



Clanking Chains: Tactics of Inculcation: Assertion of “Mental Illness” to Debase Opponents; Freedom Redefined as Rebellion against Authority

XI. The Tactics of Inculcation:

- 1- The incorporation of Freud’s theories into the curricula of America’s classrooms and as precedence in our case law was one of Lucifer’s biggest successes in the Invisible War.
- 2- Traditional views regard criminal behavior as the expression of sinful trends common to the human race however they are not considered as mental illnesses but unacceptable conduct that needs to be corrected. The guilty is in need of incentives that will alter his behavior and bring it back in line with community standards. These incentives involve fines, punishments, and/or incarceration.
- 3- The Frankfurt philosophers and their “vision of the anointed,” asserted that this behavior was indicative of the authoritarian environment in which the criminal was reared. Authoritarianism in society was the cause and must be abolished beginning with its source, the Word of God.
- 4- As an introduction to the subject we return to:

Buchanan, Patrick J. *The Death of the West*. (New York: St. Martin’s Press, 2002), 82:

Since the 1960s, branding opponents as haters or mentally sick has been the most effective weapon in the arsenal of the Left. Here is the “secret formula” as described by psychologist and author Thomas Szasz: “If you want to debase what a person is doing ... call him mentally ill.” Behind it all is a hidden agenda. Our sick society is in need of therapy to heal itself of its innate prejudice. Assessing the Frankfurt School’s *Studies in Prejudice*, of which *The Authoritarian Personality* was the best known, Christopher Lasch wrote:

The purpose and design of *Studies in Prejudice* dictated the conclusion that prejudice, a psychological disorder rooted in the “authoritarian” personality structure, could be eradicated only by subjecting the American people to what amounted to collective psychotherapy—by treating them as inmates of an insane asylum.

This is the root of the “therapeutic state”—a regime where sin is redefined as sickness, crime becomes antisocial behavior, and the psychiatrist replaces the priest.

(Max) Horkheimer and (Theodor) Adorno recognized that the road to cultural hegemony was through psychological conditioning, not philosophical argument. America’s children could be conditioned at school to reject their parents’ social and moral beliefs as racist, sexist, and homophobic, and conditioned to embrace a new morality. Though the Frankfurt School remains unfamiliar to most Americans, its ideas were well-known at the teachers’ colleges back in the 1940s and 1950s.

The school openly stated that whether children learned facts or skills at school was less important than that they graduate conditioned to display the correct attitudes.

- 5- Although Columbia University’s School of Education steadily supplied Frankfurt thought to a generation of educators, it wasn’t until around 1970 that one of the early major breakthroughs occurred with the wide circulation of A. S. Neill’s controversial book, *Summerhill: A Radical Approach to Childrearing*. We get our introduction to its impact in:

Eakman, B. K. “Preventive Psychotherapy: Educating for Mental Health.” Chap. 7 in *Cloning the American Mind: Eradicating Morality through Education*. (Lafayette: Huntington House Publishers, 1998), 109-112:



Most Americans have no idea how, or why, the traditional values of this country, held since its beginning, suddenly within the space of 30 years became de-legitimized in the eyes of policymakers, the media, the young, and the law—to the point where people who still believe in them are held up to ridicule, heaped with contempt, and are even accused of being un-American. How, in a single generation, did the culture change from a character-directed focus revolving around restraint, industriousness, and self-sacrifice, to a peer-oriented society preoccupied with eternal youth, sexual gymnastics, and immediate gratification.

The roots of this nightmare were not found in America at all but primarily in Germany, as well as Britain, Austria, Switzerland, and Russia—between 1879-1925. Men like ... Wilhelm Wundt, Max Horkheimer, Erich Fromm, Wilhelm Reich, Kurt Lewin, Friedrich Engels, Karl Marx, Herbert Marcuse, Walter Benjamin, and Theodor Adorno in Germany; Robert Owen, A. S. Neill, and J. R. Rees in Britain; Sigmund Freud in Austria; Antonio Gramsci of Italy; and Georg Lukacs of Russia were key figures who triggered a cultural revolution in the United States. Of these, most people recognize only the names of Engels, Marx, and Freud. But it was primarily the work and theories of the other individuals in the list that were the source of today's obsession with early sex education, the rejection of the paternal family, the denigration of authority, the eradication of religion, and the overthrow of the character ethic.

Behavioral "sciences"—specifically, psychology, psychiatry, and sociology—played a central role in the enormous transformation in our nation's classrooms over the past 30 years. Their clear and stated agenda has been to jettison systematic, academic, knowledge-based curricula in favor of psychologized fare that places the emotions and belief systems above any cognitive, rational, or communicative function. What was at first hailed as progressive education, ostensibly geared to the demands of an increasingly complex and high-tech age, quickly degenerated into "cafeteria-style" education. Then it got worse. What information youngsters did learn was actually harmful. The result has been societal decay and fragmentation, not only among members of the same age group, but intergenerationally and interculturally.

The major part of the groundwork was laid in 1879 at the University of Leipzig \lɪpˈsɪkʃ, Germany, where experimental laboratories headed by Wilhelm Wundt advanced the then-radical notion of man as a neurochemical machine, a product solely of genetics and upbringing and not accountable for his conduct, which was said to be caused entirely by forces beyond his control.

About the same time, a man named Robert Owen came on the scene in Scotland. Owen's main thrust of effort was a special school for the offspring of mill workers in New Lanark \nəˈlɑːnɜːk, Scotland, for the purpose of proving that socialism would work, providing that education began at the age of one year. His experiment failed, but he nevertheless came to the United States in 1825 to try again, this time at New Harmony, Indiana. He called his second experiment "the focus of enlightened atheism." Owen believed that the human personality had been "deformed by religious brainwashing." Again his experiment failed, but the lesson learned by him and his followers was that youngsters had to first be *separated from their parents* so that the school would wield the greater influence.

Perhaps the best place to begin is in Europe in the 1920s, with the career of A. S. Neill, author of *Summerhill: A Radical Approach to Childrearing*, and with an effort called the New Education Movement. *Summerhill* didn't get published in America until 1960, because the country wasn't ready for it. But by 1970, it had inexplicably sold over 2 million copies here, primarily to schools of education in colleges and universities, where it was frequently a required text for student teachers. I remember it well as an education major. Lawrence Cremin, the president of Teachers' College, Columbia University, from 1974-84, considered one of this nation's leading education historians, marks, "the change in climate in educational opinion from the appearance of A. S. Neill's *Summerhill* in 1960."



Basically, *Summerhill* redefined the term “freedom.” When Neill used that term, he didn’t mean “liberty”; he meant “**rebellion against authoritarianism**,” and you will find that this theme is the glue that holds together the cast of characters in the ensuing educational drama. It is the centerpiece of most early psychology and *psychiatry*, the latter term emanating from Germany in the early 1800s.

Born in Scotland in 1883, Neill became a schoolmaster. He suffered a mental breakdown during his military service in World War I. He was sent to Craiglockhart War Hospital, where he underwent psychiatric treatment. After his discharge from military service Neill became a disciple of Homer Lane, who ran the *Little Commonwealth School for Delinquents*, based on what he called “new principles.” In fact, they were the recycled theories of the equally daft Sigmund Freud.

Homer Lane’s methods rested on the assumption that “freedom cannot be given. It must be taken by the children. Freedom demands the privilege of conscious wrongdoing.” Research shows that Lane had the school staff, for example, joining in food fights instead of stopping them. This is the very first view we have of “decision-making” as one sees it today in America’s classrooms—whether the material being “studied” is drug abuse, or premarital sex, or conflict resolution. The logic is always the same: if children are to be free, they must have “the privilege of wrongdoing.”

- 6- Ms Eakman’s book is in my opinion a must read for those who have children, from preschool ages all the way through high school and university.

Here is the pertinent information about her book and how you may order it:

B. K. Eakman. *Cloning of the American Mind: Eradicating Morality through Education.* (Lafayette: Huntington House Publishers, 1998), 570 pp.

ISBN: 1-56384-147-9

Links:

Amazon.com: \$22.99

<http://www.amazon.com/exec/obidos/ASIN/1563841479/qid%3D1035397086/sr%3D11-1/ref%3Dsr%5F11%5F1/103-6216839-6252649>

Alpha Publishing Online: \$22.99

<http://www.alphapublishingonline.com/indexb.htm>

- 7- The application of Neill’s theories occurred in a laboratory called the Summerhill School, described as follows in:

Encyclopaedia Britannica, 15th ed., s.v. “Summerhill”:

Experimental primary and secondary coeducational boarding school located in Leiston, Suffolk (England). Founded in 1921, it is famous for the revolutionary educational theories of its headmaster, A. S. Neill. Freedom for children is the basic philosophy of Summerhill. The school is self-governing (students and staff each have one vote in policy matters), and class attendance is optional; the children are free to do as they please except in concerns of safety, health, or interference with the rights of others. There are six forms (classes) organized more according to ability than to age. Forms meet for five 40-minute periods five days a week. The curriculum is pre-university, with heavy emphasis on arts and crafts.