

Tavistock mass murderers are brainwashing your children

by Scott Thompson and Jeffrey Steinberg

In a quiet suburb of London, sits a complex of buildings known as the Tavistock Center, devoted to the "study" of what are called "human relations." From this relatively obscure location, an invisible army of social engineers, psychiatrists, psychoanalysts, psychological warfare experts, and brainwashers has been spawned and is deployed, which is responsible for much of the evil that has been done in the world over the last several decades. This network is behind the mass slaughters of the Bosnian and Croatian peoples in the Balkans (see *EIR*, Feb. 12, 1993). It was also responsible for the drug-rock-sex counterculture. And for more than last half-century, Tavistock and its global network have been behind the so-called educational reform movement whose conscious aim has been to destroy the minds of children and to turn them into docile slaves, incapable of creative and independent thought.

Founded in 1921, the Tavistock Clinic, as it was then known, has served as the psychological warfare arm of the British monarchy and has benefitted from the patronage of that monarchy and allied oligarchical networks. It has always enjoyed a close working relationship with the highest circles of Freemasonry: The current chairman of the center's board of directors is Queen Elizabeth II's cousin, the Duke of Kent, who is Grand Master of the United Grand "Mother Lodge."

Like its patrons, Tavistock and its operatives are committed to destroying western Judeo-Christian civilization. At the center of its decades-long fight is its battle to wipe out the view of man as born in the image of the Creator, in the unique sense that each individual is endowed with the potential for creative reason. The "paradigm shift" that Tavistock seeks would reduce all men to beasts, easily controllable by the oligarchy and their anointed psychological shock troops, deployed through the extended Tavistock network.

It is toward that end that Tavistock has designed the brainwashing methods employed in so-called educational reforms like outcome-based education, the World Core Curriculum, and global education. Key to these reforms is the concept that teachers are no longer responsible for imparting knowledge and truth. Instead, their function has been changed to something akin to a therapist: They make a psychological intervention into the minds of children, shaping their personality, values, and attitudes. In the current jargon

they are called "facilitators" or "change agents," but they are more properly called therapists. The class has become the equivalent of a group therapy session, employing the methods for controlling and manipulating small groups first developed by the Tavistock networks before World War II. At the time, they were known to be methods for what was called "soft brainwashing," the manipulation of a person's mind without resorting to torture and drugs. The effects are the same as hard brainwashing: Victims, in this case defenseless children, have their minds cleansed of certain ideas and values, and other values are substituted.

The group dynamics techniques incorporated into various New Age educational reforms use the stock and trade of the Tavistock method: the creation of a controlled environment (the classroom) in which the group (the class) is forced to operate. That controlled environment is manipulated by the group leader (the teacher or facilitator) to introduce *tension*. The group leader, who has an ultimate goal in mind, targets individual members of the group, using peer pressure from other group members and, sometimes, ridicule and other forms of manipulation, to force the group toward a desired consensus belief structure.

This methodology, which is totally devoid of appeal to reason, stifles those individuals who are most creative, forcing them "back into the group." Group dynamics, as practiced in the various educational reforms, is thus destructive to creativity. It can also be used to turn children against their parents and their parents' values, substituting the consensus of the group, imposed by the group leader, for the values of the family. The group or class or school, in this case, is thus made into a substitute for the family and church.

Through repeated sessions, or classroom experiences, often augmented through the inducement of hypnotic states, the young victims are turned into Satanists, mirroring the evil minds of their controllers. Group dynamics teaches, or more precisely, *preaches* the following mind-bending concepts:

- 1) An emphasis on "inner felt needs." This is accomplished through "holistic brain centering," which includes hypnosis, to induce a state in which the mind appears to travel outside the body: a process known in the occult as "astral projection." Many group therapists say that cognitive processes of reasoning are "dead."

2) Non-verbal communication, involving body movement, is considered preferable to language.

3) Group discussion and physical exercises emphasize bodily sensuality, including sexuality, and group “pairing.” The emphasis upon promiscuity not only was essential to the launching of the New Age rock-drug-sex counterculture, but it also contributed to breaking down resistance to the introduction of polymorphous “sex ed” classes, starting with elementary school. It is not accidental that the spread of the group dynamics movement in the United States started with the discovery of hallucinogenic drugs in the 1940s, and expanded with their broader use.

4) Emphasis on the “here and now,” thereby cutting off the participant from 15,000 years of known history and knowledge of a transfinite process of future progress.

In this way, the educational reforms are turning our children into monsters.

The Tavistock ‘mother’

As we stated, all of this evil can be traced back to a mother—Tavistock.

From its founding in 1921, Tavistock barely concealed its mission. **Brig. Gen. Dr. John Rawling Rees**, who became the director of the Tavistock Clinic in 1932 and later founded the Tavistock Institute, called for the creation of an army of “psychological shock troops,” who would become the controllers of a society “where it is possible for people of every social group to have treatment when they need it, *even if they do not wish it*, without it being necessary to invoke law.” In Rees’s view, the therapist had the right, and the duty, to impose his judgments and will upon the masses of people who failed to see the value of the proposed therapy.

In the beginning, Tavistock was the bastion of Freudian psychology in England. It was known in the 1920s as the “Freud Hilton,” and later became the residence of Sigmund Freud’s daughter, Anna, herself a leading child psychologist. But Rees’s vision of the clinic was not as some academic ivory tower or even as a therapeutic community. He was deadly serious about building his army of “shock troops.” Thus he recruited to Tavistock a number of like-minded people, representing all variants of Freudian and neo-Freudian psychology. In the course of the 1930s, he recruited an extended network in Europe and the United States, and started to coordinate projects on both sides of the Atlantic. His recruits fanned out into other institutions: hospitals, clinics, and especially universities. They established new institutional centers at such places as the Wharton School of Finance and Business Administration at the University of Pennsylvania, the Institute for Social Research at the University of Michigan, the Stanford Research Institute’s Center for Advanced Behavioral Sciences, the Sloan School at Massachusetts Institute of Technology, to name but a few of the most important centers.

These centers in turn spawned other institutes, including

such places at the National Training Laboratories (NTL) and the Esalen Institute, which have played a crucial role in designing and implementing New Age educational reforms.

Rees transformed the small Tavistock Clinic into an institute in 1947, to make it better capable of coordinating and deploying its now far-flung network.

Tavistock has always had a focus, dictated by its oligarchical patrons, in controlling and manipulating skilled workers. Some of its earliest government-funded projects involved the use of group psychology to induce speed-up on the assembly line, through the creation of “worker autonomous groups.” These groups were in turn deployed to undermine trade union structures, often supplanting those structures. Through intervention with group dynamics techniques into a national coal strike, into chemical plants and textile mills, and so forth, Tavistock refined this concept, which became known as “co-participation,” and is otherwise known as “fascism with a human face.” In Europe, people trained by Tavistock introduced this form of fascism under names like “The Swedish Way” and *autogestion*.

The current educational reforms remain, at the core, a plan to create a pliant slave labor force out of the majority of the students. Rees, mirroring those freemasonic masters who deployed him, held a racist view of society identical in almost all aspects to such notorious later racist theorists as Arthur Jensen. The vast majority of human beings were considered to be beasts, who needed to be ruled over by a combination of an elite and psychological shock troops, who would serve as controllers. Among these beasts, there were racially and genetically defined minorities, whom Rees called the “psychopathological tenth” of the population or the “dullards,” who were often “colored.” Their population levels had to be reduced, said the genocidalist Rees. Wrote Rees in his 1945 book, *The Shaping of Psychiatry by War*, “Aldous Huxley in his book *Brave New World* was planning to produce a section of subnormal men who do the dull jobs of society; we don’t need to produce more of them, for there are far too many already.”

It should not be surprising that the British ruling circles deployed Tavistock operatives for liaison with like-minded Nazis. When Nazi Deputy Reichsführer Rudolf Hess flew to England in 1941, not only to say that the Nazis would not invade, but to propose a British alliance with Germany against Russia, he was handled by Tavistock.

During World War II, Rees pulled strings to create the Directorate of Army Psychiatry. He had **Henry Dicks**, who had handled the Hess case, seconded to this unit, concentrating upon psychological warfare. Other Tavistock members helped lead the Psychological Warfare Division of the Supreme Headquarters, Allied Expeditionary Forces (SHAEP). Their ambition was “to out-Goebbels Goebbels.” After World War II, Tavistock personnel, led by **Eric Trist**, built a community for returning prisoners of war, employing drug-induced abreaction techniques. Other Tavistock psychiatrists



John Rawlings Rees, the founder of the Tavistock Institute, called for the creation of an army of "psychological shock troops" to shape society in the mold that they desire.

were part of the process headed by Ditchley Park to "de-Nazify" Germans and instill permanent "collective guilt" in the German population.

Tavistock first made contact in the 1930s with **Kurt Lewin**, the man who is credited as the father of "group dynamics" and whose Research Center for Group Dynamics at the Massachusetts Institute of Technology gave birth to the NTL in 1947. With the founding of NTL, Tavistock sent two of its top group dynamics brainwashers to the United States, **Elliot Jacques** and **W.R. Bion**. Bion was then Tavistock's leading group theoretician, and he had been influenced by Melanie Klein (a protégé of Anna Freud), a child psychologist who trained many Tavistock leaders. Since NTL's founding, there has been a regular exchange between its staff and that of Tavistock.

The next generation of Tavistock leaders sent to work with NTL was led by Eric Trist, who was sent to the United States to control the network there, and **Harold Bridger**. The latter has developed a new group theory based upon his work with such founders of political correctness as French deconstructionist **Jacques Derrida**. According to Bridger, a group cannot make and carry out plans for the future until its "ghosts from the past" are brought out and examined for their political correctness. At present, Bridger, who has taught the Tavistock Workshop at NTL's Bethel, Maine retreat since 1970, is working with the North American consultant of the genocidal Club of Rome and with the NTL to use group

dynamics sessions to win passage of the North American Free Trade Agreement and then the Uruguay Round of the General Agreement on Tariffs and Trade (GATT).

While Tavistock was involved for decades in the development of the social engineering techniques now widely applied in the U.S. public school system, since 1988 it has also been directly involved in the re-tooling of the British education system. With a £1 million start-up grant from the Thatcher government, administered by Minister of Labor Lord Young, Tavistock launched the Enterprise in Higher Education, a university-based training program adopting the "tracking" methods of education theorist John Dewey to the higher education curriculum. Tavistock evaluation team member **Elizabeth Sommerlad** told *EIR* that the Enterprise program is similar to some of the experimental programs launched in the United States by the New American Schools Development Corp. (NASDC), especially those involving collaboration between the corporate world and the schools. Under the Enterprise program, students at 88 British universities are being trained in classrooms using Bion's leaderless group techniques; they are regularly profiled through computerized "student learning profiles," which will be made available to prospective employers.

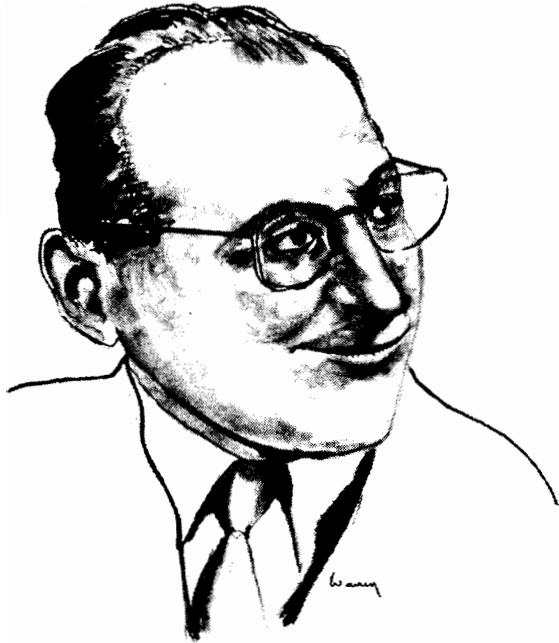
As another feature of the Enterprise program, Tavistock has developed a "multi-media, interactive data base," which is conveyed by "telematics," to establish a British tutorial system on the European continent for schools and industry. In brief, like NTL and Esalen in the United States, Tavistock is wrecking the British educational system and moving on to destroy that on the continent.

Kurt Lewin and NTL

The National Training Laboratories grew out of Kurt Lewin's MIT-based group dynamics center in 1947, which was launched the year Lewin died. Almost from its inception until 1968, NTL was an arm of the National Education Association (NEA), focused on transmuted certified teachers into "facilitators." Although NTL continues this work when states fund the project, it has branched out into using group dynamics with corporate management and employees, as well as having a multitude of workshops on feminism, multiculturalism, ecology, and such topics.

In recent years, both Tavistock and NTL have become more openly infused with New Age and even satanic theories. NTL, in particular, has brought in a host of satanic Jungian psychiatrists, students of eastern mysticism, and members of the "human potential" movement, to bring about this change.

While the penetration by NTL into the teaching profession has fallen off in recent years, the impact is still devastating. There are now an estimated 400 NTL operatives working in educational and corporate positions in the United States alone, according to NTL's published literature. And NTL offers 50 different sensitivity training courses that are given



Kurt Lewin, the father of "group dynamics." According to his theory, a leader or therapist can control the behavior of an individual by controlling the group environment around him.

an estimated 110 times per year on such "politically correct" topics as: Centering for Individual and Professional Development; Personal and Professional Development for Women; Development of Highly Performing Culturally Diverse Organizations; Diversity Across Gender, Race, and Nationality: A Look Into the Future; Power: How to Create It, Keep It, Use It; and Creating Change for a Sustainable Environment. All of these areas represent core components of OBE and World Core Curriculum; NTL administrator **Axel Vogt** acknowledges that large numbers of teachers and educational administrators still participate in these group sessions, despite the formal break between NTL and NEA.

The core of what became NTL goes back to work done shortly after Lewin's arrival in the United States in the 1930s at New Britain Teachers College, where he led a group of educators toward eventual development of the "T-group" and encounter group. Among the main non-educational participants were the American Jewish Committee, which was then the safe haven for such Frankfurt School members as Communist International (Comintern)/Lucy espionage network member Max Horkheimer and Theodor Adorno.

Lewin's staff consisted of **Kenneth Benne**, **Leland Bradford**, and **Ronald Lippitt** from Lewin's MIT center, who would go on to run NTL. Benne had studied under the pro-communist educational theorist John Dewey, whose theory of pragmatism rejected reason and universal ideas. Lippitt was influenced by the ideas of Jacob Moreno, who

developed an encounter group theory in 1912 before inventing psychodrama theater, where a patient expressed his inner feelings toward family figures on a stage.

Lewin, while in Vienna, was an associate of Comintern operative Karl Korsch. It was during this time that he developed his theory of the psychological field and the concept of topological psychology which infuses the Tavistock method. According to Lewin, all psychological phenomena occur in what is called a "life space." This is composed of two fields—the "environment" and the "self." Behavior, said Lewin, is a mathematical function of the life space and the environment. If this held true for an individual, it would also hold true for a group. A leader or therapist could control the group environment, and ultimately produce the desired behavior.

While Lewin fumbled about trying to make topological and mathematical representations of this, others, including Bion and Rees, realized that he had discovered something quite useful for their purposes—and quite evil. If one could remove all outside influence on the group, and assuming that a person had a defined and recognizable personality, by manipulating the environment within the group, you could control or alter behavior. It could be done not only in small group situations, but in larger groups as well.

This was taken by Lewin, and later Trist and others, another step. By further manipulating the environment through the application of tension, one could also not only change behavior within the group, but alter the personality of each individual participant. A person's identity could be changed.

In experiments during this same time period, Lewin "discovered" that if the tension were sufficient, then each individual within the group would undergo a *regressive* personality change. This process was later elaborated by another Tavistock brainwasher, **William Sargent**, in *The Battle for the Mind*. In other words, *sufficient stress led to a regressive transformation of personality, to one more willing to accept the views of the group, as manipulated by a group leader*. This is the key concept, as we have stated, in all educational brainwashing techniques.

Since Lewin's early work on group dynamics, new techniques have been pioneered at NTL to make the brainwashing process more palatable.

Asked how a certified teacher was transformed into a grade school "facilitator" at NTL, one of the group dynamics trainers said that the methods had become far more sophisticated, involving "diversity videos" and other "instrumentation." A great deal of time is spent on "holistic brain centering" techniques to stress the affective over the cognitive, based on the pseudo-scientific "left brain/right brain" concept. This includes hypnotically induced "travel," where the mind appears to separate itself from the earthbound body to the accompaniment of music. Finally, group techniques are used to bring out strong emotional feeling in the equivalent of "spilling your guts," another way to undermine a teacher's

self-conception as a conveyor of knowledge through a dialogue based on ideas.

In a 1973 book spelling out the history of NTL, author Kurt Back described the laboratories' intensive involvement in pioneering the education "revolution": "Convictions about the importance of sensual understanding as contrasted with verbal understanding have brought some people into the movement to try to revamp the whole educational system and put stronger emphasis on sensual education and less on symbolic and verbal instruction. Their educational proposals for the future would include having people 'really' understand their senses, having them work on vision, touch and so on, using education much more for feeling than for understanding."

Esalen, a counterculture brain trust

If all of this sounds thoroughly bizarre, evil, and looney, that's because it is! While the Tavistock Institute and even the National Training Labs maintain a pretense of scholarship, science, and respectability, the number-three think tank behind the New Age education movement, the Esalen Institute at Big Sur, California, wallows in the muck of the counterculture. Yet Esalen, through its La Jolla, California spinoff, the Western Behavioral Science Institute, has been running affective educational programs in every public school in Los Angeles and a majority of public schools in San Diego for years.

Esalen was literally created as an outgrowth of the CIA and British Secret Intelligence Service's several decades of experimentation with drug-induced brainwashing techniques. The CIA's project MK-Ultra, which flooded the universities and urban centers of America with LSD and other psychedelic drugs in the early 1960s, can be directly credited with the launching of Esalen.

In 1959, two offbeat Stanford graduates, **Michael Murphy** and **Richard Price** (the latter fresh from a six-month stint in a mental institution back East, where he was zapped with electroshock treatments and heavy drugs on a daily basis), attended Aldous Huxley's lectures at the University of California Medical School at San Francisco and became converts to Huxley's "human potentialities movement," the British Fabians' euphemism for hallucinogenic drug-induced mind control. The Huxley lecture series was sponsored by the U.S. Information Service and was part of the CIA's MK-Ultra. Murphy and Price were steered to other MK-Ultra operators, including British intelligence figure **Gregory Bateson**, his wife **Margaret Mead**, and Stanford psychologist **Willis Harman**, and before long, were hosting weekend mind-bender seminars at a hot springs resort at Big Sur which had been in Murphy's family for generations.

That resort became the Esalen Institute, and within a few short years, the center was running year-round courses in group dynamics, psychodrama, Reichian sex therapy, out-of-body experiences, and other experiments too bizarre to

even describe. Willis Harman, the psychologist whose late 1960s study "The Changing Images of Man" would be the basis for the new education movement, and who today is one of the leading consultants to state education commissioners peddling OBE, delivered the first lecture series at the newly formed Esalen Institute on "The Expanding Vision." In November 1962, Esalen sponsored a seminar boldly titled "Drug-Induced Mysticism," delivered by **Dr. Paul Kurtz** and **Myron Stolaroff**. The two admitted LSD users had created an MK-Ultra front called the International Foundation for Advanced Studies to conduct their LSD experiments, and Kurtz was a leader of the Theosophist Society for Psychological Research.

By 1969, when the counterculture was reaching its violent apex, none other than mass murderer **Charles Manson** made visits to Esalen, spending the weekend there just before deploying his brainwashed followers to carry out the satanic Tate-LaBianca murders.

For several years, Esalen was the home base of **Dr. Abraham Maslow**, the founder of the Frankfurt School-linked self-actualization school of psychology. For many years afterwards, Maslow's leading student, **Carl Rogers**, played a pivotal role at Esalen. Toward the end of his life, Maslow came to the realization that his theories were all wrong, and were causing enormous mental damage to their practitioners. Rogers never owned up to the disastrous consequences of these brainwashing techniques, and today is a guru of the OBE movement. In one of his more insightful comments, Maslow said of Esalen: "If Satan himself came to Esalen, Mike Murphy would have invited him to lead a seminar."

Despite this unblemished history of countercultural kookery, Esalen has been as actively involved in the OBE process as NTL or Tavistock. Willis Harman is today perhaps America's leading educational "change agent," devising blueprints for the schools of the future based on economic projections of a post-industrial America in which the majority of the labor force is to be a docile collection of low-skilled clones.

During the formative years of the "new education" offensive, the Ford Foundation bankrolled an Esalen experimental program using group-sensitivity techniques on grammar school children in public schools all over California. The findings of that several-year-long study, published by George Brown in a book, *Human Teaching for Human Learning*, noted that children responded particularly well to some of the role-playing techniques which, after all, were very similar to many children's games. Brown felt the need to include a chapter, "Proceed with Caution," warning that the introduction of group-sensitivity methods to the classroom proves to be more successful in destroying pre-existing values and learning than in replacing the abandoned values and knowledge with anything positive.

Twenty years later, Brown's warnings about the effects of the Esalen methods are a fitting epitaph to the American school system.