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Updated America's Secret Establishment An Introduction to the Order of Skull & Bones: An Introduction to the Order of Skull & Bones

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26 Highlights | 0 Notes

Yellow highlight | Location: 254

> In education, the Dewey system was initiated and promoted by Skull and Bones members. Dewey was an ardent statist, and a believer in the Hegelian idea that the child exists to be trained to serve the State. This requires suppression of individualist tendencies and a careful spoon-feeding of approved knowledge. This "dumbing down" of American education is not easily apparent unless you have studied in both foreign and domestic U.S. universities - then the contrast becomes crystal clear.

Note:

Yellow highlight | Location: 563

> All these groups have cooperative and competitive features. But to argue that all the world's ills can be ascribed to any one of these groups is false. The core of The Order, like the core of "The Group" in England, comprises about 20 families. In the U.S. case they are mostly descendents from the original settlers in Massachusetts. New wealth did not enter The Order until the mid-19th century and until recently, has never dominated The Order. On the other hand, key families, the Whitneys and the Harrimans, are linked to their own banking interests. In many ways these old line Yankee families have outsmarted the bankers. The Puritans diverted bankers' wealth to their own objectives without always absorbing the banker families. The Order controls the substantial wealth of Andrew Carnegie, but no Carnegie has ever been a member of The Order. The Order used the Ford wealth so flagrantly against the wishes of the Ford family that two Fords resigned from the board of the Ford Foundation. No Ford has been a member of The Order. The name Morgan has never appeared on the membership lists, although some Morgan partners are with the inner core, for example, Davison and Perkins. Interestingly, the Astor name is prominent in "The Group" in England, but not in The Order in the U.S.

Note:

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> Probably the most difficult task in this work will be to get across to the reader what is really an elementary observation: that the objective of The Order is neither "left" nor

"right." "Left" and "right" are artificial devices to bring about change, and the extremes of political left and political right are vital elements in a process of controlled change.

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The answer to this seeming political puzzle lies in Hegelian logic. Remember that both Marx and Hitler, the extremes of "left" and "right" presented as textbook enemies, evolved out of the same philosophical system: Hegelianism. That brings screams of intellectual anguish from Marxists and Nazis, but is well known to any student of political systems.

Note:

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The dialectical process did not originate with Marx as Marxists claim, but with Fichte and Hegel in late 18th and early 19th century Germany. In the dialectical process a clash of opposites brings about a synthesis. For example, a clash of political left and political right brings about another political system, a synthesis of the two, neither left nor right. This conflict of opposites is essential to bring about change. Today this process can be identified in the literature of the Trilateral Commission where "change" is promoted and "conflict management" is termed the means to bring about this change. In the Hegelian system conflict is essential. Furthermore, for Hegel and systems based on Hegel, the State is absolute. The State requires complete obedience from the individual citizen. An individual does not exist for himself in these so-called organic systems but only to perform a role in the operation of the State. He finds freedom only in obedience to the State. There was no freedom in Hitler's Germany, there is no freedom for the individual under Marxism, neither will there be in the New World Order. And if it sounds like George Orwell's 1984 - it is.

Note:

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Gilman imported the experimental psychology of Hegelian physiologist Wilhelm Wundt from Germany. This psychology was grafted onto the American education system through the educational laboratories at Columbia and Chicago University. And they moved a familiar name, John Dewey, a pure Hegelian in philosophy, along the fast track in his career. This has been aptly termed "The Leipzig Connection" by Lance J. Klass and Paolo Lionni.

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Then we shall look at the Foundations, how these were captured by The Order and their gigantic funds used to finance a Hegelian educational system designed to condition future society. It is doubtful if John D. Rockefeller or Mrs. Russell Sage, and certainly the Ford family, ever quite understood how their philanthropies were used for a long-term conditioning plan. It is also doubtful if The Order forecast the public backlash of the 1970s and 1980s - not all children have succumbed to the social conditioning brainwashing, parents have more than once risen in part revolt, private schools have sprouted like spring flowers in the desert and perhaps enough academics have slipped through a net designed to contain and neutralize independent research and thinking.

Note:

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There were two groups of these Hegelians. The right Hegelians, were the roots of Prussian militarism and the spring for the unification of Germany and the rise of Hitler. Key names among right Hegelians were Karl Ritter (at the University of Berlin where our trio studied), Baron von Bismarck, and Baron von Stockmar, confidential adviser to Queen Victoria over in England. Somewhat before this, Karl Theodor Dalberg 1744-1817), arch-chancellor in the German Reich, related to Lord Acton in England and an Illuminati (Baco v Verulam in the Illuminati code), was a right Hegelian. There were also Left Hegelians, the promoters of scientific socialism. Most famous of these, of course, are Karl Marx, Friedrich Engels, Heinrich Heine, Max Stirner and Moses Hess. The point to hold in mind is that both groups use Hegelian theory of :he State as a start point, i.e., the State is superior to the individual. Prussian militarism, Nazism and Marxism have the same philosophic roots. And it left its mark on our trio.

Note:

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Wilhelm Maximilian Wundt Wilhelm Wundt (1832-1920), Professor of Philosophy at University of Leipzig, was undoubtedly the major influence on G. Stanley Hall. Modern education practice stems from Hegelian social theory combined with the experimental psychology of Wilhelm Wundt. Whereas Karl Marx and von Bismarck applied Hegelian theory to the political field, it was Wilhelm Wundt, influenced by Johann Herbart, who applied Hegel to education, which in turn, was picked up by Hall and John Dewey and modern educational theorists in the United States. Wilhelm Maximilian Wundt was born August 16, 1832 at Neckarau, a suburb of Mannheim, Germany. His father Maximilian (1787-1846) was a minister. Wundt's grandfather on the paternal side is of significant interest: Kirchenrat Karl Kasimir Wundt (1744-84) was Professor at Heidelberg University in the history and geography of Baden and pastor of the church at Wieblingen, a small neighborhood town. The Illuminati-Order documents show that "Raphael" in the IIluminati is identified as this same Professor Karl Kasimir Wundt and is

referred to in the Illuminati Provincial Report from Utica (i.e., Heidelberg) dated September 1782.1 The magnum opus of Wilhelm Wundt, i.e., Volkerpsychologie, is also today a recommended book in Internationales Freimaurer Lexikon (page 50). Historical links aside, Wundt is important in the history of American education for the following reasons: (1) He established in 1875 the world's first laboratory in experimental psychology to measure individual responses to stimuli. 'Richard van Dulman, Der Geheimbund Der Illuminaten (Stuttgart, 1977, p. 269). (2) Wundt believed that man is only the summation of his experience, i.e., the stimuli that bear upon him. It follows from this that, for Wundt, man has no self will, no self determination. Man is in effect only the captive of his experiences, a pawn needing guidance. (3) Students from Europe and the United States came to Leipzig to learn from Wundt the new science of experimental psychology. These students returned to their homelands to found schools of education or departments of psychology, and trained hundreds of Ph.D.s in the new field of psychology.

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The core of our problem is that Wundt's work was based on Hegelian philosophical theory and reflected the Hegelian view of the individual as a valueless cog in the State, a view expanded by Wundt to include man as nothing more than an animal influenced solely by daily experiences. This Wundtian view of the world was brought back from Leipzig to the United States by G. Stanley Hall and other Americans and went through what is known among psychologists as "The Americanization of Wundt." Although Hall was primarily psychologist and teacher, his political views were partially Marxist, as Hall himself writes: ". . . (I) had wrestled with Karl Marx and half accepted what I understood of him" (Confessions, p. 222). In the next Memorandum, Number Five, we will link Hall with Gilman and trace their joint influence on American education.

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The rest is known. The chart demonstrates how doctoral students from Wundt and Hall fanned out through the United States, established departments of psychology and education by the score; 117 psychological laboratories just in the period up to 1930. Prominent among these students were John Dewey, J.M. Cattell and E.L. Thorndike - all part of the founding of Columbia Teachers' College and Chicago's School of Education - the two sources of modern American education.

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An economic association is also of significance because it conditions how people who are not economists think about the relative merits of free enterprise and state

planning. State economic planning is an essential part of State political control. Laissez faire in economics is the equivalent of individualism in politics. And just as you will never find any plaudits for the Ninth and Tenth Amendments to the Constitution in official history, neither will you find any plaudits for individual free enterprise. The collectivist nature of present day college faculties in economics has been generated by the American Economic Association under influence of The Order. There are very few outspoken preachers of the Austrian School of Economics on American campuses today. They have been effectively weeded out. Even Ludwig von Mises, undisputed leader of the school, was unable to find a teaching post in the United States. So much for academic freedom in economics. And it speaks harshly for the pervasive, deadening, dictatorial hand of the American Economics Association. And the controlling hand, as in the American Psychological Association and the American Historical Association, traces back to The Order.

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Yellow highlight | Location: 1,452

The principal founder and first Secretary of the American Economic Association was Richard T. Ely. Who was Ely? Ely descended from Richard Ely of Plymouth, England who settled at Lyme, Connecticut in 1660. On his grandmother's side (and you have heard this before for members of The Order) Ely descended from the daughter of Rev. Thomas Hooker, founder of Hartford, Connecticut. On the paternal side, Ely descended from Elder William Brewster of Plymouth Colony. Ely's first degree was from Dartmouth College. In 1876 he went to University of Heidelberg and received a Ph.D. in 1879. Ely then returned to the United States, but as we shall describe below, had already come to the notice of The Order. When Ely arrived home, Daniel Gilman invited Ely to take the Chair of Political Economy at Johns Hopkins. Ely accepted at about the same time Gilman appointed G. Stanley Hall to the Chair of Philosophy and Pedagogy and William Welch, a member of The Order we have yet to describe, to be Dean of the Johns Hopkins medical school. Fortunately, Richard Ely was an egocentric and left an autobiography, Ground Under Our Feet, which he dedicated to none other than Daniel Coit Gilman (see illustration). Then on page 54 of this autobiography is the caption "I find an invaluable friend in Andrew D. White." And in Ely's first book, French And German Socialism, we find :he following: "The publication of this volume is due to the friendly counsel of the Honorable Andrew D. White, President of Cornell University, a gentleman tireless in his efforts to encourage young men and alive to every opportunity to speak fitting words of hope and cheer. Like many of the younger scholars of our country, I am indebted to him more than I can say." Ely also comments that he never could understand why he always received a welcome from the U.S. Embassy in Berlin, in fact from the Ambassador himself. But the reader has probably guessed what Ely didn't know - White was The Order's recruiter in Berlin.

Note:

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> Then Ely says, "The only explanation I can give for his special interest n me was the new ideas I had in relation to economics." And what were these new ideas? Ely rejected classical liberal economics, including free trade, and noted that free trade was "particularly obnoxious to the German school of thought by which I was so strongly impressed." In other ,words, just as G. Stanley Hall had adopted Hegelianism in psychology from…

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> Ely also tells us about his students, and was especially enthralled by Woodrow Wilson: "We knew we had in Wilson an unusual man. There could be no question that he had a brilliant future." And for those readers who are wondering if Colonel Edward Mandell House, Woodrow Wilson's mysterious confidant, is going to enter the story, the answer is Yes! He does, but not yet. The clue is that young Edward Mandell House went to school at Hopkins Grammar School, New Haven, Connecticut. House knew The Order from school days. [n fact one of House's closest classmates at Hopkins Grammar School was member Arthur Twining Hadley ('76), who went on to become President of Yale University (1899 to 1921). And it was Theodore Roosevelt who surfaced Hadley's hidden philosophy: "Years later Theodore Roosevelt would term Arthur Hadley his fellow anarchist and say that if their true views were known, they would be so misunderstood that they would both lose their jobs as President of the United States and President of Yale."1

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> Looking back at John Dewey after 80 years of his influence, he can be recognized as the pre-eminent factor in the collectivization, or Hegelianization, of American Schools. Dewey was consistently a philosopher of social change. That's why his impact has been so deep and pervasive. And it is in the work and implementation of the ideas of John Dewey that we can find the objective of The Order. When The Order brought G. Stanley Hall from Leipzig to Johns Hopkins University, John Dewey was already there, waiting to write his doctoral dissertation on "The Psychology of Kant." Already a Hegelian in philosophy, he acquired and adapted the experimental psychology of Wundt and Hall to his concept of education for social change. To illustrate this, here's a quote from John Dewey in My Pedagogic Creed: "The school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. Education, therefore, is a process of living and not a preparation for future living." What we learn from this is that Dewey's education is not child centered but

State centered, because for the Hegelian, "social ends" are always State ends. This is where the gulf of misunderstanding between modern parents and the educational system begins. Parents believe a child goes to school to learn skills to use in the adult world, but Dewey states specifically that education is "not a preparation for future living." The Dewey educational system does not accept the role of developing a child's talents but, contrarily, only to prepare the child to function as a unit in an organic whole - in blunt terms a cog in the wheel of an organic society. Whereas most Americans have moral values rooted in the individual, the values of the school system are rooted in the Hegelian concept of the State as the absolute. No wonder there is misunderstanding!

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Criticism of the educational system today bypasses the fundamental philosophic aspect and focuses on omissions, i.e., that the kids can't read, write, spell or undertake simple mathematical exercise. If we look at the educational system through the eyes of The Order and its objectives, then the problems shift. If teachers are not teaching basics, then what are they doing? They appear to be preparing children for a political objective which also happens to be the objective of The Order. The emphasis is on global living, preparing for a global society. It is apparently of no concern to the educational establishment that children can’t read, can’t write, and can’t do elementary mathematics…but they are going to be ready for the Brave New World.

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Then in 1981, James S. Coleman of the University of Chicago produced a study of public schools for the U.S. Department of Education. In this study Coleman used the National Opinion Research Center to contact 58,728 sophomores and seniors in 1,016 public, parochial, and private schools across the United States. His findings were: • private and parochial schools provide an education closer to the common school ideal than do public schools, • private school students learned more than public school counterparts, • Coleman wrote it was paradoxical that "catholic schools function much closer to the American ideal of the common school . . . than do public schools." • private schools provide "a safer, more disciplined and more ordered environment" than public schools, • "blacks and Hispanics perform better at private schools." The reason? Private schools are less under the influence of the Dewey educational philosophy. They still have to use accredited teachers, but these teachers - quite bluntly - have been able to survive the teacher training conditioning.

Note:

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Lenin's statement that the State will wither away at the synthesis stage is nonsensical. In fact, as all contemporary Marxist states testify, the State in practice becomes all powerful. The immediate task of "the revolution" is to convey all power to the state, and modern Marxist states operate under a constant paranoia that power may indeed pass away from the hands of the State into the hands of the people. We suggest that world forces may be seen differently, although still i7, terms of the Hegelian dialectic. If Marxism is posed as the thesis and national socialism as antithesis, then the most likely synthesis becomes a Hegelian New World Order, a synthesis evolving out of the clash o: Marxism and national socialism. Moreover, in this statement those who finance and manage the clash of opposites can remain in control of the synthesis.

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In 1930-31 Emil Kirdorf approached Thyssen and subsequently sent Rudolf Hess to negotiate further funding for the Nazi Party. This time Thyssen arranged a credit of 250,000 marks at the Bank Voor Handel en Scheepvaart N.V. (the Dutch name for the bank named by Thyssen in the attached document), at 18 Zuidblaak in Rotterdam, Holland. Thyssen was former head of the Vereinigte Stahlwerke, The German 1 Wall Street And The Rise Of Hitler and Hitler's Secret Backers are obtainable from Research Publications, P.O. Box 39850, Phoenix Arizona 85069. Some other aspects are covered in Charles Higham. Trading With The Enemy (Delacorte Press).

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steel trust, financed by Dillon Read (New York), and played a decisive role in the rise of Hitler to bower by contributing liberally to the Nazi Party and by influencing his fellow industrialists to join him in support of the Fuehrer. In reward for his efforts, Thyssen was showered with political and economic favors by the Third Reich and enjoyed almost unlimited power and prestige under the Nazi regime until his break with Hitler in 1939 over the decision to invade Poland and precipitate the Second World War. This incident and Thyssen's subsequent publication, 1 Paid Hitler, has a parallel with the history of his father, August Thyssen. Through a similar confession in 1918 the elder Thyssen, despite his record as a staunch backer of pan-Germanism, succeeded in convincing the Allies that sole responsibility for German aggression should be placed on the Kaiser and German industrialists should not be blamed for the support they had given to the Hohenzollerns. Apparently influenced by August Thyssen and his associates, the Allies made no effort to reform German industry after World War I. The result was that Thyssen was allowed to retain a vast industrial empire and pass it on intact to his heirs and successors.

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> It was against this background that Fritz Thyssen took over control of the family holdings following the death of his father in 1926. The new German steel baron had already achieved fame throughout the Reich by his defiance of the French during their occupation of the Ruhr in 1923. Like Hitler, Thyssen regarded the Treaty of Versailles as "a pact of shame" which must be overthrown if the Fatherland were to rise again This is the story in Hitler's Secret Backers. Thyssen set out along the same road as his father, aided by ample Wall Street loans to build German industry. August Thyssen had combined with Hugenburg, Kirdorf, and the elder Krupp to promote the AllDeutscher Verband (the Pan-German League), which supplied the rationale for the Kaiser's expansionist policies. His son became an active member of the Stahlhelm and later, through Goring, joined the Nazis. Finally, after the crash of 1931 had brought German industry to the verge of bankruptcy, he openly embraced national socialism. During the next 2 years Thyssen dedicated his fortune and his influence to bring Hitler to power. In 1932 he arranged the famous meeting in the Dusseldorf Industrialists' Club, at which Hitler addressed the leading businessmen of the Ruhr and the Rhineland. At the close of Hitler's…

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> In conclusion, we have seen that the two arms of the dialectic described in Memoranda Three and Four clashed in World War II. Furthermore, the corporate segment of the elite profited from Lend Lease to the Soviets and by underground cooperation with Nazi interests. The political wing of The Order was at the same time preparing a new dialectic for the post World War 11 era.

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> The story of the betrayal of China and the role of The Order will have :o await yet another volume. At this time we want only to record the decision to build Communist China as a new arm of the dialectic - a ,decision made under President Richard Nixon and placed into operation by Henry Kissinger (Chase Manhattan Bank) and George "Poppy" Bush (The Order). As we go to press (early 1984) Bechtel Corporation has established a new company, Bechtel China, Inc., to handle development, engineering and construction contracts for the Chinese government. The new ?resident of Bechtel China, Inc. is Sydney B. Ford, formerly marketing manager of Bechtel Civil & Minerals, Inc. Currently Bechtel is working on studies for the China National Coal Development Corporation and he China National Offshore Oil Corporation - both, of course, Chinese Communist organizations. It appears that Bechtel is now to play a similar role to that of Detroit based Albert Kahn, Inc., the firm that in 1928 undertook initial studies and planning for the First Five Year Plan in the Soviet Union. By about the year 2000

Communist China will be a "superpower" built by American technology and skill. It is presumably the intention of The Order to place this power in a conflict mode with the Soviet Union. There is no doubt Bechtel will do its job. Former CIA Director Richard Helms works for Bechtel, so did Secretary of State George 5hultz and Defense Secretary Caspar Weinberger. That's a powerful, influential combination, if any Washington planner concerned with national Security gets out of line sufficiently to protest. Yet, The Order has probably again miscalculated. What will be Moscow's reaction to this dialectic challenge? Even without traditional Russian paranoia they can be excused for feeling more than a little uneasy. And who is to say that the Chinese Communists will not make their peace with Moscow after 2000 and join forces to eliminate the super-super-power - the United States?

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Although the John Birch Society, the long time conservative promoter of conspiracy theory, emphasizes that these senior societies are merely recruiting grounds, in effect the societies are the source of a vast establishment network, a formalized "old boy" network that effectively shuts out the newcomers and the non-Yale talented from the halls of power. Because these are senior societies, the emphasis is not on campus activities but on post graduation ambitions. That is the fundamental difference to all other campus societies in the U.S.

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Even with our limited knowledge of the internal ritual of The Order we can make three definite statements about the links between The Order and satanic beliefs. These observations should be seen as a start point for further research and consideration. The first link is through photographic evidence of the association of Skull & Bones with satanic devices, i.e., the skull and crossed bones. The second link is through satanic symbolism. The third link is through the association of The Order with the New Age Movement, well documented in a remarkable new book by Constance Cumbey, The Hidden Dangers of the Rainbow (Huntington House, Inc., Suite G, 1200 North Market Street, Shreveport, LA 71107).

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