

Carnage or Intelligence

With comment by Dr W.C. Douglass ,11, M.D.

CULTURAL DISCIPLINE: Governments do their best, but to what end? Is it to deliberately make things worse or just honest support of the false philosophy to which we are now indoctrinated?

Cultural beliefs are basic to behavior and we find it very traumatic to face that they may be false. However mass murder of schoolchildren (the USA or else ware), combined with the Australian government running an extensive campaign to deter people from the natural discipline of their children, makes clear how urgent our situation. The fact of young offenders being foreign-born does not allow us to escape the cultural connection in the world wide indoctrination of cultural belief.

The trouble with winning this rat race is that we remain rats.

Older people still recall that discipline is the essential for happy childhood. It results in intellectual growth and satisfaction with life! Let's back that up! Research and ample evidence of consequences supports them.

For consequence we look at the sudden outbreak of Attention Deficit Hyperactivity Disorder (ADHD) that became almost epidemic among children in 'advanced' nations in line with the introduction of Humanist child-raising ideas that substitute love for discipline.

In my youth most parents used intelligent, natural, fair discipline, as their child-raising guide. They knew no generation gap or adolescent rebellion! Transition from child to adult was normally as smooth as we should expect but some foolish parents did (what was then called) 'spoil' their children. The results of this served as a warning to others that 'spoiling' doesn't pay.

There were also a few who abused their children. Few of these children became real outlaws in the manner of so many of those spoiled by irresponsible love. It is not, of course, that parents should not love their children but that parents should love them enough to apply firm and just discipline. The spoiled child is an unhappy child and the spoiling culture grows in violence and vandalism.

A child instinctively expects its parents to know what is good for it and in most cases will accept even unjustified punishment. Physical discipline pains parents more than it does children; that explains the happy blindness of parents when offered excuses for spoiling.

Growing vandalism shows that the spoiling backed by law today is a far worse form of child abuse than unjust punishment. It also shows why the disciplined caring of the meek, not the undisciplined self love of the arrogant, shall be the form of humanity that inherits the earth.

When a child is told it is wonderful just to make it feel good; that it has done well when it has not even tried; when it can fool its parents by disobedience at will, or, when their back is turned feel free to ignore their threats – then it learns it is smarter than its parents and that its parents and teachers are incompetent fools of no help in learning how to live its, apparently irrelevant, life.

In this sad lonely situation the child is led into contempt for authority; comfort of drugs and excitement of wild behavior! How can we honestly, intelligently or logically, expect otherwise?

Lied to from birth and given confusing instruction that is illogical to life experience, how can we be surprised at rising violence and school murder/suicide sprees? If some come to hate life and seek to destroy before suicide, is that so strange?

Dr. W.C. Douglass II, M.D. in a recent report tells us that drugs used to treat this problem are classified as Schedule II, as are morphine, cocaine, and other dangerous narcotics. Quoting Travis Thompson, Ph.D. Uni. Minnesota, and Klaus Unna, M.D., Uni. Illinois, he says side effects of such drugs should scare the ... off parents, they include psychosis (severe mental disorder) drug addiction and increased risk of suicide.

Add that to an adolescent mind already frustrated and feeling its parents have so little love for it that they don't care enough to enforce beneficial behavior! Do we want parents pushed into giving their loved children drugs that alter brain chemistry?

On this Dr. Douglass writes an eight-page article but we don't need wallow in disgusting situations generated by false philosophy! A whiff should be enough, but we must consider the vast fortunes made from legal drugs and do need see this gives financial power for huge influence in politics, mass media and medical training! So lets glance at other research commented on by this successful and famous (natural-alternative) practitioner.

Enlightening to avoid the frightening

Dr Douglass, who has acquired a great reputation by challenge of poor medical practice, has this to say: Condensed quote: "I'll admit I spare no opportunity to lay into modern parents and teachers for buying the notion that "self esteem" is the single most important thing to kids' development. ... this concept is not based on science at all. It's just a tonic for parents to avoid the heartache they'll feel when they discipline their children

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As a preface to the proof, I'd like to point out that this "sovereignty of the self" school of child-rearing has risen in more or less lock-step with things like child depression, drug addiction, medication, suicide, obesity, and underachievement since around 1969.

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A recent expose` in the February 19th issue of the typically uber-left New York magazine summarizes how a stunning amount of rigorous research all but proves that those ego strokes today's parents lay on kids are doing nothing but ruining them!

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As it turns out, the competition-free, trophies-for-all, everyone's-a-winner, I'm-OK-you're-OK, blameless, goal-less, discipline-less way most of the pointy-heads say we should raise our kids is turning them into timid, neurotic, underachieving, narcissistic junkies: ...

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Basically, the findings of both new research and some more rigorous analysis of existing research concludes that telling kids how smart, gifted, or special they are does NOT spur them to greater heights of achievement — it can actually cause them to fail, not try, and ultimately underachieve. ...

According to the New York piece, over 15,000 "scholarly" articles were written between 1970 and 2000 about self-esteem and its ramifications for every aspect of life — grades, professional achievement, personal relationships, even sex... But in 2003, the Association of Psychological Science asked one leading proponent of self-esteem-based psychology (Dr Roy Baumeister) to review this massive body of research. His conclusion: That all but 200 of these 15,000 papers featured studies that did not meet his standards for scientific rigor.

In other words, the underpinning of self-esteem theory was mostly JUNK SCIENCE. Beyond this, he found that these 200 studies that did pass muster indicated that high levels of self-esteem did NOT translate into higher grades, greater career success, less alcohol consumption, or even a reduced tendency to violence.

Remember, this was the conclusion of an ADVOCATE of self-esteem-based psychology... Or rather, I should call him a former advocate. Now, he's on the right side of the childrearing fence. These days, he's writing about how excessive praise retards academic performance — and how modern parents' compulsion to worship their children is nothing more than an exercise in self-congratulation.

For the last decade, a team of Columbia psychologists studied praise's effects on kids in a dozen or more New York public schools. Their marquis research focused on 400 fifth-grade students.

After offering these kids a choice of whether to try a hard or simple puzzle, the Columbia researchers then challenged both groups with a puzzle they'd ALL FAIL. The purpose of this was to set up round 4 of the test — in which they all were given a puzzle that was just as simple as in the first round (the round in which everyone performed well).

And here's the real kicker in all this: After a forced round of failure, the "effort" group still scored an average of 30% better on this last simple puzzle than they had on the first one — which was identical in difficulty. The "smart" group performed 20% worse!

Bottom line: Kids who are programmed by their parents and teachers to believe that they are "smart" reason (quite intelligently, I might add) that they shouldn't HAVE to expend effort to complete a challenge. They become convinced that if they can't do it easily, it's either impossible or beyond their intelligence, and they give up.

**That's a textbook recipe for underachievement!
These aren't desirable personality traits!**

End of condensed quote. **Emphasis added.**

So the damage is done! A five-year loss of maturity, only in part recovered in later life by the fortunate, is a serious disadvantage! Use of parents to destroy their children by misguidance and drugs is a confidence trick. I have been trying to warn of this criminality for years. But developed in false philosophy most adults will defend mental fixations to self-destruction.

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