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"Righteousness exalteth a nation ..."

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"Seek that you may excel ..."

COMMITTEE  
AGAINST  
EGRESSIVE  
EDUCATION

[OFFICIAL PUBLICATION OF 'STOP & CARE']  
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## EDUCATION FOR THE NEW WORLD SOCIETY



The NEW EDUCATION is to create the NEW MAN for the NEW WORLD SOCIETY. The foundation for the New Education was laid in the early 1930s when JOHN DEWEY and his educational disciples promoted plans for the 'socializing' of America through 'SOCIALIZATION' of the child by new PROGRESSIVE EDUCATION.

DO YOU KNOW CHILDREN AT RISK FROM VALUES-CHANGING STRATEGIES?

WHAT ARE YOU DOING TO RESCUE THEM FROM THE HUMANISTS?  
AND FROM THE BEHAVIOURAL PSYCHOLOGISTS?

If you discover that your child's teacher uses any of these strategies for values-changing, then do 'arm yourself' with some of the facts in this 'STOP PRESS', before trying to explain to the Principal your objections to 'Values Education' (a more descriptive name than 'Human Relations'). I have more documentation against Human Relations, Sex and Values Education than I could ever print, but the following will suffice for this Issue:

[Taken from  
"Values Clarification"  
by S.B. Simon, L.W. Howe,  
and H. Kirschenbaum.]

1. "But young people brought up by moralizing adults are not prepared to make their own responsible choices." They have not learned a process for selecting the best and rejecting the worst elements contained in the various value systems which others have been urging them to follow."
2. "When it comes time ... to decide how far to go in the back seat of a car on a Saturday night date, how does the young person choose his own course of action from among the many models and many moralizing lectures with which he has been bombarded? Where does he learn whether he wants to stick to the old moral and ethical standards or TRY NEW ONES?"
3. "The values-clarification approach tries to help young people ... build their own value system. ... However, the values-clarification approach we are discussing in this book is more systematic ... built upon the thinking of John Dewey."

John Dewey, called 'the Father of Progressive Education', was the first American to use public education to promote HUMANISM. He was President of the American Humanist Association and signatory of HUMANIST MANIFESTO I (1933).

Dewey and his many disciples have used every means to increase the effect of Humanism on education. Dr. George Counts initiated SOCIAL STUDIES in place of history and geography for this very purpose; J.L. Moreno developed PSYCHODRAMA, and says that ROLE-PLAYING will rid us of the God-syndrome; Dr. Carl Rogers, Behavioural Scientist, is known for SENSITIVITY TRAINING; Dr. Mary Calderone and Dr. Lester Kirkendall, Directors of SIECUS (Sex Information & Education Council of the U.S.), are promoters of ANIMALISTIC "SEX STIMULATION" PROGRAMMES; Dr. B.F. Skinner, 'father of modern Behaviourism', and author of 'Beyond Freedom and Dignity', was named HUMANIST of the year; Dr. Sidney Simon, of the Center for HUMANISTIC EDUCATION, is author and promoter of VALUES



CLARIFICATION in schools; Dr. William Glasser has had great influence on educational philosophy, etc., through his 'Schools Without Failure' and 'Reality Therapy'; Dr. Lawrence Kohlberg, Professor of education and social psychology, through his SIX STAGES OF MORAL DEVELOPMENT derived from theories of Dewey and Jean Piaget, has caused radical changes in AIMS OF EDUCATION and in CURRICULA in both State and Church schools, particularly obvious in the NSW published "Aims of Education for Primary Schools"; Dr. Jerome Bruner, a Behavioural Scientist, wrote the controversial Social Studies programme, MACOS (Man: A Course of Study) now banned in Queensland.

Under Humanism, there must be no patriotism, because we are all being conditioned to accept living in a global collectivist economy under a one-world government.

Behavioural Psychology teaches that man must be altered and 'improved', that all human animals must be conditioned so that all mankind can be controlled to produce a Utopian society, in which there is no place for belief in God, for moral standards of right and wrong, for individualism, patriotism, competition or achievement!

Humanist educationists have designed ways to develop the WHOLE child "emotionally, socially, and psychologically". To accomplish this they are using the Behaviourists' psychological techniques which produce CONDITIONING.

Classrooms are now being considered as MENTAL HEALTH CLINICS and the pupils as MENTAL PATIENTS. Their behaviour will be "modified" scientifically, till they accept the religion of godless secular Humanism. Nothing short of TOTAL ATTITUDINAL CHANGE is the goal of the Humanists and Behaviourists.

Here are some of their techniques: Role-playing, Group Discussions, 'All about Me' Diaries, Encounter Group Sessions, Interviews, etc., all of which were originally designed and used by licensed psychiatrists treating patients in MENTAL HOSPITALS! Teachers, playing amateur psychologists, are now using them on normal, healthy children whose parents have not asked for, nor are they fully aware of, such treatment.

Worse than any business monopoly is this ever-growing MONOPOLY by Humanist and Behaviourist educators over the MINDS OF OUR CHILDREN.

IS IT ANY WONDER PARENTS AND DEDICATED TEACHERS ARE ALARMED AT WHAT IS GOING ON IN THE NAME OF EDUCATION?

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\* HUMAN RELATIONS ('VALUES CLARIFICATION', 'MORALS EDUCATION', 'HEALTH AND PERSONAL DEVELOPMENT', or whatever it is called) is the modern equivalent of the old sex cult dating back to Sodom & Gomorrah. Pretending to be concerned over your child's education, this new breed of unbelievers chips away at God's institutions, the family, the church, and civilized social structure. What is more, they are doing it with OUR TAX MONEY!!

THE ONLY WAY our children will be SAFE is in Christ-centred schools that do not use the modern 'CHILD-CENTRED' curriculum.

STOP & CARE is keen to begin fund-raising for the setting up of private high quality Christian schools in every area where there is sufficient demand. Since I made this idea locally known, the response from parents and teachers has been tremendous. THERE CERTAINLY IS A DEMAND FOR PRIVATE SCHOOLING.

Please PRAY FOR THIS VENTURE, and let us know if God lays it upon your heart to give or to help us in any other way. Do you believe with us that schools today are our MISSION FIELD, where souls will be plucked from the burning?

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[In this Issue all emphases are mine. Ed.]



# TAFE COLLEGE USES

## PSYCHOLOGICAL MIND-BENDING PROCESS

Many thanks to the student who made available for publication the following example of MIND-MANIPULATION in the classroom, by means of a 'conditioning' technique known as "Values Clarification". The sheet was headed as under, and is retyped here with only slight omissions:

### ITHACA COLLEGE OF TECHNICAL AND FURTHER EDUCATION

#### THE VALUES-CLARIFICATION APPROACH

Every day, every one of us meets life situations which call for thought, opinion-making, decision-making and action. ...Everything we do, every decision we make and course of action we take, is based on our consciously or unconsciously held beliefs, attitudes and values.

...Students ponder over what and how to think, believe, behave. So often what goes on in the classroom is irrelevant and remote from the real things that are going on in students' lives - their daily encounters with friends, with strangers, with peers, with authority figures; the social and academic tasks that assault or assuage their egos. Young people are being asked and are asking themselves important personal and theoretical questions that will lead them to important decisions and action.

Should Bill and I live together before marriage? Shouldn't we know if we're really compatible?  
School seems so irrelevant. Why not drop out and get a better education on my own?  
Do we have to take to the streets, maybe even violently, to bring about any political change these days?  
How do I know whether marijuana is really harmful to me or not?  
Does religion have some meaning in my life, or is it nothing more than a series of outmoded traditions and customs?  
Do I care more about a girl's looks than about her personality?  
What occupation shall I choose, so that I don't spend my life like so many others who despise the jobs they go to every morning?  
Shall I let my hair grow longer?  
How can I really enjoy working and living and avoid getting into the rat race for the convertible and the house in the suburbs?  
What can I do to help improve race relations these days?  
Why is it that at the end of every weekend I feel anxious and guilty about all I didn't do?

This is a confusing world to live in (Fancy a college ending a sentence with a preposition! Ed.). At every turn we are forced to make choices about how to live our lives. Ideally, our choices will be made on the basis of the values we hold; but frequently, we are not clear about our own values. Some typical areas where we may experience confusion and conflict in values are:

politics	love, sex	money
religion	family	aging, death
work	material possessions	health
leisure time	culture (art, music, literature)	race
school	personal tastes (clothes, hair styles, etc)	war-peace
	friends	rules, authority

All of us, young or old, often become confused about our values. But for young people especially, the values conflicts are more acute. The children and youth of today are confronted by many more choices than in previous generations. They are surrounded by a bewildering array of alternatives. Modern society has made them less provincial and more sophisticated, but the complexity of these times has made the act of choosing infinitely more difficult.

How then does a young person learn how to direct his life through a world full of confusion and conflict? Traditionally, adults, motivated by a sincere desire to have the younger generation lead happy and productive lives, have guided them in the following ways:



Moralizing is the direct, although sometimes subtle, inculcation of the adult's values upon the young. The assumption behind moralizing runs something like this: My experience has taught me a certain set of values which I believe would be right for you. Therefore, to save you the pain of coming to these values on your own, and to avoid the risk of your choosing less desirable values, I will effectively transfer my own values to you.

Some adults maintain a laissez-faire attitude towards the transmission of values. The rationale here is: No one value system is right for everyone. People have to forge their own set of values. So I'll just let my children or students do and think what they want without intervening in any way; and eventually everything will turn out all right.

The problem here is that everything doesn't usually turn out all right. Young people, left on their own, experience a great deal of conflict and confusion. In our experience, most young people do not need adults running their lives for them, but they do want and need help.

Modeling (American spelling in a Queensland School!) is a third approach in transmitting values. The rationale here is: "I will present myself as an attractive model who lives by a certain set of values. The young people with whom I come in contact will be duly impressed by me and by my values, and will want to adopt and emulate my attitudes and behavior (more American spelling being taught to Queensland children!Ed.)

This approach acknowledges two realities - first, the importance of setting a living example for a learner to follow; and, second, the necessity in teaching values for the deeds to match the words. However, the fact is that the young person is exposed to so many different models to emulate.

The values-clarification approach tries to help young people answer some of these questions and build their own value system. Valuing, according to Rath, is composed of seven sub-processes:

Prizing one's beliefs and behaviors

1. prizing and cherishing
2. publicly affirming, when appropriate

Choosing one's beliefs and behaviors

3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

Acting on one's beliefs

6. acting
7. acting with a pattern, consistency and repetition

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"THE VALUES-CLARIFICATION APPROACH", as above, is also apparently taken (with large deletions) from Part One of Simon's "Values Clarification - A Handbook of Practical Strategies for Teachers and Students". This American textbook is the source of most, if not all, of the strategies used in the classroom to de-Christianize our children's thinking, social attitudes, personality and behaviour - and all under the guise of "helping" students' Social Education, Morals Education, Growth and Personal Development, Health and Human Relationships, etc. Simon says of his book (pp20-22):

"This manual provides the teacher with 79 specific, practical strategies to help students build the seven valuing processes into their lives. Some teachers set aside a certain amount of time each day or each week for values clarification ... from five minutes to an hour or more a day. In some schools there are elective courses in values clarification, identified by many different titles.

"Another approach to teaching values clarification is to INCORPORATE IT INTO STANDARD SUBJECT MATTER. Most subject matter can be taught on any or all of the following levels: the facts, the concepts and the VALUES level. For example, in teaching the Thanksgiving story on the FACTS level, the teacher might ask what date the Pilgrims landed on Plymouth Rock. On the CONCEPTS level, the class would discuss freedom of religion and emigration... On the VALUES level, the teacher might ask the class questions like, "Is there anything you value so strongly that you would leave this country if it were taken away? ... what do you prize so much that you would put it in that suitcase?" (One of my daughters was in a class where the teacher varied this, making it a discussion on girls LEAVING HOME and AT WHAT AGE they should do so! Ed.)

"The most sophisticated use of values clarification is to tie the values-clarification strategies in with subject matter and skill learning so as to advance both the search for knowledge and the SEARCH FOR VALUES. For example, an ecology unit in a science class might BEGIN with several values-clarification strategies aimed at helping students identify their FEELINGS AND PRIORITIES about CERTAIN ENVIRONMENTAL ISSUES. Then the class might study the



related subject matter. (after having been psychologically indoctrinated! Ed.) They might then decide on a PLAN OF ACTION utilizing their NEW knowledge in a project aimed at improving the ENVIRONMENT. Thus the students have engaged in the valuing processes of PRIZING, CHOOSING AND ACTING, and at the same time they have learned the subject matter of the course. (Yes, but from a slanted Humanistic viewpoint! Ed.)

VALUES CLARIFICATION IS HUMANISTIC AND ANTI-GOD! For those who require proof:

"For a list of materials currently available and workshops offered in the values-clarification area, write to the National HUMANISTIC Education Center" (p. 22)

Local evidence of the anti-Christian thrust of the Humanist Society is reproduced here from a printed notice in the window of HUMANIST HOUSE, 461 Ann Street, Brisbane:

"The Humanist Society of Queensland is a group of people who seek a RATIONAL (meaning 'attained by reasoning, not by divine revelation'. Ed.) and constructive approach to all Human affairs. It seeks to provide a constructive ALTERNATIVE TO RELIGIOUS AND DOGMATIC CREEDS.

"Humanists believe that conduct should be based on humanity, insight and REASON. People must face their problems with their OWN moral and intellectual resources, WITHOUT LOOKING FOR SUPERNATURAL AID.

"OUR CONCERN IS WITH THIS LIFE, which we therefore strive to make worthwhile. We make no claim to special knowledge or final answers, since we regard the search for understanding as a continuing process." (no Biblical absolutes are allowed to intrude or inhibit. Ed.)

VALUES CLARIFICATION IS TO UNDERMINE, NOT REINFORCE, BIBLICAL VALUES!

The chapter "How to Use this Book" describes the standard format of each 'strategy':

"First comes the PURPOSE, which ALWAYS relates to one or more of the SEVEN PROCESSES OF VALUING."

Then on page 25 we read:

"The teacher must help the students learn to listen to one another. ...He can indicate by his verbal and nonverbal expressions that he ... will seriously consider their ideas and possibly be influenced by them. (Teachers who think their students are too young and inexperienced to have developed worthwhile ideas should not use the values-clarification approach. VALUES IMPOSITION would probably be more their style ...)

"But even the best intentioned teachers sometimes find themselves moralizing.... Tell the class not to hesitate to let you know if they feel pressured toward a certain point of view or set of values. (Humanists want to obliterate from our children's minds any concept of right and wrong. Ed.)

"The teacher should present himself as a person with values (and often with VALUES CONFUSION) of his own. Thus the teacher SHARES his values, BUT DOES NOT IMPOSE THEM. In this way, he presents the class with a model of an adult who PRIZES, CHOOSES AND ACTS according to the VALUING PROCESS. (not according to Biblical principles! Ed.) The particular content of his values holds no more weight than would anyone else's; but his BEHAVIOUR REINFORCES THE SEVEN VALUING PROCESSES. (which undermine Biblical absolutes. Ed.)

"We ... welcome any suggestions, adaptations, or ideas for NEW STRATEGIES. ... contributions to National HUMANISTIC Education Center ... New York."

STOP & CARE condemns outright the use of these Humanistic techniques for brainwashing and indoctrinating either children or adults ("UNFREEZING AND REFREEZING VALUES" is how educators describe the psychological process used, whereby "thought and feeling join and ideas which once were FOREIGN become THEIR OWN" - to explain it as did the behavioural scientists (designers of MACOS) in 'Talks to Teachers'.

However, in presenting this our "CASE AGAINST HUMAN RELATIONS PROGRAMMES", we are NOT saying that ALL teachers who use these techniques are de-Christianizing students knowingly or deliberately, but we DO believe that any teacher who persistently denies the power and intent of such material to corrupt and de-Christianize his or her students, should STOP playing with fire by using what he/she obviously does NOT understand - and that goes for ALL the many other SENSITIVITY TRAINING TECHNIQUES!



There is a high school student who is selling marijuana (pot) to junior high school kids because he desperately needs money to get the transmission fixed on his car. He needs the car to get to his job as a bus-boy at the country club. The car he bought, it turns out, had its transmission filled with sawdust, which kept it running just long enough to go beyond the ten-day guarantee given to him by the used car salesman. When confronted, the used car salesman said, 'Look, that's just the way we took the car in. We didn't check it. We didn't do anything to it, good or bad, Go see the guy who sold it to me.'

The man who sold the car to the used car dealer sold it in a hurry, because he bought a new house in the suburbs and he had to raise the money for the closing costs quickly or his family would have been without a roof over its head. The car he sold was really their second car, and he was going to get around to getting the transmission fixed after they moved and got settled in their new house. But when the closing costs came due, he filled the transmission with sawdust and sold the car to the used car lot for the wholesale book price. The used car dealer cleaned the car up a bit, and sold it to the high school student at the retail book price, making about \$85 on the deal.

The new house buyer said he wouldn't have done what he did if he hadn't been desperate, and he blamed the banker for not telling him well in advance what the closing costs would

The banker said, 'Now, if he hadn't been so cheap, he would have hired a lawyer who knows all about closing costs, but he wanted to save a few bucks and do it himself. We handle too many deals here to be able to keep up with each individual who comes in for a mortgage. Anyhow, he ought to have known that there are always closing costs. But what can you expect from those kind of people? As soon as Blacks begin moving into their neighbourhoods, they rush out here to the suburbs like the plague was after them and they don't stop to think about details like closing costs and mortgage fees and so on. Well, business is business, and we're in the business of lending money, we're not lawyers for people who don't know about closing costs'.

This is the situation. Now your job is to rank order these people. Put the one you consider least blameless in the number 4 spot, and the one you blame the most in the number 1 spot.

[Excerpt from 'Values Clarification' by Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum]

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COMMENT: The above surely teaches children to make excuses for wrong-doing or to pass the blame on to someone else rather than shoulder it oneself. It also forces students to make judgments judgments haphazardly while not being in possession of the full facts. How can students know if the characters are telling the WHOLE TRUTH? Or what degree of responsibility or negligence should be attributed to each?

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PARENTS, do you think that this is how to teach good behaviour, correct attitudes and right relationships?? In our opinion the whole exercise is NEGATIVE and useless and doesn't tell children how humans should relate to one another. "WHO'S TO BLAME" happens to be Strategy No.73 in 'Values Clarification' an American book by the controversial anti-Christian author, Sidney Simon - an ALIEN philosophy in an alien textbook! WHY is it used in our schools??????

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#### HUMAN RELATIONSHIPS

[Cont.from end next page]

#### QUESTIONS FOR DISCUSSION: "WOMEN WORKING OUTSIDE THE HOME"

1. Who should make the decision as to whether or not a woman should go to work?
3. What is the attitude of group members to working mothers? Is your attitude similar to your PARTNER'S attitude? If there are differences how can they be resolved?

#### SUGGESTED QUESTIONS FOR DISCUSSION: WOMEN AND CHANGE

4. Why do some women feel resentful or frustrated about the roles expected of them?
5. To what extent do you consider your upbringing influenced your expectations?

#### QUESTIONS FOR DISCUSSION:

#### "FAMILY LIFE"

2. What are some of the factors to be considered when a couple are thinking about having a family?
3. Who should take responsibility for family planning and CONTRACEPTION?



# HUMAN RELATIONSHIPS

## IN PRE-VOCATIONAL T.A.F.E. COLLEGE COURSE

At Eagle Farm T.A.F.E. and other colleges lecturers are carrying out the scheme of John Dewey and other academics, all members or close associates of the American Humanist Society (see elsewhere in this Issue for details.) The following are extracts from sheets handed out to students - as part of the mind-manipulation process being used in obedience to the 'SOCIAL PLANNERS':-

### HUMAN RELATIONSHIPS

#### FROM 'PEOPLE MAKING'

... The atmosphere in a family that is troubled is easy to feel; one feels cold, as if everyone were frozen; the atmosphere is extremely polite, and everyone is obviously bored. ..

The atmosphere in a nurturing family ... Virginia Satir (another Humanist) expressed how she felt as if she lives in such a family. "I would be listened to and ... would be considered ... I wouldn't be afraid to take risks because everyone in my family would realize that some mistakes are bound to come with my risk-taking - that my mistakes are a sign that I am growing. ..."

#### WHAT'S YOUR FAMILY LIKE

Does it feel good to live in your family right now?

Do you feel that you are living with ...people who like and trust you?

### WORKSHEET

### HANDOUT

#### "FAMILY LIFE"

THE FOLLOWING QUESTIONS HAVE TO DO WITH HAVING CHILDREN. PLEASE ANSWER THEM AS HONESTLY AS YOU CAN WITHOUT DISCUSSION WITH OTHERS.

1. Do you want to have children? How many?
2. What if your PARTNER doesn't want to have children? How would you react?
3. What would be your main reason for having children?
4. What space would you like to have between your children?
5. What would you say to your best friend if she and her husband (he and his wife) told you they did not want to have children?

### WORKSHEET

Subject: "CHILDREN LEARN WHAT THEY LIVE"

#### SUGGESTED QUESTIONS FOR DISCUSSION

3. To what extent are you as a person responsible for yourself, as you are now?
4. Should Queensland schools help children learn more than the three "R's"
5. To what extent does our society allow you to be an individual?
6. What might happen when children reject their parents' values?

### WORKSHEET

### HANDOUT

FROM THE FIRST DAY A LITTLE GIRL IS HANDED A DOLL SHE IS TAUGHT TO EXPECT THAT ONE DAY SHE WILL BE A MOTHER. SHE IS MADE TO THINK IT IS HER RIGHT AND HER RESPONSIBILITY. EVERYTHING SHE LEARNS STRENGTHENS THIS BELIEF. MOST OF WHAT SHE READS AND HEARS, HER PARENTS, HER FRIENDS AND THE BEHAVIOUR SHE OBSERVES, PUSHES HER TOWARDS MARRIAGE. WHEN SHE DOES MARRY SHE IS PESTERED TO START A FAMILY.

SHE IS TOLD SO OFTEN, AND IN SO MANY DIFFERENT WAYS, THAT EVERY GIRL WANTS TO BE A MOTHER THAT USUALLY SHE DOESN'T STOP TO CONSIDER WHETHER SHE REALLY DOES!

IS MOTHERHOOD GLORIFIED AND GLAMOURISED OUT OF ALL REALITY?

List two expectations you have of yourself as a woman/man



LETTER TO THE EDITOR:

TEACHER REPORTS OFFENSIVE BOOKS AND TAPES

Dear Mrs. Joyner: On 16/4/82, while a teacher at Eagle Farm College of T.A.F.E., I had a meeting with the Deputy Director-General (Mr. W. Hamilton) at the College at his request, and, in the presence of two T.A.F.E. officers, I handed Mr. Hamilton 19 books and ~~also~~ a listing of video tapes from our library.

To say that this material was reprehensible is an understatement - some actually glorify sexual perversion and violence. Almost all are anti-social in some way, anti-establishment, anti-police, anti-government, anti-religion, anti-parents, anti-adults, etc. Most are illustrated by very explicit pictures; they are definitely intended to entice student interest and are available to students for borrowing at any time - even the video tapes without teacher supervision.

I would like to emphasize here that virtually NO morally sound books (or books even trying to present a balanced view of both sides of an issue) are to be found on the shelves there. They are all against something in our society without attempting at all to present a fair picture.

Almost all of the books are either AMERICAN or BRITISH publications with little relevance to Australia, and EVEN LESS TO QUEENSLAND! I ask, why import GARBAGE?

I believe I have a duty to parents to draw their attention publicly to the type of resource material that is being used by their children in our T.A.F.E. colleges. What has all this to do with TECHNICAL EDUCATION?

Since the majority of Queenslanders, and therefore probably the majority of parents, vote for the coalition government each election, I believe they have a right to know how very anti-government and radical the Education bureaucracy generally is, judging by events and outcomes. The bureaucrats are not at all representative of the population of Queensland, but I would imagine rather accurately reflect the radical thinking prevalent on University and College campuses.

Every year we teachers attend various seminars and conferences for teachers, and one would have to pretty stupid not to realize that one of their aims seems to be to undermine this Government by seeking to influence teachers (and their students) against the Government.

In T.A.F.E., it is almost always the role of the Curriculum Section (Merivale St., South Brisbane) to organize and chair those meetings for teachers. I believe the Curriculum Section would be mainly responsible for the reprehensible books and videos in our T.A.F.E. libraries. I personally have spoken at length with many of its officers.

It is my opinion that the kind of books and videos on our shelves ACCURATELY reflect the attitude of a majority of the officers of education towards our Government, our State, and our society.

I believe that the Pre-Vocational Course, an excellently conceived and a most useful Course, is in danger of being deflected from its main aim which is to help our youth find suitable apprenticeships. I have been a teacher in this Course ever since its inception, six years ago. I am aware of its value as well as the DANGERS that lie ahead.

So for the sake of our youth - your children - I have reported these matters to Government Ministers, and now to you, the parents. Yours faithfully,

~~~~~  
[This teacher's name and address was supplied, but I decided not to publish it, in order that the facts, rather than personalities, be discussed. I would also mention that the outcome of the complaint was that the offensive books and tapes were put back into the library, and the teacher was shortly after transferred to a DESK JOB with only A DAY'S NOTICE to hand over his class to the new teacher! His class was in the middle of exams.

I believe STOP & CARE members would wish me to record our appreciation of this teacher's action on behalf of parents. Other teachers are welcome to use 'STOP PRESS' to put parents in the picture regarding what affects their children - by letters or contributions.]