

**The Holy Family Society, Inc.**  
5822 East North Street  
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August 4, 2005  
Under the Patronage of St. Maria Goretti

Bishop Gerald F. Kicanas  
Diocese of Tucson  
111 South Church Avenue  
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Most Reverend William S. Skylstad, President, and  
Members of the United States Conference of Catholic Bishops  
3211 Fourth Street, N.E.  
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Dear Bishop Kicanas, Bishop Skylstad and Members of the USCCB:

Can you see the baby Jesus lying in the manger? Can you see His tiny little body and His innocent little wide eyes looking up at you? Can you see the Blessed Mother and Saint Joseph raising Him up in God's ways, teaching Him, working with Him as He grew from that tiny little baby into a toddler, and through the various stages of His life until He became a young man? What graphic names do you suppose they taught Him about His body parts? Did they insist He call them by their anatomical names? What safe environment/sex education program was He forced to endure from the time He was a toddler until He was a teenager? How much role-playing, values clarification and "What If's" (hypotheticals) did they put Him through? Did they tell Him it was His body to do with as He chose? Good touch, bad touch. Welcome touch, unwelcome touch?

**To teach as Jesus taught.** First, thank you to those Bishops who are teaching our children the faith, to those Bishops who have no "safe environment" programs, and to those Bishops who are teaching the parents to teach their children when they need and ask for help to do so. God will bless you for it and this critique does not apply to you!

To teach as Jesus taught. That is what you promised! But is that what many of the Bishops of the United States, are doing now, including you, Bishop Kicanas? What many of you are doing is requiring that perversion be taught the children in the name of "safe environment" education, which is, regardless of what you say, SEX EDUCATION. This type of education results in perverting the minds of innocent children. Is this what Jesus called you to do? How would you feel if He was standing with you looking at these programs, looking at the pictures in the books the teachers are to read to the children and show to them? You have forced parents who know and love their faith to fight against your terrible, secular programs. These programs will result in making children fearful of every touch, by their relatives, by everyone.....resulting in NO touching of them at all.

You have, with these programs, created a fear of touching a child, for both the child and others who care for them and love them as Christ taught us to do. No hugs for a crying child by his teacher, by a good, Christ-like, loving and caring priest. Even though everyone knows that touching is imperative for the normal psychological growth of the child.

Can you hear the Blessed Mother, St. Joseph or Jesus teaching the children what you are requiring our children to be taught? Starting in pre-kindergarten (4 year olds), our children are lead to discuss, in a mixed group, their “private parts” using terms such as **penis, breasts, vagina, and vulva**. You are asking us to trust you once again. Aren’t many of you the same ones who covered up? Who moved offenders around? Have you lost your way? Do you have the faith? Jesus asked us to **protect** His little ones. Do you not trust Jesus to protect His little ones when they and we are armed with the One, True Faith taught in its entirety?

What do you think of the attached pictures taken from **A Very Touching Book** by Jan Hindman? This book is listed as a “Resource” for the teachers to read from and show to our 6 and 7 year old children in 1<sup>st</sup> and 2<sup>nd</sup> grade. **Exhibit 1**. Would you be proud to show this to Jesus? Is this an example of teaching as Jesus taught?

We wonder which “safe environment” program St. Maria Goretti attended in order to know what to do when her purity was threatened. Wouldn’t using the lives of the Saints as examples for our children be more beneficial in teaching them “to be safe” using modesty, chastity and purity? St. John Bosco and the boys in his school must certainly have had one of the best safe environment programs that existed at the time. How else would they have known and understood what modesty, chastity, purity meant, or what they should and should not do with their bodies or allow others to do to them. St. John Bosco taught them that their bodies were temples of the Holy Ghost, made in the image and likeness of God. They were taught from early childhood what was needed to remain pure, “to be safe” not only from predators but from an eternity in hell.

Why do you think the Lord asked, “Will I find faith when I return?” Are all the bishops in the United States following what Christ commanded of His apostles...to go forth and teach as He taught?

### **RESPONSIBILITY:**

**1. The Bishops:** Where did “safe environment” programs come from? When the clergy sex abuse scandal hit, were you scrambling to implement procedures that would shield you from liability? Wasn’t this truly a plan to divert attention away from the root cause of the clergy sex abuse scandal, which was the catalyst for these programs in the first place?

“In order to solve a problem one must understand its root cause. Knowing the root cause, one can then take corrective action that goes to the root of the problem. The best approach to problem-resolution is usually the most direct approach, the one that aims at

the target and hits it.” *Protecting the Lavender Mafia?* By Ken Skuba, New Oxford Review.

The answer is plain and simple and one which the John Jay study clearly identified. It was the work of homosexual predators in the priesthood. 81% of the victims were male.

The scandal was the result of the criminal actions of homosexual priests, cardinals, bishops and chancery and seminary officials. They have been referred to as the “Lavender Mafia” because of their homosexual lifestyles, their tight control over vocations, and the power they wield in the American Church. They engaged in these vile criminal acts upon the innocent, and others were involved in covering-up, co-conspirators, accessories after the fact.

You, and we, know the root cause of the clergy abuse scandal: Homosexuality in the priesthood. You need not spend thousands more dollars to find it. The answer is before your very eyes...

With the release of the 1972 Gay Rights Platform, activists in Chicago (representing the fledgling homosexual movement) demanded the “repeal of all state laws prohibiting private sexual acts involving consenting persons,” and the “repeal of all laws governing the age of sexual consent.”

Comparing ratios of population size to incidences of involvement in pedophilia, according to the National Association on Research and Therapy of Homosexuality (NARTH) in proportion to their numbers, homosexual men are more likely to engage in sex with a minor. Citing a study (Freund & Watson, 1992) reported in the *Journal of Sex and Marital Therapy*, NARTH found that homosexual males were “three times more likely than straight men to engage in adult-child sexual relations.” Research by Dr. Paul Cameron of Family Research Institute shows even higher rates of homosexual molestation. In the *Nebraska Medical Journal*, Cameron said that when data from both genders are combined, homosexuals are at least 8-12 times more likely to molest children than heterosexuals.

According to the John Jay study, **most** of the sexually offending priests are not true pedophiles. They are, instead, “ephebophiles,” who “exhibit these same fantasies, urges or behaviors towards post-pubescent youths.” The National Review Board study defines “ephebophilia” as “homosexual attraction to adolescent males.”

And these safe environment programs fit right in with the movement to legitimize pedophiles by sexualizing and sensualizing our Catholic children, “grooming them.”

According to Dr. Judith Reisman: “The American Psychiatric Association (APA) actually publicly debated a proposal for ‘Lifting [the] Pedophilia Taboo.’ On the APA’s Nomenclature Subcommittee on Psychosexual disorders, was Dr. John Money, who when interviewed in 1991 for *Paidika*, *The Journal of Paedophilia*, a magazine by and for pedophiles, told his pedophile readers that we must end our ‘age of consent’ laws. A

key disciple of his, on the APA nomenclature board, was Dr. Fred Berlin. Dr. Fred Berlin, working under his mentor Dr. John Money--documented in *The Journal of Paedophilia* as fully supporting all forms of child sexual abuse, including very violent sadistic abuse--founded the Sexual Disorders Clinic at the Johns Hopkins Hospital. Their clinic promised to protect pedophiles, including clergy, from prosecution. Money was working with Berlin to destigmatize pedophilia in each new edition of the APA's manual of mental disorders. Berlin intoned that pedophiles like 'alcoholics,' should be unashamed of their 'condition' but simply shouldn't 'act on it.' However, the wholesale sex offender failure rate at the John Hopkins clinic confirms extensive other research that finds 'treatment' and 'therapy' do not stop pedophiles from abusing. Keeping them behind bars prevents further abuse. Of course, imprisoning sex offenders would put the profitable sex offender clinics out of business. **Bizarrely, the U.S. Catholic bishops have made Berlin one of their trusted advisors on how to deal with the clergy sex abuse and cover-up scandal."** Exhibit 2. *Strange Bedfellows*, by Judith Reisman and Dennis Jarrard, and see Diocese of Tucson website, *Restoring Trust*, *Interview with Frederick S. Berlin* (<http://www.diocesetucson.org/restore5.html>)

### **What Have You Done to Our Children?**

First, you introduced secular sex education programs into our Catholic schools, under the guise of health education, family life education, more sex education, HIV/AIDS education, so-called chastity education, values (clarification) education. And now you are calling more sex education, child abuse education, which in reality is nothing more than child abuse. Will sexual urges lie dormant after children go through these "safe environment"/sexual education programs, or will they feel a need to act on what they have learned?

Safe environment programs do nothing more than educate our children in the ways of perverted men. And make no bones about it, these programs ARE SEX EDUCATION, albeit education in PERVERTED SEX.

And where is Our God in all of these programs? Pope John Paul II repeated the words of Christ, "Woe to the world because of scandals," noting "how the sins of clerics have shocked the sensibilities of many and become an occasion of sin for others." (*Letter to U.S. Bishops*, 7/11/93). The sins of clerics have become an occasion of sin for our children because of so-called safe environment programs.

Are we or are we not Catholics? Where is secular society going? Should we be following it? Or were we called to be counter-cultural? Should any Catholic parish or school be using secular programs to teach our children? Or should you be teaching our children the Catholic faith in its fullness, the Ten Commandments, Seven Gifts of the Holy Spirit, virtue, human and spiritual virtues of honesty, integrity, purity, modesty, chastity, as well as all the tenets, dogmas and doctrines of our faith? Do secular programs teach any of these or are they atheistic, humanistic in origin and content? Should you invite the devil into our innocent children's classrooms to violate their

latency periods? The latency periods that God, Himself, instilled into each and every one of us.

Even the worldly Merriam-Webster Dictionary understands the meaning of the latency period in children and defines it as follows: **“a stage of personality development that extends from about the age of five to the beginning of puberty and during which sexual urges often appear to lie dormant.”**

Pope John Paul II discussed the “years of innocence” or the latency period, as a “period of tranquility and serenity” from ages five to puberty that “must never be disturbed by unnecessary information about sex” (TMHS, no. 78). Yet, these are the exact years that your “safe environment” programs are violating.

Violations of the “years of innocence” can gravely harm the moral formation of young people:

“In some societies today, there are planned and determined attempts to impose premature sex information on children. But, at this stage of development, children are still not capable of fully understanding the value of the affective dimension of sexuality. **They cannot understand and control sexual imagery within the proper context of moral principles and, for this reason, they cannot integrate premature sexual information with moral responsibility.** Such information tends to shatter their emotional and educational development and to disturb the natural serenity of this period of life. Parents should politely but firmly exclude any attempts to violate children’s innocence because such attempts compromise the spiritual, moral, and emotional development of growing persons who have a right to their innocence.” (TMHS, no. 83).

The statement made by Dr. Rhoda Lorand, Psychologist & Adjunct Associate Professor at Long Island University's Graduate School of Education concerning a sex education program in the Rochester Diocese applies equally to the P.S. It's My Body, Good Touch/Bad Touch, Talking About Touching, Lures, and other safe environment/sex education programs:

"Basically all these programs are alike in their manifest ignorance of the psycho-sexual stages of development, the emotional needs of the child, and the role of the unconscious in the learning process."

"This program, [Sex Education and Family Life -- Rochester Diocese] like the others, will destroy the peace of the latency period in forcing sexual preoccupations upon the children at a time when they would normally sublimate sexual curiosity and sexual drive into mastery of academic learning."

"These programs are born of total ignorance of the fact that a little child's mind is not a small edition of an adult's mind, and that the degree to which a child appears to be able to think like an adult represents only a fraction of his learning processes."

"...the usurping of this parental function weakens the parent-child relationship. All efforts should be directed towards helping parents function more adequately, so that they can more readily answer the occasional sexual query the latency child will ask during a temporary breakthrough of sexual curiosity."

"Religiously educated children suffer incomparably more than others because of the irreverent nature of the thoughts and fantasies aroused in them by this type of instruction. A host of erotic and unseemly fantasies about their teachers, ministers and family members will be evoked no matter how calmly the material is presented. Sexual drives are stimulated in school, and the truly religious youngsters will have to make superhuman efforts to suppress such disturbing fantasies. It is painful to think of the torment to which these children will be so helplessly subjected, and of their ultimate and inevitable need for intensive therapy in order to undo the corroding and distorting effects of guilt, anxiety, loss of self-esteem, and feelings of alienation from the family." (The Rochester Sex Instruction Program, ([www.veil-of-innocence.org/sexbasic.htm](http://www.veil-of-innocence.org/sexbasic.htm)))

Dissenters in the Catholic Church have, over the years, helped to destroy God-given parental rights in education and have imposed upon unsuspecting Catholic parents and children sex education programs in totalitarian fashion.

**Classroom sex instruction programs.** Classroom sex education programs--with their graphic, explicit and erotic information--were introduced into seminaries and Catholic schools and CCD classes. The Guardian Angels of little children cry out to Heaven on their behalf.

"Awash in a secular sea of moral permissiveness abetted by too many of its own theologians, seminary professors, catechists, journalists, and 'professional' sex educators, it is not surprising that the Church in North America should be afflicted with the scandal of homosexuality and paedophilia among priests vulnerable to the misunderstanding of sexuality common to dissenters. Moreover, a dangerous androgynous view of human sexuality has been tragically spread by the promoters of 'Classroom Sex Instruction' in Catholic schools.

"All these human sexuality programs introduced into Catholic schools (and fostering the moral corruption of those exposed to them) received the plaudits of liberal priests, religious, laity (even Bishops) who could not help be influenced by an accompanying "theological view of sexuality" discontinuous with Catholic tradition. Many Catholic educators revealed themselves oblivious to the growing complaint of parents that offensive sex education programs in their schools constituted a specific form of child abuse and child molestation! With the spirit of impurity unleashed in the once-hallowed classrooms of Catholic schools by the followers of dissenting moral theologians and the catechetical devotees of Kinsey, Masters and Johnson, and SIECUS' Mary Calderone and Lester Kirkendall, it was to be expected that millions of Catholics would adopt permissive attitudes regarding masturbation, fornication, contraception, abortion, homosexuality and pornography.

"Future Church historians will have a field day in documenting the contamination of the Catholic educational system with Classroom Sex instruction (which has proven to be one of the most powerful forces of secularization at work in the Church and society)." *The Sexual Revolution, Sex Education and Priest-Paedophilia* by James Likoudis

"If clerical abuse was the problem to be addressed, I don't understand why children are being made repositories for information that's beyond their ability to comprehend," said Virginia State Rep. Bob Marshall, a Catholic representing Loudon and Prince William counties in the 13<sup>th</sup> District of Virginia.

“Knowing the root cause, one can then take corrective action that goes to the root of the problem. The best approach to problem-resolution is usually the most direct approach, the one that aims at the target and hits it.” *Protecting the Lavender Mafia?* By Ken Skuba, New Oxford Review.

**What would Jesus do? The answer is simple. He would take up His whip and drive all of these evil ones out of His Temple... away from His beloved innocent children. Homosexual Cardinals, Bishops and clergy must resign, be removed, or they will be exposed. There will be new victims and the scandal will continue to grow and worsen. More souls will be lost.**

“To stop clerical sexual abuse of the kind documented in the John Jay study, we need to stop ordaining homosexuals to the priesthood. There needs to be a massive overhaul of the seminaries in our country. We should train admissions staff, weed out candidates to the priesthood who are attracted to other men. It’s crazy to put men with same-sex attractions into an all-male environment. It doesn’t get any simpler than that.”

*Protecting the Lavender Mafia?* By Ken Skuba, New Oxford Review, July 6, 2005

**Teach the Faith! Teach as Jesus Taught!** The Bishops should take the advice of John Henry Cardinal Newman who wrote this concerning the educational task of the Catholic Church:

“It is the boast of the Catholic religion that it has the gift of making the young heart chaste; and why is this, but that it gives us Jesus Christ for our food, and Mary for our nursing Mother? Fulfill this boast in yourselves; prove to the world that you are following no false teaching, vindicate the glory of your mother Mary, whom the world blasphemes in the very face of the Word, by the simplicity of your deportment, and the sanctity of your words and deeds. Go to her for the royal heart of innocence.”

In the introduction by Msgr. John F. McCarthy, JCD, STD of The Roman Theological Forum to the *Truth and Meaning of Human Sexuality* (TMHS), he writes: **“This new document on formation in chastity calls upon Episcopal conferences to assist parents to teach their children at home (n. 147).** While bishops have consistently assisted Catholic schools to operate, it seems clear that insufficient attention has been given to helping parents to home-school their children... A massive effort of assistance to parents by bishops is now needed... The document invites the clergy to take sides with the parents in conflicts with schools over the violation of their parental right to safeguard the chastity of their children” (n. 148).

TMHS 143: “As a union between professed faith and concrete life, inculturation means creating a harmonious relationship between faith and culture, where Christ and His Gospel have absolute precedence over culture... Therefore, explicit and premature sex education can never be justified in the name of a prevailing secularized culture.”

Quoting Msgr. McCarthy further: “Documents of the Church both past and present have consistently affirmed that the forming and informing of the sexual attitudes of children belongs by right to their parents, but this truth has been violated with increasing

frequency in our time by professional educators and others. Now the Council for the Family has placed a note of finality on the issue and has called directly upon parents everywhere to take in hand the right and responsibility that is theirs."

## **2. The Parents:**

We, parents, grandparents, and guardians, by this document, and by the protests of other parents of other programs throughout the country, are politely but firmly excluding your attempts to violate our children's innocence. You say that some of us are not responsible enough, that we don't know how, or that we simply are not teaching our children what we should. We are not doing our job. We are not taking our God-given responsibility seriously.

Humanity cannot achieve a high degree of social order unless there is a high degree of personal responsibility. We could not have advanced to our present level of social organization without the family security, made possible by a large body of people accepting Christian morality and ethics. **It is no coincidence that the breakdown of the family comes soon after the breakdown of Christian sexual morality.** Likewise it is no coincidence that social disintegration follows hard on the heels of family disintegration. Family disintegration follows naturally when sexual license and false social concepts are introduced to education and promoted in the general social environment.

That parents "have the original, primary and inalienable right to educate" their children is a long-standing principle reflected in Vatican Council II. "37...Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centers chosen and controlled by them. In this regard the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents." (emphasis added) *Familiaris Consortio – The Role of the Christian Family in the Modern World* by Pope John Paul II. The right carries a responsibility according to the document: "If in fact parents do not give adequate formation in chastity, they are failing in their precise duty. Likewise, they would also be guilty were they to tolerate immoral or inadequate formation being given to their children outside the home."

Parents have a duty and responsibility to review and evaluate programs, in both their schools and their parish CCD programs. Parents are obligated—under pain of sin—to remove their children from programs which do not adhere to the traditional teachings of Christ and His Church.

The great Catholic philosopher, Dr. Dietrich von Hildebrand said:

"To develop the right attitude and vision in the human person towards this sphere of sex, there exists only one possibility, namely, information about the mystery of sex must be disclosed in great reverence and in strict due personal dialogue, of the father or the mother with their child. Absolutely excluded is the pseudo-scientific teaching about sex in a classroom – that is, in a neutralizing and publicly-saturated atmosphere...with its accompanying irreverent disclosure to



the child of this sphere in its deep mystery.” Von Hildebrand, *Sex Education: The Basic Issues*, 1974 [4<sup>th</sup> printing], pp. 16 & 17.

We, the parents, joining with the American Life League: “will support only educational programs that unequivocally express the truth; there are absolute standards of right and wrong, and no one has the ‘right to choose’ morality.”

We, the parents, “will support only educational programs that teach sexual morality in the context of leading children toward the practice of virtue and that avoid examining the subject of sex, or any part thereof, in any concrete, detailed or descriptive way in the classroom or other public setting.”

We, the parents, “will support only educational programs that recognize, respect and support the primary role of parents in the moral formation of their children and their prerogative to impart any information beyond the abstract on the subject of sex privately, delicately and at the appropriate stage of development for the individual child.”

### **WHY ARE WE CONCERNED ABOUT THIS PROGRAM?**

What part did we, the parents, play when decisions were being made regarding whether or not this program should be undertaken? This is a complete usurpation of parental rights.

What part did we, the parents, play when the curriculum and educational materials were selected and incorporated into this program?

What choice and control have we been given at all? What happened to the law of subsidiarity which the Diocese, parishes and the school are bound to observe?

When was the true nature and explicit content of the materials made known to us and the other parents?

Bishop Kicanas, did you review the materials and content of this program before allowing it to be implemented in our schools and CCD classes?

Would the Vatican agree with you, Bishop Kicanas, that the children should be exposed to these materials and the content of this program? Would the Vatican approve of the books and the content and pictures in those books being used in this program? The videos?

Would the Vatican agree with you, Bishop Kicanas, that the children should be exposed to these materials and the content of this program before you had thoroughly reviewed and approved the materials? Were these prudent actions to take – or inaction?

Would the Vatican agree with the “peer delivered” methodology in this sensitive area? Even in the traditional method, the teachers are NOT qualified to teach this subject matter as set forth in Vatican documents.

How can a program, which could not legally be instituted in Arizona public elementary schools as is being done in Catholic schools and CCD classes, be approved and instituted so quickly and comprehensively in the Catholic elementary schools and CCD classes of our diocese? Current State law guidelines would prohibit this program being implemented in public schools unless it was done within the guidelines for sex education in public schools. See **Exhibit 3**.

Are secular officials more concerned with invasions of privacy and potential psychological harm than our own Catholic Diocesan officials and administrators?

Since this is not taking place in all public schools, do you, Bishop Kicanas, and other Bishops believe that more Catholic parents and family members in the United States commit the crime of child sexual abuse than secular parents and family members? If so, have you and other Bishops in the United States failed entirely in their God-given duties and responsibilities to teach the faith?

Who exactly were the abusers, the violators of innocent Catholic children? Is this the solution to the clergy abuse crisis? Is this getting to the core of the problem? Were the children themselves at fault?

#### **AUTHORITY AND RESPONSIBILITY.**

All secular safe environment/sex education programs, and this “safe environment” program in particular, were flawed from their conception and flawed in their implementation.

Did anyone review these “safe environment” programs and this one, in particular, for compliance in all its aspects to the Catholic Church teachings in the presentation of information on this subject? Of course not. There is absolutely **NOTHING** Catholic about it!

#### **Where Safe Environment Programs Came From:**

Is this the USCCB’s solution to the clergy sex abuse scandal? Or, better stated, how are you and other bishops getting yourselves out of this?

- By turning to the insurance companies who covered the clergy sex abuse liability.
- By pouring more of the laity’s dollars, our dollars, into the pockets of insurance companies, companies who were gleefully rubbing their hands together to recover some of their losses, a developing new source of revenue for themselves. **Exhibit 4**. (This is just one insurance company.)
- By turning to secular organizations whose philosophy is humanistic and godless, putting our innocent children into their hands.
- By focusing child sexual abuse on parents and family members, **not on the homosexual clergy and hierarchy where this all came from.**

Oh, how sad, all the money that could have helped the poor and downtrodden. Or gone to help with the care of our good elderly religious and clergy.

**Who created these “safe environment” programs?**

Secular humanistic organizations and insurance companies were their creators. God had no part in this. They are the path to the goal. The goal, it takes a village to raise a child.

**Who are these people who the Bishops are turning to?**

“Men who begin by boasting that they have cast away all dogmas go on to be incessantly, imprudently, and quite irrationally dogmatic.....It is all the worse because the dogmas are generally concerned with very delicate human relations.....these dogmas always directly attack fathers and wives and children, without offering either credentials or evidence. The general rule is that nothing must be accepted on any ancient or admitted authority, but everything must be accepted on any new or nameless authority or accepted even more eagerly on no authority at all.”  
*All is Grist*, G K Chesterton, New York, 1932

**DOES THIS COMPLY WITH CANON LAW/CHURCH TEACHINGS?**

**No! It does not!**

In **the Bible** the Lord said: [Mat. 18:6] “Whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone hung around his neck and to be drowned in the depths of the sea.”

Under **Canon Law 1136**, “Parents have the most grave obligation and the primary right to do all in their power to ensure their children’s physical, social, cultural, moral and religious upbringing of their children.”

The Church teaches in **the Catechism**:

“1894. In accordance with the principle of subsidiarity, neither the state nor any larger society, should substitute itself for the initiative and responsibility of individuals and intermediary bodies...2221: The right and the duty of parents to educate their children are primordial and inalienable.”

The tradition of the Church asserts in *Divini Illius Magistri* of Pope Pius XI:

“32. The family therefore holds directly from the Creator the mission and hence the right to educate the offspring, a right inalienable because it is inseparably joined to the strict obligation, a right anterior to any right whatever of civil society and of the State, and therefore **inviolable on the part of any power on earth.**”

This program violates the norms of the *Educational Guidance in Human Love* (EGHL) by the Sacred Congregation for Catholic Education of 1983, which declares that: “64. The family is, in fact, the best environment to accomplish the obligation of securing a gradual education in sexual life.”

This program further violates the norms of the **EGHL**, which warns against materials that: “76. crudely present sexual realities for which the pupil is not prepared, and thus create traumatic impressions or raise an unhealthy curiosity which leads to evil.”

This program violates the uniqueness of each child as stated in the 1995 directives of *The Truth and Meaning of Human Sexuality* (TMHS) document: “66. **Each child’s process of maturation as a person is different.** Therefore, the most intimate aspects, whether biological or emotional, should be communicated in a **personalized dialogue.** In their dialogue with each child, with love and trust, parents communicate something about their own self-giving which makes them capable of giving witness to aspects of the emotional dimension of sexuality that **could not be transmitted in other ways.**”

This program violates the latency period of children as stated in the 1995 directives of the TMHS document: “78. It can be said that a child is in the stage described in John Paul II’s words as ‘the years of innocence, from about five years of age until puberty.... This period of tranquility and serenity must never be disturbed by unnecessary information about sex.’”

Parents are obligated to reject this program as stated in the 1995 Pontifical Council directives of the TMHS document: “83. Nonetheless, in the context of moral and sexual information, various problems can arise in this stage of childhood. In some societies today there are planned and determined attempts to impose premature sex information on children. But, at this state of development, children are still not capable of fully understanding the value of the affective dimension of sexuality. They cannot understand and control sexual imagery within the proper context of moral principles and, for this reason, they cannot integrate premature sexual information with moral responsibility. Such information tends to shatter their emotional and educational development and to disturb the natural serenity of this period of life. Parents should politely but firmly exclude any attempts to violate children’s innocence because such attempts compromise the spiritual, moral and emotional development of growing persons who have right to their innocence.”

This program violates morality as set forth in the TMHS directive: “64. The Church is firmly opposed to an often widespread form of imparting sex information dissociated from moral principles.”

This program disrespects children against the directives set forth in the TMHS: “127. The principle of respect for the child excludes **all improper forms of involving children and young people.** In this regard, among other things, this can include the following methods that abuse sex education: a) every dramatized representation, mime, or ‘role playing’ which depicts genital or erotic matters, b) making drawings, charts, or models, etc., of this nature.”

This program ignores the individuality of children against the TMHS directives:

“129. The normal and fundamental method, already proposed in this guide, is **personal dialogue** between parents and their children, that is, **individual formation** within the family circle. In fact **there is no substitute** for a dialogue of trust and openness between parents and their children, a dialogue, which respects not only their stages of development but also the young persons as individuals....”

This program betrays the trust of parents as warned by the directives of the **TMHS**: “141. Parents should also be attentive to ways in which sexual instruction can be inserted in the context of other subjects, which are otherwise useful (for example, health and hygiene, personal development, family life, children’s literature social and cultural studies etc.) In these situations it is more difficult to control the content of sexual instruction...But catechesis would also be distorted if the inseparable links between religion and morality were to be used as a pretext for introducing into religious instruction the biological and affective sexual information, which the parents should give according to their prudent decision in their own home.”

The Truth and Meaning of Human Sexuality: Guidelines for Education within the Family (TMHS) was carefully researched and based on work of experts in psychology and theology.

Pope John Paul II in a visit to the United States said that Catholics must “hold fast to traditional teachings....not be afraid to confront the wisdom of this world with the certainty of the teachings of Christ.”

Pope Pius XII has also said: “In truth, if it is sometimes permissible to tolerate a lesser moral evil in order to avoid a greater evil or to promote a greater good, it is not permissible, not even for the gravest reasons to do evil so that good may follow therefrom. One may not, in other words, make into the object of a positive act of the will something that is intrinsically disordered and hence unworthy of the human person, even when the intention is to safeguard or promote individual, family or social goods.” (See Pius XII, Allocution to the Fifth National Italian Congress of the Union of Catholic Jurists, December 6, 1953:AAS 45 [1953], pp. 798-99. See also Rom. 3:8 and Humanae Vitae)

### **What About This and Other Programs Like It?**

By implementing this program, instead of strengthening family life, you, Bishop Kicanas, are creating divisions between our children and us.

By implementing this program you, Bishop Kicanas, are polluting the minds of our children and disturbing their period of latency.

By implementing this program you, Bishop Kicanas, are arrogantly inferring to parents: “We know better than you do.”

We find P.S. It’s My Body, Good Touch/Bad Touch and other programs like them to be anti-family, anti-life and secular humanistic in their teachings. **Exhibit 5**. After having

carefully reviewed this program and other safe environment programs, it is obvious to us that they are naturalistic in their scope, content and presentation.

We are made in the image and likeness of God. It is **NOT** My Body! Our bodies are on loan to us from God. They are Temples of the Holy Ghost when consciences are properly formed and God's Commandments and the teachings of His Church are followed.

**“Good touch, Bad Touch.” “Welcome touch, unwelcome touch.”**

Since the creation of man, clear distinctions between good and bad behavior, and between right and wrong conduct, have been man's guidelines for checking, judging and directing his behavior – his compass. For Catholics this compass is the Bible and all the teachings of Christ and His Church. Over the last few decades, however, white and black have become shades of grey. Education has become indoctrination, and is now a science that is turning to “relaxation”, “imagery”, “suggestology”, “teachable moments”, “values clarification”, “role playing” and “meditation” as part of its armory for prying the resistance off the minds of the innocent.

We should heed the warnings of the prophet Isaiah to God's chosen people in bondage, the consequence of their turning away from Him to pursue pagan idols (Sa. 5:20-21): “Woe unto them that call evil good, and good evil; that put darkness for light, and light for darkness; that put bitter for sweet, and sweet for bitter! Woe unto them that are wise in their own eyes, and prudent in their own sight!”

Sex education of under-age children is a rape of the mind, heart and soul of a child. And without doubt, no matter what you, Bishop Kicanas, are saying, this **IS** sex education.

When children are of an age when they should be gaining real life experience and learning to distinguish right from wrong, they are being sidetracked into sexuality, sex preoccupation, sexual fears and sexual confusion. They are being mentally raped and their natural development deformed. Vile people, Bishop Kicanas, have been with us for a long time as Sir James Elyot expressed it way back in 1531 (in today's language):

“Truly I do suppose that in the brains and hearts of children, while their spiritual nature is tender, and the little germ of reason beginning in them to bud, there may happen by evil custom some pestilent dew of vice to penetrate the said members and infect and corrupt the soft and tender bodies.”

P. S. It's My Body, Good Touch/Bad Touch, Talking About Touching, Lures, and so on: Is this the faith Christ was talking about, which was to be passed on? Is this what the Apostles were asked to teach? Are you keeping your promise, Bishop Kicanas, to “Teach as Jesus Taught?”

Has original sin been forgotten? “...By Adam's sin man is deprived of the supernatural gifts and wounded in his nature (spoliatus gratuitis, vulneratus in naturalibus).... The person stained by Original Sin finds himself in the imprisonment and slavery of the devil

whom Jesus calls “the prince,” and St. Paul “the god of this world. (2 Cor. 4,4), Cf. Hebr. 2, 14; Peter 2, 19.” With these programs you and other Bishops are placing children and adolescents into the near occasion of sin!

Jesus is again being crowned with thorns. Can you see the sharp thorns piercing His Sacred Head? He is being crowned with thorns because of all the sinful thoughts these programs place in the minds of children.....impure thoughts, followed by impure acts. Did you really think it was not most probable that sinful thoughts, words and/or deeds will be directly caused by what children are being taught in these “safe environment” programs?

Jesus is at the pillar surrounded by His enemies, like furious lions, and by thousands of blows, insults, lacerations and other unheard-of cruelties tormented at will. This was/is the result of sins of the flesh. Think of the pictures and ideas these programs are putting into the minds of our little Catholic children. “It’s My body.” A welcome touch feels good....isn’t it true that sinful touches feel good too? It’s NOT my body. My body belongs to HIM.

All these programs are being introduced into our schools and parishes, disregarding the anguish of Catholic parents who rightly object to their schools’ and CCD programs’ promoting situation ethics, values clarification, fundamental option and other variations of “moral decision-making” malforming the consciences of Catholic youth and deadening the sense of sin.

These programs studiously avoid any reference to moral absolutes or the reality of “the Divine Law” which is eternal, objective, and universal.

Under your Charter’s definition of sexual abuse, it states: “A child is abused whether or not this activity involves explicit force, whether or not it involves genital or physical contact, whether or not it is initiated by the child, and whether or not there is discernible harmful outcome.” This program and the material included in these programs fall within your definition of sexual abuse of our children.

### **Conclusion:**

We, the parents, grandparents and guardians respectfully ask you to abandon implementation of any classroom “safe environment” program addressing the sensitive issues of sexual abuse. Instead, this education and all sex education belongs in the home, in the “domestic Church.” Empower the parents. The best approach to this problem is to focus more time and energy on equipping parents to effectively fulfill their role as primary educators. School and parish programs or presentations should be offered to help parents learn to better address these more intimate matters within the home. A home-based program for use by parents with their own children should be developed, one that is sensitive to the needs and temperament of the individual child. *The Truth and Meaning of Human Sexuality* advocates such an approach:

“Everyone must observe the right order of cooperation and collaboration between parents and those who can help them in their task. It is clear that the assistance of others must be given first and foremost to parents rather than to their children” (no. 145).

The primary focus must be on the formation and education of parents. That way, parents can take a proactive role in their children’s education and are not marginalized or left with the role of “critic” or “censor” of a school program. This empowerment of parents is not only best for their children, but it will frequently lead to a deepening of their own chaste commitment to Jesus Christ and His Church.

**Finally, addressing this and other like programs directly, we find that:**

1. This program is devious. It calls itself a “safety” program, while all along it intends to impart sexual education to all children, starting at a very tender age (pre-kindergarten and kindergarten) and imparts this education in a moral vacuum.

2. This program attacks the family trust, by using examples in its curriculum that make close relatives, like fathers, uncles, stepfathers and Godfathers, perpetrators of abuse against their very own sons and daughters, nephews, nieces,. There was not a single example in the curriculum where a perpetrator was a priest, a bishop or a cardinal. Wasn’t the reason for this program “clergy” sexual abuse?

3. This program must be eliminated. Parents cannot accept compromises of any sort. This program and other programs like it are NOT redeemable. We reject compromises whereby some of the “bad” elements of “P.S. It’s My Body” could be eliminated. This cannot be accepted since SAFETY programs of this sort such as Talking About Touching, Good Touch/Bad Touch, Lures, etc. violate the individuality of each student by placing boys and girls in mixed company against stated principles from the Vatican.

4. From the P.S. It’s My Body curriculum itself, it is shown that there is/are:

- Repetitive use of anatomical private parts, entirely devoid of moral content
- Crude descriptions of sexually explosive/exploitive situations
- Situational ethics for children
- Relatives are the perpetrators of sexual assault

5. **This program offends the family:**

By usurping the role of the parents in the sexual education of their children.  
By portraying close relatives as potential or usual perpetrators.  
By disrespecting children and disrupting their latency period.  
By ignoring the individuality of children by teaching them in heterogeneous groups.

6. **This program offends the priesthood:**



By making the priests collaborators with a program many rightly know to be evil.  
By overriding the pastor's role as father and protector of his parish family.  
By taking precious time away from true catechesis.  
By forcing priests to implement a program that teaches about sex in a moral vacuum.

**7. This program most of all offends God by trampling over an essential gift:**

The Gift of **Fear of the Lord** – the gift that makes us dread, above all things, to offend God. Thus, this and other “safe environment” programs like it **MUST BE ELIMINATED!**

"When it comes to leading children astray, sex education has to be Satan's all-time masterpiece. You have only to look at the epidemics of fornication, abortion, divorce, pornography, sex addiction and AIDS to see how right Christ's Church is when She teaches that sex education is the responsibility of parents. Period." Fr. Richard Welsh, President of Human Life International, Front Royal, VA (Tom Allen, *Sex Education in Schools -- Harmful or Beneficial?* Catholic Exchange, 7/18/01, [www.catholicexchange.com](http://www.catholicexchange.com))

**One final observation must be made. The bishops of what other country in the world and what other religion of the world have, under the guise of a safe environment for children, mandated the fingerprinting of every priest and active member of the faithful, resulting in the government having in their files a means to identify and potentially persecute Catholics? (See former Attorney General Janet Reno's definition of a terrorist.)**

For all the above reasons, and too many more to set forth herein, we come before you, Bishop Kicanas, and implore you to abandon the implementation of fingerprinting and these programs.

Further, we ask you, our dear Holy Father, the Pontifical Council for the Family and all the Congregations to whom we are sending copies of this letter for help in this matter of vital importance to the Catholic Church in the United States, our families and our children. We humbly ask the Vatican to guide and instruct us, in particular in the Diocese of Tucson. Are we required to subject our children to these vile programs and to go against the teachings of Christ and His Church? Are any parents, grandparents, guardians or caretakers required to do so? Do the Bishop of Tucson and the bishops of the United States have the power and authority to override the constant teachings of our Church in this area?

We thank you for hearing our heartfelt plea, and we beg you to forbid these programs in the Diocese of Tucson and our Catholic schools and parishes throughout the United States.

Sincerely,

**The Holy Family Society, Inc.,**  
By:

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cc:

His Holiness, Pope Benedict XVI  
THE VATICAN  
00120 Via del Pellegrino  
Citta del Vaticano, Europe

Alfonso Cardinal Lopez Trujillo, President  
Pontifical Council for the Family  
Piazza S. Callisto, 16  
00120 Vatican City State, Europe

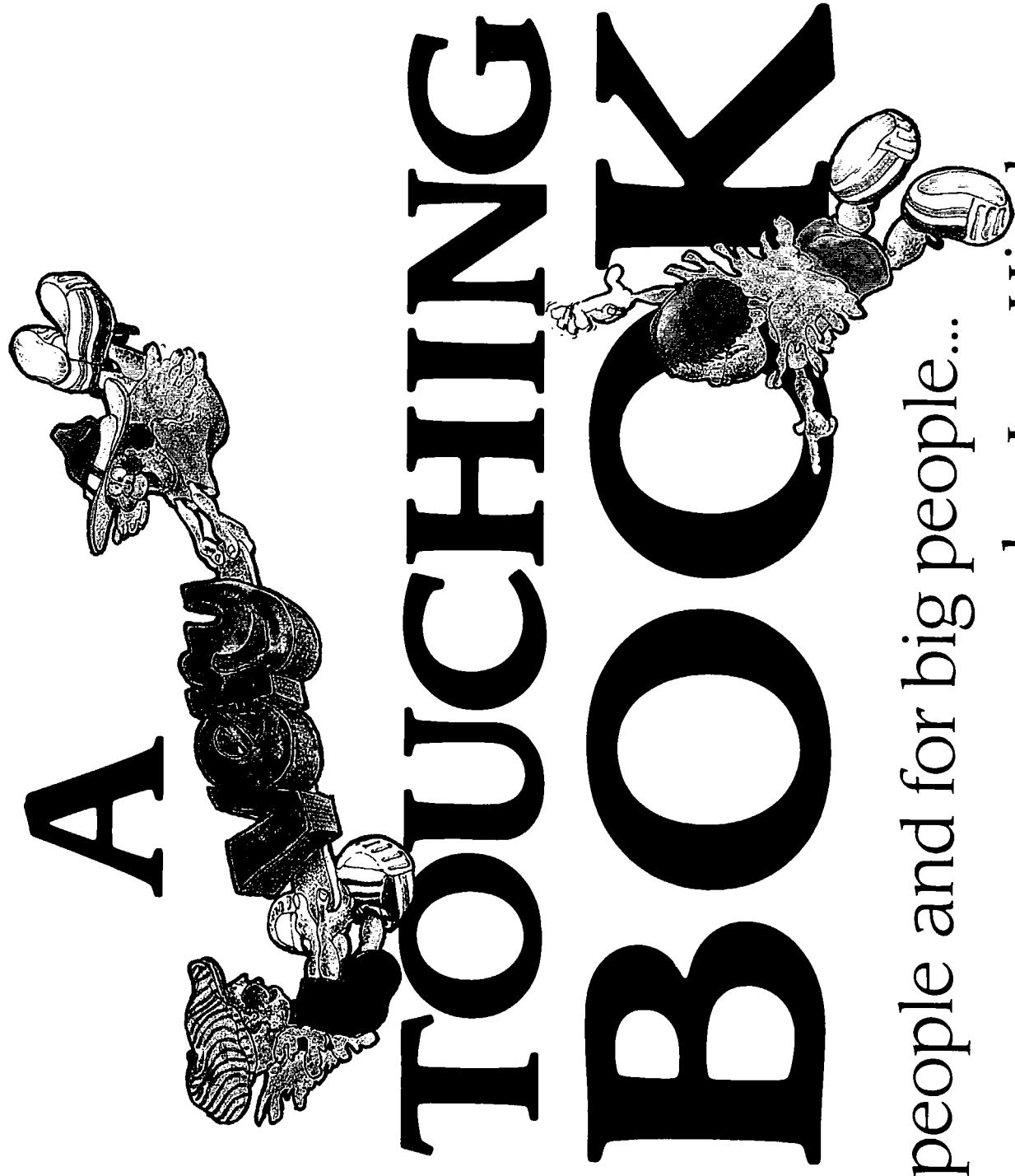
William Joseph Cardinal Levada, Prefect  
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Piazza del S. Uffizio 11  
00193 Vatican City State, Europe

Dario Cardinal Castrillon Hoyos, Prefect  
Congregation for the Clergy  
Palazzo delle Congregazioni  
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Congregation for Education  
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00193 Vatican City State, Europe

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Apostolic Pro-Nuncio for the United States  
3339 Massachusetts Avenue N.W  
Washington, DC 20008



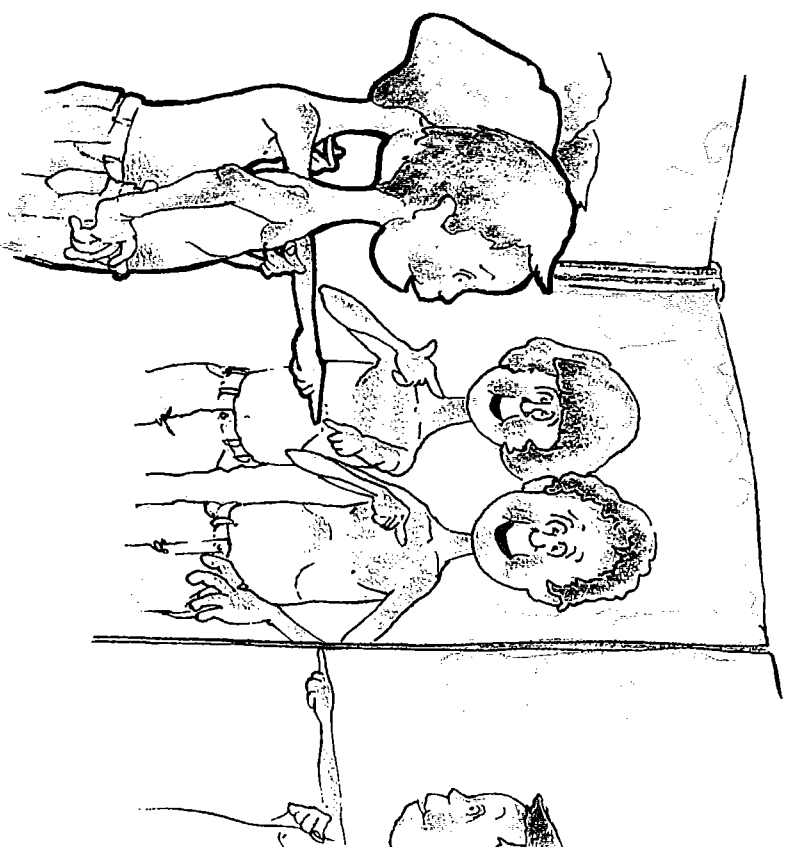
# A TOUCHING BOOK

...for little people and for big people...

by Jan Hindman

For a girl, two very special parts of her body are on her chest and between her legs. These are terrific parts, so pay close attention to this.

On her chest are two bumps.  
Actually, her chest looks the same as the chest of a boy.



We know, however, that when she grows older, these bumps will grow into two wonderful things called breasts.

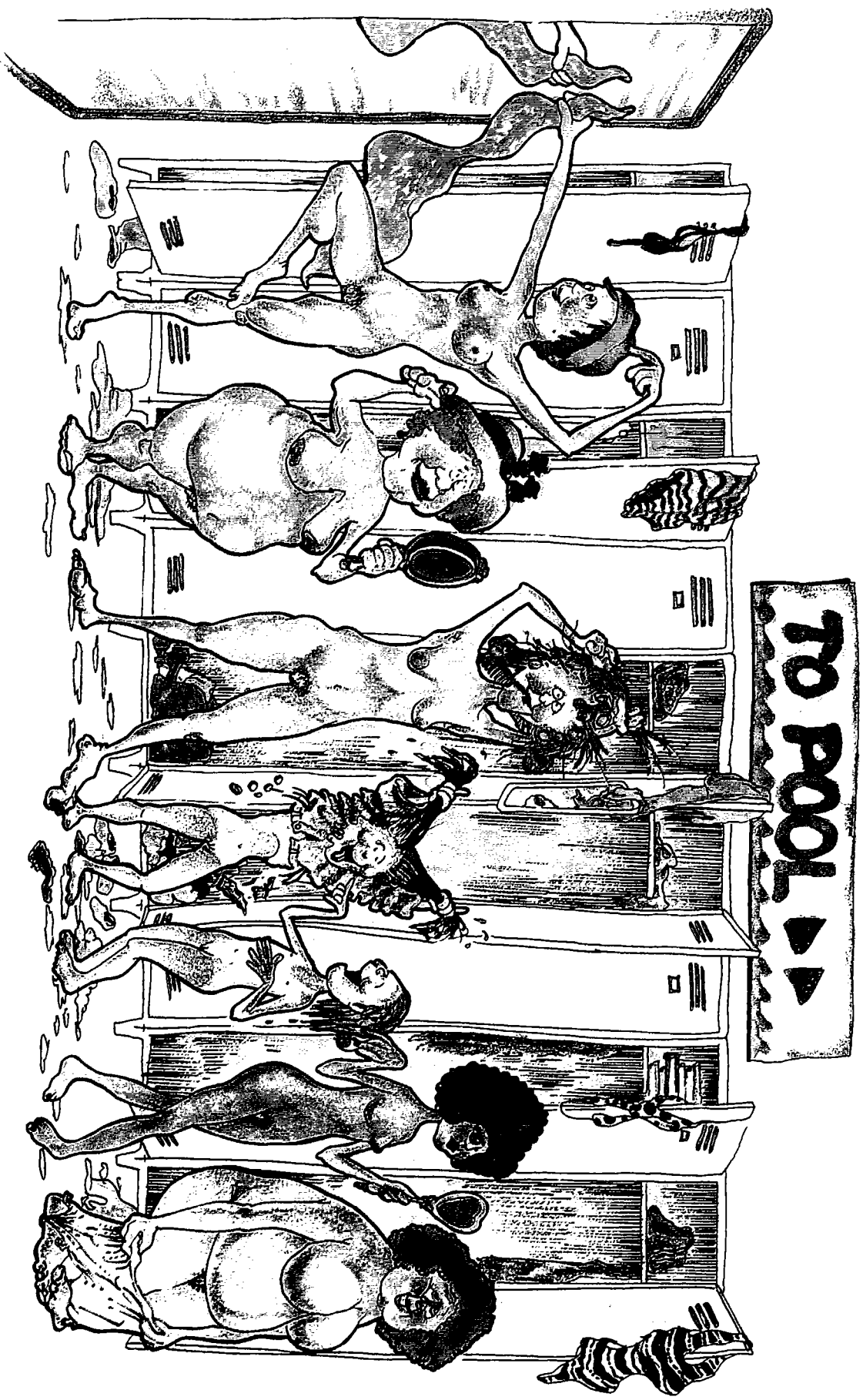
Breasts are great things to have when you are older.

The other special part of a girl's body is between her legs. She has a small opening to something called a vagina.

The vagina is on the inside so you really can't see it. What you can see are

two special parts that look like lips. These special lips are called the vulva and they take very good care of the vagina on the inside.

Vaginas and vulvas are great when you are older too.



Sometimes, we use silly names for those special parts of our bodies.

People get

## purple faces

when they talk about those parts. That is usually because they don't know the right word, and they use a silly word to cover up their purple faces.

You could have a giggle gaggle right

now if you want to, just to get rid of the purple faces. Have a grown-up help you, and, together, think of all the silly words we have for a girl's special parts. Say each word out loud and giggle and giggle and giggle about each word.

Then, after all that giggling, throw those silly words away, because now you know the right words for those wonderful parts of a girl's body.

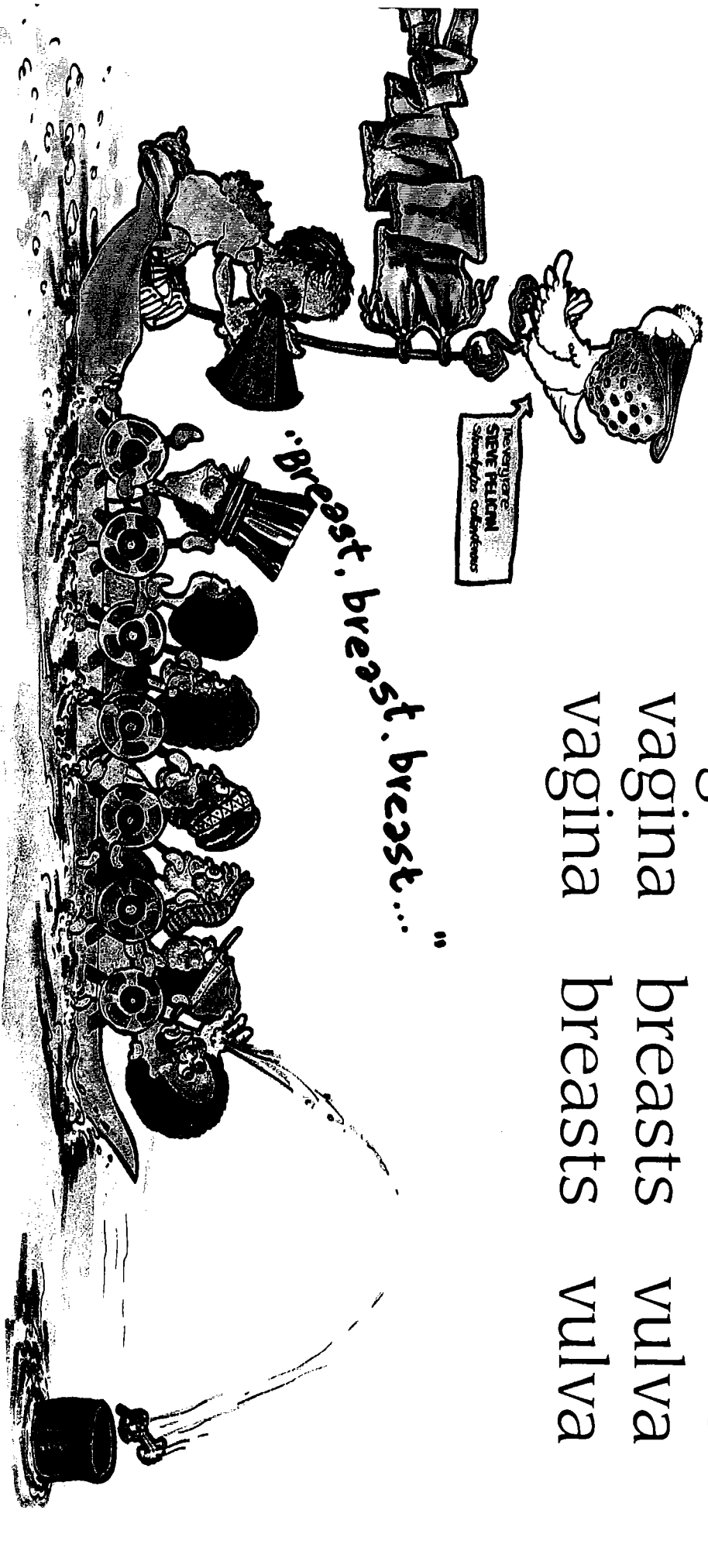


Make sure the grown-up reading this with you knows how to say the right words. Grown-ups are usually the ones with purple faces so they need the most help in learning the right words.

Help the grown-up say each word... 3 times... with a smile... v e r y s l o w l y.

vagina	breasts	vulva
vagina	breasts	vulva
vagina	breasts	vulva

"Breast. breast. breast..."





Check for  
**purple faces.**

Tell the grown-up, "Good job!"

Now, let's talk about boys.



Boys have special parts, too, and those special parts are between their legs just like with little girls. These are wonderful parts and boys should be very happy with them.

A boy has a penis and two very special things called testicles.

The penis is the longer pointed part, and the testicles are rounder and smaller and hang just below the penis. Boys are very proud of their penises and testicles when they get older, just like girls are proud of their special parts.



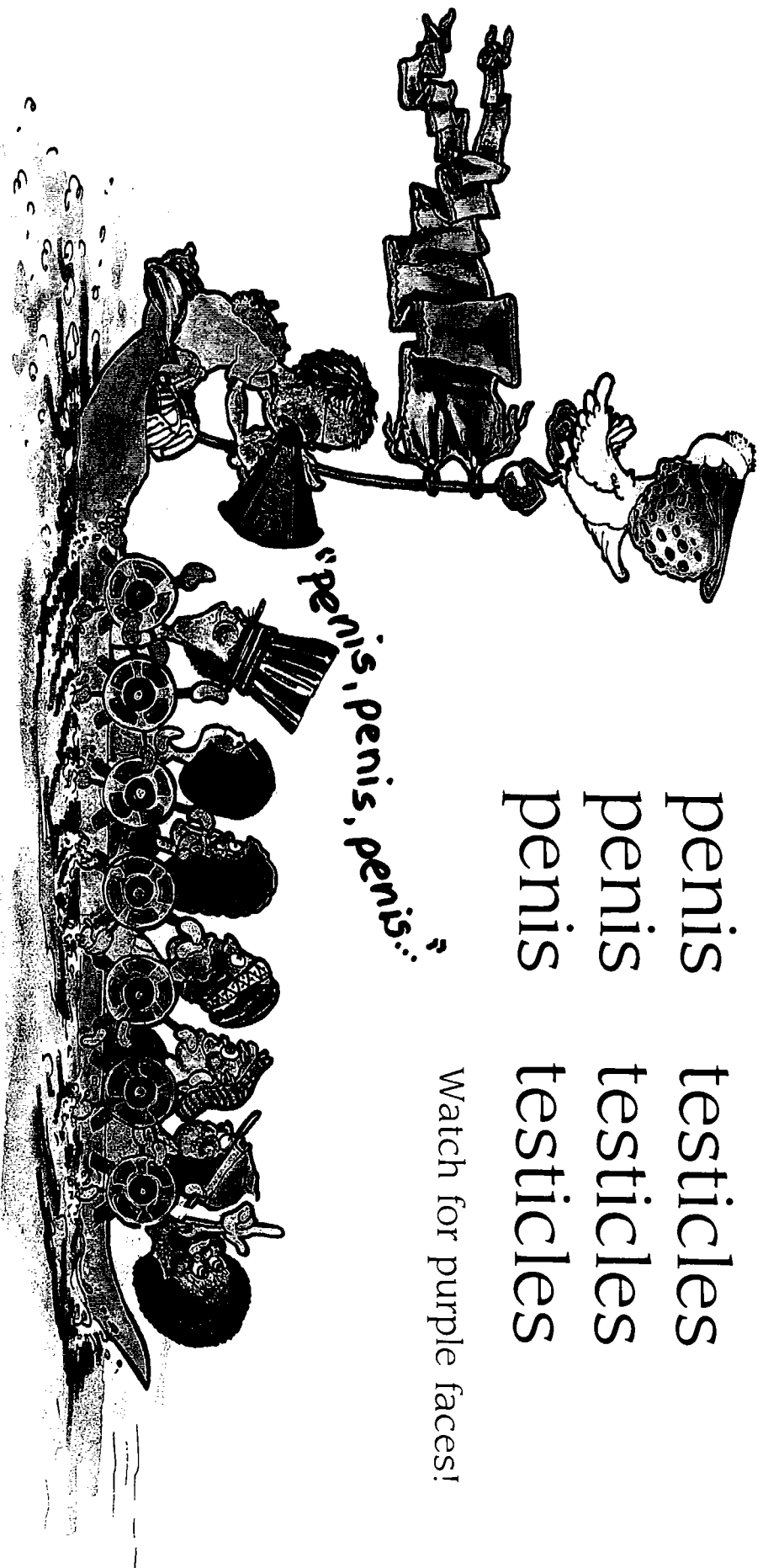
Again, you should remember that some people, especially grown-ups, use silly names for these wonderful parts. They get purple faces because they don't know the right words to use.

You may need to have another giggle gaggle just to get rid of the purple faces. Make sure the grown-up reading this with you can say the right words... 3 times... with a smile... v e r y s l o w l y.

penis testicles  
penis testicles  
penis testicles

Watch for purple faces!

"penis, penis, penis..."



Now that  
we know all  
about the right words  
for all of those wonderful,  
special parts for boys and girls,  
we need to know why all the fuss  
about those parts.

The reason those parts are so special is  
that something terrific happens to them.  
When you are older and more grown-up,  
you can share those parts of your body with  
someone very... very... very... special.

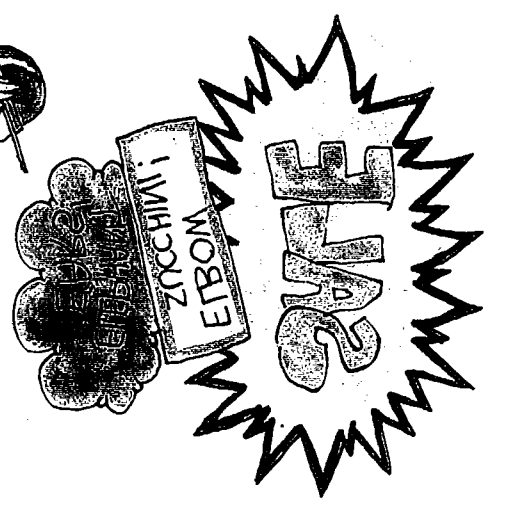
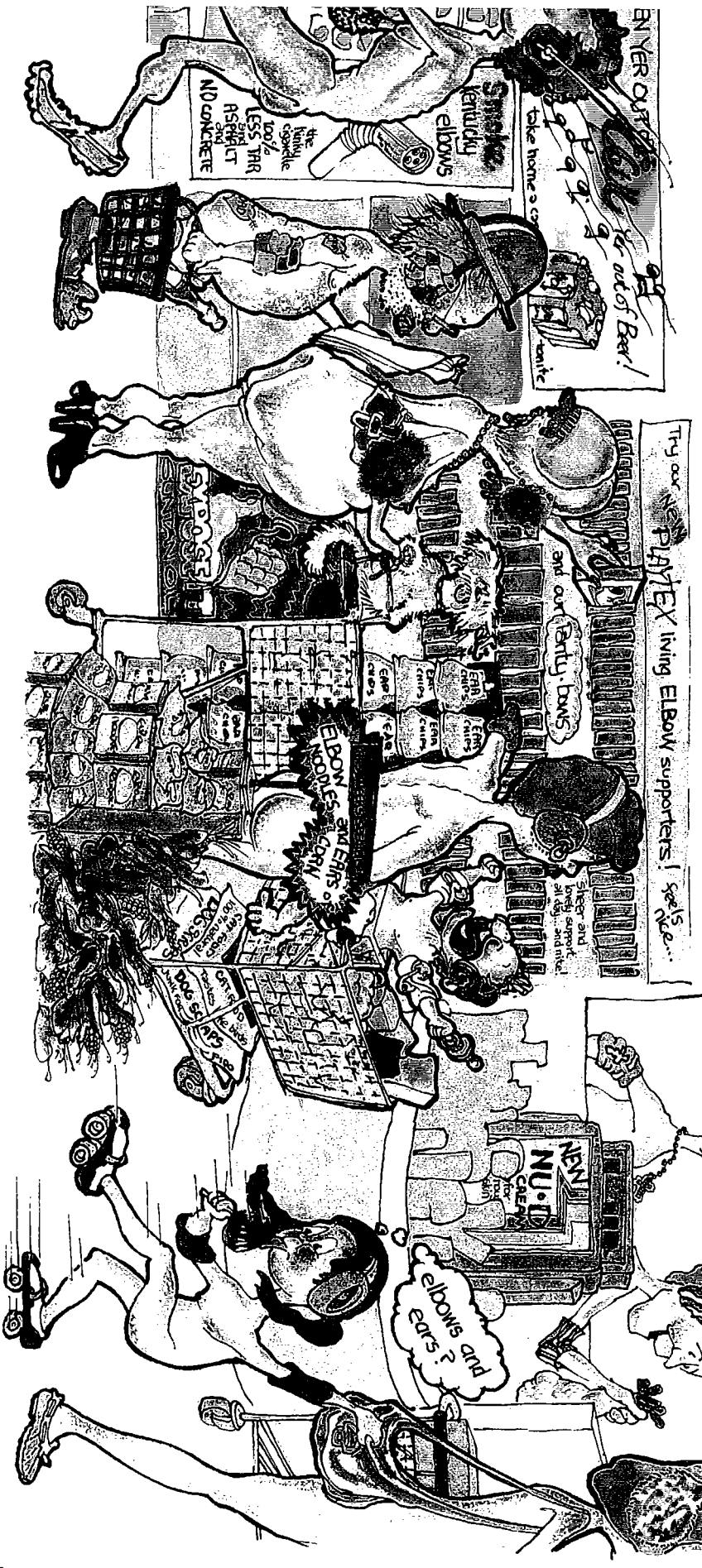
Grown-ups share those parts of their bodies  
with another special grown-up, and it's  
a wonderful thing...  
for grown-ups that is.

There are 2 very big reasons  
why the sharing of those  
parts is such  
a great thing.

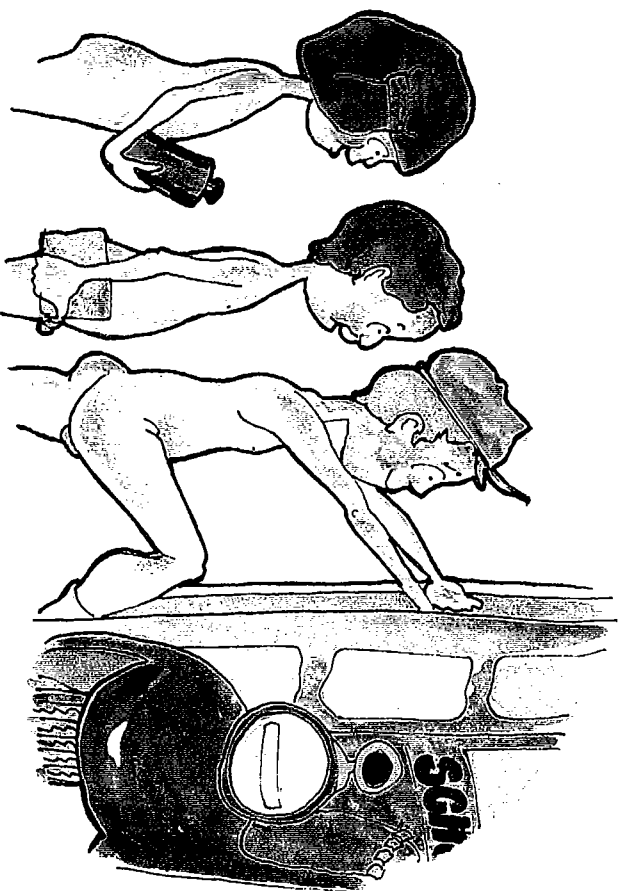


Wouldn't it be silly if it were backwards  
and we kept our elbows and ears special  
and private but shared our special parts  
with everyone?

That really would be silly, wouldn't it?



By keeping those parts private and not sharing them...



with your friends on the school bus...



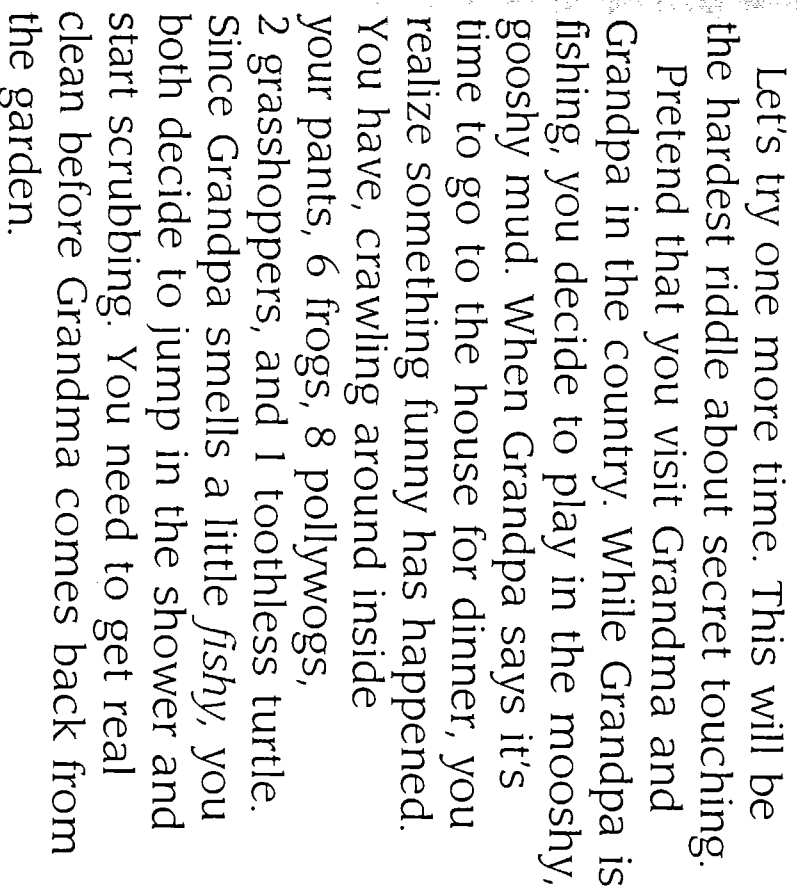
with Santa at the shopping mall...

Let's try one more time. This will be the hardest riddle about secret touching. Pretend that you visit Grandma and Grandpa in the country. While Grandpa is fishing, you decide to play in the mooshy, gooshy mud. When Grandpa says it's time to go to the house for dinner, you realize something funny has happened. You have, crawling around inside your pants, 6 frogs, 8 pollywogs, 2 grasshoppers, and 1 toothless turtle. Since Grandpa smells a little *fishy*, you both decide to jump in the shower and start scrubbing. You need to get real clean before Grandma comes back from the garden.

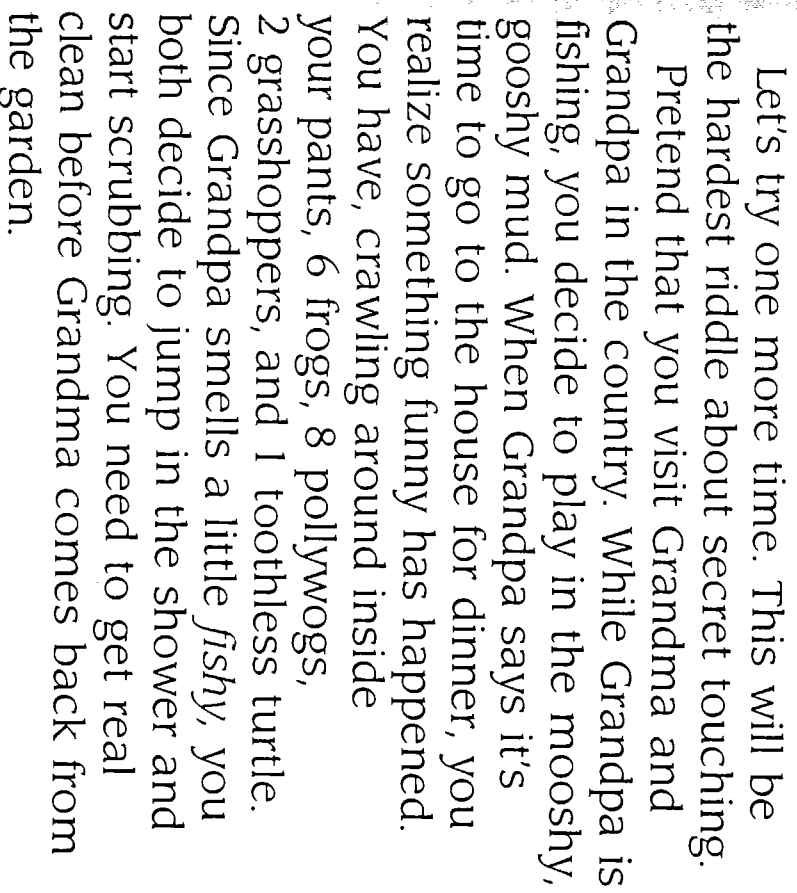
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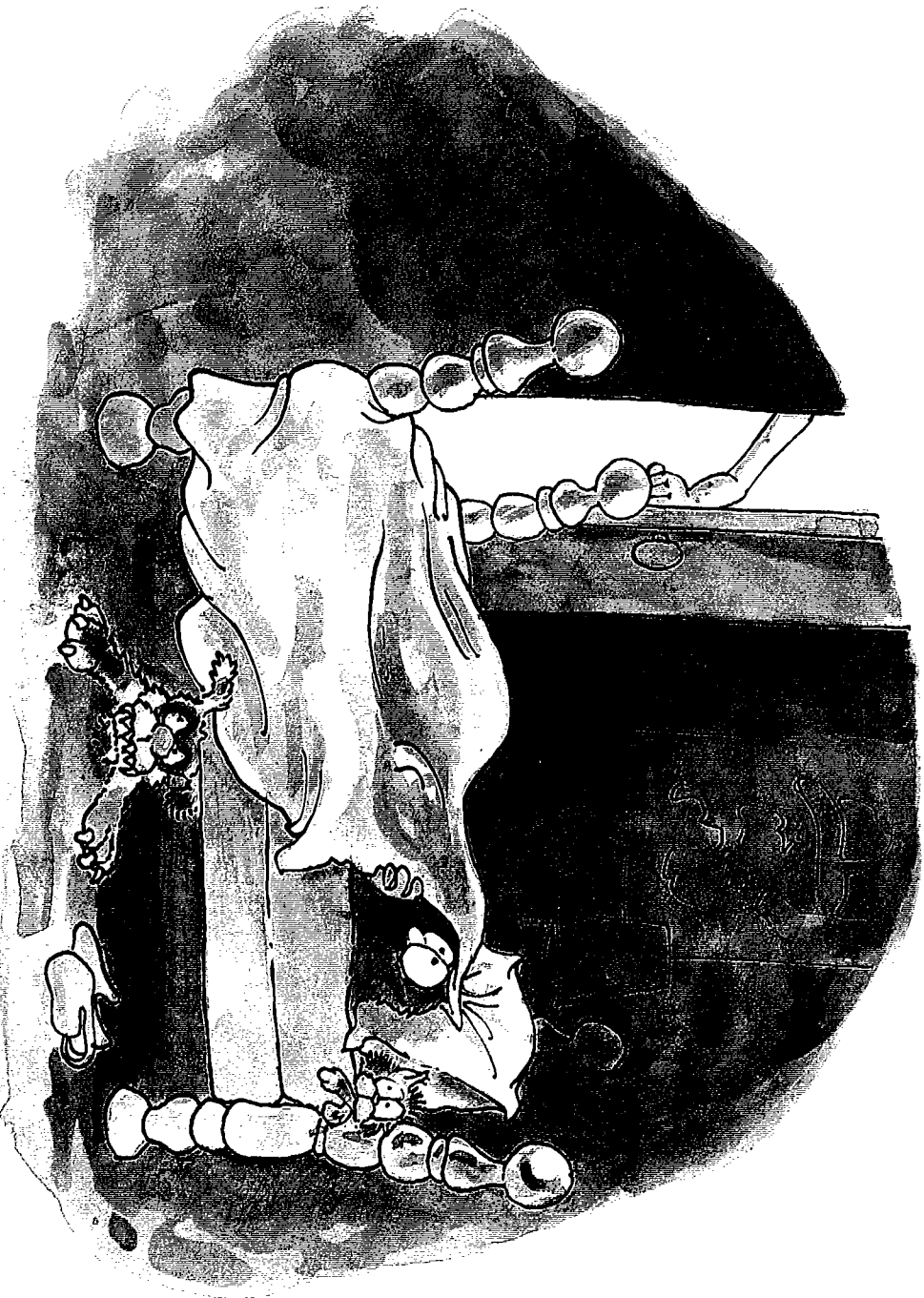
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Secret touching may happen in the dark or in another secret place, and you may feel so, so alone... and too afraid to tell.





Secret touching may happen with  
someone you love a lot! Someone whom  
you would feel bad about getting into  
trouble if you told the touching secret.





*Adulter 2*

## Strange Bedfellows

by Judith Reisman and Dennis Jarrard

If you found the clergy sex abuse scandal shocking, prepare for another jolt: the Catholic bishops are getting their "expert" advice on pedophilia from people who have covered up or even defended sex between men and children.

The bishops recently chose Dr. Paul McHugh, former chairman of the Department of Psychiatry and Behavioral Sciences at Johns Hopkins University School of Medicine, as chief behavioral scientist for their new clergy sex crimes review board. Yet Dr. McHugh once said Johns Hopkins' Sexual Disorders Clinic, which treats molesters, was justified in concealing multiple incidents of child rape and fondling to police, despite a state law requiring staffers to report them.

"We did what we thought was appropriate," said Dr. McHugh, then director of Hopkins' Department of Psychiatry and Behavioral Sciences, which oversaw the sex clinic. He agreed with his subordinate, clinic head Fred Berlin, who broke the then-new child sexual abuse law on the grounds that it might keep child molesters from seeking treatment.

Dr. Berlin admitted he had covered for the sex criminals, angering legislators, child-advocacy groups and state officials. But his actions were not surprising, because "at least eight men have been convicted of sexually abusing Maryland children while under [Dr. Berlin's] treatment there," according to the March 23, 1988, issue of the Capital. Despite a 1990 Government Accounting Office study that found no therapy program that stopped sex offenders, Dr. Berlin said in 1994 that psychiatry can "effectively control" sex criminals.

Dr. Berlin also considers Sexual Disorders Clinic founder John Money, who openly defends pedophilia, to be one of his most important mentors. Dr. Money once gave an interview to PAIDIKA — the Journal of Paedophilia, an "academic" publication that advocates adult sex with children alongside ads for the North American Man-Boy Love Association (NAMBLA) and other pro-pedophilia groups. He told PAIDIKA that a "relationship" that is "totally mutual" between a boy of 10 or 11 and an adult male "would not [be] pathological in any way."

Dr. Money is also notorious for leading the medical team that surgically mutilated a young boy in a disastrous attempt to turn him into a "girl" (see John Colapinto's book, "As Nature Raised Him: The Boy Who Was Raised as a Girl"). Dr. Money is a dedicated disciple of sex "researcher" Alfred Kinsey, the bisexual, pornography-addicted, sado-masochistic, anti-Christian sexual revolutionary, who claimed that molestation benefited children and that any trauma was caused by parental overreaction.

Mr. Kinsey, who insisted that he proved that "children are sexual from birth," is the father of today's classroom sex ed, including much of that found in Catholic schools. The entire field of secular "sexology" and sex "education" descended from his criminal and fraudulent "research."

Dr. Berlin co-founded the Hopkins sex clinic with Dr. Money, the Kinsey follower. Yet, it was Dr. Berlin whom the Catholic bishops of the United States chose to be their chief adviser on child sexual abuse. They even had him speak at their annual meeting in Dallas in June and showcased him for the media.

But Catholic bishops relying on "sexperts" is nothing new. For years, bishops have sent seminarians and priests to Kinseyite, anything-goes sexologists who totally reject Catholic teaching on sex. These professionals mis-evaluated, mis-counseled and mis-trained hundreds of clergy. They "cured" sexual predators, then returned them to parishes, where they assaulted

more teens and children.

The bishops need to fire their trendy "sexperts" and hold them legally accountable for their roles in sex crimes against hundreds of children.

# Exhibit 3



## **The Center For Arizona Policy Issue Briefing**

### **Sex Education Overview**

#### **Highlights**

No state mandates require Arizona public schools to teach sex education. Many school districts voluntarily offer sex education classes.

There are two primary statewide sets of limitations and protections dealing with the teaching of Arizona sex education:

If a district offers sex education, the instruction must conform to State Board of Education Guidelines -- Rule 15-R7-2-303:

- **Grades K-8:** Students can only participate in sex education courses with the written permission of a parent. Even then, there are several overriding requirements that must be satisfied.
- **High School:** Requirements are relaxed. Written permission not needed to participate, although a student can “opt-out” and be excused with a parent’s permission. The instructional materials must conform to certain guidelines, including an emphasis on abstinence. All instructional materials must be available for viewing by the public.

If a school district provides AIDS/HIV instruction, the district is prohibited by statute (A.R.S. §15-716(C)) from promoting a homosexual lifestyle.

Most importantly, parents can “just say no” to public school sex education by opting their children out of those classes.

**[1] State Board of Education Sex Ed Guidelines – Rule 15-R7-2-303.**

**Grades K through 8 Courses:**

- “Opt-In”. Students can only participate in the course with the written permission provided by a parent or guardian.
- The school’s local governing board must approve the curriculum after receiving recommendations from an advisory committee consisting of members of the community.
- Public hearings are required prior to approval
- Overriding requirements. If K-8 sex ed classes are taught, such lessons must:
  - be taught to boys and girls separately
  - be a supplement to the health course of study
  - be ungraded
  - not require homework
  - not include questions pertaining to a student’s or parent’s personal beliefs, sex practices, family life, morality, values or religion

**High School Courses:**

- “Opt-Out”. If a district offers sex education classes, students may utilize an overall A.R.S. §15-102 A (3) provision allowing a parent to opt-out their child from an activity because the “material or activity... questions beliefs or practices in sex, morality or religion”.
- Sex ed lessons must not include questions pertaining to a student’s or parent’s personal beliefs, sex practices, family life, morality, values or religion.
- All instructional materials must be available for viewing by the public.

The relevant part of R7-2-303 reads as follows:

3. Content of instruction: Common schools and high schools.
  - a. All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:
    - i. Emphasis upon the power of individuals to control their own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations such as respect for self and others; and
    - ii. Instruction on how to say “no” to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.
  - b. All sex education materials and instruction which discuss sexual intercourse shall:
    - i. Stress that pupils should abstain from sexual intercourse until they are mature adults;
    - ii. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100% effective;
    - iii. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem;
    - iv. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;
    - v. Promote honor and respect for monogamous heterosexual marriage; and
    - vi. Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

# Exhibit 4

[President's Message] [Auditors' Report] [Balance Sheets] [Operations & Comprehensive Income] [Shareholders' Equity] [Cash Flows]

## PRESIDENT'S MESSAGE

### To Our Shareholders:

I am very pleased and grateful to report that National Catholic experienced an extremely successful operating year in 2004. This characterization is valid across all areas of Company operations. Let me review these matters in turn.



Michael J. Berni

Financial results were excellent. The National Catholic Risk Retention Group, Inc. (TNCRRG or "National Catholic") finished 2004 posting a \$1,225,827 Operating Profit. Comprehensive Operating Income (which includes analysis of, and calculation for, unrealized investment gains/losses) was \$2,748,375. Efforts to operate with maximal efficiency paid off, with General and Administrative Expenses being held to 5% less than the Board approved budget for the year. Finally, year-end Assets of \$81,840,094 and Shareholders' Equity (surplus) of \$37,115,231, both established new records for National Catholic.

While National Catholic's current financial strength is unparalleled in its almost 17 year operating history, we must simultaneously recognize that National Catholic's operations are extremely difficult to predict and are equally volatile, as a function of the very broad coverage, very high limits and excess liability position underwritten by TNCRRG. For example, it is a fact that reserves established for newly reported claims, coupled with increases on existent claim reserves, led National Catholic's 2004 operating profit to be diminished by almost \$2,000,000, in literally the last two weeks of 2004!

Nonetheless, our current reserves, reinsurance support and total lack of debt leave National Catholic in a very stable financial condition. Our auditors, actuaries, accountants and regulators all attest to the validity of this statement. We also augmented our reinsurance program at year end of 2004, with the addition of another highly rated and excellent reinsurer to our program. This additional financial backing lends further very positive support to TNCRRG's underwriting operations.

National Catholic's 2004 marketing results were also excellent. We welcomed two new shareholders in 2004 – the Diocese of Erie on May 1st and the Diocese of Rockville Centre on September 1st. We extend a very sincere and heartfelt welcome to both of our new shareholders!

VIRTUS® results in 2004 were simply outstanding and can be reviewed in detail on page five of this report. National Catholic is far and away the undisputed leader in the provision of safe environment programs for the Church.

In closing, I want to thank all of our shareholders and other friends for your support, confidence and encouragement. Be assured that we will always do our very best to serve you and our Church.

A handwritten signature in dark ink, appearing to read "Michael J. Berni".



Michael J. Bemis  
President and CEO

[\[President's Message\]](#) [\[Auditors' Report\]](#) [\[Balance Sheets\]](#) [\[Operations & Comprehensive Income\]](#) [\[Shareholders' Equity\]](#) [\[Cash Flows\]](#)

## Comments on *Personal Safety: It's My Body* Program

By James W. Sedlak, M.S.<sup>1</sup>

### General comment on "safe environment" programs

We have spent the better part of the last 30 years in the United States pushing all sorts of offensive sexuality education programs on our children. In the 1960s, medical psychoanalyst Dr. Melvin Anshell warned that a generation raised on sexuality education programs would be one devoid of compassion and unduly interested in sexual activity and self-gratification. As we witness the realization of Dr. Anshell's worst fears, the reaction of those who support sex education is not to stop what they have been doing, but to inflict more offensive programs on our children. Thus, we are now witnessing a rash of "safe environment" programs that put the solution of the abuse of our children not on the heads of those that do the abusing, but on the backs of the abused.

Rather than punishing and retraining those perpetrators who do the abuse and eliminating the offensive programs that have led us to this place in history, new programs have been developed that squarely place the responsibility for recognizing and reporting the abuse on our children – while at the same time exposing them to concepts and lessons which are themselves an abuse of their modesty.

### Specific comments on the *P.S. It's My Body* personal safety curriculum

The *P.S. It's My Body* program suffers from the same basic flaw outlined in the general comment above. In addition, some of the main problems with the program include:

1. **This program is unacceptable for use because, at its core, it trains our children in moral relativism.** Right from the first page of the Pre-Kindergarten program all the way through the seventh grade, we are told that a central "Key Concept" of the program is to have our children recognize, "It's YOUR body! You have the right to choose about touches." (emphasis in original)
  - a. If you have not read the program, you might think this means teaching children to distinguish between harmful and non-harmful touches. But, in fact, the program refers instead to "welcome" and "unwelcome" touches. And who decides whether a touch is welcome or not? Of course, it's the children that decide for themselves!
  - b. The program presented to pre-K and K children is called "P.S. Happy Bear Play." In the overview, the authors specifically say: "Welcome and Unwelcome touches are used in this play to reflect the child's right of CHOICE in giving and receiving touches." (emphasis in original)
  - c. The program also proclaims: "Teaching the 'personal safety zone' demonstrates the child's right to CHOOSE regarding touch. (emphasis in original)"

So, we have here a program designed for young children intended to teach them that they have the ultimate right to choose what to do with their body. For those involved in the front-line battles against the slaughter of innocent babies by abortion, this is a frightening concept.

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<sup>1</sup> Jim Sedlak is a former teacher at Marymount High School in New York City and author of the book *Parent Power: How parents can gain control of the school systems that educate their children*. Jim has been involved in critiquing sexuality education programs since 1986 and is a recognized leader in the struggle against offensive and inappropriate sexuality education programs. Jim currently serves as executive director of American Life League's STOPP International.



We have long attended pro-abortion events where shouts of "pro-choice" and "it's my body" have been used to justify the killing.

We have a culture suffering from an overriding "dictatorship of relativism" and, rather than countering this culture, this program draws our unsuspecting children into the notion that whether a touch is welcome or not is a relative thing which only they can decide – without any objective guideline. Although the authors of the program would surely claim that the program says that touching another person's private parts is wrong, the underlying philosophy children will learn is that it is THEIR decision. If they decide touching of private parts is unwelcome, they say no. But, if they should decide that touching of private parts is welcome, the program would allow them to say yes.

Surely it would be better, at least in religious schools, to teach our children that their bodies were created by God and are temples of the Holy Spirit and that they should remember to protect this body from any aggression.

2. **This program is unacceptable for use because it violates the child's normal sexual development.** The program insists that children learn the names of the private parts of their bodies and use these names in numerous classroom exercises. Dr. Anchell warned specifically against this type of indoctrination of our children (although this program does not include nudity or how humans mate, it is fixated on teaching genital anatomy to even the youngest children):

The predominant sensual impulse of the 3- to 6-year-old child is "to see and show nudity." This stage is exhibitionistic and voyeuristic in nature. It can be readily seen in the innocent but unmistakable sensual excitement that the 3- to 5-year-old child exhibits when gleefully running about the room nude after a bath. Children should not be encouraged to linger in these early stages of childhood sexual development.

If misguided adults, sex educators or child molesters cause the child to linger in these early sensual stages, an arrest in further sexual growth may occur. Such an arrest in sexual development, indeed, may happen as a result of the sex teachings given to 3- to 5-year-old children. Sex education given to these kindergarten students consists of repeated demonstrations of nudity, genital anatomy and of showing how humans, as well as animals, mate.

The 3- to 5-year-old has absolutely no need for such sex teachings. The instructions have no beneficial value and can only serve to disrupt the child's further sexual maturation. For example, a 3- to 5-year-old child, who is repeatedly given demonstrations of nudity, genital anatomy and instructions on the mechanics of mating, may become fixed in the need for an undue amount of exhibitionistic and voyeuristic pleasures in his or her later sex life. In such cases, the eye may replace the genital organ as the primary sexual site. Sexual growth ceases and "seeing and showing" becomes the main sexual aim.

Over the years, the widespread sexual interferences of sex educators with the sexual development of 3- to 5-year-old children are undoubtedly responsible for the ever-increasing exhibitionism and voyeurism seen in today's society.

Melvin Anchell, M.D., A.S.P.P A Psychoanalytic Look at Today's Sex Education (1985)

As the children get older, the program, by its repeated insistence on the discussion of genital anatomy, then intrudes specifically on the latency period of the child. As Dr. Anchell documented:

The second sexual phase is referred to throughout the world as the latency period. This period of sexual development begins about 6 years of age and lasts up until 13 years of age. It has been shown to exist in savages as well as civilized people. In the 6- to 12-year-old child, direct sexual feelings become quiescent. Because of this dormancy for direct sexual energies, latency is a time in life when the individual normally experiences the greatest tranquility.

The dormant sexual energies in the child do not disappear during latency, but are redirected by the mind and are used to serve other purposes. For example, during latency, some redirected sexual energy is used for acquiring knowledge. This is why the 6- to 12-year-old child is most educable. Scholastic tests done on today's sexually educated 6- to 12-year-olds, indeed, show that these students have accomplished less scholastically than pre-sex-education students. Prior to the establishment of sex programs, educators acted as though they seemed to realize that involving the child in sexual matters made the child uneducable, and they made every effort to avoid concerning the child with sexual matters.

There are many cultural and personal achievements attained through the redirection of sexual energies during latency, but the most important achievement of all is the development of the capacity for compassion. It is this ability to feel compassion that truly separates man from all other creatures.

The second most important achievement resulting from the redirection of sexual energies during latency is the strengthening of mental barriers that control perverse sexual impulses. The mental barriers that control raw instinctual sexual urges are shame, disgust, morality, aesthetics and so on. These mental barriers are inborn and are present at birth. However, to be effective in later life, they must be strengthened during latency.

Thus, proper sexual maturation and development of conscience during latency, makes invaluable contributions to the individual and his civilization. The sex teachings given to the 6- to 12-year-old students keep sexual impulses stirred up, disrupting sexual growth, as well as personal and cultural achievements.

Melvin Anchell, M.D., A.S.P.P *A Psychoanalytic Look at Today's Sex Education* (1985)

With this as background, let's look specifically at how this program violates the normal sexual maturation of the child in the following examples of its concepts and activities:

- a. A "Key Concept" of the pre-K and K program is that "boys have private parts, a penis and a bottom" and "girls have private parts, breasts or chest, a vagina and a bottom." Scientifically, this is not correct. The female vagina is an internal organ. You don't see it from the outside. The proper name for the "private parts" of the female anatomy is the "vulva." But, correct names aside, discussion of this nature in a coed class among children this young will lead to the increased exhibitionism and voyeurism spoken of by Dr. Anchell.
- b. One activity described for pre-K and K children is the "Swim Suit Sale." Directions for this activity tell the teacher: "Gather swimming suits and props and add them to the dramatic play area. Encourage children to try on the suits over their clothes. While

admiring their selections, mention the names of the body parts that are covered and uncovered.”

- c. Another activity in the First and Second Grade program is “Body Buddies.” The directions for this activity state: “Children work in pairs. Take turns lying on the paper, while the partner traces their body outline. Children cutout and decorate the figures. With construction paper, children create clothing, including swimming suits, for the figures. When placing clothing on the bodies, students can identify and / or name the private parts of the body.”
- d. The program defends this use of names of private body parts by saying, “In some instances, a child’s initial disclosure (of abuse) has been ignored or misunderstood when the child did not have the proper language to clearly communicate the details about touching or an abusive incident.” This lame excuse for violating our children must not be tolerated by educated adults. If supposedly responsible people are ignoring a child’s cry for help, it is the adults that need to be trained. Subjecting the children to this atrocious indoctrination into sexual thinking is not the answer.
- e. The degree to which this type of program is against the natural modesty of these young children can be seen by a look at the “Outcome Measurements” of the Happy Bear Play. According to the data provided, nearly 1 in 5 children were uncomfortable using the names of “private parts” in conversations even after the indoctrination attempts of the program. In other words, almost 20 percent of the children retained their natural modesty – at least until further exposure to this program.
- f. As the program moves into the elementary school grades, we move into all the problems (of forcing these pre-pubescent, latent young people to focus on genital anatomy) that were outlined above by Dr. Anchell. The classroom discussion of private body parts among children of this age is a violation of their “age of innocence.” It forces the children to think about sexual matters in public at a time when any sexual instinct is naturally dormant.

This fact is recognized by the authors of the program as they note, in the fifth through seventh grade curriculum, a “problem.” They state the problem this way: A discussion of “private parts” among children of this age (10-12 years old) may incite some anxiety or giggles. Explain to children the serious nature of the topic.

The real solution is not to instruct the children to take the discussion seriously, but to stop forcing a topic on children that will naturally cause anxiety for many of them.

**3. This program is unacceptable because, in the hands of a perverted teacher, it will be used to inflict untold harm on the child.**

Following the criteria established for children in this program, the 12-year-old boy who had sex with his 34-years-old elementary school teacher could defend his actions by stating that her touches were “Welcome.” Any program that would lead to this sort of outcome and not clearly tell the children that intimate touching or sex with a teacher or other adult is WRONG, does not belong anywhere near our children.

As we learn more every day about the sexual predators who populate our classrooms, to introduce this type of program is totally irresponsible and certainly has the possibility of opening the school districts to lawsuits in the future.

4. **This program is unacceptable because it tries to solve the problem of sexual abuse of children without mentioning God or prayer.** A major part of this program is warning children against older relatives, friends and acquaintances who would gain their trust and then lead them into intimate sexual activity. Despite the fact that St. Alphonsus de Ligouri has told us that there is only one remedy when a person is being sexually tempted, there is absolutely no reference to this in the program – even when addressing those who have reached the age of reason:

"It is especially to be remarked that no one can resist the impure temptations of the flesh without recommending himself to God when he is tempted. This foe is so terrible that when he fights with us he, as it were, takes away all light; he makes us forget all our meditations, all our good resolutions; he makes us disregard the truths of faith, and even almost lose fear of divine punishment. For he conspires with our natural inclinations, which drive us with the greatest violence to the indulgence of sensual pleasures. He who in such a moment does not have recourse to God is lost. As Saint Gregory of Nyssa says, 'Prayer is the bulwark of chastity,' and before him Solomon, 'And as I knew that I could not otherwise be continent, except God gave it ... I went to the Lord and sought him.'

"Chastity is a virtue that we do not have strength to practice unless God gives it to us, and God does not give this strength except to someone who asks for it. But whoever prays for it will certainly obtain it."

St. Alphonsus de Ligouri in his work: *The Necessity, Power, and Conditions of Prayer*

- a. While giving the child useful information on recognizing and resisting the threat posed by a stranger (children are taught to say "NO," to physically move away from any person or situation that is threatening, to call "Help" when help is needed, to announce "I'm going to tell" to dissuade the person from inflicting abuse, and to report the incident), what is not in the program is any reference to the necessary spiritual help available to children who find themselves in a threatening situation. It would be appropriate for these children to learn that God will assist them, if they ask for the assistance. Including phrases such as: "God, come to my assistance," or "Lord, make haste to help me," or "Mary, help me," or even "Guardian angel, get me out of here," would help the children realize that they are not alone and can ask for God's help. But none of this is in the program.
- b. In a similar vein, the program offers specific activities designed to increase the children's self-esteem. The "Special Assignment" activity in the first and second grade program specifically tries to establish the notion in the children that "You Are Special." Once again, no mention is made that the children are created in God's image and are special because God made them and loves them. The program relies on human reinforcement of the worth of each child while ignoring the fact that their Creator made them special.
- c. Again, in the third through fifth grade program there is a specific activity called "Stress Busters." It concludes with a list of ways to reduce stress. Although the list contains such items as "practice relaxation" and "deep breathing," there is no mention of prayer or seeking God. This would seem like an ideal place to begin to explain to these 9- to 11-year-old children about God's involvement in their lives and the fact that nothing happens to them that is not allowed to happen by God. It would be a tremendous teaching moment to let children know that they can greatly reduce the

stress in their lives if they will rely on God and understand that He loves them and will see them through any stressful times. Unfortunately, this program does not do this.

- d. Without belaboring this point, there are many other examples where God is left out of the program. In the third through fifth grade program there is an activity, River of Life, where children supposedly learn how to overcome the tough times in their lives. Once again, God is nowhere to be found in the discussion.

5. **This program is unacceptable because it attempts to indoctrinate our children into the "New Age" philosophies.** Throughout the program, emphasis is placed on "feelings." In the instructions to the teachers, examples are given of Welcome Touches (hug, handshake, high-five, pat on the back, holding hands) and Unwelcome Touches (punch, unwanted kiss, push, pinch, touch on private parts of the body). Yet, especially in the third through fifth grade program (called P.S. Gotta Move), children are encouraged to identify Welcome and Unwelcome touches by how they feel.

- a. In one activity, Talk About Touch, the teacher calls out a series of situations and children are asked to stand if they would share a touch in that situation or remain seated if they would not. The discussion in this activity asks the children: "When do you feel comfortable sharing a touch?" and "When do you not want to share a touch?" Thus, in the end the program leaves the impression that it is all up to the child's feelings. No objective right or wrong, just relative decisions based on feelings.
- b. In the Staff Training material, sexual abuse is defined as "the exploitation of a child for the sexual gratification of someone who is significantly older or more powerful." However, the fifth and sixth grade program (called P.S. Break the Silence) gives the children the following definition of sexual abuse (underlining added): "When someone who is older, more powerful, or who has more authority than you touches private parts of our body or makes you touch theirs in ways that make you feel bad." This definition would establish that sexual abuse only occurs when you feel bad about what is happening. This, of course, is not the message we should be giving to our children.

### Conclusion

**This program is totally unacceptable for use in any school, public or private, or by any organization.** Cited above are just some of the examples of the problems with this program. It is not intended to be an exhaustive list. The final conclusion is that, because of the program's teaching of moral relativism, its violation of the normal sexual development of our kids, its enabling of the perversions of some teachers, its total ignoring of the existence of God and His role in children's lives, and its advocacy of New Age philosophy it is not a program that should be encouraged or adopted – particularly by any Catholic, Christian or other religious school or organization.

## Parental Objections to This and Other Safe Environment Programs

1. Parents have not asked for help in this matter. Parents have not requested them and therefore they violate the law of subsidiarity.
2. They undermine the mission of marriage and the family.
3. They undermine the vocation of the clergy to focus on the supernatural mission of saving souls by teaching and sanctifying.
4. They defy Church teaching regarding modesty and classroom sex education.
5. The programs violate the innocence of children, and traumatize them by immersing them into a world of perversion and danger.
6. They desensitize and sexualize children, thereby making them an easier prey for child molestation. The programs themselves are immodest, discussing in public a private, delicate, intimate sphere.
7. Programs operate with the teacher having little or no knowledge of the individual differences in children, inclusive of children who may already have been abused and are undergoing therapy.
8. They are a "Pandora's Box" of potentially harmful classroom questions and discussions which may make known private information about individuals and family member's personal lives.
9. The programs present subject matter comprehensively, rather than a parental method of using natural, actual life experiences to teach gently certain things.
10. They present topics which pique a child's curiosity and encourage experimentation because that is the way children learn. (From an idea to the concrete)
11. They falsely believe that little children can discern and make judgments leading to identifying the predator from the friend. This unnecessarily burdens children with responsibilities they should not have and cannot do.
12. The programs insist on children reporting abuses, (hence they say is the necessity of knowledge of clinical terms) and being examined intimately which can cause additional trauma.
13. The programs seek to minimize the U.S. Bishops' risk by giving them a reason to seek settlements before court and to "claim" that the "safe environment" program a child has taken should have fore-warned the child, and thereby the child should have known better.
14. The programs portray about most anyone as a potential abuser. This undermines family trust, even teaching that the parent or sibling can be abusers. Even if this may be a statistical truth, the role of the school is not to undermine the role of the family. Not every family has an abuser in it. These programs affect ALL families. In like manner, the homosexual priests who are responsible for 80% of church related abuse are largely ignored in these programs. The writers of these programs disregard the Jay Report findings even in parent education, and place the blame on everyone else...
15. The origins of many programs are secular- of Planned Parenthood milieu. Talk about Touching, for example, developed from a group which originally sought to legalize Prostitution. Programs also have hidden political agendas such as feminism, homosexuality, etc.

16. The programs are Palagian, self help programs at the cost of fostering the real safe environment of the true Faith- complete with the Catechism, scapulars, holy water, prayer, the Mass and the rosary, our guardian angels etc.
17. The programs detract from academic subjects, including Christian Doctrine.
18. Measurements of reported success are questionable. One can measure increase in knowledge, but what about the accompanying impure thoughts? What criteria measure the averted disasters? What criteria measure the actual child abuse incidents? Measurement of numbers of child abuse incidents can be calculated in communities with programs, but how can cause and effect be correlated?
19. The so-called good of these programs and the numbers of “satisfied parents” can never justify the bad means, which, in this case, are classroom sex programs themselves.
20. The name, “safe environment” is a lie. These programs are not safe or good for children.