

proposes outright that Russia be dismembered into three parts. And he notes that there is rarely a divergence between the ravings of Brzezinski and the actions of the U.S. government.

Many Americans might be surprised to know that books by prominent members of the American policy establishment circulate widely in Russia. In the case of the Brzezinski book, which was published in 1997, it became a virtual scandal in Russia from the moment it was published. And clearly, the fact that the United States, from its leading position in NATO, proceeded to carry out the kinds of policies which Brzezinski put forward, could only arouse deep suspicion in the minds of serious Russian patriots.

### Strategy for Economic Growth

Dr. Glazyev is confident that Russia can recover, but only if the “reform” policies of the 1990s are identified for the disaster they were, and reversed. He notes that the bankruptcy of the “reform” policy, which was reached on Aug. 17, 1998, opened up the possibilities for a

change in economic policy.

In the third part of his book, the economist presents a set of proposals geared toward exploiting Russia’s surviving assets, such as skilled manpower and areas of scientific innovation, as the basis for an economic growth strategy in the coming century.

All the measures which Dr. Glazyev puts forward are the very antithesis of what was done under the “reform.” He captions his recommendations as a “transition to a mobilization economic policy,” which includes increasing central government control over currency and the banking system, orienting credit toward support for production, and fighting organized crime. These by no means represent a return to the Soviet system—as detractors will undoubtedly insist.

### Ramifications

*Genocide* became available in English in December 1999, when *EIR* first released it. Several thousand copies are currently in circulation, many of them among policymaking circles in the United States

and elsewhere.

The fact that the book carries a preface by U.S. economist Lyndon LaRouche, undoubtedly raised eyebrows in these circles. LaRouche’s essay examines the systemic failures of economic policy worldwide, since the introduction of the floating-exchange-rate monetary system in August 1971. He suggests that Dr. Glazyev’s book will be useful in preparing the groundwork for the necessary worldwide reorganization of the monetary system, of which both Russia and the United States must be a part.

With the election of Putin as President, as a reflex action for the defense of the Russian state, LaRouche’s point is all the more urgent to be taken up by leading circles in the United States. Dr. Glazyev’s analysis provides an indispensable education in how the best of Russian economists are thinking, and thus is a necessary guide to shaping U.S. policy for cooperation, not confrontation, in the months of financial crisis ahead.

—Nancy B. Spannaus

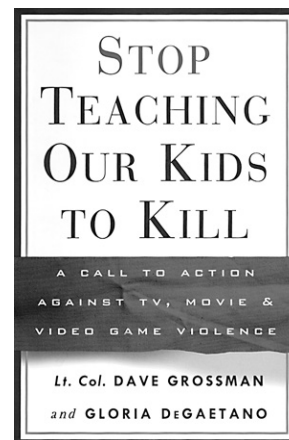
## Behind the ‘New Violence’: Understanding How the Media Kill

On February 28, a six-year-old first-grade student at an elementary school near Flint, Michigan shot and killed a classmate in the schoolyard. The boy who did the shooting came from a broken home. His father was in jail, and his mother, a drug addict, had left the boy with an uncle who, according to news reports, ran a crack house, where there were always plenty of handguns. But, when the Genesee County Sheriff and District Attorney interviewed the boy, he cited a number of violent television shows, and expressed no understanding that he had done anything wrong. He had merely copied the actions of numerous “characters” he had seen on the TV screen. Three days later, a 16-year-old girl fatally stabbed a fellow student on a school bus in another part of the Midwest.

These latest incidents underscore that the Littleton, Colorado massacre on April 20, 1999, and the half-dozen other

nationally reported instances of mass killings of children by children, have now become everyday occurrences in America.

Despite this, the degree of disassociation displayed by parents, educators, and policymakers regarding this grave national crisis, is a scandal of untoward proportions. Following two weeks of intensive media coverage of the Littleton school massacres last spring, there was absolutely no action taken. Congress did not hold a single day of hearings. The President, after making some initial, sound statements—castigating Hollywood for providing “dependable daily doses of violence” that “desensitize our children to violence, and to its consequences”—fell back on the tired mantra that the solution to the epidemic of youth violence is gun control. In less than a month, the nation, for the most part, went back to sleep, only to be once



**Stop Teaching Our Kids To Kill:  
A Call To Action Against TV,  
Movie & Video Game Violence**  
by Lt. Col. David Grossman and  
Gloria DeGaetano  
New York, Crown Publishers, 1999  
196 pages, hardbound, \$20.00

again shocked by another surge in “the new violence.”

### Through the Fog

Fortunately, there are a handful of experts who see clearly through the fog of Holly-

wood propaganda, and who have pinpointed the actual causes and scale of this new American tragedy. One of the most valuable books to appear on what is being done to America's children is *Stop Teaching Our Kids To Kill*, by Lt. Col. David Grossman and Gloria DeGaetano.

Colonel Grossman is perhaps America's leading expert on the rampant abuse of behavior modification techniques in military and police training, and in the burgeoning violent video-game industry, targeted at our nation's most vulnerable citizens, our youth. His earlier book, *On Killing*, provided an in-depth historical and analytical account of the devastating consequences of the use of aversive conditioning and other mind-control methods, in training soldiers and police officers to overcome their aversion to killing human beings. His writings provide as crucial an insight into the escalating pattern of police abuse of "shoot-to-kill," as they do into the "Manchurian children" phenomenon.

Coincidentally, Colonel Grossman lives in Jonesboro, Arkansas, the scene of one of the first of the schoolyard killing sprees by teenage and pre-teen boys. He experienced first hand, the anguish of the community, and had access to a good deal of information about the two boys who, using professional military tactics, carried out the carnage, literally pinning their victims down in a killing field, while they fired a total of 27 rounds, many with deadly accuracy.

As Colonel Grossman noted at the outset of his current contribution, co-authored by another expert in the field, Gloria DeGaetano, "So here I am, an expert in the field of 'killology,' as it is referred to, and a school massacre of terrible proportion happens right in my backyard. . . . It was March 24, 1998; a schoolyard shooting that left four girls and a teacher dead. Ten others were injured and two boys, ages eleven and thirteen, were convicted of murder.

"I spent the first three days after the tragedy at Westside Middle School, where the shootings took place, working with the counselors, teachers, students, and parents. None of us had ever done anything like this before. We all felt that there were lessons to be learned, and

perhaps the most important one is this: children do not naturally kill."

### **Transforming Children into Killers**

With that in mind, Colonel Grossman and DeGaetano set out to provide a concise profile of how children are transformed into killers, oblivious to the real-world consequences of their actions. The book is a devastatingly powerful call—a primer for parents, teachers, legislators, and citizens of all stripes—to wake up and realize that a \$10-billion-a-year industry has been created, here in the United States, that is using the most mind-deadening behavior-modification techniques, to turn our nation's youth into unnatural-born killers.

The authors provide a systematic summary of the evidence that the burgeoning youth violence and brutality is the direct consequence of exposing our children to a daily dose of violence on television, in the movies, and in the video arcades. There is a new epidemic sweeping the country, which Grossman and DeGaetano call "AVIDS"—Acquired Violence Immune System Deficiency Syndrome. This is no cute play on words. The authors document, that exposing children to television, movie, and video violence during the formative years of brain functioning, can cause permanent damage, in the same way that babies born to crack addicts and other drug abusers can be permanently impaired.

The book shows that, since no later than the 1970's, the medical profession has repeatedly, publicly warned, that rampant exposure to media violence destroys cognitive capabilities, desensitizes children to the consequences of their own violent actions, and produces automatic stimulus-response patterns of behavior, often leading to tragic results, such as the recent Flint incident, and the larger body counts at Littleton, Paducah, Jonesboro, Conyers, etc.

### **Operant-Conditioning Techniques**

In a particularly powerful chapter, "Feel Something When You Kill," the authors reveal that the very "operant-conditioning techniques" used by the military and police agencies in training their troops to kill without compunction, are the basis

for the increasingly lucrative point-and-shoot video-game "industry."

"There are three things you need in order to shoot and kill effectively and efficiently," the authors write. "From a soldier in Vietnam to an eleven-year-old in Jonesboro, anyone who does not have all three will essentially fail in any endeavor to kill. First, you need a gun. Next you need the skill to hit a target with that gun. And finally you need the will to use that gun. The gun, the skill, and the will. Of these three factors, the military knows that the killing simulator takes care of two out of three by nurturing both the skill and the will to kill a fellow human being. Operant conditioning is a very powerful procedure of stimulus-response training, which gives a person the skill to act under stressful conditions."

The authors continue, "Today soldiers learn to fire at realistic, man-shaped silhouettes that pop up in their field of vision. This 'simulated' human being is the conditioning stimulus. The trainee has only a split second to engage the target. The conditioned response is to shoot the target, and then it drops. Stimulus-response, stimulus-response, stimulus-response—soldiers and police officers experience hundreds of repetitions of this. Later, when they're out on the battlefield or walking a beat and someone pops up with a gun, reflexively they will shoot, and shoot to kill." The punch line: "Now these simulators are in our homes and arcades—in the form of violent video games! If you don't believe us, you should know that one of the most effective and widely used simulators developed by the United States Army in recent years, MACS (Multipurpose Arcade Combat Simulator), is nothing more than a modified Super Nintendo game (in fact, it closely resembles the popular game Duck Hunt). . . . The FATS trainer (Fire Arms Training Simulator), used by most law enforcement agencies in this country, is more or less identical to the ultra-violent video arcade game Time Crisis."

### **Turn Off the Television**

The message could not be more straightforward. The authors of the television and movie violence, the designers and peddlers of the violent video games,

are brainwashing America's youth into a succession of generations of potential "Manchurian children," programmed to kill, and stripped of any of the cognitive/moral concepts that enable mature adults to distinguish between right and wrong. It is as if a multibillion-dollar industry existed in America today, dedicated to stripping our youth of the idea

that man is created in the image of God.

Grossman and DeGaetano conclude with a direct message to parents: Turn off the television, read with your children, develop their cognitive skills, rather than their "killer instincts." And, don't tolerate the media massacres. The authors provide 60 pages of "resource" information: organizations that have

produced studies on the violence epidemic; the names, addresses, and phone numbers of the major media agencies behind the child violence; and a list of civic groups that are already engaged in the fight. For parents, teachers, legislators, of all ages, this is a most worthwhile book—a must read!

—Jeffrey Steinberg

## The J.F.K. Assassination—That the Truth Be Served

Professor Donald Gibson has written a real history. Through this book, a small portion of the very best of America in the post-World War II era lives.

America in the year 2000 is a divided nation. Gibson understands that very well, and tells us where the problem began—with the Kennedy assassination and cover-up of that assassination. Gibson says that what Kennedy was doing as President was "consistent with the tradition we have referred to with the names of Hamilton, Lincoln, and Roosevelt. *The suppression of this tradition, in policy terms, in political debate, and in the media, since Kennedy's death has facilitated the current near-dictatorship of the super-rich.*" [Emphasis added]

From the opening line of Chapter One, to the closing phrases of an insightful *last* chapter which Gibson calls, "The Beginning," this is the story of the chief elected officer of a great Republic against the entrenched interests of this "super-rich" Establishment.

### The Enforcer of Progress

This is a tough-minded book, a kind of informal sequel to Gibson's first work on J.F.K., *Battling Wall Street: The Kennedy Presidency* (New York: Sheridan Square Press, 1994), which told the story, through many of his own speeches and writings, of J.F.K.'s battle with this Establishment: Kennedy's commitment against neo-colonialism, against the International Monetary Fund, and most firmly, against the idea that there are some nations which will just remain "second-class citizens."

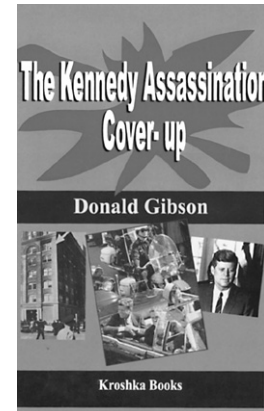
The book opens: "President Kennedy was what his most powerful critics claimed, —'the enforcer of progress.' In the interest of promoting the general

welfare, President Kennedy proposed a multitude of changes. All of the changes were intended to increase the productive powers of the United States as a nation and of people around the world. He undertook this Promethean task aware that there would be opposition; he probably underestimated the depth and intensity of that opposition."

Two hundred and forty-six pages later, where the reader will come to know, in depth, the thinking of key figures of the Establishment, Gibson says: "The facts indicate that elements within and at the highest levels of the Establishment killed Kennedy because he was the popularly elected and increasingly successful enforcer of progress. J.F.K. was elected power, the Establishment hereditary. . . . He spoke for the nation, they for the empires of private wealth and property. He looked forward to continued use of governmental institutions to advance the interests of the people from within and outside the United States. They looked to a world in which diminished state power would leave them to dominate a global corporate system free only in the sense of lacking interference from democratic authority. Kennedy sought peace through progress, the Establishment sought peace born of the submission of their opponents. . . . Kennedy was the Establishment's nightmare. He was the 'one,' the President or Monarch whose first commitment was to the many, not the few. He was winning . . . They killed him."

### Breaking New Ground

Gibson does not hesitate to contradict popular books by his contemporaries, such as Kai Bird, who wrote a 1994



The Kennedy  
Assassination Cover-up  
by Donald Gibson  
Commack, NY, Kroshka  
Books, 2000

306 pages, hardcover, \$27.95

biography of John J. McCloy. He also takes issue with Edward Jay Epstein's book, *Inquest: The Warren Commission and the Establishment of Truth*, which was touted for many years as authoritative on the Warren Commission.

But, whether you are a history novice, or a so-called "expert" on the Kennedy assassination, this book is a valuable resource that stands on its own. Professor Gibson knows John F. Kennedy *through his ideas*, and that element makes this work a towering improvement over hundreds of books, articles, and documentary films about the assassination of John F. Kennedy. Many of these other works allege "conspiracy" and "cover-up." They go into extreme detail about the "hows" and "how-nots" of the assassination. But all of these other works have a common weakness—they tell us nothing about