

# How the World's Most Educated People Produced the Worst Holocaust in History

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## Abstract

Nazism was fueled by highly educated and intelligent minds, establishing a confusing contradiction, since intelligent people should be able to recognize inhumane actions. This situation further revealed that Germany, as well as much of the Western world, was not exempt from the power that a non-Biblical worldview can have over even academically advanced individuals. A most significant reason that Nazi ideology was embraced by intelligent people is because the German educational system had inculcated Darwinian and Social Darwinian ideas for years prior to the Holocaust. Nazi leaders and German educators embraced them and taught them. All levels (including preschool) of German academia incorporated the study of eugenics, an indoctrination which played a crucial role in propelling the Germans toward racist ideology which ultimately lead to the justification of Holocaust horrors. While educational censorship was a reality that kept truth from being expressed, the foremost reason that Nazi ideology spread and birthed such horrendous consequences was because German leaders and “the intelligentsia” who were fueling the educational systems rejected the Bible. Nazism would not recognize the Genesis account of creation and therefore acknowledge the fact that all mankind was created in the image of God and came from one couple—Adam and Eve. As is the way of orthodox Communism, no alternative explanations were permitted—“intelligence” meant comply or be shot, persecuted, or rejected.

**Key Words:** Adam and Eve, Darwin, evolution, Genesis, Nazism, World War II

## Introduction

The Holocaust was designed and carried out by well-educated professional people in the most educated nation on

Earth. How and why this happened is the subject of this review. As historian Stephen Hicks asserts, the “list of intellectuals who supported the Nazis long

before they came to power...represents a ‘Who’s Who’ list of powerful minds and cultural leaders” (Hicks, 2010, p. 9). Before the war, Germany boasted more Nobel laureates in science than any other nation, including the United States. Furthermore, eugenic goals based on the myth of superior-inferior human races

were central to the Holocaust and, in the end, ultimately lead to the atrocities of WWII. An important step toward the Nazi Holocaust was

Charles Darwin's *Origin of Species* [which] profoundly undermined the Biblical basis of understanding human groups by declaring that human beings had evolved...over hundreds of millennia, and by suggesting that races had evolved by a process of adaptation.... Darwin offered the prospect of understanding the human race biologically, and it was a short step for certain of his followers to invoke natural selection and survival of the fittest as the basis of human behavior and racial characteristics. In the United States there were early Darwinists who appealed to the theory in support of white superiority.... In Germany, however, Darwinism took a rather different direction: calls for social intervention that would control selection in order to avoid the degeneration of human groups.... beyond this lay the promotion of the superiority of the Germanic peoples...and the need to combat Christianity. (Cornwell, 2003, p. 76)

A leading historian of Nazi Germany, Edwin Black, documented that the Nazi government's eugenics goals dictated how people would live and die. In short, "Hitler's regime was one of totalitarian aspirations. The Nazi system was built on ideology and terror...and institutional Darwinism" (Childers, 2001, p. 22). It was the Nazi physicians who "would become the unseen generals in Hitler's war against the Jews and other Europeans deemed inferior. Darwinian-influenced doctors created the science, devised the eugenic formulas, wrote the legislation, and even hand-selected the victims for sterilization, euthanasia, and mass extermination. Black shirts and Brown shirts would inflict the horror—but

white coats directed it" (Black, 2009, p. 35). American psychiatrist and Harvard associate, Robert Lifton, records the horrors of Nazi medical techniques, concluding that it was the doctors in Auschwitz that ordered, supersized, and sometimes carried out the murder of over a million persons in that camp (Lifton, 1986, p. 18). Lifton called Auschwitz "the racial cure" of the problems of Germany (1986, p. 145). Researchers Annas and Grodin further commented that Nazi physicians also "became leaders in the National Socialist Party and were honored for their work.... The Nazi theory, based on a social Darwinist view of genetics and racial purity, meshed perfectly with the Nazi ideology (Annas and Grodin, 1992, p. 15).

Actually, the Nazi nurses (many of whom were women) directly killed many more persons than did the Nazi physicians (McFarland-Icke, 1999; Benedict and Shields, 2014). As Darwin opined in his *Descent of Man*, women were inferior to men. German women were forced to follow the commands of the 'superior' men and believed they had to carry out the killings they were directed to execute. By refusing to do so they could face sterilization, persecution, torture, or internment. The German system (once again, based on evolution) had indoctrinated enough of their women to willingly carry on the work associated with 'racial purity'/'racial cleansing.'

The physicians' social Darwinist core belief was that certain individuals, or groups of people, were genetically superior to others. The Nazis wholeheartedly embraced this idea, and for this reason social Darwinism was central in bringing about the Holocaust. Furthermore, they made "widespread use of the Darwinian term 'selection,' [and] the Nazis sought to take over the functions of nature (natural selection) and God...in orchestrating their own 'selections,' their own version of human evolution...the resulting 'racial and so-

cial' biology could make vicious forms of anti-Semitism seem intellectually respectable to learned men and women" (Lifton, 1986, p. 17).

The result was a "biocracy" where the state was the means to apply biological Darwinism to the entire territory that was controlled by Germany. There were so many doctors that were influential in the Holocaust and Nazism that a separate trial was held for them at Nuremberg. Twenty of the 23 persons tried for war crimes at this trial were medical doctors (Vollmann and Winau, 1996, p. 1445). Excluding seven of the 23 tried at Nuremberg (acquitted only because the court did not find 'enough' evidence to convict them), all others were sentenced to life imprisonment, or death by hanging. Most were committed Nazis, completely committed to the Nazi eugenics program (Annas and Grodin, 1992, p. 106).

## Psychological Evaluations of Leading Nazis

Many top Nazis, such as Adolf Hitler, Joseph Goebbels, and Heinrich Himmler committed suicide before, or very soon after, Germany surrendered. The leading Nazis still alive were subjected to the Nuremberg war-crime trials. Prior to the Nuremberg trials, psychiatrists were brought in to determine the dominant beliefs of the Nazi leaders, so as to better understand what fueled their destructive ideology.

The psychological testing and evaluations were driven by the scientific community's desire to determine the motivation for the Nazi war crimes because their crimes called into question the very nature of humankind. Thus, an urgency existed to conduct detailed psychological examinations on living Nazi leaders as soon as feasible.

The leading psychiatrist charged with examining the head Nazis was an American, Columbia University-trained, Lt. Colonel Dr. Douglas Kelley. The

principal psychologist was American Lt. Dr. Gustave Gilbert, also Columbia University-trained. These doctors evaluated 21 of the high-level Nazi leaders on trial for war crimes.

From these interviews, it was determined that the reasoning the Nazi leaders used to justify the Holocaust was that they believed that the people who succeeded in society thrived due to their superior genes. The people who lived in less-developed cultures were less capable due to their inferior genes (Dimsdale, 2016, pp. 13–14). They also believed that even a taint of an inferior race carried a genetic proclivity to disease and cultural inferiority. They believed that, similar to how humans cull inferior animals to improve the breed, so too must we remove inferior humans from society to achieve the same goal.

The leading Nazis also believed that race was in the blood. Having bad blood was similar to typhoid carriers that passed the bad blood to their offspring. Since no one can change their genetics by education, or any other improved environment, the inferiority in the blood was believed beyond reform or redemption. The only solution was that the inferior genes must be bred out of society. This ideology was summarized by the Nazi slogan “Blut und Boden” (“blood and soil”) which was Nazi Germany’s ideal of a racially defined national body (“blood”) united with a settlement area (“soil”). Harvard University government and social studies professor, Daniel Goldhagen, has extensively documented that the primary goal of Hitler and the Nazi Movement was to annihilate the “bad blood,” especially the Jews (Goldhagen, 1996, p. 86). The fact is, “Hitler was not primarily interested in conquest; conquest was but a means to an end. The ultimate objective was the realization of Nazi ideology based on racial superiority in which the Jews—and other groups, including the Roma—would be killed” (Holmes, 2022, p. 34).

## WWI's Precursor to the Holocaust

The deaths that resulted from WWI, plus national humiliation and severe inflation that resulted from Germany’s loss of the war, enraged many Germans. This rage, coupled with Darwinian indoctrination that their suffering was due to the acts of “sub-humans,” resulted in a desire for vengeance against the Jewish, Roma, and other minorities who many believed contributed to Germany’s defeat. A major problem after WWI was that not enough food existed to share with these so-called “useless eaters and vermin.” This influenced Hitler’s vision

...to obliterate all of the undesirables and to provide the purified Aryan nation with the freed-up space and confiscated resources so that a resurgent Germany could rule the world in security and plenty. With a strong leader, he believed that Germany would march from humiliation to triumph and complete its manifest destiny by expanding into a fruitful land that had been cleared of all non-desirables. It was an intoxication that swept the nation. (Dimsdale, 2016, p. 14)

This ideology produced a fertile philosophical ground that led to the acceptance of social Darwinism, which dominated the leadership of the Nazi Party intelligentsia. The German intelligentsia consisted of scholars, academics, teachers, journalists, and literary writers. In the early 1900s, eugenics was widely accepted, not only by the German intelligentsia, but also by the intelligentsia of the West as a whole. For these and other reasons it was the well-educated that supported Nazism and Nazi goals, even though their racist ideas were not only morally wrong, but led to the largest mass murder in recorded history. Nazi historian, Professor Stephen Hicks, observed that even before the Nazis came to power,

German intellectuals were among the world leaders in eugenics re-

search. In 1916 Dr. Ernst Rudin, the director of the Genealogical-Demographic Department of the German Institute for Psychiatric Research, established a field of psychiatric hereditary biology based on eugenics theory. Rudin became the president of the International Federation of Eugenic Organizations, the world’s leader of the eugenics movement....By the time the Nazis came to power, eugenics was an established part of German intellectual life. One striking indication of this is that German Universities had twenty-three official professors of Racial Hygiene. National Socialism held that the state should take over where natural selection left off. (Hicks, 2010, pp. 36–37)

One of the main causes of the Holocaust was the “racial hygiene” worldview, and evolution in general, which the German people widely believed at this time (Dimsdale, 2016, pp. 12–13).

## Hitler Becomes a Darwinist

While still living in Vienna, around 1907, Hitler embraced “a crude hackneyed Darwinism” (Low, 1996, p. 3). This Darwinism would form the foundation of his thought, especially his views on Lebensraum. The concept of Lebensraum (“living space”) referred to “settler colonialism” which was deemed as the undeniable right of the superior race (Low, 1996, p. 3). This Lebensraum belief was central to Germany’s invasion of Russia. Hitler was also among those who read the works of the leading Darwinist in Germany, Professor Ernst Haeckel. Hitler then selected the social Darwinist ideas which he found in Haeckel and other German Darwinists (Remak, 1990, p. 3). Haeckel was “a towering figure in German biology, an early Darwinian, and was also a racist” (Lifton, 1986, p. 125).

Gottfried Feder was the founder of the original German Workers’ Party

which later changed its name to the National Socialist German Workers' Party, abbreviated as the Nazi party. The name change was to express its core value more accurately, namely socialism. When Hitler first heard the anti-capitalist views of Feder he said they changed his life (Dornberg, 1982, p. 344). Feder greatly influenced Hitler's more aggressive opposition to Jews. The party platform was written by Feder, Hitler, and a politician named Anton Drexler. Drexler had written a 40-page anti-Semitic, anti-socialist, anti-capitalist pamphlet titled *My Political Awakening*, which also greatly influenced Hitler (Kershaw, 2010, p. 75).

Hitler's opposition to Jews was based on beliefs that he accepted from Feder, Drexler, and others. These included the idea that many of society's problems were due to "the world domination of the Jews," and that Jews were the major threat to German society (Cawthorne, 2022, p.18). The exact contributions of these two men is unknown, but we know they had a major influence on Hitler. Hitler had few original ideas, choosing rather to assimilate the ideas of other intellectuals and run with them (Kershaw, 2000).

### **The Influence of Rudolf Hess and Karl Ernst Haushofer on Hitler**

University of Munich professor Karl Ernst Haushofer (1869–1946) was one of the most important originators of the ideas that culminated in WWII (Low, 1996, pp. 25–32). In 1919, Haushofer met a university student named Rudolf Hess, one of the original founders of the Nazi Party. Both Haushofer and Hess naively accepted Darwin's worldview and successfully implemented it into the German Nazi policy.

In 1923, Adolf Hitler and Rudolf Hess were part of the failed attempt to overthrow the German government. When Hitler and Hess were imprisoned

for their part in the coup they were visited by Haushofer. During the summer and fall of 1924, Haushofer spent many Wednesdays holding seminar-style lectures with the two inmates. As a result, Hitler later claimed that "Landsberg was my university [education] at state expense" (Herwig, 2016, p. xiv). Furthermore, Hitler read "the second edition of the first great German eugenic text, *Foundation of Human Heredity and Racial Hygiene*, which had been published in 1921," written by three leading academics, Erwin Baur, Eugen Fischer, and Fritz Lenz (Black, 2003, p. 270). This textbook was very well-received in academic circles and became the standard text on racial hygiene in Germany, before and after the Nazi Party ruled Germany.

From these and other eugenicists, Hitler codified the central place of eugenics in his book *Mein Kampf*, which became the bible of both the Nazi Movement and Nazi Germany. In that book he stressed his goal of removing by whatever means possible, or enslaving, the inferior races, including Jews, Slavic people, and Romani. In the end, Hitler's main priority was genocide, not conquest (Holmes, 2022). He also made clear that he had no qualms about using brutality to achieve Nazi goals, stating that a

pogrom is a splendid thing, but nowadays it has lost a good deal of its Medieval effectiveness.... How would it profit us to eradicate the Jewish population of Munich when the Jews in the remainder of the country, as it is now, still control money and politics? In all of Germany there are more than a million Jews. What do you want to do? Kill all of them during the night? That would, of course, be the best solution, and if that were done then Germany would be saved. But that isn't possible....the world would attack us instead of thanking us as they really should do. The world has not

understood the Jewish question for the simple reason that they are ruled by the Jews....The Jewish question is a chain, and Germany must tear this chain if it does not want to die. (Bryant, 2022, pp. 131–132)

### **Nazi Leaders Had High IQs**

The world was shocked by the fact that a highly educated, culture-rich nation such as Germany could be the source of the worst sadistic war crimes, including genocide, in history.

The evaluations of the psychologists described above included evaluating Nazi leader's intellectual capacity, which demonstrated that they all possessed significantly above-average IQ's. The average IQ of the 21 Nazi leaders was 128, nearly two standard deviations above the average IQ of 100 (Dimsdale, 2016). The conclusion was that these men possessed a higher IQ than 97 percent of the general population.

Hitler's second in command, Hermann Göring, scored 138 on his IQ test, or above 99.4 percent of the population. Hitler's chief administrator over German-occupied Netherlands, Seyss-Inquart, scored 141, which was above 99.7 percent of the population. Seyss-Inquart spearheaded the deportation and murder of tens of thousands of Jews. The inescapable facts of his involvement in genocide led to his conviction of crimes against humanity and his execution in 1946.

### **Joseph Goebbels**

One man whose ideas were critically important in Hitler's Nazi program was Nazi propagandist, Dr. Joseph Goebbels. His IQ will remain a mystery because he committed suicide along with his wife, after murdering their six children in the last days before the war ended. Goebbels was

the most brilliant and educated of all the Nazi politicians....he was one of the most powerful of the very

top Nazis—perhaps number two or three after Hitler....He received a wide-ranging classical education by attending five universities in Germany, eventually receiving a Ph.D. in literature and philosophy from Heidelberg University in 1921. During his graduate days he absorbed and agreed with much of the writings of communists Karl Marx and Friedrich Engels, especially their searing condemnation of capitalism. (Hicks, 2010, p. 18)

As true Darwinists, the Nazis recognized that “The major battle is between different racial and cultural groups with different biological histories...between Germans—with their particular biological inheritance and cultural history—[and] all other racial cultures” (Hicks, 2010, p. 19). To enforce their position in the race battle, Point 23 of the Nazi Party platform calls for strict censorship of all newspapers and Point 24 puts limits on religions that do not agree with Nazi goals. Later, these same rules became central to the suppression of creationists in the American academia as documented by Bergman (2008, 2012, 2016, 2019).

### **Nazi Race Studies Programs**

Race studies programs in German schools taught which races were superior and which were inferior, how to identify them, and why this information was of central importance to the overall health of German society. Consequently, the better-educated Germans were more likely to be indoctrinated into accepting Nazi racial ideology, and thus supported the implementation of this ideology. Minister of the Bavarian Ministry for Education, Dr. Hans Schemm, wrote, “National Socialism is politically applied biology,” an idea that he incorporated into the curriculum programs which he developed or supported (Bäumer-Schleinkofer, 1995). Biology, especially evolutionary biology, had enormous

prestige in the Third Reich because it was used to give the Nazi eugenic worldview a scientific veneer. It did this by providing what they believed was incontrovertible proof of the validity and importance of Nazi racist goals and plans (Bäumer-Schleinkofer, 1995). Race studies that were developed by the medical profession became the central topic in biology teaching (Bäumer-Schleinkofer, 1995). Furthermore, certain “racially” oriented disciplines, including genealogy, population genetics, race hygiene, anthropology, and “Darwinian evolution” were critical resources for National Socialism because they appeared to provide scientific validation for the eugenicist and racist doctrines enshrined by the party” (Harrington, 1996, p. 175).

### **Foremost Scientists that Supported Eugenics**

Listed below are some leading German intellectuals who not only accepted, but actively supported, Hitler and the Nazi race ideals. Arthur Moeller van den Bruck was a cultural historian, philosopher, and writer best known for his 1923 book, *Das Dritte Reich* (*The Third Reich*), which promoted German nationalism. University of Greifswald professor Dr. Carl Schmitt was one of the most-respected legal minds in Europe and the author of many important books. He was a German jurist and political theorist who provided much intellectual support for, and was actively involved in, the Nazi movement. Soon after he joined the Nazi Party, Greifswald supported the burning of books by Jewish authors and “un-German” and “anti-German” material, calling for a much more extensive purge to include authors influenced by Jewish ideas.

The 1912 Nobel laureate in literature, dramatist and novelist Gerhart Hauptmann, was also a committed Nazi. He described his meeting with Hitler as the “greatest moment of my life” (Hicks, 2010, p. 9). He was a founding member

of the eugenics organization, “The German Society for Racial Hygiene.” German historian and philosopher of history, Dr. Oswald Spengler, was the author of the bestselling two-volume set titled *The Decline of the West*, which was widely read and endorsed by many acknowledged German and international intellectuals.

University of Freiburg professor Martin Heidegger, “widely considered one of the most influential thinkers of the twentieth century,” joined the National Socialist German Workers Party in 1933 (Palmer, 2016). Heidegger organized and supervised several militaristic organizations of university students and faculty working for Nazism.

Heidelberg University professor of theoretical physics Philipp Lenard was awarded the 1905 Nobel Prize for his important discoveries involving cathode rays. Lenard was an anti-Semite and an active proponent of the Nazi ideology. He actively supported Adolf Hitler in the 1920s and was Hitler’s “Chief of German Physics” during the Nazi era. His loyalty to the Nazi beliefs motivated him to dismiss Albert Einstein’s science contributions as inferior “Jewish physics” (Wheaton, 1978, p. 299).

Johannes Stark, a University of Munich professor, was awarded the Nobel Prize in physics in 1919 for his discovery of the Doppler effect and the splitting of spectral lines in electric fields (*The New York Times*, 1957, p. 15). He joined the Nazi Party in 1930 and was a committed Nazi until World War II ended. After the war, his Nazi support was considered so significant that he was sentenced to four years in a labor camp by the German de-Nazification court.

### **Why Were So Many Highly Intelligent Persons Leading Nazis?**

These and many other intellectuals believed that Nazism was based on uncontroversial scientific evidence. They



also believed that Nazism was noble and the ultimate hope of humanity. Furthermore, in harmony with Darwinism, they believed that peace makes people soft and, in contrast, war makes people vigorous and strong. Strong people, in contrast to weak people, are also willing to fight, and even die for, their ideals.

Many leading German scientists were supportive of eugenics which, in the 1920's and 30's, was widely considered "settled science" in biology. Eugenics is defined in the reference books as "The study of methods of improving the quality of human populations by the application of genetic principles" (Hine, 2015, p. 209). Consequently, Nazism, and thus Hitler, enjoyed a great deal of support from not only the scientific establishment but from those who supported academia and science in general. Rudolf Hess, Hitler's Deputy Fuhrer, declared in 1934 that "National Socialism is nothing but applied biology" (Michalczyk, 2022, p. 32).

The Nazis also had the support of the worldwide eugenics movement, which consisted of numerous professors. The Nazi eugenics program was based on research by American eugenicists, especially Harry Laughlin. Laughlin was awarded an honorary doctorate in 1936 from the University of Heidelberg for his work in the "science of racial cleansing" (McDonald, 2013). Furthermore, once the Nazi Party came to power, the worldwide scientific prestige of Germany facilitated the ruthless and inhumane spread and application of eugenics and racist ideas. Hitler brazenly made his racist anti-Semitism his first goal (Goldhagen, 1996, p. 86).

Many leading German educators also accepted the belief that science supported Nazi race theories. In 1933, "race studies" teaching was required throughout the entire German Reich. Consequently, racism was taught in German schools from 1935 until the war ended in 1945. (Bäumer-Schleinkofer, 1995, p. xiii). During this time, German

school final examinations included racism as one area in which questions had to be answered. No one was exempt from these tests which promoted Nazi dogma, and school-age children's acceptance thereof was monitored.

### **Nazism and Darwinism: The Party of the Well-Educated**

When the Nazis came to power in 1933, 51% of the party members were from the professional classes. A large number of teachers were members of the Nazi Party and were required to take an oath of "absolute fidelity to Adolf Hitler." In a similar vein, in the United States today the lower courts have consistently ruled that public school teachers are not allowed to present information against Darwinism, even information published in mainline academic journals. The obvious result is that their students believe Darwinism as solid science.

Philosophy professor Stephen Hicks concluded: "The Nazis had also achieved great success with older students, those of university age. Before Hitler came to power, Nazi student groups existed at universities all over Germany." Thus, *before* the Nazis took control of the government in 1933, "it was common for students to come to classes wearing brown shirts and swastika armbands, and in many cases, it was the most intelligent and idealistic university students who were the most active and outspoken supporters of National Socialism. These students were supported by many of their professors" (Hicks, 2010, p. 32).

When the Nazis took power, all Jews and others persons deemed racially objectionable were prohibited from holding academic positions. This policy resulted in hundreds of tenured Jewish professors, including Nobel laureates, being fired (Hicks, 2010, pp. 29, 31–32). The next step was book burning. Dr. Goebbels explained that any book which was deemed subversive to "our

future or strikes at the root of German thought" should be destroyed. Book burnings began on May 10, 1933, only a few months after the Nazis assumed power in 1933.

### **Massive University Book Burnings Begin**

In an open square across from the University of Berlin, roughly 20,000 books were burned in a huge bonfire. At the event, Goebbels spoke to 40,000 cheering students and professors (Hicks, 2010, p. 33). Professor Hicks added that the book burnings "were not instigated by the Nazi Government. Nor were they instigated by non-intellectual thugs. The book burning was instigated by university students. The Nazi Party's *student* organization conceived and carried out book burning all across the country—book bonfires burned brightly that night in every German university city. The professors had taught their students well" (Hicks, 2010, pp. 33–34).

### **Factors Contributing to WWII**

Germany's defeat and loss of their colonies and land, plus the humiliation of the treaty of Versailles, resulted in much resentment by the German people. These factors screamed for a resolution, but did not demand war as the solution. Nonetheless, WWII and the Holocaust are two events which, although intertwined, were separate. WWII could have occurred without the Holocaust, but the European Holocaust (outside of Germany) would not have occurred except for WWII. Germany was able to extend the Holocaust only in countries it controlled. In fact, war was a pretext to achieve the Nazi's main goal, which was the extermination of the Jews and other "inferior" races. Toward this goal, "Hitler's Germany mobilized all of its resources: bureaucratic, military, legal, scientific, economic, and intellectual" (Bergen, 2016, p. viii).

The genocidal killing of Jews in Germany and the conquered nations, produced much opposition to both the war and Hitler. A large number of persons, including high-level generals, were angry at the massive, senseless executions of Jews and others in the countries Germany controlled. Initially, many Ukrainians, Estonians, Latvians, Lithuanians, and both Western and Eastern Europe, considered the Germans as liberators from the Soviet Union. Hundreds of thousands of non-Germans fought, either voluntarily or under the influence of others, for the Nazi cause (Böhler and Gerwarth, 2017). Then, when the genocidal killings began, people formerly in favor of German rule turned against the Nazis. This fact was exploited by the Soviets and other countries. The result was that Nazism eventually failed militarily.

For these reasons, without the Holocaust, the likelihood of German war successes would have been increased. WWII alone would have had a very different outcome without social Darwinism as part of the Nazi program. Close to six million persons would have been part of the productive labor force, many would have been part of the German Army, Navy, and Luftwaffe (Air Force) instead of being killed in the camps or executed in the field. Many scientists, craftsman, and skilled laborers would have been added to the Nazi war machine. Jews as a whole served very honorably in WWI, proving their loyalty to Germany, as well as their bravery and skills. Close to 300,000 Jews served in World War I, among them were 25,000 Jewish officers. Some Jewish Mischlinge (those of mixed Jewish descent) also served in WWII (Rigg, 2002).

Some historians conclude that if Germany had not been handicapped by eugenics and racism, they would have achieved most of the territory and co-option necessary to rule most of Europe (Alexander, 2001). The main reason they invaded Russia was the Nazi firm com-

mitment to the idea of Lebensraum, the belief that superior races had not only the right, but the obligation, to overtake land inhabited by inferior races (Bergman, 2022). The Nazi goal in Russia was to kill as many Slavs as necessary to control the country, and then make the rest slaves (Hund et al., 2011, p. 25).

One example of this Lebensraum program is the 900-day-long siege of Leningrad from 1941 to 1944 that claimed the lives of one million of the city's inhabitants, mainly through cold and hunger. This number was greater than all American casualties in all of the U.S. wars combined. Historians have classified the siege of Leningrad as a genocide due to the systematic starvation and intentional destruction of the city's civilian population, whom the Nazis regarded as an inferior race (Bidlack and Lomagin, 2012, pp. 1, 36). In short, evolutionary racism—the racial views and events adopted by the Nazis—was one, if not a major, reason why Germany lost the war (Overly, 1997, pp. 284, 313, 330, 326).

### **Darwinian Eugenics and Nazism**

The Nazi Movement's foundation was in the Darwinian eugenics movement. Dawson College professor Gabriel Tordjman observed: "The Nazi movement's ideology actually was a mixture of eugenics, social Darwinism, racism, antisemitism and the Aryan myth" (Tordjman, 2022, p. 254). Hitler had studied many eugenic publications and made it clear in his outline for the Nazi Movement in *Mein Kampf* that application of eugenics was central to his war goals (Michalczyk et al., 2022). Hitler also believed war and struggle were natural to human society because it strengthened humans by eliminating the weak—ideas cultivated from his evolutionary worldview that included "survival of the fittest."

Thus, the intellectual core of Nazism was Social Darwinism. Ironically, the

main reason Nazism failed was due to their Darwinian core—which was the main driving force behind Lebensraum (Murphy, 1997, p. 198). If the Nazis had never begun the war on Jews, Slavic people, and other non-Aryans, and never invaded Russia, they would have been more likely to have achieved more limited goals such as dominance of most of Europe.

### **The Central Importance of the Extermination of the Jews**

One of the best examples showing that the extermination of the Jews was of central importance to Nazism was that toward the end of the war, when faced with the choice to either move supplies to the troops in Russia or ship the Jews to the concentration camps, killing Jews was the priority. Hitler believed that killing Jews was more important than losing the war. If they lost the war, at least they would have exterminated the Jews. The genocide of the Jews was the culmination of a decade of German policy under Nazi rule and the core goal of the Nazi dictator, Adolf Hitler. Hitler, against the advice of his generals, even moved the war from Britain to the East because, compared to Britain, an enormously greater number of Jews lived in the East.

Not only Hitler but the Nazi elite, including Heinrich Himmler, the Reichsführer-S.S. and the principal architect of the Holocaust, and Reinhard Heydrich, prioritized genocide over winning the war. Leading Hitler scholar, Oxford University professor Martin Holmes, has written that when German forces occupied

large swathes of Poland, Ukraine and Russia, the top priority was the murder of the Jews in those areas. The logistical needs of German forces to hold on to and administer the territory they now occupied was a secondary consideration....this genocidal policy was highly labor intensive. It required troops who

were previously fighting on the Eastern Front or engaging in military duties throughout occupied Europe to engage in rounding up the Jews, transporting them across vast distances and murdering them on an industry scale—some six million of them in all. It requires large numbers of troops, as well as German civilians, to be involved in the running and maintenance of the concentration camps....the Holocaust required the railway network to be used for the murder of the Jews, ahead of the logistical supply of German troops in battle, irrespective of the fact that the tide of the war had turned against the Axis forces on the Eastern front from December 1941. Every train taking the Jews to the death camps was a train not transporting troops to and from the front. Because of Hitler's prioritization on the Final Solution over military victory, the German army became steadily less able to defeat the Russians. (Holmes, 2022, pp. 84–85)

Consequently, in the end, they lost the war.

### Parallels Between Academe's Support of Nazism and Evolution

Parallels exist between academia's support of eugenics and Nazism in Europe during the last century and academia's support of Darwinism today. In America, well-educated scientists have accepted evolution for largely the same reasons that it was accepted in Nazi Germany. A survey by Professor Edward J. Larson and journalist Larry Witham published in the world's leading science magazine, *Nature*, found that 93 percent of the members of the National Academy of Sciences (NAS)—America's most elite body of academic scientists—are agnostics or atheists. Only seven percent believe in a personal God (Larson and Witham, 1997). According to Gallup

polls, 80 percent of Americans believe in some form of creationism, in contrast to only three percent of leading science academics (Newport, 2014).

The latest Pew study found that 97 percent of the academic scientific community accepted unguided evolution as the dominant scientific theory, not only of human origins, but of all biological diversity. This compares to 63 percent of biology professors belonging to institutions associated with the Council of Christian Colleges and Universities (CCCCU). However, only six percent taught the creation model, and just 13 percent taught that evolution was an inadequate explanation for the origin of humans (Polanski, 2018).

The leftist bias today in academia is enormous. One study, which gathered information from 12,372 professors across the United States, found that college professors donated to Democratic Party causes over Republican ones at a rate of 95-to-1 (Spencer, 2020). The ratio between Democrat and Republican donations was most pronounced in the areas of sociology, English, and anthropology. A recent Harvard Institute of Politics study found that only 35 percent of young Republicans feel comfortable sharing their political views on American campuses (Turley, 2019). In recent years, American college faculty have also faced problems for acting on right-leaning political beliefs.

Another important parallel with Nazi Germany is the requirement that evolution be the dominant worldview in all American public schools. The new biology textbooks no longer soft peddle evolution but ensure that evolution is covered in detail (Kitcher, 1982, pp. 3, 177). A clear example of this is the recent modification of biology textbooks to include evolution *throughout the entire book*, instead of just the last chapter or just one section, as was once common (Bergman, 2023). This was done to deal with the problem of instructors deliberately skipping the evolution

section. Another reason for this change was to frustrate the efforts of teachers who were not advocates of evolution, thereby forcing the evolution concept to be taught. As a result, students are indoctrinated into believing evolution is an established fact of science—similar to the indoctrination that occurred in classrooms in Nazi Germany.

The course syllabi, as well as both state and local requirements, also ensure that evolution is covered in detail (Vazquez, 2021). Furthermore, evolution is now included in other academic areas, including literature, history, psychology, and philosophy. Programs training teachers to teach evolutionism more effectively, such as Teachers Institute for Evolutionary Science (TIES), is yet another example (Vazquez, 2021). TIES has done presentations in hundreds of schools. A century ago, Europe's educational system advocated eugenics, Germany pushed Nazism, and today the United States pushes human evolution.

Even worse than indoctrinating our students in evolution as the Nazis did, the American courts have made it clear that information opposed to evolution *cannot* be covered in public school classrooms. When courts have ruled on what should be taught in science classrooms, they have consistently mandated the "evolution only" position. The courts did not base their conclusion on observable science, but rather on their secular worldview. Because most students listen to, and trust, the teaching from respected instructors, they accept it as valid. If repeatedly exposed to *evolutionary conclusions* in their many different classes which are then also promoted by the news and entertainment media, most students will accept evolution as the only valid worldview.

As was true in Nazi Germany, social pressure against non-evolutionary theories dominates academia as Shuichi Tezuka demonstrates when he says, "Young Earth creationism is widely understood as contrary to the scientific method and



is the subject of much well-deserved criticism from science educators.... encouraging the distrust of established scientific conclusions” (Tezuka, 2021, p. 3). Shuichi Tezuka (pseudonym) also refers to the creation worldview as “Science denialism.”

## Some Concluding Thoughts

People with high IQ’s are important influencers of societal thought and belief. Nazis with high IQ’s shaped the thought of many Germans in the 1920s and 30s. Charles Darwin, who reportedly possessed an IQ of 140, and his fellow evolution advocates often possessed high IQ’s as well. American psychologist Catharine Morris Cox Miles found the mean IQs of scientists to be 164 (Walberg, Rasher, and Hase, 1978). High IQ persons may be emotionally tied to a philosophy (i.e., Nazism or evolutionism) even though it lacks supporting evidence. IQ tests measure the knowledge-understanding aspect of a person, but not their wisdom. As true believers, they enthusiastically promote their view to a trusting, less-informed public. High-IQ individuals are thus major influencers of societal thought and belief as were Darwin and his Nazi disciples.

## Operation Paperclip

The level of talent that the German scientists and medical professionals had was so high that, in spite of their Nazi involvement, after the end of World War II the United States intelligence program brought in over 1,600 German scientists, engineers, and technicians from the former Nazi Germany to the U.S. They were all given high-level jobs with the government (Lasby, 1971; Jacobsen, 2014). America could not have achieved the enormous success in its space program without their expertise and talent. Furthermore, after 1947 some United States Intelligence

officers utilized existing so-called “rat-lines” to move certain Nazi strategists, scientists, and medical professionals to the United States and other nations, particularly in South America (Phayer, 2008). Russia was also able to obtain 150 leading German scientists to work for their space program (Cornwell, 2003, p. 424).

## Summary

Prominent scholars and scientists played leading roles not only in Hitler’s rise to power, but also in the war to exterminate the Jews (Weinrich, 1999). Why did some of the most highly educated people in the world support a political party whose beliefs resulted in the worst Holocaust in history? Professors and educators in general were very active and effective in indoctrinating the people in Nazi Germany into the eugenics and inferior-race belief. The problem of indoctrination into Darwinism that occurred in Nazi Germany by the educated elite still plagues the world today. No longer is the indoctrination focused on Darwinian racism, but it is now the *total* Darwinian evolutionary worldview. This worldview has replaced theism with functional atheism and an intolerance for the Christian worldview and its values.

At the same time, all educated people should use their common sense to understand that if certain ideas are promoted by the government or leaders in the educational system, and those ideas don’t make sense according to the natural world around us that we can observe, or to the scientific method, then we need to vet those ideas as well on evidence and scientific findings, not propaganda. The reader should know that intelligent and highly educated people can fully fall into ignorant ideas if they stop thinking! This is exactly what communism does—it creates a culture where people stop thinking and just embrace whatever the government or

the “intelligentsia” or “academia” tells them they should believe.

Both Darwinian racism and Darwinian evolution promote beliefs that have caused an enormous amount of suffering (Bergman, 2019). In spite of the overwhelming evidence that has falsified evolution, this worldview is widely accepted by the brightest individuals in America, and is maintained by most people in secular academia via aggressive indoctrination and censorship.

Parallels between Nazi Germany and the evolutionary establishment are numerous and well-documented. Both the Nazis and the evolutionists dominated the universities. They have convinced the vast majority of educated people to accept their worldview, and have ensured that only their philosophical narrative is taught as scientific fact. Evolutionists hold to a worldview that is irrational, just as was the Nazis’ racism that once dominated the Nazi Movement. They have both successfully manipulated mainline media in their practice of aggressive censorship. In both cases, they have accepted an ideology that is not only harmful and woefully lacking in valid supportive evidence, but there is overwhelming and demonstrated scientific fact *against* their worldview. The Darwinian core is also one of the main drivers of intolerance in universities today (Bergman, 2008, 2012, 2013, 2016, 2018).

Most people, no matter what their IQ, have certain things in common. This includes a sense of right and wrong, national pride, love of family, and a need to seek justice. Biology had enormous prestige in the Third Reich and was effectively used to support the Nazi worldview. Likewise, Darwinism has achieved a high level of scientific respectability by providing what appears to be irrefutable scientific evidence for evolution.

Darwinian racism has been overturned, and Darwinism too will eventually be overturned due to the steady accumulation of evidence contrary to

this worldview. Søren Løvtrup, professor of embryology at the University of Umea Sweden wrote: “I believe that one day the Darwinian myth will be ranked the greatest deceit in the history of science. When this happens many people will pose the question: how did this ever happen?” (Løvtrup, 1987, p. 422).

The root causes of all atrocities in our world are based on worldviews counter to the Biblical worldview. Only Truth can “gird up” an individual/people group/educational system/country to be “make you free” (John 8:32). Intelligence on its own can damage/destroy a society, culture, country, and the individual. Intelligent people only “fall” for ignorant ideas when they stop asking questions and simply believe what they are taught in their educational systems and from their governments. All Christians should be Bereans (Acts 17:10–11) and know what Scripture teaches to support our worldview.

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