

CITIZENS COMMISSION ON HUMAN RIGHTS

The Citizens Commission on Human Rights (CCHR) was established in 1969 by the Church of Scientology to investigate and expose psychiatric violations of human rights, and to clean up the field of mental healing. Its co-founder is Dr. Thomas Szasz, professor of psychiatry emeritus and an internationally renowned author. Today, CCHR has more than 130 chapters in over 30 countries. Its board of advisors, called Commissioners, includes doctors, lawyers, educators, artists, business professionals, and civil and human rights representatives.

CCHR has inspired and caused many hundreds of reforms by testifying before legislative hearings and conducting public hearings into psychiatric abuse, as well as working with media, law enforcement and public officials the world over.

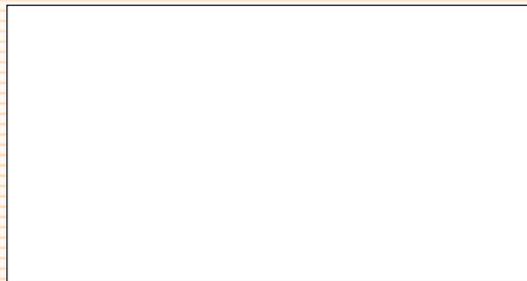
FOR FURTHER INFORMATION:

CCHR International
6616 Sunset Blvd.

Los Angeles, CA, USA 90028

Telephone: (323) 467-4242
(800) 869-2247 • Fax: (323) 467-3720

www.cchr.org
e-mail: humanrights@cchr.org



HARMING YOUTH PSYCHIATRY DESTROYS YOUNG MINDS



A Public Service Report from
Citizens Commission on Human Rights



Diagnosed in Infancy, Childhood, or Adolescence
by the diagnosis of
IQ range that is high
assessed earlier, an IQ
tion in indig on the
Adaptive Behav
Mental Retardation
eration of all avai

Learning Disorders (formerly Academic Skills Disorders)

Diagnostic criteria for Mental Retardation

A. Significantly subaverage intellectual functioning, an IQ of approximately 70 or below on an individually administered IQ test (for infants, a clinical judgment of significant subaverage intellectual functioning).

B. Concurrent deficits or impairments in present adaptive functioning (i.e., the person's effectiveness in meeting the standards expected for his or her age by his or her cultural group) in at least two of the following areas: communication, self-care, social/interpersonal skills, use of community resources, self-care, top

C. The onset is before age 18.

“Making lists of behaviors,

applying medical-sounding labels to people who engage in them, then using the presence of those behaviors to prove they have the illness in question is scientifically meaningless. It tells us nothing about causes or solutions.

It does, however, create the reassuring feeling that something medical is going on.”

— John Read, senior lecturer in psychology, Auckland University, New Zealand, 2004



RECOMMENDATIONS

- 1 You have the right to refuse permission for your child to be subjected to any psychological or psychiatric questionnaire, test or evaluation in school.
- 2 If your child has been subjected to psychological/psychiatric screening without your consent, or coercively drugged, consult a lawyer to determine your right to prosecute criminally and civilly the responsible psychologists or psychiatrists, their colleges and associations.
- 3 Psychiatry and psychology must be eliminated from education and the State should not fund their coercive and unworkable methods.

Caution: No one should stop taking any psychiatric drug without the advice and assistance of a competent non-psychiatric medical doctor.



This publication was made possible by a grant from the United States International Association of Scientologists Members' Trust.

1. Wayne O. Evans, Ph.D. & Nathan S. Kline, M.D. (editors), *Psychotropic Drugs in the Year 2000. Use by Normal Humans* (Charles C. Thomas, Publisher, Illinois, U.S.A., 1971), p. 81.
2. “A Newsletter of the Columbia Teenscreen Program,” *The TeenScreen News*, Apr, Sept & Dec, 2002; and Vol. 1, Issue 4 and Spring 2004, Vol. 3, Issue 1.
3. Vera Sharav, Alliance for Human Research Protection (AHRP), <http://www.ahrp.org>, 11 Aug. 2004.
4. Beverly K. Eakman, Report on “How to Counter Group Manipulation Tactics,” 2001, pp. 2-3, 6.
5. Frank Furedi, “Should teachers be therapists?...” *The Daily Telegraph* (UK), 21 Jan. 2004.
6. Ellen Makkai, “Schools snoop for scandal,” *WorldNetDaily.com*, 26 Jan. 2002.
7. William Bonville, “Who Is Behind OBE?,” *Conservative Consensus*, 1996.
8. Michael D’Antonio, “America’s Deep, Dark Secret,” Interview on *CBS 60 Minutes*, 2 May 2004.
9. Robin Nemeroff, Ph. D., and Leslie Kraft, M.S.W., “Help Find Kids At Risk for Depression, Suicide,” p. 1; “Voice DISC,” Internet address: www.TeenScreen.org.
10. Joseph Glenmullen, M.D., *Prozac Backlash* (Simon & Schuster, New York, 2000), p. 206.
11. Diane Alden, “Self-Esteem Needs Boot Camp,” *Education Report, The Newspaper on Education Rights*, July 2001.
12. Richard Restak, “The ‘Inner child,’ the ‘True Self’ and the Wacky Map of Eupsychia,” *The Washington Times*, 18 Aug. 2002.

PHOTO CREDITS: 16: Charles Gupton/Corbis; 18: AP Wide World Photos.

© 2004 CCHR. All Rights Reserved. CITIZENS COMMISSION ON HUMAN RIGHTS, CCHR and the CCHR logo are trademarks and service marks owned by Citizens Commission on Human Rights. Printed in the U.S.A. Item #FLO 19137

teaching, then the kids will cope ... sheltering children from pressure and new experiences represents a lack of faith in their potential to develop through new challenges."

According to the Rutherford Institute, "Parents have a constitutional right to direct and control the upbringing of their children, and laws or governmental actions that unreasonably infringe the rights of parents to raise and educate their children according to their own values are constitutionally suspect."

Dr. Whitaker offers this advice: "Folks, sometimes feeling irritable, unable to sleep,



"When a child's behavior is labeled as a disease they believe they have something wrong with their brains that makes it impossible for them to control themselves without using a pill."

— Dr. Fred A. Baughman Jr., a pediatric neurologist and Fellow of the American Academy of Neurology

of his most important possession, himself. ... Thrusting fake intimacy and pretended care on them...is our distinctively modern method of harming children in the name of helping them. Child psychology and child psychiatry cannot be reformed. They must be abolished."

INTRODUCTION IDEOLOGICAL ABUSE OF SCHOOL CHILDREN

In his 1932 novel, *Brave New World*, Aldous Huxley depicts a "utopian" but totalitarian society, one that is insane and bent on control. It is a controlled civilization, using, as Huxley stated, the "technique of suggestion—through infant conditioning and, later, with the aid of drugs."

In 1967, a group of prominent psychiatrists and doctors met in Puerto Rico to discuss their objectives for psychotropic drug use on "normal humans" in the year 2000. In what could well be a sequel to Huxley's novel—only it wasn't fiction—their plan included manufactured "intoxicants" that would create the same appeal as alcohol, marijuana, opiates, and amphetamines, producing "disassociation and euphoria." Drugs to "enhance the learning capacity of the individual ... would likely alter the total educational process."¹

The resultant report also stated, "Those of us who work in this field see a developing potential for nearly a total control of human emotional status, mental functioning and will to act. These human phenomena can be started, stopped or eliminated by the use of various types of chemical substances. What we can produce with our science now will affect the entire society."

The group also predicted that the "breadth of drug use may be trivial when we compare it to the possible numbers of chemical substances that will be available for the control of selective aspects of man's life in the year 2000." Today, with 17 million children worldwide consuming mind-altering drugs and the almost exclusive use of psychology-based curricula in many schools, Huxley's *Brave New World* is a reality.

In 2003, that reality was reinforced by the release of the U.S. New Freedom Commission on Mental Health Report, which recommended that all 52 million American schoolchildren be

“screened” for “mental illness,” claiming—without proof—that “early detection, assessment, and links with treatment” could “prevent mental health problems from worsening.” “Treatment” ultimately means drugs.

Behavioral control-based screening questionnaires already exist in many educational systems. Invasive questions such as “How hairy do you think your parents’ private parts are?” or “Have you or someone in your family ever been raped or sexually molested?” are commonplace. Program staff have resorted to giving “incentives” (bribes), such as \$5 gift certificates, video rental gifts or “food vouchers” to students to secure the return of parental consent forms for the screening to be conducted.² Most parents are unaware that their child is being assessed.

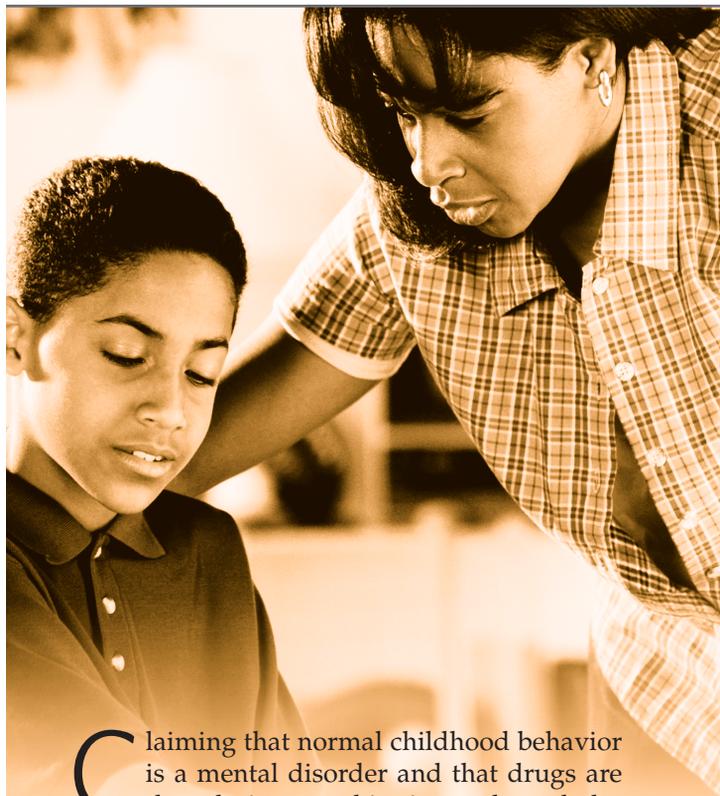
In response to global psychiatric screening, Vera Sharav of the Alliance for Human Research Protection (AHRP) stated: “This dubious initiative is a radical invasion of privacy, leaving no room for individual choice—or the freedom for parents to say no to psychotropic drugs for their children. Such mandatory, government-endorsed screening programs contradict the freedoms guaranteed in a democratic society.”³

This publication is written to enlighten those parents who work sincerely and diligently in the hope of guaranteeing their children a better education and a greater hope for success in life. It is for dedicated teachers who also work for the love of children and their well being.

The information is not easy, comfortable reading, but please persist, because ultimately, the harshest reality you will have to face is that children urgently need our help and protection. Without that, the future for one and all is at serious risk. In this cause, we ask your help.

Jan Eastgate
President,
Citizens Commission
on Human Rights International

CHAPTER THREE SAFEGUARDING THE FUTURE



Claiming that normal childhood behavior is a mental disorder and that drugs are the solution, psychiatrists and psychologists have insinuated themselves into positions of authority over children. Through an almost total coup d’etat in our schools, our once strong and effective scholastic-based schools have turned into explosive test tubes.

In 2004, Professor Frank Furedi stated, “If present trends continue, soon there will be little to distinguish school from a mental health institution. ... If we treat difficult challenges as an experience with which children cannot cope, pupils will pick up the message and regard it with dread. However, if we back off from playing doctor and patient and concentrate on developing children’s strength through creative



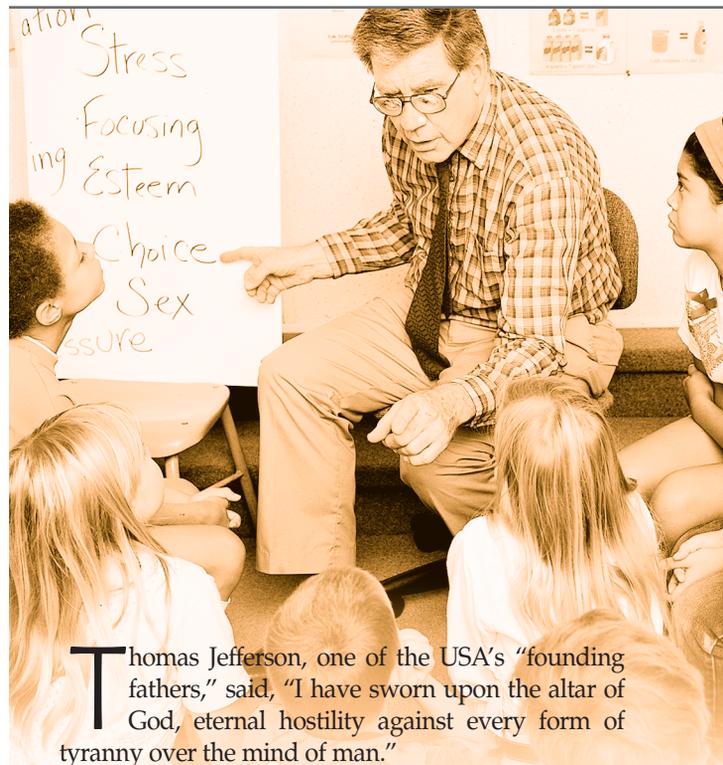
THE TRENCH COAT KILLERS:

Critics cite Colorado's Columbine High School teens Dylan Klebold and Eric Harris (above) as exemplifying the failure of "anger management" and "death education." Harris was also taking a violence-inducing psychiatric drug at the time of the killings.

ings were committed by teens that had been taking prescribed psychotropic drugs known to cause violent behavior, while five had participated in psychological programs. Critics cite Colorado's Columbine High School teens Eric Harris and Dylan Klebold as examples of the failure of "anger management" and "death education." Both boys had attended a court-ordered counseling program, including anger management, for stealing a car. Then they participated in a death education class at school in which students were asked to imagine their own death. Harris, who was also taking an antidepressant known to cause hostility, dreamt he and Klebold went on a shooting rampage in a shopping center. Harris wrote about his dream and handed it in to the teacher. Shortly afterwards, he and Klebold acted out the dream when, on April 20, 1999, they shot and killed 12 students, a teacher, and wounding 23 others before killing themselves.¹²

Dr. Samuel L. Blumenfeld, internationally renowned educator and author warns, "There must be something wrong with an education system that requires so many children to be drugged just to attend school. ... This is a cruel and criminal activity." As for solutions, he says: "You cannot reform education without first divorcing it from behavioral psychology."

CHAPTER ONE TYRANNY IN OUR SCHOOLS



Thomas Jefferson, one of the USA's "founding fathers," said, "I have sworn upon the altar of God, eternal hostility against every form of tyranny over the mind of man."

There is no better example of tyranny over the minds of men than what is being given to children in the name of education and "help" through behaviorist programs such as "values clarification," "outcome based education," psychological and psychiatric questionnaires and "screening," "self esteem" classes and psychotropic (mind-altering) drugs.

For more than 40 years these programs have been a destructive failure, in effect escalating the very problems that psychiatrists claim they prevent or resolve.

The classroom provides what Beverly Eakman, educator and author of *Cloning of the American Mind*, says is a "psychologically controlled environment," where "scientific" coercion can be used to bring about certain beliefs. Terms such as "modifying behavior," "targeting attitudes" and "outcomes" are used which, essentially, mean "altering beliefs," "bringing about a

particular (psychological or psychiatric) viewpoint.”

In 1966, schools began to be used as an ideological platform for the abandonment of self-discipline and morality. The assault on social values came with the textbook called *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. The book included a seven-step procedure that called for the child to first “thaw out” previous values instilled in him through family, home and church. The student was instructed to set these values aside and select a new set of values. Phase three instructed the child to make his new values a part of his lifestyle and to act on them.

Some sample questions and exercises were:

■ How many of you think there are times when cheating is justified?

■ How many of you would approve of contract marriages in which the marriage could come up for renewal every few years?

■ Tell me where you stand on the topic of masturbation.

Frank Furedi, professor of sociology at Kent University in the United Kingdom, explains,

“The regime of therapeutic education is based on a form of behavior modification that not only targets conduct but also attempts to alter certain forms of feelings and emotions. Training a child how to feel is far more intrusive and coercive than educating a pupil in how to behave.”⁵

Former teacher Ellen Makkai makes it clear that the emphasis on psychological screening in schools has led to children being treated as “guinea pigs”: “Invasive school surveys ask students if they drink, smoke, snort [drugs] or steal. ... Never are they asked if they are embarrassed by the questions. Nor are they read their Miranda (constitutional) rights.”⁶

She explained the financial motives behind mental health programs: “Government and

against the questions, the next questionnaire, called the “Diagnostic Interview Schedule for Children” (DISC), purportedly checks for 18 psychiatric disorders.⁹ The child is then referred to a psychologist or psychiatrist and, usually, prescribed drugs.

Joseph Glenmullen of Harvard Medical School says the questionnaires used to diagnose depression “may look scientific,” but “when one examines the questions asked and the scales used, they are utterly subjective measures.”¹⁰

The following is a small sample of the types of behavior-manipulating questionnaires in use:

“Health Enhancement Survey”: Ten-year-old students are asked personal and degrading questions such as, “How fat do you think your parents are?” For the boys: “Circle the picture that shows the size of your penis.” For the girls: “Circle the picture that shows the size of your breasts.”

“Do you know yourself?”: Students are asked to complete a questionnaire as part of their curriculum. One question is: “Tell us the most embarrassing thing or the biggest secret you have that will make us never look at you the same again.” If students reply, “No comment,” the teacher reminds them that they are graded on their participation.

“Crossing The Line”: Students are moved to one side of the room, with a white line down the middle. They are told to cross the line “if you have ever been made fun of for being fat,” “if you or someone in your family has ever been raped or sexually molested,” “if you have ever been hit by someone who said, ‘I love you,’” and “if you have ever felt unsafe in your own home.”

Research analyst Diane Alden says, “We have had years of counseling, therapy, drugs, and touchy-feely non-academics, and what we have gotten [is] kids who feel good about being dumb and violent.”¹¹

In fact, seven out of 12 recent U.S. school shoot-

“I have long maintained that the child psychiatrist is one of the most dangerous enemies not only of children, but also of adults who care for the two most precious and most vulnerable things in life—children and liberty.”

— Dr. Thomas Szasz, professor of psychiatry emeritus

“The regime of therapeutic education is based on a form of behavior modification that not only targets conduct but also attempts to alter certain forms of feelings and emotions.”

— Frank Furedi, Professor of Sociology at Kent University in the United Kingdom.

CHAPTER TWO STRATEGIC CHILD MIND CONTROL

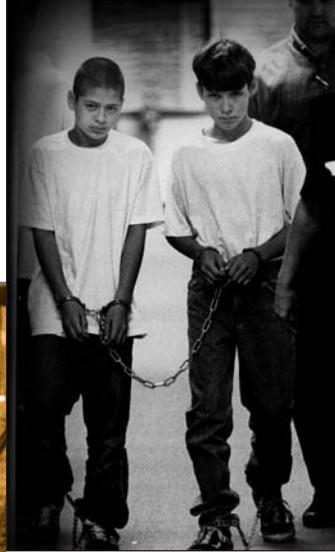


The reality is that all child mental health programs are designed to control the lives of children towards specific ideological objectives, at the expense of, not only the children's sanity and well-being, but also that of parents, teachers, and of society itself.

In the words of Dr. Thomas Szasz, professor of psychiatry emeritus, "I have long maintained that the child psychiatrist is one of the most dangerous enemies not only of children, but also of adults who care for the two most precious and most vulnerable things in life—children and liberty."

Take, for example, the TeenScreen® program in the United States which claims that identifying and "treating" "at risk" children can prevent suicide. The program's "health" survey asks students questions such as, "Has there been a time when nothing was fun for you and you just weren't interested in anything?" and "Has there been a time when you felt you couldn't do anything well?" With enough checks

Invasive psychological questionnaires soliciting data about the child and family are completed often without parental consent. The information is then computerized and the data follows the child through his or her schooling.



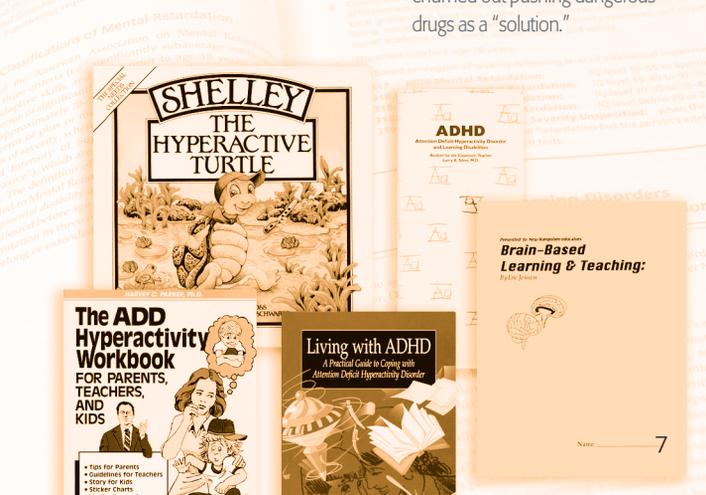
VIOLENCE AND CRIME rates continue to increase and the outgrowth of psychiatry's impact on education has been the dismaying fact that our criminals are becoming younger. Manuel Sanchez and John Duncan, both 12, were arrested for the murder of a migrant worker in Washington State, U.S.

private grants seduce [school] districts into using these student interrogations, which are then used to convince benefactors that

districts need help—the bigger the problems, the bigger the prize." Edward Freeland, associate director of the Survey Research Center at Princeton University says: "If a district proves itself to be in rough enough shape," financial faucets open.

William Bonville, an attorney for the Rutherford Institute, a U.S. civil liberties group, says these programs have led to "a massive invasion of the family and the rights of individual students through curricula utilizing psychological programming and experimentation, as well as a broad spectrum of behavior modification techniques. ... The traditional interests and rights of parents have been trampled upon."

BAD SCIENCE AND FALSE THEORIES: Today, in American schools, psychologists work to diagnose and label children with "learning disorders." To promote this industry, books advocating psychiatry's unproven claims about childhood mental "illness" are churned out pushing dangerous drugs as a "solution."



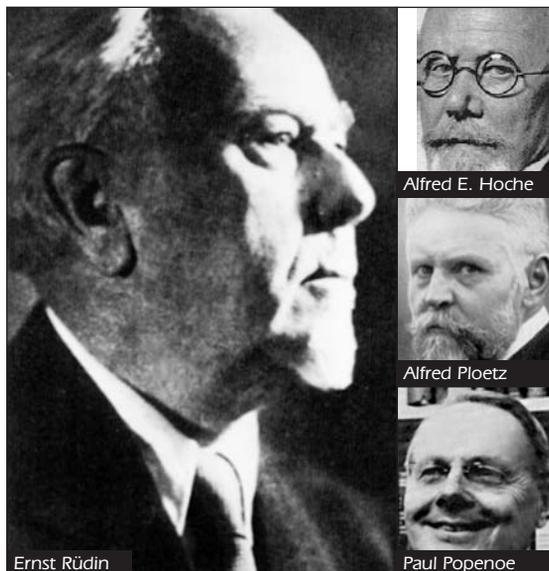
STUDENT 'SCREENING': NAZI ROOTS

The screening of children for “mental illness” is not without precedent. It parallels the process used in Nazi Germany to weed out the “inferior elements of society.”

■ 1920: German psychiatrist Alfred Hoche published the book *Permission to Destroy Life Unworthy of Life*, in which he recommended that a commission order the identification and euthanasia of “dead-weight characters.” Less than 20 years later, a register was compiled and submitted to the government on all those who suffered from a variety of mental disorders.

■ 1930: Ernst Rüdin, founder of “psychiatric genetics” and an architect of the Holocaust, addressed the International Congress on Mental Hygiene in Washington, D.C., where he called for a united eugenic approach to weed out those known to bear “hereditary taint.” Heading the list of “defects” was one U.S. eugenicists would later define as “attention deficit disorder” (ADD).

■ 1930s: As a result of the psychiatric eugenics



DEVALUING LIFE: The insidious plan to screen out “undesirables” through the education system was spearheaded since the 1920s by the above and other psychiatrists and psychologists. “Undesirables” to be sent to institutions included “hyperactive” children who, it was theorized, would be prone to schizophrenia later in life.



CO-FOUNDER OF WFMH psychiatrist John R. Rees's stated intent of having psychiatry permeate national life (as written in his 1940 “Strategic Plan for Mental Health”) has been accomplished with psychiatry's “billing bible” (DSM) which lists normal human problems as “mental disorders” to be treated.

movement, U.S. schools screened children regularly, and those classified as feeble-minded were sent to institutions.⁸

■ 1940: At the first conference of the German Society for Child Psychiatry and Therapeutic Education, attended by the elite of Nazi psychiatry, Paul Schroder, professor of psychiatry, stated: “Child psychiatry has to ... help to integrate (hereditarily) damaged or inadequate children for their own and the public's good” and be “strict and resolute” about the “sacrifice of those deemed predominately worthless and uneducable.”

■ 1940-45: British psychiatrist J.R. Rees, and Canadian psychiatrist G. Brock Chisholm, who co-founded the World Federation for Mental Health (WFMH), described the goals of psychiatrists: “[W]e have made a useful attack upon a number of professions. The two easiest of them naturally are the teaching profession” and having “swallowed all manners of poisonous certainties fed us by ... school teachers. ... If the race is to be freed from its crippling burden of good and evil it must be psychiatrists who take the original responsibility.”

■ 1970s: Professor Manfred Müller-Küppers, a member of the German Society for Child and Adolescent Psychiatry, claimed that there should be “no referral to reform school, no provisions for school attendance without child psychiatric examinations.”

■ 2003: Influenced by psychiatrists and psychologists, the U.S. New Freedom Commission on Mental Health recommended, “...the early detection of mental health problems in children and adults—through routine and comprehensive testing and screening.”