



Hamilton – Wentworth Family Action Council  
DEDICATED TO PRESERVING FAMILY VALUES  
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April 30, 2009

Hamilton-Wentworth District School Board  
100 Main Street West  
Hamilton, ON L8P 1H6

Attention: Mr. Brent Monkley, Vice-Principal Equity

**Re: HWDSB Draft Equity Policy - Supporting Guidelines : Gender Equity**

Dear Sir:

Thank you the opportunity to review the HWDSB Draft Equity Policy - Supporting Guidelines : Gender Equity. As you are aware, the issue of sexuality is of utmost importance to Judeo-Christian principled families and the Hamilton-Wentworth Family Action Council.

We have reviewed the draft version and provide the following comments:

This policy appears to be based on an ideology that gender differences do not actually exist and that gender identity confusion is a normative experience. As this is not factual, the entire policy is built upon a false foundation. When reviewing the Glossary definition of ‘gender’ it seems that HWDSB is saying that there are not simply two genders but many genders and that gender is not inborn, rather it is a social construct and that gender roles are interchangeable. We cannot support this social engineering agenda also known as the ‘unlearning process’.

In quoting a study entitled *21 Reasons Why Gender Matters* we provide the following:

*We live in an age of gender confusion. Much of this is a result of the deliberate attempt by various social engineers to convince us that gender is not fixed or static, but fluid and changeable; that there are not two genders but many genders; that gender is really a social construct; that gender roles are interchangeable; that humans are really androgynous; and that gender is not important in human relationships.*

*Gender role modelling is also on the decrease, because more and more children are growing up in households other than the mother-father household. The great majority of single-parent households are*

*fatherless. Many boys are growing up without a father figure and most schools have a predominance of female teachers. Boys lack good male role models. Confusion over gender is thus compounded and passed on to future generations.*

*One of the main examples of gender confusion is what some are calling gender disorientation pathology. This is the term used to describe homosexual, lesbian, bi-sexual, and transgender relationships. In these and other cases, there is a major distortion or disordering of the male or female gender, and a confusion of both gender and sexuality.*

The study is based on the following four foundational principles of which our Council is supportive:

*There is an enormous and growing body of research, encompassing the fields of biochemistry, neurobiology, physiology and psychology, which all point to a clear conclusion: that there are profound differences between men and women. These go well beyond the obvious physical appearances and reproductive differences; men and women differ at many levels, and also approach relationships differently. As such, this document rests upon, and makes the case for, these four foundational principles:*

- 1. Gender differences exist; they are a fundamental reality of our biology and impact our psychology. Our maleness and femaleness is a key aspect to our personhood.*
- 2. Acknowledging, rather than ignoring (or worse denying), gender differences is the only intellectually honest response to this reality.*
- 3. Gender differences are complementary; individuals, our collective humanity, and society as a whole, all benefit from masculine and feminine characteristics. We are better for having men with a clear understanding of their masculinity and women with a clear understanding of their femininity.*
- 4. Gender identity confusion does exist in a small minority of individuals. It is a painful pathology and warrants a compassionate response. However it is not the 'normative' experience and is not therefore a paradigm upon which to drive social policy and institutions.*

The above study is based on evidence rather than ideology and thus is educational rather than indoctrinal which is the case of the HWDSB Draft Policy. The study is supportive of the reality of gender differences as opposed to the HWDSB Draft Policy which is a further attempt at destructive social engineering.

It is important to note the fourth principle above. We agree that gender identity confusion is painful and warrants a **compassionate** response and so our rejection of the Draft Policy is not a rejection of those who bear such pain, rather it is of those who choose to drive social policy on the false premise that gender identity confusion is normative. We believe that implementation of this Draft Policy will be divisive and result in both parental and classroom conflict with the gender confused being the subject of discussion, this is not compassionate. Using social policy to normalize a state of confusion will actually hurt those persons that the Policy seeks to protect and as well lead to confusion and questioning in the minds of young children.

Included in this e-mail is a .pdf file of the study *21 Reasons Why Gender Matters* which we recommend that HWDSB closely review and follow. We also recommend a book entitled, "Why Gender Matters" by Leonard Sax, PhD.

Some specific concerns with the Draft Policy are as follows:

#### *Removal of Barriers*

- 2.3 The leadership of the Hamilton-Wentworth District School Board will strive to ensure that educational practices are inclusive and reflect the contributions of persons of all genders including the **diverse groups of girls and women** in our communities. Further, it will strive to ensure that all forms of stereotyping, prejudice, discrimination, sexism, and violence against women and transgender persons are challenged and eliminated.

**We note in the above, special mention of girls and women but no mention of boys and men.**

#### 4.0 CURRICULUM

##### Guiding Principle

*The Hamilton-Wentworth District School Board will support curriculum, learning materials and school practices which reflect and include the principles of equity, as regulated by the Ministry of Education. The Hamilton-Wentworth District School Board acknowledges that inequities exist in the curriculum; therefore, the Board is committed to enabling **all girls, women, and transgender persons** to see themselves reflected in the curriculum. The Board is further committed to providing each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world.*

**We note in the above, special mention of girls and women but no mention of boys and men.**

#### *Commitment to Equity*

- 4.1 The Hamilton-Wentworth District School Board will strive to ensure that the principles and practices of gender equity and anti-sexism permeate the curriculum in all subject areas by: examining and challenging curriculum that **traditionally has been male-dominated or ignores the experiences of women** of diverse backgrounds and transgender persons in order to ensure inclusivity;

The above is based on the dominant / oppressed ideology which is divisive. It paints males as being the dominant oppressor and women as the oppressed victims. Including persons specifically because of their gender confusion rather than for their accomplishments in a sense is

making gender confusion something to celebrate when in fact it is a painful pathology requiring intervention and treatment. Again, this will lead to confusion and questioning in the minds of young children.

- developing a process to determine whether sexism, transphobia, gender biases, and stereotypes as well as **violence against women** and transgender persons are present in the curriculum;

**We note in the above, special mention of women but no mention of men.**

- ensuring that materials, programs and program delivery do not promote sexism, transphobia, gender biases and stereotypes as well as hatred and/or **violence against women** and transgender persons;

**We note in the above, special mention of women but no mention of men.**

- providing adequate resources and training: to use materials, programs, and program delivery effectively to promote **critical-thinking skills**; and to identify and challenge bias and stereotypical assumptions.

Given that this draft policy is based on a false foundation and ignores evidence, it is impossible to promote critical-thinking skills.

- 4.2 The Hamilton-Wentworth District School Board will allocate learning resources to challenge sexism, **violence against women**, and hate propaganda based on gender.

**Once again we note in the above, special mention of women but no mention of men.**

**This Draft Policy paints men as dominant and violent oppressors and thus, is in itself hate propaganda based on gender.** It gives one the sense that the ideology of this policy may in fact be driven by militant, man-hating feminists.

We feel that the above provides a sense of our objection to this Draft Policy and so we will not continue to provide further basis. We are opposed to public dollars being wasted on such destructive policy and the chaos that will ensue in society as children are subjected to a policy built on a false foundation.

There are several excellent recommendations provided in the study entitled *21 Reasons Why Gender Matters* which we suggest HWDSB employ. Some of these are as follows:

- 1. That the recognition of male and female, and the celebration of their differences and complementarity, be made the foundation stone of all government policy.*
- 2. That the equal worth and value of men and women be fully affirmed, but not at the expense of gender uniqueness and difference.*

- 3. That parenting be understood and defined in terms of the complementarity of motherhood and fatherhood.*
- 4. That measures be implemented to improve boys' education, including the active recruitment of male teachers to serve as role models for boys.*
- 5. That programs to mentor boys, affirm their masculinity, and support transitions to manhood, be affirmed, encouraged and funded by government bodies and the community at large.*
- 6. That programs to mentor girls, affirm their femininity, and support transitions to womanhood, be affirmed, encouraged and funded by government bodies and the community at large.*
- 7. That motherhood and fatherhood be recognised as valuable social institutions with appropriate support and protection in both law and government policy.*
- 8. That public monies not be used to promote the homosexual lifestyle, as this will lead to even more gender disorientation pathology.*
- 9. That public funding be committed to programs and support networks which assist individuals to overcome gender disorientation pathology .*

We trust the above will be forwarded to all trustees and given serious consideration.

In Family Service



Jim Enos  
President,  
Hamilton-Wentworth Family Action Council

cc. Director Chris Spence  
Trustee Glauser  
Trustee Turkstra  
Trustee Orban  
MPP Ted McMeekin  
MP David Sweet