

PART II

**Law
Science
Education
& Philosophy**

Chapter I

TO WHOM WOULD YOU TELL?

What would it be like if all School Board Members, Superintendents, Principals and Teachers were required to publicly identify and affirm whatever they prize or feel good about as to some of the following questions? To whom would you tell: You have had extramarital sexual experience; had premarital sexual relations; have considered suicide or have had an abortion; you smoke marijuana or use illegal drugs; you cheat on your income tax; your doubts about religion; or, your method of birth control? What if you were also told there really are no right or wrong answers? If the answers to all questions were to be published in the local newspaper how would they handle these questions: "#12. How often do you normally masturbate (play with yourself sexually)? #13. How often do you normally engage in light petting (playing with a girl's breast)? #14. How often do you engage in heavy petting (playing with a girl's vagina and the area around it?)" "#112. I think sexual activities like hand stimulation and oral sex are pleasurable ways to enjoy sex and not worry about getting pregnant. #119. For me, trying out different sexual activities is an important part of learning about what I enjoy."

The first nine "To whom would you tell" questions are found on pages 186 and 187 of *VALUES CLARIFICATION* written by Simon, Howe and Kirschenbaum. The latter co-author is Director of Adirondack Mountain Humanistic Education Center. Questions listed above as 12, 13, and 14 are found on page 155; psychological inventory position statements 112 and 119 are located on page 150; both, on the sex questionnaires, published by the Department of H.E.W. in 1979. See testimony of Theresa Todd, pages 222-223 of Excerpts from the Official Transcript of Proceedings Before the U.S. Department of Education, March 13-27, 1984. Public Officials would and should become indignant and outraged if publicly confronted with queries of this type. They would probably be successful in seeking an injunction, if not an indictment, to bring to a halt this type illegal probing. This would violate their right of privacy as

well as many constitutional rights inherent in all citizens. How much more important should it be to cease and desist this type humanistic psychological cross-examination and illegal manipulation of pupils and students in the classroom?

Simon's simple sermonizing of situational strategies and his amoralizing of death, drug, derogatory, dilemmas and decisions adds up to at least the crime of mental child abuse. See, "**Child Abuse In The Classroom**", *Pere Marquette Press, P.O. Box 495, Alton, Illinois 62002*. A fair assessment of VALUES CLARIFICATION is that it appears to be designed to strip and denude students of all traditional values they enter school with and psychologically replace with, and implant the notion, that all ethics and decisions are situational. The latter view that "Ethics are autonomous and situational" is the heart of the religious beliefs and faith of the American Humanist Association and Secular Humanism. See, "**Humanist Manifesto**" I and II, page 17, *Prometheus Books, 923 Kensington Avenue, Buffalo, New York 14215*. It is no wonder, that a former President of South Georgia Methodist College in McRae, Georgia, Braswell D. Deen, Sr., later a U.S. Congressman, has stated: "The reason there is so much knowledge in college is the Freshmen bring in more than the Seniors carry away." VALUES CLARIFICATION comprises 400 pages with 79 simple Simon strategies of death, drugs, homicide, rape, adultery, fornication type decisions to create and force illegal questions, if done in real life, upon unsuspecting pupils. This "Handbook of Practical Strategies" is for teachers and students. Students are not allowed to carry these books home. Many ask why these books are hidden or hard to find; why are they not provided to Parents and elected School Board Members?

Strategy Number 50, Alligator River, involves possible suicide or homicide with river alligators; possible rape, fornication, adultery or sexual fondling with Sinbad; possibly stealing a radio and assault and battery between Slug and Gregory. Simons simple strategy Number 48, The Fallout-Shelter Problem sanctions answers involving student selection as to a former prostitute, a homosexual architect, police brutality, a 16 year old pregnant school dropout, a black militant, and are

combined with homicide, death selection, who will live and who is to die, dilemma decisions, of whatever they prize or feel good about doing. Strategy 56, Obituary, includes to whom do we send flowers? Noted Author and Lecturer Phyllis Schlafly writes "are asked to write their own suicide notes or to decide how they would prefer to die...make their own coffins. Field trips include visiting the embalming room of a funeral parlor and a crematorium, viewing an embalming, and sitting in a coffin to see how it feels."

She quotes from an ESR (Educators for Social Responsibility) letter: That its goal is "an informed and active citizenry similar to that envisioned by the American philosopher and educator John Dewey...The activism which John Dewey called for was that 'the school be partners in the construction of a changed society'." She further observes: "Contrary to what most people believe, drug education is not drug prevention education; it is telling children about drugs and telling them they can make their own decisions... coffee, tobacco, Tums, PeptoBismol, aspirin, cough syrup, marijuana, alcohol, LSD and cocaine. The child is told that all these drugs are out there, and that its up to the little fourth grader to make his own decision."

Through Total Attitudinal Change, Behavior Modification, Self-Actualization, Values Clarification Manipulation, Modifying Your Child, the schools are turned into Clinics with the students classified as sick patients and the teachers as psycho-social Mental Health Clinicians. This converts students toward the religion of John Dewey, B.F. Skinner, George Counts, Lester Kirkendall, Mary Calderone, Lawrence Kohlberg, and other curriculum controllers. Their religion of Secular Humanism has been labeled one of several non-theistic religions in footnote 11, *Torcaso v. Watkins*, 367 U.S. 488, 495, (1961). Teaching only amorality type values, plus, teaching only animal ancestry origins, seem to advance and foster their religion. Many are not aware of this, but a growing number of parents are beginning to become concerned. Would you hire a babysitter to enter your home and teach your child the opposite of what you believe? Your taxes are being used for school systems to do exactly this.

The New International Economic Order (NIEO) uses Values Clarification (Values Education and Moral Education) as

part of its chief strategy to attain its goals. "Moving Toward Change" include manipulative techniques of humanist behaviorist psychologist B.F. Skinner and other curriculum controllers. This is all a part of UNESCO's world wide educational plan to saturate the governments of developing nations with anti-free market advice. This is a prelude to its obsession to transfer the wealth of the industrial nations to the undeveloped nations and creating a New International Economic Order by the year 2000. Part of the goal was to implement Skinnerian Outcome based Mastery Learning nationwide and to psychologically manipulate local teachers to implant the educators' core curriculum in all schools in the nation. Skinner had already failed in trying to condition and manipulate people by placing his daughter Deborah in a baby box "Heir Conditioner" for 2 1/2 years. Some say, this type environmental prison type manipulation could cause someone to become psychotic.

United States Senator Sam Hayakawa, a former university president, has remarked: "He called it a 'heresy' in public school education. He said that instead of teaching children knowledge and basic skills, the purpose of education has become group therapy." U.S. Senator Sam Ervin stated on the Senate floor in support of an amendment "which would prevent schools from making guinea pigs out of children and delving into their personal attitudes and privileged information about their families, as has been done in schools throughout the United States." While the "Core Curriculum Controllers" use attractive words like Self Esteem and New Basics so as to avoid arousing the parents and inviting attack they secretly thrust and smuggle "strands" and doses of their venom of manipulative psychological humanistic techniques in every subject area. Their ultimate goal is to have all children "recycled" until they are conformed to the behavioral objectives of John Deweys EDUCATION FOR INTERNATIONAL UNDERSTANDING IN AMERICAN SCHOOLS.

Past presidential advisor Zbigniew Brzezinski in his book "**Between Two Ages**" quotes from "**On Aggression**" by Konrad Lorenz, that generally the Values Mutilation of our children at an early age points toward formation of juvenile

gangs. That we are reaping the harvest of crime and illiteracy crops, planted by the Potomac planners, SIECUS sponsors and Curriculum Controllers. Meeting Yourself Halfway written by Sid Simon emphasizes that his process is not really concerned "with an ultimate set of values." This is simply not a true concept. He is concerned that all absolutes in values be eliminated. That your ultimate set of values be whatever you prize, whatever feels good, that all ethics are situational whether moral, amoral or immoral. This is his goal. Outstanding Author and Lecturer Harry Conn has stated: "The greatest problem we have in the United States is not ignorance. It is in believing things and concepts that are not true."

The concepts now being used are untrue, counter-productive, Non-Education and must be totally eliminated. See, "**Situation Ethics**", by Joseph Fletcher and John Warwick Montgomery, (1972), Bethany Fellowship, Inc., 6820 Auto Club Road, Minneapolis, Minnesota 55438; "**Textbooks On Trial**", by James C. Hefley, (1977), Victor Books, P.O. Box 1825, Wheaton, Ill. 60187, distributed by The MEL GABLERS, P.O. Box 7518, Longview, Texas 75607; "**The Child Seducers**", by John Steinbacher, (1971), Educator Publications, Inc., 1110 S. Pomona Avenue, Fullerton, Calif. 92632; "**The Hate Factory**", by Erica Carle, (1974), Erica Carle, P.O. Box 241, Elm Grove, Wis. 53122; "**Back To Basics Reform Or... Skinnerian International Curriculum**", by Charlotte T. Iserbyt, (1985), The Barbara M. Morris Report, P.O. Box 756, Upland, California 91785; and, "**What Are They Teaching Our Children?**", by Mel and Norma Gabler with James C. Hefley, (1987), Victor Books, P.O. Box 1825, Wheaton, Illinois 60187. The bottom line strategy is to UNFREEZE the child's values; use massive doses and threads of CHANGE AGENTS, and then REFREEZE the humanistic do whatever one prize's behavior results.

