

PLEASE SIGN
THE ENCLOSED
PETITION.



"Righteousness exalteth a nation ..."

SOCIETY
TO
OUTLAW
P ORNOGRAPHY



[OFFICIAL PUBLICATION OF 'STOP & CARE']

(Registered by Australia Post - Publication No.QBH2921)

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15TH & 31ST MARCH, -
VOL. 12, NOS. 5 & 6.



"Seek that you may excel ..."

COMMITTEE
AGAINST
REGRESSIVE
EDUCATION

FROM THE DIRECTOR'S DESK:

31st March, 1983.

Dear Friends and Supporters,

May God's best blessings - His grace, mercy and peace - be upon all of us and upon those who govern us, as we seek to serve our Lord in those social and political areas that affect the survival of the family as God's institution for the nurturing of children.

In this regard we commend the work of Mrs. Jackie Butler, Queensland Co-ordinator of 'Women Who Want to be Women', and urge those who can to come to her SEMINAR ON MOTHERHOOD as advertised below.

ONE-WORLD GOVERNMENT IS UPON US! - VIA INTERNATIONAL TREATIES

We have warned readers many times of the UNESCO 'CONVENTION AGAINST DISCRIMINATION IN EDUCATION' which provides the basis for MULTICULTURALISM IN EDUCATION and for INTERNATIONAL CONTROL over school curricula in every country that ratifies the Convention.

Be sure to read (and respond to) the articles in this (and earlier) issues of 'STOP PRESS' on Multi-culturalism.

MULTI-CULTURALISM is simply an excuse and a means to overthrow our Christian way of life and destroy the family unit in our society. So is the drive to have HARE KRISHNAS and other cults run COMPARATIVE RELIGIONS COURSES in High Schools, and leave their HINDU HOLY BOOKS in the schools for student use. It is documented that Hindus have great reverence for the Rig-Veda, a book gathering together their hymns, prayers and mantras (which are actually spells for binding the gods to do their will). Witchcraft, recipes for potent charms, and amulets to destroy marriages, to create fear, etc., and recipes containing Marijuana, together with belief in reincarnation and Yoga for spiritual perfection, and hatred of Christ as the Way, the Truth and the Life, all form part of Hinduism. If your child is in a State School, he may be subjected to HINDUISM.

INVITATION TO A SEMINAR

14TH MAY - 10 A.M. TO 5 P.M.

AT STAFFORD BAPTIST CHURCH

"WHATEVER HAPPENED TO MOTHERHOOD? NEEDS & RESOURCES"

-----oOo-----

POSITIVE PRO-LIFE PRO-FAMILY APPROACH

-----oOo-----

FILM: "MIRACLE MONTHS"

Exciting new pro-family Magazine "Above Rubies" Team

New songs - "The Hand that Rocks the Cradle"

PLEASE SUPPORT THIS EVENT

Creche Available

Ring JACKIE BUTLER - PH.396.9472 to register,
and for advice re creche.

THE UN CONVENTION ON ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN, if ratified, will provide the basis for INTERNATIONAL CONTROL in the total restructuring of our society. It is most URGENT that you read the enclosed articles about this Treaty, and then sign and post the enclosed petitions.

DESTRUCTION OF STATES' RIGHTS ANNULMENT OF OUR CONSTITUTION

By ratifying and enforcing treaties with United Nations, an international, communist-dominated organization, the Federal Government is now enabling itself to override and destroy the Commonwealth Constitution and the people's Constitutional powers to govern themselves in State matters.

In His Service,

Rona Joyner

Director.

"HEALTH AND HUMAN RELATIONS" - "PERSONAL DEVELOPMENT" - "SEX EDUCATION"

WHATEVER THE NAME, THE WORKSHEETS ARE THE SAME!

=====

What sort of individual must a teacher be who would inflict on TWELVE-YEAR-OLDS these compulsory Year 8 "Questions on Sexuality:-"

Extracts (punctuation and other errors included) from -

WORKSHEET - HIGH SCHOOL, SHEPPARTON"
YEAR 8 - HEALTH AND HUMAN RELATIONS"

When a girl has her period how quickly does the blood come out?
Which is better a tampon or a pad?(sic) Which is more comfortable?
How come (sic) people get pimples? . . . I haven't had pimples yet and I'm wondering when I will?(sic)
Why do people have pubic hair?
Can a girl get pregnant if she has intercourse during a period?
Can a girl get pregnant if intercourse takes place in water?
People say that when you have intercourse for the first time it is the most likely time to get pregnant? If so would this happen if the male used a condom?
When is a girl likely to get pregnant e.g. during a period/after(sic) ?
How many kinds of contraceptives are there? What types?
What is a lubricated condom?
What is an I.U.D.? What is a vasectomy?
Does a girl's chest (sic) get erect when having sex?
What is an orgasm? People say its (sic) like a sneeze.
What does a vibrator do? Is there one for boys and girls?
Is sex still good if you don't have an orgasm?
What does 'masturbation' mean?
Why do some people like people of the same sex (e.g. lesbians)? Surely people of the opposite sex are better lovers. Why do some boys/girls marry boys/girls?
What do homosexuals and lesbians do? i.e. how do they have sex?
What is oral sex? Is it true that some people have oral sex? Why?
Why is oral sex sometimes uncomfortable?
Is it very painful for the girl during anal sex?
How many prostitute parlours are there in Shepparton?
What actually happens when a boy has 'wet dreams',(sic) How often do they occur?
Why do girls shave their vaginas? Is it necessary?
How big is the biggest penis in the world?
What is the right age to have sexual intercourse?
Why do people "sell" sex in the way of prostitution?
What is the best time to have sexual intercourse?
Why are some girls shy of boys?

----- oOo -----

Extracts (again including errors) from -

"PROJECT" - GRADE 6 (IN SOME VICTORIAN AND QUEENSLAND CATHOLIC SCHOOLS)

Draw and name the male sex organs -- the female sex organs
Nowdays (sic) families (Mums and Dads) can choose if they do not want babies. There are a number of ways of contraception. What are they?
Draw a womb with a young foetus inside it and name the important parts of the woman's body inside it.
How does the baby come out of its mother (usually) when it is born?
How do boys discharge their sperm when it builds up and when (sic)?

NOTE: Grade 6 children are only 10 to 11 years old and should not be stripped of their natural modesty by being forced into this type of (probably) mixed-group classroom situation - at a time when their parents are expecting schools to be training their children to read, write, spell and calculate well, NOT forcing their young minds to dwell on adult subjects such as contraception. It is reported that some teachers show their pupils the "Pill", "Condoms", etc.

CAN YOU IMAGINE THE PSYCHOLOGICAL DAMAGE, THE SPIRITUAL AND PHYSICAL HARM that such courses will inevitably cause to young children, particularly in mixed classes, with a 'sexy' male teacher, a 'liberated' unmarried, or even a disgruntled married, female teacher?

DON'T TELL ME YOU WANT YOUR CHILDREN OR GRANDCHILDREN FORCED INTO DISCUSSING THIS SORT OF MATERIAL WITH TEACHERS TRAINED IN A SYSTEM THAT IS ANTI-GOD, ANTI-MORAL ABSOLUTES, AND ANTI-FAMILY!!!

The unabridged questionnaires were sent to me by parents in Victoria who have been suffering at the hands of their Education Department bureaucrats for years without any redress. YOU HAVE BEEN WARNED! Curriculum planners in Queensland are NO different from their counterparts in Victoria. The same sort of material is already in the pipeline (some actually in use) in Queensland, so PROTEST NOW AGAINST THE MALE REPORT ON HUMAN RELATIONS COURSES, and the current attempts to hoodwink people (and their representatives in Parliament) into believing that in Queensland it will be different - despite what has happened worldwide wherever schools have meddled in Human Relations, Sex Education and other family prerogatives.

WRITE to the new Minister for Education, Hon. L. Powell, MLA, and to the Premier - BEFORE IT IS TOO LATE. Be very possessive of your rights as parents to "train up your own child in the way he should go", and don't even let the 'sexperts' get one foot in the door - like running 'after-school' classes, because they won't stop there!

WHY IS THERE A DRIVE FOR CLASSROOM SEX EDUCATION?

Worldwide, the most frequently stated reason for introducing school sex education programmes is the need to reduce the incidence of adolescent pregnancies; then the need to combat the increasing prevalence of V.D.; and to reduce incidence of rape. Reasons also include the need to deal with sexual pressures by peers, potential partners, etc., frustration from lack of sexual outlets and sexual dysfunctions, such as impotence, etc.

"Unlike the teaching of other subjects, such as history, geography, or indeed mathematics . . . sex education can and does, not only influence mental understanding, but also has, or may have, an immediate and future impact on patterns of behaviour, social attitudes and emotional, psychological and physical existence." (4th Interim Report by the Ahern Select Committee on Education)

". . . if we destroy the family, we destroy the country itself. There are forms of sex education which will bring this disaster close; some of them may be bringing this close already. There are other forms of sex education which can strengthen the family. We have a grave responsibility for seeing that these latter beneficial forms of sex education are employed much more generally than at the present time." (The Earl of Longford)

Symptoms of 'destruction of the family' are illegitimacy and abortion, so if classroom sex education can be shown to be beneficial and strengthening to the family, by reducing society's ills, then maybe we should consider it. BUT do results prove it to be beneficial to the family?

SEX EDUCATION FAILED IN SWEDEN

STATISTICS TO EVALUATE SEX EDUCATION

Sex Education was introduced into Sweden's classrooms in 1944 (Svala; 1972), and in 1956 it became compulsory.

In Sweden, in 1950, about half of all pregnancies in teenage girls resulted in illegitimate births (nearly 4000) or abortions (nearly 1500).

By 1976, after 32 years of sex education in schools, almost all teenage pregnancies (over 90%) ended in illegitimate births (over 5000), or abortions (over 7000). (Information from 'Demographic Year Books 1950 to 1978')

So much for the supposed value of sex education in reducing unwanted pregnancies!! SEX EDUCATION IS A PROVEN FAILURE and is not beneficial to teenagers or the family unit.

In 1950, Sweden's statistics for women 20 - 49 years showed illegitimate births (7,500) plus legal abortions (over 4,500) equalled about 10% of total pregnancies.

By 1976, the percentage of illegitimate births (24,500) plus legal abortions (25,000) had quadrupled to over 40% of all adult pregnancies.

Although women of this age in the population increased by 2½%, marriage rates decreased from nearly 8 in 1950, to 4½ in 1978, a drop of 40%. At the same time, divorce rates increased by about 115%. The incidence of V.D. rose by over 80%, from nearly 14,000 cases in 1954 to 25,000 in 1977.

SEX EDUCATION HAS FAILED AGAIN! It has NOT enabled teenagers to become more responsible adults who would avoid unwanted pregnancies, produce more stable marriages and better avoid V.D. In fact, sex education seems rather to have contributed to the social problems.

From 1950 - 1960, the percentage of unwanted pregnancies fell slightly, but from 1960 - 1976 it SOARED! Marriage rates are at their lowest ever, but divorce figures are amongst the four highest in Europe. So much for SWEDEN!

SEX EDUCATION FAILED IN UNITED STATES

In U.S.A., in 1950, just over 10% of all teenage pregnancies were born illegitimately (over 50,000). Abortions were illegal and almost non-existent in unmarrieds (until late 1960s).

By 1978, after about 25 years of classroom sex education, illegitimate births (around 300,000) and roughly twice as many abortions accounted for approximately three-quarters of all teenage pregnancies.

In U.S.A., despite only a 3% increase in 10-19 year-old girls from 1969 to 1978, illegitimate births plus abortions rose by almost 100% - accounted for by increases of almost 150% in abortions and 25% in illegitimate births. About half of all teenage pregnancies were aborted in 1978 in the United States.

CONTENT OF SEX EDUCATION

Without consulting parents, schools commonly begin foisting sex education on children in primary schools, by integrating it into biology lessons, health or physical education courses. In High Schools the drive is to con the public into accepting an overall 'Human Relations' programme that incorporates sex education "only as a minor part" - but, once established, it soon becomes the compulsory major part of the course. Some such comprehensive courses cover, in addition to reproduction, abortion and sexually transmitted diseases, such topics as:

"emotional and social aspects of dating, necking, petting, and sexual intercourse; sexuality as part of total personality; advantages and disadvantages of pre-marital sexual activity; the probability of becoming pregnant; masturbation; homosexuality; rape; responsibility of parenting; the characteristics of different types of contraception; the methods of obtaining contraception; values clarification and decision making, communicative and assertive skills" (pp 3 & 4 of Vol.1 of 'An Analysis of U.S. Sex Education Programs and Evaluation Methods' (Kirby 1979)

Before long sex education also becomes a major part of a Primary School 'Growth and Development' or 'Personal Development' Programme.

When it is too late parents realize that they have committed their children to questionnaires (such as the one here published), discussions, films, projects and assignments requiring concentrated research into every sordid detail of every possible (or impossible!) human (or human and animal) sexual relationship. (See the Ahern Committee Report)

REMEMBER, the designers of Human Relationships Programmes are really only interested in Human SEXUAL Relationships (with either humans or ANIMALS)!! If you find that hard to believe, just check Page 134 of 'BOYS AND SEX', one of the textbooks used in Victorian schools, and read where Dr. Wardell Pomeroy encourages boys to enjoy in secrecy their sexual relations with animals:-

"Any of the farm animals may become a sexual object - ponies, calves, sheep, pigs, even chickens or ducks. Dogs are commonly used, but cats rarely. . . . there are some who . . . will have intercourse with (a particular animal) on a regular basis.

PAPER ON THE UNITED NATIONS CONVENTION (TREATY) ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN.

SEXISM; This is defined as the differentiating of the roles of men and women. i.e. A SEXIST holds the view that men are FATHERS, BREADWINNERS, and the HEADS OF THE NATION'S FAMILIES; and that women are the MOTHERS and HOMEBUILDERS, and that CHILDBEARING is a mother's highest calling and the nurturing of the home is her priority work.

The above UNITED NATIONS CONVENTION favours NON-SEXISM. i.e. that the roles of men and women should be shared and exchanged so as to produce a UNI-SEX SOCIETY. In a UNI-SEX society the children no longer understand and recognise the differing roles of their mother and father. When they grow up they don't know what to look for in a spouse. The implications of the terms of the above International Convention point to the elimination of the traditional family.

The UNITED NATIONS CONVENTION specifically requires:-

1. "Equal rights for women in economic, social, cultural, civil, and political spheres".
2. "Role changing within society and the family, with revision of textbooks, school programmes, and teaching methods to that end."
3. "Provision of networks of child-care centres for infants". This was one of the Labor Party platforms as stated by Mr. Hawke. The removal of small children from the so-called NEGATIVE INFLUENCE of parents is one of the stated goals of communism.

The IMPLICATIONS of the terms of this international Convention:-

1. The elimination of the traditional family as the BASIC UNIT OF SOCIETY.
2. Mothers may be denied the freedom of choice to stay at home and rear their children.
3. The control of children will be by the State from infancy to adulthood.
4. Changes in Education
Elimination of all SEXIST LITERATURE in SCHOOLS ** See above definition of SEXISM. The Bible is under threat in this area.

THREE STEPS TO BE TAKEN BY A PARTICIPATING GOVERNMENT:

1. Signing the Convention or Treaty. Signing is not binding.
2. RATIFICATION of the Convention. RATIFICATION IS BINDING.
3. Commonwealth Act of Parliament to write the terms of the Convention into our everyday laws.

Australia has ALREADY SIGNED THE CONVENTION: JULY 17th 1980. The next step is RATIFICATION. The Attorney General has specifically said (C-Mail 28.3.83) "That the Government will move quickly towards Ratification and legislation which will operate nationwide".

The above is a most urgent matter.

THE FOLLOWING COURSES OF ACTION ARE SUGGESTED:-

1. Signing three (3) petitions; (a) House of Representatives, (b) The Senate and (c) the Governor General. Each individual needs to sign all three.
2. Contact your Federal MP and express your concern.
3. Express your concern to your State Premier.
4. Distribute this information as quickly as possible FOR ACTION BEFORE END OF APRIL.

Telephones for further information:

07-201 6244
Dr. A. Rendle-Short

07-396 9472
Mrs. Jackie Butler

07-286 2498
Mrs. Robyn Sully

"NON-SEXISM" CAN BE DANGEROUS!

Some Hidden Implications of the United Nations Convention on The Elimination of all Forms of Discrimination Against Women

By Jackie Butler and Babette Francis, from "Women Who Want to be Women"

Over 730,000 citizens supported the 22 pro-family resolutions of the "Women for the Family & Society" conference, Sydney, March 1980. They affirmed the equality of the sexes but emphatically rejected the theory of "non-sexism", which teaches the roles of men and women within society should not be differentiated. They petitioned the Australian government to uphold the traditional family and to "scrutinise all legislation from the viewpoint of its impact on the normal family unit".

UN Convention at Dangerous Stage

These citizens need to speak out now because Australia is considering ratification of a United Nations treaty: the "Convention on the Elimination of All Forms of Discrimination Against Women."

At issue is whether the family — husband, wife and their children — will remain the basic unit of a stable society. Will mothers have freedom of choice to remain at home and care for their families? Or will the current restructuring of our society succeed in having men and women perform identical roles, with the state providing services normally provided by the family?

Ratification would legally oblige Australia to require mothers to have the same financial responsibility as fathers in supporting families, in combat roles in the armed forces, and in working in all areas of industry. It would require Australia to provide paid maternity leave and networks of child care centres.

Protest by Australian Women

The Australian government has not adequately scrutinised the Convention for its effects on the normal family. Six Australian women — Mab Walsh, Babette Francis, Jackie Butler, Valerie Renkema, Frieda Brown and Pat Freston — expressed their concern to Mr Ellicott (the then Minister for Home Affairs) when he signed the Convention on behalf of Australia at the UN Decade for Women Conference in Copenhagen on the 17th July 1980. The Convention had not been debated in the Australian Parliament before it was signed by Mr Ellicott. The women of Australia were not informed of its provisions — not even at the state and national conferences which preceded the UN Conference. And the Premier of Queensland was overruled when he asked that Australia refrain from signing the Convention until the States had time to consider its implications. (The Convention would require the States to change their laws to permit the social engineering of a unisex society. We understand that so far Queensland,

Western Australia and Tasmania have not consented to do this).

Shock Decision by High Court

Signing the Convention does not legally bind a nation to implement its articles. Once ratified, however, the nation commits itself to be bound by its terms. In May 1982 the High Court made a startling majority (4-3) decision on racial discrimination (the Koowarta case). It ruled that the Commonwealth government had the power under the Constitution to overrule the States on any matter on which it had an international treaty.

If Australia ratified the Convention on the Elimination of All Forms of Discrimination Against Women, the Commonwealth government and bureaucracy could intrude into every aspect of citizens' lives that involved any relationship between the sexes. That literally means in **everything**. The articles of the Convention cover areas such as health, education and welfare. Since all of life involves members of one sex dealing with members of their own sex or the other sex, there would be no area of private or public life into which the Commonwealth could not intrude.

Foreign Control of Australia?

Under the Convention a committee of foreign nationals (Australia may or may not be represented on the committee) is given sweeping powers. It could oversee our progress towards the kind of unisex society that was the ideal in the USSR and Communist China. Other nations could report us to the committee if they felt we were not properly complying with its rules. Australia could be hauled up before the International Court of Justice.

This has already happened in the UK. The European Economic Commission took the United Kingdom before the European Court of Justice. The UK allegedly breached rule 119 of the Treaty of Rome requiring equal treatment of the sexes.

The British experience signifies a dangerous departure from the democratic concept of elected representatives being answerable to citizens through the ballot box. We will have moved a long way along the road to world government when the wishes and needs of Australians can be overruled by international committees.

Ratified by Repressive Regimes

There is well-documented evidence of considerable Soviet influence in the drafting of western sex discrimination laws. A 1978 Moscow publication, "Soviet Legislation on Women's Rights", details how a pro-Soviet international

women's group, WIDF, has spearheaded a campaign through the UN Decade for Women to use Soviet laws on women's rights as a model for all countries.

Feminists on both sides of the Australian parliament are demanding that Australia quickly ratify the Convention. It is interesting to note that the 42 countries which have already ratified the Convention include some of the most bloody and repressive regimes in the world — e.g. Bulgaria, Congo, El Salvador, Hungary, Poland, USSR.

Pressure for Australia to Ratify

The Australian government's Office of the Status of Women (O SOW — formerly Office of Women's Affairs) and the National Women's Advisory Council (NWAC) have been actively pressing for the quick ratification of the Convention. Some of the articles of the Convention are good — such as Article 6 calling for legislation to eliminate prostitution. But these are the very articles that neither Federal nor state governments will even try to implement. It is the unisex articles which will form the basis for government action.

The 730,000 women who have already signified their rejection of the unisex agenda need to take prompt action now to stop Australia ratifying the Convention. LIGHT readers could speak personally with their elected representatives and ask them where they stand on this serious issue. Probably they have never heard of it — just as the women of Australia have never heard of it. But they have a responsibility to protect Australians from the well-organised international forces seeking to restructure our society to eliminate normal family life.

As we had clerics from the World Council of Churches visiting Australia to examine us for signs of "racism", so we may have visiting clerics examining our kindergartens and primary readers for symptoms of "sexism". If you think that the use of the Commonwealth's external affairs power to usurp the power of the States on a subject which has nothing to do with foreign policy is an abuse of our Constitution, make your views known now to your Federal Member and State Premier. **The ratification of the Convention is not legislation on behalf of women but a revolution in Federal-State relationships. It involves a complete erosion of States' rights.**

This page from 'Light' is reproduced and circulated as a supplement to 'STOP PRESS' Vol.12, Nos. 5 & 6.

Overleaf is further information on this Convention.

This behaviour is against the law, severe penalties could be imposed . . not to mention the social ridicule which accompanies its discovery. . . (The boy) would do best to keep knowledge of (his behaviour) from other people so he will not be ridiculed, and at the same time feel secure in his self-knowledge that he is not a monster, no matter what society's attitude may be." (Expert in sex, not grammar!!)

Little is ever said in these classroom programmes about MORALITY as opposed to 'morals education' or 'values clarification' - names given to a process of reasoning and decisionmaking, in which the student is psychologically pressured into adopting any moral premise rather than the Christian absolute, e.g.:

"In public schools, values and responsibilities are stressed, but PARTICULAR values are NOT emphasised . . . the instructors themselves were undoubtedly tolerant and supported a tolerant point of view in the classroom." (Vol1 'The Kirby Report'1979) (Emphases added)

Here is another example of the content of textbooks used in Victorian Human Relations courses:-

"Many girls fear that their vaginas will get too wide if they have too much sex. . . It's O.K. to laugh and joke about cocks so small that they waggle about inside and cunts so slack that cocks get lost - but don't take them seriously. Most penises and vaginas are more or less the same size." (Remember the question on penis size in the Questionnaire?) (This extract is from 'MAKE IT HAPPY' by Jane Cousins.)

IMPACT OF SEX EDUCATION ON STUDENTS' ATTITUDES

The following are findings (from 'The Kirby Report' and other U.S. sources) in relation to attitudinal changes in children and teenagers subjected to Sex Education courses:-

- * much greater acceptance of their own masturbation (7 studies);
- * generally more liberal attitudes towards various types of sexual practices (6 studies);
- * greater tolerance of homosexuality (4 studies);
- * greater acceptance of pre-marital sex involving others (3 studies), which in essence means the accepting of worsening social problems - teenage pre-marital sex, abortions, homosexuality and V.D.;
- * attitudes towards their own sexual behaviour, whether it be promiscuous, chaste or homosexual, is not changed by sex education courses. (3 studies)
N.B. Denials of change could well be a defence against embarrassment.
- * if a student's friends were permissive, he or she will be permissive regardless of norms held by parents (2 long-term studies).
- * When an adolescent's friends use contraceptives, the psychological barriers that previously restrained her from becoming sexually active, are REMOVED (1 long-term study).

Statistics are available to show that trends in Sweden and U.S.A. are found also in Denmark, Norway and Great Britain, countries that also have favoured compulsory sex education for about 25 years.

UNDER SELF-MANAGING SOCIALISM IN FRANCE, THE GOALS FOR THE FAMILY ARE -

1. Marriage to be put on the same level as cohabitation
2. Complete sexual freedom
3. 'Rehabilitation' of homosexuality
4. Unrestricted access to contraceptives
5. Freedom of abortion for both adults and minors
6. Sex education in all schools
7. State education to begin at two years of age
8. The gradual 'death' of private education.

IS THIS THE PROGRAMME FOR THE FAMILY IN FRANCE ONLY, OR FOR AUSTRALIA ALSO? HOW MANY OF THESE GOALS ARE BEING PROMOTED OR ARE ALREADY IN EFFECT IN U.S.A., IN U.K., AND IN AUSTRALIA?

THE SOCIALISTS AND HUMANISTS are actively working to promote THE TEACHINGS OF HUMANISM, a religion that deifies MAN. What are YOU DOING to uphold in society THE TEACHINGS OF THE BIBLE on the above EIGHT GOALS of Socialism?

After finding M.A.C.O.S. and S.E.M.P. Social Studies materials in Queensland schools, is there now ANY REASON WHY we should imagine that the content of SEX EDUCATION programmes in Queensland will be any different from what is in Victoria?

The MALE REPORT is playing 'follow the leader' in Sex Education, whereas it should have played the role of a watchman to WARN the government of the dangers and counter-productiveness of any form of HUMAN RELATIONS PROGRAMMES.

PLEASE DO NOT BE TAKEN IN by the lip-service it pays to the Judaeo-Christian ethic, for elsewhere it declares that NO emphasis nor bias is allowed!!

Bible Thought

I discerned among the youths, a young man void of understanding, passing through the street near her corner; and he went the way to her house. Proverbs 7:7-8

The ills of our modern sophisticated society are often directly related to moral and spiritual failure. Youth beware!

Maryborough-Hervey Bay Chronicle,

January 18, 1983.

S CONGRATULATIONS to the writer of this excellent Editorial which was published in the Maryborough-Hervey Bay Chronicle of 18/1/83.

C-Mail, 16/9/82

Migrants are well served in Aust.

THE CLAIM of the Minister for Immigration and Ethnic Affairs, Mr J.C. Hodges, that there has been no downgrading in the teaching of English for migrants must be challenged.

It could be argued that, without sound knowledge of English, no-one in our Australian society is able to lead a meaningful life or fulfil the obligations of a citizen.

Yet, by providing ethnic groups with their own radio and television, by the increasing use of interpreters, by the encouragement of ethnic schools and the development of community languages (at government expense), the impression is conveyed that a knowledge of English is not really necessary.

In regard to community languages the Commonwealth Government provided, in the last quarter of 1981, \$2.3 million to assist "ethnic education authorities" run courses in community languages.

In the long list of 600 groups were such groups as the Croatian Club of Coober Pedy, the Yugal Soccer Club of New South Wales, the East Asian Art Society, and the Friends of Refugees of Eastern Europe!

This money would have been better spent on upgrading the English literacy skills of all Australians. — Rupert Goodman, Sixth Ave, St Lucia.

Not only is the Family Life Education issue a clear-cut attempt to usurp the Constitutional Authority of parents over their children in the most basic of religious and moral jurisdiction, but it also threatens the very existence of PRIVATE OR PAROCHIAL EDUCATION that teaches a contrary philosophy!

Maryborough — Hervey Bay

Chronicle

"Justice to All and No Monopoly"

TUESDAY, JANUARY 18, 1983.

Multi-culturalism creeping up on us

As Dr Rupert Goodman pointed out in a recent address, ethnic pressure groups encouraged by showman Al Grassby have succeeded in setting up foreign enclaves all over Australia.

Educating ethnic children now presents the schools with special problems.

Those children are not helped by returning to "the homeland" every afternoon where they retreat into their special ethnicity. Little wonder many of them have an identity crisis.

Our whole migration policy has lost its direction since the early post-war years when migrants coming to Australia to make a home were expected to be "assimilated" into our society.

They had to renounce past allegiances, forget the homeland and build a new life in their new country. By the 1970s there was recognition that Australian society could be enriched by some aspects of migrant cultures.

New ideas about music, art, dancing and food were accepted and "integration" rather than "assimilation" became the accepted policy.

But, the teaching of English to migrants was still top priority.

In the late 1970s the ethnics, encouraged by Mr Grassby, demanded the right to retain their own language, their own culture, and their own schools, and generous government grants have in effect enabled them to establish little corners of "the homeland" in suburbia.

And the push is on for even further advances with some

education "experts" seeing a special role for the schools in changing society through multi-cultural education.

They want the concept infused into all courses, including the replacement of English and Australian literature studies by multi-cultural literature studies.

In effect the aim is to have the school curriculum no longer reflecting the Anglo-Saxon, Christian basis of society, representative of the vast majority of people in Australia.

It is time more of our politicians showed the courage of Senator MacGibbon and came out wholeheartedly against this insidious change.

It is amazing that the federal "razor gang" did not eliminate this waste of millions of dollars of the taxpayers' money.

Senator David MacGibbon is to be commended for once again drawing attention to his Government's upside-down migrant education policy.

Of course the primary aim of the Government should be to make sure that those it has encouraged to set up home in our country have a firm grip on the English language.

If they are to compete on a basis of equality for jobs and for positions in our society it is essential for them to be able to speak and write English.

Yet we have a government so obsessed with turning the nation into a multi-cultural society — for which it has no mandate from the people, incidentally — that it is wasting millions of dollars on cultural and social programs, while the fundamental need of the migrants is not being met.

HARE KRISHNAS TO TEACH IN SCHOOLS

The Hare Krishna movement has gained limited permission to give lessons in Queensland high schools.

Members of the movement will be allowed to teach Hindu on two conditions: that the students are members of their congregation or they are part of a new course studying comparative religions.

"The Hare Krishnas have the same rights as any other religious body," said Mr Bill Hamilton, deputy director general of the Education Department.

"If they have children in schools that belong to the Hare Krishna movement they have permission from us to go into the school.

"But they cannot leave their books there.

"And providing they are invited we have given permission for them to run classes in Year 11 and 12 in comparative religion.

"We don't mind if they leave books there as material for academic use."

A spokesman for the Hare Krishnas, Mr Gary Anderson, said yesterday they were quite happy with the Education Department's ruling.

The Hare Krishnas have already given one lecture at Brisbane Boys College. Mr Anderson said they had received no other invitations to teach.

"We are definitely looking forward to it," he said.

"The Bhagavadgita (the Hindu Holy Book) is a great book and should not be ignored by students and teachers involved in the new course.

"We live that lifestyle and study the Bhagavadgita every day."

Sunday Mail

MARCH 27, 1983

Krishnas will visit schools

The Queensland Director-General of Education, Mr Clyde Gilmour, has granted permission for the Hare Krishna movement to teach its religious philosophy in the state's secondary schools.

This is the first time that the movement has been allowed into any high schools in Australia. Krishnas must still be invited by headmasters and can teach only years 11 and 12.

Mr Gilmour said yesterday: "Approval has been

given by the Education Department for members of the movement to lecture on Bhagavad Gita and Hinduism in schools which have the new religious studies course on their syllabus for 11th and 12th year students.

"They have also been given permission to leave their books if the principal requests them to."

Commenting on the decision, a spokesman for the Hare Krishna movement, Mr Gary Anderson, said: "We consider this is a major step forward and are grateful for it."

NO PLACE FOR CULTS IN THE CLASSROOM

We received from Dr. Rupert Goodman the following letter for publication in 'STOP PRESS':-

The reported statement by the Director-General of Education, Mr. C. Gilmour, that approval had been granted to the Hare Krishna sect, "to teach its religious philosophy in the State's secondary schools" and to disseminate its literature, must be viewed with concern, not only by parents but by the community at large.

This is the first time this sect has been allowed into any High School in Australia.

Objections to this decision may be briefly listed:-

- * There is mounting evidence of the dangers of young people being attracted to pseudo-religious cults.
- * It is contrary to the spirit of the Education Act which is based on the Christian tradition.
- * It is contrary to the Education Act which prohibits the teaching of distinct doctrines of any sect.
- * It is contrary to Departmental Regulations which prohibit the use of school premises for propaganda purposes.
- * It has elevated a dubious movement to a status it does not merit.
- * It has opened the door for the entry of other sects and fringe groups - scientologists, spiritualists, humanists and witchdoctors may already be in the queue.

The defence that it is part of a course in comparative religion has even more sinister implications. We may now see communists invited to participate in a course on socialism, homosexuals and lesbians in human relationships, prostitutes in sex education, criminals in legal education, and so on.

State school facilities should not be used for the propagation of alien religious and philosophic doctrines by deviant groups.

The Minister for Education should review this decision as a matter of urgency.

DR. RUPERT GOODMAN, St. Lucia.

THE BIBLE IS LEGALLY THE CENTRE OF THE CURRICULUM - put there by Referendum. GOD will not give his glory to another (Isaiah 42.8 & 48.11) - He will not approve of an interloper in His classrooms, influencing the minds of His children.

IF YOU BELIEVE IN CHRIST, how can you not speak up as Dr. Goodman has done - WRITE to Metropolitan and Country Newspapers, using the information given above, AND also tell the Minister, Hon. Lin Powell, MLA, (Send care of his Electoral Office, Childers, or to the Education Department, Brisbane.)

LABOR PARTY PROMOTES DECEIT AGAINST AUSTRALIAN INSTITUTIONS

The Labor Party under Mr. Hawke is flying in the face of Australian nationalism and public opinion when it promotes a party policy to turn Australia into a republic, the Premier, Mr. Bjelke-Petersen, warned today. ...

"Labor is a party of deceit because it pays homage to our institutions while it campaigns for public office but behind the scenes it has policies which seek to overturn these institutions," he said.

"Australians are overwhelming royalists, and public opinion polls endorse this attitude as a fact of Australian political life," he said.

"Labor's republican policy is just another indication of the influence of the extreme left within Labor.

"Labor's extremists are intensely hostile to Australian institutions, traditions and freedoms.

"The extreme left has given Labor the image of an anti-constitutional party — one which is working to rip up the Constitution, overturn the Senate, and abolish the States.

"These subversions must be achieved before Labor can turn Australia into a republic," the Premier said. ...

He warned: "Labor's ultimate goal is to run Australia from Canberra based on the self-interest of Sydney and Melbourne.

"It is just the old socialist dirge for unification which would overturn the achievements of federation.

"Mr. Hawke cannot escape the consequences of words he uttered in 1979 during his Boyer Lecture.

"He then declared that 'Australians would be better served by the elimination of the second tier of government', and actually admitted he had no understanding of the central part played in Australia's constitution by the States.

"Mr. Hawke is quoted as saying: 'I must confess that I do not have any idea what 'States' Rights' are.'



From the
**PREMIER OF
QUEENSLAND**
Media Release

EXTRACTS - 1979 BOYER LECTURES BY BOB HAWKE

I MUST CONFESS THAT I DO NOT HAVE ANY IDEA WHAT 'STATES RIGHT' ARE. (PAGE 13)

IT IS RIDICULOUS TO PERPETUATE THIS MYTH ABOUT 'STATES RIGHTS'. (PAGE 16)

.... AUSTRALIA WOULD BE BETTER SERVED BY THE ELIMINATION OF THE SECOND TIER OF GOVERNMENT - THAT IS THE STATES ... (PAGE 18)

(THE STATES) ACT AS A POSITIVE IMPEDIMENT TO ACHIEVING GOOD GOVERNMENT (PAGES 18 & 19)

I WOULD PREFER TO BREAK THE LINK WITH THE BRITISH CROWN AND HAVE OUR OWN PRESIDENT AS HEAD-OF-STATE, POSSESSING FORMAL AND CEREMONIAL POWERS ONLY. (PAGE 22)

The Sunday Mail

MARCH 27, 1983

Party politics the issue

During the recent federal election campaign of Mr Bob Hawke he repeatedly stated that if the Labor Party was elected to office, he would guarantee that the Gordon-below-Franklin dam in Tasmania would not be built.

He again repeated this statement at the first press conference as the Prime Minister-elect.

The significance of this statement appears to have been lost in the election fervor, namely, that Mr Bob Hawke who on his swearing-in as Prime Minister undertakes to uphold the Commonwealth Constitution of this country, publicly committed himself to use party politics to destroy the Commonwealth Constitution.

It must not be forgotten that while being the Prime Minister, Mr Malcolm Fraser and all his Cabinet Ministers, without a referendum of the Australian people, placed on the

World Heritage list, among other sites in Australia, the Gordon-below-Franklin Wilderness knowing all the time that no Australian state would be prepared to give away its rights of control of its own state area to some international body.

The issue involved here is not whether a dam should or should not be built, but that party leaders, using the power of party politics for political gain, are prepared to use an international organisation to enable them to do indirectly what the Commonwealth Constitution does not allow them to do directly.

Many decent people will be led to believe that the dam should not be built and thus be blinded to the fact that in supporting a party to stop the dam, they are giving to the political party full power to subvert and destroy the peoples' Constitutional powers at will. — W.F. Teakle, M/S 497, Jondaryan.



With the Mayor

by
Ald Ray Frawley

66 Last week we had the pleasure of enjoying one of the "perks" of office, if you like to call it that, and that was the opportunity to meet Her Royal Highness, The Princess of Wales.

This most charming person is every bit as delightful as we had been led to believe and our meeting and talk with her has reinforced our loyalty to the monarchy.

One of the most interesting aspects of both of the royal functions we attended were the inordinately high number of confirmed republicans who were present and doing their share of shoving and jostling to meet the royals. 99

REDCLIFFE HERALD, APRIL 20, 1983

Doesn't favor republics

Following the end of World War II, many countries sought relief from their problems, real or imaginary, by becoming republics. The list includes India, South-East Asia, most of Africa, Argentina and Iran.

Now, more than 20 years later, it is evident these countries have not benefitted at all. Most of them have ended up under military dictatorships, which, intent on remaining in power, have fallen back on the concentration camp, the midnight arrest, and imprisonment without trial.

Do Australians wish to follow these examples and what do these republicans hope to gain? And how do they expect to survive in a hostile world, without powerful friends? — E.B. Culkin, Killara Avenue, Hamilton.