordinator of the Committee on Eastern Europe and Russia in NATO). In this screed, he refers to Americans who believe this theory as “paranoids,” and says their “conspiracy theory . . . irrationalizes thinking on every issue. It kills.”

Wouldn’t this “paranoia” that “irrationalizes thinking on every issue” and “kills” certainly be considered “mental illness”? Therefore, when you are mentally screened under the New Freedom Initiative, will you be identified as someone who needs immediate “treatment”? Think about it!

Apparently, it will not matter to Ira Strauss or the mental health screeners that your theory about an elite promoting a world government is provable. In my book *Secret Records Revealed*, I included Ford Foundation president H. Rowan Gaither’s 1953 statement to Norman Dodd (staff director of the Congressional Special Committee to Investigate Tax-Exempt Foundations) about being under directives from the White House “to so alter life in the United States as to make possible a comfortable merger with the Soviet Union.” In terms of education, John Dewey (father of Progressive Education) was an admirer of what the Bolsheviks had done in the Soviet Union (see Dewey’s

article in *The New Republic*, December 5, 1928). And regarding American schools, Dewey wrote in "Can Education Share in Social Reconstruction?" (*Social Frontier*, vol. 1, October 1934): "I believe there are enough teachers who will respond to the great task of making schools active and militant participants in creation of a new social order" with "collective control and ownership."

In *Secret Records Revealed*, I also included Assistant Secretary of State and Ambassador Spruille Braden's April 10, 1954, written statement to Rene Wormser (general counsel to the committee) regarding the "overt and covert influences on our foreign policy . . . counter to the fundamental principles on which this nation was founded" which were exercised by the tax-exempt foundations (Rhodes Scholarship Trust, Carnegie Endowment, Rockefeller Foundation, and Ford Foundation). Since 2004 was the fiftieth anniversary of this exchange between Braden and Wormser, it is time for Congress once again to investigate the activities of these tax-exempt foundations.

Proof of other high level government officials promoting world government can be seen in the words of Rhodes Scholar Strobe Talbott in *Time* (July 20, 1992), where he asserted that "perhaps national sovereignty wasn't such a great idea after all" and that "the case for world government" was "clinched." For this article in *Time*, Talbott (who would become Number 2 at the State Department under President Bill Clinton) in 1993 won the World Federalist Association (WFA) Norman Cousins Global Governance Award. And President Clinton (Talbott's Rhodes Scholar roommate at Oxford University) wrote a congratulatory letter to the WFA stating that Cousins had worked for "world government," that Talbott merited this recognition, and President Clinton wished the WFA "future success."

To give you an idea of what the WFA is all about, read the following from its 1994 publication, *The Genius of Federation: Why World Federation Is the Answer to Global Problems*: "Let the U.N. establish new agencies such as the International Criminal Court. . . . National sovereignty would be gradually eroded until it is no longer an issue. Eventually a world federation can be formally adopted with little resistance."

A few years later (1999), Walter Cronkite would win the same WFA award as did Strobe Talbott, and in Cronkite's book, *A Reporter's Life*, he wrote that we need a system of "world government" and that "the proud nations someday will . . . yield up their precious sovereignty." This time, Hillary Clinton congratulated Cronkite, saying: "Tonight we honor you for fighting for the way it could be. With your continuing leadership, we can sail across these uncharted seas into the 21st century. And there's no better captain I can imagine, than you. Thank you, my friend."

Should the foregoing evidence be considered paranoia? I don't think so!

Treatment with Antidepressant and Antipsychotic Drugs

The New Freedom Initiative primarily proposes using expensive antidepressant and antipsychotic drugs as treatment for those failing their mental health screening. This is worrisome given, among other things, that on September 13, 2004, top officials of the federal Food and Drug Administration (FDA) acknowledged for the first time that antidepressants appeared to lead some children and teenagers to become suicidal (see *New York Times*, September 14, 2004). Psychotherapy will also be available as a treatment tool, and in that regard one might consider the words of Willis Harman in *Alternative Educational Futures in the United States and in Europe*: "It is not enough to be intellectually aware that at this point in history, nationalism is a suicidal course. . . . Educational experiences must be contemplated which are akin to psychotherapy . . . that result in felt realization of the inevitability of one inseparable world, and a felt shift in the most basic values and premises on which one builds one's life."

Harman and other globalists like him repeatedly have criticized what they call outmoded, narrow nationalism. Harman was on the Board of Planetary Citizens (two goals of which are to redesign education for global awareness and to give the U.N. the authority to act on behalf of the common will of humanity), was founder of Futures Research Group at Stanford (University) Research Institute, and he was a consultant to the National Research Staff of the White House some years ago. On the cover of Harman's book, *Global*

Mind Change: The New Age Revolution in the Way We Think, one finds quoted from the *San Francisco Chronicle*: "There never has been a more lucid interpretation of New Age consciousness and what it promises for the future than the works of Willis Harman."

The Decade of the Brain

The New Freedom Initiative was proposed under President George W. Bush, but its origins go back at least to the time of the presidency of his father, President George H. W. Bush. On July 25, 1989, Public Law 101-58, "The Decade of the Brain," was enacted. The law began with the words: "Whereas it is estimated that fifty million Americans are affected each year by disorders and disabilities that involve the brain, including major mental illnesses." And it ended with the words:

Whereas the people of the Nation should be concerned with research into disorders and disabilities that affect the brain, and should recognize prevention and treatment of such disorders and disabilities as a health priority; and Whereas the declaration of the Decade of the Brain will focus needed government attention on research, treatment, and rehabilitation in this area: Now therefore be it Resolved by the Senate and the House of Representatives of the United States of America in Congress assembled, That the decade of January 1, 1990, hereby is designated the "Decade of the Brain," and the President of the United States is authorized and requested to issue a proclamation calling upon all public officials and the people of the United States to observe such decade with appropriate programs and activities.

At the end of the decade, George W. Bush was elected president in November 2000, and not very long thereafter work began on the New Freedom Initiative. Recently, U.S. Representative Ron Paul offered an amendment to the Labor, HHS and Education Appropriations Act for Fiscal Year 2005 that would have removed the New Freedom Initiative mental health screening program for all children and eventually all Americans. However, by a vote

of 95 to 315, Representative Paul's amendment was defeated on September 9, 2004.

Thus, it looks like the New Freedom Initiative will move forward, and a bill to watch for is H.R. 3063 titled (perhaps with a Freudian misnomer) "Children's Mental Health Screening and Prevention Act of 2003," which as of this writing is still in committee and authorizes "the Secretary of Health and Human Services, the Secretary of Education, and the Attorney General to make 10 grants to demonstration facilities to implement evidence-based preventive-screening tools to detect mental illness and suicidal tendencies in school-age youth at selected facilities." However, opponents of the New Freedom Initiative at this point should remind everyone of the FDA's acknowledgement of September 13, 2004, that suicidal tendencies may result from children and teen taking antidepressants as treatment for mental illness. In the *New York Times* article mentioned above, Dr. Robert Temple (director of the FDA's office of medical policy) was quoted as stating: "I think that we now all believe that there is an increase in suicidal thinking and action that is consistent across all the drugs."

At this point, one might ask what an American mental health initiative has to do with world government. Relevant to this, Dr. David Satcher as U.S. Surgeon-General delivered a speech on November 12, 1998, declaring:

We have a clear blueprint in place. . . . Every child should be given the opportunity for a healthy start. . . . No priority yet has generated as much interest and enthusiasm as this one on mental health. . . . Our efforts will be focused on maintaining a system of global health surveillance. . . . Healthy People 2010 is the United States' contribution to the World Health Organization's call to the nations of the world to renew their commitment to health for all.

Link "health for all" with the 1990 World Conference on Education for All (sponsored by UNESCO and others, and whose goals are almost identical to the U.S. National Education Goals), and one begins to see the Grand Design.

“The Grand Design” and “The New Spirituality”

The Grand Design, or the New World Order, carries a religious or spiritual element as well. In 1959, *The Mid-Century Challenge to U.S. Foreign Policy* (a panel report of the Rockefeller Brothers Fund Special Studies Project) was published and stated: “We cannot escape, and indeed should welcome, the task which history has imposed on us. This is the task of helping to shape a new world order in all its dimensions—spiritual, economic, political, social.” The “spiritual” element of the “new world order,” however, is not Judeo-Christian. Rather, it is a New Age occultic spirituality using pagan deities. That is why in America, the Ten Commandments are being eliminated from public property, but courts are allowing there the pagan goddess Themis (blindfolded with scales in hand, supposedly the daughter of Uranus and the New Age goddess Mother Gaia).

And in case you doubt “Washington is part of a plot,” to use Ira Strauss’ earlier words, note that the Pentagon recently officially and financially backed creation of “The Exorcist Experience” theme park in Hatra, Iraq, where the opening scene in the movie *The Exorcist* was filmed at the pagan sun temples where the Mesopotamian demon was confronted.

This attitude was not developed recently, either, as for years, leading New Ager Barbara Marx Hubbard (a former advisory board member of the globalist Association to Unite the Democracies) has worked with Task Force Delta (an army think-tank of officers, futurists, and psychologists). Hubbard was recently (April 2004) a keynote speaker (along with Robert F. Kennedy, Jr., Ralph Nader, Marianne Williamson, and others) at the “Re-igniting the Spirit of America Summit on Spirituality and Governance,” co-hosted by Corinne McLaughlin and Gordon Davidson (co-authors of *Spiritual Politics: Changing the World from the Inside Out*, and founders of the New Age Sirius Community).

McLaughlin was coordinator of the Sustainable Communities Task Force for President Clinton’s Council on Sustainable Development. And Davidson worked with the U.N. and with Lucis Trust (formerly Lucifer Publishing, founded in the early 1900s by occultist Alice A. Bailey, who allegedly re-

ceived transmission from “ascended masters” calling for a “new world order” with “points of light” connected to “service”).

Marianne Williamson, mentioned above, introduced another leading New Ager, Jean Houston, to the Clintons at Camp David. Houston helped Hillary Clinton write *It Takes a Village*, and she allegedly conducts dialogues with the goddess Athena on her computer. She also has run seminars for the federal Departments of Commerce and Energy as well as other federal agencies, and has worked in thirty-six countries under the auspices of UNESCO (at the front of the U.N. is a large statue of the pagan deity, Zeus, the god of war).

Clearly, the foregoing offers factual evidence of many—at various levels of society—networking to change our Nation from traditionally Judeo-Christian to a New Age New World Order. Pray for America.

Part IV

The New Freedom Initiative mental health screening, referred to earlier in this booklet, initially will focus upon youth. However, Senator Hillary Clinton on June 24, 2004, sponsored S.2572, "The Positive Aging Act," which will provide mental health screening and treatment services for older Americans, and will be "coordinated and integrated with the services of social service, mental health, and health care providers in an area."

This legislation sponsored by Senator Clinton uses the same key terms as did the New Transatlantic Agenda (NTA) during the Clinton presidency. On May 18, 1998, the White House released a statement indicating that "through the NTA, created in 1995, the United States and the European Union have focused on addressing the challenges and opportunities of global integration."

The NTA began with a December 21, 1995, agreement between the U.S. and the European Community calling for "improving the quality of human resource development. . . . Transatlantic student mobility . . . and thus portability of academic credits." This was followed by an NTA 1997 conference where it was stated that in an information-based global economy, "governments too are obliged to adapt their economic, training and social welfare programs." The final report from the conference mentioned positively ACHIEVE, which measures and reports each state's annual progress in establishing internationally competitive standards. The president of ACHIEVE is Michael Cohen, who oversaw the implementation of the 1994 reauthorization of the Elementary and Secondary Education Act, and who also wrote "Goals 2000" for the Clinton administration.

Tavistock (mentioned previously in this booklet) and the European Commission have also carried out a study project in the U.S. and parts of Europe involving the assessment and validation of students' skills, with information placed on personal skills' smartcards which "become real passports to employment," according to the study project. For more information on all of this, see <http://thomas.loc.gov/cgi-bin/query/z?r105:E14JY8-276>.

"Health Passports" and Global Governance

In addition to Tavistock's smartcards being "passports to employment," Americans will also have "health passports." Federal and state agencies, as well as others (including the Robert Wood Johnson Foundation mentioned earlier in this booklet), have already sponsored "The Health Passport Project," piloted in Nevada, Wyoming, and North Dakota. The project included health passport smartcards, which can be used at any participating clinic, doctor's office, or grocery store. In announcing the project, the Western Governors Association publications office in 1998 stated that

the Health Passport smartcard will provide portable computing capability . . . , and will ensure convergence with financial and retail industry plans for a universal transition to smartcards by the year 2000. . . . The Big Picture: Network services are providing a foundation for improved governance in health care, education, public assistance, criminal justice, and other spheres of public and private endeavor. The Health Passport is an important component of broader strategies to develop such networks.

Of course, a nationwide (or international) health passport would need a unique identifier, which has been facilitated by the 1996 Kennedy-Kassebaum law (Health Insurance Portability and Accountability Act), which gave the federal Department of Health and Human Services the power to create "unique health care identifiers" so that every American's personal medical records could be monitored and tracked. The only thing missing is the abil-

ity to track each American herself or himself, but that may soon be possible as on July 27, 2004, the FDA issued a ruling beginning a final review process regarding whether hospitals can use the VeriChip company's RFID (Radio Frequency Identification) tags implanted in patients. RFID's radio waves can travel through solid objects and therefore can be read even through walls, thereby destroying any concept of privacy. VeriChip is also working on an implant that will use GPS (Global Positioning System) technology. At a global conference on RFIDs, September 28–30, 2004, in Baltimore, Pat Rizzotto, vice-president of global customer initiatives for Johnson & Johnson (which manufactures medication for mental illness), said RFID chips will be "on everything from diapers to surgical instruments. There will be tags and readers everywhere."

The global monitoring and tracking of objects and people will be necessary for the coming world government. The key to implementing this is to get key people in key positions of power, or as I repeatedly heard when I was with the federal government, "Personnel is policy." In terms of the power elite, this follows Cecil Rhodes' plan "to take the government of the whole world" by getting Rhodes Scholars like Bill Clinton and others in such key positions of power.

Other examples of how this works will also be instructive at this time. For example, when a young Wayne Peterson was near the end of his graduating year at the University of Wisconsin, he was on his way to lunch when he was stopped by David Rockefeller, who asked, "Wouldn't you be interested in joining the Peace Corps?" To make a long story short, toward the end of his Peace Corps stint, Peterson was supported by Congressman Melvin Laird (who would become President Nixon's Secretary of Defense) for a diplomatic post with the U.S. Information Agency (1967–1997), during which time Peterson began to promote "Lord Maitreya" (including on "The Merv Griffin Show" on television). Peterson has revealed: "Gorbachev was one of the first to work with Maitreya. Gorbachev doesn't mind his name used publicly with Maitreya's emergence—seeing Him as the reappeared Christ." Maitreya as the reappeared Christ is, of course, a New Age concept. And as I explained in

a previous part of this booklet, it is a New Age New World Order that is the power elite's goal. In an update to my earlier mention of the removal of the Ten Commandments from public property while the pagan goddess Themis remains, the ACLU in May 2004 demanded that a tiny cross on Los Angeles County's official seal be removed, while not objecting to the large figure of the pagan goddess Pomona on the same seal.

“Child Health Plan for Raising a New Generation”

Another example of the power elite's placement of key people in key positions is former North Carolina Governor James B. Hunt, Jr. Have you ever heard of Bert Bennett? Of course you haven't. Relatively few people have. But did you know that Vice-President Hubert Humphrey referred to Bennett as “the Lord God Almighty of politics”? Bennett for many years has been a behind-the-scenes power broker, who was largely responsible for the rise to power of a number of people, including former Governor Hunt, whose story deserves some attention at this point because of his national influence in the areas of education and mental health.

In my *NewsWithViews* article, “Mental Health and World Citizenship,” I referred to the federal government's August 1977 approach to Governor Hunt to develop a plan to “regionalize child health care” as part of a national strategy. The resulting “Child Health Plan for Raising a New Generation” (CHP) included a broad definition of health similar to Alger Hiss' definition for the World Health Organization (WHO). According to the CHP, health handicaps “may be physical, mental, emotional or social.” The CHP also included “genetic counseling,” as well as “review of personal history . . . to see if an individual's progress deviates from desirable norms,” and “in some cases aggressive outreach and even governmental intervention may be appropriate” along with a “regulatory or peer pressure approach to encourage testing” for health problems.

That the CHP referred to “handicaps” in broad terms was problematic, because Governor Hunt on August 16, 1977, had written in a letter that he supported tax-funding on abortions because “we must concentrate on raising

new generations of children who aren't stunted or handicapped in some way." As also mentioned in my "Mental Health and World Citizenship" article, Hunt would later become chairman of the National Advisory Board for the Robert Wood Johnson Mental Health Services for Youth program. When the CHP was completed, Hunt's wife presented a copy of it to U.S. Ambassador to the U.N. Andrew Young's wife (who headed the International Year of the Child in the U.S.), and shortly thereafter, the IYC National Commission in Washington, DC, requested fifty copies of the CHP to distribute to its people in all fifty states.

After Hunt's CHP was exposed by this writer and others, he turned his attention to linking education and the economy. In April 1984, he wrote in *Phi Delta Kappan*, "Education for Economic Growth: A Critical Investment." He approached David Hamburg, head of the Carnegie Corporation in New York, with this idea, and in 1985, the Carnegie Forum on Education and the Economy was formed. In 1988, the National Center on Education and the Economy (NCEE), and the modern school-to-work movement was begun. Hunt was vice-chairman of NCEE, which included Hillary Clinton among its board members.

Among Hunt's other activities, he has been founding chairman of the National Center for Public Policy and Higher Education, and chairman of the following: (1) National Board for Professional Teaching Standards (brain-child of the Carnegie Forum), (2) Education Commission of the States, (3) National Education Goals Panel, (4) Southern Regional Education Board, (5) National Commission on Teaching and America's Future, (6) National Task Force on Education for Economic Growth, and (7) National Governors Association Task Force on Technological Innovation. He has also been co-chairman of the National Governors Association Education Leadership Team, and the National Commission on Asia in the Schools. In addition, he helped organize ACHIEVE mentioned earlier.

During his second eight years as governor (1993–2001), Hunt's primary initiative concerning children and health was called "Smart Start" (the name the Kellogg Company would later choose for a cereal). In a March 31, 1993,

announcement regarding Smart Start (SS), Hunt said, “too many children come to school . . . struggling to overcome a family life of . . . neglect.” SS also mentions “infant tracking” and “in-home visitations.”

Government Intervention in Home Life

The word “neglect” at the time was beginning to be interpreted broadly to include “emotional” as well as “physical” neglect. And at the same time as SS was introduced, so was N.C. Senate Bill 496 establishing a committee to develop a plan to provide “mental health evaluations to all children suspected of being neglected.” And N.C. Senate Bill 340 would grant “immunity from any civil or criminal liability to any county department of social services employee who takes a juvenile into temporary custody (without a court order).”

The next year (1994), federal school-to-work legislation was passed on May 4. Not only was NCEE (with Hunt as vice-chairman) a primary force behind this, but also behind “Goals 2000” (passed March 31) based upon the eight national education goals established by the National Education Goals Panel in 1989 under the guidance of NCEE. Goal 1 stated that “all children will start school ready to learn.” As soon as I saw those words, I knew it would be the basis for massive intervention by government in home life. And Goal 8 stated that “every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.” Note the words “social” and “emotional,” just like in Hunt’s CHP. And the government schools were to be the parents’ “partners,” assuring that parents do not “neglect” or “abuse” their children in some way.

Two recent examples of how this works are as follows. ABC News on June 7, 2004, reported that Chad Taylor’s son exhibited some adverse effects he suspected were the result of taking Ritalin. But when Taylor took his son off the drug, school officials reported him to New Mexico’s Department of Children, Youth and Families, and a detective and social worker made a home visit. A spokesman for the Department said to KOAT-TV that parents could be charged with child abuse or neglect in situations like this.

A week later, the *Christian Science Monitor* on June 14 reported that a school psychologist told New York mother Patricia Weathers to put her child on Ritalin. However, when she took her child off the drug because he was exhibiting psychotic effects, the school reported her for child abuse to state child protective services. It should be remembered here (from Part III) that the *New York Times* on September 14, 2004, indicated that top FDA officials acknowledged that antidepressants appeared to lead some children and teenagers to become suicidal.

Unwilling Medical Experimentation

This mindset that children can be unwilling objects of medical experiments is not new. Remember the experiments some decades ago when unsuspecting children were fed doses of radiation? (See Eileen Welsome's *The Plutonium Files*.) And on November 5, 1996, the *New York Times* published "Ban on Medical Experiments Without Consent Is Relaxed," which begins with the words: "For the first time in a half century, new Federal regulations allow investigators to enroll patients in some medical research studies without their consent." The article went on to say: "Even the most ardent supporters of the new regulations say they understand the seriousness of what they have done. They have repealed a principle that dates back to the Nuremberg trials of Nazi doctors after World War II."

The Nazis' attitude toward human life was called *Vernichtung lebensunwerten Lebens* (permission to destroy life devoid of value). And this type of attitude is possible only under a philosophy of moral relativism. In American education, this philosophy began to be promoted in earnest when Benjamin Bloom (mentioned earlier in this booklet), *et al.* wrote in *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain* (1956) that "we recognize the point of view that truth and knowledge are only relative and that there are no hard and fast truths which exist for all times and all places." School has become less and less about teaching students academic knowledge, and more and more about changing their values. In the February 10, 1973, *Saturday Review of Education*, NEA president Catherine Barrett wrote:

Dramatic changes in the way we will raise our children in the year 2000 are indicated, particularly in terms of schooling. . . . We will need to recognize that the so-called "basic skills," which currently represent nearly the total effort in elementary schools, will be taught in one-quarter of the present school day. . . . When this happens—and it's near—the teacher can rise to his true calling. More than a dispenser of information, the teacher will be a conveyor of values, a philosopher. . . . We will be agents of change.

More recently, Edna Copeland (author of a number of books on Attention Deficit Disorder and on Attention Deficit Hyperactivity Disorder) remarked that "schools will become the mental health care centers of the future, especially where children are involved."

In terms of values, UNESCO (which the U.S. recently rejoined) has had a philosophy of moral relativism regarding human life since its inception, as in *UNESCO: Its Purpose and Its Philosophy* (1948), one reads: "Even though it is quite true that any radical eugenic policy will be for many years politically and psychologically impossible, it will be important for UNESCO to see that the eugenic problem is examined with the greatest care, and that the public mind is informed of the issues at stake so that much that is now unthinkable may at least become thinkable."

The "impossibility" of radical thinking about population control "for many years" came to an end in the late 1960s when Dr. Richard L. Day, medical director of Planned Parenthood International from 1965 to 1968, delivered a speech to the Pittsburgh Pediatric Society on March 20, 1969. Dr. Lawrence Dunegan, who was in attendance and heard the speech, recounted that in terms of controlling population, Dr. Day announced: "Everything is in place, and nobody can stop us now. . . . This time we're going to do it right." Dr. Dunegan also remembered that Dr. Day pronounced the following things were planned: contraceptives would be dispensed at schools; abortion would become legal and paid for by tax dollars; homosexuality would be promoted as no longer to be considered abnormal behavior; hard-to-cure diseases would be created; cures for nearly all cancers had been developed,

but were being hidden so that the population wouldn't increase; a hard-to-detect means had been developed of inducing heart attacks (assassinations); drug addiction would be promoted (including at school) so the unfit would die; euthanasia would be more accepted as the cost of medical care would intentionally be made burdensomely high; divorce would be made easier; I.D. badges would become more prevalent (eventually implanted under skin, and perhaps a transmitter in dental fillings); all salary payments and purchases would be conducted electronically by computer in one banking system; major world religions (especially Christianity) would have to change into a new world religion, and the churches will help bring it about; more airplanes and rail accidents, as well as building and bridge collapses, would occur to create an atmosphere of instability; terrorism would be used to make people demand international controls; and economic interdependence would help lessen national sovereignty, as people would become citizens of the world.

Note especially that Dr. Day had said the plan was to make us "citizens of the world." That is the exact term U.S. Secretary of Education Rod Paige used on October 3, 2003, in his speech declaring for the Bush administration that the U.S. was pleased to rejoin UNESCO where we could develop common strategies to prepare our children to become "citizens of the world."

Education Against Hate

And how will all the nations of the world be brought into compliance with the plan? On September 29, 2004, Senator Hillary Clinton (and Representative Nita Lowey in the U.S. House) introduced S.2862 "Education for All Act of 2004." In a UNESCO news item about the bill, Representative Lowey is quoted as saying, "This isn't just about education—although that is important—this initiative focuses our attention on a glaring global problem. Today, too many children are either not being educated or are being educated to hate." This anti-hate education sounds laudable until one remembers what the Clinton administration considered a "hate group." The *West Virginia Register-Herald* (September 2, 2001) printed an article, "Christians a 'Hate Group,'" describing a teaching manual, crafted by former U.S. Attorney-General Ja-

net Reno, which identified “hate mongers” as those who “blame the federal government (and others) for most of this country’s problems. Some groups include apocalyptic Christianity in their ideology and believe we are in, or approaching, a period of violence and social turmoil which will precede the Second Coming of Christ.”

According to the UNESCO news item, Senator Clinton’s legislation indicated that “funding will be contingent on countries developing strong national plans to get all children in school that include clear performance targets, systems of monitoring and accountability. . . . [And the legislation] establishes process for developing a comprehensive global strategy that strengthens and builds upon the Education for All Fast Track Initiative, an initiative developed in April 2002 that creates a set of benchmarks to monitor the efficiency and quality of national primary education plans. . . .” This all sounds like the federal “No Child Left Behind Act” gone global!

It should be remembered here that the 1990 World Conference on Education for All was sponsored by UNESCO, UNICEF, the U.N. Development Program, and the World Bank. And First Lady Barbara Bush was honorary chair for the first annual conference of the United States Coalition for Education for All in 1991. This latter conference sent out an invitation to participate brochure that made it clear that this initiative was not just about education, but also about “child health, nutrition, cognitive skills, and psycho-social development.” And when one looks at the conference report, one reads that “schools are at the center of the current social and economic transformation. . . . Education will have to instill the qualities of . . . global thinking in its learners.” But don’t count on these global leaders properly to educate your child, because in the first sentence of the postscript to this conference report, they spell the word “convened” incorrectly as “covened.”

In addition to using education and mental health to prepare Americans and others to accept the New Age New World Order (see my book *Now Is the Dawning of the New Age New World Order*), the power elite also uses events to cause people to accept that which they otherwise would not accept. For example, near the end of my book *The Globalists: The Power Elite Exposed*, published

two months *before* the terrorist attacks of September 11, 2001, I wrote: "At the national level, this conditioning of the public might be brought about via certain crises, such as a terrorist attack. . . . For the sake of peace and security, people may be willing to give up certain of their freedoms to some extent." Sure enough, the very afternoon of the 9/11 attacks, ABC News announced that their poll results showed two-thirds of Americans "say they would sacrifice some personal liberties in support of anti-terrorism efforts." Amazingly fast after the 9/11 attacks, the Bush administration produced "Homeland Security" legislation (sounds somewhat like the February 28, 1933 "Decree for the Protection of the People and the State" signed by German president Paul von Hindenburg after the Reichstag fire, and after which Hitler ruled by what amounted to executive orders), which has eroded our freedoms.

More recently in terms of psychologically manipulating people to accept what they otherwise would not tolerate under other conditions, the U.S. had consistently rejected allowing American troops to face international prosecution for war crimes. However, after the photos of Iraqi detainees at Abu Ghraib prison surprisingly became public, Edith Lederer of the Associated Press began her article from the U.N. stating that on June 23, 2004, "the U.S. dropped its attempt to shield American troops from international prosecution of war crimes." This is just one more step toward bringing the U.S. under the authority of the U.N. and the New Age New World Order world socialist government planned for the future.

Manipulation by the Power Elite

At this point, those of you reading this part of this booklet are probably telling yourselves that you would never submit to the manipulations of the power elite. However, before you become too confident, I would suggest that you reflect upon the words of Dr. James McConnell (professor of psychology at the University of Michigan) in 1966: "I teach a course called 'The Psychology of Influence,' and I begin it by stating categorically that the time has come when, if you give me any normal human being and a couple of weeks, . . . I can change his behavior from what it is not to whatever you want it to be, if

it's physically possible. . . . I can turn him from a Christian into a communist and vice versa. . . . Look, we can do these things. We can control behavior."

The Second Humanist Manifesto was written in 1973, and one of its signers was the infamous sexologist Sol Gordon, who referred to himself as "polymorphous perverse." Gordon has been on the board of directors of SIECUS (Sex Information and Education Council of the United States), has been affiliated with Ortho Pharmaceuticals (a subsidiary of Johnson & Johnson, which is connected with the Robert Wood Johnson Foundation), has produced the infamous Zing Sex Comix, and has called many of those disagreeing with him "Bible Bigots." And in case you think this represents only an isolated extreme example of humanistic attitudes about people who believe in the Holy Bible, look at the following quote from a prize-winning essay by John Dunphy in *The Humanist* (January-February 1983):

The battle for humankind's future must be waged and won in the public school classroom . . . between the rotting corpse of Christianity . . . and the new faith of humanism. . . . Humanism will emerge triumphant.

And in case you think that conservative Christians who believe in religious dogmas will not be affected by the New Freedom Initiative, you need to look at who some leaders in the field of mental health consider to have mental problems. In B. K. Eakman's "What? Are You Crazy? The Screening of America" (*Chronicles*, October 2004), she revealed that

In August 2003, the National Institute of Mental Health and National Science Foundation announced the results of their \$1.2 million taxpayer-funded study. It stated, essentially, that traditionalists are mentally disturbed. Scholars from the University of Maryland, California at Berkeley, and Stanford had determined that social conservatives, in particular, suffer from "mental rigidity," "dogmatism," and "uncertainty avoidance," together with associated indicators of mental illness.

Continue to pray for Americans wherever they may be, and keep all children and their future in special prayer. We should remember the words of Brigadier General U.S. Army (Ret.) Andrew J. Gatsis (awarded the Distinguished Service Cross, the Distinguished Service Medal, two Silver Stars, and other commendations): “We Americans have fought in many wars to preserve freedom. We did not sacrifice blood and treasure to see our liberty abridged by Federal intrusion into and control of education. This assault on domestic sovereignty is a different kind of war, but make no mistake, it is a war, one which we must not lose.”

Do You Care Enough?

So what is the solution? It’s really very simple. After prayer to God for guidance, Americans who profess to have traditional Judeo-Christian beliefs should organize at the grassroots level to return America to its traditional values. To date, they have refused to do this. We ignore at our peril Thomas Jefferson’s statement of 1781 (engraved on the Jefferson Memorial in Washington, DC) in “Query XVIII” of his *Notes on the State of Virginia*:

God who gave us life gave us liberty. And can the liberties of a nation be thought secure when we have removed their only firm basis, a conviction in the minds of the people that these liberties are the Gift of God? That they are not to be violated but with His wrath? Indeed, I tremble for my country when I reflect that God is just; that His justice cannot sleep forever.

Americans must unite and organize in this great cause to return to our moral foundations, for as Psalm 11:3 warns: “If the foundations be destroyed, what can the righteous do?” We should once again “be as a City on a Hill,” in the words of John Winthrop on June 11, 1630. Otherwise, as Winthrop next proclaimed: “If we shall deal falsely with our God in this work we have undertaken and cause Him to withdraw his present help from us, we shall be made a story and a by-word throughout the world.”

About the Author

Dennis Laurence Cuddy, historian and political analyst, received a Ph.D. from the University of North Carolina at Chapel Hill (major in American History, minor in Political Science). Dr. Cuddy has taught at the university level, has been a political and economic risk analyst for an international consulting firm, and has been a senior associate with the U.S. Department of Education.

Dr. Cuddy has also testified before members of Congress on behalf of the U.S. Department of Justice. He has authored or edited twenty books and booklets, and has written hundreds of articles appearing in newspapers around the nation, including the *Washington Post*, *Los Angeles Times*, *Chicago Tribune*, *USA Today*, *Philadelphia Daily News*, *St. Louis Post-Dispatch*, *Detroit News*, *Dallas Morning News*, *Houston Chronicle*, *Atlanta Journal Constitution*, *Seattle Times*, and *Daily Oklahoman*. Dr. Cuddy has been a guest on numerous radio talk shows in various parts of the country, such as ABC Radio in New York City, and he has also been a guest on the national television programs USA Today and CBS's Nightwatch.

Radio or television program producers who would like to have Dr. Cuddy on their show should telephone Southwest Radio Church Ministries at 800-652-1144 or send an e-mail to info@swrc.com.

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