

The Leipzig Connection, by Paolo Lionni, ©1993 Heron Books --

"In the final years of the last century, a great transformation began in American education. By the end of the first world war, Americans would notice increasingly a change in the way their children were being educated. In the succeeding decades, the same schools that once nurtured the American dream would become infested with drugs and crime, and high schools would be graduating students who could barely read, spell, or do simple arithmetic."

So writes a Swiss born, Italian and American educated author, Paolo Lionni. Along with his several drawings, poetry, essays, and translations as well as publishing in prominent European, American and Mexican magazines... Lionni has spent nearly two decades promoting alternatives to many current educational philosophies and trends. This abstract of historic political processes and educational methodologies is brief yet brilliant.

"Wilhelm Maximilian Wundt was born in 1832 in a small town in southern Germany. He entered the university at Tübingen when he was 19, transferred to Heidelberg after half a year, and graduated as a medical doctor from the university in 1856. For the next seventeen years... [he worked] first as a professor's assistant, and later as a professor himself, in the field of psychology. Psychology, at that time, meant simply the study (ology) of the soul (psyche), or mind.

"In 1874, Wundt left Heidelberg to take a position as professor of philosophy at Zurich. He stayed there for only a year, and then accepted a chair in philosophy at the University of Leipzig, in Germany. He was to remain at Leipzig for the rest of his academic career, eventually being appointed rector of the university. Wundt died in 1920." Lionni (pg 1-2)

"At this time, Germany was the center of scientific and technological advances. They excelled in the application of scientific terms and procedures to previously non-scientific areas. Hegel, at the University of Berlin, proposed to make of history a scientific subject; he became Germany's leading philosopher, emulated by a

generation of students. Karl Marx injected Hegel's theories with economics and sociology, developing a "philosophy" of "dialectical materialism...."

At Leipzig, Wundt was carving out his place in German thought. "Soon after his arrival at Leipzig in 1875, he had established the world's first psychological laboratory.

"Wundt made two major contributions to the transformation of education in the West.... Wundt asserted that man is devoid of spirit and self-determination....

"Originally, education meant the drawing out of a person's innate talents and abilities by imparting the knowledge of languages, scientific reasoning, history, literature, rhetoric, etc.... To the experimental psychologist, however...

"...learning is the result of modifiability in the paths of neural conduction... The situation-response formula is adequate to cover learning of any sort, and the really influential factors in learning are readiness of the neurons, sequence in time, belongingness, and satisfying consequences." Lionni (pg 8-9)

Pavlov studied at Leipzig. Behavioral psychologists such as Watson and Skinner were coming of age. Lobotomies and electro-convulsive therapies were in their prime... and school oriented toward the socialization of the child rather than the development of the intellect were emerging. Lionni (pg 14)

[Just a reminder: It is **this** Germany that held open the door waiting for Hitler's socialistic Nazis to enter.]

"The first of Wundt's American students to return to the United States was G. Stanley Hall. Returning from Leipzig in 1883, he joined the faculty of Baltimore's new Johns Hopkins University, which was being established after the model of the great German universities. Hall organized the psychology laboratory.... and, in 1887, established the *American Journal of Psychology*....

"In 1892 he played a leading role in founding the American Psychological Association.... Hall was also instrumental in furthering the career of a man who was to have an unusually profound effect on the course of American education: John Dewey.

Dewey published *Psychology*, the first American textbook on the revised subject. He taught at the universities of Michigan and Minnesota. In 1895 he was invited to join the faculty of the Rockefeller-endowed University of Chicago as head of the departments of philosophy, psychology, and pedagogy (teaching). Lionni writes: "To Dewey, as to Wundt, man was an animal, alone with his reactions and entirely dependent upon experiential data." Dewey influences ultimately earned him the title: Father of American Education.

Edward Lee Thorndike was trained in the new psychology by the first generation of Wundt's protégés. He was offered a position at Columbia Teachers College in New York where he remained for the next 30 years.

[By 1953, Wundtian psychology had reached out from Teachers College ...

The single most powerful educational force in the world is at 120th Street and Broadway in New York City. Your children's teachers go there for advanced training... with 100,000 alumni, TC has managed to seat about one-third of the presidents and deans now [1953] in office at accredited U.S. teacher training schools. Its graduates make up about 20 percent of all our public school teachers. Over a fourth of the superintendents of schools in the 168 U.S. cities with at least 50,000 population are TC-trained. (p.87)]

But back to Thorndike. He was the first psychologist to study animal behavior in an experimental psychology laboratory and... apply the same techniques to children and youths; as one result, in 1903, he published the book *Educational Psychology*." Lionni (pg 30-32)

Lionni summarizes Thorndike's theories suggesting

"...The only way to strengthen a child's "good" response is by reinforcing it, and the only way to eliminate a child's "bad" response is by denying it. This theory

creates certain problems for the educator. Should the child, for example, not want to learn his multiplication, the teacher will have to find some way of making multiplication pleasurable and rewarding, or the child just won't learn it. Similarly, if the child enjoys tossing pencils at his classmates, he will have to be instructed, by denying him pleasure, that such a "behavior" isn't permissible. This thinking favors a society which operates more on the basis of gratification than on the basis of reason or responsibility. Children expect to receive what is pleasurable, and what they desire, because they have learned in school that what is pleasurable is good, and what isn't pleasurable, isn't good." Lionni (pg 36)

"Thorndike also had specific views about education in the basics -- the 3 R's:

Studies of the capacities and interest of young children indicate the advisability of placing little emphasis before the age of six upon either the acquisition of those intellectual resources known as the formal tools -- reading, spelling, arithmetic, writing, etc. -- or upon abstract analysis.

Traditionally the elementary school has been primarily devoted to teaching the fundamental subjects, the three R's, 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. That the typical school overemphasizes instruction in these formal, academic skills as a means of fostering intellectual resources... is a justifiable criticism... Elimination of unessentials by scientific study, then, is one step in improving the curriculum.

Thorndike continues what he considers the 3 main functions of the elementary school were to provide 6 years of experience, to determine the native intellectual capacities and aptitudes of the child, and 3. to provide for a limited measure of vocational adjustment for those who leave at the earliest age possible.

Lionni (pg 37)

Now that's nifty!

"Thorndike's rationale for vocational discrimination and selection through testing, as expressed in his many writings on the subject, was to provide the theoretical basis for yet another kind of discrimination. From 1913 on, psychologist, H.H. Goddard (inventor of the term "moron") used psychological testing to "prove" the feeble-mindedness of great numbers of Jews, Italians, Hungarians, Russians and other Eastern Europeans attempting to immigrate to America.... [In subsequent years] psychologists Louis Terman and Robert Yerkes, among others... used psychological testing to "prove" the "racial dullness" of the Spanish-Indians and Mexican families of the Southwest and the general "feeble-mindedness" of the "colored race." The social effects of the false racial ideas, massive sterilization campaigns, and other brutal eugenics measures spawned by the psychological testing movement are still with us." Lionni (pg 39-40)

[So... who paid for all this? Well... it was a "gift from God"... according to John D. Rockefeller, Sr. He believed the power to make money was a gift from God... and it was his duty to make money.

So... if you're interested in who paid for all this experimentation on the minds of America... check out the history of the *Peabody Fund*... the *Slater Fund*... the *Rockefeller* or *Carnegie Foundations*. Or how about Rockefeller's extended philanthropy in education as he established the *General Education Board*. For additional topics of curiosity and interests... you might consider checking out Rockefeller Jr.'s contributions to the eugenics-promoting *Bureau of Social Hygiene* and the government-restructuring *Institute for Government Research* (now a part of the *Brookings Institution*), and who took over the *International Association of Chiefs of Police* in 1923 while seeing the formation of *Interpol* (which was soon then to be turned over to the Nazis and was, as late as 1972, directed by former SS officer Paul Dickopf)." Lionni (pg 54)]

Lionni writes: "The real motivation behind Rockefeller's *General Education Board* was perhaps best expressed in the

Board's Occasional Letter No. 1:

"In our dreams, we have limitless resources and the people yield themselves with perfect docility to our molding hands. The present education conventions fade from their minds, and unhampered by tradition, we work our own good will upon a grateful and responsive rural folk. We shall not try to make these people or any of their children into philosophers or men of learning, or men of science. We have not to raise up from among them authors, editors, poets or men of letters. We shall not search for embryo great artists, painters, musicians nor lawyers, doctors, preachers, politicians, statesmen, of whom we have an ample supply.

"The task we set before ourselves is very simple as well as a very beautiful one, to train these people as we find them to a perfectly ideal life just where they are. So we will organize our children and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way, in the homes, in the shops and on the farm." Lionni (pg 55-56)

Doesn't it make you wonder... what these social engineering foundations have been concocting for the last 100 years? After all... who really investigates their methods? Who's big enough to even attempt it? Perhaps, their philanthropy should be left unquestioned. Perhaps, as we sense that to doubt their goodness is to indict the doubter. Certainly the power centers are too beautiful... too sublime.. too idealistic to even questions their motives.

But as early as 1917, you will find in the Congressional Record (Senate), February 8... that someone did. Debate made its way on to the US Senate floor... as some Senators decried the unharnessed, manipulative and powerful General Education Board leading to a nation-wide outcry against the attempts of the GEB to control and alter American education. The Congressional Record reads:

With this financial power in its control, the general board is in position to do what no body in this country can at present even attempt. It can determine largely what institutions shall grow, and in some measure what shall

stand still or decay.... Its power will be enormous; it seems as if it might be able to determine the character of American education.

As a mechanism for controlling academic opinion there had, perhaps, never been anything in the history of education that would compare with the board system of subsidizing learning...

...we owe something to our ancestors, who founded and maintained our older institutions of learning. We have no right to bind up the offerings which they laid upon the altar of education in the enslaving conditions prescribed by the Rockefeller board for institutions to which it grants its humiliating doles.

And "From the *New Orleans Times-Democrat*:

The case here is plainly stated. The fund which the General Education Board administers is largely provided by men whose interest in shaping public opinion upon certain matters of vital concern to society and to the State is very great. Whether their philanthropy serves as a cloak to attain the ends desired, or whether the plan is unselfishly conceived and the sinister influence unconsciously exerted, the effect is likely to be the same in the end.

So... who won... or more accurately... who's winning the educational contest? Unfortunately, that answer won't be found in [*The Leipzig Connection*](#).

Finally... and quite honestly, after reading [*The Leipzig Connection*](#).... I began wondering about the social implications of these *holy men of education* and all their philosophic and psychological theories, influences and pressures promoting Man as the highest form of animal.

Could this be the essence of the public's outcry of deplorable school conditions and inadequately prepared graduates that we daily hear about on network News? What exactly is Joe Public reacting to? Aren't kids just being kids? Could it be that for the past century most educational districts and systems have, in the eyes of the Public... produced little more than... a bunch of animals? Oh, of course... the most noble of animals.

I hope not, but I don't know. Unfortunately folks, I do know we can't have some of these social theories and educational concepts both ways! If we are NOT made in the image of God or the gods... then please... PLEASE do NOT promote such foolish ideals of character plagerized from pages of primitive religious thought. Hey!! Let's come up with our own... if we're not made in His image! If we're simply the highest in a long string of critters... than just maybe we ought to look to our brothers and sisters... the alley strays and of course, Man's Best Friend: Fido... to see how they socially and emotionally get on with life.

Give each of us a little time and our determined pursuit of history can lead us to uncover some marvels and fascinations. As Christopher Columbus was about to venture to New Lands... and the great Reformer Martin Luther was to make his bold entrance onto the Germanic stage, *The Malleus Maleficarum*, of Heinrich Kramer and James Sprenger had just received weighty recognition from the famous papal Bull of Pope Innocent VIII in December, 1484. Accordingly in an Introduction to the 1928 Edition ©1971 Dover Publications, Inc. -"This Bull, which was printed as the Preface to the *Malleus*, was 'spread broadcast over Europe'. In fact, 'it fastened on European jurisprudence for nearly three centuries the duty of combating' the Society of Witches. The *Malleus* lay on the bench of every judge, on the desk of every magistrate. It was the ultimate, irrefutable, unarguable, authority."

As incredible as this august, bizarre work is... and in spite of it oozing with superstition and fear, still *The Malleus Maleficarum* offers valuable insight into what mind-set governed the European middle and early renaissance periods. And though it may be full of irrelevant notions and even possibly serve as a great source for 21st century moderns like us to ridicule and disparage, it still must be recognized as a work significantly effecting the lives of millions in a not too distant generation.

As a curious side note to this reading, the Introduction to *The Malleus Maleficarum* reveals an unusual passing fact (or two). It states "Innocent VIII only canonized one Saint, the Margrave Leopold of Austria, who was raised to the Altar 6 January, 1485. However, on 31 May, 1492, he received from Sultan Bajazet the precious *Relic of the Most Holy Lance* with which Our Redeemer had been wounded by S. Longinus upon the

Cross. A Turkish emir brought the Relic to Ancona, whence it was conveyed by the Bishop to Narni, when two Cardinals took charge of it and carried it to Rome. On 31 May Cardinal Giuliano della Rovere solemnly handed it in a crystal vessel to the Pope during a function at S. Maria del Popolo. It was then borne in procession to S. Peter's , and from the loggia of the portico the Holy Father bestowed his blessing upon the crowds, whilst the Cardinal della Rovere standing at his side exposed the Sacred Relic to the veneration of the thronging piazza. [The Holy Lance](#), [an altogether interesting subject in itself...] which is accounted one of the three great Relics of the Passion, is shown together with the Piece of the True Cross and S. Veronica's Veil at S. Peter's..."

Oh! that's right... (I almost forgot I said... two!) An equally interesting and informative tid-bit revealed in this Introduction to [The Malleus Maleficarum](#) is that "On 25 July, 1492, Pope Innocent, who had long been sickly and ailing so that almost his only nourishment for many weeks was woman's milk, passed away in his sleep at the Vatican." Imagine that!

Check out [The Los Angeles Central Library](#)

Scientology Fronts: Delphian Schools, sntp.net, et al

- by Terry Melanson ©, Nov. 6th, 2007

[Scientology](#) is both immoral and socially obnoxious ... It is dangerous because it is out to capture people, *especially children and impressionable young people*, and indoctrinate and brainwash them so that they become the unquestioning captives and tools of the cult ...

The auditing - the processing - begins at an early age. [...] In "The Second Dynamic" 1982 edition under the heading "Children's Confessional Ages 6 - 12" is a "processing check for use on children". It is a very long and vigorous interrogation. [...] I agree with Dr. Clark [an expert witness] that '*Scientology training is training for slavery*'.

- Justice Latey, in a [1984 High Court decision](#)



The other day while data mining the interweb, I came across an [online PDF](#) of Charlotte Iserbyt's [The Deliberate Dumbing Down of America](#). I'd forgotten how good that book is and got caught up reading it once again. As I reached the passage that highly recommends the book [The Leipzig Connection](#), this time I decided to see whether it was available on Amazon.

It was; and the [first review](#) immediately caught my attention:

An Essential Guide to Understanding This Book, June 7, 2001 ...

This book, *although rooted in fact, was part of a continuing attempt by the Church of Scientology to discredit professional psychology and psychiatry by any means possible. The book was published by the Delphian Foundation, a Scientology organization that runs a church school outside a small town in rural Oregon, and its sole purpose is to slander, by any means possible, modern psychology and anyone and everything associated with it.*

While there was indeed a Wilhelm Wundt who was influential in the growth of experimental psychology, and while this new technology was backed financially as part of the Rockefeller family's attempt to clear its name through public philanthropy, what underlies the thesis of the book is the implicit theory of conspiracy that has played such a large role in the growth of Scientology and in the activities of the group as a whole.

I would advise most strongly that the message of this book be taken with a grain of salt, as the book as written is not what it purports to be and its underlying purpose leads one on a different trajectory intellectually and factually than it might otherwise appear to do.

Buyer beware - question everything in this book, particularly all supposed "facts" as presented .

- By LRH "lance2289"

That's quite the charge. It's the first time I'd heard of the Scientology connection, but it turns out others have known about it for some time and it's easy enough to corroborate. In short, the reviewer is absolutely correct.

As early as I can confirm, *The Leipzig Connection* was first [published in 1978 by Delphian Press](#). Antony Sutton said it was first published in 1967:

The Leipzig Connection is the title of an excellent little booklet by Lance J. Klass and Paoli Lionni, published by The Delphian Press, Route 2, Box 195, Sheridan, Oregon 97378 (\$4 00 postpaid), The book came out in 1967 and was the first to trace the Wundt link It has more detail on Wundt than this memorandum, but, of course, is not concerned with The Order [of the Skull and Bones].

- Antony C. Sutton, [America's Secret Establishment: An Introduction to the Skull & Bones](#) (Trine Day: 2002), p. 81.

Both Iserbyt and Sutton mentioned nothing about Delphian Press being a Scientology front, however - probably because they didn't know. The first name assumed by the publishing house was Delphian Press; today *The Leipzig Connection* is published under Heron Books.

There's some surprisingly well-sourced articles at Wikipedia concerning these fronts. [Heron Books](#):

Heron Books is an assumed business name of Delphi Schools Inc., under which they publish many paperback books for teachers, students, and home schoolers, as well as single-subject dictionaries for all grade levels. It is a trademark owned by Northwest Research, Inc., which is another assumed business name of Delphi Schools Inc.

Several of Heron Books published works for students are based on the teachings of [L. Ron Hubbard](#), the founder of Scientology.

[Delphi Schools](#):

Delphi Schools, Inc. operates private schools that utilize the study methods known as Study Tech that were developed by Church of Scientology founder L. Ron Hubbard. The headquarters for Delphi Schools, Inc. are located at 20950 SW Rock Creek Road, Sheridan, Oregon 97378, which [operates under the assumed business name of Heron](#)

[Books](#). This is also the address where the founding school, The [Delphian School](#), is located. It was incorporated in 1973 as the Delphi Foundation, and changed to the present name in 1987. Delphi Schools says that its schools teach using "The Delphi Program", which "is a unique, integrated approach to learning." The Study Technology is licensed through the Scientology related group Applied Scholastics. Several Delphi schools use the *Heron Basics Program* of Heron Books for instruction.

One can easily confirm these connections by going to the official site of [Heron Books](#), as well as [The Delphian School](#) of Sheridan, Oregon and typing in a site-specific search through Google, specifically querying the keyword "Hubbard." ("*Scientology*", not surprisingly, is never mentioned outright - anywhere, at both these sites.)

A sampling from a [Heron Books search](#):

... we highly recommend that students and parents understand and use the study skills covered in these books by L. Ron **Hubbard**: *Learning How to Learn* (ages 6-11), *Study Skills for Life* (ages 12-17) or *The Basic Study Manual* (ages 18 and up). The Heron Curriculum is effective and practical with all students

- [Heron Books Curriculum FAQ](#)

Derived from the works of L. Ron **Hubbard**, this picture book teaches a young student to help his fellow students master the material they study.

- [Heron Books Item Listing](#)

This is a very useful course based on the works of L. Ron **Hubbard** that enhances the study of history. The student learns the importance of ideas and individuals in advancing or hindering the advance of civilization, then does short history researches that illustrate these concepts.

- [Heron Books Item Listing](#)

A sampling from a search of [The Delphian School](#) site:

Delphi Schools, Inc. owes a debt of gratitude to Mr. **Hubbard**, whose extensive writings on education have guided our work in education and provide fundamental guidelines and policy for the schools

- [The Delphian School - Our Philosophy - About L. Ron Hubbard](#)

Applied Scholastics is helping both children and adults learn how to learn, utilizing methods that have proven to be effective at all levels of educational development. These methods, known as Study Technology, were developed by author and humanitarian L. Ron **Hubbard**.

A series of books published by Applied Scholastics International is designed to present Study Technology and other educational material developed by L. Ron Hubbard in a form that is readily usable by both educators and students of all ages.

- [The Delphian School - Our Philosophy - Applied Scholastics® - Study Technology](#)

A more indepth investigation into Scientology's Heron Books, Applied Scholastics, etc., [can be found here](#). In a section titled "Why Scientology wants its hands on your kid?," there's a revealing quote from a Scientology manual:

Why is education so important? The Jesuits (an order within the Roman Catholic Church well known for their activism) exported the policy of starting Church schools in areas where they wished to introduce their religion. The reasons are obvious. By educating a child into one's own beliefs, one gradually takes over a whole new generation of a country and can thus influence, in the long term, the development and growth of that country. The Jesuits were very successful at this strategy.

- *Impact* (an International Association of Scientologists' publication), "In Search of Truth", Issue 7, pg. 49, 1986

Well, it's hardly surprising L. Ron Hubbard used as a guide the conspiratorial, pedagogical methods of the Jesuits - as had Adam Weishaupt and Cecil Rhodes before him. Even more curious, though - perhaps enough to give a stroke to those who propagate the *Jesuits-rule-world* meme - is the fact that the Delphian School at Sheridan, Oregon seems to have *originally been a Jesuit school for novices*. According to Father Cornelius Michael Buckley, S.J., there was a Jesuit named Joseph Piet who was a provincial for the Order on the Pacific coast of America. Under Piet's direction, a "novitiate in Sheridan, Oregon, was established -- it was subsequently closed and in 1974 sold to the Church of Scientology" (Cornelius Michael Buckley, [When Jesuits Were Giants: Louis-Marie Ruellan, S.J. \(1846-1885\) and Contemporaries](#), Ignatius Press, 1999, p. 373).

I encourage the reader to investigate the foregoing Jesuit/Scientology connection in greater detail. There might just be more to this than meets the eye, especially after discovering Hubbard's appreciation for the Order - in particular, perhaps [Scientology's Delphian Curriculum](#) was cribbed directly from the machinations of Jesuit pedagogy. This article, however is meant as a data dump only; a preliminary investigation into some interesting recent discoveries.

To wrap it up then, *The Leipzig Connection* was/is indeed published by a Scientology organization. It is not clear whether the authors (Paolo Lionni and Lance J. Klass) were Scientologists or not. I think it's more subtle than this. As far as I've been able to confirm through excerpts on the web, the book doesn't endorse Hubbard nor Scientology, per se. What is obvious is the fact that the book documents the infiltration of Experimental Psychology and Behaviorism into the educational establishment. Since Scientology places so much importance on controlling people through education, combined with its avowed hatred of psychiatry, *The Leipzig Connection* seems like a perfect book to

promote. The exact methods used by the Wundts, the Young Hegelians, the Deweys, the G. Stanley Halls, the Skinners, etc., need to be replaced - according to the technocratic madmen running the cult called Scientology - by the equally insidious techniques of L. Ron Hubbard. Of course they would want to expose the competition!

In connection with this, I feel a duty to inform the wary reader of the site sntp.net (in which [large excerpts of the book](#) in question can be read). With a title such as *Say No To Psychiatry - The Danger and Harm of the Sham Pseudoscience Known As Psychiatry*, in hindsight it seems obvious that it's run by a Scientologist. In the past I've linked to some stories on the site; you'll find there a good assortment of articles inveighing against the state of education, elite hegemony, the hegelian dialectic, and the dangers of humanism. But there's another side ...

The [WHOIS record for sntp.net](#):

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Eugene T. Zimmer is otherwise known as Gene Zimmer, and the following can be found at the foot of every page on the site: "©Gene Zimmer 1999". If you [go to the following webpage](#), it is claimed that Gene Zimmer is a high-ranking Scientologist: an "Auditor" and a "Clear" who has either taken, or is the instructor of the OT (Operating Thetan) Doctorate Course; further, [this page](#) says he was a former [Sea Org member](#), and links to a rather [lengthy document](#) he supposedly penned. Moreover, again utilizing the in-site search feature reveals Mr. Zimmer's allegiance: [site:www.sntp.net scientology || hubbard](http://www.sntp.net/scientology||hubbard). ... Reader beware.

I've mentioned two authors above who've cited (no harm in that) *The Leipzig Connection* as a source. There's another writer whom I'm aware of that cites this book as well. This time it's perhaps because of his real affiliation with Scientology: William Bramley, in [The Gods of Eden](#). I remember the incredulousness I felt toward the concepts put forth in the book, when I read it back in the '90s. Rather than list some of my own reservations about Bramley's book, instead I encourage the reader to consult [a review of The Gods of Eden by the late, great Jim Keith](#).

The Leipzig Connection:

The Danish Georg Brandes visited Berlin on his journey in 1870-1871, but with poor results for himself, and he had to be helped by influent people at the University of Copenhagen to come home and to enter upon a post at the university.

The so-called 'Modern Breaking Through' in the Danish intellectual life in 1870s started, when he returned. Oh, I remember the intellectual arrogance of this man (his readings). The head-master of the Gymnasium of Svendborg tortured us with this author nearly every day in the period 1967-1969. At last I thought (as a country boy) I was not able to learn anything, perhaps I could not even understand anything essential of what was needed, especially in the discipline literature.

Georg Brandes repaid the missing results (perhaps just his karma) to write to his family: "I hate Christianity to the marrow of my bones". The head-master did not tell us this. Now I understand a little better, and I am able to correct a little of, what I learnt in fear by heart by looking in 'Explanation of Literature' by Politiken.

"Wilhelm Maximilian Wundt was born 1832 in a little town in southern Germany. At university in Tübingen, when he was 19 years old, transferred to Heidelberg after half a year and appointed to doctor of medicine at the university in the year 1856. He stayed in Heidelberg for the next 17 years. At first was employed as a professor assistant, later on he was appointed professor in psychology. At this time the word psychology meant the study (ology) of the mind (psyche).

In 1874 Wundt left Heidelberg to take over the charge as professor of philosophy at University of Zürich. He stayed there for only a year, as he agreed to take over the chair in philosophy in Germany at the University of Leipzig. He stayed in Leipzig for the rest of his academic career in Leipzig, eventually to be appointed to Principal of the university. Wundt died in 1920.

The period of Wundt. How was this?

After the defeat of the Prussians (Germans) by Napoleon at the battle of Jena in 1806, it was decided that the reason why the battle was lost was that the Prussian soldiers were thinking for themselves on the battlefield instead of following orders. The Prussian philosopher Johann Gottlieb Fichte (1762-1814), described by many as a philosopher and a transcendental idealist, wrote "Addresses to the German Nation" between 1807 and 1808, which promoted the state as a necessary instrument of social and moral progress. He taught at the University of Berlin from 1810 to his death in 1814. His concept of the state and of the ultimate

moral nature of society directly influenced both Von Schelling and Hegel, who took an similarly idealistic view.

Using the basic philosophy prescribing the “duties of the state”, combined with John Locke’s view (1690) that “children are a blank slate” and lessons from Rousseau on how to “write on the slate”, Prussia established a three-tiered educational system that was considered “scientific” in nature. Work began in 1807 and the system was in place by 1819. An important part of the Prussian system was that it defined for the child what was to be learned, what was to be thought about, how long to think about it and when a child was to think of something else. Basically, it was a system of thought control, and it established a penchant in the psyche of the German elite that would later manifest itself into what we now refer to as mind control..

End of part one

PART II

The educational system was divided into three groups. The elite of Prussian society were seen as comprising .5% of the society. Approximately 5.5% of the remaining children were sent to what was called realschulen, where they were partially taught to think. The remaining 94% went to volkschulen, where they were to learn “harmony, obdience, freedom from stressful thinking and how to follow orders.” An important part of this new system was to break the link between reading and the young child, because a child who reads too well becomes knowledgable and independent from the system of instruction and is capable of finding out anything. In order to have an efficient policy-making class and a sub-class beneath it, you’ve got to remove the power of most people to make anything out of available information. This was the plan. To keep most of the children in the general population from reading for the first six or seven years of their lives.

Now, the Prussian system of reading was originally a system whereby whole sentences (and thus whole integrated concepts) were memorized, rather than whole words. In this three-tier system, they figured out a way to achieve the desired results. In the lowest category of the system, the volkschuelen, the method was to divide whole ideas (which simultaneously integrate whole disciplines - math, science, language, art, etc.) into subjects which hardly existed prior to that time. The subjects were further divided into units requiring periods of time during the day. With appropriate variation, no one would really know what was happening in the world. It was inherently one of the most brilliant methods of knowledge suppression that had ever existed. They also replaced the alphabet system of teaching with the teaching of sounds. Hooked on phonics? Children could read without understanding what they were reading, or all the implications.

In 1814, the first American, Edward Everett, goes to Prussian to get a PhD. He eventually becomes governor of Massachusetts. During the next 30 years or so, a

whole line of American dignitaries came to Germany to earn degrees (a German invention). Horace Mann, instrumental in the development of educational systems in America, was among them. Those who earned degrees in Germany came back to the United States and staffed all of the major universities. In 1850, Massachusetts and New York utilize the system, as well as promote the concept that “the state is the father of children.” Horace Mann’s sister, Elizabeth Peabody (Peabody Foundation) saw to it that after the Civil War, the Prussian system (taught in the Northern states) was integrated into the conquered South between 1865 and 1918. Most of the “compulsory schooling” laws designed to implement the system were passed by 1900. By 1900, all the PhD’s in the United States were trained in Prussia. This project also meant that one-room schoolhouses had to go, for it fostered independence. They were eventually wiped out.

One of the reasons that the self-appointed elite brought back the Prussian system to the United States was to ensure a non-thinking work force to staff the growing industrial revolution. In 1776, for example, about 85% of the citizens were reasonably educated and had independent livelihoods - they didn’t need to work for anyone. By 1840, the ratio was still about 70%. The attitude of “learn and then strike out on your own” had to be broken. The Prussian system was an ideal way to do it.

One of the prime importers of the German “educational” system into the United States was William T. Harris, from Saint Louis. He brought the German system in and set the purpose of the schools to alienate children from parental influence and that of religion. He preached this openly, and began creating “school staffing” programs that were immediately picked up by the new “teacher colleges”, many of which were underwritten by the Rockefeller family, the Carnegies, the Whitney’s and the Peabody family. The University of Chicago was underwritten by the Rockefellers.

The bottom line is that we had a literate country in the United States before the importation of the German educational system, designed to “dumb down” the mass population. It was more literate than it is today. The textbooks of the time make so much allusion to history, philosophy, mathematics, science and politics that they are hard to follow today because of the way people are “taught to think.”

Now, part of this whole paradigm seems to originate from an idea presented in *The New Atlantis*, by Francis Bacon (1627). The work described a “world research university” that scans the planet for babies and talent. The state then becomes invincible because it owned the university. It becomes impossible to revolt against the State because the State knows everything. A reflection of this principle can be seen today with the suppression of radical and practical technologies in order to preserve State control of life and prevent evolution and independence. *The New Atlantis* was widely read by German mystics in the 19th century. By 1840 in Prussia, there were a lot of “world research universities”, in concept, all over the country. All of them drawing in talent and developing it for the purposes of State power and stability.

Scientology and Dianetics

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[Click here](#) to watch the South Park TV episode on Scientology that with humor tells you the factual basics of what Scientology is and does and what kind of people lead it!

Table of Contents

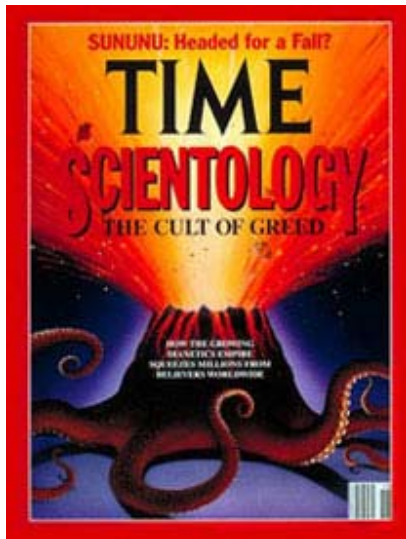
- Scientology [Defined](#)
- Scientology's Human Rights [Abuses](#)
- Scientology [Victim's Own Stories](#)
- Scientology's [Celebrities](#)
- Scientology's [Current Leader David Miscavige](#)
- Scientology's [Litigation and Lawsuits](#)
- Scientology's [Fraud and Criminality](#)
- Scientology and [Religion of Darkness](#)
- Scientology [Victim Support](#)
- Scientology and [Freedom of Speech](#)
- Other Scientology [Topics](#)
- Scientology in [Today's News](#)
- Scientology [News](#) archived in FACTnet
- Scientology in [International Newspaper Reports](#)
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- Scientology's [Raid on FACTNet](#)
- What [Time Magazine](#) had to say about Scientology
- [Discuss Scientology](#)

Governments in Opposition to Scientology:

Feb 8, 2000 [BBC News Online](#): France recommends dissolving Scientologists: A government committee in France has recommended dissolving the Church of Scientology there, on the grounds that its activities threaten public

order. A report submitted to the prime minister, Lionel Jospin, described the church as a totalitarian sect that kept files containing personal information on its members. It said it was an extremely dangerous organisation that violated human dignity.

- Dec 10, 1999 [Church 'fails test' for charity status](#) : Britain: The Church of Scientology was yesterday barred from charitable status after the Charity Commission ruled that it failed to promote the "moral and spiritual welfare" of the community.
- Jan 22, 1997 [Scientology Banned in Greece](#): In Greece, an Athens Administrative Court passed a judgment which affects Scientology materially. It states that the psycho-sect is to be banned. The judge stated that the financial machinations of the commercial sect were not compatible with the public welfare.
- Sep 18, 1994 [The Giant Scientology Octopus](#): German Federal Labor Minister Norbert Blum (CDU) urged a "substantially rigorous, faster opposition" to the "Scientology" sect, which is active in Germany. He regards the sect as a "criminal money-laundering organization which is intent on expanding its delusional ideology worldwide under the pretext of religion and will stop at nothing." "It is high time that the big wheels of this human-despising cartel of suppression finally receive our message loud and clear: they are criminal!" "Potential members are put into psychologically and physically dependent relationships. They are subjected to brainwashing; their personalities are systematically destroyed. Then they are materially exploited without end. Even though we know all this, far too little has really been able to be done in effectively opposing this organization."



This article in TIME Magazine about Scientology called "[Scientology: The Thriving Cult of Greed and Power](#)" is one of the most famous and is a vivid introduction to the subject of Scientology and the potential pitfalls of becoming a Scientologist.

- [Guide to all the Official Scientology Websites](#)
- [Guide to all the Official Dianetics Websites](#)
- [Guide to all the Official L Ron Hubbard Websites](#)