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**SOCIETY
TO
OUTLAW
PORNOGRAPHY**



**COMMITTEE
AGAINST
REGRESSIVE
EDUCATION**



**ASSOCIATION FOR
COMMUNITY
TUTORIAL
SERVICES**

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- * "GOOD PARENTING" SYMPOSIUM
- * ADVERT. SIR JOH'S VIDEO TAPES

Policy and
Guidelines Statement

**Human Relationships
Education**

SEX EDUCATION

1988

DECIDE FOR YOURSELF
INTERIM

TAUGHT NOT CAUGHT
strategies for sexuality education
the clarity collective
VALUES CLARIFICATION

IDENTITY
SELF-ASSERTIVENESS
SEX EDUCATION
VALUES
AWARENESS
SOME STRATEGIES
SELF-ESTEEM

**Queensland
State Schools**

Registered by Australia Post - Publication No.QBH2921

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VOL. 18, No. 3
SEPT./OCT. 1989



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SOCIETY TO OUTLAW PORNOGRAPHY (STOP)
COMMITTEE AGAINST REGRESSIVE EDUCATION (CARE)
ASSOCIATION FOR COMMUNITY TUTORIAL SERVICES (ACTS)

Mrs. H. S. Joyner, Director.
Telephone: (07) 888.1450.

P.O. Box 350, Kallangur, Q. 4503.
29th September, 1989.

Hon. Brian Littleproud, MLA,
Minister for Education,
BRISBANE.

(Copy/Hon. R. Cooper, Premier of Q'ld.)

Dear Mr. Littleproud,

HUMAN RELATIONSHIPS EDUCATION SHOULD BE BANNED

In April last, you kindly granted STOP & CARE representatives an interview, during which we were pleased to receive your assurance that since Social Studies packages MACOS and SEMP were banned, Values Clarification is still NOT to be used in any school. Unfortunately, as I have already told your secretary (Mr. Neil Costa), this same conditioning technique - used by some psychiatrists in the treatment of mental illness - IS being used in Human Relationships Education.

It is made to appear acceptable by the production of a Departmental Workshop Training Booklet, Values Awareness, (prepared by Georgina Spinaze, Consultant Severe Handicap & HRE, and Brisbane North HRE Consultants). This is a complete Teachers Handbook in the use of Values Clarification and Kohlberg's theory. It includes a questionnaire for children to record their opinions on controversial matters. They are told there are no right or wrong answers even though many of them are criminal activities. What they feel determines what laws they obey.

WHAT VALUES CLARIFICATION REALLY IS: Values Clarification, as used in HRE, is a technique whereby children are seduced into making decisions and choices regarding issues without the influence of any previously taught values. It involves adolescent behaviour, abortion, homosexuality, AIDS, drugs, politics and religion.

Children, who have been taught that God declares what is right and wrong and that it is His will for us to do right, are made to reject such beliefs as 'indoctrination'. The parental teaching of simple right and wrong, truth and honesty, etc., must also be discarded as being immoral suppression of children's 'rights'.

A number of schools, but in particular the Ayr High School, are using, in conjunction with Values Clarification, an extremely objectionable HRE resource book, Taught Not Caught, by The Clarity Collective (a group of feminist sex educators who are very supportive of lesbianism and homosexuality).

It contains advice to teachers about values clarification which shows that educators are fully aware of the devilish effect it has on children - that it will not persuade nor convince them to do what is right, but rather the opposite:

NOTE →

"However, when choosing techniques to use in a program, be aware that values clarification is not always the most appropriate. If you want TO CONVINCE OR PERSUADE, then DON'T use values clarification. For example, do NOT use it when trying to convince a group that rape is wrong." (Emphases are mine.)

If schools use (with Education Department approval) Taught Not Caught and its Values Clarification exercises, would it not indicate that your Department and the school condone or encourage such undesirable activities as promiscuity, homosexuality, delinquency, drug abuse, etc.? This is akin to child abuse. On behalf of many enraged members of STOP, CARE & ACTS, I enclose some pages from recommended HRE resource books and request IMMEDIATE BANNING OF ALL HRE.

Yours sincerely,

Hona Joyner

Director.

H.R.E. : LEADING CHILDREN INTO TEMPTATION

I have been sent a copy of Taught not Caught - Strategies for Sexuality Education (which is written by a collective of feminists and was bought at a New Age and Occult Shop.) I find it one of the most objectionable sex books I have seen. Its contents and questionnaires for classroom use should be enough to curl the hair of any thinking parent.

When I questioned Mrs. Jan Archer, the Co-ordinator of Queensland's HRE programmes about it, I was told that it is just one of many resource books that are being looked at for suitability. Some schools have decided to use it, even though I know there was Christian opposition to it.

It majors on Values Clarification, problem-solving, role-playing, etc., as does another one used in the Brisbane North Region area, and probably elsewhere, called "Values Awareness".

The content of Taught Not Caught, and the additional books that it recommends, are extremely degrading, to the extent that four pages submitted to Australia Post have been ruled as "definitely not acceptable to Aust Post for mailing out" as inserts in 'STOP PRESS'. Not that I would have done so, unsolicited, but I have established that the sensitivities of adults are protected from being shown these pornographic pictures and lurid descriptions. However children in mixed classes at school can be forced to look at, hear about, read, discuss and answer personal questions in relation to these depicted perversions and the ravings of someone obsessed with obscenities.

The Phyllis Schlafly Report from USA tells what is wrong with Sex Education:

"The major aim of nearly all sex education curricula being taught in the schools is to teach teenagers (and even very young children) how to enjoy fornication without having a baby and without feeling guilty.

"This goal explains why the courses promote an acceptance of sexual behaviour that does not produce a baby, such as homosexuality and masturbation. This goal explains why they encourage abortions and all varieties of contraceptives.

"This is why the courses shred the girls of their natural modesty (a psychological defence against fornication) by forcing them to discuss sexual acts, techniques, devices and parts of the body, with explicit vocabulary in a co-ed classroom."

VALUES CLARIFICATION: These outcomes are produced by means of a psychological technique known as "Values Clarification".

Taught Not Caught promotes use of Values Clarification but admits quite openly, in its advice to teachers who will use it, that it is NOT the technique to use if you wish to convince or persuade students (to adopt the best standard of behaviour.) It gives the example - "Do not use it when trying to convince a group that rape is wrong." Rape, but not permissiveness, is opposed by the authors (being feminists), so Values Clarification is the technique used in most of the strategies presented in their book for teaching about chastity, homosexuality, lesbianism, etc. but not rape.

Teaching self-esteem is a version of Values Clarification. To use the words of one Junior High HRE Guidelines, good teaching uses "non-threatening and non-competitive strategies and techniques which build rather than diminish self-esteem", and, incidentally, also increase self-will and anti-parent antagonism in the child. This is Satanic teaching and Christians must rise up against it. Let's hear from fathers - fathers who will rise up in righteous anger and indignation at what is being deliberately perpetrated against their children through the schools.

H.R.E. : WHAT'S IN THE COURSE?

The question I am often asked is "What grade discusses that?" so in this article I will report on the High School material I have, by Year levels, and not by schools. I have Guidelines and resource books from a very wide area, but they bear the marks of having been centrally designed (being too remarkably similar in content for it to be coincidental!) The tale we are told about 'parental input' just doesn't ring true.

FOR YEAR 8:

Year 8 teachers are told that the aim is that "the student will explore the range and diversity of different relationships." From the contents of the "Taught not Caught" resource book, this obviously means looking sympathetically at homosexuality, through the eyes of visiting homosexual/lesbian speakers, and thus providing teenagers with both the temptation and the role model. The discussion topic, "What is a family?" and "types of families", will give opportunity to equate that institution with homosexual and de facto marriages.

"The importance of mutual decision-making" is stressed - apparently it is O.K. to fornicate, commit incest, practise homosexuality, use condoms, live together, etc., provided both agree to it. "Commitment" is discussed. Sexual intercourse is described "as an expression of trust, care and love in a committed relationship." MARRIAGE is NOT mentioned as a relationship nor as a pre-requisite to readiness for sex. Instead students are told, "Body changes usually precede emotional and social readiness."

The "onset of menstruation and seminal emissions" and "personal hygiene" are the subject of mixed classes. In Psychology Today (July 1981), Dr. Bettelheim, Psychologist and Professor of Education warns against teaching these topics in schools.

"Sexual feelings, thoughts, fantasies, dreams, frustration, resentment" are up for public discussion, "masturbation will be dealt with" "with more input for boys than girls", and likewise "personal hygiene and myths and misconceptions". No matter what your opinion is, children will be taught there is no right or wrong way to develop sexually, for there are no right or wrong answers.

"Some ways of controlling conception, to either (sic) increase or decrease the likelihood of pregnancy occurring" are to be taught, "a basic outline of contraceptive methods" and "AIDS and other STDs in basic detail", so it will become a sales gimmick for the Family Planning Association's contraceptive business. (See what Dr. W.R. Coulson says on the outcome of education on contraceptives for unmarrieds.)

Discuss "Crushes and how to deal with them", "Going together", and "Pressures (Self, Peers, Family, Media). Tell students "It is okay to say 'no'". This gives the subtle message that it is more usual to say 'yes', but you can say 'no' if you like - i.e. make up your own mind. No warning was given about the risk of AIDS, nor that sex outside marriage is SIN.

The "impact of emotional changes on adolescents and their relationships within the family" are discussed, including "the value of family to you", your "search for independence" and "attitudes to authority figures." This could lead to invasion of parental privacy, and the child's temptation to disobedience or to running away, as the parental role is undermined in the classroom.

"Changes in attitudes towards family", "responsibility to ourselves", "having greater independence", "skills for moving on/out - independence", "seeking more privacy", "choosing one's own friends", "asserting personal opinions", and "being easily offended", are special classroom topics under "social development."

Instead of the scriptural emphasis on meekness, humility, and lowliness of mind, "self-concept", "self-centeredness" and "self-esteem", and "getting to know self" and finding one's "identity" is given undue importance.

"Abuse and incest", "Good touches/bad touches", "appropriate and inappropriate behaviours", "assertiveness", "personal safety", and "Protective Behaviours" (encouraging children to talk to teachers or counsellors, about real or imaginary strife at home) is included in all programmes at every level, including pre-school, despite the fact that a prominent psycho-analyst, Dr. Bruno Bettelheim, has condemned the technique as harmful to children and damaging to their natural relationships with their parents.



Monto Presbyterian home missionary, Mr John Witteveen with STOP and CARE director, Mrs Rona Joyner (Brisbane) in Monto last week.

Difference needs to be explained: Rona

People need to understand the difference between humanism and Christian education, according to Director of the Stop and Care Organisation, Mrs Rona Joyner of Brisbane.

This problem, which was the real issue in education, was her main concern, she said at a public meeting in the Monto QCWA rooms on Sunday night.

She was actively campaigning against a visit to Queensland by Dr William Glasser, an American humanist psychiatrist, who, she said, treated children in schools as patients.

"Dr Glasser is coming out here to educate teachers on how to treat children in a quasi-psychiatric manner.

"He calls teachers 'change agents' or 'clinicians' and schools are called 'clinics'.

"The humanist view is that, if a Christian has a belief in a supernatural, hearing being, somewhere out there, then he is having an illusion, and must be insane.

"A humanist places his faith in man's intellect, human reason and in scientific methods.

"A Christian places his faith in the creator of man, who endowed men with intellect and reason, including the mental capacity to understand and employ scientific method."

Mrs Joyner said a well known behavioural scientist, Dr W Coulson, who once taught classroom teachers how to use psychological techniques in their classes, now admitted the techniques harmed children.

It was of vital importance to the family unit humanist teachings be swept out of schools, and replaced with Christian teaching.

A submission has been prepared by Mrs Joyner and sent to the Minister for Education, Mr Brian Littleproud, seeking

to "ban all humanistic affective education from the classroom and rejection of all Dr Glasser's counter-productive influence".

Mrs Joyner has also prepared a new suggested amendment bill regarding home education in Queensland to change the Education Act.

"Parents should have the right to choose what education they want for their own child.

"Of course, there would have to be evaluations to ensure a reasonable standard of academic achievement resulted from home education.

"However, I often think it would be far better to have an uneducated Christian child than an educated atheist," Mrs Joyner said.

"Children become what they are taught. If you teach them to be permissive, they will be.

"I have challenged the Education Department to show me one country in the world where sex education in school has reduced any of the social ills."

Mrs Joyner said in 1977/78 a nationwide media campaign succeeded in axing MACOS (Man - A Course of Study) and SEMP (Social Education Materials Project) because of their values clarification and psychological technique to destroy traditional family values.

"Dr Glasser's 'Reality Therapy' is just another version of values clarification", Mrs Joyner said.

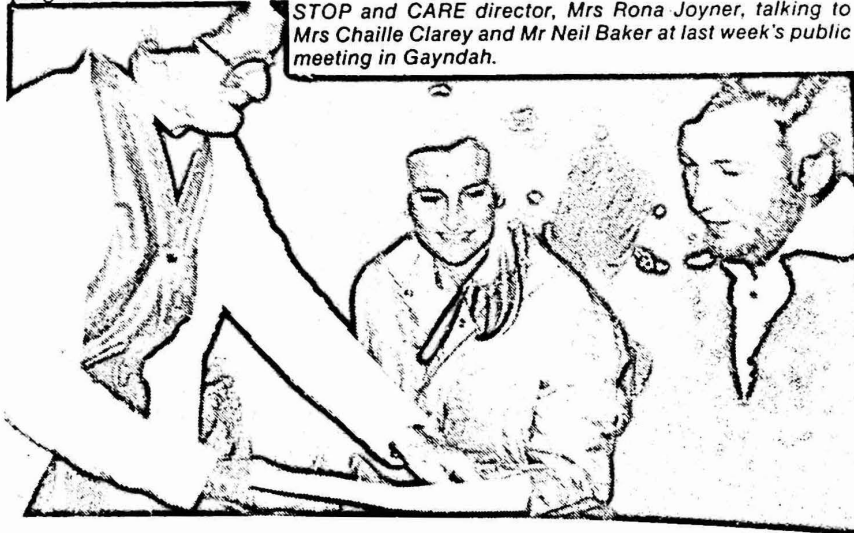
She has recently spoken at meetings at Bundaberg, Gin Gin, Gympie, Gayndah, and Bauhinia Downs in addition to Monto.

The recent tour of Queensland electorates by Mrs Joyner was to promote her submissions to the State Government and gather support from concerned citizens.

She roundly criticised the government-promoted human relations education, now adopted by Runcorn High School.

This program, she said, was based in the dangerous concept of "If it feels good, do it!"

"One of the sections of consultants set up by the Education Department has adopted 'Values Awareness' for the human relations program."



STOP and CARE director, Mrs Rona Joyner, talking to Mrs Chaille Clarey and Mr Neil Baker at last week's public meeting in Gayndah.

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STOP, CARE & ACTS NEEDS YOU !!

In view of the URGENCY of the THREE PROJECTS we have started this year, viz:

- (1) the VISIT OF DR.W.R.COULSON, Professor of Psychology and Education, ex-promoter of Humanistic attitude-changing techniques in the classroom (he is prepared to come to Australia to expose the truth about dangerous psychological conditioning of your children, and is happy to help us in our consistent battle to have it banned);
- (2) our attempt to have Parliament pass OUR SUGGESTED EDUCATION ACT AMENDMENT BILL, to provide through law for the fact that every parent is responsible for determining how their own child shall be educated, and that the State is NOT responsible for educating the WHOLE child, as is so often claimed by the Department;
- (3) our campaign against the HUMAN RELATIONSHIPS EDUCATION currently being put into State Schools, against the wishes of ALL parents who understand, or are finding out, what it really entails;

we need MANY NEW MEMBERS, MOUNTAINS OF MONEY, and ACTIVE ACTIVISTS!

If you are serious in your concern for your children, your family relationships, the expansion of Christ's church, and the state of society, then please put your money to work in this positive Christian ministry that has shown by our many successes over the years that a minority with God is truly a majority. Let's be seen to be a successful majority again this year. Our current projects could completely turn the tide in education.

PLEASE VOLUNTEER TO JOIN ACTS

WHICH IS NOW OUR FUND-RAISING GROUP
FOR EDUCATING THE COMMUNITY IN THE NEED TO SUPPORT THE FAMILY

If you want to be an ACTIVE involved member of STOP & CARE with contact with others who are concerned to give you a united voice, then please TICK and RETURN the form below to ACTS, PO Box 350, Kallangur, 4503...

ACTIVE MEMBERS LIST

I WOULD LIKE TO JOIN ACTS, and take an active role in fund-raising and organizing local meetings for STOP & CARE. List me as an ACTIVE MEMBER. As well as praying for the cause, I could help in the following ways:

- _____ Be a phone contact for inward and/or outward instructions
- _____ Voluntary help at short notice as needed
- _____ Come to meetings and/or weekend seminars and workshops
- _____ Organize public or private meetings, or talks to church groups
- _____ Be a fund-raiser
- _____ Be a Local Representative to increase our membership
- _____ Attend a two-day meeting (overnight accommodation) ~~in August.~~

OR I could

NAME: _____

ADDRESS: _____

Children are introduced to "helping people and agencies", presumably Crisis Care, Family Planning Association, Children by Choice, Abortion Clinics, Family Services Social Workers, Counsellors, Refuges for Runaways, or some other such accommodation.
IS THIS WHAT YOU WANT?

IS THIS WHAT YOU WANT?

-----oOo-----

FOR YEAR 9:

Guide Books tell teachers that the aim is to examine the rights of the child, and the importance of self-esteem, "to introduce assertiveness in decision-making situations", and "the acceptance of personal responsibility". This will obviously have the effect of putting teenagers against their parents, and at just that age when parents are finding youngsters difficult enough, as it is, to manage and guide into "the straight and narrow", without the added negative of an anti-Christian, anti-parent course being taught at school.

Discuss "types, functions and rights of families", "relationship expectations within - same and opposite sex", "respect in all relationships" and "need for care and support" - which means acceptance of homosexual activity, de facto or trial marriage.

Talk about "dating/groups and singles", "crushes and hero worship", "expressing feelings constructively", along with "Going Together" and "Pressures (Self, Peers, Family, Media, Society) and "Male/Female Differences - Responsibilities." "Learning from mistakes" is included under "Content Areas" in relation to the topic "SELF", which sounds like the Humanistic 'experiential learning' - or 'Try it for yourself and if it feels good, then do it.'

"Contraception in more detail" is to be taught, giving "understanding of the results of unprotected intercourse". Discuss "choices and issues resulting from unplanned teenage pregnancies" as "part of a whole decision making unit/assertiveness skills."

"Protective Behaviours" and "assertive skill development" are again included. Give information on "assistance agencies" and "help groups and what they offer/where they are", (How many more children will run away?) and more detail on AIDS and other STDs.

-----oOo-----

FOR YEAR 10:

Year 10 children are to learn about readiness for relationships, and to begin to clarify values in sexual relationships" (i.e., trial marriages, homosexuality, etc.), and "to develop assertiveness in their decision-making process." Again, this will add to your parenting problems at this age level.

"Contraception: in depth work on types/safety rates/availability/cost/risk, etc." is prescribed, with more study on AIDS and STDs. Discussion topics include "Recognition of feelings and adulthood", "Ways of expressing feelings without intercourse", "Why do people have sexual intercourse/pressures?", "Dealing with feelings/situations which might occur as a result of being in a sexual relationship", "Breaking up/jealousy/rejection", and "body image, anorexia".

There is to be "application of protective behaviours" and "assertiveness" training under the topic of "Personal Safety", and more information for students about the "help agencies" and "using them to cope" - all to the great detriment of families.

-----oOo-----

FOR YEAR 11:

"The programme should use sensitive areas of human sexuality to focus on the skills of responsible decision making and being assertive". It should aim "to create a supportive environment" "by using self-esteem and empathy building activities", "to give participants the skills to make responsible decisions and be assertive, and to correct any misinformation ..." (*Beware of the educationists "double-speak" here!*)

Topics for discussion are "Sex versus love - the one night stand", and "homosexuality /myths and facts". The course is to cover "establishment of identity/liking myself/ acceptance of self and others/by what standards do we judge ourselves?" (SEE my note later re 'Sexual Behaviour Chart')/the media sexual image/anorexia, etc.", "contraception/STD information", "Safe Sex/myths/NO/ not 100% effectiveness", "breast/cervical/testicular examination/tests." It also covers "relationship growth > sharing feelings", "revision of work on the place of sexual intercourse in relationship", "coping skills for dealing with rape/avoidance techniques/help agencies" and "sexual harassment."

Taught Not Caught is listed to be used (with page numbers given), in every segment of Grade 12 work in the Ayr High School. I will document later some of the pages recommended for use in class. It is also used in Mundubbera.

Key Areas are shown to include Self Esteem, Self Concept, Empathy Building, Assertiveness, Conflict Resolution, Stress Management, Anorexia, Bulimia, Goal Setting, Sexual Decision-making", Responsibility (which has been defined elsewhere to mean "using contraceptives and having abortions if they fail"), Values and Attitudes, Options and Consequences, Social Influences, Knowledge of Contraceptives, Legal Issues, AIDS, Myths and Misconceptions, Child Abuse, Protective Behaviours, Rape, Love, Sex Roles, Socialisation, Stereotyping, Sexism, Peer Influence, Social Skills, and Guest Speakers - police, social workers, medical practitioners, homosexuals and lesbians.

H.R.E. : CHANGING YOUR CHILD'S VALUES

The bottom line in almost every instance of School Guidelines I have researched is that "Human Relationships at this school will reflect the philosophy of the school which is based upon meeting the needs of the students." If you thought that your values would be adopted, you were wrong! A stranger in a mixed group will guide your child's thinking and develop his values in ways you may not like.

If your values were adopted in the beginning, (most unlikely), it would only be temporary because this 'open cheque' statement by the School Community Consultative Committee appears in school programme books: "We do not view our attached program as being final" and/or "We endorse this program and its ongoing development." The resource book list also is to be updated regularly.

It is said plainly that results will be evaluated, and that "evaluation" is "a planning tool from which new objectives can be set", "so that calculated and constructive changes can be made in the future." What a farce and a con this so-called 'community input' is! The Ayr High School Guidelines Booklet includes the following statement copied to a large extent from Taught Not Caught (p.30) - THE TEACHER'S GOAL: EFFECTIVE TEACHING STRATEGIES:

"Evaluation is a planning tool from which new objectives could be set... Evaluation sheets will provide feedback on the effectiveness of the teaching strategies. Personal observation will provide feedback as to what extent individuals have participated, what the major concerns were, and what attitudes and behaviours have been affected."

This sounds like a departmental warning to Christian teachers that they are not allowed to encourage children to believe or hold conservative family values. Values Clarification emphasizes that there are NO right or wrong answers and that imposed Christian values are not allowed as the child's own freely-chosen values.

RE PROTECTIVE BEHAVIOURS: I believe this is included specifically because it can give teachers the opportunity, through questionnaires and discussions, to form opinions about you and your parent/child relationships and to become suspicious of child abuse behind your closed doors. It appears in guidelines for each year.

With the introduction of social workers into every school, what better way to provide jobs for these people and give feminists a chance to split up innocent families on the basis of something far from the truth, and misinterpreted, that an unsuspecting child may have let slip. This sort of thing has already happened in some cases we know - children taken from school without parents' knowledge.

In HRE, teachers stress that confidentiality must be maintained within the group. Children will then open up about things private, or parental roles might be undermined, and parents kept totally in the dark. [Ten years ago, I managed to get in to the first night only of a series of lectures for teachers (parents not welcome) on "The Psychology of Dealing with Parents" - which was quite an eye-opener.]

RE PROTECTIVE BEHAVIOURS: I believe this is included specifically because it can give teachers the opportunity, through questionnaires and discussions, to form opinions about you and your parent/child relationships and to become suspicious of some of the many forms of 'child abuse' that could occur behind your closed doors. Remember, it is assumed that every parent is a potential child-abuser."

'Protective Behaviours' appears in the guidelines for each year, and with the introduction of social workers into every school, what better way to provide jobs for and opportunities for those who might be man-hating feminists to split up innocent families through the misinterpretation of something an unsuspecting child may have let slip. This has already happened in some cases we know and children have even been taken from school or pre-school without parents' being advised. Parents are not even allowed to question the Department about the marital status of these social workers, let alone their attitude to lesbianism, etc.

Teachers stress that confidentiality must be maintained within the group which helps children open up about things private, or question parental authority, with a sense of secrecy. [I once 'sat in' on a "Psychology of Dealing with Parents" lecture!]

PRIVATIZATION OF EDUCATION

So far our evidence points to all schools eventually using anti-Christian, anti-parent HRE in conjunction with Values Clarification and possibly feminist or homosexual counsellors. This combination must make attending school, from now on, the most dangerous thing that parents can force any child to do. It is corruption and child abuse, and the reason why home-teaching must be made an absolute right for every parent who wishes to protect her child from the outright dangers of State schooling.

As well as are circulating, and trying to have the government enact, our suggested Bill for amending the Education Act (a copy was included in our last magazine) we are also embarking on a campaign advocating the privatization of education. To this end I am in regular close contact with strong organizations in USA that are already involved in just such a campaign. The leader of that movement has said he will be honoured to come to Australia in the near future to help us get such a campaign underway here.

The coalition government in 1977-1978 recognized the danger inherent in Values Clarification, and understood the urgent necessity to ban MACOS and SEMP from classrooms. Why is the National Party government of 1989 so lacking in understanding of the consequences of experimenting with and conditioning the minds of school children, and/or removing them from the loving care of their natural parents?

Why is the government so blind to the dangers of feministic New Age policies and so supportive of such an anti-family combination as the introduction of HUMAN RELATIONSHIPS EDUCATION, VALUES CLARIFICATION, TRAINING IN SELF-WILL AND SELF-ASSERTIVENESS, AND THE SCHOOL COUNSELLORS? WHY?

Where do you stand?

This is from P.10 of the 'Values' Book 'Values Awareness':

	I feel this is ...		
	wrong	right	just a part of life
1. Under-age drinking of alcohol			
2. Skipping school			
3. Taking "sickies"			
4. Going on strike			
5. Baiting teachers			
6. Protest marching			
7. Not wearing school uniform			
8. Pirating videos			
9. Young people "living together"			
10. Driving without a licence			
11. Illegal parking			
12. Drink driving			
13. Smoking tobacco			
14. Smoking pot			
15. Destroying public property, e.g. writing graffiti on walls			
16. Destroying private property, e.g. breaking someone's windows			
17. Shoplifting			
18. Homosexual activity			
19. Having children when not married			
20. Pushing heroin			
21. Having an abortion			
22. Having sexual relationships before marriage			

Once students have completed the list for themselves, they might share their responses with someone else. It is important that students realise there are no correct answers.

RONA WRITES:

17th October, 1989.

Dear Friends,

As many of you are now aware, we are fighting a strenuous battle against a desperate enemy where Human Relationships Education in schools is concerned.

Thanks to those of you who have renewed your memberships and particularly to the few who have sent in sacrificial donations. Donations are really our lifeblood. However, we have not yet recouped our expenses for the last two issues of 'STOP PRESS'. It seems we were wrong in assuming that you would all want to order bulk supplies for distribution. Please don't be shy in ordering more even now, because we want to clear our shelves.

However, I must apologize to the many who did put in their orders and have had to wait so long before either Harry or I could find the time to get them packed and posted. Shortage of manpower and office space are two of our biggest problems, when I am trying to do so many things at once - research, speech-making, writing letters and submissions and publishing our 'STOP PRESS' magazines, as well as mail-ordering.

We much appreciate the help, support and financial assistance we receive from many of our members and supporters, but we need ever so much more if we are going to be able to combat this evil and save your children from degradation through this unbelievably 'sick' course. Because it is "unbelievably sick", it is very hard to convince people that what I say about it is really true. Please enter the fray and read, sign and post to the Minister for Education, PO Box 33, North Quay, the enclosed letter asking to have HRE permanently removed from all classrooms. Nothing else will do!

VALUES CLARIFICATION COAXES CHILDREN INTO TEMPTATION -
YET VALUES CLARIFICATION IS THE BACKBONE OF HRE:

I have visited 20 centres around the State and collected much material from parents in many different school communities. They are all using Values Clarification to change students' attitudes by psychologically interfering with their immature sub-conscious minds, in exactly the same way that MACOS and SEMP did. Values Clarification is the backbone of HRE, and from the resource material being made available (including films), it seems like a case of "anything goes" - as happened in "The Family Life and Sexuality" course in Nassau College in New York. The Gold Coast Bulletin, of 26/8/89, reported as follows:

SEX COURSE OKAYED BUT HOMEWORK CURTAILED

"Visits to gay bars and interviews with prostitutes have been dropped from Nassau Community College's sexuality course after the County Board of Supervisors balked at approving the school's budget. Executive assistant to Hempstead's presiding town supervisor, Ed Ward, said the class also will no longer have such homework assignments as taking a bubble bath and masturbating, and that it will not see 80 slides of male and female genitalia - although an explicit film on sexual intercourse will be allowed."

** Some High School programmes say that values and values clarification "will be an integral part of every other aspect of the course." All HRE programmes either ignore Christian values, recommend them to be taught in the home or else totally distort the concept in favour of humanistic values. One school Guidelines Booklet says, "They will have opportunity to "discuss social issues to clarify feelings and values" and also to "make choices ..and implement these choices." (Whatever they happen to be?!)

That is the way HRE encourages permissiveness, experimentation in homosexuality and other perversions, and adolescent self-will and disobedience, even to the point of aiding and abetting teenagers to run away and become delinquent 'street kids'. HRE tempts children to throw off any sense of responsibility to parents or to God, and to do their own thing and be their own totally uninhibited selves. Many parents call this child abuse, resulting in a groundswell of distrust for and hatred of HRE.

* The resource book Taught Not Caught (written by a group of feminists) contains the admission that using Values Clarification in the classroom will not, and is not intended to, convince or persuade students about what is best, and will actually achieve the opposite result. Yet the book goes on to recommend it to HRE teachers as the technique to use to enable children to make decisions relating to chastity, independence and love!

Given that educators would have known this all along - and also that I was right in warning that Values Clarification encourages teenage sex, drug use, etc. - then why do Departmental officials and so many State school teachers continue to misrepresent human relationships and sex education (taught with Values Clarification but no Christian absolutes), as being the cure-all for social ills?

Is it not logical to assume that every trained and registered teacher would know that Values Clarification is the psychological method by which the child is locked into a new identity, a new personality, thus becoming a stranger to his parents, no longer able to communicate on the same wavelength? As a direct result of this, many a parent's much-loved children, especially those who have never been taught in class to read, spell, write or add up, will ultimately become delinquents, school burners, 'street kids', etc.

* Instead of advising children to be guided by their parents' experience and wisdom, the feminist/homosexual garbage in Taught Not Caught puts down parenthood and says:

"young people must be able to decide this for themselves."

Since Values Clarification is used throughout every level of HRE, this means primary school children will be taught to decide for themselves what they want to do with their own bodies. Some people will certainly have a lot to answer for one day!

As a 'let-out' for the Education Department, School Guidelines are presented as having been produced according to parents' wishes through the input of the School Community Consultative Committee. Yet my mounting collection of material on HRE shows that all schools are far too similar in undesirable content and double-speak wording for it to be genuine parental input.

Obviously the questionnaires and surveys forms have all been departmentally worded in order to gain the type of input required by the Regional Consultants. Parents all over Queensland would have shown much more diversity if left to formulate their own individual content for HRE, and, judging by the thoughts expressed at meetings where I have been speaking, genuine parental input would have resulted in far more emphasis on virtuous behaviour, good manners and wholesome relationships. ALL parents would not be wanting to make rods for their own backs, such as HRE does.

* Some School Guidelines have copied directly from p.21 of Taught Not Caught, a paragraph giving both the feminist viewpoint and the feminist solution to the problem of conflicting values. Would this be genuine unaided parental input?

"The media, school, parents, friends and religion may present different versions about what is right. Ultimately young people must be able to decide this for themselves. To aid this process, a technique called values clarification has been developed. This approach is not about the content of values, but about creating a process whereby young people can ..learn the skill of deciding what THEY value and making choices and decisions." (emphasis mine)

It includes examples of values children can decide for themselves whether to adopt or reject - "chastity", "trust", "love", "respect" and "independence", etc. Children are taught to "trust" their own thoughts and feelings and do what makes them feel happy and fulfilled; they are told to "respect" their own desires and do what is right for them; they are to "love" and praise themselves and know their rights. That is all tied in with clarifying their values, demanding their rights, building their self-esteem and practising their assertiveness skills. To parents of young teenagers, it sounds ominous, and could spell disaster to their best-laid plans for child-rearing.

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Reminder: Some Membership Fees are still outstanding (\$25)

FROM THE DIRECTOR'S DESK

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HUMAN RELATIONSHIPS EDUCATION LEADING CHILDREN INTO TEMPTATION

In today's class-rooms, under the guise of 'education', and especially in Human Relations programmes, children are being subjected to attitude-changing psychiatric procedures originally designed for the treatment of mental patients. Known as non-directive psycho-therapy, it covers values clarification, reality therapy, moral dilemmas, decision-making, self-actualization, self-esteem and self-assertiveness training, etc., and is totally anti-Christian and anti-parent. It assumes the State owns your child and must develop his values, but the values schools are developing are NOT what thinking parents would want their child to adopt.

For documentation of this, please refer to my earlier submission and letters to the Education Department on the writings and teachings of American psychiatrist, Dr. William Glasser, together with articles and abbreviated outward correspondence published in this issue of 'STOP PRESS'. Dr. Glasser uses these techniques in his psychiatric practice, and was in Queensland during the year lecturing to teachers, school counsellors and guidance officers - recommending that they use these techniques on normal children in the classroom! Is this unlicensed practice of psychiatry?

Dr. Glasser's plans to give the young a new self-identity (and so prevent any possible identifying with Christ) come through clearly in HRE, beginning with the repetition in the school guidebooks of his statement that in the field of Human Relationships Education, the educator does not need to be an expert, for "the teacher's role is that of a 'facilitator'," (Double-speak for "making it easier for a child to sin.")

In anything to do with classroom human relationships or sex education, it is always stressed that there are no right or wrong answers to any question or dilemma, and that confidentiality must be maintained within the group. This is obviously so that parents will not find out what is being discussed and how their family privacy is being invaded, and their autonomy undermined. [About 10 years ago, I managed to attend the first night only of a series of lectures for teachers (parents were not welcome) on "The Psychology of Dealing with Parents" - which was a real eye-opener into how parents are to be kept in the dark.]

Despite our success in having the Social Studies programmes MACOS and SEMP banned in 1978, this non-directive psycho-therapy has continued to a degree throughout the school curriculum. It is now being expanded and made more concentrated, through the introduction of the new Human Relationships Education (HRE) which is just another name for non-directive psycho-therapy, or 'How to Lead Children into Temptation'. See my article on HRE, documenting this from school programmes and resource books.

I have visited about 20 centres and talked about the contents and philosophy of Queensland's Human Relationships Education to meetings, large and small, (with more dates booked for meetings in October and November).

If anyone would like to arrange a meeting, I will make time to show you our overhead transparencies of the contents of the HRE resource books and guidelines - documented evidence of the Satanic nature of the methods and material - except for pages that Australia Post has ruled as unacceptable for mailing to people.

GOD CONDEMNS THOSE WHO LEAD CHILDREN AWAY FROM HIM AND INTO TEMPTATION

- * "Whoso shall offend one of these little ones which believe in Me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea." (Matthew 18.6)
- * "Woe unto the world because of offences! ...woe to that man by whom the offence cometh!" (Matthew 18.7)

- * "Thy teachers have transgressed against Me. Therefore I have profaned the princes of the sanctuary, and have given Jacob to the curse, and Israel to reproaches." (Isaiah 43.27 & 28)

If Australia is ever to solve its problems, we must as a nation turn back to Christ - the ONLY answer to all our dilemmas. Man's reasoning, problem-solving and decision-making only create more chaos, more tragedy and more unhappiness. Therefore teaching the seamy side of life to children under the guise of human relationships in schools is adding fuel to the fire - an utter waste of time and resources.

Instead of bringing in more of the same via Human Relationships Education which majors on teaching children to develop their "own values", their "self-esteem", assertiveness, and decision-making skills", the government should be listening to the common sense of traditionalists and introduce the only 'innovation' that will give positive results. Is it too much to ask that schools return to their Christian base? If it is, then the sooner we PRIVATIZE EDUCATION the better. We must obey God rather than man, and doesn't Christ teach us clearly by the words of His model prayer that -

1. GOD'S NAME must be hallowed in Australian society since this country belongs to Christ, and legally recognizes Him as its God;
2. FAITH WITHOUT WORKS is dead, and so The Lord's Prayer (said every day in Federal Parliament) obligates each one of us, including teachers -
 - (i) to work, as we pray, for deliverance from the evil in society that seeks to destroy us and our families;
 - (ii) to work, as we pray, against being led into temptation. This includes working and praying against having our children led into temptation by us or by others who have influence over them.

Children are very much under the influence of others in kindergartens and pre-schools even before they start compulsory schooling, and the possibility of being led into temptation by an anti-God system is probably greater than many of you might imagine.

GOD CONDEMNS NON-DIRECTIVE EDUCATION

- * "Train up a child in the way he should go..." (Proverbs 22.6)
- * "A foolish son is a grief to his father, and bitterness to her that bare him." (Proverbs 17.25)
- * "Foolishness is bound up in the heart of a child, but the rod of correction shall drive it far from him." (Proverbs 22.15)
- * "Chasten thy son while there is hope and let not thy soul spare for his crying." (Proverbs 19.18)
- * "Withhold not correction from the child: for if thou beatest him with the rod, he shall not die."
- * "Thou shalt beat him with the rod, and shalt deliver his soul from hell." (Proverbs 23.14)
- * "The rod and reproof give wisdom, but a child left to himself bringeth his mother to shame. (Proverbs 29.15)

OUR CHILDREN BELONG TO GOD, NOT TO US

God owns our children, and He has the right to tell us how we are to bring them up. Why should we turn from believing and obeying God and follow instead the blind leadings of humanist behavioural scientists? Especially when at least two of their number (Dr. William Coulson and Dr. Abraham Maslow) have since recanted and confessed that their theories on child-centred and non-directive education were all disastrously wrong.

NEW AGE "GOOD PARENTING" SYMPOSIUM (THE ACTION WE TOOK.)

*Hon. Craig Sherrin, M.L.A.,
Minister for Family Services
Brisbane 4000*

We wrote to two Cabinet Ministers warning them of the anti-conservative occultic nature of the New Age symposium to be held at Griffith University. However, neither Minister would withdraw support.

BACKGROUND: An all-day Symposium on "Good Parenting" by the Total Health and Education Centre for Learning was advertised for 19/8/89 at the Griffith University. President of that Centre, very influential Hindu guru, Shri Vijayadev Yogendra (from Bombay but now with roots in Warwick, Brisbane and Melbourne) was to be a panelist. Yogendra, a prominent New Age devotee, is working towards forming the U.N. One-World Government and One-World Hindu religion. (See the New Age Blueprint for Children.)

It was to be opened by Hon. Craig Sherrin, Minister for Family Services, and chaired by the Director-General of Education (Mr. Ian Matheson). So early in August, I wrote to the Minister for Family Services, asking him to withdraw his support; and to the Minister for Education, asking him to withdraw Cabinet approval for the Director-General to chair the symposium in his official capacity. Here are some excerpts:-

Excerpts from
LETTER TO FAMILY SERVICES MINISTER
(Hon. Craig Sherrin, MLA)
re "GOOD PARENTING" SYMPOSIUM, 19/8/89
[Dated 9/8/89)]

"Under the deceptive title of "Good Parenting", two Government Departments are actually aiding the anti-Christian cause of the occultic NEW-AGE movement of which Hinduism and its Yoga component are part. There is NO Yoga without Hinduism, and NO Hinduism without Yoga, and New-Age strategy is to make Hinduism the One-World religion.

"One-World Government, and One-World Hindu Religion (of which Yoga and mantra meditation are its pagan worship), hardly seem to be the sort of involvement that would gain votes for NATIONAL PARTY MPs at the next election.

"Meetings at which I am one of ten regular speakers, are held frequently in Brisbane suburbs to open people's eyes to the New-Age Movement. Our audiences will be greatly concerned to hear that a Cabinet Minister opened and the head of our Education Department chaired a symposium organized by the powerful promoter of anti-family NEW AGE TOTALITARIANISM, Shri Yogendra.

"I also appeal to you to consider the implication of your opening such a dubious symposium as this, and urge you to withdraw your own support immediately. At least in that way the Government can clear itself of the present accusation that it is supporting NEW AGE MOVEMENT and the occult."

NEW AGE BLUEPRINT FOR CHILDREN ✓

1. The New Age Movement is training children to build a One-World culture under a One-World Government - a New One-World Order with World Citizenship.
2. By teaching children Eastern mysticism, the New-Agers' plan to use them to forge a unified religion of 'Universal Truths' - to usher in One Humanity, and World Unity, through a New Age Christ and a New Age World Religion.

(It is a Universal Faith, rejecting Jesus Christ as Lord, Saviour, the Way, the Truth and the Life.)
3. The New Age plan is that children never be given a sense of sin, guilt or naughtiness, nor ever think that anyone is lost, nor that Jesus came to save anyone.
4. New-Agers are teaching children to join all sane sincere people in discarding belief in heaven, hell, resurrection, judgment, etc., and accept instead reincarnation and karma (the Law of Rebirth).
5. The New Age Movement is teaching children they belong to the Government and the world - not to parents.
6. To usher in the New World Order, the New Age Plan is to cause children to revolt against parents and authority and to accept that adults who refuse to adopt the New Age will have to be killed.

[Condensed from Education in the New Age by New Age leader, Alice Bailey]

Excerpts from
LETTER TO MINISTER FOR EDUCATION
(Hon. Brian Littleproud, MLA)
re VIJAYADEV YOGENDRA, NEW-AGE PLANNER
[Dated 8/8/89]

"On behalf of STOP & CARE, I rang your secretary Mr. Neil Costa today, regarding the above, to draw attention to the fact that Government involvement in this activity will further worsen the bad impression conservative voters are being given lately of the Nationals.

"Re THE DIRECTOR-GENERAL AS CHAIRMAN:
Every parent with whom I have discussed this matter has expressed great concern that the permanent head of our Education Department should be connected in this way with such a powerful promoter of anti-family New Age totalitarianism.

"Is it still required that no officer of the Department can use his official title when speaking at meetings except with prior consent of Cabinet? If so, will you please advise us whether such consent was given to Mr. Ian Matheson to do so on this occasion?

"We trust that action can be taken to withdraw any such consent that may have been given accidentally or inadvertently, so that the Government can clear itself of the accusation that it is supporting the NEW AGE MOVEMENT."

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NOTE: The Department seems reluctant to send a reply to the two questions so they may have to be asked again - perhaps by someone else.

I am receiving much information from worried parents all over the State, including those who are involved in the School Consultative Committees on Human Relationships Education. Their chief complaint - that the Christian viewpoint is being ignored, ridiculed, or given lip service only.

It is predictable but rather strange, that the only valid instructions about human relationships, recorded for us by our Maker in His Word for all generations to read and obey, are the least likely instructions to be given to children in schools today - especially classes teaching Relationships.

Some explanation for this was forthcoming at the symposium which I attended as an observer on your behalf. It was more anti-Christian than expected. The 'bad' parents and 'bad' teachers are those who want to transmit our common culture. Parents were told we are in a new culture now, and that education is a contract between teachers and children, and parents must NOT interfere in it!

The fact that neither Minister would distance the government officially from this Symposium, is a good indication that the Eastern mysticism and occultic beliefs of the Hindu School of Total Health and Education fit in quite agreeably with the New Age philosophy so dominant in Children's Services, and in Schools, resulting in much evil and harmful control over children and families.

At this symposium, I mentioned to Mr. Sherrin, the complaints from parents' Consultative Committees about

the lack of Christian input into the HRE programme. He said that if Christians are in a minority on these committees they cannot expect to be listened to, because the government pleases majorities, not Christians.

Why then do they promote with public money the pagan Hindu religion of a minority group which Christians outnumber in Australia by about 800 to 1? In a matter as important and far-reaching as the introduction of values-laden programmes, it is corruption and subversion of society for government departments to be pleasing only the majority of those who are able to attend meetings. Such unrepresentative meetings do NOT equate with our country's legally constituted values - our Christian culture.

It does not seem to matter to some of our rulers that when entering Parliament they swore on the Bible allegiance to the Queen, who at Her coronation swore on the Bible to uphold the laws of God and Christ's true Gospel.

In accordance with these Oaths of the Westminster System (supported by "So Help Me God"), Parliament's mandate from God is recognized in the Parliament's daily opening prayer, which acknowledges that, as the Queen's government, they are to "advance the glory of God" and promote "the good of His church" (i.e. Christians collectively). Whatever is for the good of Christians collectively is automatically also for the good of society as a whole.

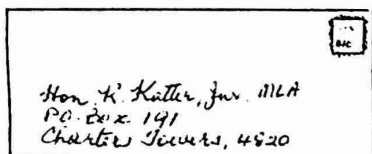
NOTE: The day before the Symposium I phoned each Minister's secretary. Indications were that each would still support Shri Vijayadev Yogendra's promotion of the New Age Movement at his symposium. So much for claims that they stand for a pro-family Party with anti-socialist Christian ideals! I was all day at the symposium, and its thrust against the "outdated traditional family" was very determined. Having declared support for 3rd Force Psychology, the panelists then balked at my question:

"Why are Dr.Maslow's and Dr.Coulson's warnings of the dangers of 3rd Force Psychology in the classroom being ignored by Education officials and teachers?"

so Chairman Matheson said "Pass that one, and go on to the next question."

No letter has yet arrived from the Education Minister, but one did eventually come from the Minister for Family Services simply acknowledging receipt of my letter, and adding, "The contents of your letter have been noted."

MORE OUTWARD CORRESPONDENCE - ON HUMAN RELATIONSHIPS EDUCATION



We wrote to Hon.R.Katter (Jnr.) after his resignation from Cabinet, and sent him some information and documentation to support his opposition to aspects of Human Relationships Education in schools.

BACKGROUND: Mr. Katter had resigned from Cabinet over dissatisfaction with some decisions of the Ahern Government. I had phoned him because I had heard he was to appear on Sixty Minutes in a debate over the issue of homosexuality. (However, the debate was cancelled due to the pilots' dispute.) Here are excerpts from our letter:

Condensed version of
OUR LETTER TO HON. R. KATTER (JNR.), P.O.Box 191, CHARTERS TOWERS.
in which we sent him the following documents and information:-
[dated 18/9/89]

"I enclose -

- (a) a copy of comments sent me by a parent on an HRE school community committee, where she gathered the impression that homosexuality is to be regarded as something like 'lefthandedness' - a phase that most children go through.

She sent me a page from an HRE resource book, Taught Not Caught - a teachers' manual with suggestions on how to have homosexuality explained to students by homosexuals and lesbians, so as "to discuss the myths, misconceptions and truths about homosexuality - in an atmosphere of positive support and trust".

"Re Self-esteem - The Human Relations Education programme concentrates the teacher's attention on the need to raise the child's 'feel good now' self-esteem psychologically (as opposed to an earned self-esteem).

Behavioural scientist, Dr.Abraham Maslow (in his second edition of Motivation and Personality) said on teacher promotion of student self-esteem:

"Eisenberg's studies very strongly supported [my] conclusions...For instance, the high scorers in my test of dominance-feeling or self-esteem were more apt to be less respectful, more forward, more apt to accept an offered cigarette.

"In another research, their sexual reactions were found to be even more sharply different. The stronger [high esteem] woman is much more apt to be pagan, permissive, and accepting in all sexual realms. She is less apt to be a virgin, more apt to have masturbated, more apt to have had sexual relations with more than one man, much more apt to have tried such experiments as homosexuality, cunnilingus and fellatio (i.e. oral sex), and anal sexuality."

- (b) copy of report (C-M 3/5/89) of Mrs.Andrea Ahern's recommendation of Sex Education in schools. She was speaking after launching a Family Planning Assoc. Sex Education Video and discussion package for pre-schools and kindergartens. She is pictured holding the book "Where Did I Come From". This book condemns itself by answering this question, NOT in terms of a loving married relationship between husband and wife, father and mother, but by showing and telling in great detail sexual activity between "a man and a woman". (fornication?)

It also commits the 'sin' of giving very young children too much too soon and in too much detail for their age.

This practice is condemned by the American Psychoanalyst and Professor of Education, Bruno Bettelheim, in "Psychology Today", July 1981. He says class room sex education is a danger and that it is implicated in increases in teen-age sex and teenage pregnancies.

"I also include copies of a few of our magazines, as under:-

- (a) "THE CHILD AND SEX EDUCATION" - Please read the page headed "Realities".
- (b) 'STOP PRESS' for May/June 1989 - I invite your attention particularly to the front and back covers (outside and inside), relating to Dr.W. Coulson, American Professor of Psychology and Education. We are organizing to bring him to Australia so that his confession and his recantation of behavioural science and Psychological brainwashing can be widely publicized.
- (c) 'STOP PRESS' for July 1989 - I draw your attention to our solution to the problems caused by 'Statist' education, in the form of our suggestion for an Education Act Amendment Bill that will enable responsible caring parents to home-educate their child without interference by the State. This avenue has to be made available to parents, particularly Christians, because of the corruption in Education and Family Services Departments.

By corruption I mean Parliament's over-stepping of its God-given mandate as recognized in the words of Parliament's prayer seeking to make laws that will advance God's glory and are for the good of His church (this agrees with the Bible on good government in Romans 13). Corruption can be seen in the Government's abuse of its true authority as it usurps more and more the parents' God-given inalienable role as the decision-makers for their children."

- (d) extract from 'THE BLUMENFELD EDUCATION LETTER' for May 1989. Because of the problems with government schools in the USA, concerned parents there are now campaigning for the privatization of education. I am spearheading a similar movement here in Queensland. [Mr.Blumenfeld is happy to come here to help us.]

Having researched the old Hansards from 1860-1890, it is our firm conviction that attendance at State schools should never have been made compulsory under the guise of making Education compulsory. Statist laws are anti-scriptural and are doomed to cause chaos and disaster.

The National Party Parliamentarians voted in April for a provision to be inserted in the Education Act along the lines of the Irish Constitution:-

"parents have the inalienable right and duty to provide, according to their means, for the religious and moral, intellectual, physical, and social education of their children", and

"parents shall be free to provide this education in their own homes or in private schools or in schools recognized or established by the State."

Is there corruption in the bureaucracy that caused the Minister to announce (p.4296 of Hansard for 6/4/89) a much watered-down version in which the legal term "inalienable" was altered to the meaningless phrase "in the broadest sense", and no mention at all was made of the parental right to home educate? Added to this was Mr.Littleproud's strange statement in November last when he took over the portfolio that he was in charge of all education in the State.

"P.S. In the American case 'Parham v.J.R.' (442 US 584, 1979), the court gave a strong statement of parental authority to control the important decisions which concern minor children. Writing for the majority, Chief Justice Burger stated:

"The Statist notion that governmental power shall supercede parental authority in all cases because some parents abuse and neglect children is repugnant to American tradition."
(our emphasis)

This is the point that STOP, CARE & ACTS have been trying to make for years."

SOCIETY TO OUTLAW PORNOGRAPHY
COMMITTEE AGAINST REGRESSIVE EDUCATION
(STOP & CARE)

Phone (07) 888.1450

P.O. Box 350, Kallangur, 4503,
6th December, 1988.

Dear Editor,

The Fitzgerald Inquiry will not seem complete if it omits to investigate Political Party Presidents and Directors, and media policy-makers.

The power exerted by party machines and the media over our elected members of Parliament suppresses conscience. MPS have to 'TOE THE PARTY LINE' and kowtow to media pressure instead of representing their electorate. This creates a breeding ground for deceit and corruption.

The Inquiry needs to spotlight the attitudes of power-brokers and policy-makers when the activities of organized crime were first being criticized and challenged by the public in the seventies. Their inaction needs explaining.

STOP & CARE's early campaigns exposed the exploitation of women through prostitution, some massage parlours and escort agencies, sex shops and sleazy Night Club acts (some involving transvestites). Our complaints were not acted upon then, and my attempts to prevent newspapers from advertising, promoting and profiteering from prostitution also failed. It may be significant that the Inquiry has mentioned an entry in the Lewis diaries that indicated a possible bureaucratic attempt to frustrate my informing Sir Joh of these things.

STOP & CARE also exposed the degradation of the family and 'sexploitation' of children through pornography in literature, films, plays, and the media (even in books and Human Relations education foisted on captive children in Schools).

Our crusades against the products of organized crime were always bitterly opposed by many bureaucrats, political party figures and much of the media. Hostility seemed orchestrated to play down the seriousness and reality of crime.

Press reports of one National Party Conference recorded that I was publicly dubbed 'a Puritanical wowzer'. When the Party machine finally expelled me (and other conservatives), it was reported that they were relieved that the 'wowserish' influence had at last been removed from the National Party.

Immoral practices are the cause of the corruption in high places and the breakdown of the family. Therefore it is not just corruption that needs to be condemned and controlled, but also the sources that contribute to it.

Whenever I have campaigned for family rights in society, all political factions and much of the media have been guilty of turning the attack on me instead of the enemies of the family. Stopping these practices was not their priority - but suddenly now it is fashionable to be anti crime and corruption.

Many STOP & CARE members want Mr. Fitzgerald to call Party bosses to explain under cross-examination why they did not act years ago, and why they chose to attack the messenger rather than the immorality and abuses of law - why they preferred to smear and ridicule Rona Joyner instead of tightening the laws against moral pollution and corruption.

Yours faithfully,

Rona Joyner.

(Director of STOP & CARE, in defence of family rights)

STOP ABORTION FUNDING WRITE TO FEDERAL M.P.'s

TO WRITE IS IMPORTANT:

A short personal letter is the best way of telling your local federal MP of your opposition to pay for abortion killings.

All that is required is a clear statement expressing your position on Medicare payments for abortion.

TO WHOM TO WRITE:

It is vital that your own local member of the House of Representatives in federal parliament hears from you.

If you are uncertain of his or her name, you can check with your local Commonwealth Electoral Office. You can find the number in the Commonwealth Government section in the front of the telephone book. If unsure you could ask at your local post office or municipal/shire office.

Having done that it would be very worthwhile to write to other M.P.'s, especially the leaders of the parties.

You can write to:

Mr. R. J. Hawke, Prime Minister; Mr. Andrew Peacock, Leader of the Opposition; Mr. Charles Blunt, Leader of the National Party.

You can also write to:

Mr. Paul Keating, Federal Treasurer; Senator Fred Chaney, Deputy Leader of the Opposition and other federal M.P.'s.

ADDRESSES FOR LETTERS:

All letters to federal members of parliament can be addressed simply:

C/- Parliament House
Canberra, A.C.T., 2600
or to their electoral offices

WHAT TO SAY:

Short letters are best.

There is some hope they will be read and not merely counted!

Make sure you clearly state your call for a ban on abortion funding.

Give at the most one or two reasons why you oppose the use of health care money to pay for the killing of babies by abortion.

POINTS TO MAKE:

1. Abortion is killing not curing.
2. Abortion is an attack on the sanctity of life.
3. Abortion does not belong in a national health care scheme because it kills the baby and harms the mother's health.
4. There is no such thing as a medically necessary abortion. Babies are killed as a matter of convenience.
5. Pregnancy is not a disease to be cured by killing the baby.
6. The government can help mothers more than by simply paying for them to kill their babies. This is the cheap and nasty solution.

7. Abortion is never the answer to a mother's needs. It is the failure to look for an answer.

8. Poor women do not want free abortions. They want the help to love and care for their babies. Free abortions are a cynical put down of women by a sick society.

9. The rubbish about backyard abortions is an insult to the intelligence of thinking people. Like murder and other violations of human rights it is always wrong wherever it is done. We are committed to protecting all babies' lives from all killing everywhere.

WHAT RIGHT TO LIFE IS SEEKING:

Right to Life wants to see a ban on the use of all health money being spent on paying for abortions under Medicare.

Not one cent of health care money should be used to kill babies by abortion.

Ask your Federal M.P. to write to the Prime Minister on your behalf asking for a debate and vote in the Parliament on abortion funding.

Address and Date.

Dear

I write to express my support for the Abortion Funding Abolition Bill and my opposition to the misuse of health care money to pay for abortions.

Abortion is killing not curing. It has no place in the nation's health care scheme.

I urge you to support the move to ban abortion funding. Please write to the Prime Minister asking for a full debate and a free vote on the issue this year.

Yours faithfully,

SAMPLE LETTER

VIDEO TAPES OF SIR JOH: There is commission for STOP, CARE & ACTS, if you order
===== through us - so write or phone today.

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