

DESROYING LIVES

PSYCHIATRY EDUCATION'S RUIN



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**Citizens Commission
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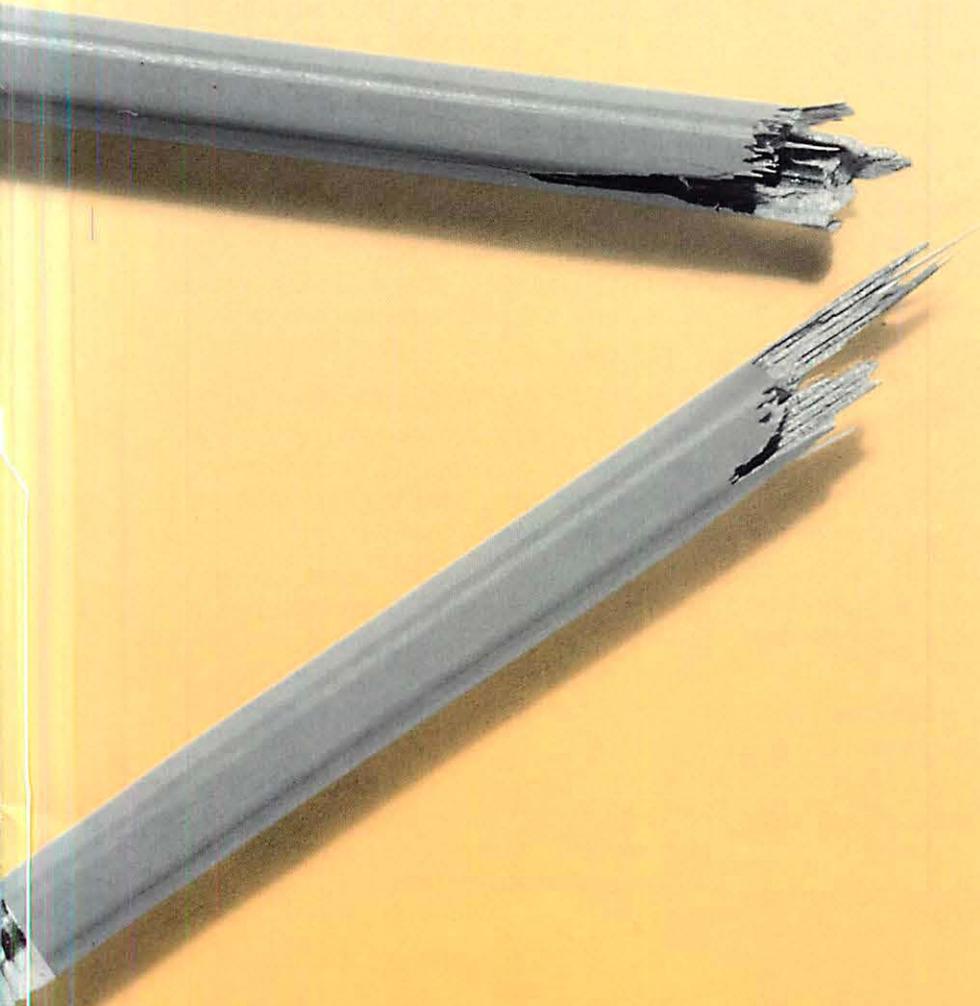
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PSYCHIATRY EDUCATION'S RUIN





Educational and Social Ruin

What has happened to our educational system?

That something has happened is obvious. And it has not been good.

Where did we go wrong?

Most teachers are hardworking, dedicated professionals. They have a basic desire to help children learn. And despite some propaganda to the contrary, children will learn and do learn when taught with sound, proven, traditional teaching principles.

So what is the problem?

Student literacy and intelligence (as measured by the Scholastic Aptitude Test [SAT] scores) were an ongoing source of improvement and pride through the first five decades of this century. These scores suddenly reversed themselves in the 1960s and started a steep decline from which they have yet to recover.

The results have been disastrous.

Today, 13 percent of American 17-year-olds are functionally illiterate, i.e. cannot read above the fourth grade level. And the figure may run as high as 40 percent among minority youth.¹

Between 25 and 44 million American adults cannot read the poison warnings on a can of pesticide, a letter from a child's teacher, or the front page of the daily newspaper.^{2,3}

In 1930, 80 percent of African Americans over the age of 14 could read. By 1990, after the doors of desegregated education were opened to offer minorities what was thought to be a new era of opportunity, only 56 percent of African Americans over the age of 14 could read.⁴ Sixteen percent of white adults, 44 percent of blacks and 56 percent of Hispanic

citizens are functional or marginal illiterates.⁵

The erosion of America's educational performance was noted in a 1976 *Los Angeles Times* article:

"After edging upward for apparently more than a century, the reading, writing, and mathematical skills of American students from elementary school through college are now in a prolonged and broad scale decline unequaled in history. The downward spiral, which affects many other subject areas as well, began abruptly in the mid-1960s and shows no signs of bottoming out."⁶

We have heard cries for more and more money, thinking, without looking for the cause of the problem, that more money and teachers were the answer.

But they are not.

We have increased educational funding in America to astronomical levels, currently spending each year on public education some \$300 billion dollars. And the situation worsens.

Nor is the situation bad only in America. While our focus here is upon the United States, the message is relevant to all nations, for the same forces are active to some degree or another everywhere today.

Do once-proven methods of education no longer work? Are children today so different from children of a few decades ago? Are parents less loving, concerned or able to help?

You will find the answers to such simple questions rooted in conflict—education itself has become a battlefield, reflecting the society in which it operates and leaving thousands of young victims in its wake.

What is this conflict? The following quotations represent two directly opposed

views on education today, illustrating the turmoil which, until now, has all but consumed the heritage, purpose, pride and accomplishment of our educational system.

"Every child in America entering school at the age of five is mentally ill because he comes to school with certain allegiances to our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. It's up to you as teachers to make all these sick children well—by creating the international child of the future."

Psychiatrist Chester M. Pierce
Address to the 1973 Childhood
International Education Seminar⁷

"One raises the fundamental question of WHO should decide what values, attitudes, and beliefs a child should be taught. Should it be the parents or the U.S. Department of Education, which funds Outcome Based Education? Of course, it is the parents! Responsibility, authority, and accountability for educating our children belong to parents first, then the local communities and schools."

Phyllis Schlafly
Editor of *Child Abuse
in the Classroom*⁸

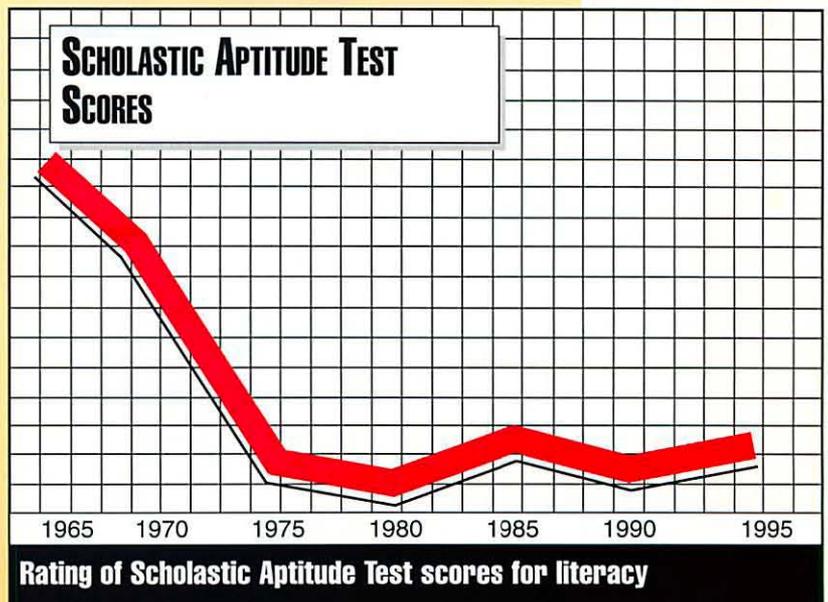
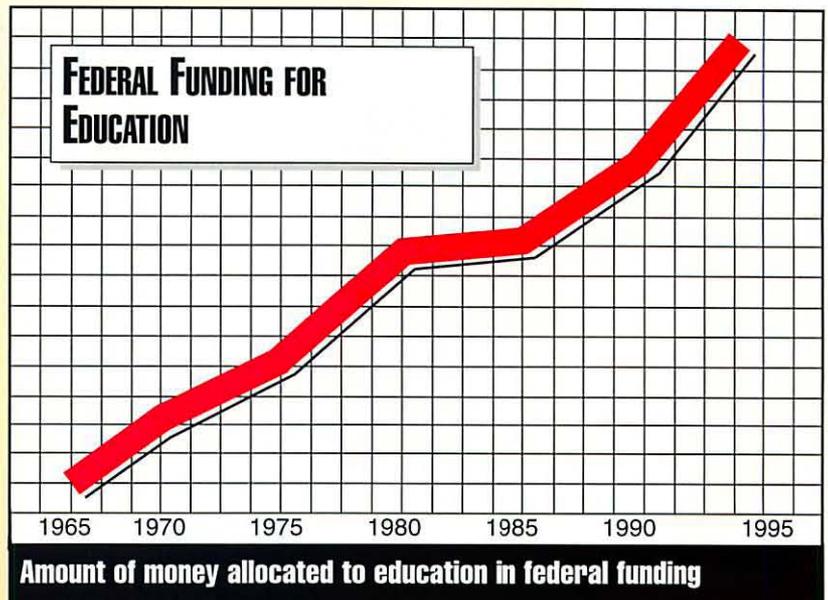
The information in this booklet traces the historical development of this conflict and shows how the education system has been infiltrated, subverted and brought to the brink of collapse.

Thomas Jefferson once said: "I have sworn upon the altar of God, eternal hostility against every form of tyranny over the mind of man."

If ever there was a tyranny over the mind of man, what has been done to American education serves as a model.

Deny man proper education and you provide possibly the most destructive and permanent social tyranny imaginable—ignorance.

The information may anger you, and it may shock you, but it has been said that "knowledge is power." Once you know



what has really occurred here, and only then, can you hope to both make sense of and, in your own area, do something about, probably the most urgent crisis threatening free society today.

Bruce Wiseman
Educator and
Commissioner with Citizens
Commission on Human
Rights International



The Beginning Of The End

Most parents work hard and, at times, willingly deprive themselves of the finer things in life in order to better guarantee their children a proper education.

Yet in spite of their efforts, there is no such guarantee.



Today, we see guns, knives and drugs in the schoolyard. A 1994 study by the U.S. National League of Cities reported that more than 80 percent of communities surveyed believed that violence was a serious problem in classrooms and playgrounds; suicide among teenagers has tripled in the past 30 years. Gang wars terrorize the community; media watchers read or see on TV the daily reports of a society gone out of

control. *The New York Times* reported that "in every city, town after town there are nightmarish cases that make judges and prosecutors nostalgic for the truants and vandals that once filled their dockets."

Some have suggested that this disaster is due to a natural societal decline. Yet nothing just happens without cause, societal decline included. Plato said, "The direction in which education starts a man will determine his future life." Logically then, it would seem that to a great degree our educational systems have created this failing society, and not the reverse.

Something has insinuated itself into our once-stellar halls of learning, and this something has encouraged lower standards and seems to have brought out the worst in our children.

What was it?

It was the movement that transformed our schools from places where our young acquire knowledge and skills to places where they receive "therapy."

The First Step

At the turn of the century, academic achievement in the U.S. and elsewhere was excellent. Admirable standards of classroom conduct were maintained. Literacy was high.

However, a number of forces were brought into play around the same period, forces that would ultimately lead to the demise of this workable system.

Briefly stated, first came the rise of modern psychology in the person of a Professor Wilhelm Wundt of Leipzig University, Germany. Here, in 1879, Wundt conducted research in the field he founded, experimental psychology.

A confirmed materialist, Wundt believed that since it could not be measured, the psyche or soul did not exist. Wundt felt that man, stripped of his soul and now no more than a collection of genes, chemicals, and stimulus-response behaviors—as the theory went—could be easily manipulated, as easily as a dog could be trained to salivate at the sound of a bell.

It is important to understand the true significance of this. For centuries man had been considered to have free will, to be able to cause changes in his environment and to be responsible for his actions. Suddenly he became a stimulus-response mechanism, the product of genetics, and constantly *affected* by his environment, a creature at the mercy of forces around him. It was a drastic reversal.

To further bolster this view, we had the emergence of Sigmund Freud around the turn of the century. Here again, man was the sum of his past experience and the effect of his environment. And with this came the promotion of promiscuity, the demise of religion with what Freud called its “obsolete, offensive vestments,” and the idea that immorality and criminality were simply the result of past psychological trauma. The individual was a *victim*, and no longer accountable.

While we may be accused of dismissing volumes of complex theory in a paragraph, these *are*, undeniably the results of such theory. And they are very much a part of our lives today.

But meanwhile, a more direct assault upon the process of education itself was being made in the persons of Wundtian disciples Edward Lee Thorndike, John Dewey and James Earl Russell.

“Animal Farm”

The pioneer of “animal psychology,”

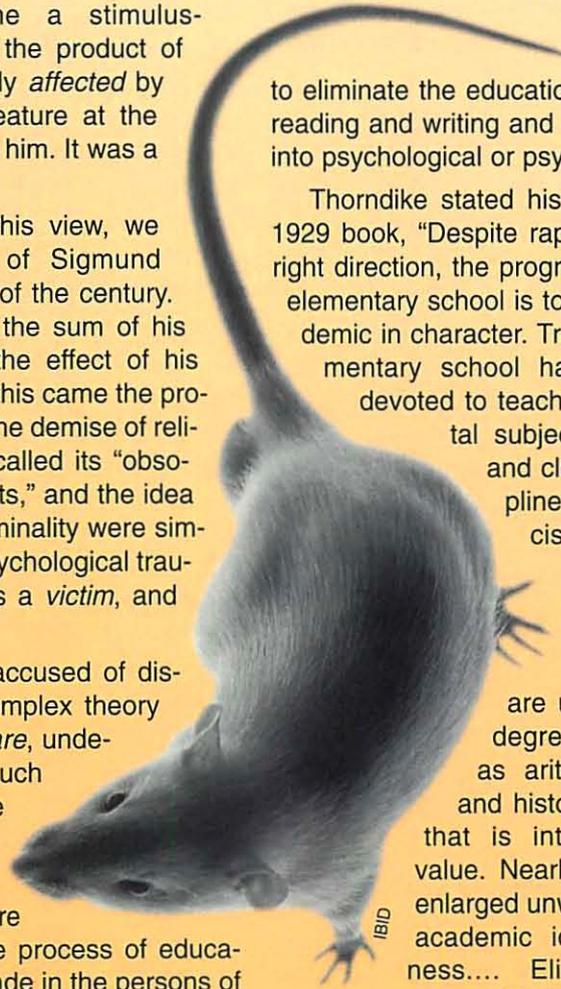
Edward Lee Thorndike, said, “Psychology is the science of intellects, characters, and behavior of animals, including man.”⁹ As did Wundt, Thorndike believed man to be a product of his experience and environment, learning through stimulus-response and not through “intellectual” studies.

From *his* studies of the behavior of rats, cats and other animals in a maze, Thorndike formulated his “laws of acquired behavior or learning,” which he then applied to the training of teachers and the education of children. Thus, in 1903, educational psychology was born.

The first action was to attempt to eliminate the education fundamentals of reading and writing and redefine education into psychological or psychiatric contexts.

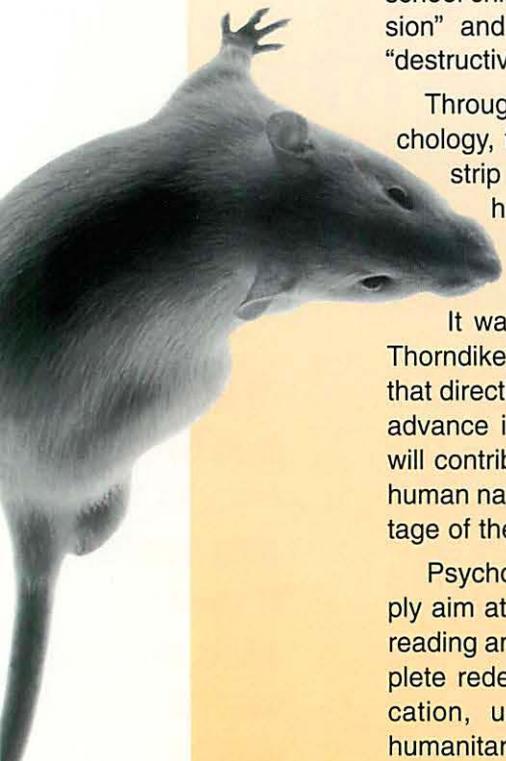
Thorndike stated his aspirations in his 1929 book, “Despite rapid progress in the right direction, the program of the average elementary school is too narrow and academic in character. Traditionally, the elementary school has been primarily devoted to teaching the fundamental subjects, the three Rs, and closely related disciplines.... Artificial exercises, like drills on phonetics, multiplication tables, and formal writing movements, are used to a wasteful degree. Subjects such as arithmetic, language, and history include content that is intrinsically of little value. Nearly every subject is enlarged unwisely to satisfy the academic ideal of thoroughness.... Elimination of the unessential by scientific study, then, is one step in improving the curriculum.”¹⁰

Educational psychologist John Dewey also promoted Wundt’s theories, having studied under another of Wundt’s pupils, G.



“If the race is to be freed from its crippling burden of good and evil it must be psychiatrists who take the original responsibility”

Brock Chisholm
Head of the
World Federation
for Mental Health



Stanley Hall, a psychologist known for his racist studies. Dewey claimed that teaching school children to read was a “great perversion” and that a high literacy rate bred “destructive” individualism.

Through the mix of education and psychology, the seed was planted that would strip the child of individualism, so that he could be trained toward the goal of collectivism—to go along with the crowd.

It was a goal again clearly stated by Thorndike: “It will of course, be understood that directly or indirectly, soon or late, every advance in the sciences of human nature will contribute to our success in controlling human nature and changing it to the advantage of the common weal.”¹¹

Psychology and psychiatry did not simply aim at eradicating the “unessentials” of reading and writing, their goal was the complete redefinition and restructuring of education, usually couched in deceptively humanitarian terms.

As John Dewey declared, “The thing needful is improvement of education, not simply turning out teachers who can do better the things that are now necessary to do, but rather by changing the conception of what constitutes education.”¹²

How these men set about accomplishing that formidable task involved the person of James Earl Russell, dean and head of the Department of Psychology at Columbia University’s Teachers College in New York.

Not long after his appointment as dean, Russell recruited Thorndike to join his staff. Later, John Dewey also joined them.

Subverting Teachers

By 1899, the Teachers College contained psychological courses as part of the curriculum for teacher training. The college believed that: “Psychology, physiology and child-study stand first in order among the required subjects of a technical nature.... The course in child-study is supplementary

to the prescribed courses in systematic and applied psychology.”¹³

This view began to be imposed with relative rapidity.

By 1925, more than 1,000 schools in the U.S. were engaged in curriculum revision aligned with the new methods. Harold Rugg, one of Dewey’s disciples, reported “... through schools of the world we shall disseminate a new conception of government—one that will embrace all of the collective activities of men; one that will postulate the need for scientific control and operation of economic activities in the interests of all people.”¹⁴

The new philosophy was aligned closely with then-current psychiatric thought. It included eliminating what psychiatrists had, by then, determined to be “stress” factors in the classroom. These were: school failure, academic curricula and disciplinary procedures. As Ralph Truitt, the head of the National Committee’s Division of Child Guidance Clinics wrote in 1927: “... the school should be the focus of the attack.”

Then in 1930, a White House Conference on Child Health and Protection attracted some 1,200 experts. Rather than academics being foremost in the minds of those attending, discussion was drawn (under the mantle of “preventive” care) to psychological topics such as how children



“felt” about school, “failure in school [as] a frequent source of children’s problems,” and how school should be “primarily an experiment in life adjustment for the child.”

Shortly after this, in 1948, the vehicle through which the international seduction of govern-

ments, medical doctors, religious leaders and educators could take place, was established. An International Congress on Mental Health held in the United Kingdom led to the formation of the World Federation for Mental Health (WFMH). It was co-founded by psychiatrists J.R. Rees and G. Brock Chisholm.

According to Chisholm, its goals were far-reaching yet specific: “... Surely it would be more advantageous to the

world for psychiatrists to go into the preventive field where the big job needs to be done. The training of children is making a thousand neurotics for every one that psychiatrists can hope to help with psychotherapy. To produce a generation of mature citizens is the biggest and most necessary job any country could undertake....”

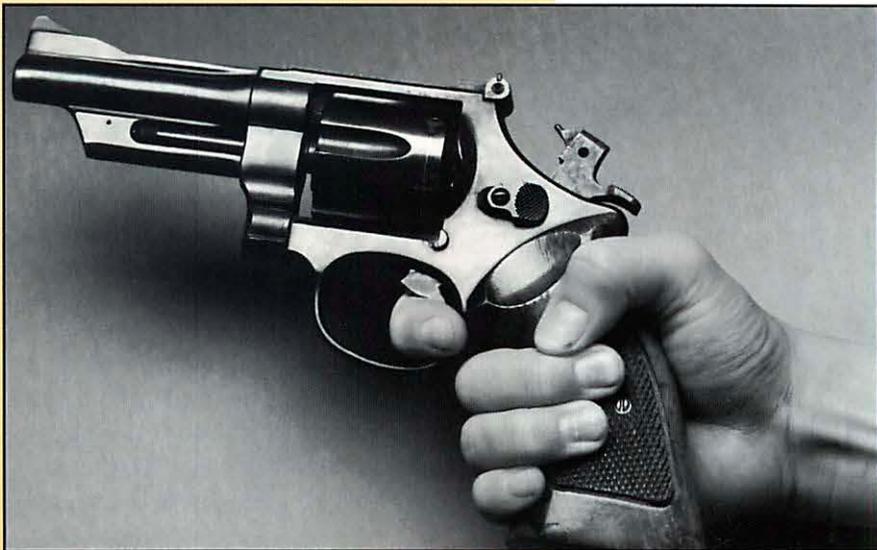
The parameters of the “education” needed to produce this new generation were also articulated by Chisholm. “The only lowest common denominator of all civ-

ilizations and the only psychological force capable of producing these perversions is morality, the concept of right and wrong,” he stated.

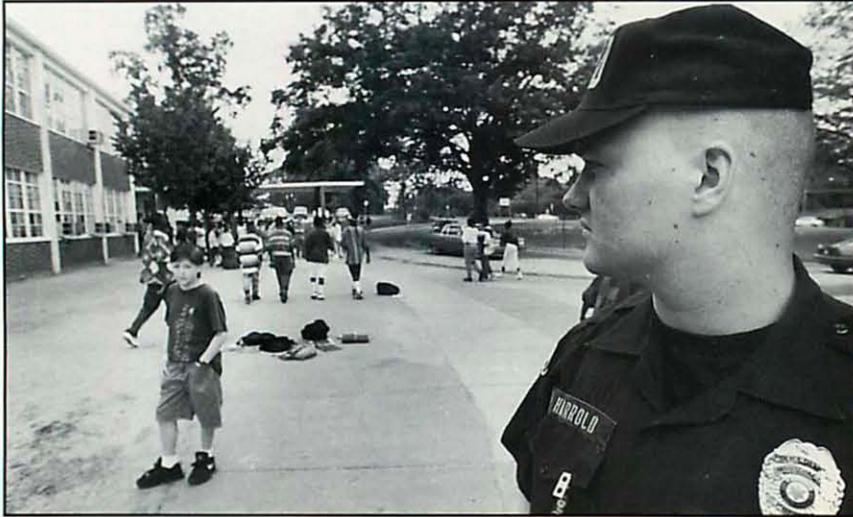
“We have swallowed all manner of poisonous certainties fed us by our parents, our Sunday and day school teachers, our politicians, our priests, our newspapers, and others with a vested interest in controlling us. ‘Thou shalt become as gods, knowing good and evil,’ good and evil with which to keep children under control, with which to impose local and familial and national loyalties and with which to blind children to their glorious intellectual heritage.... The results, the inevitable results, are frustration, inferiority, neurosis and inability to enjoy living, to reason clearly or to make a world fit to live in.”

Chisholm claimed that, “If the race is to be freed from its crippling burden of good and evil it must be psychiatrists who take the original responsibility.”¹⁵

The target of all this rhetoric was guilt, considered a psychological burden too



heavy for man to bear. However, to eradicate guilt by doing away with the concepts of good and evil was an extreme solution, to say the least. If anything it was a classic example of throwing the baby out with the bathwater and an intellectual blunder with vast consequences. Still, psychiatry was



Police patrolling a school campus in California.

"As usual, psychiatrists defined their latest fad as a combination of scientific revolution and moral reform, and cast it in the rhetoric of treatment and civil liberties..."

Dr. Thomas Szasz
Professor of
Psychiatry
Emeritus and
author

determined to carry the mantle and free man from this "burden," whether he wanted it or not.

Arm in arm, psychology and psychiatry had set the stage for the collapse of education that would occur in the next decade.

"The Camelot of Quackery"

The increasing influence of psychiatry has always been cloaked by claims of "improving education," "meeting the needs of our future generation" and "preventive mental health." Yet the end result is that psychiatrists and psychologists, whose expertise and image are in stark opposition to the reality of their actions, have been allowed to play with the minds of millions of children, with devastation the only visible result. [See: In Case You Still Think Them Experts]

The catalyst for this leap forward was the 1950 White House Conference on Education. Arranged by the recently formed psychiatric-boosting governmental body National Institute of Mental Health (NIMH), it successfully aimed at

Elementary school students walk through a metal detector to find weapons.

convincing legislators that taxpayers must fund psychiatric involvement in schools.

Among other demands, psychiatrists pressed for the right to assume the job of parenting.

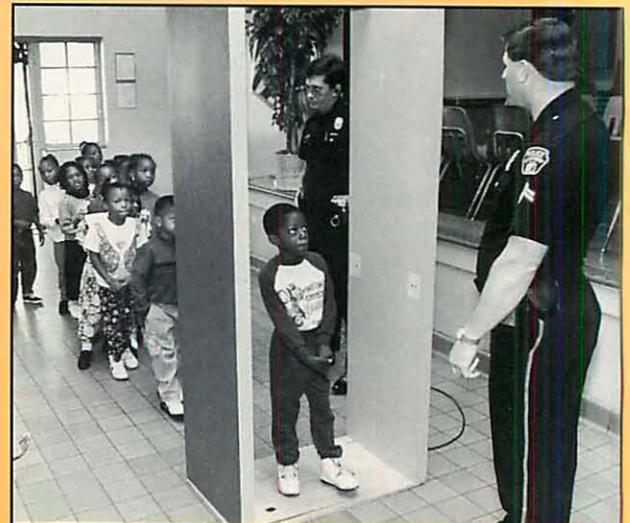
The following are excerpts of some of the comments made at the conference:

"The school, as a whole, has an opportunity and a responsibility to detect the physical and mental disabilities which have escaped parental or pre-school observations and which would prevent development of a healthy personality, and to initiate the necessary health services through the various agencies and resources of the community.... All schools should move as rapidly as possible toward adequate guidance and counseling services for all individuals at all age levels."¹⁶

"Not only does the child need to be treated, but those around him also need help."¹⁷

Five years later, NIMH used the White House Conference to convince the government that a five-year study on the mental health of the nation was needed.

The report, "Action for Mental Health," finally came out in 1961, proposing that the school curriculum "... be designed to bend the student to the realities of society, especially by way of vocational education... the curriculum should be designed to promote mental



health as an instrument for social progress and a means of *altering culture...*"¹⁸ (emphasis added)

Professor of Psychiatry Emeritus and acclaimed author, Dr. Thomas Szasz, describes this leap forward in his book, *Cruel Compassion*, "As usual, psychiatrists defined their latest fad as a combination of scientific revolution and moral reform, and cast it in the rhetoric of treatment and civil liberties...."

"The election of President Kennedy to the presidency put psychiatrists in a mood of celebration unparalleled in the history of mad-doctoring.... The scene was set for a veritable Camelot of Quackery."¹⁹

Psychologist Dr. William Coulson, Director of the Research Council of Ethnopsychology, once a supporter and now a staunch opponent of psychiatry's and psychology's influence in the schools, summarized the era: "In the 1960s there came a drive by psychiatry to turn schools into mental health clinics. At that time they led teachers to believe that the time for teaching had passed and the time for facilitating [mental health] had come."²⁰

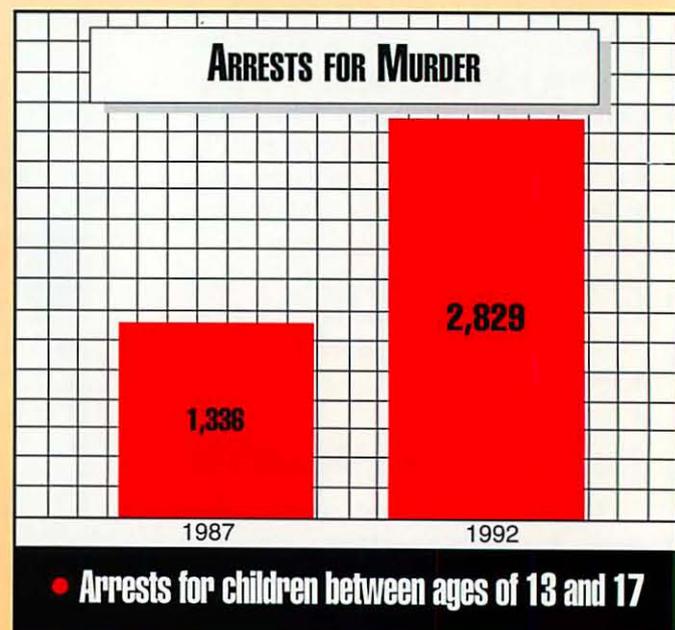
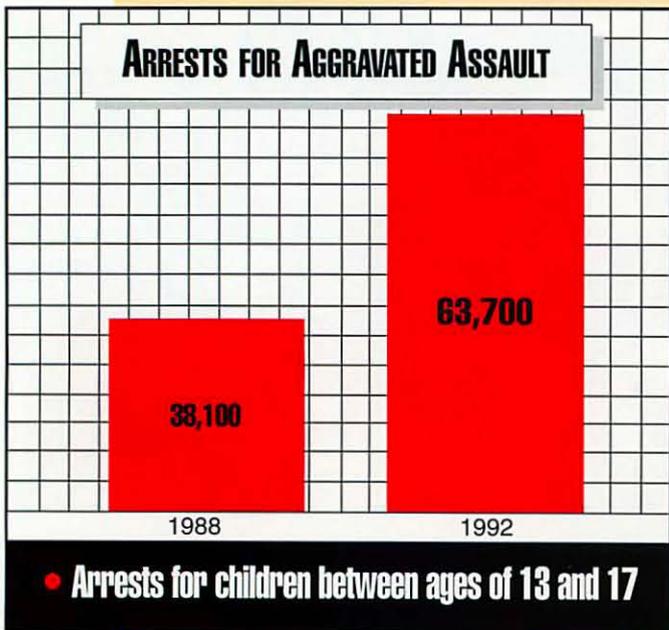
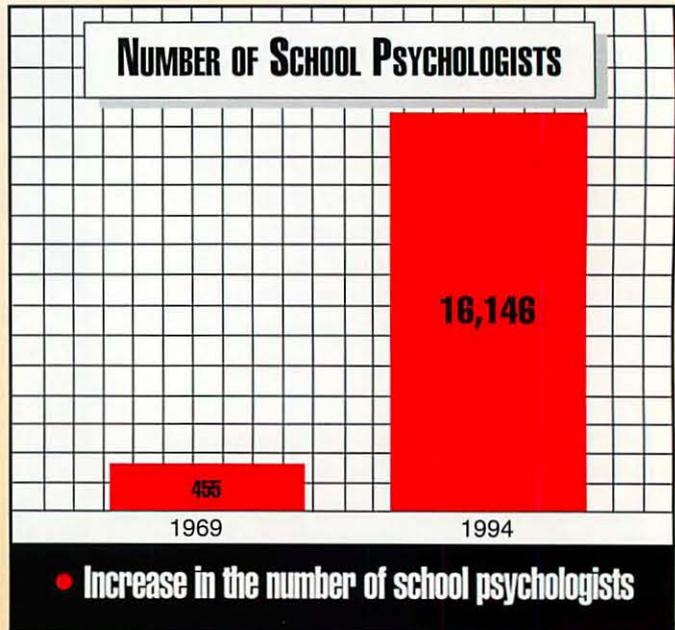
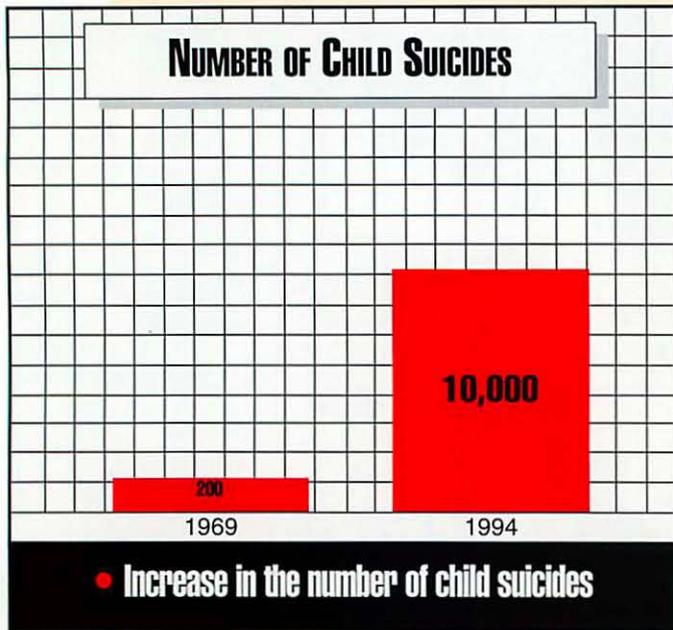
The Decline Gains Momentum

An NIMH-sponsored report, "The Role of Schools in Mental Health," referred to how school and education was reinterpreted: "Education does not mean teaching people to know what they do not know—it means teaching them to behave as they do not behave."²¹

The truth is, whatever psychiatrists set out to "prevent," they caused, with frightening repetition everywhere they went.

Juvenile delinquency once meant speeding in hot rods; today, children kill children without compunction or remorse.





Remember too, that following these mental health and education reports, teachers were to shed their trademark role and become psychiatric agents. In the above report it also said that should parents resist their child and the whole family being referred to a psychiatrist or psychologist “to undergo diagnosis or treatment,” the teacher and school authorities should apply all reasonable pressures to parents until they stop resisting. The teacher should still continue to report to them on the child’s behavior at school. “Sometimes it may take months or even

years for parents to overcome their fears of seeking psychiatric help,” the report said.²²

That the parent’s fears were well justified has been proven by history.

By reporting alarming statistics of “mental illness” within society—and providing no proof for these—psychiatrists also convinced governors attending a governors’ conference in 1962 to pass resolutions calling on all states to fund these new psychiatric programs.

Yet by far the most important victory for psychiatry and psychology came in 1965 with the

passage of the Elementary and Secondary Education Act (ESEA). This essentially put psychiatry and psychology in the driver's seat of society and firmly established the policies that would harm our children's minds for the next 30 years.

The ESEA allocated massive federal funds and opened the school doors to a flood of psychiatrists, psychologists, psychiatric social workers, and psychiatric programs and psychological testing that continues to this day. The number of educational psychologists in the U.S. increased from 455 in 1969 to 16,146 in 1992.²³ As of 1994, child psychiatrists, psychologists, counselors and special educators in and around the U.S. public schools nearly outnumbered teachers.

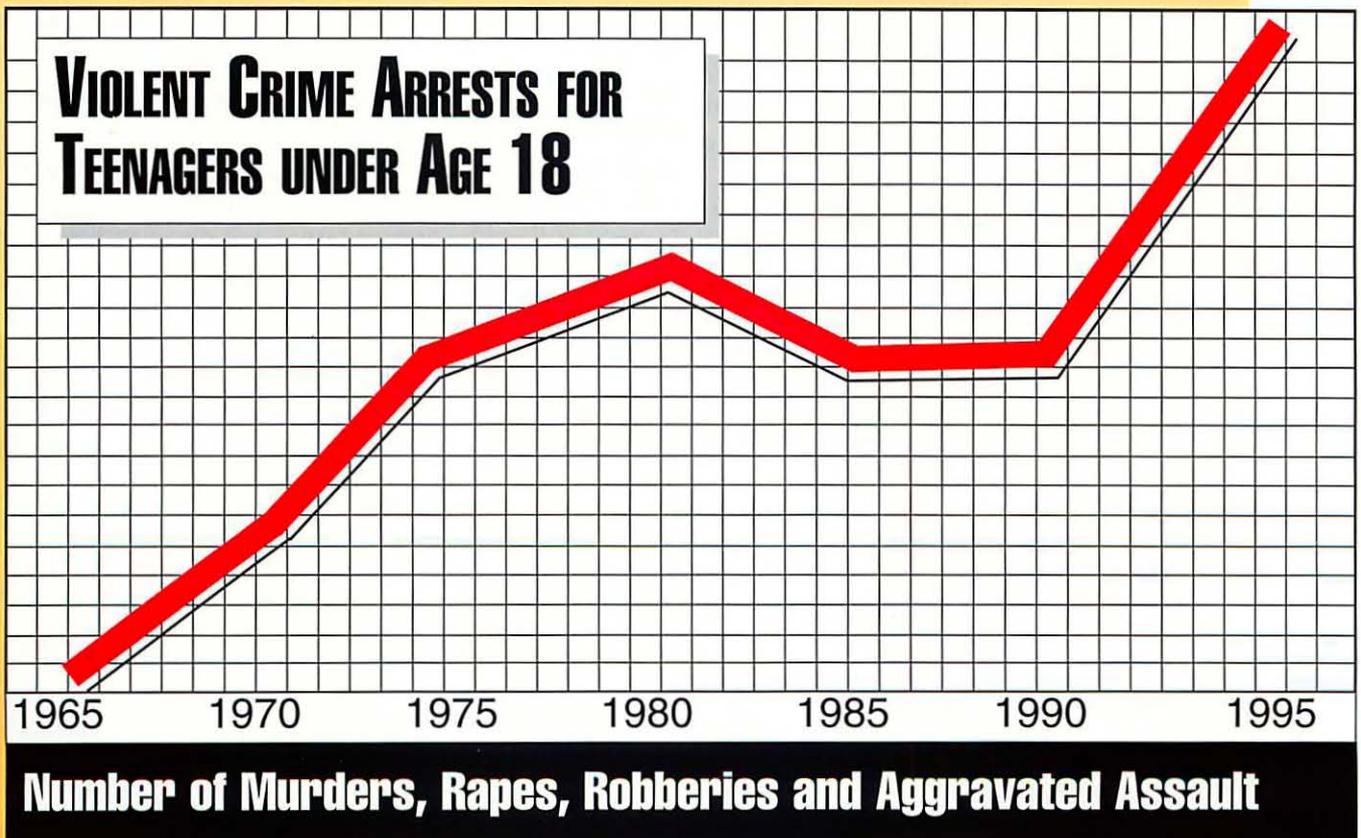
While the United States serves as an example of how a once fine education system has been virtually destroyed, it should not be forgotten that psychiatry and psychology have permeated school curricula all over the world. There is hardly a country today not faced with increased drug use and suicide among youth, and that, coincidentally, does have an increas-

ing number of child psychiatrists and psychologists spreading propaganda that conditions are so bad that our children are "at risk" and "need help."

Such was the means by which these "experts" were unleashed upon our children. They were there, they said, to help. But who were they? And how qualified were they? Undeniably, parents were not told that psychiatrists had the highest suicide rate among medical practitioners—three times higher than the general population²⁴—and were, according to one report, incompetent medical students.²⁵

With such people paving the road of education, it is not surprising, as Chisholm predicted in 1945, that "... the results, the inevitable results, are frustration, inferiority, neurosis and inability to enjoy living, to reason clearly or to make a world fit to live in."

Chisholm was referring to what would happen if psychiatry did *not* intervene. But, as demonstrated, its intervention has created not only a Pandora's box of problems, but a decaying civilization.





NO RESULTS

The Legacy Of Harin

Are We Being Unkind to Psychiatrists?

Consider this scenario: You run a business and you are concerned about drug abuse, as it is affecting about two percent of your employees. You read in the newspaper about a fellow whose job it is to handle this problem. And he must be pretty successful, because the article says other businesses have paid him millions. You interview him and he tells you that he is an authority on drug abuse and will take care of it for you. No problem. So you hire him.

A year later, *20 percent of your employees have a drug problem.* The original two percent still take drugs, but they are legal, prescription drugs. It doesn't matter to you—they are still too stoned and out of it to work.

So you call in the expert and ask why, after paying him half-a-million dollars, give or take a few cents, you now have a more serious drug problem in your company?

He replies, without blinking, "You're right. It's a real problem. This year I'm going to need two million dollars. The first thing I'm going to do is get another expert to do a study on the problem. Then, depending on his findings, I'm going to have to hire a couple more experts to help me and, by the end of the year, we'll have the problem licked."

Wouldn't you throw him out of your penthouse office—through the window?

We—the taxpaying public—have hired just such an expert. He is psychiatry. And he claimed to be the expert who would take care of society's drug problem, crime and violence problem and education problem. He also said he would take care of our mentally ill and cure them. And we have paid him not millions but billions upon billions of dollars to perform these functions.

His results?

In the United States, there has been a more than 370 percent increase in violent crime since 1960. Today, a violent crime is committed every sixteen seconds.²⁶

The rehabilitation of criminals has become a forgotten dream. Instead, we are building more prisons, knowing that in addition to the new criminals, about 80 percent of the old ones are going to end up back in jail.

Today, drug abuse is ravaging society, particularly our young. The illicit drug trade moves more money through the world than the economy of some nations.

There has been a drop of almost 80 points in SAT scores and more than 90 million Americans, including many high school graduates, are too handicapped by illiteracy to function effectively.^{27, 28}

As for mental illness, according to census takers, last century one in a thousand people were mentally ill. After World War II, psychiatrists promoted the figure as 1 in 10. Then we heard that it was 28 percent of the population, and now some psychiatrists say that 50 percent of us are suffering from "mental illness."²⁹

Psychiatry is still doing more studies. And still asking for more money. And still promising that the problems will soon be under control.

Unbelievably, governments still fund them.

Are we being unkind to psychiatrists?

Consider this scenario: You break your arm and go to a doctor because you are told he "cures" such matters by setting it in a cast so that it

can heal, etc. He tells you to lie down, picks up a sledgehammer and, with all the force at his command, brings it down on your kneecap.

When you regain consciousness and can talk again, you ask him "What the hell he did that for?"

He hands you a bill for \$200 and says, "Well, you're not worried about your arm anymore, are you?"

"Have a nice day," he says, as they wheel you out of his office.

Psychiatric so-called treatment of the troubled among us is not nearly as amusing as that little tale. And its brutality far exceeds a broken kneecap.

Take shock treatment, which is also used on children. It has been used with abandon since 1938 without any proof of workability. Individuals come out of it changed—that much is certain—and that is the only psychiatric justification. As psychiatrist Lee Coleman wrote in 1977, "The changes one sees when electroshock is administered are completely consistent with any acute brain injury, such as a blow to the head from a hammer. In essence, what happens is that the individual is dazed, confused, and disoriented, and therefore cannot remember or appreciate current problems."

The brain damage caused by shock treatment has been well documented.

However, in the U.S. today it continues unabated as a "treatment" and generates between \$2 and \$3 billion in revenues for psychiatrists and hospitals.

Now take psychosurgery. The lobotomy was all the rage in the 1930s, '40s and '50s. And, like electroshock, it was loudly touted as the solution for all manner of mental illnesses. As a "miracle cure" it too produced an undeniable change—epileptic seizures, loss of intellect and personality. Between 1936 and 1960, an estimated 50,000 people were butchered by lobotomies in the U.S. alone. While psychosurgery has been banned in some

places, it still continues today in many others. Still, psychiatrists and surgeons avoid the stigma of the term psychosurgery and now like to call it "brain surgery" or "functional neurosurgery."

One has to keep in mind an added factor. During the heyday of these treatments, critics were roundly shouted down by the "experts" who had a vested interest in continuing such practices.

The treatment of choice today is psychotropic (mind-altering) drugs. And once again, the "experts" are assuring us of the safety of these drugs, and announcing miracle "cures."

Almost every drug originally promoted as non-addictive has turned out to cause addiction. In the 1800s, morphine was touted as a cure for opium addiction. By 1898, heroin was hailed as a cure for morphine addiction by the "experts." And in the 1960s methadone was used to "replace" heroin addiction. In the 1930s, amphetamines were enthusiastically suggested to increase energy. By the 1960s, addicted users were called "speed freaks." In 1960, the tranquilizer Librium came on the market and, in 1963, Valium. The side effects, in addition to addiction, were found to be horrendous over time. Furthermore, a number of studies have linked these drugs with increased societal violence. Haldol, Xanax and the newest wonder drug, Prozac, have all been linked to bizarre acts of violence.

Today, the "experts" attempt to shout down the critics of psychotropic drugs.

Someone once said that, "He who forgets the past is doomed to repeat it."

We would rather be considered unkind to psychiatrists than allow them to continue to wreak havoc on the souls, minds and bodies of the vulnerable individuals sent to them for help. And that is a fact that we will continue to ignore at our peril.



"The changes one sees when electroshock is administered are completely consistent with any acute brain injury, such as a blow on the head with a hammer"

Lee Coleman
psychiatrist
—1977

In Case You Still Think Them Experts

On a societal level, there is hardly any troubled area that psychiatrists have not insinuated themselves into. They are “expert” witnesses in our courts; they “treat” the so-called criminally insane; they advise our educators and counsel our youth in schools; and they administer programs for those with drug addictions. They also screen applicants for positions in both the public and private sectors, dispense advice on marriage and sex over the radio and in popular magazines, and pontificate with great authority on television about the major issues of the day.

It is an “expert” status they have not earned. It was merely asserted.

These are the individuals with the highest suicide rate among medical practitioners³⁰ and the highest incidence of drug abuse.³¹ Add to the equation the facts that 10 percent of all psychiatrists (and psychologists and psychotherapists) openly admit to the commission of sexual abuse of patients³²; that according to one study, two-thirds of all psychiatrists are “seriously mentally ill”³³; and that an American Psychiatric Association task force found psychiatrists more likely to be athletes³⁴; and you could be forgiven for any hesitation

you might feel about blindly entrusting your children to the care and welfare of these people.

But, say many, they are experts! They are here to help!

Let us take a closer look at some of these helpful individuals:

- Atlanta, Georgia, psychiatrist Markham Berry sexually molested six young boys he was treating, mainly for hyperactivity. Berry took photos of his victims and hid these, along with other child pornography, in his home. He was convicted of aggravated child molestation and sexual exploitation and was sentenced to 20 years in prison and 20 years probation in 1986.

- In 1987, a 47-year-old Australian psychology student assaulted and sexually penetrated a 7-year-old girl and videotaped what he claimed was an “educational” exercise. Psychiatrist Neville Yeomans defended the sexual abuse, stating that it was “research.” The judge disagreed, however, and the psychology student was sentenced to five years in prison.

- James Harrington White, a Newport Beach, California, psychiatrist drugged a 16-year-old



Markham Berry



J. Harrington White



Alan Horowitz

MARC SCHULTZ/DAILY GAZETTE

male patient until he was unconscious before sexually assaulting him. The boy was also White's foster son and had been prescribed drugs by White to "make his breasts grow." White took photos and videos of his sexual assaults on adolescents. He was the consultant psychiatrist for a children's camp which aimed at helping delinquent boys become good citizens. Another young boy gave evidence to police that he had been adopted by White from a Texas mental hospital and was repeatedly drugged and sodomized by him. In 1991, White was sentenced to more than six years in jail.

- In New Zealand, a dawn raid by police in May 1991 on a psychotherapy commune called "Centerpoint" found dozens of children who had been sexually abused by psychotherapists. Psychiatrist Bill Rowntree and psychiatric nurse Bert Potter, who founded the commune, taught that sexual promiscuity and incest were not only normal but therapeutic. This theory resulted in Potter and his colleagues taking license to abuse innocent children—some as young as 3—and even their own offspring. Potter was jailed for seven and a half years for the sexual assault of his own children.

- In 1992, Alan J. Horowitz, a New York psychiatrist, was sentenced to 10 to 20 years in prison for sodomizing three boys ages 7 to 9, and for sexually abusing a 14-year-old girl. Horowitz had a long history of pedophilia, including a prior conviction in Maryland in 1983 for sexually molesting two boys, then aged 8 and 12. He received a five-year suspended sentence at the time. Horowitz defended himself in the 1992 case saying that he was a "normal pedophile." Police investigations found a trail of sexual abuse of patients dating back to the late 1960s when Horowitz worked for a community organization that helped impoverished, inner-city children.

Donald Persson, a Utah psychologist, described himself as a "moral" person when he was sentenced in 1993 to 10 years imprisonment for the rape of a 12-year-old girl. Evidence seized in the criminal case indicated that he may

have sexually abused as many as 16 young girls—several under the age of 5—since 1972. Graphic sexual photographs depicting Persson sexually abusing 16 different girls under the age of 18 years were also found. Prior to his arrest, Persson worked with elementary and junior high school students with emotional and learning disabilities.

- A psychologist and U.S. expert on adoption, who counseled families and children for the Illinois Department of Children and Family Services, was sentenced to 36 years in jail in absentia for molesting his foster son. The boy was sexually abused from the time he was 8 years of age until he was 14. The psychologist, Jean Pierre Bourguignon, originally from Belgium, fled the country during the criminal trial in July 1993 and is still at large. Bourguignon was an adviser to the National Resource Center on Adoptions and a consultant to the Illinois Council on Adoptable Children.

- Stress counselor Richard Swart from Utah was sentenced to up to 16 years in prison in 1993 for sexually molesting a 14-year-old boy during a dozen therapy sessions. Swart also gave lectures on a range of education issues at school districts and community centers and at conferences for parents of "gifted" children. Parents often clamored for him to meet privately with their children—boys mostly; he referred the girls to someone else. In 1992, Swart gave the keynote address on "Becoming a Parent" at a luncheon held by the *Bay Area Parent Magazine*.

- Dr. Morris Fraser, a child psychiatrist at one of Britain's biggest hospitals, was charged with 27 counts of sexual offense against 15 boys, some under the age of 11. The psychiatrist had appeared on TV as an "expert" on child psychiatry.³⁵

With the fascination held for sex by psychiatrists, it is not surprising that they incessantly infuse this topic into our children's classrooms with tests, lectures and detailed films of nude masturbation, condom-fitting on cucumbers, and a variety of other spurious sex education programs.³⁶

It was in 1945 that WFMH co-founder G. Brock Chisholm, in detailing the future responsibility of psychiatrists, said: "The fact is that most psychiatrists and psychologists and many other people have escaped from these moral chains and are able to observe and think freely...."³⁷

Today, the victims of this "free thinking" are our children.



Bert Potter

Meddling With Minds

Child abuse takes many forms. But surely the worst is that which continues without the child's conscious awareness that it is even happening.

That which takes place in the classroom is insidious, as the child rarely knows he or she is being abused. How would he or she know the effects of psychological programming, or that it is being done at all? Yet the fact is, children and teenagers today are manipulated, molded and, in many cases, expunged of values, as the following shows.

By psychiatry's own admission, its mission was to teach children how to devalue right and wrong. In the process, during the move towards this "therapeutic state," intellect and accomplishment became secondary to how the child "felt."

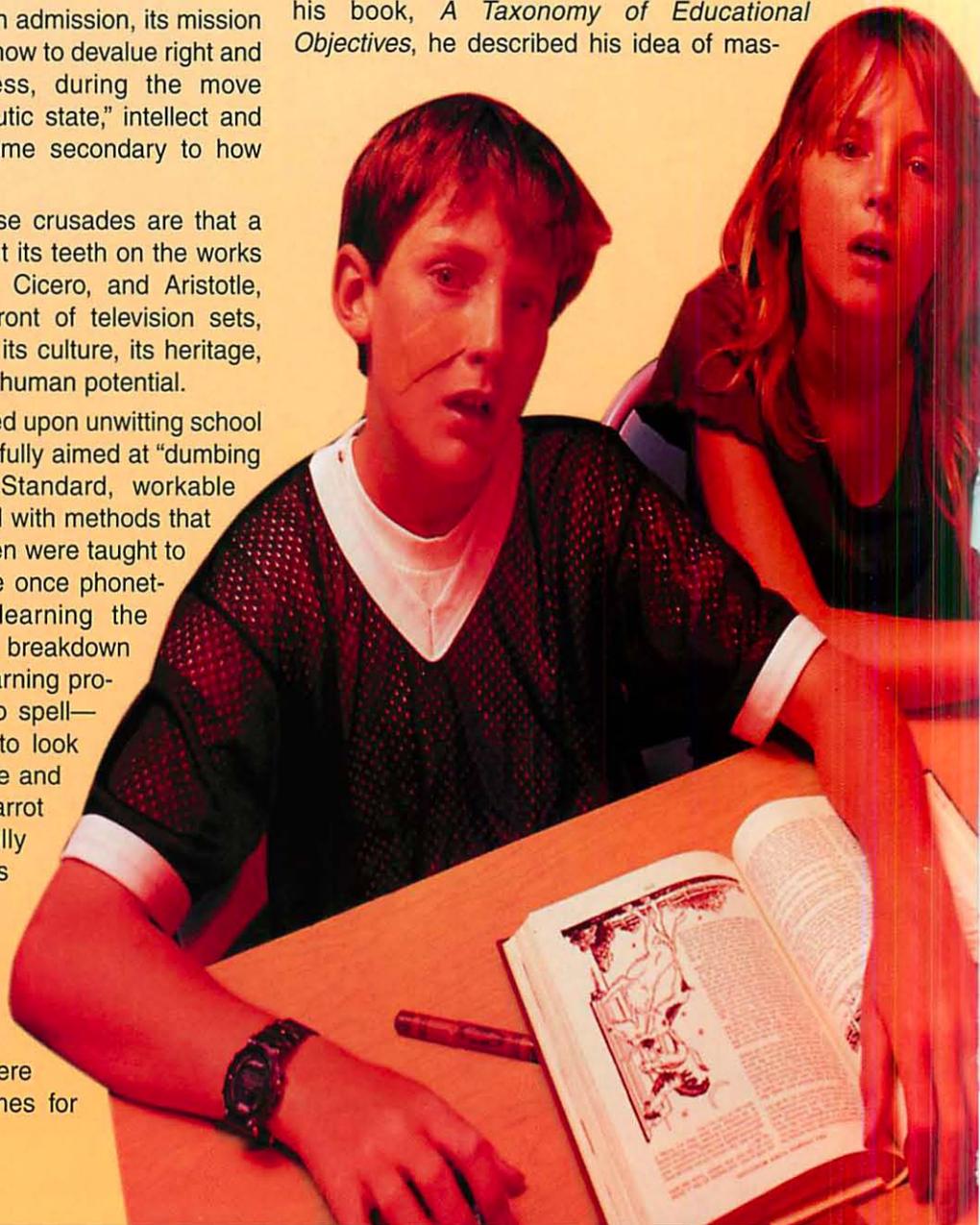
The results of these crusades are that a populace that once cut its teeth on the works of Lincoln, Jefferson, Cicero, and Aristotle, now props itself in front of television sets, abysmally ignorant of its culture, its heritage, and the vast scope of human potential.

The programs forced upon unwitting school children were successfully aimed at "dumbing down" the student. Standard, workable teaching was replaced with methods that altered the way children were taught to read and write. Where once phonetics was practiced—learning the sounds of letters, the breakdown of words, and thus learning pronunciation and how to spell—children were taught to look at the word as a whole and learn it, practically parrot fashion, without fully comprehending it. This is called the "whole word" method.

At the same time, non-directive therapy was introduced into the classroom. There have been many names for

this: values clarification, sensitivity training, encounter groups (known as T groups), self-esteem training, and mastery learning. Today, collectively called outcome-based education (OBE), this travesty of education is being met with mounting opposition from parents and others who share their concerns.

Benjamin Bloom, who introduced "Mastery Learning," hailed the triumph of psychiatry over actual education when he said that the purpose of education was "to change the thoughts, feelings, and actions of children." In his book, *A Taxonomy of Educational Objectives*, he described his idea of mas-



tery: the end result of teaching "critical thinking," is a "subjective judgment... resulting in personal values/opinions with no real right or wrong answers."³⁸

William Coulson, mentioned earlier, is unique in that having once advocated non-directive teaching, he has since become its avowed opponent, after realizing its harmful effects. Explaining OBE, he said, "This is the idea where we drop subject matter and we drop Carnegie Units (grading from A-F) and we just let students find their way, keeping them in school until they manifest the politically correct attitudes.

"You see, one of the effects of self-esteem (Values Clarification) programs is that you are no longer obliged to tell the truth if you don't feel like it. You don't have to tell the truth because if the truth you have to tell is about your own failure then your self-esteem will go down and that is unthinkable."³⁹

OBE is a system of education that:

1. De-emphasizes academics and focuses on changing behavior, attitudes, and feelings.
2. Holds top achievers back from further learning by making them teach the slower students.
3. Performs psychological tests on your children.
4. Keeps your children from graduating if they disagree with the values taught in school.
5. Is astronomically expensive.⁴⁰

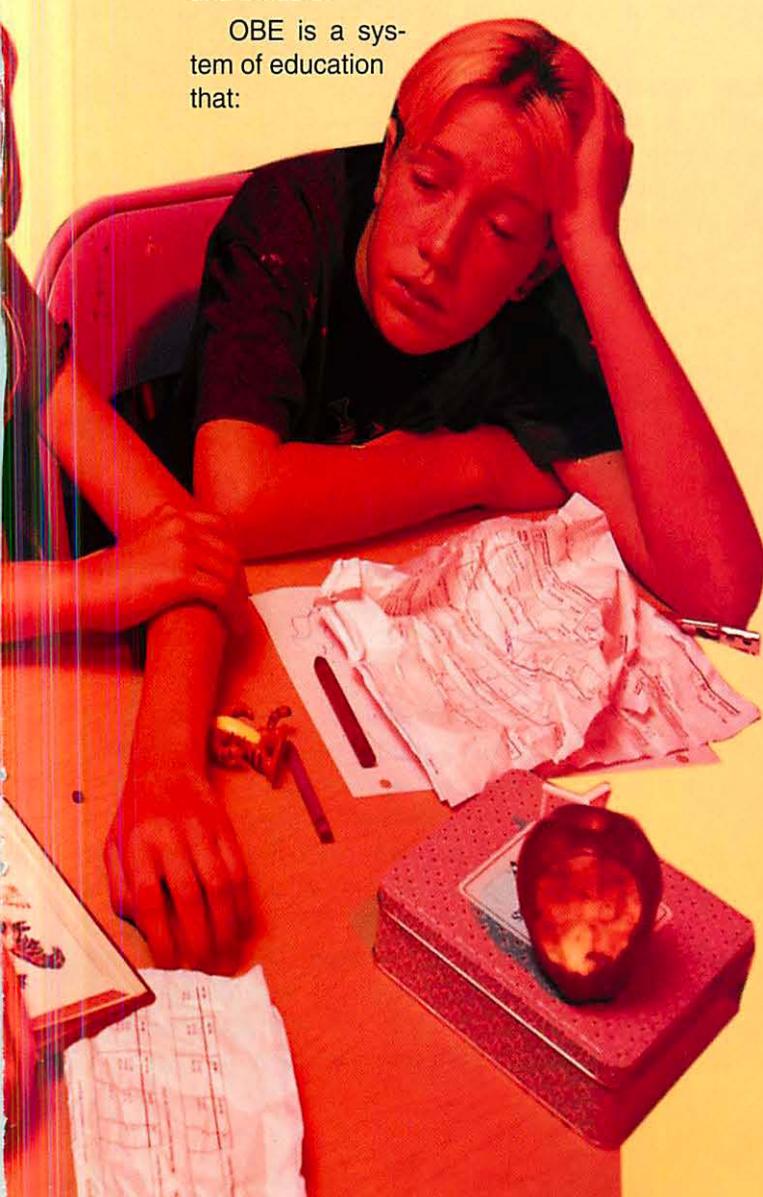
As for children receiving this form of education, National Assessment for Educational Progress scores show that the academic achievement of students is continuing its 33-year decline. A highly respected activist for educational reform (i.e., for education to return to its academic basics), Mrs. Carolyn Steinke, director of the parent group Parents Involved in Education, said, "Educational laboratories manned by psycho-behaviorists turn out psychiatric OBE programs and Mastery Learning that presume all children are sick, all children are 'at risk' and now teachers have to be responsible—not for producing an academically sound curriculum—but a holistic student that deals only with emotional, behavioral, and social attitudes.

"With OBE, education has very little to do with academics and everything to do with personal and social adjustment, accommodation, and adaptation. Very little has anything to do with the child obtaining functional literacy, the rest is psychological."

The worsening statistics over the past 30 years, Steinke says, "are directly proportionate to the increase of psychiatric-based programs going into schools."⁴¹

The Truth About "Education Reform"

Ron Sunseri, a former Oregon legislator and author of *OBE: Understanding the Truth about Education Reform*, felt compelled to write about OBE after a Mr. Ira Magaziner, a member of the Carnegie Foundation's National Center on Education and the Economy, flew to address a joint session of the House and Senate. Magaziner said that Oregon was on the "cutting edge of education reform in the country" because of its implementation of OBE. As Sunseri found, "It was pure hype."





When he investigated Bloom's Mastery Learning Program run in Chicago in the 1970s and early '80s, he found, "It was an unmitigated disaster. Almost 50 percent of the 39,000 students who began the program failed to graduate. For those that did graduate, only one-third were able to read at or above the national twelfth grade level. Even more revealing was the fact that the teachers within the system didn't want their own children subjected to OBE. Forty-four percent of them sent their children to private schools. Chicago School District soon became known as one of the very worst in the entire country."⁴²

Other countries have documented OBE's abysmal failure. In Sweden, where schools have been touted as the most "progressive" in the world, grades were abolished for students under the age of 15, because they were said to foster competition rather than cooperation among students.

Sweden's education minister warned others against following Sweden's former example of viewing schools as a center for the delivery of social services. "Swedish schools have diluted the quality of education by trying to do too much," she says. "They may then neglect their basic function—educating children."⁴³

An article in the *Education Reporter*, in January 1993, entitled "Progressive Teaching is Rejected in England," described how "progressive" education was, in fact, too regressive. After 30 years, England is abandoning "progressive" education. It is being replaced with traditional education in specific content-subject areas like math, writing and history.⁴⁴

Steinke is, therefore, appalled that OBE programs are used so broadly in the U.S. "It is not a program that works. The federal government knows it, all those that are implementing it know it, and they are implementing it anyway, despite a study that proved it didn't work and traditional education did," she said.

"Because of increasing financial difficulties it behooves school districts to designate children 'at risk' under the psychiatric Outcome-Based Education model and to

make increasing numbers of mental health referrals because this brings in federal dollars," she said.⁴⁵

A Pennsylvania state representative, Samuel Rohrer, who started an investigation into this, stated, "The Department of Education and the Department of Public Welfare have developed a program, known as ACCESS, which enables school districts to receive Medicaid reimbursement for a variety of special education and related services provided to students under the auspices of such school districts...."⁴⁶

Essentially this qualifies the school districts to become "partial hospitalization providers" of health care (including mental health care). They can then hire their own psychologists, psychiatrists, nurses, etc. as employees of the school.

With OBE and now Medicaid, psychiatrists and psychologists have achieved one of their goals: schools as psychiatric clinics.

The Usurping of Values

"Values Clarification" is touted as an approach to student decision-making which emphasizes feelings and personal growth, but with a non-judgmental attitude toward self or others. This is another form of OBE.

It is a fraud.

William K. Kilpatrick wrote in his book *Why Johnny Can't Tell Right From Wrong*: "With our children having been taught psychiatric and psychological methods of 'Values Clarification' in their schools' programs, it becomes clear why their scores are low and why morals are on a steep decline."⁴⁷

Tom DeWeese of the American Policy Foundation, and an expert on the subject of OBE, told a Washington press conference in 1995 about a case he had come across. "A 9-year-old boy told his mother that he ranked lumberjacks in the same class as murderers and bigots after a values clarification class. These psychologically-based programs are harming children.... OBE is not education, it's mind control from womb to tomb," he stated.⁴⁸

The response by parents and children has been resoundingly negative, so much so that in 1984, the U.S. Department of Education held hearings into Proposed Regulations to Implement the Protection of Pupil Rights Amendment, also known as the Hatch Amendment. This amendment ensured that no student could be required (under any federal program)—without prior written parental consent—to submit to psychiatric or psychological examination, testing, or treatment. However, the Department of Education refused to issue regulations to enforce the law and consequently psychiatric abuses in the classroom continue to the present unabated.

Much of the following testimony is from Phyllis Schlafly's book, *Child Abuse in the*

and behavioral experiments during classroom hours when the parents thought their children were being taught basic knowledge and skills."⁴⁹

Kay Fradenecks, a pupil of Values Clarification, testified: "I have personal testimony to share concerning Values Clarification and the effects it has on an individual, both short and long term. As a result of the indoctrination I received as a student, I began abusing drugs and became sexually promiscuous. I became pregnant twice, and twice aborted my babies, the effects of which are still evident with me today. I was applauded by my teachers for my decision to abort and encouraged to share my experience with my peers."

Another student related the following: "We had an English course in the ninth grade junior high whose title was 'Death Education.' In the manual, 73 out of 80 stories had to do with death, dying, killing, murder, suicide, and what you wanted on your tombstone. One girl, a ninth grader, blew her brains out after having written a note on her front door that said what she wanted on her tombstone."

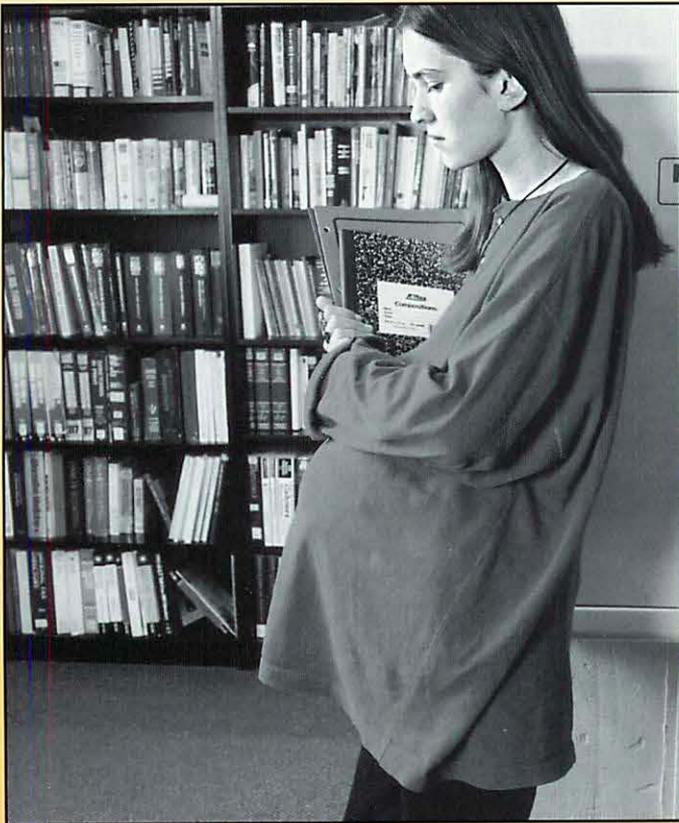
At a Grand Rapids, Michigan school, the local Community Mental Health Service (CMHS) provided staff to instruct 20 students in grades 7 through 11 on "Self-Pleasuring Techniques" and "Sexual Fantasies." The materials used by the instructors included graphic descriptions of masturbation as well as oral and group sex. Parents were forced to file a suit against the school and the CMHS.

A class of sixth grade school children were asked to play a "survival game" in which they were to decide which three people they should eliminate from the group, according to their age and contribution; in another class they were told to write down their own epitaphs or obituaries.

In 1991, surveys were handed out to 13- and 14-year-old boys in a California class asking them about how many different times

"The morality that was taught in the classroom that day was complete promiscuity. As a result of this kind of education, we are experiencing pregnancy among 13-year-olds with resulting abortions."

A parent's observation



Classroom. Mrs. Schlafly, the founder and president of Eagle Forum, a grassroots organization dedicated to promoting pro-family policies, has been a tireless campaigner for children's right to read.

As Schlafly points out: "These hearings speak with the thunderous voice of hundreds of parents who are angry at how their children have been emotionally, morally, and intellectually abused by psychological

Illiteracy and Crime— an International Problem

While this book deals primarily with the decline of educational standards and literacy in America, the problem is not, as many believe, limited to the United States, Third World countries, immigrants or the poor. Nor is it limited to illiteracy and the lack of economic opportunities that it brings about. The fact is, crime and violence are inextricably linked with our collapsing educational standards.

A 1991 study clearly links illiteracy to delinquency. Entitled, "Program of Research on the Causes of Delinquency; Urban Delinquency and Substance Abuse," the study found that "Low reading levels tend to predict the likelihood of the onset of serious delinquency...poor reading achievement and delinquency appear to mutually influence each

other. Prior reading level predicted later subsequent delinquency... [moreover] poor reading achievement increased the chances of serious delinquency persisting over time."

In his 1993 book about the imprisonment of

potential, Michael S. Brunner wrote, "When frustration can find no resolution in constructive or productive activity, one response, although not necessarily the only one, is aggressive, anti-social behavior."⁵¹

From a May 1993 article, it is conservatively estimated that there are almost 100,000 people with literacy difficulties in New Zealand. Almost 48 percent of prison inmates were found to have reading ages less than expected of a 10-year-old.⁵² The total number of violent offenses increased 615 percent, from 2,937 to 20,987 between 1960 and 1990.⁵³

A survey carried out on Australians in 1989 showed that some 32 percent "had problems completing job histories or reading commercial medicine labels."⁵⁴ And Australia's crime rate parallels other countries: the number of serious assaults, for example, has risen 391 percent between 1973-74 and 1991-92 and the robbery rate increased 190 percent.⁵⁵

Meanwhile, in Britain, more than two million people are said to be completely illiterate according to a UNESCO report. More than a third of the 11-year-old children arriving at many secondary schools in Britain's inner cities are such poor readers that they cannot properly understand their textbooks.⁵⁶

The rate of violent crime against individuals in Britain has increased a frightening 1,200 percent in the last 33 years (between 1960 and 1993), and the number of robberies by 2,700 percent. The overall crime rate has risen by 680 percent.⁵⁷

In Canada, where about 14 percent of the





population aged 15 or older had less than a ninth grade education and one percent of the adult population was totally illiterate,⁵⁸ the Department of Justice found that the rate of violent crime has also skyrocketed since the 1960s. For example, the rate of violent crime has doubled in the '60s, increased by 30 percent in the '70s and rose another 46 percent in the '80s.⁵⁹

In South Africa, where education was virtually unavailable to the majority of the black community during Apartheid, the illiteracy rate is around 40 percent⁶⁰ and more than 2,000 deaths per month are due to violence.

A United Nations report found that between 500,000 and 800,000 Germans were totally illiterate in 1989.⁶¹ Germany also reports a 60 percent increase in the number of arrests for robberies between 1972 and 1985; assault and theft rose 71 percent.⁶² While the number of homicides went slightly down, the most frightening incidents of violent crime are racial violence. In 1994, "xenophobic" violence was more than 400 percent higher than in 1991. These assaults included not only anti-Semitic violence, but a growing number of crimes against other minorities, including the handicapped.

It is time to reverse this societal decay by helping children, youth and adults achieve their full potential through literacy and learning. To that end we need education that educates. Attempts to replace tried-and-true educational methods with experimental procedures and various therapies are a proven failure.

they had had vaginal intercourse with a girl or anal sex with a boy in the previous year. It also questioned them about whether they intended using a condom in the next year, and if they did, to rate how their mother or father would feel about them doing this.⁵⁰

In a fifth grade "health" class in Lincoln City, Oregon, homosexuality was presented to 11-year-olds as an alternative lifestyle. Anal intercourse was described. In this same class, a plastic model of female genitalia with a tampon insert was passed around to the boys to encourage their understanding of tampons. Birth control pills were also passed around and explained.

A parent who observed this said, "At no time was there any mention of abstinence as a desirable alternative for fifth graders. The morality that was taught in the classroom that day was complete promiscuity. As a result of this kind of education, we are experiencing pregnancy among 13-year-olds with resulting abortions."

Another class of children were told to write essays on, "It's okay to try anything once," "A drug dealer is just a business person like anyone else," and "Do you think it's all right to lie, cheat, break laws once in a while, or only at certain times?"

The mother of an eighth grade girl reported how the assignment given her daughter had torn apart her daughter's values: "She was instructed to write a poem and tell a lie. This was repeated throughout the instructions. Another time, she was instructed to write a paragraph in a private journal on the subject, 'It is OK to cheat.' Her paragraph ended with the words, 'When you cheat and don't get caught, it feels good.'"

A mother told of her son's drug use and subsequent suicide on September 7, 1981 following these classes: "He had used marijuana since junior high school and, about a month before he died, he told my husband that he had decided to give up smoking pot. He went into deep depression and took his life by carbon monoxide poisoning. He left a note saying, 'I did it because I couldn't think or nothing.'"

Only after his death, did the parents discover he had been part of "Values Clarification" with the objective: "We will attempt to teach the different categories of drugs, their effect and, hopefully how to make a knowledgeable choice, using your own value system."

Joey, an 8-year-old African American boy, was part of a "problem solving" class in his school and was shown a film which depicted a young boy trying to kill himself by tying a rope around his neck. In the film, the boy talks about not being liked at school, being teased and worrying about growing up. Joey's mother did not know about the program as the school curriculum merely stated that it was "social sciences." Two days after her son watched this video, she walked into his room and found him hanging by a rope from his bunk bed.

Most parents don't even know this is happening to their children at the schools they attend. Nor, of course, does the child know he is being ruined. Meanwhile, psychiatrists and psychologists pontificate on TV, radio and in newspapers about the "tragedy" of teenage suicide. And, quite shamelessly, they claim the only solution is increased funding for more psychiatric "help."



Labeling Our Children

Do Psychiatrists Manufacture Madness?

Consider this: Today, there isn't a single normal aspect of childhood behavior that doesn't fall within the broad "symptoms" which comprise so-called "mental illness." Psychiatry has literally covered every base with its invented criteria.

Some of the commonly seen psychiatric labels for children are: Attention Deficit Disorder (ADD), [more recently called Attention-Deficit Hyperactivity Disorder (ADHD)], Minimal Brain Dysfunction (MBD), Learning Disability (LD), Impulse Disorder (ID) or Conduct Disorder (CD). And based on these criteria, millions of children around the world are placed on powerful, mind-altering drugs.

By reading psychiatry's *Diagnostic and Statistical Manual (DSM)*, the "bible" of mental illness, one could be duped into believing that life is just one gigantic mental disease. As Herb Kutchins, a professor of social work at the California State University, notes: even tomboys could be diagnosed with gender-related personality disorders, or college students as alcoholics.

Just for ADHD, the criteria include: careless mistakes made in schoolwork, difficulty sticking to play activity, often doesn't seem to listen when spoken to, fails to finish chores, loses things (e.g., toys, pencils, books), is easily distracted, often fidgets or squirms, often runs about and climbs excessively, is "on the go," and talks excessively.⁶³

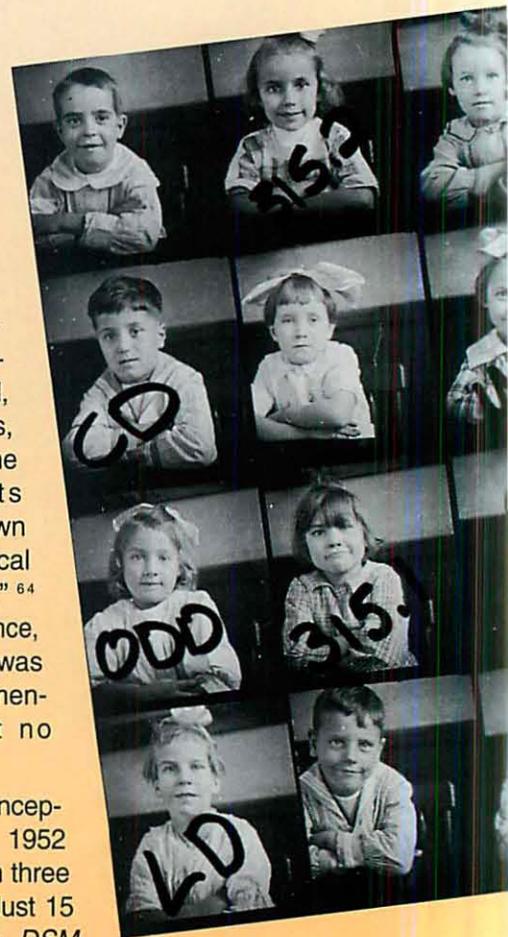
Kutchins and his colleague Stuart A. Kirk claim that the *DSM* serves primarily as a guide to filling out health insurance forms. Kirk states that "... the criteria are fairly common occurrences, and so a large num-

ber of the population will exhibit some of them." Many of the illnesses are simply "voted in" by the American Psychiatric Association (APA) and, as Kirk explains, "The arbitrary line of what gets included is drawn with some political sensitivity."⁶⁴ Initially, for instance, homosexuality was considered a mental illness. It no longer is.

Since the inception of *DSM* in 1952 there have been three more editions. Just 15 years ago the *DSM* listed 106 mental disorders. Now, more than 300 mental diseases litter its pages, suggesting that we have grown 200 percent crazier. While it is presented as a medically authoritative text, it has little to do with the statistics of actual illness.

One of the most lucrative areas from which "mental illnesses" have been spawned is the education system, especially since declining standards and poor teaching methods have left a wake of illiteracy.

Dr. Fred A. Baughman, Jr., a California pediatric neurologist of 33 years, said,



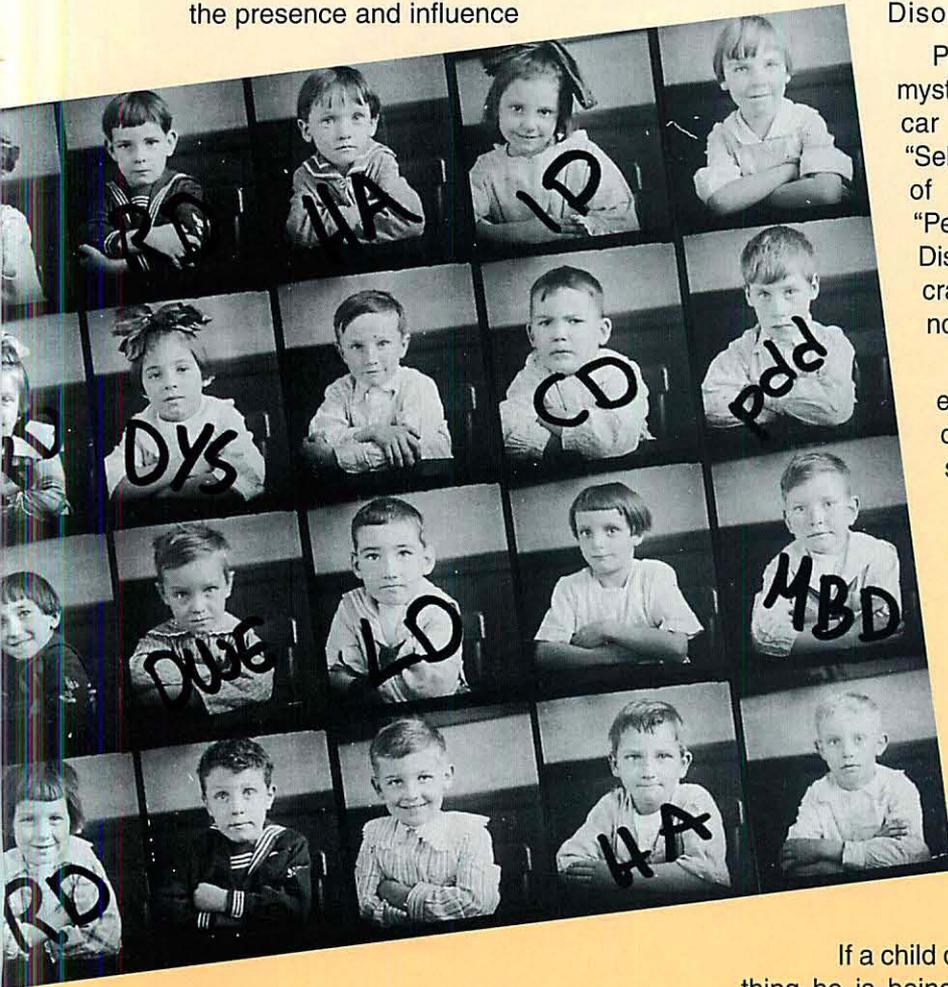
"Nothing seems quite so clear as that the frequency of 'ADD,' 'LD,' 'Dyslexia,' 'hyperactivity,' 'Conduct Disorder,' and 'Oppositional Disorder' is proportional to the presence and influence

Bobby's refusal to take out the trash or Sarah's repeated objection to restrictions on how late she can stay out is redefined as "Oppositional Defiance Disorder" or Code 313.8.

Paul's silence about the mysterious dent in the family car could be Code 313.2, "Selective Mutism," provided of course, it isn't actually "Pervasive Developmental Disorder." If your toddler eats crayons, it's "Pica (eating non-nutritive substance)."⁶⁶

Such are the roots of "scientific" evaluation of our children's behavior in school.

Once a person is classified with a diagnostic label and code number, insurance companies and government agencies are then willing to pay for the "treatment." Would it be cynical to suggest that this has something to do with the proliferation of new mental "illnesses?"



within the schools of mind/brain behavioral diagnosticians, testers and therapists."⁶⁵

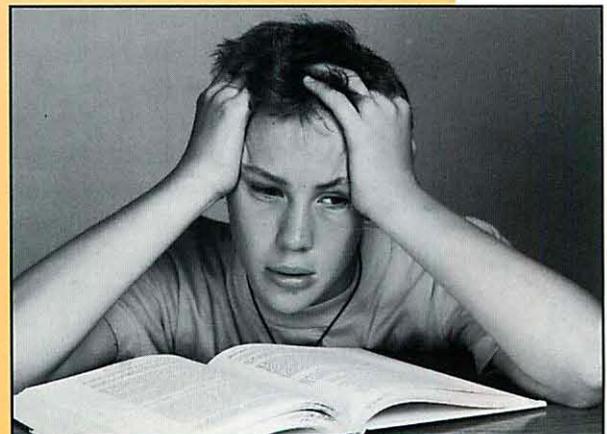
Consider the following: Does Johnny have trouble with math? Don't help him with his homework; he has a mental disorder: Code number 315.1 "Mathematics Disorder."

The poor essay Judy wrote for her English class? According to psychiatrists, it doesn't mean she needs more study. She is suffering from Code 315.2, "Disorder of Written Expression." Or if she doesn't read as well as her classmates, this does not require her receiving tutoring; she's got Code 315, "Reading Disorder."

If a child doesn't understand something he is being taught and the teacher fails to notice this and continues lessons past this misunderstanding without clearing it up, the child can lose his attention and begin to fidget or worse. At this point, if the child is forced to go on without understanding the subject, his behavior will probably deteriorate.

The teacher, following the instructions

Continued on page 26



Psychiatry: The Ultimate Drug Pusher

When Faye Donald's 8-year-old son, Larry, was in the first and second grade he delighted in going to school and to be in the companionship of other children. "He loved socializing and would talk to other children during class," his mother said.

However, when he reached third grade his new teacher claimed that Larry's behavior was distracting. As punishment, Larry was forced to spend days in a closet where he couldn't talk to his friends. Any young child subjected to such a draconian measure would be traumatized and, not surprisingly, Larry's mother recalled, "It was in the third grade that my son stopped liking school."

The Donalds moved to Texas shortly afterwards. But now, disabused of school and teachers, Larry's behavior in class was "diagnosed" by his teachers as requiring a referral to the school psychologist. The school psychologist quickly referred him to a psychiatrist.

The psychiatrist tested Larry, pronouncing him mildly hyperactive and in need of medication, something that Mrs. Donald had serious reservations about. She told the psychiatrist that she would send Larry to tutors or do anything else as an alternative to drugs. "The psychiatrist told me that drugs to control childhood behavior was well proven as being completely safe." Still she resisted, fighting the school and the psychiatrist for several months. "They made my life and Larry's miserable. I finally agreed with what the psychiatrist recommended," she said.

Larry was put on Cylert by the psychiatrist, and his mental condition changed for

the worse. His mother said, "On this drug my son became extremely paranoid and wouldn't go to sleep at night. He also had stomach pains, and a number of other side effects. I went back to the psychiatrist and demanded my son be taken off the drug."

The psychiatrist did this but then placed Larry on the psycho-stimulant, Ritalin, which Mrs. Donald was told was also a very safe drug.

Larry's life became a nightmare. He grew "deathly afraid" of the dark, his stomach continued to hurt and he didn't sleep well; he started having headaches. The psychiatrist assured her that the negative effects would pass. They did not.

Mrs. Donald wanted to know when Larry could stop taking Ritalin. "The psychiatrist told me that when a child reaches puberty his hormones change, and the hormones would replace the functions of Ritalin. These natural hormones would apparently just 'kick in' and would straighten out my son's 'problem,'" she said.

This was all supposed to occur without any residual side effects from Ritalin once her son stopped taking it. At the end of his seventh grade year, Larry came off Ritalin. He had been on it for three years.

"He became depressed and this depression continued for weeks. It seemed he was haunted. I felt completely powerless, and he felt like a lost soul," his mother said.

"Momma, there is something wrong with me. I'm not normal. I don't feel right. I have terrible feelings," Larry would tell her.

She questioned the psychiatrist: "Could the Ritalin be causing this? Is Ritalin addictive?" She was then assured that the drug was not addictive, finding out too late that in fact she had been lied to.

Ritalin is classified in the second-highest category of addictive and controlled substances by the U.S. and other federal governments.

"After three years on Ritalin, Larry had forgotten what it was like not to be on drugs," Mrs. Donald said. Initially, it had been forced upon him because someone didn't like his behavior, but now he didn't like his own feelings either. Within six weeks Larry was taking illegal street drugs. Not just any street drug, but Ritalin. Another youth, who had also been prescribed Ritalin through his school, was dealing it.

From illegal Ritalin, Larry moved on to "crank," another form of "speed," chemically known as methamphetamine. The legal form of the drug is given to children under the name of Desoxyn.

Some time later, Larry confided to his mother he was doing drugs. He and the 14-year-old "dealer" were, by this stage, "slamming" Ritalin: self-injecting it. He was also snorting "crank" and taking cocaine and heroin. When the Ritalin stopped, he took these because he felt so angry, depressed and confused. He wanted something to numb the feelings.

Mrs. Donald said Larry's story should serve as a public warning. She is convinced that the addictive psychotropic drug precipitated her then 9-year-old to transgress to deadly street drugs.⁷¹ She is not alone. The late actress Jill Ireland and her son Jason claimed that his drug abuse problem had been triggered by his use of Ritalin.

Ritalin abuse is a serious problem in the United States and Canada. A sergeant

of the Vancouver Police Department, for example, attributes 60 to 70 percent of the crime in one downtown district there to street-sold Ritalin.⁷²

Today, Mrs. Donald is joined by other mothers who are fighting to prevent a million more public school children from being placed on powerful psychiatric narcotics so they may have the chance to reach puberty without being addicted to "legal" psychiatric drugs.

As with other amphetamine-like drugs, Ritalin has dangerous side effects. Withdrawal from or reduction of its dosage can cause life-threatening situations. According to DSM-III-R, published in 1987, psychiatrists state that "suicide is the major complication" of withdrawal from Ritalin and similar drugs.⁷³ Sixteen-year-old Brad Eckstein hanged himself in his family's garage shortly after his dosage of Ritalin was reduced.⁷⁴

That millions of adults are subjected to this so-called treatment is bad enough. That children are forced to undergo this



abuse is tragic. As Dr. Thomas Szasz says: "The conventional definition of child psychiatry is that it is a medical specialty devoted to the diagnosis, treatment, and prevention of mental illnesses that afflict children. From a sociological point of view, child psychiatry is a secular institution for regulating domestic relations. From my point of view, it is a form of child abuse."⁷⁵



of the psychiatrist, is encouraged in today's school systems to label the child with any one from the catalogue of "mental illnesses." According to the *DSM*, when determining whether a child is experiencing ADD or ADHD, and the reports of teachers and parents conflict with each other, "... primary consideration should be given to the teacher reports because of greater familiarity with age-appropriate norms." In other words, the teacher is put into the position of usurping parental control.

Psychiatry's solution for this condition is to have the child put on very dangerous and addictive amphetamine-like drugs, usually Ritalin, or the central nervous system stimulant, Cylert (Pemoline). Once a child is diagnosed, the destiny of that child is no longer in the hands of his or her parents. The child is now a psychiatric ward and subject to psychiatry's vested interest in the child's "insanity."

Just in the United States, more than three-and-a-half million children in America alone are diagnosed as having some form of ADHD. Not

surprisingly, each psychiatric evaluation that comes up with such a finding has a price tag of up to \$1,500.⁶⁷

Baughman sums up the underlying and inexcusable problem with psychiatry's promiscuous labeling of children: "These children believe they have something wrong with their brains that makes it impossible for them to control themselves without using a pill, [and] having the most important adults in their lives, their parents and teachers, believe this as well."

The Learning Disorders Hoax

Are there scientific data to support the mental disorders that psychiatry nominates and then uses to label and treat school children? The answer is simply, "No."

Standard psychiatric lies are told to parents and teachers about ADD. A psychiatrist might tell the parent, "There seems to be a chemical imbalance in the brain which needs to be corrected with medication."

At the very least it sounds scientific, if not omnipotent.

Yet the parent can debunk it with one simple question: "Have you done a chemical test or a biopsy (a procedure wherein a piece of body tissue is taken and analyzed) and found a chemical imbalance?"

It is guaranteed that answer will be, "No."

"Will you do one?" the parent should ask.

The likely answer again is, "No."

So much for the authoritative pronouncement of a "chemical imbalance."

Taking just two of the "disorders," "Attention-Deficit/Hyperactivity Disorder" (ADHD) and "dyslexia," illustrates why ADHD and other frequently diagnosed learning "disorders" are merely a for-profit hoax.

Doctors and medical researchers charge that ADHD does not meet the medical definition of a

disease or syndrome or anything organic or biologic.⁶⁸

Even the APA admits in its *DSM-IV* that there are "... no laboratory tests that have been established as diagnostic" for "Attention Deficit/ Hyperactivity Disorder."⁶⁹

Baughman, an outspoken critic of the theory that ADHD and dyslexia are diseases, says that "... psychology and psychiatry-laced diagnosis, labeling and tracking have replaced expectant, encouraging, ever-hopeful education."⁷⁰

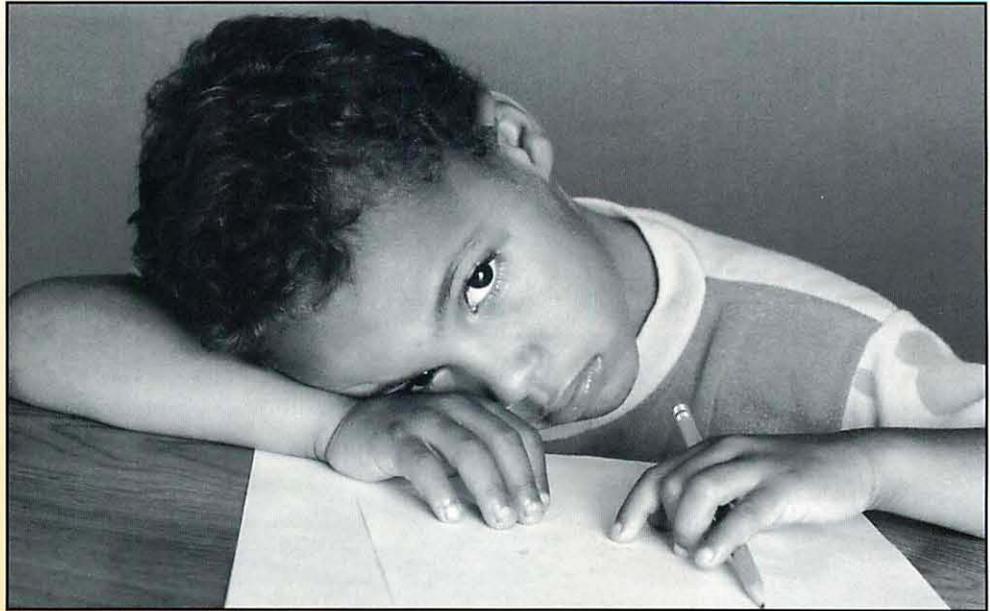
ADHD and dyslexia are simply commodities for a profit-making industry. As Towson State University professor Richard Vatz wrote in *The Wall Street Journal* in 1994, "It relieves children, their parents and teachers of responsibility for misbehavior and incompetence where those are precisely the problems; it justifies claims for special treatment in school and at work; and it provides financial rewards and status for a large population of the mental health and pharmaceutical fields."

In a letter to *The New York Times* dated April 14, 1995, Baughman continued his crusade for parents and children to know the truth:

"The educational and medical establishments are engaged in a quid pro quo relationship to perpetuate illusions of diseases that reduce schools' obligations to prepare children for adult life. Meanwhile, for-profit medicine and its business partners gain thousands of young patients.

"The invention of diseases satisfied medical-economic needs. Additional income for growing numbers of psychologists and psychiatrists is generated.... Presently, child psychiatrists, psychologists, counselors and special educators in and around the U.S. public schools nearly outnumber teachers....

"ADHD was invented, in committee, at



the American Psychiatric Association in 1980.... There is nothing a physician can see to confirm or refute it...."

Another diagnosis frequently used to label children "learning disabled" is dyslexia. Dyslexia is a Greek word, coined from "dys," meaning ill or bad, and "lexia," meaning words. Parents are told that dyslexia is a "brain abnormality" that causes their child's inability to read. It is purportedly an impairment in the language centers of the brain.

Interestingly, it does not show itself until the child fails to gain literacy in the early school grades. In the classroom it apparently turns on with a vengeance because in 1993 at least eight million school-age children in the U.S. were said to be dyslexic.

However, what parents are not told is that more than 60 years of research has failed to confirm that a defect of any sort exists in the brain of a child who is labeled dyslexic. Baughman said parents "should know that the disease being tested for—dyslexia—has never been confirmed and that no test of proven validity exists. Further, parents should demand that all practice which cannot be validated by scientific study be stopped... this must start now, before another person is blamed or harmed."

"The invention of diseases satisfied medical-economic needs. Additional income for growing numbers of psychologists and psychiatrists is generated.... Presently, child psychiatrists, psychologists, counselors and special educators in and around the U.S. public schools nearly outnumber teachers...."

Dr. Fred A.
Baughman Jr.
pediatric neurologist



THE SOLUTION

It's Time To Turn The Tide

A young woman is phoning for help from her apartment... Just before the tape goes dead—police believe the phone was ripped from the wall—she can be heard screaming, 'Don't harm my baby!'... Over the next several minutes she was beaten bloody with a mop handle and raped. The attacker was a neighbor who had apparently become infatuated with her. The woman, who survived, is 22. The accused rapist, Andre Green, is 13."

This report, from an article entitled "When Kids Go Bad" exemplifies the cold-blooded violence that exists today. Says Judge Susan R. Winfield, who presides over the Washington, D.C., Superior Court, "Youngsters used to shoot each other in the body. Then in the head. Now they shoot each other in the face."⁷⁶

More than half a century ago, in turning schools into behavioral and mental clinics, John Dewey cautioned that the "change must come gradually. To force it unduly would compromise its final success by favoring a violent reaction." While it was certainly achieved "gradually" and covertly, the reaction to this subversion has been violence just the same.

This violence is also aptly expressed by Gil Garcetti, Los Angeles County District Attorney, who, in 1994, commented upon the savagery that is astounding veterans in the legal system. He stated: "It is incredible—the ability of the very young to commit the most horrendous crimes imaginable and not have a second thought about it. This was unthinkable 20 years ago."⁷⁷

It is time to label the source of this tragedy—psychiatry and psychology—and, in doing so, remove the threat to our children's future. Review the results so far of these "learned" professionals:

The number of children and youth between the ages of 13 and 17 arrested for murder in 1987 was 1,336. In 1992, the number had rocketed to 2,829, an increase of 112 percent over the five years.

In the same age group in 1988, 38,100 children were arrested for aggravated assault; by 1992 the number had jumped to an unbelievable 63,700 arrests—a 67 percent increase in four years.

In 1988, 4,010 adolescents under age 18 were arrested for rape. Of these, 1,372 were chil-

dren under the age of 15. The figures escalated for 1992 when there were 5,364 arrests of adolescents under 18 years of age; and 2,049 rape arrests for children under 15.

In 1992 there was a 78 percent increase from 1988 among the number of children arrested for robberies. The figure went from 6,470 to 11,514. All the children were under 15 years of age.⁷⁸

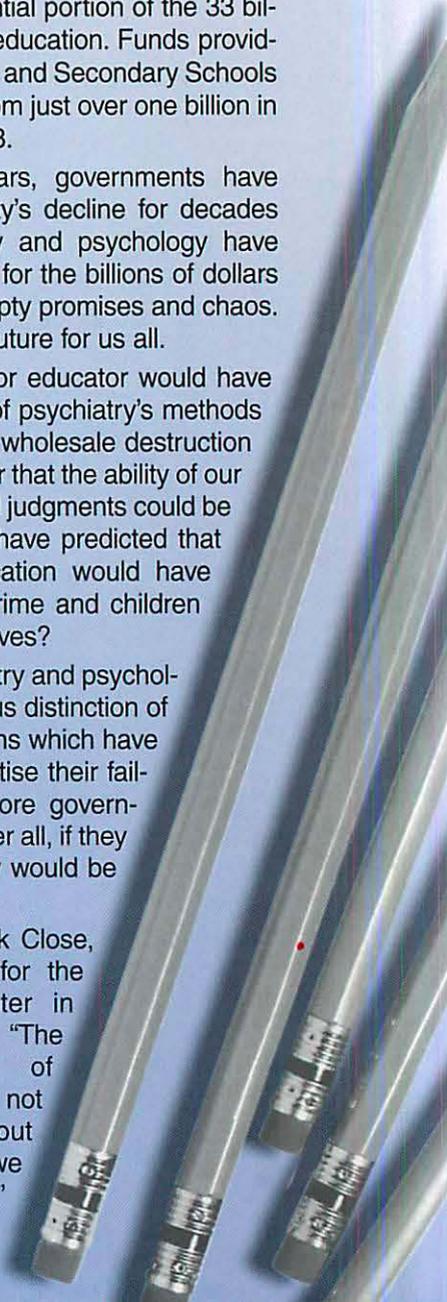
From 1962 until 1995, psychiatry and psychology have been the beneficiary of billions of dollars each year, provided through federally sponsored education outlays. In 1962 they received almost one billion dollars. By 1995 they were receiving a substantial portion of the 33 billion dollars allocated to education. Funds provided under the Elementary and Secondary Schools Act of 1965 escalated from just over one billion in 1965 to 17 billion in 1993.

Using taxpayer dollars, governments have been funding our society's decline for decades now. And all psychiatry and psychology have given them in exchange for the billions of dollars in appropriations are empty promises and chaos. And it is destroying the future for us all.

No parent, teacher, or educator would have believed that the result of psychiatry's methods in schools would be the wholesale destruction of the desire to learn. Nor that the ability of our children to make survival judgments could be so nullified. Who could have predicted that the end result of education would have been illiteracy, violent crime and children taking their own young lives?

For decades psychiatry and psychology have had the dubious distinction of being the only professions which have had to continually advertise their failure in order to gain more government appropriations. After all, if they ever cured anyone, they would be out of business.

To reiterate Frederick Close, Director of Education for the Ethics Resource Center in Washington, D.C. said, "The fundamental tragedy of American education is not that we are turning out ignoramuses but that we are turning out savages."



While the statistics are horrifying, they are only numbers. The true cost in human terms, the virtual annihilation of hope and a future for our young, is beyond calculation. It is time to truly turn the tide—once and for all.

Like the person who turns to alcohol or drugs to solve a problem and finds the solution has become the problem, so it is with psychiatry and psychology. Rather than solving a problem, it has become the source of the new one. And, as the true solution for the addict is to remove the drug from his life, so it is with psychiatry—remove it from our education systems.

What You Can Do

1. If you have children in school, make it clear to the teachers and school officials

that you refuse to have your child referred to any psychologist or psychiatrist, or put on psychiatric drugs or programs for any reason whatsoever. If your child has problems in school, see a competent tutor.

2. If you are forced to have your child see a psychiatrist or psychologist under threat that your child must see one or will be refused permission to remain in school, immediately contact the nearest branch of the Citizens Commission on Human Rights (CCHR). With the help of competent legal counsel, you can prevent psychiatrists and psychologists from taking away your parental rights and forcing your children to be placed on powerful psychiatric drugs. CCHR can assist you in this.

3. If you become aware of abuse, sexual assault, crime or malpractice committed against a child by a psychiatrist, file a complaint with the police and law enforcement officials. If you are not sure how to do this, contact the Citizens Commission on Human Rights for assistance. Insist that the offending psychiatrist is given a lie detector test when interrogated by law enforcement officials to determine whether they have physically, sexually or mentally abused any child or minor. Let the media know about the criminality you have uncovered so that other parents are warned and can take action. CCHR stands by to assist you in these actions.

4. Send copies of your complaints to CCHR. Often psychiatrists and psychologists commit crimes on more than one victim, and CCHR pro-



vides the data on multiple victims to police officials and works together with police and law enforcement to protect the victims and ensure that psychiatric crimes are prosecuted to the fullest.

5. Write to your Congressman, Senator or Member of Parliament and send a copy of your letters to CCHR. Demand:

- a) that the practice of psychology or psychiatry be declared illegal in school or colleges;
- b) that the funding for all mental health programs, tests, research or administrative costs in schools be cut, and re-appropriated towards proven non-psychological/psychiatric teaching methods; and
- c) that the government funding to mental health research institutes such as the U.S. National Institute of Mental Health be cut.

6. Get active in your local Parents/Teachers Association and demand that all psychological/psychiatric tests, programs, psychologists and psychiatrists get banned in the school of your children. Encourage other parents to write to your school board and demand that they eliminate psychiatric and psychological research, programs, tests and personnel from your school and rechannel the funding for those programs to proven non-psychiatric/psychological teaching methods.

7. Together with other parents, start a grassroots activity to get psychiatric and psychological programs out of the education system. Utilize the Pledge (Pledge to Children and Families) to get parents involved and active. CCHR, as well as other civic groups such as Parents Involved in Education, stands by to assist you in your efforts.

A Pledge To Children And Families

In June, 1995, a united front of parents, educators, state legislators, members of the U.S. Congress and grassroots groups representing over 40 million people, held a press conference in Washington, D.C., to sign a Pledge to help restore American education to the quality and standards that once made this nation great.

It is a pledge that could be taken up in any country where psychiatry and psychology have usurped education or the lives of children through behavior modification programs, psychiatric drugs or absurd and destructive diagnoses.

The pledge also states, "We pledge to eliminate... all dangerous and invasive psychiatric/psy-

chologically-based programs, assessments, and tests from our schools, and funding thereof.

"We pledge to return America's schools to an academic curriculum, utilizing proven, educational methods for factual knowledge and skills.

"We pledge to make education fully accountable to the people..."

Organizer of the press conference, Carolyn Steinke, director of Parents Involved in

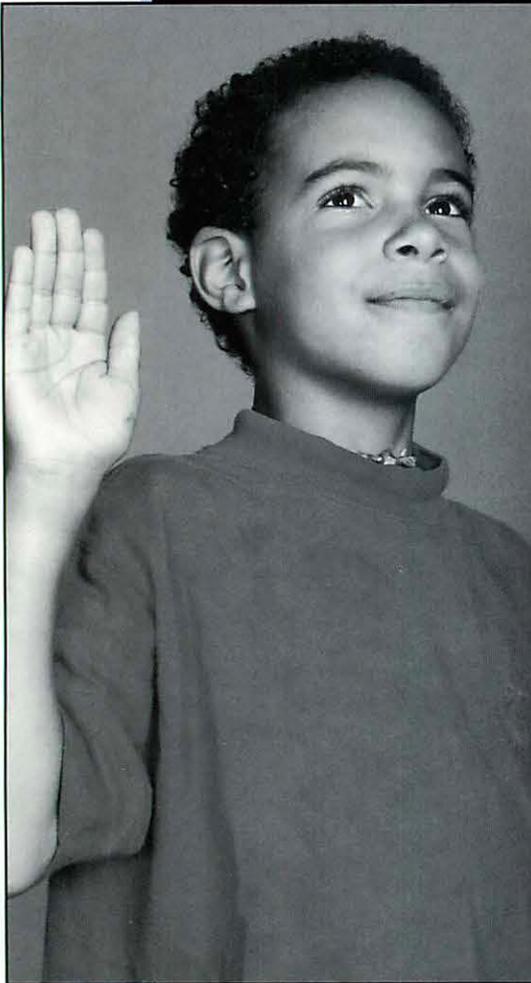
Education, said that the pledge was vital, and should be signed by parents, teachers and children across the nation, because "school children are no longer treated as students but as patients."

Congressman Sonny Bono, a leading advocate of true educational reform, opened the press conference and was the first to sign the Pledge. He was joined by such individuals and groups as California State Senator and Chairman of the Education Committee, Raymond Haynes; Gary Young, President of the Hemet, California Unified School District Governing Board; Ron Sunseri, former Oregon legislator; the Eagle Forum; Citizens Commission on Human Rights; Family Research Council; The Rutherford Institute; Concerned Women of America; National Parents Commission; Kentucky Alliance; Taxpayers Involved In Education; and American Policy Foundation.

You Can Help

It only takes a grassroots movement to make changes and, in this case, to help secure a safer and saner future for children in your neighborhood: Do this by signing the Pledge and getting others to sign it also. Copies of the pledge are available by writing to CCHR International (address on back cover) or Parents Involved in Education, P.O. Box 3004, Palm Desert, California 92261; (619) 564-1717.

For those who do not live in the U.S., this pledge signing is still a vital action for you to do. Take a stand against psychiatric and psychological intervention in your education system. Draft your own pledge based on the one mentioned here. You can get a local school parents' group to support this, or school children themselves, or take this to your local newspaper and get an article written on this campaign; in doing so, you will be informing others in your community. The first step is to take action. You can make a change.



PLEDGE

We pledge to eliminate ... all dangerous and invasive psychiatric/psychologically-based programs, assessments, and tests from our schools, and funding thereof.

We pledge to return [our] schools to an academic curriculum, utilizing proven, educational methods for factual knowledge and skills.

We pledge to make education fully accountable to the people....

Citizens Commission On Human Rights

The Citizens Commission on Human Rights (CCHR) is an international organization with 118 chapters in 27 nations. Each works to resolve the problem of psychiatric abuse, preferring to look for it than to hide from it. CCHR was established by the Church of Scientology in 1969. Our mandate is to investigate and expose psychiatric abuses of human rights. In the course of our 26-year history, we have researched psychiatric abuses in many forms all over the world including Australia, the United States, United Kingdom, Germany, Italy and Bosnia and worked with government officials, politicians, law enforcement officials and health departments to effect changes.

CCHR is a world authority on mental health reform, and has been widely acknowledged for effective work in this field. In 1986, a United Nations Human Rights Commission report stated:

"CCHR has been responsible for many great reforms. At least 30 [now over 90] bills throughout the world, which would otherwise have inhibited the rights of patients, or would have given psychiatry the power to commit minority groups and individuals against their will, have been defeated by CCHR actions."

Other experts have commented upon CCHR's work:

"All over the world, the Citizens Commission on Human Rights has documented psychiatric crimes. Laws have been enacted in many states in the U.S. to prevent psychiatric sexual abuse of their patients, again as a result of the Commission's work."

Dr. James P. Carter, M.D.
Author, *Racketeering In Medicine:
The Suppression of Alternatives*

"I found all of your personnel very positive, eager, intelligent and exceptionally well informed on issues that are obscure to the majority of the population.... I commend you and your staff for the tireless energy and unselfish commitment to solving one of society's neglected and secret problems—experimental psychiatry."

Dennis D. Bauer
Senior Deputy District Attorney
Orange County, California
January 1991



"Efforts by organizations such as yours are critical in the effort to protect individuals from abuses like those we uncovered in Texas, and elsewhere in the nation."

Senator Mike Moncrief
Texas, February 1994

Much remains to be done to turn the tide of educational decline and the resulting homelessness, violence and crime. CCHR will continue to spearhead both investigations into and the eradication of harmful psychiatric practices until all psychiatric abuse is eliminated and those responsible brought to justice. Only then can human rights be made a fact and the dream of true peace be achieved.

For further information, contact:

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6362 Hollywood Blvd., Suite B
Los Angeles, California 90028 USA

(213) 467-4242

(800) 869-2247

Or contact your nearest CCHR office.

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institution for regulating
domestic relations.
From my point of view
it is child abuse."**

Dr. Thomas Szasz

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