

Vatican II versus Satanic Sabotage

THE GLORIES of Vatican Council II are especially in its major documents (see *Handouts* n. 40):-

- Dogmatic Constitution *Lumen Gentium* on the Church
- Dogmatic Constitution *Dei Verbum* on Divine Revelation
- Constitution *Sacrosanctum Concilium* on the Sacred Liturgy
- The Pastoral Constitution *Gaudium et Spes* on the Church in the World of Today (in the Modern World).

PURPOSE NOT ACHIEVED!

Today's mess is that VC II is rarely implemented, so its purpose is not achieved: see *Handouts* n. 1, “A Catechism [in 50 Q&As] About Catechisms”:-

17. *What did St John XXIII say in 1962 was the greatest concern of the Second Vatican Council*
St John XXIII said “the greatest concern of the Second Vatican Council is that the Sacred Deposit of Christian Doctrine should be guarded and taught more efficaciously.”†

† Opening Speech, 11-11-62, quoted in the *Catechism of the Catholic Church*, p. 2, and in Abbott's *Documents* p. 713.

18. *At the 1985 Extraordinary Synod what did the Bishops say about the Second Vatican Council?*
At the 1985 Extraordinary Synod the Bishops said, *inter alia*, there had been “a defective understanding and application of the Second Vatican Council.”

† This text is an accurate translation of *defectuoso intellectu et applicatione*, whereas the *Final Report* (FR) in the St Paul Edition p. 19 is defective: “an incomplete understanding and lack of application” as though all we needed was “more of the same”.

19. *At the 1985 Extraordinary Synod (20 years after VCII) what did the Bishops say about the state of catechesis?*
At the 1985 Extraordinary Synod the Bishops said that “everywhere in the world today the transmission to the young of the faith and moral values deriving from the Gospel is in peril. The knowledge of the faith and the acceptance of the moral order are often reduced to a minimum.” FR p. 31.

THE LONG MARCH OF THE MODERNISTS through Catholic educational organizations

cf. Kengor, *Take Down* on “the long March of the Left” (Freud/Marx) through education at all levels, pre-school, primary, secondary, tertiary.

The collapse of Catechetics, Nuns, Brothers, Priesthood, Marriage and its morals, Confession, Mass attendance, vocations is largely due to ignoring, distorting or contradicting the Sacred Deposit of Christian Doctrine and not guarding and teaching it more efficaciously, i.e. failure to implement VCII in its very terms of reference by its initiator, as above.

The new *Louvain* (Leuven) *Project* is the Relativism of Political Correctness. It is the latest outbreak of the Modernism condemned by St Pius X, and a new fad of some diocesan Catholic Education Offices; (cf. *Handouts* n. 89 “Pandora's Catechetics: Fads, Fashions & Falsehoods”):

SATAN'S Espionage, Sabotage and Subversion (see *Handouts* n. 120, p. 2) has been and still is the ultimate cause of the evils of certain Church members, especially in the last 50 years from Vatican II.

Today's evils cannot be blamed on the Council, nor on its documents. They did *not cause* them. Rather, they were *occasioned* by the euphoria and by some Satan-inspired false implementation of its documents.

The difference between a **cause** and an **occasion** is vital. A cause has a positive influence on the being or becoming of something else; whereas an occasion has an influence, not inevitable, because of our free will and the Devil's alluring temptations.

The fall-out since VCII is contradictions:

- the **total rejection** of the Council, especially exemplified by refugees from the liturgical abuses of the *Novus Ordo Mass*; (see *Handouts* n. 71, p. 2).
- the **gullible acceptance** of an elusive “spirit of VC II” to justify any aberration one cares to embrace.

The truth stands *above* the opposing errors. Truth does not stand between errors as a sort of compromise. It is **virtue** that often stands *between* two extremes, e.g. prudence standing between as well as above) rashness and cowardice.

False mindsets *occasioned* by Vatican II led to a rapid collapse of many good things. False doctrines from visiting gurus and local trendies corrupted:

- catechetics in Catholic schools, public schools;
- adult education, marriage preparation;
- seminary theology courses;
- Religious Life of Nuns, Brothers and Religious Order Priests.
- Diocesan Priests, especially conferences & live-ins.

SELF-ESTEEM

Self-esteem or self-estimation is often simply self-deception — *Nemo iudex in sui causa*, “No one is judge in his own case”:

Self-esteem is often mistaken for *self-respect*, but self-respect has the basic humility of honesty, that we are God's creatures, with God-given dignity, duty and destiny, His children.

Atheists often tout self-esteem as a *value*. It is not a virtue, and it fails to enhance charity and self-abnegation:

We who are strong
ought to bear with the failings of the weak,
and not to please ourselves;
let each please his neighbor for his good, to edify him.
For Christ did not please Himself.

Romans 15:1-3

A man is really approved
when the Lord thinks well of him,
not when he thinks well of himself.

2 Corinthians 10:18

This page was intended for publication last August and written a good deal before that.
PTO for my excuses...

A New Life at The Rock

Dear Friends,

My address from 9th November, 2017 is:

The Rev. B.J.H. Tierney
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143 Old Trunk Road
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and the phone/recorder/fax is **02 6920 2000**.

The village of The Rock is named after the outstanding geographical feature of the flat country all around it, The Rock Hill, height 554 metres (about 1800 feet). It is 30 km southwest of Wagga Wagga on the Olympic Highway and a whistle stop on the main southern railway. Dare I utter the fatal words, "You can't miss it"?

Once more I am living with the Vicira family and we are 1.43 km from the post office at The Rock.

Please do **not** lob in on me without notice.

Please do not expect quick responses to letters, fax or phone calls. For six months I have been packing up the paraphernalia of my retirement apostolate at Tarlo near Goulburn and it will be another six months getting organized efficiently once more. This page is being composed in a surroundings which normal people would call untidy and philosophers might call the fringes of chaos.

Yours sincerely in Our Lord,

Father James Tierney

NEW BOOK

Life Under Compulsion, ten ways to destroy the humanity of your child, by Anthony Esolen, who is author of *Ten Ways to Destroy the imagination of your child*.

The author asks: How do you raise a child who can sit with a good book and read it? Who is moved by beauty? Who doesn't have to buy the latest this or that vanity? Who is not bound to the instant urge, wherever it may be found?

His answers come in ten chapters, after an Introduction to the title, **Life Under Compulsion:**

1. Courses in compulsion: *The School*.
 2. Contempt for humanity: *The Corpse*.
 3. Rush to Work: *The Treadmill*.
 4. Forgetting How to Think: *The Idiot*.
 5. Lusts, not Love: *The Itch*.
 6. Condoning Everything and Forgiving Nothing: *The New Pharisee*.
 7. No History but the Inevitable: *The Minitaur*.
 8. Fleeing the Family: *The Orphan*.
 9. Giving In: *The Mob*.
 10. Fear of Contemplation: *The Box*,
- plus an Epilogue and an Index.

2015, 222 pp, \$44.95 — that's 20¢ a page and worth it!

See also *Handouts* nn. 113 (122, 123) on Anthony Esolen *Defending Marriage*; 115 (118) on *Imagination*, and 119 on *Social Teaching*.

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Extremism in Educational Enthusiasm

The Australian for 2-9-97 had Stewart Fist's article, "Books still best for reliable information." The heading was clearly that of a sub-editor because Stewart Fist mentions the idea directly only in his last paragraph: "However, most of the best and most reliable information is still held in book libraries."

What follows is a summary:

HIGH TECHNOLOGY as a way of solving Educational problems is a theme repeated every decade.

Here's a 1922 quote from **Thomas Edison**: "I believe the motion picture is destined to revolutionise our educational system and that in a few years it will supplant largely, if not entirely, the use of textbooks. I should say that on the average we get about 2 per cent efficiency out of schoolbooks as they are written today. The education of the future, as I see it, will be conducted through the medium of the motion picture... where it should be possible to obtain 100 per cent efficiency."

Radio was similarly seen as a key component in this modern technology... **Radio, as a substitute for normal classroom instruction, began in 1932...** "to bring the world to the classroom, to make universally available the services of the finest teachers, the inspiration of the greatest leaders... the unfolding world events which through radio may come as a vibrant and challenging textbook of the air."

A Los Angeles **high school experimented with the use of television in 1939...** but the main push to bring TV to the classroom came from the Philadelphia public school system in 1947...

American Samoa... Traditional classroom work became subservient to either preparing for broadcasts or following them up with project work.

American... **Cable TV... 1970...** One primary task was to promote the use of video equipment... **Closed Circuit TV would allow the best lectures to be presented by the best teachers...** It was seen as a way to cut costs and boost the quality of education... However the 'process' (rather than the product) was believed to be all-important and self-empowering: video was seen as creative, liberating, inspirational and strongly motivational. **The next phase was videodisc and interactive self-paced learning...** Self-paced learning is a great theory, but the potential is rarely achieved in practice... High expectations have migrated to **CD-ROM and the Internet...** "Many enthusiasts believe immense education benefits will eventually be realised..."

They always look to the future as a way of rationalising the failures of today—never backward at past experience... One of the great fallacies in ed-tech is believing more is always better... very often the opposite is the case... novelty for a time... **But teaching isn't the same as learning...** Certainly computers and the Internet have a role to play in education, but possibly the main benefit students will get from their computer labs is the ability to touch-type."

Editorial comment:

Over the last 70 years, Australia has gone from radios, strip film and slide projectors, 16mm movie projectors, overhead projectors, TVs, through to computers for each pupil and power presentations by teachers from electronic whiteboards.

Never before has so much money been spent for so little benefit to show for it, rather often it is slipping backwards. The weightier matters of real teaching have been neglected, matters which would have put the new and lesser helps to teaching in their lesser and proper place.