



"Seek that you may excel..."

**SOCIETY  
TO  
OUTLAW  
PORNOGRAPHY**

**C**OMMITTEE  
**A**AINST  
**R**EGRESSIVE  
**E**DUCTION

(OFFICIAL PUBLICATION OF 'STOP & CARE')

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## MEMORANDUM TO PRINCIPALS OF SCHOOLS IN SECONDARY DIVISION

## MORAL TONE IN AND AROUND SCHOOL

Signed By Director of Secondary Education in Victoria  
(Mr T. J Ford)

Along with parents all over Victoria, I must also congratulate Mr. Ford for writing as he did, and I urge you, after reading the extracts I am reproducing below, to convey to Mr. Ford YOUR appreciation. Also please contact your own local Member of Parliament and make sure that he KNOWS what the Director of Secondary Education in Victoria has written about the difference between TRUE SCHOOLING and what is now being passed off as MODERN EDUCATION.

As we all know, it APPLIES EQUALLY to Queensland education.

MR. FORD'S MEMOS CONSTITUTE THE SORT OF MEANINGFUL STATEMENT THAT 'STOP & CARE' MEMBERS HAVE, FOR YEARS, BEEN EXPECTING TO HEAR FROM SOME GENUINE EDUCATION DEPARTMENT HEAD. Thank you, Mr. Ford!

It is therefore most disappointing to note the reaction to it by -

- (1) the Victorian Minister for Education:

"It is the personal view of the Director and does not accord fully with the policy on Health and Human Relations Education formulated by the government. ...when he returns from leave, Mr. Ford will be reminded of that fact." ('The Sun' 20/4/81)

- (2) the homosexual community:

"The memorandum is thus a serious warning that all sex education courses, and particularly those that attempt to treat homosexuality in an honest, forthright and positive way, are under threat." (Adam Carr, 'Gay Community News' May-June 1981)

- (3) certain teachers:

"Teachers who gave their views on the memorandum to 'Gay Community News' were generally contemptuous of it, and said that it would be regarded with derision in most schools - Teachers stressed, however, that the memorandum could not be dismissed as a joke. It comes at a time of concerted pressure being put on sex education in Victoria. The new ascendancy of the hard-line Right within the government, the conservatism and susceptibility to departmental pressure of many Principals, and the militancy of extreme Right-wing and anti-homosexual 'parent groups', all help create a climate in which Ford's memorandumising, whatever its official status, will make life more difficult for teachers concerned with providing honest and useful sex education. It will particularly jeopardise the position of homosexual teachers, and the chances of school kids obtaining accurate and helpful information about homosexuality." ('GCN' Vol.3 No.4, p.9, May-June 1981)

Mr. Ford began his first Memo by referring to the value to Principals of what he had written previously regarding the alcohol problem in schools. He said he was of the opinion that many problems still exist but he feels that some have retreated as teachers have sought to re-establish some authority and some responsibilities towards determining the qualities of their schools. Mr. Ford's first Memo then continued

"...Some new issues from controversial curriculum are now being thrust before the Division and, once again, these are sensitive both morally and tactically. They lend themselves easily to legal redress at Departmental levels. Some aspects, indeed could well lead to civil actions of a kind sometimes needed to establish definitions and precedents. Our Departmental law was written for less controversial times and for times when the world of children was more easily separated from the problem-filled world of adults, particularly that messy world which the media have made their stock-in-trade. I do not find it restful to expect action in very senior Courts in order to decide the legal rights and wrongs of some school actions or inactions. But since these issues are the subject of comment from parents and sometimes the copy for journalists, I must expect that Court action could happen.

Government commitments to 'school-based curriculum' may transfer some of my legal responsibilities elsewhere but in no way diminish my concern. The advocates of the school-based policy envisaged the involvement of the whole school-supporting community including a School Council vigilant in the interests of parents, and providing a sensitive forum for the airing of grievances. There are schools where effective community involvement has not been achieved, or has been silenced by active minority pressures. In some such instances curriculum innovation in controversial areas has overstepped the boundaries of prudence and may do so even further.

At the start of this paper I would like to make a few observations which, I believe, citizens of this State would make, if they could articulate them:

- (1) Victorian parents are not ready to hand their children to others, including the State, to bring up.
- (2) Teachers who refrain from active advocacy of polite and considerate conduct culpably encourage those who would be licentious or offensive.
- (3) Silence or near silence by those teachers who fail to use some benchmarks such as that they should consider children in their care as they would their own children, is tantamount to abandoning their Principal to an impossibly lonely defence of standards.
- (4) If a controversial topic is generally regarded by society as a matter between parent and child rather than the business of schooling, it is not for the school to affront any parent by intervention. It may offer a service to parents in such fields, but not thrust it upon children. The unnecessary affrontation of even one parent is unacceptable and, in sensitive areas which are not generally regarded as school business, affrontation of only a few parents should be enough to cancel the activity concerned.
- (5) One mark of civilization is that the society can and does establish some rules of polite behaviour. Some may appear somewhat arbitrary, but society may rightly expect the school to act as its agent in supporting its conventions. It is not the place of schools to challenge these rules."

#### "VULGAR LANGUAGE:

There is polite language. More to the point, there is impolite language. Some words and phrases taken from fringe adult situations which were allowed to run loose during the seventies have become commonplace enough. In general, these may be wrongly perceived as less vulgar because of familiarity.

All of us vary our language to suit the occasion and the audience, and it is necessary for our children to learn this skill. There are occasions for forceful, colourful language, occasions for restraint and polite language. There is no occasion for abusive or offensive language in any school situation, whether in the classroom, playground or sportsfield. Supervision is difficult in the playground but there must be no tolerance of language so loud, vulgar or suggestive as to be offensive to those within earshot. Any teacher who turns a deaf ear to the offensive is remiss. Any teacher who unflinchingly exhibits and requires effective and pleasant-sounding communication serves his pupils well.

#### SEX RELATED DISCUSSIONS:

If there is a hope in this paper it lies in the silent set of teachers taking a hard look at their school and asking if they should ignore some of the school events which they can rationalise as 'belonging to others'. Principals will be looking to teachers to stand with them. Many teachers have increased their chances of comfortable rationalisation by sending their own children elsewhere for school; others now have older children and have forgotten their own requirements and anxieties for their own young ones.

Perhaps we can all envisage an age of innocence, say seven or eight years. We might feel that such a little human is entitled to be that age and to enjoy the special characteristics of that age without teachers foisting their pet adult concerns into the foreground unnecessarily.

Why should this argument be any less true of the secondary school population? Do parents expect a program of explicit sex instruction for their eight-year old? Did the parent say it was necessary? Dare we assume it necessary if the parents do not say so? I reply "No" to that last question not only for eight years old children but for school children generally. Do the children not want to know about sex? Of course they do, but school is not the only place of learning. Indeed, Principals might pause to think how often school experience of adult things not essential to later school learning

reduces the joy of discovery for the later adult. How does a teacher handle questions about sex? While there has been plenty written about the handling of questions, few seem to have taken up the issues of differing degrees of difficulty for certain kinds of answers at different times, and of differing personal motives and drives of the teacher to display knowledge on any subject. Because the teacher thinks he knows the answers and their extensions, is no reason to provide them, particularly to the fullest extension. The simplest answer is often sufficient, and ensures that the teacher can return to the scheduled program which he has thought out in advance and which should be busy enough to motivate him to avoid distractions."

"One kind of response needs specific mention, that is the response 'You might discuss that at home' or similar. Today, just such a response requires more courage than most others. It might also be the proper response and the most appropriate one. To me, there seems to be so much to do in school that the notion that children's questions can be allowed to deflect the teacher for any significant time from his planned course is not tenable. I am somewhat surprised that the schools are so sure that they have done all they can, for all that come to them, in those fields of learning which are still vested almost solely in school, that they have time for trivia and distractions.

The following table might give Principals some idea of how I would expect the typical set of responsible teachers to react to the topics and their possible justifications. For many schools, this should suggest a serious curtailment of programs already under way, a serious re-look at the reality of so-called 'options', and a serious consideration of sex-based topics before allowing them to gain a school bridgehead.

Topics Apparently Considered for School Material	Possible Justifications					
	School Time is the Proper Time	Is part of a planned sequential course	Is a teacher's obligation to teach	Essential to further legitimate school learning	Is necessary	Such learning is readily available only at school
Medical terminology for sex organs etc.	Yes	Yes	Perhaps	Perhaps	Perhaps	No
Common terminology for sex organs	No	No	No	No	No	No
Basic facts about mammalian reproduction	Yes	Yes	Yes	Yes	Yes	No
The heterosexual sex act	No	No	No	No	No	No
The homosexual acts	No	No	No	No	No	No
Reproductive readiness	Yes	Yes	No	No	No	Perhaps
Sexual readiness	No	No	No	No	No	No
Oral sex, etc.	No	No	No	No	No	No

### THREE (out of many) CONTROVERSIAL ISSUES

"Let me repeat that I think the school teacher's answer which deflects, postpones or refuses to discuss a topic is often a right answer; it can properly imply that the teacher is too busy with school stuff to be deflected and can indicate that the teacher has the moral courage to match his convictions.

Let me ask a 'childish' question or two about each of three issues where I think the intrepid teacher will find himself foolish rather than the world-saving oracle to which he pretended:

#### (a) Homosexual

Child's question: Do we have homosexuals in our school?

Teacher's problems: Can you define homosexuals?  
Does your definition tally with that of your listeners?  
Are your attempts to define the term more frightening than informative?  
Are all homosexuals understandable because they have biological differences which cause their social differences?  
Has the community made up its mind on the previous question?  
Is there any evidence that homosexual behaviour has a biological rather than a social cause?  
May schools have the temerity to pronounce on matters which the community at large finds too difficult or too sensitive to decide upon? (My answer - No!)

#### (b) Abortion

Child's question: Is abortion murder?

The problem needs no comment. The question should have been avoided. And, if not, it should be set aside as not for discussion. Again, the community has established



no firm stand on this matter and schools have no right to presume into an area of community and parental conflict when such presumption is quite unnecessary.

(c) Euthanasia

You can make up a dozen questions. Sufficient for me to point out that schools have expressed an interest in the topic "Death" as a human and social event. One wonders where such a study at child level leads?

REQUIREMENT

I have selected from real situations. Certainly I could have used more gaudy examples and certainly I could have written a happier paper by dealing with the overwhelming majority of well-chosen school matters including some of a controversial nature. I cannot let the situation develop as if schools should be some reflection of the base stuff chosen as stock-in-trade by audience-hungry media. Schools have no cause to grade down to the lowest denominator of propriety, morality, politeness; indeed each school should be a lasting exemplar of the best that behaviour can offer. The community's mores and standpoints are not to be ignored. The world-changer amongst staffs needs to be challenged by those who have children, those who have standards and those who understand what the ordinary, albeit silent majority of Australians believe school is like. Parents must be able to send their children to school in justified good faith as to the moral tone of the school." .....

MEMORANDUM TO PRINCIPALS OF SCHOOLS IN SECONDARY DIVISION

Under this title, a second Memo dated 10/3/81 was signed and circulated by Victoria's Director of Secondary Education. Well might parents in Queensland ask "When is our Director of Secondary Education - or better still, our Director-General of Education - going to circulate a similarly-worded Memo to Principals?"

I was one of a five-member delegation in an interview with the Director-General, Asst. Director-General, and the Directors of a number of Education Departments, at which we presented unrefuted evidence of the legality and morality of maintaining the traditional Biblical framework for State education in Queensland. Our Education Act, updated in 1964, is non-secular as a result of an earlier Referendum by means of which Queenslanders made it obligatory on schools to provide weekly Bible Lessons by the class teacher, supplemented by Denominational Religious Instruction.

Even though our claims were researched and verified by the then Minister for Education (Mr. Val Bird), and the Director-General (Mr. Gilmour) agreed our education system was based on the Christian philosophy in theory, yet he refused to commit himself to it in practice. This was some years ago and we are STILL WAITING to see any signs of a reversal of the inroads of the Humanist Philosophy into education!

Following are extracts from this second Memorandum:

"School was never meant to establish itself as a social, political, psychological, moralistic clinic. School is a place for scholarship and scholarship is a relevant word for all with intellects and all we meet in the schools have intellects.

"Let me save time in argument by listing a few logic epigrams ...:

- (1) Some learnings, widely and deeply considered essential for all civilized, gregarious, competitive men and nations, require scholarship and are vested almost solely in an institution called school.
- (2) To have an institution called school is not necessarily to ensure the pursuit of this scholarship for all and hence may leave essential learnings unachieved.
- (3) School is a place of learning but learning is far from being vested solely in school.
- (4) Almost all of the agreed ESSENTIAL LEARNINGS vested largely in school REQUIRE ORGANIZED, DELIBERATE, SPECIFIC TEACHING.
- (5) Almost all of the human ATTITUDES AND BEHAVIOURS considered desirable for development are LEARNED IN THE SOCIETY in which they apply and require NO organized deliberate specific teaching at school.
- (6) Each deflection TO PROGRAMS OF TEACHING ABOUT BEHAVIOUR involves TIME TAKEN FROM THE PURSUIT OF SCHOLARSHIP.
- (7) Real concentration on pursuit of scholarship at school would mean that school time can be reduced or that a greater set of scholarship pursuits can be encompassed or both.
- (8) Behavioural engineering, if needed as teaching, can be separated from school, and both the clinic and the school could gain from undivided energies and deconfused (?) objectives.
- (9) ALL HUMANS ARE CONDITIONED BY THEIR CHILD-TIME LEARNINGS.
- (10) Experience suggests that schools which have concentrated on pursuit of scholarship for all enrollees have needed KNOWN GOALS, have considered a range of REAL ASPIRATIONS, have made persistent DEMANDS, have reacted with compassionate understanding but without sentimental licence and have REWARDED WITH JUSTICE. As gathering places such schools have had to be ORDERLY, VIGOROUS AND SECURE.
- (11) Order, vigour and security are appropriate, attainable and sufficient characteristics for a model of society in which acceptable behaviour develops and which experience suggests is a most highly regarded model by a large majority of parents and community.
- (12) School as practised in many State schools has become the great scapegoat for education shortfalls - apparent or real. (All emphases ours)



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- (13) School should always be prepared to respond to justified criticism for its shortfalls in those matters which it is about, and is known to be about.
  - (14) To pretend to be the universal educator for youth is to invite blame for shortfalls in the universal set of learning.

"... State schools should return to an undeflectable, untiring pursuit of scholarship, to a recognition of intellect in all children, to a task of finding the 'what' and 'how' of Mathematics, History, Literature, Science and so forth for all children.

"I say further, that if the State, or the community if that is not the same as the State, believes that parents' children in Australia must be gathered into gregaria to undertake a deliberate business of behavioural therapy, then let them be so gathered. And let these youth social clinics deal with health attitudes, driving skills, politics, gardening, barbecuing; let them prepare social antagonisms and revolutionary attitudes, let them present a confusion of religions, ethics, morality; let them adjust egos, somas and psyches, BUT LET THEM NOT BE SCHOOLS. (Our emphasis throughout)

"School in full pursuit of its proper products may turn out to provide such examples, such incidental teaching, that it fulfills much of the behavioural therapy need. Whenever behavioural need is reassessed (by whom?), let us be very cautious about readjustments of school even if the Youth Social Therapy Institutions are adjusting all over the place. Such mad pursuit of a behavioural/social will-o-the-wisp has caused the recent stutter and stagger progress of State schooling when its progress should have been direct and when the community believes that its progress should be direct....

Much, much more to the point, let us NOT enter the twenty-first century with the schools being justifiably blamed for having FAILED TO DO THEIR LEGITIMATE JOB; with having failed to acquaint the common child with enough of the LEGACIES OF THE PAST properly and solely vested in the school. A look around the world today could suggest that such shortfall leads to national retardation as the vanguard scholars and technologists are TOO FEW in number and are too intellectually remote from the common person.

"A look into history can be even more disconcerting; if different levels of food and different levels of money have in past times been so marked as to cause nations to divide and smash, could it not be that modern comparisons will be made, not with respect to different levels of food or money but with respect to different levels of loading and programming of the individual's data bank and, in consequence, different levels of perceived, on-going opportunity to be a successful, independent person?"

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## CONCLUSION - AND ACTION SUGGESTIONS :

'STOP PRESS' subscriptions represent about 2,000 supporters throughout Australia, and IF THOSE PARENTS AND OTHER CONCERNED CITIZENS REALLY WANT TO MAKE AN IMPACT ON THEIR STATE EDUCATION SYSTEM, then SEND A COPY OF THIS 'STOP PRESS' to YOUR STATE PREMIER, YOUR MINISTER FOR EDUCATION, AND YOUR OWN M.P., and INCLUDE A NOTE indicating that you share Mr. Ford's belief that schools should be like what he has stated and that curricula should be subjected to the constraints he has outlined.

Highlight some of what you feel he said on your behalf, eg.:

- (1) "As parents, we are NOT ready to hand our children to the State to bring up."
- (2) "Teachers who refrain from active advocacy of polite and considerate conduct CULPABLY encourage those who would be licentious or offensive."
- (3) "In sensitive areas which are not generally regarded as school business, affrontation of only a FEW parents should be enough to CANCEL THE ACTIVITY concerned."
- (4) "We rightly expect the school to act as society's agent in SUPPORTING conventions, the marks of civilized society. It is NOT the place of schools to CHALLENGE THESE RULES."
- (5) "There is a difference between polite and impolite, and any teacher who turns a deaf ear to the offensive is REMISS."
- (6) "As parents, we do not believe explicit sex instruction for children in class is necessary, and schools should not dare to presume that it is. Because teachers think they know the answers and their extensions, is NO REASON to provide them, particularly to the fullest extension."
- (7) "We are surprised that schools are so sure that they have done ALL THEY CAN for all who come to them, in areas of learning that are vested almost solely in the school, that they have TIME FOR DISTRACTING SIDE ISSUES."
- (8) "There is NO PLACE in school for common terminology for sex organs, etc., for such topics as the heterosexual or homosexual sex acts, sexual readiness, or oral sex. Schools have no right to presume into areas of community and parental conflict, such as homosexuality, abortion, euthanasia, etc."
- (9) "Schools ARE NOT to be a reflection of the BASE STUFF chosen as stock-in-trade by audience-hungry MEDIA. Schools have NO cause to grade down to the lowest denominator of propriety, morality, politeness."

- (10) "Agreed ESSENTIAL LEARNINGS vest largely in the school and require organized, deliberate, SPECIFIC TEACHING, whereas most desirable human ATTITUDES AND BEHAVIOURS are LEARNED IN SOCIETY and require NO ORGANIZED SPECIFIC TEACHING AT SCHOOL. Every programme of TEACHING ABOUT BEHAVIOUR takes TIME AWAY FROM THE PURSUIT OF SCHOLARSHIP."
- (11) "ALL humans are CONDITIONED BY CHILD-TIME LEARNINGS, and as parents, we want schools to avoid any hint of BEHAVIOURAL ENGINEERING."

Draw attention to the exceptionally important statements by Victoria's Director of Secondary Education:

"THE WORLD-CHANGER AMONGST STAFFS NEEDS TO BE CHALLENGED BY THOSE WHO HAVE CHILDREN, THOSE WHO HAVE STANDARDS AND THOSE WHO UNDERSTAND WHAT THE ORDINARY, ALBEIT SILENT MAJORITY OF AUSTRALIANS BELIEVE SCHOOL IS LIKE." and

"PARENTS MUST BE ABLE TO SEND THEIR CHILDREN TO SCHOOL IN JUSTIFIED GOOD FAITH AS TO THE MORAL TONE OF THE SCHOOL."

What VINDICATION this is of all that 'STOP & CARE' and its members and supporters have been saying for the last ten years!! This confirmation of the rights of genuine parents and decent citizens MUST be kept to the fore. It needs REPEATING AS OFTEN AS POSSIBLE BY AS MANY AS POSSIBLE until it bears fruit an hundredfold.

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The following article was sent to us from an American source at the time of our campaign against the two Social Science evils, MACOS and SEMP:

#### THE CHURCH, THE FAMILY AND CHILDREN - UNDER ATTACK!

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Careful words for our own day, to be pondered in this hour:

"If I profess with the loudest voice and clearest exposition every portion of the truth of God except precisely that little point which the world and the Devil are at the moment attacking, I am not confessing Christ, however boldly I may be professing Christ. Where the battle rages, there the loyalty of the soldier is proved, and to be steady on all the battlefield beside, is merely flight and disgrace if he flinches at that point."

(Martin Luther)

At what point is the Church now under attack? Is it not being lead by the SOCIAL SCIENTISTS, who would through the schools create a "NEW SOCIETY" patterned after their own Godless Humanism?

Who are these Social Scientists and Mind Manipulators who contrive and invent "STRATEGIES" and "games" for school children? Do they know or understand the hearts of children? NO! God only knows the heart and therefore He alone can prescribe the remedy.

Sidney Simon, Lawrence Kohlberg, Leland W. Howe, Howard Kirschenbaum and all their disciples would have all educators to believe in and rely on 'their' theories to solve the problems of youth.

Are these men greater than Jesus Christ? Why should their thesis of a 'value system' be placed above others? These are but men with ideas that rest on the shifting sands of SECULAR HUMANISM. Why should the 'values' of millions of children be weighted according to their atheistic devices and rules.

Ask yourself, why should these few men decide for millions of children how a 'value' should be determined or what constitutes a value? Simon has already declared: "There are no 'right' values."

A whole generation of children can suffer untold mental problems because of one misguided program, which rests on a false premise. Who will bind the wounds suffered by children and their families?

Are you willing to say: "Yes, you can hold me accountable for any mental or psychological problems that may arise in individuals and families because of these dubious theories."

Are you willing to stand responsible for whatever the outcome? Remember, these are the THEORIES of Godless men, theories that are incompatible with the Word of the Living God, the God whom you have vowed to serve - if you are a Christian. Search your heart well. Does God require you to sacrifice children and families on the altar of experimental, conceptual, psychologically manipulative school programs?

Stand in the place of the prophet and look well beyond today, your decision will help shape the generations ahead - for good or evil. May the Living God give you wisdom and courage for this crucial hour. (Contributed)

(Dated June 1977)

See  
also  
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## VICTORIAN EDUCATIONIST SUPPORTS PARENTS

BY PAUL MACLEOD

(PRESIDENT, CONCERNED PARENTS' ASSOCIATION)

When Victoria's Director of Secondary Education, MR. T. J. Ford, issued a memorandum to principals in March this year, saying schools were no place for behavioural therapy or breeding revolutionary attitudes, he was promptly told he was out of line.

The Victorian Education Minister, Mr. Alan Hunt, said Mr. Ford's views were not government policy. Of course they're not, because the Victorian Government is promoting "health and human relations education" as "the educational right of every child" in the state.

But the government itself is in trouble. The guidelines it issued last December for health and human relations courses are being blatantly ignored by most schools. This became public recently when the Victorian Secondary Teachers' Association announced the results of a survey, showing that three-quarters of secondary schools with these courses were not adhering to the guidelines, and did not intend to. The VSTA saw this as a victory, for all four teacher unions in Victoria opposed the guidelines - principally because of their attempt to ensure some sort of parent control of the courses.

The provisions regarding parent control were inserted into the guidelines in the party room after representations by the Concerned Parents' Association - and the unions undoubtedly know that, although they are blaming the Minister for Educational Services, Mr. Norman Lacy.

Now, because of further complaints, Mr. Lacy has had his hand-picked Health and Human Relations Consultative Council appoint a working party (including a representative of the teacher unions) to see if the guidelines need "some adjustment".

The Concerned Parents' Association said last December they were unworkable - for the simple reason that the humanist promoters of sex education are not going to accept any restraint. The attitude of the Concerned Parents' Association, and its supporting organisations, is that these courses should be removed from schools altogether, and has said so to Victoria's new Premier, Mr. Lindsay Thompson. So far he has not responded. Mr. Ford clearly believes there is no place for this type of course in schools either.

So far the Victorian Government has failed to grasp the nettle. To do so, of course, will involve a loss of face. The best that can be said is that the Government was deceived about the nature and purpose of these courses, and naively believed they would help restrain the rate of marriage breakdowns in Victoria. *The best course it can now take is to be honest and admit it was deceived, just as the Federal Education Minister, Mr. Fife, did over the homosexual kit he unwittingly funded.* It is an issue the Government needs to face before the next State election, due in April or May next year. The Victorian National Party has already made it clear it stands for traditional values and family life.

While this is the position with the state-run education system, Roman Catholic Church authorities in Melbourne are, incredibly, following the same humanist approach. Archbishop Sir Frank Little has appointed a committee to draw up guidelines for health and human relations in Catholic schools. That committee is headed by Father Brendan Hayes, a member of the Government's Health and Human Relations Consultative Council. *The Concerned Parents' Association has evidence that sex education courses already exist in Catholic schools which are every bit as bad as the worst in the state schools. For example, among questions for class discussion in a course prepared by a Marist Brother is:*

"What does semen taste like? Will it increase your weight?"

The notes with the course advise that if a teacher feels it necessary to present Church teaching, reference should be made to such books as "TOWARDS A NEW MORALITY" - "to present a balance".

As the official guidelines for religious instruction in Catholic schools (Known as the Melbourne Guidelines, and widely used in Australia) list as recommended resource material books by SIDNEY SIMON and others on VALUES CLARIFICATION, and such degrading novels as "GO ASK ALICE", it is little wonder that sex education, already sneaked into Catholic schools in the Kirkendall manner, is now to be given official Church blessing. *The wonder is that Catholic clergy, and even hierarchy, are permitted to pursue approaches which are contrary to authentic Roman Catholic teaching. However, authentic Roman Catholic teaching would pose an obstacle to the incorporation of a so-called Catholic Church into a syncretist World Church.*



The virus of atheistic humanism has made much greater inroads into every sector of Australian society - including the churches - than most people can believe. It is when they do recognise the enormity of the assault that they will take the strong and unswerving stand that is necessary to fight it.

Dear Mrs. Joan  
I hope

#### CALL FOR PRAYER

To point the way, the Concerned Parents' Association has called on all concerned citizens to join in the observance of August 16 as a special day of prayer, especially for the children of Australia.

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### **CHRISTIANS IN AMERICA ARE BECOMING THE SALT OF THE NATION**

#### **HOW SALTY ARE WE IN AUSTRALIA?**

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In the 'Courier-Mail' (2/6/81) there appeared a most welcome article written by Diana Callander, New York.

"CLEANSE OUR SCHOOLS' MOVE SWEEPS U.S.A." was the heading, and it told of parents and citizens across the nation "demanding that teachers and administrators CLEANSE their local schools of materials and teaching methods they consider anti-family, anti-American and anti-God . . . Never before have parent and community groups been so vociferous - or so powerful . . . .

EVOLUTION is no longer uttered in biology . . . In other schools across the country 'BRAVE NEW WORLD', 'CATCHER IN THE RYE', 'THE GRAPES OF WRATH', and 'DEATH OF A SALESMAN' have been dropped from literature courses. . . .

[It was through a teacher setting my son 'Catcher in the Rye' for an assignment in 1969 that I first became involved in researching school library books and eventually founded 'STOP & CARE'. Ed.]

"A popular book used in Australian Catholic Schools is 'Catcher in the Rye'. Information is, that John Lennon's murderer had a copy of this book and when asked the reason for its possession said 'if anyone has read it, it would then be obvious why he had killed Lennon'.\* (June issue of the Assocn. of Catholic Parents' newsletter)

Under the heading "BOOK BANNERS ATTACK THE SCHOOL CURRICULUM" ('Weekend Australian' 23-24/5/81), Trish Evans also gave us very heartening news:

"Boosted by the widespread influence of the MORAL MAJORITY, parents' and citizens' groups are pushing for an end to books in schools that can be interpreted as undermining traditional conservative values.

"The American Library Assn. reports in the past six months there have been attempts to remove or regulate access to 148 different books in 34 States. 'CATCHER IN THE RYE', 'BRAVE NEW WORLD', 'THE KINSMAN', and poetry by Ginsberg. . . 'STOP TEXTBOOK CENSORSHIP' argues that decent books have been censored in favour of humanist literature. . .

"Mr. Donald J. Rukhus, SUPERINTENDENT OF SCHOOLS in South Dakota, says:

"We have to get rid of secular humanism. The only way that can be done is by getting rid of the really liberal personnel."

"In South Dakota there is an active anti-humanist group attempting to purge the schools of humanism's dangers. The book, 'RUN SHELLEY, RUN' (Samuels), the story of a teenage runaway, has been banned from the curriculum. . . the word 'evolution' has been dropped from high school biology and information on birth control removed. . . . Vonnegut's 'SLAUGHTERHOUSE FIVE' and Malamud's 'DOWN THESE MEAN STREETS', (are) both on appeal to the Supreme Court (Long Island, New York) against their banishment from the schoolroom. In Indiana, Miller's 'DEATH OF A SALESMAN' has been banned from high school English. [We have been protesting about this one for years and recommending that parents exercise their right to choose a substitute book for their children to read or study. Ed.] In Wisconsin the women's health manual 'OUR BODIES, OURSELVES' [used in Victoria for Human Relations courses. Ed.], requires written permission before a student may see it. . . . .

"One worried North Dakota mother who has two school-age sons said:

"We do not have any rules in schools; no right, no wrong. I don't like secular humanism. It teaches anything goes. If you feel it's OK, do it."

"What most of the parents' groups want, they say, is A RETURN TO TEACHING OF CHRISTIAN PRINCIPLES and a REMOVAL from the curriculum of topics including DIVORCE, SEX, DRUGS AND ABORTION."

WITH THESE EXAMPLES FROM AMERICA - PLUS THE LEAD GIVEN BY VICTORIA'S DIRECTOR OF SECONDARY EDUCATION - WHAT ARE WE IN AUSTRALIA WAITING FOR?? **JOIN IN THE DAY OF PRAYER ON AUGUST 16TH** (see CPA article above), **AND THEN ACT!**

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It is  
or of  
PARENT SPEAKS AGAINST PRIMARY CORRESPONDENCE BOOKS

Dear Mrs. Joyner,

I request your support re matters raised in my letter to the Principal of the Primary Correspondence School, Brisbane. In my opinion, the only suitable place for the book "Pop Festival" referred to in this letter is in the fire. It is certainly not suitable literature for young children.

I have also written to the Premier and Education Minister, forwarding them copies of this letter also. Now I guess I can do no more except wait for replies and results, if any.

I am a regular subscriber of yours and compliment you on all your endeavours to safeguard the minds of our children in the education system. You may already be aware of the books I refer to. However, I thought it would do no harm to draw your attention to them.

Yours sincerely,

L.A. W.  
MINGELA. Q.

EDITOR'S NOTE: I received a copy of the letter about which the writer is speaking, and from it and further correspondence received, I have drawn information which the writer has used to support his complaint. Other "Correspondence School" parents may also be aware of this book. If so, I would be pleased to receive their comments, and I'm sure the writer would appreciate any letters sent to the same channels, if you feel as he does. A condensed outline of his objections appears below:

These books are being used by a Year 5 student.

"POP FESTIVAL" by Ian Serrailier is a book from Stage 2, Longman Structural Readers. These books are for students of English as a second or foreign language, according to the cover of the book.

Teenage boys try to drown another because of jealousy over girl friend.

Mob violence of a group of teenage lads attacking one boy.

Teenage boys and girls going off for weekend and sleeping together in tent.

All the above are presented as normal behaviour. I object strongly to having such violent and immoral behaviour being presented as normal standard of behaviour to my primary age children.

"PEOPLE AT WORK - HEALTH" (Social Studies) by James Drummond and James Mackay contains some excellent articles on health matters. However, the book contains several sections which are in direct contradiction to my religious beliefs. For example:

PAGE 28: "Few people nowadays believe that the book of Genesis gives a scientifically correct account of how life began, but scientists have proved that the first living creatures did in fact live in water. They were rather like tadpoles eggs, but infinitely smaller. From these simple beginnings all life has developed by a process of gradual change, or to use the scientific term, evolution."

PAGE 29: Discuss Darwin's theory of man's evolution from monkeys as if it were correct.

PAGE 38: "Luke, a Jewish doctor of the first century A.D. tells the story of how Jesus touched a man and cured him of leprosy. A modern writer says of this incident. 'The real miracle was not that Jesus cured the leper, but that He tried to'."

The items referred to above are not directly related to health and could easily have been deleted from the book. My wife wrote to the teacher and his reply was that children should be exposed to all forms of views. I do not object to evolutionary theories being presented as THEORIES, but I do object when they are presented to my primary school age children as FACT.

I would like support for my request to have these books removed from the Primary Correspondence School.

[Even if you have no child doing Correspondence Lessons, you have every right to support this parent's request for better standard textbooks for Queensland's isolated children.]

EDITOR'S NOTE: Although the following is but a rough draft for a submission to the Parliamentary Inquiry, I feel it is worthy of publication.

LETTERS TO  
Dear Rona,  
I commend  
thankful  
Mr

## SUBMISSION TO PARLIAMENTARY INQUIRY INTO EDUCATION

I am a qualified engineer and I teach my own children by correspondence. I submit that my mathematics are higher than most teachers and I am therefore qualified to make these submissions.

### Mathematics:

1. "Sets" and "Logic" are utter rubbish, and should be dropped from all maths courses. I consider it does nothing to help maths in any way, but just adds useless confusion. I found that my children had a vague idea about "Sets" and "Logic" but could not add, subtract, divide or multiply very well at all.
2. The course does not allow for learning tables. This practice should be re-introduced, as without it the children are terribly slow at carrying out even the most simple calculations.
3. The teaching of bases other than ten (10) should be discontinued altogether. Once again it only adds confusion for no useful purpose.

### English:

1. No provision is made for phonetic pronunciation. The children are started straight off on complete words. This in my own opinion is wrong. One of my children taught in this way is still a bad reader at 17 years of age. He cannot work out what a word is if he does not recognize it.

### Social Studies:

1. I feel that a return to learning History and Geography as separate subjects would be better than learning Social Studies as taught at the present time. Some of the books used promote the social experiment in China as successful, even desirable. This I object to! The ruthless imposition of Communism is contrary to the type of Christian ideal which should be taught in the schools.
2. I would prefer to see some History taught which gives the children some idea of how we came to have our fantastic heritage of technology and architecture.

Signed: S. GOODMAN, MT. LARCOM. Q.

## LETTERS TO THE EDITOR

Dear Mrs. Joyner,

Many thanks for your recent letter containing information re education. We need to be kept informed as most of us do not have direct access to these things.

The most horrible aspect of it all is the shocking parental apathy. Most do not know what to look for and when they do, they don't seem to want to act. I think that's it. They do care but do not want active participation.

Your husband intimated that you might be down this way around October. If that is so, would you be able to join us for a meeting, perhaps a Seminar? We are having an all day Seminar on June 20th. Our speakers include Vince Nesbitt, Dr. Allen Roberts and Dr. Neil Thomas, all experts in their field you will agree.

The trouble is this monster of secular humanism rears its ugly head under so many guises that one has to be very wide awake at all times - and as I said before, apathy is its greatest ally.

Am enclosing a cheque to help with any expense you may have and assuring you of our continued prayer support and good wishes.

GWEN STENSON, Chairman, "Concerned Parents & Citizens", MILLTHORPE.

Dear Mrs. Joyner,

As a one-time teacher in Queensland, I would like to say that I am grateful to you and people like you who speak out courageously about the need for preserving the Christian emphasis in our State Schools, and who are a consistent witness to the Christian faith.

Today the emphasis is placed not so much on religion in the "Sectarian" sense but rather on the "secular" and the "humanistic", as a substitute for the Christian faith. I believe it seems reasonable that if we are still classified as a Christian country, then the official religion emphasised in our schools should be the Christian religion.

DR. H. J. WHITNEY, Presbyterian Minister & ex-Principal of the Theological College of the Queensland Presbyterian Church.

Dear Rona,

Am enclosing a small donation to help with the excellent job you are doing in fighting the filthy evil that goes on in our education system especially the teachers' colleges and universities.

It is sad when one reads the list of names of prominent men who are on the senate of these institutions.

F.P. St. Lucia, Q.



Dear Rona,

I commend you and all concerned with the publication "STOP PRESS". Many parents will be thankful that it keeps Christian citizens informed on moral and social issues.

Mr. Steve Stevens' front page article in 'Christian Solidarity' (June 12) regarding 'Caligula', a film produced by Bob Guccione, publisher of 'Penthouse' magazine, was of particular interest to me as was the report in 'Sunday Telegraph' (28/6/81) of the telephone conversation between Rev. Fred Nile and Mr. Guccione. He was reported as having said in defence of the film that - "The Professor of Classics at Harvard University, Boston, who described 'Caligula' as an art form and said he would love to use it as a teaching aid in his classrooms, could see no better way of depicting life in Roman times".

I wish to bring to your attention the fact that a filmed version of Shakespeare's "Macbeth", a Playboy production, directed by Roman Polanski in association with Hugh Hefner, editor and publisher of "Playboy" magazine has been shown to students in some high schools in New South Wales for at least two years to my certain knowledge, probably longer as the film was made in 1971.

During the first term of 1979 my daughter and other year 10 students (some of whom were under the age of fifteen years) were shown this film at Kadina High School, Goonellabah, in the N.S.W. North Coast region. I thought she had seen an orthodox filmed version and it was some weeks later when I accidentally discovered a review headed "Macbeth" - blood and guts Shakespeare" and realised I had been mistaken! (Photocopy enclosed)

A film known as "the nude Macbeth" (nude witches and a nude sleep-walking scene for Lady Macbeth) produced by "Playboy's" Hugh Hefner, directed by the notorious Roman Polanski and Kenneth Tynan (author of "Oh Calcutta!") as script collaborator seemed to me to warrant investigation. Enquiries revealed that the 'Macbeth' film directed by Polanski is rated 'M' (Mature).

An 'M' rated film was shown to school students (some of whom were under fifteen years of age) without their parents' prior knowledge and consent, when the parents of some of those students would not allow them to go to 'M' rated films showing in theatres. My husband and I would not have permitted our daughter to attend such films.

On 12th July, 1979, I told Mr. L.A. Findlay, North Coast Regional Director of Education, that I believed it was quite unnecessary for the witches and Lady Macbeth to be nude in the film, that the young man who played the lead role of Macbeth according to the review, "has never played Shakespeare at all" and his previous acting experience is listed as being in films "The Vampire Lovers", "Horror of Frankenstein" and a Hitchcock suspense film called "Frenzy". I asked if the filmed version of "Macbeth" which starred Sir Lawrence Olivier and Vivien Leigh would not be more suitable for school use especially as these actors had been widely acclaimed for their performances in Shakespearean roles.

Mr. Findlay later advised that the film was used by Kadina, Richmond River and Lismore High Schools and was thought to be used by some non-government high schools also. Mr. Findlay said 'he had instructed' the staff at Kadina High School that the film was not to be shown to students under the age of fifteen in future. He also said that he understood that the film was 'M' because of violence and not because of the nudity (said to be tastefully portrayed)

On July 23, Mr. Findlay advised me by telephone that St. Mary's (Catholic) College in Lismore used the film and although the Sister to whom he spoke had not seen the film herself she had been advised that it was quite suitable for school use and the nudity was tastefully presented. Mr. Findlay also informed me that he had consulted two of his fellow Regional Directors of Education - Miss E.M. Guthrie of Liverpool Region and Mr. M.J. Wasson of the North-West Region. They had both seen the film and believed it was suitable, the nudity was tastefully presented and they considered Polanski's "Macbeth" the best filmed version available.

I protested that I do not believe that nudity is necessary in 'Macbeth'. In fact the text clearly indicates that the witches and Lady Macbeth were clothed, the references being Act 1, Scene 3, and Act 5, Scene 1. I am not opposed to change consistent with progress and improvement but I will resist change which is simply for the sake of change or trendiness.

All I achieved by my protest against Polanski's "Macbeth" was an assurance from Mr. Findlay that in future this film would not be shown at Kadina High School to students under 15 years. In a school-based curriculum it seems that the principal and teachers work out the curriculum which they consider is best suited to the particular school, so I expect it would be necessary for the parents of students at each high school using this film to complain before action would be taken to stop this film being shown in N.S.W. high schools.

The "Playboy" production of "Macbeth" has been in class-rooms here for some years without most parents being aware of it - let us resolve to keep the "Penthouse" production of "Caligula" out of Australian schools.

Yours faithfully,

(Mrs.) S. Dockrill, Clontarf.

[I understand that some Queensland High Schools have also arranged for students to view this Polanski version of 'Macbeth' - probably also without parents' knowledge! Ed.]

## PUBLICITY FOR EDUCATION DIRECTOR'S MEMOS TO SECONDARY SCHOOL PRINCIPALS:

This issue of 'STOP PRESS' contains information about quality education (i.e. TRUE schooling) that has come to us from Victoria. It is of such great importance that we feel it must be given a very wide circulation, especially amongst parents of children doing lessons by Correspondence, because in this issue I have included reference to the anti-Christian humanistic content of some textbooks being used for isolated children. Please let us hear from YOU too.

For this reason we are sending this issue as a 'sample' to many outback people - graziers, farmers, etc. - who may be concerned about this tampering with children's schooling by Correspondence Dept. curriculum-manipulators. We pray that all who receive this issue will read it carefully, and will give it much publicity, (e.g. by writing letters to newspapers) and we trust that all who read the article about the courageous action of the Victorian Director of Secondary Education will act on the suggestions we have included at the end of it. In this way you have a personal part in the return to standards of excellence in education, standards that are compatible with the Christian principles that have made Australia great.

### 'EARLY EDUCATION REFORM GROUP' PUTS PRIMARY EDUCATION AT RISK AGAIN:

Recently I attended a meeting of the 'Early Education Reform Group', chaired by Senator Dr. Michael Macklin (Australian Democrats). Its stated aim is to improve the quality of education in early years of school, but from the meeting I gleaned that the aim could be more accurately seen as extending the pre-school "play" type of learning into the first three years of primary school.

This conclusion was substantiated by the Chairman's summing up at the end: "I was a teacher, and I want the system to change so much that schools no longer even look like schools." He said his political aim is for teachers and parents to control schools, and NOT the people who are in control in the community.

Although I cannot give a full report of the meeting here, I will outline below (in columnar form) the essence of comments that were forthcoming from the speakers, and my own brief comments alongside:

If the system keeps the child at his own ability level, remedial teachers won't be needed. § This just means that slow learners will be left behind with no attempt made to help them learn or understand.

Children should use materials of the environment, such as clay and creative materials. § Textbooks and printed materials for learning were generally frowned upon by most speakers.

How did 'fumbling parents' do such a good job of teaching their children to use their own language? § !! Maybe parents are not as 'fumbling' as they are often so arrogantly portrayed.

Social conventions are violated. The child is not allowed to talk to the one sitting next to him. That's stupid! His behaviour is restricted with such rules as "Don't walk around. Sit still and don't talk." § The necessity for order and self-discipline, both as a child and as training for adulthood is overlooked.

We fail children when we 'fail' them at school.

§ Advocating an 'everybody must pass regardless of ability or knowledge' attitude is without logic.

There is far too much emphasis on testing students, and there should be less of people checking up on what teachers are doing. Crosses and ticks indicate 'failure' to a child. Children in grades 1 to 3 should be integrated so that parents cannot assess the child's learning at the end of each year and accuse teachers of not teaching the child sufficiently. § All of these would mean that there is no standard by which to measure achievement or even the worth of the education a child is receiving.

Spelling is of no value in an oral situation nor of any importance in a technological age, and need not be taught at all in the lower grades. § This is an attempt to reinstate part of the scheme for under-educating children that was advocated by the now-discredited MACOS course - just another try at implementing William Glasser's ideas outlined in his book "Schools Without Failure".

All speakers concentrated on the theory that a child is seriously disadvantaged if made to do formal work before he is developmentally ready. They overlooked the fact that he could be spurred on to achieve greater things by such a challenge! They seemed quite blind to the fact that he is most certainly disadvantaged by being forced to suffer educational deprivation through having to fritter away the most valuable learning period of his life.

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