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AUGUST, 1983.  
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"Righteousness exalteth a nation ..."

SOCIETY  
TO  
OUTLAW  
PORNOGRAPHY



[OFFICIAL PUBLICATION OF 'STOP & CARE']

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'Seek that you may excel ...'

COMMITTEE  
AGAINST  
REGRESSIVE  
EDUCATION

## HUMANISM ATTACKS CHRISTIANITY

MANY THANKS once again to those who supplied me with copies of the two HUMANIST SOCIETY letters that I am highlighting in this issue of "STOP PRESS". Congratulations to Mr. Barry Beetham for writing letters to 20 newspaper editors condemning this latest attack by the Humanists against our country's traditional religion. I have reprinted one of his letters that was published and sent to me. Below is one Humanist Society letter apparently widely circulated to School Principals, and overleaf is the one to P.&Cs. - with my comments. Ed.

\* The current Education Act was enacted in 1964 (not 1911), and even the Amendment Bill that was brought before Parliament at the beginning of this month (August) placed upon school principals the same obligation to provide weekly readings from the two Bible Lesson Books, one for Juniors and one for Seniors, especially prepared for Queensland Schools, in order to meet the demands of the people of Queensland established by Referendum as the will of the people. Only another Referendum could, by some mischance, legally return Queensland schools to the unpalatable 19th Century 'secular' status that was the bane of State education for about 35 years. (after State education was made free, compulsory and secular - in 1875.) The Referendum changed it back from 'secular' to Christian philosophy, by the 1911 Act. That is what the Humanistic minority won't accept!

### HUMANIST SOCIETY OF QUEENSLAND

AFFILIATED WITH THE COUNCIL OF AUSTRALIAN HUMANIST SOCIETIES

The Principal,  
State Primary School,  
MCGILLVAULT, 4122

Sunday Sun 21.11.82

Dear Sir,

We refer to the article "Compulsory Bible Classes" (Sunday Sun 21.11.82) and subsequent article "No Bible Strike" (Sunday Sun 28.11.82).

The Humanist Society of Queensland expresses deep concern about the continued use of the outdated Education Act of 1911 making religious instruction compulsory in State Schools. However, if the Education Department is in favour of some form of instruction, then a study of comparative religions would be more in keeping with the pluralistic of our Society. *(We are a Christian pluralist society!)*

In our opinion the State School System should cater to all students irrespective of religious attitudes. Indeed, under the requirements of compulsory schooling, the State Schools provide the only educational avenues for those who are unable or unwilling to enrol in private schools. It is important therefore that State Schools should adopt a neutral attitude on religious instruction. *(State schools are legally obliged to reflect Christianity!)*  
*(Religious neutrality is impossible.)*

The compulsory teaching of the views of any particular religion is unsound educational practice. Education should aim at the development of critical powers of students, and to accomplish this all aspects of a question have to be placed before the students, by the teacher providing information regarding religious and non-religious groups as part of social studies. *(Education is to transmit our culture, train intellect, and impart knowledge.)*

Religious freedom is a basic human right recognised in the United Nations Declaration of Human Rights: to subject students in State Schools to compulsory instruction in the tenets of only the Christian religion is a clear violation of this right. *!! (The school is obliged to provide Christian teaching - but parents can withdraw the child.)*  
We request that the State Government rescind this unfair and unsound antiquated Education Act and replace it with a new Act which is in keeping with today's multi-cultural Australian society. *(Australia is multi-racial - but our culture is Christian!!)*

Thanking you for this opportunity to present this information before you. Any enquiries please contact the Humanist Society 390 1624.

Yours sincerely, M.D. Baxendale  
M.D. Baxendale hon. secretary

Humanism may be defined as the mental attitude which unreservedly accepts the supremacy of reason, and aims at establishing a system of philosophy and ethics verifiable by experience, independent of all arbitrary assumptions of authority.

"Men are never so likely to settle a question rightly, as when they discuss it freely" - Macaulay



# Humanism fear

RECENTLY I received a letter dated June 24, 1983, addressed to the secretary, Parents and Citizens Association, Dalby Primary School, Dalby, from the Humanist Society of Queensland, signed by the honorary secretary Margaret Blaxendell.

She wrote to "enlist the support of your organisation in voicing a protest against religious instruction in schools".

She urged a letter-writing campaign urging our politicians "to proceed no further with the plans for one-religion religious instruction and bible readings in any of our state schools".

This is a move by the Humanist Society to stop Christianity and bible reading in Queensland schools.

Yet humanism itself is a religion and was declared thus in a US Supreme Court case.

I am sure it aims to remove the bible and bring in its own one-religion religious instruction. Can't it survive on an equal footing with Christianity?

Through Humanism, students are made to believe they are not accountable to parents, teachers or civil authorities. They are told anybody's values are as good as anybody else's, and whatever you choose will be right because you chose it.

When youngsters believe they are their own authority, they do their own thing. They ignore the leadership of teachers and parents, resulting in increased resentment, confrontation, chaos and rebellion.

When discipline goes down, learning goes down.

In Humanism youngsters are taught to look out for Number One, namely themselves.

Humanists believe that children should have the right to read anything under the guise of academic freedom, anything, that is except the bible.

Humanism encourages total sexual freedom. Much that is in a humanistic sex education program is nothing more than academic pornography.

If parents want Humanist societies running their P and C associations, they need do nothing.

If parents desire Humanists not to direct our P and Cs and politicians, attend a P and C meeting and voice your wishes.

The parents of our great society form the 80 per cent of the decent, silent, moral majority. B. BEETHAM, Irvingdale Rd, Dalby.



## HUMANIST SOCIETY OF QUEENSLAND

AFFILIATED WITH THE COUNCIL OF AUSTRALIAN HUMANIST SOCIETIES

Secretary Box 2041 G.P.O. Brisbane, 4001  
Phone 390 1624

22nd June 1983

The Secretary,  
Parents & Citizens Association  
Blenheim Primary School,  
BLENHEIM.

Dear Sir/madam,

We write to enlist the support of your organization, in voicing a protest against religious instruction in schools, both as it is to-day and as it is to be under the proposed new regulations. May we ask your association to consider earnestly the following points:

*The only valid aim of education is to glorify God.*

*Humanism is NOT non-religious. It is a non-theistic religion!*

(a) Religious instruction which is instruction only is NOT education. It is indoctrination. *But it is given only with parental consent*

(b) Education is supposed to help in leading children to value the democratic ideals of free speech and a fair chance for all to be heard. Indoctrination in one religion flagrantly breaches these ideals. *(Christianity stands for liberty, justice, mercy in Christ!)*

(c) Ours is a pluralistic society where many religious views - e.g. Christian, Jewish, Moslem, Buddhist - as well as non-religious views - e.g. agnostic, atheist, humanist - all co-exist, and therefore the state is clearly violating the United Nations Declaration of Human Rights in teaching only one religion and excluding other religious and non-religious views from the curriculum. *(Actually Humanistic views have ousted almost all Christian views from the curriculum)*

In view of the above, we urge your association to act democratically to protect the rights of others, just as you would wish your rights to be protected, and you can do this by writing letters to the Premier, the Minister for Education and your own local state member requesting them to proceed no further with the plans for one-religious religious instruction and bible readings in any of our state schools. *(It has been a Christian R.I. and Bible reading requirement in S/schools ever since Queenslanders rejected secular education in 1910.)*

(Hon. Secretary)

Margaret Blaxendell

Humanism may be defined as the mental attitude which unreservedly accepts the supremacy of reason, and aims at establishing a system of philosophy and ethics verifiable by experience, independent of all arbitrary assumptions of authority.

"Men are never so likely to settle a question rightly, as when they discuss it freely" - M. Macaulay

*(All written comments are by STOP + CARE.)*

For information of readers, here is a copy of part of

### CONSTITUTION OF

## HUMANIST SOCIETY OF QUEENSLAND

### (2). THE OBJECTS OF THE SOCIETY SHALL BE:

- To encourage a rational approach to human problems, to promote the fullest possible use of science for human welfare, and to provide a constructive alternative to theological and dogmatic creeds.
- To publish and distribute literature furthering the cause of Humanism.
- To affiliate or co-operate with other organizations having similar interests.
- To conduct meetings, lectures, conferences, or to engage in any projects useful to furthering the aims of the Society.
- To cultivate, maintain and defend freedom of expression and freedom of the individual.
- To acquire, hold, sell, mortgage or let property of any kind or description for the general purposes and benefit of the Society.

### (3). MEMBERSHIP:

Membership shall be open to all who:

- Declare their support of the objects of the Society.
- Pay the current annual subscription.
- Are approved by the Executive Committee.



# WHO ARE THE HUMANISTS?

LET THEM EXPLAIN THEIR OBJECTIVES!

'USE OF SCIENCE', 'ALTERNATIVE CREEDS', 'FREE EXPRESSION', 'FREEDOM OF THE INDIVIDUAL'?

## (1) - WHO ARE THE HUMANISTS?

=====

### \* "DECEIVING AND BEING DECEIVED"(2TIM.3:13), "DESTROYERS OF MINE HERITAGE"(JER.50.11)

Those who are leading the fight against the family unit have chosen to call themselves Humanists", although they are actually pledged to destroy man's most precious heritage - his faith in his Creator, Lord and Saviour - and to subjugate man to the State as supreme god.

### \* "WORSHIPPERS OF THE CREATURE MORE THAN THE CREATOR"(ROM.1:25), "HATERS OF GOD"(ROM.1.30)

The Ninth Annual Report of the British Humanist Assocn.(BHA) Annual General Meeting 23/7/72) contains the following:

"In accordance with a resolution passed at the 1971 AGM a project group was set up to plan a campaign against denominational schools." [which explains the bitter attacks against the setting up of new independent Christian schools using a Christ-centred curriculum and materials.]

### \* "DESPISERS OF THOSE THAT ARE GOOD"(2TIM.3:3), "GIVEN OVER TO REPROBATE MINDS"(ROM.1:28)

The BHA Report unashamedly revealed the real anti-family, anti-decency nature of the Humanists' activities:

"For Humanists in the U.K. 1971 was not a good year. Virulent attacks were mounted against the "permissive society". An increasing number of voices are crying for repeal of the Abortion Act and for tightening of censorship. The F.O.L. attracted the support of thousands... The "Little Red Schoolbook" was prosecuted and found to be obscene. The publishers of OZ, IT and other underground magazines were prosecuted ...Lord Longford set up his private Commission of Enquiry on Pornography."

### \* SOME IDENTIFIED HUMANISTS -

Here is a list, taken from the 1972 Annual Report, of some of the officers of the B.H.A.:

President, G. Melly; Advisory Councillors, Brigid Brophy; Prof. H.J.Eysenck; Sir Julian Huxley; A.S.Neill, radical educator, principal of Summerhill School without rules or compulsory lessons; Vanessa Redgrave, etc.

The following influential 'SOCIETY-SHAPERS' signed either Humanist Manifesto I or II:

Gina Allen (Feminist Movement); Dr.A.Ellis (psychotherapy); Rev.J.Fletcher (situation ethics); Betty Friedan (feminist); Prof.Sol Gordon (sexologist); Prof.J.Gould; Dr.A.Guttmacher (birth control); Llewellyn Jones; Dr.L.Kirkendall (pro-abortion, sex education); P.Kurtz (journalism); C.Margolis (mental health); Lloyd Morain (Company President); C.F.Potter (author); Prof.B.Skinner (behavioural psychology).

## (2) - WHAT IS THEIR PHILOSOPHY?

=====

### \* VAIN HUMANIST PHILOSOPHY "CHANGED THE TRUTH OF GOD INTO A 'LIE'"(ROM.1.22,23)

Following are documented sayings/doings of some influential, identifiable Humanists around the world, giving an insight into their philosophy:-

- a) DR.JOSEPH FLETCHER: Vis.Prof., School of Medicine, Uni.of Virginia; Father of Situation Ethics (adopted by sex education experts everywhere as the criterion for all moral decision-making taught to students; Wrote Situation Ethics-The New Morality, and Moral Responsibility-Situation Ethics at Work. Congressman J.Rarick exposed the morals education racket in USA House of Reps.(25/6/68), but who took notice??:

"Through the promotion of pornography, drug use, 'New Morality'..."situation ethics" and the idea there is no longer any "right or wrong" way to act, along with the downgrading of the family and religion play right into the hands of the Communists."

Fletcher continued working unceasingly on Communist Party projects, and affiliated with numerous Communist fronts.



- b) DR.B.F.SKINNER: Prof.of Psychology; Wrote Beyond Freedom and Dignity, to urge use of scientific methods including "operant conditioning" (a Pavlovian conditioning technique) to alter and remake man, and redesign our whole culture, through the use of COMPUTERIZED information systems - such as PPBS (Planning, Programming, Budgeting System).

His technique of getting pre-determined responses from people launched a group of behaviourists, "from campus psychology laboratories ...some twentyfive years ago into classrooms, mental hospitals, rehabilitation wards, prisons, nursing homes, day-care centres, factories, movie theatres, national parks, community mental centres, stores, recreation centres and right next door." [And many found their way to Queensland!!]

Skinner denied men have "certain inalienable rights," asserting that man's freedom and dignity MUST BE SACRIFICED in order to shape the 'new man' in the collectivist image. He attacked the very precepts upon which our society is based when he said that the once valid goals of "life, liberty, and the pursuit of happiness" no longer have a place in 20th Century America, or in the creation of the new culture he envisages - communal ownership of all property under a world state.

Skinner, a behavioural scientist, uttered the following by the mouth of a main character in his fictitious book Walden Two:

"When science of behavior has once been achieved, there's no alternative to a planned society. We can't leave mankind to an accidental or biased control. When you have once grasped the principle of positive reinforcement, you can enjoy a sense of unlimited power. It's enough to satisfy the thirstiest tyrant."

- c) DR.LESTER KIRKENDALL: Uni.Professor; Pro-abortionist; founder and director of SIECUS (Sex Information & Education Council of U.S.); Board member of Planned Parenthood (Oregon); Director American Humanist Assn.(formed to eradicate God from the universe); on editorial board of AHA's magazine, 'The Humanist'.

He is listed as a financial contributor to the occultist 'Temple of Understanding', described by a U.S. columnist as under -

"This futurist building in Washington, D.C., will serve as a politically useful symbol in rallying support around the Grand Design to build a super-secret world government that includes Communist countries."

Kirkendall is on the Executive staff and board of consultants of the salacious magazine 'Sexology', edited by identified Communist Isadore Rubin, and he co-edited (with Rubin) Sex in the Adolescent Years: New Directions in Guiding and Teaching Youth.. His book, Premarital Intercourse and Interpersonal Relationships is notorious for its case histories of 668 premarital intercourse experiences, as reported "in living colour" by 200 college-level males.

Kirkendall crusades for free sexual expression for all, irrespective of age or sex:

"The purpose of sex education is not primarily to control and suppress sex expression, as in the past, but to indicate the immense possibilities for human fulfilment that human sexuality offers.."

"The crucial, overriding moral issue is not whether there should or should not be premarital intercourse." (The message he gave his teacher audience was that the real issue is quality of one's relationship.) "Sex education must be thought of as being education - not moral indoctrination. Attempting to indoctrinate young people with a set of rigid rules and ready-made formulas is doomed to failure in a period of transition and conflict. Instead ...equip youngsters ...to make intelligent (sex) choices and decisions." "Once and for all, adults must accept as fact that young people of all ages are sexual beings with sexual needs."

On an American college campus tour with Humanist Albert Ellis (who visited Australia a while ago), Kirkendall joined him in advising students to add sex to their extra-curricular activities!



In 1976, Kirkendall authored a BILL OF SEXUAL RIGHTS AND RESPONSIBILITIES which was signed by Paul Kurtz, etc... It declares that the boundaries of human sexuality need to expand and states:

"Repressive taboos should be replaced by a more balanced ... view of sexuality ... The human person, especially the female has been held in bondage by restrictions that prescribed when, where, with whom and by what part of the body the sex impulse could be satisfied. As these taboos are dispelled...sexual expressions will be seen in a different light. Extramarital sexual relationship with the consent of one's partner is being accepted by some. Premarital sexual relationship ...will become ...more widely (accepted).

"This will very likely be true of HOMOSEXUAL and besexual relationships. The use of genital associations to express feelings of genuine intimacy rather than as connections for physical pleasure or procreation alone, may then transcend barriers of age, race or gender...

"The right of the PHYSICALLY AND MENTALLY HANDICAPPED to be fully informed about sexuality and to have SEXUAL OUTLETS available should be another concern ... Physical pleasure has worth as a moral value... The findings of the behavioural sciences demonstrate that deprivation of physical pleasure, particularly during the formative periods of development, often result in family breakdown, child abuse, adolescent runaways, crime violence, alcoholism and other forms of dehumanizing behaviour ...We believe that freeing our sexual selves is vital if we are to reach the heights of our full humanity."

d) KEITH BEGGS: Exec.Dir., American Humanist Assn. Quoted as saying:

"Humanists are concerned with breaking loose from all angles and aspects of traditional morality, from the old concepts of what is moral behaviour. Humanistic beliefs on morality, when explicitly expressed, come very close to what's called the "new morality", which is a relativistic approach."

e) DR. ALBERT ELLIS: Wrote Sex Without Guilt and the Encyclopedia of Sexual Behavior; On a college campus tour in 1968, he advised students to add sex to their extra-curricular activities. In another lecture series in 1969 he advocated masturbation, pre-marital intercourse, and group sex, and advised students to "get away from home as soon as possible" and stop listening to people who are "attached to puritanical standards."

He wrote in "The Case Against Religion":

"Religion is.....directly opposed to the goals of mental health ...It encourages a fanatic, obsessive-compulsive kind of commitment that is, in its own right, a form of MENTAL ILLNESS..This close connection between mental illness and religion is inevitable and invariant...in the final analysis, then, religion is neurosis."

Albert Ellis is connected with the American Humanist Assocn., the American Psychological Assn. (in which other SIECUS officials are also members), and the Institute for Rational Living (as founder and director), as well as the "International Journal of Sexology".

f) MRS. BETTY FRIEDAN: HUMANIST - Founding President of the radical Humanist-oriented women's liberation group, the National Organization for Women (NOW), and co-founder of "Womansurge"; Was also a keen activist for the Women's Liberation Movement, and is a director of America's National Assocn. for Repeal of Abortion Laws (NARAL). Most women's lib groups encourage lesbianism, seem intent on dissolving the institution of marriage and share the Marxist-Leninist perspective of the evils of a capitalistic society. (Movers and Shakers by J. Sochen)

Betty Friedan's anti-Christian influence has spread to Australia - by means of socialist ALP SENATOR SUSAN RYAN, who imbibed her radical feminism during several years with her in New York. Susan Ryan was a founding member of Women's Electoral Lobby (WEL), and now her Party is in power she is keen to hasten Humanist/Marxist policies into law. [STOPPERS & CARERS NEED TO CONVINCE THEIR LOCAL MPs TO VOTE AGAINST WEL POLICY.]

T H E   A B O V E   I S   U R G E N T !



The HUMANIST SOCIETY aims for ultimate TOTAL CONTROL over population worldwide, as under:

- g) SIR JULIAN HUXLEY: First Director of UNESCO; Said that Humanism's "keynote, the central concept to which all its details are related, is EVOLUTION." In 1948 he wrote in UNESCO: Its Purpose and Its Philosophy:

"Though it is quite true that any radical eugenic policy (CONTROLLED HUMAN BREEDING) will be for many years politically and psychologically impossible, it will be important for UNESCO to see ... that the public mind is informed of the issues at stake so that much that now is unthinkable may at least become THINKABLE."

In an essay, "TOO MANY PEOPLE!", he wrote: "[It is] the duty of the United Nations ...to carry out research on human reproduction and its CONTROL ..."

- h) DR.BROCK CHISHOLM: Pres.of Assocn.for Voluntary Sterilization; Director of World Health Organization, in which capacity he said: "What men everywhere must do is to practice birth control and miscegenation [racially-mixed marriage] in order to create one race in one world under one government."

Chisholm has advocated sex education for fourth-graders, urging elimination of the "ways of the elders" by force, if necessary, and insisting on "eradication of the concept of right and wrong."

- i) DR.PAUL EHRLICH: Biologist; He maintained: "It must be made clear to our population that it is socially irresponsible to have large families... If steps fail to reverse today's population growth, we shall then be faced with some form of compulsory birth regulation ...whereby a temporary STERILANT would be added to a staple food or to the WATER SUPPLY. An antidote would have to be taken to permit reproduction" - distribution to be under government control!

- j) DR.VIRGINIA SATIR: HUMANIST; Director of the notoriously left Esalen Institute, a SENSITIVITY TRAINING centre at Big Sur, California. She has been in Australia promoting her anti-Christian philosophy, her techniques for social revolution, and her book Conjoint Family Therapy, which is used in family life programmes.

Fellow-Humanist at the Institute is (or was) Communist fronter, Abraham Maslow.

- k) PROF.SHEILA SCHWARTZ: Prof. of English Education in N.Y.; Wrote in 'The Humanist', Jan/Feb 1976,

"Among the many themes of adolescent literature are mental illness, homosexuality, pregnancy, divorce, family conflict, racism, socio-economic problems, boy/girl relationships, rebellion and injustices. None of these books are didactic [to instruct] - all espouse humanistic ideals to which young people should be exposed."

MOTHERS! FATHERS! You send YOUR children to school believing that YOUR values, traditions and standards will be reinforced by the school. ALAS! Little do you know that HUMANISM is the reigning religion in the classroom, and that open-ended discussions or problem-solving group discussion on racial equality, poverty, free sex, free expression, war, women's lib, homosexuality, children's rights, death, abortion, suicide, infanticide, euthanasia, the pill, vasectomy, parenting, communes, wife-swapping, domestic conflict, the occult, ARE DISCUSSED on the basis of NO ABSOLUTES, NO RIGHTS, NO WRONGS, NO BASIC TRUTHS!!

SITUATION ETHICS - the belief that standards and values can be changed to suit, not God's, but MAN'S will - is totally opposed to Biblical teaching, precept and example.

[THIS ARTICLE WILL BE CONCLUDED, GOD WILLING, NEXT ISSUE.]

THIS ARTICLE is published in the interests of the public good, to expose the RELIGIO-SCIENTIFIC NATURE of HUMANISM, and the aims and objectives of those who consistently use the Education System to convert the next generation of young people to serve this GODLESS WORLD RELIGION. [SCHOOLS SHOULD POINT CHILDREN TO GOD, ACCORDING TO OUR LAWS]

HOWEVER, it will do NO GOOD unless you, the reader, act to counter their well-laid plans. Teaching as a Subversive Activity by Prof.N.Postman and Prof.C.Weingartner, has been required reading for student teachers at Brisbane C.A.E's. The authors say that to change the thinking of a culture with enormous speed "you do it through the school system." "The new education has as its purpose the development of a new kind of person..." They quote an economist: "We have to help the young people in our culture learn a new set of beliefs... and a new set of values, which will allow them to live in a totally different world."

WILL YOU ORGANIZE groups (your prayer group? Women's Group?) to join P.& C. Associations, and really make an EFFECTIVE IMPACT!!



# HUMAN RELATIONS

A quote from the National Education Journal, February 1968, reads: "The most controversial issue of the 21st century will pertain to the ends and means of HUMAN BEHAVIOUR and who will determine them. The first educational question will NOT be "what knowledge is of the most worth?" but "what kind of HUMAN BEHAVIOUR do we wish to produce?"

Most parents send their children to school to acquire knowledge, and few are aware that today's teachers are trained to act as 'psycho-social therapists', brainwashed to believe they must be more concerned with the child's psyche and social adjustment than with academics.

Below is a photocopy of a hand-out used in a Human Relations course in a Queensland country town, but it is only one of many that have been brought to my notice since I first began to campaign against Humanistic Behaviour Modification techniques. Most have been used in Teacher 'In-service Workshops', but some incidents have even been reported from Church Schools. These 'non-verbal exercises' are used to promote "Communication Skills" in both teacher and student, wherever and however they can be slipped into the curriculum. After reading the following, you should never be fooled into thinking that 'communication skills' has anything to do with mastering the English language.

Jack Gibb (Comparative Group Studies, Nov. Issue, 1972, page 465) says:

"The non-verbal experience can be diagnostic and can be remedial or therapeutic. Entering fully into an experience with all senses and with total bodily and cognitive involvement is a powerful growth-enhancing event."

## "SHARED TOUCHING".

In this group, members have verbalised the importance of touch in inter-personal relationships; yet despite the fact that a good deal of trust has been generated and established in the group, there has been either no shared touching in the group, or very little. (Western norms?)

In this exercise, shared touching (non-verbals, of course) is invited of each member with each other member.

The touching may be --

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| X an embrace                     |                                       |
| X shoulder, neck or back massage | X body slap (one member lies on the   |
| X a real bear-hug                | floor, or across chairs and is patted |
| X hand-holding or handshake      | or stroked by the other person)       |
| X sensitive face touching        | X a kiss                              |

..... or whatever is decided.

In the exercises the following ground rules should apply:

- (1) Each person should touch each other person;
- (2) The touching should last one to two minutes at least.
- (3) Whatever form of touching is decided upon should be mutually agreed without any form of coercion.

(In some instances it may be agreed that two interacting members may touch each other with one member choosing a method different from the other.)

- (4) Let it preferable be something you'd like to do.
- (5) When all have interacted, our feelings about the exercise and during the exercise will be discussed.



## HOW TEXTBOOKS PROMOTE THE NO-GOD RELIGION OF HUMANISM\*

- SITUATION ETHICS - NO ABSOLUTES, NO RIGHT OR WRONG, ALL MORALS ARE SITUATIONAL.
- SELF-CENTREDNESS - CHILDREN ARE THEIR OWN AUTHORITY, SHOULD MAKE THEIR OWN DECISIONS, BASED UPON THEIR OWN EMOTIONS AND FEELINGS.
- TOTAL READING FREEDOM - CHILDREN HAVE THE "RIGHT" TO READ ANYTHING THE SCHOOL PROVIDES UNDER THE GUISE OF ACADEMIC FREEDOM.
- SEXUAL FREEDOM - A. PROMOTES PUBLIC SEX EDUCATION COURSES (WITHOUT FIXED MORAL VALUES THESE BECOME "HOW-TO" COURSES).  
B. MODESTY, PURITY, CHASTITY AND ABSTINENCE ARE BELITTLED.  
C. ABORTION, PREMARITAL SEX, HOMOSEXUALITY, LESBIANISM, INCEST ARE ACCEPTABLE FOR CONSENTING INDIVIDUALS, REGARDLESS OF AGE.
- EVOLUTION - THE ONLY EXPLANATION FOR ORIGINS THAT IS ACCEPTED BY INTELLIGENT PERSONS.
- CHRISTIANITY NEGATED - A. "HUMANIST MANIFESTO" DENIES THE EXISTENCE OF THE SUPERNATURAL, SALVATION, HEAVEN OR HELL.  
B. MANY HUMANISTS CLAIM BELIEF IN DEITY BUT PLACE THEIR FAITH AND CONFIDENCE IN MAN RATHER THAN GOD.
- INTERNATIONALISM - ONE-WORLDISM, WORLD COMMUNITY, WORLD CITIZENSHIP, GLOBAL PEACE EDUCATION, ETC.  
PATRIOTISM NEGATED.

\* HUMANISM is faith in man instead of faith in God.

HUMANISM is a "no-God" religion and is as much a religion as Christianity.

HUMANISM was officially ruled a religion by the U.S. Supreme Court

(Torcoso Case, 1961; Seeger case, 1964)

HUMANISM makes man his own god, himself the most important person, and his goal self-satisfaction. The two natural results of this Humanistic philosophy are lawlessness and immorality - man doing whatever seems right in his own eyes (Judges 17:6).

If our State Schools refuse to educate children in harmony with God's truth - that the Bible is the inerrant standard by which all things are measured, and that God is our Sovereign Creator whom our children are to be taught to glorify, worship and serve, then by handing children over to the State, we commit the SIN of sacrificing children to Molech.

PARENTS, don't you see you need to classify yourselves as CONSCIENTIOUS OBJECTORS to the CONSCRIPTION of your child into the ranks of the Humanists, via the compulsory State School attendance laws.

## CAN WE TITHE OUR CHILDREN?

by REV. R. J. RUSHDOONY

Scripture requires us to tithe our income. God requires His tithe, a modest amount as compared to the modern state's demands. But in all things else, God requires the totality of our allegiance, our service, and our lives. We cannot tithe our children, nor ourselves. We cannot give our tenth child only to the Lord and to Christian schools, while sending all others to the state school. Neither can we give our children to the Lord one day in seven or in ten, and to the state the rest of the time.

We and all that we have are God's possession. Children are described as a "gift" or "heritage" from the Lord, and also as a "reward", "boon", or "blessing" (Ps. 127:3). To misuse God's gifts and blessings is to incur His wrath. It is only "every one that feareth the LORD; that walketh in his ways" who is "blessed" (Ps. 128:1).

The first and basic premise of paganism, socialism, and Molech worship is its claim that the state owns the child. The basic

premise of the public schools is this claim of ownership, a fact some parents are encountering in the courts. It is the essence of paganism to claim first the lives of the children, then the properties of the people.

For too long most professing Christians have been practicing pagans who have honored God falsely: they "with their lips do honour me, but have removed their heart from me, and their fear toward me is taught by the precept of men" (Isa. 29:13). On all such, God's judgment is assured, and God's judgment on our age is in increasing evidence. Judgment is neither averted nor moderated by much crying and bemoaning but only by a renewed heart, by faith and obedience. How can we expect God to honor us, or bless us, when we give our children to the state schools and surrender their minds daily to the teachings of humanism? It is sin and madness to believe so, and those who try to justify their sin only increase it.

The true believer will, like Hannah (I Sam. 1:27f.), see children as a gift from the Lord, to be given to the Lord as long as they live.

[from Position Paper No. 2]  
(Underlining added)