



**The Baby Report**  
*How Human Beings are Made*

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## The First Fundamental Decision

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→ Let's start with the two basic options to determine human existence:

**You can think:** A human is created from the unification of a sperm and ovule, which together inherently constitutes the DNA. Nothing existed before conception and nothing after death. There is no possible kind of after-world being or identity of a human.

**Or you can think:** Souls have an energetic body and live somewhere in the universe, incarnate on earth by becoming a biological body, which is congruent to the energetic body. After a certain time, the biological body dies, and the energetic body goes back to an unknown place in the universe.

If there is a 'non-biological human' life before and after the human existence on earth, then the self-evident question arises: What for is the incarnation on this planet good for?

No religion and no philosophy answer this question in a reasonable and comprehensible way together with the complex mental, spiritual and human development.

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## How a Human is Made up Starting Prenatal

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→ It's so easy to procreate a baby without any awareness of the consequences.

There is a man and a woman, and they have sex in the interest to create a baby.

The micro-world of a sperm, together with an ovule entails all necessary information (DNA) and coded principles to 'let a human grow as an organism.

But is this couple aware of the consequences? Is this couple prepared to get a baby? Does this couple know all the responsibilities?

Does this couple realize the unbelievable miracle about how a human is made up and intelligently composed of billions of cells and trillions of connections?

- After the third year of early childhood 90% of the development of the brain of a child is built up.
- During the same time the operational foundation of the many mental functions are 90% built up.

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## The Misery Parents Create to their Children

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→ Humans create the misery of the newborn.

We assume that a huge majority of the world population does not know anything relevant about the prenatal and postnatal mental development of a fetus, baby, and infant.

Most people who procreate a baby are not aware of the multiple consequences that procreating a baby implies for the rest of the life, both for the parents themselves and the new born.

Most people do not realize the unbelievable miracle behind the ‘construction’ of a human body with all the potential human values, mental development, and meaning of life.

Most people are not aware that with procreating a baby and ignoring to learn a lot about genuine development they create much more misery than happiness and fulfillment.

**We recommend:** Do not procreate a baby if you can’t handle all the consequences and if you have no substantial idea and knowledge about the genuine human development.

## The Mind

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→ **The mind is what makes us human.**

One part of the brain consists in cell connections that build up all body functions. The other part of the brain consists in cell connections that build up all mental functions.

Our focus: We explore here the part of the brain that is responsible for the development of the mental functions.

The mental development goes along with the development of the brain already during prenatal time.

→ **Each mental function has its own biologically given ‘software’ for the capacities of its operations.**

→ **After the 3<sup>rd</sup> year 90% of the mental functions are ‘programmed’, already highly shaped in their operational ways and capacities.**

## Motives to Procreate a Baby

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→ **We found 27 questionable motives people have to procreate a baby.**

1. Attitude: A woman is only a real woman if she gives birth
2. The parental family was bad; therefore a couple wants to create a better family
3. A child (or more children) guarantees some sort of ‘pension payment’ in the future
4. To have someone take care of them (e.g. health) when they get old
5. Friends already have a child (or children) and get a lot of social attention
6. There is no other important meaning to life other than to have a child (children)
7. Culture: It’s the entire culture that expects a woman to give birth
8. To have a child enhances the ego, self-esteem, meaning of life, happiness
9. A man is only a real man if he has a family (children), which gives pride
10. The woman (the man) wants to make it better than their parents did
11. The woman (the man) expects to find happiness through having a baby
12. Religion commands it since centuries and governments need soldiers, taxpayers

13. Many blindly obey the social pressure to have a child (children)
14. The belief that their genes are very special with unique talents
15. In some cultures childless women are often treated as 'outcasts'
16. Pride to be a productive member of society
17. It's simply the very strong urge to procreate
18. They want to propagate their family name
19. They feel to be second-class citizens; a baby upgrades them
20. Many people bring a baby into this world without thinking; it just happens.
21. The couple is bored and is longing for happiness with having a baby
22. To please parents, friends, the church, the social environment
23. Others have a baby so I too want baby (without any thinking)
24. Simply want to give affection, love and care because babies are cute
25. Parents want the love from their children (not the other way round)
26. Pregnancy and childbirth are seen as a superior meaning of life
27. Many people simply don't know why they want to have a baby

→ Children should be brought into this world for their own sake and not for you.

→ You may want to share your experiences of maturity with the next generation.

## Learning Begins in the Womb

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→ A fetus learns a lot during prenatal time.

A fetus learns first the voice of his mum.

A fetus learns tastes and smells.

A fetus adapts the flavor of the food the mother eats.

The emotions of the pregnant mother are shared with the fetus.

Many thoughts of the pregnant mother are shared with the fetus.

A fetus strongly connects with the mother as the first caregiver.

A fetus is copying and adapting the mothers' mental activities.

A fetus is copying and adapting the mothers' emotional activities.

A fetus is copying and adapting the mothers' behavioral activities.

A fetus recognizes the fathers' interests and attitudes toward the fetus.

A fetus recognizes the father with his character, his behavior patterns and emotions

A fetus also connects with the father if the father connects with the fetus.

A fetus recognizes the relationship of mother and father.

A fetus recognizes the common patterns of 'crises' in the family and the love they live.

An 'archaic' father builds up fear.

A mentally well developed father builds up trust, protection, guidance and confidence.

## Prenatal Biological and Chemical Influences

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→ There are elements that influence prenatal the development of the brain in a critical way:

☠ Prenatal:

Alcohol, tobacco, drugs, medicine, chemicals, external contamination, pollution, fine dust, Mother's lack of hygiene, dirty water, lack of vitamins and minerals, certain radiation, malnutrition in general, mothers' illnesses ...

A fetus can already accumulate an amount of toxins that should not be there.

Obvious is: The more polluting and toxic elements a mother gets into her body, the higher is the risk that the brain of the fetus gets damaged from toxins with lifelong consequences also for the mental development.

## Prenatal Positive Social Influences

➔ There are social factors that influence prenatal the development of the brain and the mind in a positive way.

😊 Positive experiences:

😊 Talking with the unborn	😊 Understanding between people
😊 Social interactions around the unborn	😊 Honesty and transparency
😊 Emotional experiences (environment)	😊 Peace and positive social interactions
😊 Emotional state of the mother	😊 Music of all kinds, playing an instrument
😊 Happiness within the family	😊 Joy of life and a positive family 'feeling'
😊 Expressions of love, care, interest	😊 Secure and respectful environment

- Positive social influences in the prenatal time predetermine the mind development.
- The more a baby is accepted with its unique character, the more the baby will love life.
- Love is the supreme key for the development of a fetus, baby, child, and teenager.
- Love wants to develop life. But parents' ability to love is at 1-5% of its capacity.

## Prenatal Bad Experiences

➔ Prenatal bad experiences determine the shaping of the mental functions.

☠ Bad experiences:

☠ Poorly educated parents	☠ No relationship father-fetus
☠ No sensitive, responsive care	☠ No relationship existing child-fetus
☠ Lack of emotional attention	☠ Mother and father don't talk to the fetus
☠ Insecure parental relationship	☠ No prenatal introduction to the world
☠ Poor economic conditions	☠ No understanding of the fetus' movement
☠ Lack of care giving attitudes	☠ Parental ignorance, absence of maturity
☠ Thoughtless stupid parents	☠ Rigidity, absence of love and care for the fetus
☠ No relationship mother-fetus	☠ Lack of environmental security, protection

➔ After the prenatal 9 months the foundation of the mental functions is established.

Environmental factors such as scarcity, violence, wars, starvation, and absence of protection highly influence the baby's development.

## Postnatal Primary Awareness

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→ **Babies do not simply cry; they communicate with crying.**

Babies prefer first of all the food tastes that are familiar since prenatal.  
The fetus recognizes and adapts the mother's voice before of anybody else.  
A baby responds first to the voice of the person who mostly takes care of it.  
Babies cry in the accent of their mother's native language.  
Babies already experience the 'energy' of the mothers' preoccupations.  
Babies already recognize the mothers' ability to love and care.

A baby cries to tell the mother that she (he) must change pampers now.  
A baby cries to tell the mother that she (he) is hungry.  
A baby cries to tell the mother that she (he) wants attention.  
A baby cries to tell the mother that she (he) has pain or feels unwell.  
A baby cries to tell the mother that she (he) wants entertainment (talking).  
A baby cries to tell the mother that she (he) wants some light during the night.  
A baby cries to tell the mother that she (he) wants to sleep with the parents.  
A baby cries to tell the mother that she (he) feels cold.  
A baby cries to tell the mother that she (he) is bored.  
A baby cries to tell the mother that she (he) feels lonely.  
A baby cries to tell the mother that she (he) feels lack of protection.  
A baby cries to tell the mother that she (he) feels unwell with their fight.

## After Birth Toxic Influences (first 3 years)

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→ **There are elements that influence during the first 3 years the development of the brain in a critical way.**

☠ **After birth:**

Contamination, pollution, fine dust; chemicals in environment, nutriments, products, clothes and toys; dirty and contaminated water; ignored hygiene; lack of vitamins and minerals; slum housing; malnutrition, lack of healthy environmental conditions ...

→ **New finding 2016: Up to 200 toxins in the brain mass of the baby/child**

Critical influences in the development of the brain predetermine also the development of the mind after birth. Toxins in the brain mass reduce and destroy mental capacities – lost forever.

→ **The Childs' mental architecture is highly established with the first 3 years.**

## Bad Social-Emotional Influences (first 3 years)

→ The Childs' bad social-emotional influences determine much of the future life course.

### ☠ Early childhood:

- ☹ Lack of sensitive care giving and protection
- ☹ Lack of meaningful positive family communication
- ☹ Lack of exploring and understanding surroundings
- ☹ No understanding for the child's learning needs
- ☹ Low non-verbal communication (mimics, gestures)
- ☹ Bad parental relationship (aggression, violence)
- ☹ Low attention, introductions, and understanding
- ☹ Bad and low social-emotional experiences
- ☹ Inadequate, rigid and stupid parental education
- ☹ Low or no loving response to the child's needs
- ☹ Chronically criticizing the child without reason
- ☹ Shouting at the child in an aggressive way
- ☹ Humiliating, menacing, emotional punishment
- ☹ Physical punishments and violence of all kinds
- ☹ Religious and cultural brainwashing

## Childhood Bad Educational Experiences

→ The Childs' bad educational experiences determine much of the future life course.

### ☠ Bad experiences are:

☹ Critical educational intervention	☹ Lack of (creative) learning stimulations
☹ Thoughtless, poorly educated parents	☹ Repeated high emotional stressors
☹ Lack of satisfaction of mental needs	☹ Lack of creative learning stimulations
☹ Bad (low, poor) economic conditions	☹ Lack of security, protection, reliability
☹ Lack of satisfaction of physical needs	☹ Child abuse, maltreatment, traumas
☹ Poor and manipulated public education	☹ Lack of (creative) learning stimulations

## Early bad Experiences Reduce Mental Capacities

→ Bad early life experiences deform mental functions and reduce mental capacities very often with lifelong consequence.

• Emotional problems	• Falseness in social interaction
• Low intellectual capacity	• Attention deficit disorder
• Learning difficulties	• Submissive behavior
• Fear of life	• Sleeping disorder
• Depression, despair	• Drug and alcohol problems



• Neurosis (distorted mind)	• Behavior disorder
• Eating disorders	• Sexual disorder
• General rejection of life	• Falseness in social interaction

## Early Good Family Experiences make Happy

➔ **Early good life experiences constructively shape the mental functions and increases mental capacities with lifelong benefits.**

- ☺ Communication in the family
- ☺ Sensitively treating the child
- ☺ Reading to the child (fairy tales)
- ☺ Talking and listening to the child
- ☺ Expressing interest in the child's emotions
- ☺ Responding sensitively to the child's cries
- ☺ Being truthful, reasonable and understanding
- ☺ Being predictable in matters about the child
- ☺ Positive answers to the demand for attention
- ☺ Integer personality of mother and father
- ☺ Learning atmosphere in the family
- ☺ Creative activities in the family
- ☺ Mentally healthy parental relationship

## Positive Conditions for Mental Development

➔ **A multitude of good experiences, especially prenatal and postnatal (the first 3 years) builds up enormous positive mental capacities.**

1. The mind can develop and operate properly with the satisfaction of its elementary body needs.
2. The mind can develop and operate with satisfaction of its elementary needs for life.
3. The mind can develop and operate with satisfaction of its elementary needs for positive social experiences.
4. The mind can develop and operate with satisfaction of its elementary needs for positive life perspectives.

Much reduced or absence of these fundamental satisfactions of needs lead to much suffering and even to much reduced capacities for making a living.

Politics, economy, public education and religion that do not care for the satisfaction of these four genuine needs destroy the archetypal human development (evolution).

## Some more Aspects of the Brain Development

- Every behavior starts with the mind.
- Behavior is determined by the way the mental functions are shaped (formed).

- All mental functions are also essentially shaped and formed by the conditions of the personal environment and the society in general.

### Conclusion:

- ➔ People must become aware of these mental realities within its criticalities.
- ➔ People must take their all-sided interrelations of the mind into their own control.
- ➔ People must become responsible for the shaping processes of their mind.

## Principles of Development of the Mind

- The mind itself consists of many unities of structures (“chips”); and each one has an intrinsic disposition of functioning.
- Every mental function has a specific immanent capacity to operate ‘spiritually’ (not biologically!).
- The brain is biological; the mind is spiritual. In that sense rationality is not simply biological or rational, but also spiritual.

### ➔ “Spiritual” means: meaning-oriented

- Natural mental dispositions (chips) must be nurtured and trained.
- Every function must be trained, formed and developed within its specific ‘software’.
- Every function has a capacity, a quality and efficiency parameter.
- Underdeveloped and malformed or distorted functions have multiple critical effects.
- Mental functions are interrelated and influence other functions.
- All functions influence and determine the patterns of behavior.
- Behavior is an expression of the quality and efficiency of the mental functions.
- The mind develops through manifold learning processes.

### ➔ No learning = no development = archaic human

## The many Mental Functions

- ➔ There is not simply the so called “mind”. There are many different mental functions.

Some fundamental mental functions (of 22 in total) are:

The manifold operations of thinking	Dealing with psychical gender polarity
Identifying and dealing with meaning	Identifying and dealing with inner needs
Experiencing and dealing with emotions	Unconscious defense and projection
Forming ideals, attitudes, faith, norms	Ability to love and to receive love
Reservoir of experiences (unconscious)	The management functions of the “I”
The spiritual intelligence (dreams)	Language ability (learning, expanding)
Problem solving, dealing with criticalities	Building up knowledge (e.g. reading)

## Interplay of Mental Functions

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→ **Mental functions are in complex interrelations.**

- Most functions are interrelated, influence each other and require multiple balances.
- There are natural individual differences in the single capacities and tendencies of the mental functions, which is 'normal'.
- Imbalance within and between functions lead to critical capacities, reduced qualities and effects.
- All mental functions influence and determine the patterns of behavior and each single kind of behavior. Every behavior starts with the mind.
- Behavior is determined by the way the mental functions are shaped (formed).
- All mental functions are also essentially shaped and formed by the conditions of the personal environment and the society in general.

⊗ Mental functions can be ignored, distorted, stunted, abused, etc.

⊗ Critical mental functions reduce capacities of making a living, etc.

⊗ Critical mental functions create criticalities in personal life, in relationship life, in love and sex matters, in family life, etc.

## Mental Functions must be Nurtured

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→ **Each function must be trained, formed and developed within its specific 'software'.**

- Each function has a capacity, a quality and efficiency parameter.
- Underdeveloped and malformed or distorted functions have multiple critical effects.
- All mental functions are interrelated, influence other functions and require multiple balances.
- All functions influence and determine the patterns of behavior and each single kind of behavior.
- Behavior and its effects are an expression of the quality and efficiency of the mental functions.
- The mind develops through manifold learning processes: no learning = no development = archaic.

## Unconscious Complexes

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→ **Most humans are up to 90% entirely influenced and directed from the content of the unconscious (complexes).**

- Psychoanalysis teaches us that already before birth bad experiences (mother, father, environment, and scarcities) begin to develop unconscious complexes.
- Unconscious complexes force to repeat the experienced critical patterns during the entire life; at least until the complexity is elaborated and cleaned out with a catharsis.

- The more negative prenatal experiences about the father and mother, the more negative life experiences during the first three years, the more grows an intensive drive for compensation, for projection and for a 'true' and 'infallible' spiritual, religious or political home that promises salvation (or at least prosperity).
- A distorted and imbalanced, undeveloped and malformed, neurotic and psychopathic mind creates a religion and ideology that can never be better in teaching, practice and effects than the way the mind is shaped.
- People that form part of such a religious or ideological community (system) fundamentally become distorted and imbalanced, mentally undeveloped and malformed, neurotic, and in general mentally disordered.

## Unconscious Complexes Shape Human Life

→ A multitude of critical experiences, especially prenatal and postnatal during the first 3 years, are responsible for many mental and behavioral problems during the entire life course of a human.

- Complexes are experienced patterns that shape conflictive mental functions.
- Complexes grow through strong and / or repeated painful (hurting) experiences.
- Complexes always (lifelong) tend to project and revive the pattern outside.

Humiliation	Stuck in Adolescence	Super-Ego Tyrant
Physical Violation	Fight (Cantankerousness)	Warmonger
Extreme Threat	Electra Constellation	Hate of Life
Extreme Scarcity	Oedipus Constellation	Hate of Love
Inappropriate Punishment	Neuroticism	Gender Hate
Sexual (Lust) Suppression	Sadism	Truth Murder
Sexual Abuse	Super-Narcissism	Gambler
Sexual Perversion	Psychopath	Compulsive Liar

## The Science of 'Epigenetics' Teaches us

→ A multitude of critical experiences the previous generations (grandfather, grandmother) had, can be chemically transferred to the pregnant mother and from there to the fetus.

- 'Epigenetics' is about inheritable (from parents) chemical influences in gene expressions (gene activities); not about genes itself.
- The chemical influences do not change the DNA sequence, but affects how cells read genes and modify the genes' activities.
- Epigenetic (chemical) predispositions are developed in the womb already during the first 3 months and continue after birth during infancy.
- Those modifications (of activities) can be passed on to future generations, even with chemical 'information' the pregnant mother got from her parents.
- Prenatal external environment influences a fetus through genes by modulating their activity.

- Environment and individual lifestyle can directly interact with the genome (genes) to produce 'epigenetic' changes.
- Prenatal and early postnatal critical environmental factors influence the adult risk of developing various diseases.

## Factors that Influence Epigenetic Changes

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➔ There are many inherited multiple influences that damage, reduce or deviate the human development already prenatal and during the first 3 years.

- Famine, malnutrition from the mother can result in inherited psychical and mental patterns, obesity, and antisocial personality disorder.
- Fearful strong emotions, affective disorders, anxiety, depression, psychological and physical abuse or neglect.
- The mother's diet during prenatal time, diabetes, environmentally induced including from grandparents.
- High continuous stress from the mother on the fetus and infant leads to health consequences during adulthood.

Epigenetic factors create predisposition (higher risks) for mental disorders and mental retardation, behavior disorder, neuropsychiatric disorders and pediatric disorders, but also immune disorders, cancer, coronary heart disease, stroke, or diabetes, and low birth-weight.

## Findings of 'Epigenetics' General Statement

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➔ Many prenatal experiences have a lifelong impact.

- The prenatal health, mental, social, and behavioral state and the experiences of the mother during pregnancy as well as toxic and violent environmental factors in general and scarcity (of needs) **influence the biological (brain) and mental development of the fetus with risks of effects during the entire life course.**

### The Core Thesis

- Epigenetic factors can be inherited from previous generations (from great-grandmother to grandmother to mother to fetus/infant).
- Already Sigmund Freud, Leopold Szondi, and Carl Gustav Jung (among others) discovered the dynamic of inherited 'complexes' during several generations.

## Positive inherited Preferences

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➔ Epigenetic influences can also be positive and can create happiness, stability, and a flourishing life; at least positive dispositions for a strong mental development.

Peace, happiness, love and any positive experiences (e.g. music, wellbeing, learning stimulations and talking to the fetus/infant) stimulate the brain and mind development during prenatal and postnatal time.

Food preferences, smells and tastes, and certain behavior patterns are already prenatal transmitted from the mother to the infant.

The first 3 years of the childhood decisively shape the mind for the rest of the life by multiple and continuous influences of all kinds.

Epigenetics gives a scientific understanding and proof of the chemical and biological processes of such mental and behavioral inheritance.

## Confirmations about Epigenetic Inheritance

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### → Summary of epigenetic knowledge

1. Many critical factors can activate or deactivate (paralyze) the genes
2. Economic and environmental predispositions are transmitted
3. Prenatal environmental predispositions can be inherited
4. Many social predispositions can be inherited (adapted)
5. Pregnant mother: eating habits create predisposition on the fetus
6. A stressed pregnant woman influences the brain development of the fetus
7. The emotional memory stores experiences already prenatal
8. Parental caress and body touch influence the baby's brain development
9. All kinds of habits are shaped prenatal and during the early childhood
10. A pregnant mother that eats junk food, damages the brain of the fetus
11. A habit itself consists in a pattern of connected environmental factors
12. Eating and cultural habits are transferred over several generations
13. No human is created with 'criminal genes' to become criminal
14. There is no 'gene' that predetermines homosexuality, only experiences
15. It's always the environment that makes people become criminal
16. Much of human environment is against the fundamental human values

All kinds of toxins from the environment critically influence the brain development and with that the development of the mental functions.

During decades toxins are accumulated in the environment and body of the people, which logically also leads to increasing mental degeneration during decades.

## Meditative Regression

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→ With meditation we can explore and understand the entire past biography with all the malformations, complexes and traumas.

- Meditation and hypnosis in order to go back up to the prenatal time opens up an unexplored, incredible world.

- Regressions unveil the key principles and processes of human evolution that start in the early prenatal time.
- Meditative regressions are possible even to the time before conception, which leads to a new understanding of humans and human life.
- Humans are responsible for the development of humans and the entire humanity; they have a free will to choose the direction: evolution or regression.
- What most people on earth become to be, are, think, believe, and live has effects for centuries to come.
- The ways how humans are shaped in their mental functions during the first 3 years of infancy determine the future.
- Many dire suffering, serious problems and difficulties in life, and the immense global criticalities have roots in the prenatal time.

### **Conclusion:**

The immense problems of mankind today as well as those to be expected around the years 2035-2050 can never be solved without a new understanding of humans and human life, and therefore of education and fundamental meaning of life.

## **New Findings through Meditative Regressions**

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➔ Regression with meditation or hypnosis back to the early childhood and to the prenatal time shows us for most people an unknown world.

- A fetus has a soul and this soul (an energetic body) has a natural energetic ability to perceive external realities.
- A fetus can recognize 'truth and lies' even though the state of brain development does not capacitate such perception.
- The soul of a fetus also has a general scale for what is good and bad (evil), beneficial and destructive.
- In that sense a fetus has a natural basic conscience (disposition), which obviously has to be shaped like the manifold mental functions.
- Results of meditative regressions or regressions with hypnosis can be scientifically verified (or falsified).
- Much of the conclusions are based on common sense or scientific knowledge, are self-evident or comprehensible on the level of meaning.

## **Energetic Prenatal Perception**

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➔ There is an energetic world around us of unknown quality, but interconnects with us in many ways.

- People radiate a non-physical energy with a quality that corresponds to their emotional state and thoughts. The radiation is extended 20-50 cm.
- Energetic radiation of people remains in the room (where they are) corresponding to the quality of their emotion and thoughts, even when they leave the room.

- Logically: there is a non-physical energy (meaning-loaded) that flows through a non-physical 'channel'.
- There is a non-physical energy that flows through the channel being formed with the meaning of the emotional state or thoughts of the sender.
- There are certain energetic practices that give 100% proof of the existence of this non-physical energy.

**From the moment of conception and during the entire prenatal time, a fetus has:**

■ Extra-sensorial perception	■ Experiencing of sense (meaning)
■ Self-awareness	■ Experiencing human qualities
■ Emotional experiencing	■ Experiencing environmental qualities

## Soul or Soulless

➔ **Thesis: The soul of humans consists in an energetic body that is congruent to humans' biological body.**

If a fetus has an energetic self-awareness from the first moment after conception, based on an energetic body ('soul'), ...

... then most people experience already with the first terrestrial awareness a terrible shock about the archaic human beings and the mess in the world.

This creates a fundamental fear of life that leads to a longing for God's help and protection.

Dogmatism and fundamentalism have roots in this kind of dark fear of life.

A fetus and infant is not responsible for experienced prenatal and postnatal damages as they could not chose their parents and the epigenetic past of their parents.

But with the knowledge given here, the parents can become responsible for the mental and behavioral damages they produce on their child / children prenatal and postnatal.

## Interpretations

➔ **A fetus, baby, and infant depends fully on the mental, spiritual, and behavioral 'quality' of their parents.**

- The prenatal experience to be fully dependent on archaic, stupid and evil humans shapes the fundamental attitudes towards life on earth.
- The prenatal experience to be fully dependent on archaic humans leads the people to archaic religions that pretend to be 'divine' and to give 'salvation'.
- We could also assume that a fetus already in the prenatal time realizes the cheat, scam, misguidance and falsification of religion (and politics).
- In that case, there is preponderantly no good start of a human life on earth.



## Summary

- ➔ Already during the prenatal time the fetus experiences the quality of the shaped mental functions of the people around.
- ➔ Already during the prenatal time the roots for religious and spiritual preferences (beliefs) are established in the brain.
- ➔ Already during the prenatal time the roots for ways of living and dealing with life are established in the brain.

There are souls incarnating on earth that have a good start of the brain and mental development. But this is a small minority.

A good start does not guarantee a good development of the life of the person.

The many damaging and evil influences from the environment (family, society, world) can destroy a good foundation of the mental functions.

## Regressions towards the Time before Conception

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➔ With meditation (and hypnosis) we can go back to the moment of procreation and from there to the time of the soul before and we experience, for example:

- I am far away from the earth; in some way not.
- I must go to the earth; it's time now.
- I must go now to be challenged, to learn and grow.
- I don't want to go, but I must.
- In no way do I want to go to earth, but I must.
- WOW, great, fantastic, I am going now (to the earth).
- This mother and father I have to go to is disgusting.
- The world of the souls seems to be organized.
- There are laws when and why a soul has to incarnate.
- This other world is in a kind of fog, nothing clear.

## The soul of a Fetus or simply the Fetus Experiences

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➔ A fetus experiences and stores experiences already with the start of the procreation.

1. A self-identity already before the procreation
2. Being accepted or not accepted on earth
3. Reliable and trustworthy parents - or not
4. Peace and tranquility - or the opposite
5. Love as a general positive attitude - or not
6. Emotional attention and care - or not
7. Protection (health, development) - or not
8. Mother as the psycho-energetic environment
9. Mother as the safe biological and human "home"
10. Father as the external provider and authority

11. The specific external family world (environment)
12. The big unknown fearful world outside
13. The good and bad (evil) in the world outside
14. The personality qualities of people outside

❖ All these realities of prenatal experiences are ignored from people, politics, economy, public education and religions around the globe.

❖ This is proof enough to conclude: Human development is not on the genuine (archetypal) track of human evolution!

## Influences on the Mind and Human Development

→ Since prenatal a human is daily exposed to countless external influences.



## Self-Discovering

→ During the life course a human has countless opportunities to discover himself.

Already babies and infants naturally experience themselves:

- They discover the state of their emotions.
- They have questions and want answers.
- They start thinking in simple ways.

- They want to explore and discover the world.
- They are curious and want to learn.
- They become aware of having dreams.
- They start talking and express meaning.
- They experience the values of love and care.
- They have desire and want satisfaction.
- They are spontaneously creative in many ways.
- They can feel what is right and wrong.
- They discover the needs of their body.
- They want fun and joyful entertainment.
- They want the truth wherever and not lies.
- They want to be respected, feel its meaning.
- They discover a certain basic talent or interest.
- They are naturally aware of their uniqueness.
- They develop their will and want to push it through.
- They want to impose their will on whomever.
- They learn by explorative trial and error.
- They copy a lot from their environment.

If parents, religion, public, education, culture and politics nurture these capacities in a genuine way, then a human develops well within the given opportunities and guidance.

But parents, religion, public, education, culture and politics can manipulate these capacities and re-direct it towards their interest by perverting the natural capacities.

## The Inherited Drama of Human Evolution

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➔ **Parents transmit the drama of the distorted human evolution to the next generation.**

1. Most procreators do nothing else than reproduce the drama of humanity's horrifying history.
2. Most procreators do nothing else than contribute to the insane economy.
3. Most procreators do nothing else than contribute to the insane political madness.
4. Most procreators do nothing else than contribute to the increase of tax revenue.
5. Most procreators do nothing else than contribute to the brainwashing of power institutions.
6. Most procreators do nothing else than contribute to the increase of cheap labor.
7. Most procreators ignore the inner life, costs and responsibilities; they only create misery.
8. Most procreators do nothing else than contribute to the increase of soldiers for insane wars.
9. Most procreators do nothing else than contribute to the destruction of the ecosystems.
10. Most procreators do nothing else than contribute to the fabricated religious track.
11. Most procreators do nothing else than contribute to the coming human made Armageddon.

## The Highest Meaning of Life

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➔ **You are your highest meaning of life - and it's not the procreation of a baby!**

- ☺ First of all you need to learn to think and to understand the complexity of life.
- ☺ Without profound and extensive self-knowledge you highly remain to be a robot.

- ☺ You are your own 'mystery' and meaning of life that you should discover and shape.
- ☺ Before getting married, educate yourself to understand the meaning of marriage.
- ☺ You can never understand your baby, child, teenager without self-knowledge.
- ☺ You can never significantly understand your married love without self-knowledge.
- ☺ Most humans live with an unconscious 'auto-pilot', which only creates disasters.
- ☺ Before searching for God in the universe, you should search for your inner source of life.
- ☺ You want a new world but you don't want knowledge to understand life: stupid!
- ☺ If you really want a new world, then start by shaping the new world within you.
- ☺ Once you are 'renewed', well shaped and wiser, then you can procreate a baby.
- ☺ If you procreate a baby, educate it to make a better life with a genuine meaning.
- ☺ You want new leaders for a new world: consider preparing your baby for leadership.
- ☺ Before creating a baby first learn a lot, consider all consequences for the baby.
- ☺ To create a baby void of serious mental preparation and maturity is child abuse.
- ☺ To create a baby without resources and sustainable perspectives is a serious guilt.

***The world needs a new breed of top leaders, at least 2 million well educated and integer leaders.***

***If every year an estimated 136 million babies are procreated, then there is a potential for the breed of 2 million new leaders in 30-40 years.***

***If you already have a child (children), then you can already today contribute to a new breed of future leaders: send your adolescent boy or girl to the '[Schellhammer Business School](#)'.***