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## FOR POLITICAL AND ECONOMIC REALISM

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### Modern Science

By TUDOR JONES, Sc.D., M.D., F.R.S.E.

A REVISION OF THIS ESSAY, ORIGINALLY PUBLISHED IN THESE PAGES IN THE LATTER PART OF 1943 AND EARLY 1944, HAS FOUND NO MAJOR ALTERATIONS NECESSARY. DR. JONES HAS, HOWEVER, ADDED A NUMBER OF FOOTNOTES AND A POSTSCRIPT.

(IX)

Bunsen's letter, quoted in my last chapter, was written in 1844. The princely resolution to reform English education was three years later. By 1859, well in advance of Mr. Forster, "educational destitution" was on the way to that annihilation which now makes it possible for politicians to use to the full while denying that there are visible the slightest traces of its existence. Even Oxford had succumbed to Chemistry and Modern Languages, if not to Psychology, so that "Bertie," fresh home from Italy in June, and packed off to Edinburgh University "for a couple of months until Oxford reassembled after that monstrous long vacation" might be visited at Frewin Hall, out of reach of "dissolute undergraduates," by the Professors of Chemistry, Modern Languages, Modern History and Ecclesiastical History. "Smoking was forbidden, memoranda flew to and fro between Windsor and Oxford, and the Prince Consort made surprise raids on the University to see there was no slackness."\*

The Nineteenth Century was being made conscious of its Divine Right (by Law established), and England had a foretaste of 'living pictures.' Sudden inspiration struck Mr. Paxton (afterwards Sir Joseph), and a great monument of iron and glass arose on the green turf of Hyde Park to house the Great Exhibition which was to "give the world a true test, a living picture, of the point of industrial development at which the whole of mankind has arrived, and a new starting point from which all nations will be able to direct their further exertions. These words, delivered "with great clearness and grace" at the Mansion House, were the Prince Consort's own. The abolition of "educational destitution" was as popular as the Beveridge Plan, and nearly three-quarters of a million of the educationally destitute lined the way between the Exhibition and Buckingham Palace on the opening day, exemplary in their behaviour, although it had been predicted that "the 'Reds' of all Continental nations would be only too glad to coalesce with Chartism and discontent of all kinds, for the purpose of disturbing the peace of London"† on the occasion. The King of Prussia, apparently unable to recognise the degree of destitution available in England, "took such alarm at

the thought of the Red Republicans whom the Exhibition would draw together, that at first he positively prohibited his brother, then Prince of Prussia [afterwards German Emperor] from attending the opening ceremonial."‡

Suddenly not only East London but Liverpool, Manchester, Leeds and Birmingham were discovered, by house to house visitation, to be subject to 'educational destitution.' Of 40,000 children in one square mile of East London, 29,000 were growing up "in almost if not complete ignorance."\* 'Reformation in a flood' was about to descend upon us.

Now, at this point any reader might ask, and would be justified in asking why a series of articles dealing specially with modern science should be so lavishly concerned with details of the history of education; and I think the answer should be made as clear as it can be made.

*Homo ingenuus liberaliterque educatus*, wrote Cicero: a man free-born and reared accordingly (*i.e.*, as a noble). This, which embodies the only notion of education which, I submit, can bear examination, has become the mere hot air of salesmanship in the mouths of those whose objective, measured by the results they obtain ever more copiously and precisely, is the rearing of slaves in a manner becoming to slaves. Science and education go hand in hand. If any man could enrich the culture of his time and succeeding times without being subjected to a process of education, a rearing process, there would be no need for the processes of education. Enrichment, not impoverishment, is the acceptable objective of a rearing process. There is no more meaning in the statement that a pup has been educated than in the statement that it has been reared. A pup which has been brought up to the water but flounders when out of its depth is either badly brought up or is a bad pup. Our planners are supplying an environment in which everyone excepting an insignificant minority is out of his depth, a rearing process which it is necessary to escape if you wish to swim, and while they are themselves both noticeably out of their depth and unable to swim, they are pretending that drowning is good for you. To struggle effectually may be a more or less invariable and necessary preliminary to success

(Continued on page 3.)

\* E. F. Benson: *Queen Victoria*.† Justin McCarthy: *A Short History of Our Own Times*.‡ Justin McCarthy: *A Short History of Our Own Times*.\* W. E. Forster in the House of Commons, *Annual Register*, 1870. The phrase 'educational destitution' was used on this occasion by Forster.

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### From Week to Week

Speculators in foreign exchange, if they exist, are a smoke screen to cover the activities of the Money Power which manipulates exchanges in the interest of their own world dominion. As Douglas warned us, they care no more for the immolation of the people of a continent than for the death of a sparrow. They have achieved the factory Ghetto, and the Slave State is just around the corner. Whether sterling is 'devalued' or the bank rate is put at seven *per cent.* (!) is the choice of two roads to one ruin in which 'the Party' will take over.

Ten years ago when the course of post war policy was perfectly plain, we doubted whether there was any effective answer to it, but suggested maximum pressure on M.P.s to hamstring the bureaucracy, or a demand for the preparation of a statement of Constitutional Rights and Functions for submission to The Lords, the King and the Commons for clarification; in any case, a challenge to the Omnipotence of the Cabinet.

Since then, the installation of a new Administration has demonstrated conclusively that our fate is sealed unless we do successfully challenge the Omnipotence of the Cabinet. The ultimate move of our enemies, now in preparation, is to make such a challenge impossible.

### Light in Dark Places?

"For the last quarter of a century, 'Science' and 'Technology,' or the elaboration or multiplication, of Techniques, have suffered a high degree of confusion. There has been a marked acceleration in this respect since the early stages of the late war . . . The pace is still accelerating in the Medical and Industrial Sciences. But at the higher levels of Scientific thought there has been continuously a reaction. This reaction is becoming more marked . . .

"The tendency of Technological education is to abolish not to equip or enhance thought in a general sense. The trainee becomes progressively a skilled reader of indices, the application of which he understands in relation to his social function; but the meaning of which he does not understand. Nor, indeed, does he believe there is a meaning. He has released from his mechanisms what was inherent in them from their inception (which was itself the 'product' of another mechanism or the same or a like order), and there is nothing else. . . .

(Continued at foot of next column.)

### The Development of World Dominion

During the period of the Socialist Administration in Great Britain, following the end of World War II, *The Social Crediter* analysed the activities of that administration in our progress to disaster; and emphasised over and over that a change of administration would not mean a change of policy. The Constitutional issue, philosophy, politics, economics and strategy were examined in the notes under the heading "From Week to Week." Written or inspired by the late C. H. Douglas, these notes are a permanent and invaluable addition to our understanding of the policies of opposed philosophies, and we propose to re-publish a considerable selection of them, both for their relevance to a situation which has developed but not otherwise altered under a 'new' Administration, and for the benefit of new readers of this journal to whom otherwise they are not readily available.

The date of original publication is given in brackets after each item.

It is now reasonably clear that there is (E. & O.E.) no immediate danger of a clear cut war with Russia, although for obvious reasons, it is not desired that the general public of these islands, or of the U.S.A. should feel any confidence to that effect. The general basis for such a statement is that the ends of the Sanhedrin, or B'nai B'rith, or Zionists, or the "Less than four hundred men who govern the World," of Herr Rathenau, are much better served by a series of medium sized wars, no one of which settles anything and all of which serve as a cloak for MONOPOLY and centralisation, than by an atom-bomb conflagration in which there would be serious risk of injury to some of the Chosen, or Four Hundred.

We are as confident as it is reasonable to be on such a subject, that President Truman received assurances for which it was not necessary for him to leave Washington, that a "war" with North Korea would be absolutely safe (to him), that Stalin would be instructed not to interfere, that the "British" would be still further humiliated, and the World Government at Lake Success would be saved thereby from ignominious dissolution in a storm of exasperated ridicule.

The technique of fomenting little wars has been one of the major tools of "American" finance, commonly called Dollar Diplomacy—a tool developed and perfected in South America in the nineteenth century, with India and South Africa as sidelines of increasing importance. It is easy to see that the apparent genesis of such wars can be shifted from New York to Moscow almost in a week, and it is by no means certain that the growing hostility to "Communism" and its identification with Zionism in the United

"That a complete breakdown of thought and the application of the results of thought should ensue from persistence along these lines is a matter of intuition rather than demonstration."

—(Abstracted from NOTES circulated in a British University eight years ago.)

States, may not have just that effect. In the meantime, Fifth Columnists everywhere can be trusted to see that the excuses for a fight are ready for use almost anywhere, as required. (October 21, 1950.)

We don't know whether the repetition of the warnings we have given (as to the military nature of the problem to be solved before correct financial measures are possible) serve any useful purpose, but in case anyone should suppose that we are "just another group of anti-semitics" we bring to the attention of our readers once more, serious, documented publication, written in German, but published in Switzerland, by an author who elects to be known as Severin Reinhard. The title of the book is "Spanischer Sommer," and we are informed that most of the details, although not the main thesis, are extracted from a book which was published by a famous Dutch firm, but of which only two copies escaped to the general public; the remainder of an edition of two thousand were bought up and destroyed by an agent of the Warburg family.

We hope to devote more adequate space to this book: but the fundamental issue can be stated in a few words.

The thesis is that a small group, whose names and history correspond with those pilloried by, for instance, Monsieur Coty in his *Figaro* articles of some years ago, are constantly engaged in fomenting wars, revolutions and economic crises, with the object of wrecking society everywhere in order to step in and assume absolute control, or world dominion. They financed Hitler, partly through the Bank of "England," in order to destroy England.

The masses of "workers" are the primary tool with which to ruin the otherwise stable middle classes, and both the finance and the brains of Socialism, Communism, or what have you, come from this immensely rich and powerful, but quite small group.

Now if this proposition is even approximately true (and we believe there is ample evidence to that effect) then our current "politics" are just the make-believe of children. And the longer this situation is allowed to drift, the more certain is our destruction.

We can only leave it at that. (May 6, 1950.)

In that remarkable book, *Spanischer Sommer*, reference is made to a letter from a Rabbi Botschko to Field-Marshal Montgomery, published in No. 18 of the *Israelitische Wochenblatt* of May 2, 1947, which states "the more Bevin persecutes us, the more hard knocks he will receive from an unseen hand; from the secret hand under which Belshazzar also fell.

"That England had to leave India quickly, . . . that England was constrained to suffer shame and disgrace in Egypt and that politically she has undergone several Dunkirks is sufficient evidence therefor. The British ship of state sinks daily lower and lower."

This kind of talk is either megalomaniac nonsense or it is the core of world and home politics. All the evidence points to the latter explanation. It is more than time that we knew the truth. (October 14, 1950.)

It is probable that most wars have been fought for reasons quite other than those publicly protested, but we should imagine that nothing ever approached in magnificent mendacity the Campaign now ending in the glorious victory of the United States over "North Korea."

There is hardly a pretence that either "North" or "South" Koreans are more than symbolic; their role is to demonstrate the need for a Police Force under the United States, which can be used against all the "nations" and particularly "Britain" whose troops are embodied in it. We do not mean to suggest that "Britain" would ever think of rebelling against the United States; but Korea provides and unobtrusive object lesson in the treatment awaiting her if she did. (October 14, 1950.)

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in anything. But our mentors, phrenetic before 'the Idols of their minds,' would have us drown in order to swim. It is possible to drown even when you can swim; but you cannot learn to swim after you are drowned. You can throw a pup into deep water and let him sink or swim, which is what they did at Glasgow University until after World War I. You cannot run either a democracy or any other society successfully in the light of the conviction that drowned puppies are ideal living citizens, and that drowning fits them for life. "A bad workman does bad work with any tools; and, in addition spoils good tools."

(X)

A fair statement of the quantum theory was embodied by the German poet, Goethe, in a verse beginning *Im Anfang war das Wort*. In the beginning was the Word, the opening sentence of St. John's Gospel, a triple association which makes me wonder whether the genuine Gospel does not begin at the sixth verse, the first five verses incorporating a fragment of occult wisdom of, probably, immense significance, of an historical rather than a theological order.† This is, however, not my pidgin, and I mention it only to suggest once more that the 'word-centralisers' are 'in on something big.' They seem to be determined that wherever the Word was in the beginning, it's going to be with them in the end!

The notion of human speech current at the beginning of the nineteenth century was one which left more than elbow-room for bewilderment because a parrot could talk. Parrots cannot talk. What they do is another matter. They don't talk. Since 1920, entirely through the work of the late Sir Henry Head (*Aphasia*, Oxford Medical Publications: A work there is a noticeable tendency to suppress)\*, the phenomena of human speech have gained considerably in intelligibility. Until that time, speech was a separate 'faculty,' with a unique organ for its 'production,' which 'scientists' were bent upon defining and locating, instead of its being, as it is, a mere technique devised for

† I am told that the first chapter of this Gospel, in the Vulgate version, was used in mediaeval times as an incantation by necromancers, which suggests that some part of the chapter at least had a special attachment to occult practice or a special interest for occult practitioners.

\* See also *Aphasia: an Historical Review*, in *Brain*, Vol. XLIII Pt. IV, p. 390 and *Speech and Cerebral Localisation*, in *Brain*, Vol. XLVI, Pt. IV, p. 355.

ends which it is no derogation to call *political*, a technique which, on its mechanical side requires no special mechanism, while on its *political* side it develops, co-ordinates, facilitates, adjusts, enlarges, guides, checks and generally subserves a vast array of functions each equipollent with the rest in the highest reaches of human faculty. It employs the whole brain if not the whole man. With all that it entails, it constitutes an effective power acquired by voluntary effort in every case, by effort, and constantly improved by practice. Distinguished by its range and scope from anything possible in the brute creation, it also distinguishes man socially, mentally and politically. It is the means of formulating in symbols independent of man materially and objectively the human 'pass-word' which communicates from man to man and from generation to generation the power to enter at each new door to effective action. It is the vehicle of the cultural policy and one embodiment of the cultural heritage. The other is the actual, objective instrument, the working model of his devices. The brute has at most the 'tribal ball,' which he hands on intact, unaltered, unmodified, without increase and without diminution except in domestication, in which state he may himself be perverted and robbed of a part of his heritage, to be restored apparently only by reabsorption by the tribe. But in the lifetime of a single human individual, the human cultural heritage, distinct from a purely nural heritage, which has assumed relatively and possibly absolutely a small proportion in man, the *knowledge of how to do things*, grows larger by an amount which takes it out of the range of individual mastery completely. Even the community as a whole soon 'forgets' how things were done, how the path was sought and how it was found, in complete absorption in current practice. It is a fantastic impossibility for the most able or the most industrious ever to retrace the path of human advancement in knowledge except in bare outline which would scarcely suffice to reconstitute or repair the path to any present accomplishment if it were once destroyed in practice or the meaning of current practices were once erased from his memory. Speech is the necessary concomitant to the continuance of every practical process. It is so welded into the fabric of man's life that it is no wonder it has been accepted as a divine gift, first of all distinguishing endowments. Yet the individual does not possess it at his birth. Christening does not confer it upon him. Confirmation is dependent upon his previous acquisition of it in some form. By some intricate device of symbolisation the meaning of complex abstract associations must be communicated before any human child can say even 'yea' or 'nay' to the simplest symbolic proposition. Tamper with the integrity of this mechanism, and the individual at once becomes a stricken caricature of a sentient purposeful entity, confused, embarrassed, split, isolated and lost. The processes which normally "run through the nervous system like a prairie fire from bush to bush" (Head) are stamped out. The joy and speed of this flame-like progress is of the individual's own making. Let the child be deaf, and he is dumb. An alternative technique may be called into use; but the principles of its construction are the same. There is no necessity, however much there may be convenience in the choice of our mouths and ears for speech. Tennis racquets brandished in the distance would do. A grammar and syntax of movement offers no more

inherent difficulty than one of words and phrases. It is as easy to see when the player misses the ball, as to hear when he misses the sound, or to mark when he misses the sense. Yet, taken as a whole, and that whole is the acquirement of some skill in man's highest exercises, taken broad and large, but inclusively, it is a miracle, a marvel.

And, before he goes to school at all, the human child learns to speak, with amazingly few exceptions. That is to say that, almost without exception the 'educationally destitute' accomplish without insuperable difficulty a feat which, so long as they live no curriculum of the educators, no test of appointments boards, no predicament of practical life will ever surpass in *inherent* difficulty. And their teachers may be merely 'ignorant' parents, possibly as 'educationally destitute' as themselves. With whatever instruction they receive, all but an insignificant minority of human infants learn to move the muscles of their lips, cheeks, tongue, palate, larynx, chest, with a dexterity, speed and co-ordinated precision far surpassing anything attempted by the most astonishing billiard player, dancer or virtuoso; to distinguish minute differences in the procession of sounds they hear which modern electrical methods of recording might register and therefore distinguish but *never could discriminate*. And this marvel has been performed by every generation of men of all races since before the time of recorded history, and has needed no teacher higher than the savage, no form of government to perpetuate and no Board of Education to control.

There are many things the individual desires to know or needs to know which his parents cannot teach him. But when was there a time (until the Board School, the Board of Education and the Brains Trust came on the scene to queer the pitch) when any deficiency there might be could not be repaired by the individual himself if he wished to repair it? The mightiest obstruction between the individual and knowledge of the world in which he lives is the one now being perfected, in the name of science and education. Every item in the modern argument is a fake, and no progress towards extricating ourselves from the morass in which the cultural life of society is bogged can be made unless full consideration is given to the fact that the underlying policy of so-called educational movements, and particularly legislation, is no more 'education' than the underlying policy of agriculture is to ensure the dominance of cows over all other terrestrial species, in limitless pastures safe from the pole-axe.

(To be continued.)

### Errata

We regret the following errors which appeared in our issue, of October 5:—

- p. 1, col. 2, line 1, invigorates for *investigates*.
- p. 2, col. 1, para. 1, last line, like for *alike*.
- p. 2, col. 2, para. 3, line 13, and for *aid*.
- p. 4, col. 1, para. 3, line 9, not for *no*.
- p. 4, col. 1, para. 2, line 9, Galilio for *Galileo*.
- p. 4, col. 2, para. 2, line 1, gynecologist for *gynaecologist*.