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"Righteousness exalteth a nation ..."

SOCIETY
TO
OUTLAW
PORNOGRAPHY

"Seek that you may excel ..."

COMMITTEE
AGAINST
AGGRESSIVE
EDUCATION

[OFFICIAL PUBLICATION OF 'STOP & CARE']

(Registered by Australia Post - Publication No.QBM2921)

Editor/Director: Mrs. H. S. Snyder P.O. Box 162, Margate, 4019. Phones (07)284.1311 & 284.3575

THE EDUCATION BILL - ITS CONTEXT

[By a teacher/parent]

This Bill should be seen in its context. What is the context?

Firstly, the Bill was drawn up by the Department of Education bureaucracy. It was later presented to the Cabinet as a fait accompli and defended by the same bureaucracy and the Minister. It was not initiated by the Government of the day.

Any bureaucracy, by its nature, always seeks more power ("empire building"). And so, the Education bureaucracy seeks to extend its power to include the private schools. It must be noted that the proliferation of private schools, based on Federal aid and parental dissatisfaction with the State Schools, is a direct threat to the Education Bureaucracy by draining its student population in an age of declining birth rates.

The vast popular dissatisfaction with state schooling (lack of discipline verging on vandalism, low or non-existent standards, drug abuse in high schools even reaching down to primary grades etc.) has, of late, been given considerable publicity. Such public dissatisfaction can have devastating effects on the State's Education bureaucracy (even spell its end) because the parent-controlled private schools provide an acceptable alternative and, naturally, are therefore seen as a direct threat.

The officers of the Education bureaucracy are by their vocation committed to the State system of education and maximization of its power. Most of the officers in the bureaucracy are ideologically against the principle of dual system of education, State and private. Many of the same officers are innately hostile to the Christian schools in particular.

In view of the above therefore it is not surprising that such a power-seeking bill as the Education Act & Another Act Amendment Bill would be drawn up without public knowledge (much less participation) and that its passage would be attempted in a shroud of secrecy (to the extent that that is possible in Parliament). It is also not surprising that now, after great opposition to it, such spurious arguments are advanced in its defence.

WHAT SHOULD BE OUR RESPONSE??

What should be the response of those of us who oppose this Bill? Tactically, it would be a timid response on our part to settle for amendments or even worse to allow ourselves to be satisfied by the Minister's reassurances. The Education bureaucracy will settle for PART of the pie in their grab for power over the private schools if they cannot have the WHOLE of the pie at this time!

However, we must not give up ANY of the hard won rights of our very successful private schooling system. We are the parents. And what is more, we have the better system of education, and we have the INCENTIVE to make it even better (for it is educating OUR children).

Therefore, we must demand the withdrawal and repudiation of this Bill in its ENTIRETY. Furthermore, we must seek amendment to the present Education Act that will guarantee the INDEPENDENCE and viability of our Christian schools and guarantee our right to send our children to a school OF OUR CHOICE.

A CALL TO PRAYER (WITH FASTING)

SUNDAY, 31ST OCTOBER, 1982

Please join with us on 31/10/82
for a day of special prayer and fasting
to confess our nation's sin and to beg God -

- (a) to rid us of this Education Bill,
- (b) to save us from STATE EDUCATION MONOPOLY,
- (c) to preserve our parental rights to choose
an education that is not displeasing to God.

[Due to illness and delays through equipment problems, we were unable to post the first October issue out on time, so Australia Post kindly granted us permission to send out the two October issues in the one mailing. We apologize for the resultant short notice of our October day of prayer.]

DOES THE STATE OWN YOUR CHILD?

Is This What We want for OUR Children?

HUMAN RELATIONS COURSES



HUMAN RELATIONS AND SEXUALITY COURSES for schools are in the news again now that the committee headed by Allan Male has issued its report on this controversial matter. As was expected, it needed a minority dissenting report to demonstrate that there still are some churches that understand God's requirements in relation to the role of the family and the very subordinate role of the school, especially the State School, and particularly in any area that involves moral or immoral attitudes.

So that readers may not be in ignorance of what is included in HUMAN RELATIONS as presently practised (with or without government sanction!!), the following is reproduced from leaflets accumulated over a period from teachers, parents and students:

ITHACA COLLEGE OF TAFE - HUMAN RELATIONS

CANBERRA CIVIL DEFENCE

An atomic attack has occurred. 16 minutes until the fallout drops. The following fourteen persons - the only humans alive on earth - are in an atomic bomb shelter. It will take two weeks for the external radiation to drop to a safe level, however, the supplies in the shelter can only sustain seven persons two weeks. At a minimum level, in brief only seven of the fourteen people can survive.

1. Dr. DANE: Thirty-seven, white, no religious affiliation, Ph.D. in history, Uni. professor, good health, married, one child Jim, active in community.
2. Mrs. DANE: Thirty-eight, white, Italian, B.A. and M.A. in psychology, counsellor in mental health clinic, good health, married, one child Jim, active in community.
3. Jim DANE: Ten, white, Italian, Special Education Classes for four years, mentally retarded, good health, enjoys his pets.
4. Mrs. GARCIA: Thirty-three, New Australian, Catholic, ninth grade education, bar maid, prostitute, good health, abandoned as a child, in foster homes as a youth, attacked by foster father at the age of twelve, ran away from home, returned to West Brook, stayed until sixteen, married at seventeen, divorced at eighteen, one child three weeks old (Jean).
5. Jean GARCIA: Three weeks old, New Australian, good health, still nursing (breast-fed).
6. Mary EVANS: Eight, aboriginal, protestant, good health.
7. Mr. NEWTON: Twenty-eight, aboriginal, atheist, starting last year of medical school, suspected homosexual activity, good health, seems bitter concerning racial problems, wears hippie clothes.
8. Mrs. CLARK: Twenty-eight, aboriginal, protestant, college graduate, electronics engineer, married, no children, good health, enjoys sports, grew up in caravan park, (depressed area).
9. Mr. BLAKE: Fifty-one, white, Jehovah's Witness, missionary, B.S. in Mechanics, very handy, married, four children, good health, enjoys outdoors and working in his shop.
10. Father FRANS: Thirty-seven, white, Catholic, college plus education, active in civil rights, criticized for liberal views.
11. Dr. KRACKEN: Sixty-six, Czechoslovakian, Catholic, doctor in general practice, two heart attacks in past five years, but continues to practice, migrated to Australia just after World War II.
12. Mrs. BLAKE: Fifty-two, well educated, experienced nurse, lost the sight in one eye.
- 13.) The only information we have on the other two is that they are the United States
- 14.) Vice-President and his wife. Both are very popular and in good health. In their early fifties, have not advertised their identity up till now. But have indicated that they are willing to be left out of bomb shelter.

[In these "MORAL DILEMMA" exercises, the students must play GOD. They must assess HUMAN WORTH and dispose of HUMAN BEINGS according to their own judgment of pre-selected titbits of information!]

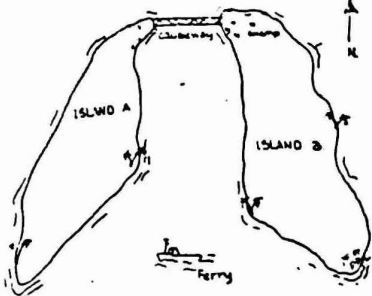
The above exercise is a variation of one that is given in Simon's book on "Values Clarification", and that was drawn to my attention as having been used in the Emerald State School, although a number of schools (unnamed) in Brisbane have also been reported to me as having used both 'The Fall-out Shelter Problem' and 'The Alligator River Story'. The "Alligator River" dilemma is also in Simon's book, as follows,

A woman named Abigail was in love with a man named Gregory, who lived on the opposite shore of the river. The river that separated the lovers was teeming with man-eating alligators. Because the bridge had been washed away, Abigail asked Sinbad, a riverboat captain, to take her across.

He said he would if she would go to bed with him before the voyage. She refused and went to a friend named Ivan, who would not become involved, so she felt her only alternative was to accept Sinbad's terms. However, when Abigail told Gregory about her amorous escapade in order to cross the river, Gregory cast her aside with disdain. She turned to Slug with her tale of woe, and he sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due.

Following the story, the teacher is told to ask the students to rank the five characters from the most offensive to the least objectionable. Afterwards, the students are to share their thinking and discuss all the pros and cons with one another. The teacher is told also to ask the students to list three things they could do or are now doing to be like the opposite of the person they rated as worst.

EAGLE FARM COLLEGE OF T.A.F.E. - HUMAN RELATIONS



[Reproduced with exactly the same grammatical and spelling errors as were in the original sheet prepared for use by the student - would you believe it?

And employers wonder why teenagers cannot write correctly!!]

The above diagram represents two (2) islands, island A and island B, the islands are connected at the north end by a causeway and at the south end by a ferry service.

On island A lives a young bachelor named Harry and island B lives a married couple name Bill and Sue, also in the swamp area around the causeway lives a psychopathic killer named Ted.

One day Bill is forced to go away for a few weeks on business leaving Sue on her own on island B, after Bill has left Sue gets lonely and knowing that Harry is on his own catches the ferry across to island A, where her and Harry then have a brief love affair.

After a week or so Sue knowing that Bill is due back decides she has to return to island B so he will know nothing of her affair with Harry, however on reachin the ferry she discovers she has no money, the ferry driver refuses to take her saying it is against company policy to transport passengers free, he refuses also to lend her the money as he knows what has been going on between her and Harry, he says by lending her the money he would be condoning her having been unfaithful to Bill, he suggests if anybody should pay for her fare it should be Harry.

When she approaches Harry for the money he says "no way" that would be like buying her love, the only way left for Sue is to try and cross the causeway and risk running into Ted, this she does and the inevitable happens, Ted spots her halfway across and kills her.

In your opinion who do you feel is responsible for Sue's death?

ANOTHER EXAMPLE FROM ITHACA T.A.F.E COLLEGE

A group of fifteen experts, considered Miracle Workers by those who have used their services, have agreed to provide these services to the members of this group. Their extraordinary skills are guaranteed to be 100% effective. It is up to you to decide which of these people can best provide you with what you want.

1. DR. DORIAN GREY: noted plastic surgeon, he can make you look exactly as you want to look by means of a new painless technique. He can also use hormones to alter body size and structure. Your ideal physical appearance can be a reality.
2. CLASSY FIED: school placement and job placement expert. The college, university or career of your choice will be yours.
3. M ETHUSALAH: guarantees you long life (to age 200) with your ageing process slowed down to match.
4. DRS. MASTERS, JOHNSTON AND PARTNERS: experts in the areas of male/female, and that you will enjoy a relationship with the opposite sex.
5. DR. FIZZ ED: a health expert, he will provide you with the benefit of perfect health and with protection from physical injury throughout your life.
6. DR. KNOW: an expert in dealing with parents, he will provide you with a guaranteed good relationships with your parents. The, will accept your values.
7. STU-DENPOWER: an expert on authority. He will make sure that you are never again bothered by the authorities, e.g. school, police, and government.
8. POP LARITY: guarantees that you will have all the friends that you want. You will find it easy to approach those you like and they will like you.
9. DR.CHARLIE SMART: he will develop your common sense and intelligence to a level of 150+ I.Q. It will remain at this level for the rest of your life.
10. ROCKY FELLER: wealth will be yours, with guaranteed schemes for earning millions of dollars within weeks.
11. WINSTON DE GAUL: a famous expert in leadership, he will train you quickly. You will be listened to, looked up to, and respected by those around.
12. DR.SEE-ALL: guarantees to answer all your questions about the future truthfully and continually.
13. DR. HINNAH SELF: allows you true knowledge and assurance about yourself.
14. PROF. VAL U CLEAR: with his help you will always know what you want, and will be able to think clearly in these turbulent times.
15. DR. HILARY-OUS: you will be guaranteed as the most humorous person in the world. No party will be complete without you.

INSTRUCTIONS: Group the 15 Miracle Workers into 3 groups of 5. The first group will represent the 5 Miracle Workers that you consider most important. The second group will represent the Miracle Workers that you consider next-most important, and the final group will contain the ones that you consider least important.

At a recent meeting of concerned parents, after a talk on the subject of "VALUES CLARIFICATION AND MORAL DILEMMAS" (illustrated with slides and OHP transparencies) had been given by Mrs. Lexia Smallwood, it was unanimously resolved that ...

1. 'Situation Ethics' be rejected as an unsound method of determining moral standards, and a faulty basis for training children in decision-making.
2. 'Situation Ethics' be no longer used in Queensland State Schools.

The parents present tried to put themselves in the shoes of their children who might be unfortunate enough to have to deal with these dilemma exercises. It became obvious that the idea was to make students believe that they should judge one another and see their sins as relative to the sins of others, and even then it was only a matter of opinion and debate as to which (or whose) action is the most objectionable or the least commendable.

We were reminded to consider the scriptural warning:

"Therefore thou art inexcusable, O man, whosoever thou art that judgest: for wherein thou judgest another, thou condemnest thyself; for thou that judgest doest the same things.

"But we are sure that the judgment of God is according to truth against them which commit such things.

"And thinkest thou this, O man, that judgest them which do such things, and doest the same that thou shalt escape the judgment of God?" [Romans 2 1-3]

Some of you may have seen the T.V. programme "Sixty Minutes" with its segment on "Make It Happy", the sex education text book that has been a headache and a heartache to parents in Victoria for over two years to my knowledge - and still they are unable to obtain satisfaction. Reproduced below is the article that was published in "ALERT" No.11, October 1982, by the 'CONCERNED PARENTS ASSOCIATION', PO Box 1041, Geelong, 3220. You may like to subscribe to this excellent publication - \$10 per annum.

"Sixty Minutes" and "Make it Happy"

Problems associated with Victorian Health and Human Relations courses were given interstate publicity when the "Sixty Minutes" program focussed on the long-running dispute between the Montmorency High School, and a group of parents who have worked consistently to have the reference book, "Make it Happy" removed from school classes.

During the program, "Make it Happy" was described as "an explicit, how-to-do-it sex book. It talks about the sorts of things that used to be confined behind the shelter shed, and in very many cases it uses the same sort of language."

The T.V. segment on Sunday night, 15th August 1982, including interviews with the school Principal, shots of the class, as well as scenes of parents collecting signatures petitioning the removal of the book. The T.V. team filmed a meeting of some 17 parents, who put their case very convincingly. "I can't understand why we need to teach our children about a beautiful subject in a dirty way." "It amounts to the manipulation of our children." A girl ex-student recounted her feelings in the class when "...every guy in our class went out and stood, and just stared at that woman on that picture, and I thought that was really disgusting." One mother stated quite bluntly, "This trouble need never have happened at all, if there was a set curriculum, if somebody had stopped the buck on their own desk - the politicians who invented it, the Education Department who lets it go on. The professional teachers are caught in it just like we are."

Toward the end of the segment, the petition for the removal of the book was presented to the Principal. Of over 800 signatures, 130 were from parents of students at the school.

This widespread publicity followed closely on some two months of lively debate in the local paper, during which the book was roundly condemned by several doctors. Despite all this, along with deputations to the previous Minister for Educational Services, letters to the present Minister of Education, the local member of Parliament and to the Premier, and despite many approaches to the school, parents have had no satisfaction. At last report, nothing had changed.

Parents are beginning to query the type of "democracy" operating in Victoria. In their canvassing of the community they found that the vast majority wanted the book out. Even the few who did not object to the book overwhelmingly agreed that such a course should be elective, not core, as at present. If "government of the people, by the people, for the people" has not "perished from the earth", where are all the parents who supposedly insisted that these courses be introduced for their children? After some years of protest, some months of hot debate in the local paper and after some 20 minutes of T.V. exposure over much of eastern Australia, these parents are proving remarkably hard to find.

Could it be that the whole Health and Human Relations mess has been imposed on the community without any democratic justification whatever?

It's an interesting question, and one your local politician should be most happy to answer. Have you asked him/her yet?

Please do! ...and we wish you every success.

To date we have difficulty in even getting notice that our letters have been received, let alone finding someone willing to concede that there might be even a minor imperfection in Victorian education!

"Show Me"

In Victoria parents have the right to check the following information in the schools: who is teaching the course; what are the reference books being used; and precisely what does the course teach regarding human sexuality. Parents should be prepared for some shocks. One book used earlier was "Show Me". It contains full page pictures of nude children and early adolescents, a boy with an erect penis and a singlet hanging on it, a close up of the sex organs engaged in copulation, with inserts of an older man looking facetiously horrified and two young naked children fascinated by the intimacies of the boy and girl. Many more pornographic, sexually stimulating pictures and ideas are contained in the book, which was freely available in state school libraries, and may still be, despite the uproar in the papers.

IN QUEENSLAND parents should not be able to find "SHOW ME" in school libraries - or anywhere else for that matter - because the Queensland Literature Board of Review banned this particular example of CHILD PORNOGRAPHY about two years ago after I had returned from Victoria with a copy which I submitted to them for review.

BUT that doesn't mean that all is well in our State - there will doubtless be other books such as "MAKE IT HAPPY" and "THE LITTLE BLUE BOOK FOR GIRLS" that will be finding their way into our schools soon!