



"Righteousness exalteth a nation..."

"Seek that you may excel..."

SOCIETY
To
OUTLAW
PORNOGRAPHY

COMMITTEE
AGAINST
REGRESSIVE
EDUCTION

(OFFICIAL PUBLICATION OF 'STOP & CARE')

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AIMS & OBJECTIVES OF STOP & CARE (in brief):

To protect children and teenagers from all forms of moral corruption and mental and spiritual harm, that could contribute to their delinquency or physical harm.

We consider STOP & CARE to be a Christian 'umbrella' organization under which the MORAL MAJORITY may join together to strengthen one another IN PROMOTING A CHRISTIAN RESPONSE to all modern trends affecting THE FAMILY, THE CHURCH AND SOCIETY, with the emphasis on the GOD-GIVEN RIGHTS OF THE CHILD.

FROM THE DIRECTOR'S DESK

19th November, 1981

Dear 'STOP & CARE' Supporters,

We love receiving your many letters, phone calls, invitations to attend or speak at meetings, to prepare submissions for public inquiries, requests to assist with students' assignments, to fill in questionnaires for surveys, etc. - but it all takes time and 24 hours a day is just NOT enough time for everything we need to do - especially considering the build-up of mail during our month's absence interstate! If your letter or phone call is still unanswered, we do apologize.

ANSWERS TO PRAYER

However things should start to improve soon. It was an answer to prayer. Just when our Executive was looking at ways to lighten my work-load, along came a generous donation, ear-marked for Harry and me personally, so we decided to use it to pay for the services of "DEADLINE OFFICE DUTIES", a newly-established Redcliffe business providing those 'extra pair of hands' when most needed - for typing, filing, parcelling up orders, etc.

Maybe YOU might also like to have a part in personally helping to lighten my work load by including a little extra, either with your annual fees (or as a monthly offering as some of our dedicated supporters already do) - noting that it be put towards this office help so as to maintain our labour of love in our Lord's service. My husband says scaling down our activities is the only alternative.

Another prayer (that the Lord would send labourers into the harvest) has also begun to be answered in the last few months. We now have a group of helpers ready to assist with phone projects, action campaigns, meetings, and the month-by-month collating, stapling, folding and wrapping of each issue of our "STOP PRESS" ready for sorting, bundling and posting (which in all is several days' work for the Joyner family).

Volunteers come in all ages - the youngest we have is a very enthusiastic young twelve-year old who has added sorting and filing of STOP & CARE literature to her list of duties. Many thanks, Fiona! The Lord will bless you as you serve Him.

CONFIDENTIAL DIRECTORY

Remember the Confidential Address & Phone Directory Forms that I included in the last "STOP PRESS"? For those who may have lost or overlooked theirs, we are enclosing these forms again. Thanks to all those who did send us their names for inclusion. You will now be considered an 'inner circle membership', and can expect to become the recipients from time to time of special issues of 'STOP PRESS' or other confidential newsletters, etc., that are not for public distribution.

The first page of the Directory has been typed and copies will be sent out shortly to all whose names appear on it. Then the rest will be up to you to make contact with others in your area or elsewhere. You may have already received a letter from one 'early-bird' who wrote particularly requesting his copy in advance so that he could begin his own campaign against T.V. standards (or lack of them!). We do appreciate your interest in 'actioneering', Glenn, and hope others will follow suit.

WE HAVE ANOTHER FIELD REPRESENTATIVE

For the information of members and supporters in the area between Palmwoods and Maryborough, the Executive has appointed one of its members to take up the duties of Field Representative on our behalf in that area. She will be making contact with you in due course. We have just returned from a trip up the coast as far as Maryborough, discussing details of our recent southern trip, distributing anti-casino petition-type letters to the Premier, and collecting newspaper cuttings and

other first-hand information about what is happening in local schools. My thanks to my AMWAY customers in each centre whose purchases took care of our petrol costs.



IF YOU DON'T WANT THE CASINO, SAY SO!

I am including a copy of this anti-casino letter in this 'STOP PRESS'. PLEASE sign it, and make copies of it for others to sign, and send an envelope full of them direct to -

The Premier, Hon. J. Bjelke-Petersen, MLA,
Executive Building,
100 George St.,
BRISBANE.

DECLINING SCHOLARSHIP

On Nov.16, I went along, as STOP & CARE representative, to a local meeting on unemployment, chaired by our MP (Hon. Terry White, Minister for Welfare Services).

STOP & CARE have always said, in relation to unemployed youth, that significant contributing factors are as under:

1. Educationists' overwhelming emphasis on the Humanistic trend towards behavioural modification of the child, through stages of moral development until the child reaches the ultimate level - 'moral autonomy' (the 'do your own thing' syndrome); and
2. Curriculum planners' declining interest in scholarship at every level of a child's schooling.

This belief was strengthened last night when it was publicly stated by a senior official from the Commonwealth Employment Service in answer to a question involving declining educational standards - "A LOT OF UNEMPLOYED YOUNG DO LACK MARKETABLE SKILLS. . ."

An employer stated -

"Education standards are a problem... School discipline is NOT as good as it should be or used to be... Kids who have left school and gone on the dole just WON'T WORK in a job for so little extra."

Furthermore, speaking in Melbourne on 25/9/81 to a Conference of the Australian Association of Technical and Further Education (TAFE) Principals, Hon. Neil Brown, the Federal Minister of Employment & Youth Affairs, had this to say:

"The Government strategy in the "School to Work Transition Programme" was to increase as quickly as possible the availability of education and training opportunities. TAFE would play a major role in providing those opportunities."

POST-SCHOOL REMEDIAL TEACHING

From speaking to teachers and others involved in TAFE, I have gathered that much of TAFE is actually REMEDIAL - basic English and Maths - reading, writing and calculating for school-leavers or the older unemployed who, despite their years in primary and secondary schools, STILL LACK MARKETABLE SKILLS. There must be something drastically wrong with an education system that cannot, in ten years of schooling, teach a student to read and write! Yet TAFE teachers apparently can do so in so many months!

The very existence of courses such as "Skills for Living & Working" (teaching the 3 Rs and various 'job-seeking' skills, together with the inevitable 'Human Relations' - 'Expression through Movement' and 'Body Language', which terms indicate some form of 'Sensitivity Training' or 'Behaviour Modification'), are tantamount to an admission of failure by the State School system. Its cause should be isolated and rectified, to prevent the wasting of ten years of even one child's life.

WHOM TO BLAME - THE CHILD OR THE SYSTEM?

It is popular to pass the blame off on to the child, his parents or his socio-economic background, but this is obviously quite unfair. From my own knowledge and from talking to teachers in schools using the ACE (Accelerated Christian Education) programmes and methods, the improvement in children after just a few months of learning under the ACE system, is surely proof enough that it was the state school system that was at fault rather than the child or his home life. It was still the same child from the same home - only the curriculum and system of teaching were changed. Changes for the better in schooling usually also improve the home life along with the child's scholastic achievement. (See the letter from a grateful parent that I have published elsewhere in this issue - only one of many such case histories.)

A.C.E. - TOO ACADEMIC!? TOO CHRISTIAN!?

By the way, I have it officially that reports that some schools using the ACE programme have been closed down are not correct. Some schools have been de-registered, but this simply means 'no government funding' pending further negotiation over curricula, etc. The charge against ACE material is that it is concentrated too much on the basics, and is too strongly oriented towards Christianity! How ridiculous! Society WANTS school-leavers with just such a schooling. "The proof of the pudding is in the eating" - A.C.E. school-leavers are in demand, both for their MARKETABLE SKILLS and for their DISCIPLINED ATTITUDE.

1982 MEMBERSHIP FEES DUE NOW

FINAL NOTE: Fees for membership for the year ended 31/10/82 are now due, and we will greatly appreciate your early remittance. New members who have joined since 1/8/81 need not renew.

Yours In His Joyful Fellowship,

Rona Joyner

Director.



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Director: Mrs.H.S.Joyner

P.O. Box 142, Margate, 4019.

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SUBMISSION - PART II

FAMILY WELFARE LEGISLATION

This submission (Part II) is supplementary to that which has already been forwarded to the Minister for Welfare Services (Hon. Terry White, BA, PhC, MPS, MLA. - Member for Redcliffe).

THE PROBLEM OF LANGUAGE

The great central problem facing both Parliamentarians and the public today is the problem of language - words not meaning what they seem to say; academics and radicals using their own 'special jargon', advocating goals that are high-sounding and very humane in description, and promoting ideas for legislation that sound lofty in expectation, but are dangerously Humanistic or Socialistic in design.

Such 'progressive' innovators think they will change man and society through scientific, psychological, or legislative processes, instead of through repentance and conversion to Christ. The aims and ideals of Humanistic world-planners all sound so noble and starry that it is easy to be hoodwinked into unquestioningly accepting them at face value, without really examining ultimate outcomes.

WHAT IS THE 'ROLE OF GOVERNMENT'?

The institution of Government is God-ordained and the ROLE of Government is God-determined. Tribute, custom, fear, honour and submission are due to those who rule according to God's Word. I quote from Romans chapter 13:

"...The powers that be are ordained of God. ... and they that resist shall receive to themselves damnation. For rulers are NOT a terror to GOOD works, but TO THE EVIL. ...Do that which is GOOD, and you shall have praise of the same: for he is the minister of God to you FOR GOOD. But if you do that which is EVIL, be afraid; for he bears not the sword in vain: for he is the minister of God, a revenger to execute wrath upon him that does EVIL. ... For this cause pay ye tribute also: for they are God's ministers, attending continually upon this very thing. Render therefore to all their DUES: tribute to whom tribute is DUE; custom to whom custom; fear to whom fear; honour to whom honour."

And also from 1 Peter 2.13,14:

"Submit yourselves to every ordinance of man for the Lord's sake: ...unto governors as unto them that are sent by him for the PUNISHMENT OF EVIL-DOERS, and for the PRAISE of them that DO WELL."

However, Governments must be careful NOT to step outside their God-given role nor to OVER-GOVERN by usurping the role that God has ordained for PARENTS in their capacity as co-creators with Him.

We praise God that it is part of the Christian heritage of the people of Queensland, that our Parliament continually acknowledges its God-given charter by daily committing its deliberations to God:

"MOST GRACIOUS GOD: We humbly beseech Thee, as for this State in general, so especially for the Parliament of Queensland under our Most Religious and Gracious Queen at this time assembled:

That Thou wouldst be pleased to direct and prosper all our consultations to the advancement of THY GLORY, the good of THY CHURCH, the safety, honour, and welfare of our Sovereign and this portion of Her Commonwealth; that all things may be so ordered and settled by our endeavours upon the best and surest foundations; that peace and happiness, truth and justice, religion and piety may be established among us for all generations."

These and all other necessities, for us, and THY WHOLE CHURCH, we humbly beg in the Name and Mediation of Jesus Christ, our Most Blessed Lord and Saviour. AMEN."

It is surely the responsibility and duty of Queenslanders to assist our Parliament to formulate laws in accordance with this prayer - to help our lawmakers to legislate for the advancement of GOD'S GLORY and for the GOOD OF CHRIST'S CHURCH, so that the Government, as Ministers unto God, will be (as God expects them to be) a TERROR TO EVIL WORKS, and for the PRAISE of them that DO WELL - in this, a country established under God. Therefore, in formulating laws, especially in regard to the FAMILY, care must be taken to encourage those parents that are doing WELL to continue to do well without 'Big Brother' interference.

Rulers are not to become a terror to good works. If SOME families fail in their parenting role, this does not require the enactment of laws affecting ALL families. Legislators need to remember that the Courts are available to make special Orders for SPECIAL cases, and that laws based on 'hard' cases are bad laws.

In this regard, I commend the Minister's proposals in his PAPER ON FAMILY WELFARE LEGISLATION where he appears to be endeavouring to put this principle into action - by restructuring the Children's Court to provide for 'special' cases and to keep parents involved with and responsible for their own children. I note that parents interests, as well as those of the children, are being considered under these new proposals, and that the question of making children responsible for their own offences and restitution (by money or work) is also being realistically approached.

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THE PARENTING ROLE : RELINQUISHING RESPONSIBILITY LEADS TO SLAVERY

In God's order of things individuals have their respective roles, and these roles require the shouldering of certain responsibilities. For instance, God holds PARENTS accountable to lovingly "train up their child in the way he should go", and to protect and care for him physically, mentally, emotionally and spiritually, planting his feet securely on the road to adulthood and maturity. God does NOT expect parents to hand over their role to the State.

If parents are led astray by 'experts' or by too attractive welfare services or other 'carrots', and thus persuaded to relinquish their responsibilities to kindergartens, childminding centres, educationists and social workers, the end result will be destruction of family and society.

It is well to remember that RESPONSIBILITY brings with it AUTHORITY, and authority confers POWER and CONTROL that add up to FREEDOM of choice for the one in charge. To the extent to which RESPONSIBILITY is abrogated by parents, AUTHORITY, POWER, CONTROL AND FREEDOM are lessened until finally parents will find they have lost all control and freedom of choice in matters pertaining to their children, born and unborn, and will be on the brink of a modern-day slavery. The name of the Humanist game is POPULATION CONTROL (with which I will deal later), and the method of achieving it is by manipulating society attitude and government thinking away from LEGITIMATE PROTECTION of the family as the basic unit of society and towards the ILLEGITIMATE INTERVENING of legislation between PARENTS and their God-given PARENTING ROLE - with its fundamental FREEDOMS, RIGHTS and RESPONSIBILITIES. So BEWARE THE HUMANISTS - THE SOCIAL ENGINEERS! They want us in BONDAGE! (I will include documentation on Humanism.)

GOVERNMENT A GROWTH INDUSTRY

All over the world, Government is showing itself to be a 'Growth Industry', tending to usurp from the family more and more responsibility, and more and more authority, power and control in the process. Previous generations would not have tolerated such intrusion into the autonomy and privacy of the family unit. Today's parents, however, have been made to feel inadequate, incapable and helpless, and are actually being made redundant by the promotion of pre-schools, and other communal child-rearing facilities.

Under Communism it is compulsory for the State to raise the child. In fact, the totalitarian's idea of a perfect society is one where the State has taken total responsibility for everything, and with it TOTAL POWER! Their idea of world PEACE is when all people everywhere are in bondage under a ONE-WORLD dictatorial government. That is why the aim of education today is stated as being "TOWARDS WORLD UNDERSTANDING", "TOWARDS A WORLD SOCIETY", and so on. (See Education later.)

LEGISLATION MUST NOT ASSAULT THE FAMILY

The Christian tradition preserves a distinction between what is Caesar's and what is not. The home is to be protected against the claims of society and the State. Public and private interests are not always the same. The prerogatives of the state in acting for the public good are to be restrained by the property and civil rights of individuals and families.

Unfortunately, the family has become the target now for an extremely deep antagonism to the cultural tradition which the family represents and perpetuates. An articulate and influential minority, mostly sociologists, psychologists, sexologists and educationists repetitively express the judgment that the family is not necessarily the best environment for raising children. Statistical evidence regarding the increase in suicide, homicide, illegitimacy, alcoholism, drug abuse and delinquency amongst adolescents is quoted as a reason for saying so.

Sociologist Dr. Don Edgar, who was appointed the first Director of the Institute of Family Relations (set up by the Federal Government under the 1975 Family Law Act), showed his attitude to families when he said that -

- * His Institute would NOT be able to strengthen families in the traditional meaning.
- * He envisages a future when the "isolated family unit" will become less isolated because families will work more together IN COMMUNITIES and consequently share more - changing "from being a fairly selfish, private institution" to one which is less selfish. (Ref. 'News Weekly' 5/12/79)

It can be seen from literature published by the Institute of Family Studies that the term 'FAMILY' is taken to include single parents and offspring, blended families of divorced parents, families living in community and any other groupings living together.

In Discussion Paper No. 1 (Sept. 1980 - page 14), Dr. Edgar stated what has become the attitude of those most influential in changing our society:

- * "Parents should be taught how to educate our future citizens, it cannot be left to chance. And we cannot assume parental competence."

So the State must intervene!! And all because the family has been deliberately undermined by those who are determined to rid society of the conservative influence of parents, particularly Christian parents!

"Possible Directions for an Australian Family Policy" was presented by Dr. Edgar as the Australian keynote Address to the Conference of the Council of Social Welfare Ministers of Australia, New Zealand and Papua New Guinea, held at Macquarie University, 8-12 May, 1980.

Dr. Edgar explained that a family policy was necessary because -

- *... "the family unit in its VARIED forms has undergone remarkable change ... governments and their associated bureaucracies can no longer afford to act as though 'the family' is the same as it was or as they imagine they would like it to be."
- *... "marital discord and breakdown are SOCIALLY produced, private conflicts being the manifestations of socially generated change in well-being, sex-roles, the very nature of parenthood and childhood. The old notion that a vow for lifelong unity, and the social cement of a couple of kids will fix everything must be discarded..."

Unfortunately, many of these problems have been deliberately socially produced, and Dr. Edgar seems to admit this by saying:

- * "Our ideology has been so successful that more and more women are demanding the right to choose between home-work and work outside." (page 9/10)

In the Institute's Working Paper No.2, July 1981, under the heading "Clients Presenting Problems", the feminist movements and their 'equalitarianism' are cited as factors contributing to family breakdown:

- * "Communication problems ...- an inability to define personal goals, difficulty exploring changing values and attitudes, conflict and violence ... Sexual dissatisfaction as an increasing determinant of marital unhappiness has been attributed to changing morality patterns, greater sexual freedom, especially for women, and raised expectations on the part of both sexes which have generated an unwillingness to tolerate dissatisfaction in marriage. The disenchanted wife syndrome is tied to current changes in women's roles and their expectations of marriage." (Refs. quoted are National Marriage Guidance Council of Aust. 1978, and Craddock 1980)

In his Discussion Paper No.1, Dr. Edgar said -

- * "Whether conservative capitalists like it or not, the State now provides more direct help via health services, housing, child care, education, and income security provisions than ever before. The reason is simple: the modern State cannot afford to leave all these things to individual families because they do a lousy job of it ..."
- * "...People (especially children) were badly off, poorly looked after, poorly educated and less happy when left to their own callous family environments." (page 8)
- * "The most miserable woman is the well-educated mother stuck at home. Children of working mothers seem also to benefit rather than suffer, both economically and emotionally ..."

Even our Courts are not immune to the infiltration of anti-family ideas. Judge Robyn Layton of the S.A. Industrial Court, when addressing an international Women's Day gathering in Adelaide on 7/3/79, asserted that:

- * "Parents are the biological functionaries only. Their children belong to the community..."

In 'TOWARDS A NEW AUSTRALIA' (pp.108-109), Senator (now Mr. Justice) Lionel Murphy said that Labor must seek "the virtually complete international agreement on the means and pace by which human population growth rates throughout the world will be brought to ZERO .. (and) increased analysis of the genetics of modern and Aboriginal human populations and (the) development of both population and individual genetic therapy".

Having read thus far, Mr. Minister, I feel sure you can appreciate my deep concern, and the concern of members of STOP & CARE, over the details and the wording of your proposed Family Welfare Legislation, to be sure that it cannot in any way be used to assault the family.

DESPITE THE CONSTANT VOICE OF QUEENSLAND PARENTS AGAINST THE INTRODUCTION OF SEX EDUCATION INTO OUR EDUCATION CURRICULUM, AND DESPITE CONSTANT GOVERNMENT 'ASSURANCES' THAT SEX EDUCATION WILL NOT BE INTRODUCED, STILL ...

THE SEX EDUCATION DEBATE CONTINUES

COMMITTEE APPOINTED

I wonder how many parents realise that a Committee has been appointed by the Queensland Government to study the Ahern recommendations for a course on Human Relations. (This includes sex education from kindergarten to Grade 12 to be introduced into Queensland schools.) They should ask themselves, "Does it really take so many hours (and years) to study a subject which in previous years was handled quite satisfactorily in a biology class in about 20 minutes?" Doesn't the extended time suggest that ATTITUDES, not information, are the main emphasis?

And, after all, what exactly is meant by 'Human Relations'? Is it more than learning to get on with your fellow man? Is it more like conforming to group consensus on sensitive areas such as abortion, euthanasia, death, pollution, and social problems? Is it rather a technique for the 'integration of attitudes' so that change agents (teachers and administrators) may bring about behavioural change in students' attitudes and feelings through, say, group discussions, or the inquiry approach to learning (which does away with the idea of absolute truth: the student is told to think like a social scientist) in order to develop within himself an 'adequate concept of self'.

TEACHER TRAINING

Of course, teachers themselves must undergo training before they can identify 'needed changes', and some of the suggested methods of the behavioural scientists and secular humanists - whose philosophy permeates the curriculum - are sensitivity training in behavioural science, skill practice and role playing. In the past, education was a process of transmitting to the young the culture of their forbears, of acquainting them with the best that has been thought and said in the world. Today's emphasis is on 'relevance' and innovation, and 'preventative mental health' and educational change.

Sensitivity training has been defined as something 'which fits into a context of institutional influence procedures, which include coercive persuasion in the form of thought reform or brainwashing, as well as a multitude of less coercive and informal patterns'.

TAX DOLLARS

The National Education Association (U.S.) which has promoted and funded Human Relations and other innovative programmes in the U.S. since 1958 with the passing of a Bill for funding, compares the effectiveness of a technique for 'the integration of attitudes' to the methods used by the Communist Chinese 'to inculcate Communist attitudes into their youth'.

Australians on the whole are just not aware of the millions of tax dollars funded in this country for innovative projects since our own education system was changed dramatically in 1972, (\$600 million in the first years to promote innovations), nor of an educational bureaucracy which operates, irrespective of governments, and with the active help of Teacher Unions, to bring about social change through the curriculum.

Sex Education is only part of the programme of Human Relationships designed to change attitudes away from traditional beliefs and attitudes, but it is an important part, and its effects are well known in countries such as Sweden, England, the U.S. - a proliferation of the very problems it was supposedly introduced to cure.

THERE IS SOMETHING YOU CAN DO

So this organisation asks parents to get themselves informed. In the meantime, write to the COMMITTEE ON HUMAN RELATIONS, Department of Education, Treasury Building, BRISBANE, asking that Human Relationships Courses be kept out of our Queensland schools because:-

- (1) they are a part of a total concept for behavioural change; (whereas parents send their children to school to be taught traditional academic skills);
- (2) they are part of a political movement;
- (3) they are part of a religious war - away from the Judeo-Christian religion towards the 'religion' (so defined by the U.S. Court) of atheistic secular humanism.

* * *

CONTRIBUTED BY: PARENTS' CAMPAIGN FOR RESPONSIBLE EDUCATION,
P.O. Box 5, ANDERSONVILLE. 4870.

N.B. See later for definition of Mental Health.

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Teacher boasts of mental torture of fifth grade pupils

The current focus on child abuse is good news ONLY so long as it serves as a warning to immature or mentally-warped parents that their children are not to be used as punching bags to relieve frustration and anger.

It is bad news the term 'abuse' has not been clearly thus defined. 'Abuse' is being broadened and confused by social reformers and professional 'do-gooders' to include vaguely related conditions such as 'emotional abuse', for which there can be NO satisfactory definition. Obviously, what may be construed as 'emotional abuse' by one person may not be seen in the same way by another.

In the December issue of 'The National Educator', Mrs. Barbara Morris (Editor of 'The Barbara Morris Report') published an article on the EMOTIONAL ABUSE of children by teachers of 'DEATH EDUCATION'. Mrs. Morris wrote as follows:

"I think I know 'emotional abuse' when I see it and I'd like to tell you about the most dreadful example that I have come across in a long time. It's even more dreadful because the person who inflicted the abuse was so proud of his behaviour that he had the gall to publicly boast about what he had done." She went on to say -

In an article in the October, 1978 Phi Delta Kappan titled, "I Taught about Death and Dying", a fifth grade teacher revealed in great detail how he subjected 26 children to three days of intensive "death education". Bear in mind that 5th graders are about 10 years old. As I summarize what went on in every subject covered in his classroom for three days, try to remember what it was like to be 10 years old and how you might have reacted.

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"Try to remember what it was like to be 10 years old and how you might have reacted to intensive Death Education."
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On the first day, children were given extra credit for a report on such depressing topics as MUMMIES, PYRES, CYRONICS, CREMATION and EMBALMING. In SPELLING they were pre-tested on such words as morgue, corpse, dying, tomb, wake and mortician. As a LANGUAGE exercise they viewed and discussed film strips and compared living things with nonorganic objects. In MATH, children worked funeral related problems. In SOCIAL STUDIES there was more discussion in which children learned that death not only brings sorrow but sometimes happiness. The entire class enumerated over 40 ways to die, including suffocation, suicide, drowning, earthquake and murder. During HEALTH, small groups discussed organ donation, closed versus open casket viewing, "Which is better, cremation or burial?". For MUSIC, they listened to Helen Reddy sing about death.

Are you beginning to get the picture? The entire day was spent dwelling on death, in every subject area. There was no way a child could have been removed from "Death Education" without removing the child from the school.

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"There was no way a child could have been removed from "DEATH EDUCATION" without removing the child from the school."
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The second day was no different. In SPELLING children wrote a 75 word story to be titled, "How I Died", using the "death list" of spelling words. For HANDWRITING practice there were more death words, plus a filmstrip, "Facts About Funerals".

During LANGUAGE there was a discussion of idiomatic expressions such as, "I'll skin you alive", "over my dead body", etc. After lunch, there were more death related problems to be solved in MATH. The children also had to measure their own coffins in English and metric units. In SOCIAL STUDIES the children were assigned to role play situations which included "Operation Death", dying in a car accident, and being shot to death. For MUSIC there was more dwelling on death.

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"In SPELLING children wrote a 75 word story to be titled "How I Died", using the "death list" of spelling words."
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on there." This remark, according to the teacher, "seemed to make all my work worthwhile."

Later in the morning, children discussed, "What do you live for" and "What would you die for". As a LANGUAGE exercise, they had to choose two of three projects: writing their own obituaries; wills; or the inscription on their tombstones.

In the afternoon a funeral director came in to answer questions. There was more death music and then children listened to a "beautiful story" that related how "an old man gives himself back to nature when he finds out that he is near death".

The last activity was a questionnaire. Only two children out of the 26 said they didn't like the three-day death marathon, because "the subject shouldn't be studied now". But one child responded, "Now, we're not afraid of dying as much as we once were."

After three days of such emotional abuse, the children were probably in a state of shock and undoubtedly answered the questionnaire the way they thought the teacher wanted them to. It was just as well they did, for had they not given the "correct" responses, they might have been "recycled" until the death education "took".

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"Children listened to a 'beautiful story' that related how 'an old man gives himself back to nature when he finds out that he is near death'."

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Why must 10 year old children be saturated and overwhelmed with death? What of a positive nature is to be gained by having children list over 40 ways to die, or measuring their own coffins, or role playing violent deaths?

As the shock wears off, how many of these children will experience nightmares or develop depression or anxiety symptoms that may require medical attention? Who will have to suffer along with the victims? The parents, of course - not the teacher who initiated the emotional abuse.

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"One child responded, 'Now, we are not afraid of dying as much as we once were.'"

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The possibility of psychological harm resulting from death education is so real that the Howard County Maryland school superintendant issued a directive eliminating death education from required courses because of the possibility of psychological harm.

Is it over-reacting to make the charge of "emotional abuse" or to be concerned about psychological harm? A study done at Case Western Reserve disclosed that 82 high school students suffered increased fear of death and dying and were more fearful of death of self than of others as a result of having taken a death education course. How much greater might be the trauma when 10 year olds are put through three days of such intensive exposure?

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"Who will have to suffer along with the victims? The parents, of course - not the teacher."

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"Children are committing suicide at increasingly younger ages, and they do so because they do not fear death. Parents certainly ought to be wondering if this kind of intensive 'preparation for death' is not a contributing factor."

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suicide at increasingly younger ages, and they do so because they do not fear death. Parents certainly ought to be wondering if this kind of intensive "preparation for death" is not a contributing factor.

Then there is the very serious question of suicide. As a result of this desensitizing process, would such children be more likely to commit suicide when all of the pressures they are plagued with become too much for them to handle? Children are committing

It is good for society to be concerned about parents who physically abuse their children, but who is going to watch the emotional abuse that goes on behind closed classroom doors?

Proposed changes in the Queensland Education Act will provide for a \$500 fine for verbal or physical ABUSE OF TEACHERS. How about an even much larger fine for any teachers who verbally abuse, mentally torture or in any way exploit their young charges in the classroom through 'death education', 'human sexuality and mental health' and 'education towards a World Society', all of which are being integrated into all subjects, even those that are compulsory! PARENTS,

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PARENTS, let your local M.P., the Minister for Education and your State Premier know that if parents and students should be fined, so should TEACHERS when they are guilty of CHILD ABUSE

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TELEGRAPH, THURSDAY, OCTOBER 1, 1981

THE AUSTRALIAN Friday November 20 1981 - 3

Big fines for teacher abuse

By MAX JESSOP

QUEENSLAND teachers have backed a State Government plan to increase fines on students, parents and others who assault or abuse them.

The maximum fine will be raised from \$50 to \$500.

The move is part of a series of amendments to the Education Act to be presented to the joint government parties later this month, and follows representations from the Queensland Teachers Union.

Under the planned legislation, the Minister for Education, Mr Gunn, will be able to authorise prosecution of students for verbal or physical abuse of teachers.

Mr Schuntner said: "There are rare cases when parents or others visit schools and abuse or assault teachers."

sexual offences, exploitation, & emotional abuse of girl students by teachers

Sexism rife in schools

MELBOURNE: Wolf-whistles, sex propositions and bottom-slapping have become a fact of classroom life for many female teachers and students.

According to a study by Victorian Rural Education Centre teachers, such pastimes are regularly practised by male teachers and reinforced in children.

Male teachers make remarks to female students about their physical appearance.

The study, done by secondary teacher Frances Coogan, appears in the latest edition of Ms Muffet, a Ms Coogan said male staff commented in the staff room about the physical attributes and sexual desirability of female students.

She said female staff were subjected to bottom-slapping and teasing over their bra size.

Boys commented on the color of girls' underwear and the size and shape of their breasts, she said.

They were rude about the movement of girls' breasts during exercise and were prone to hug or pinch girls without invitation.

Christians ^{30th November, 1981} victorious

WE'VE WON!! Not the WAR against Humanism in education - but a significant SKIRMISH, a BATTLE "not against flesh and blood, but against ... spiritual wickedness in high places." Christians all over Queensland, clad in the invincible armour of God, withstood the onslaught that the might of the Education Dept. bureaucracy had mounted against Christian parents, teachers and children.

QUEENSLAND'S MORAL MAJORITY RALLIES TO THE CAUSE

What a weekend it's been!! Your Director personally 'phoned over seventy people, covering almost all the electorates, and read sections of this controversial education bill to each one of them. I then suggested they 'phone others, phone or wire Parliamentarians, and then pass on the message to as many others as possible. I also urged ministers to speak on it at Church services.

I received advice back from a few churches, whose congregations, together numbering 5,000 people, were prepared to contact their local MPs and to ring or wire the Premier, the Minister for Education, or the Treasurer. [To those supporters may I express heartfelt thanks.]

Things took off like a forest on fire, and some members of Parliament have reported having received hundreds (or was it thousands) of telegrams and phone calls. The Premier recorded it as the greatest response he has ever known to any one single issue. Yes, there is no doubt Queensland's MORAL MAJORITY stated its case over the week-end to the Parliamentarians, and the Queensland Cabinet this morning listened to the voice of the people in true democratic style, and thereby saved us from a piece of totalitarian legislation that could, in its present form -

- * destroy a most valuable work of the Church - CHRISTIAN SCHOOLS.
- * deprive parents of their freedom of choice as to where and how their child will be educated
- * prevent parents from reproving or correcting a teacher, or even setting foot in a school
- * subject pupils to prosecution for class disruption - \$500 fine!
- * require teachers to report all cases of suspected mal-treatment of children, legally allowing teachers to spread defamatory material.
- * create teachers as an elite group of people that are above the law.
- * intimidate parents who wish to be vocal and actively involved in their child's schooling
[Psychological intimidation is great for inhibiting people from acting in sensitive areas.]
- * infringes the law regarding separation of church and state, for this Bill would have made the State in complete control of Church schools. How long before Bible Colleges also become totally under the control of the bureaucrats? As it is this Bill seems to prevent such colleges from issuing Diplomas, Certificates, or other awards.

BUT DON'T BE LULLED INTO COMPLACENCY - VICTORY IS NOT COMPLETE!

The real battle will now be won or lost during the next twelve weeks, till March 1982 when the Bill could come before Parliament again. So YOU will all have to become very informed and even more vocal, (doing it with prayer to the glory of God) if we are to assist the Premier and other Christian Parliamentarians to maintain separation of church and state in the area of education and thus preserve us from the stranglehold effect of this piece of bureaucratic bungling (or worse!) - that threatens to hinder the "free exercise of religion" that is guaranteed to the Church under the Australian Constitution. To slightly alter but still capture the spirit of what Premier Joh said re the banning of MACOS and SEMP:

"There must be some in the Education Dept. that don't know what the Government really wants done about schooling in Queensland."

ANOTHER SKIRMISH HAS BEEN WON - BUT THE WAR STILL GOES ON!

Christians may have won again, but the WAR must continue to be fought as long as Ephesians 6:12 continues to apply to the Education bureaucracy. HEADS MUST ROLL - the guilty must be found and made accountable - i.e. punished, sacked, whatever is appropriate.

ACTIONISTS: Write letters to the Premier seeking this type of deterrent or protection against future such Bills, or worse still, final legislation.

THE HUMANIST ATTACK AGAINST THE CHRISTIAN PHILOSOPHY OF EDUCATION

This Bill could have been the first step towards the ending of ALL schooling based on the Christian perspective. Not all parents see the great overall benefit of truly Christian schooling. Some tell me that Christian children should be 'salt' in the State schools. However, I doubt that God would have complimented Moses had he suggested that the Israelites (having escaped from Egypt - i.e. become saved) should then send their children back into Egypt to be educated, in order to be 'salt' there!! The whole issue is one of parental rights. Even the Humanistic United Nations Covenant on Civil and Political Rights says that parents have the right -

- * "to ensure the religious and moral education of their children in conformity with their own convictions" (Article 18(4) [Australia is a signatory to this Treaty])

Those who rebel against their Maker's instructions for a happy and abundant life in Christ have the right to educate their OWN children according to their chosen principles of the Humanist Manifesto - BUT (and this is all-important) they do NOT have any right to force this anti-Christian type of education on to ALL children, via the State schools in this a country governed under God.

This badly-drafted (or sinister??) Bill offended a lot of people in Queensland, from all sectors of the community. It could have been used by unscrupulous people to deprive an individual parent or a group of parents of their God-given duty to control and supervise the aims and content of their OWN children's education.

The Bill gives the teacher absolute dominance over parents and students, and represents capitulation to the anti-family, anti-social attitude of the QUT leftists, as well as allowing room for victimization of parents and students. [The MACOS/SEMP ideology is still alive in Education circles.]

Don't be "fobbed off" with the red-herring that we should look at "the spirit" and not the "letter" of the amendments. That is NOT sufficient. Legislation MUST stand in its own right so that it cannot be misinterpreted by succeeding Ministers for Education (of unknown philosophies), by succeeding parliaments or by the Courts (whose role it is to interpret). We elect wise men into Parliament for the very purpose of formulating WISE legislation, and not vague, ambiguous statements.

In 'Gulag Archipelago' by Solzhenitsyn, it is said that in Russia, legislation was enacted (even though people were afraid it would be dangerous) because they were lulled into complacency by being told it was only to control the 'bad guys'. Once enacted, it was used against the Christians. SO DON'T BE FOOLED by supporters of the bill who say that it is only to keep arsonists out of the schools and to close down 'alternative' schools teaching foreign ideologies of warfare or eastern religions. If these schools are doing anything wrong they can already be dealt with under the Criminal Code, as can potential arsonists. If the Bill has been designed to close down Christian schools and schools of unorthodox religions, surely this contravenes the basic principle of freedom of worship.

The Bill is based on a wrong concept of education and who has the responsibility to raise children. It is based on humanism, Marxism, and socialism instead of on Christianity, as per the Referendum of 1910.

CHILDREN: THE RESPONSIBILITY OF PARENTS

Most Q'd parents believe that raising their children is their OWN responsibility, but the Minister, the bureaucracy and some members of Parliament who favour the Bill, appear to believe the State has this responsibility. In his speech to Parliament, Mr. Gunn suggested that the responsibility for the child's education should not be left to parents. Although the teaching may not be undertaken by parents, surely the RESPONSIBILITY is theirs. Parents may choose to delegate the basic-skills education of their child to teachers in the State Education system, OR THEY MAY NOT. If the Bill is based on this false concept of responsibility, it is no wonder it seems so unjust and dictatorial. God certainly places the responsibility squarely in the court of parents.

THE MARKS OF A GENUINE EDUCATION BILL

We would expect a genuine bill to show regard for the Australian Constitution and the Queensland Statute Law, and an Education Bill, in particular, to carry proposals guaranteeing:-

- * A truly CHRISTIAN PHILOSOPHY OF EDUCATION because the Queensland people by referendum have already instructed Parliament that Government schools are to give the Bible compulsory prominence in the curriculum. [We need a guarantee that curricula will reflect this.]
- * MORE ACCOUNTABILITY on the part of teachers and curriculum planners.
- * That students would once again be presented for EXTERNAL EXAMINATIONS such as apparently most of the submissions sent in to the Education Inquiry advocated, along with internal assessment.
- * PROTECTION FOR GIRLS (AND BOYS) who are outside the protection of Age of Consent laws for heterosexual and homosexual ABUSE BY TEACHERS.
- * Some method of payment for schooling that will guarantee parents economic freedom of CHOICE to select their OWN type of school, not just that type that the Education bureaucrats foist upon us. [This is the essence of a free enterprise system, and it is strange that Mr. Mike Ahern's Committee on Education and the Departmental bureaucrats have avoided like the plague all suggestions of a voucher system.]

CONCLUSION AND ACTION:

Let me say, in concluding, that my criticism of the Bill does NOT mean that there is nothing in it to be commended, but CRITICISM happens to be the object of this particular exercise, for obvious reasons. Next issue, I may have time and space to make some commendations.

Overall, the Bill shows what can happen when -

- * (1) Parliamentary Committees uncritically adopt recommendations of militantly Humanist educators, rather than the submissions of parents and employers who simply want the BEST SCHOOLING for children, rather than failed newfangled teaching programmes and techniques;
- * (2) Ministers for Education (Federal and the States) meet together and officially consider how to CONTROL the proliferation of independent Christian schools that may be having an adverse effect on the State Education system. [See Report in the Melbourne 'Age' 28/2/83 about Mr. Hunt (Vic. Minister for Education) speaking to Vic. Council of Schools Organizations.] Mr. Hunt said State Education Ministers would review the criteria for registration of private schools at the Australian Education Council meeting next month. Readers will remember that a Christian school was de-registered in Victoria because it concentrated too much on the basics and the Christian ideology. If this is seen to be sufficient cause for de-registration, where can parents turn who wish their child to have Christian schooling?

The fact that this dangerous bill could have been made law, quite unnoticed by the public and without any opposition to it, had it not been noticed by a few vigilant people, SHOWS THE DANGER OF A SINGLE HOUSE OF PARLIAMENT. PUSH FOR AN UPPER HOUSE TO BE SET UP. The protection gained will be worth the expense. So much for those who never wearied of telling me: It might happen in America; it might happen even in Victoria or New South Wales; but it WON'T in Queensland!

Well, but for the vigilance and readiness to act of 'STOP & CARE' members, it VERY NEARLY did happen in Queensland last week! The extremists nearly set up their EDUCATION MONOPOLY,

"PRAISE THE LORD for His goodness and for His wonderful works to the children of men! We cried unto the Lord in our trouble, and He saved us out of our distresses. Let us now sacrifice the sacrifices of thanksgiving, and declare His works with rejoicing. (Psalm 107).

IF YOU HAVE BEEN OFFENDED BY THE PROPOSED AMENDMENTS TO THE EDUCATION ACT, YOU WILL REALISE THAT NO PARENT CAN AFFORD TO 'SIT BACK AND DO NOTHING'.

WRITE:

OR

PHONE:

YOUR LOCAL MEMBER OF PARLIAMENT, SEEKING HIS OPPOSITION TO THIS BILL. ALSO TO THE PREMIER, THE TREASURER (Hon. Dr. Llew Edwards), THE EDUCATION MINISTER (Hon. W. A. Gunn), THE JUSTICE MINISTER (Hon. S. S. Doumany), THE MINISTER FOR NORTHERN DEVELOPMENT (Hon. V. J. Bird), THE MINISTER FOR ENVIRONMENT (Hon. W. D. Hewitt), THE MINISTER FOR TOURISM (Hon. J. A. Elliott), THE MINISTER FOR LANDS (Hon. W. H. GLASSON), and/or any other MP, (C/- Parliament House).

PRAY:

THAT YOU MAY BE FREE TO PRACTICE GOD'S ROLE FOR PARENTS WITHOUT INTERFERENCE FROM BUREAUCRATIC LEGISLATORS.

Our objective is to ensure that the GOVERNMENT is fully informed of the WILL OF THE PEOPLE.

"WHO BROKE THE BABY?" J.S. Garton

BOOK



REVIEW

This book is subtitled: *"A Brilliant Disclosure of what the Abortion Slogans really mean"*, and it proves to be what it claims. The authoress is a mother of four children and the wife of a Lutheran clergyman. She has been a teacher in all grades from kindergarten to college level.

The book comes out of her own personal conflict with the abortion issue. An "unwanted pregnancy" after 40 led her to join a pro-abortion group. However, as time passed, she became uneasy, so she looked into "the other side". The sheer weight of evidence from law, medicine, history and scripture convinced her of the errors of abortion.

Various chapters are devoted to slogans used by the pro-abortion groups. Her arguments are devastating. Take the slogan *"every woman has the right to control her own body."* If a woman is a "female human being", (*Websters Dictionary*), then how can the slogan be applied to female human beings in the womb about to be

aborted? Why should not these females be free to control their own bodies? If a female human being has chicken pox, can she take her body into a school classroom? Or can a female put her drunken body behind a car wheel?

Is the baby really part of a woman's body? Medically, it can have a different blood grouping. How can a male baby be part of a woman's body? A "live" mother can carry a "dead" baby for a few days - How can this be? The authoress feels a true description of a pregnant woman is *"a woman with child!"*

Such arguments as these make mincemeat of this slogan. Others dealt with include:- *"a foetus is not a person"*; *"back-alley abortions"*; *"abortion is a Catholic issue"*; and *"rape cases"*.

Those interested in writing to newspapers about this subject will find a lot of help in this book. (Contributed: R. Levick)

[Dr. Garton is a very well known pro-life speaker and writer and she has recently been asked by the U.S. Department of Adolescent Pregnancy to do some research to determine what programmes are currently being used to equip parents to teach their children sexual responsibility. She is President of Lutherans for Life and has impeccable pro-life service credentials. She is an eminent speaker and is used to being exposed to press, radio and T.V.] Book may be ordered from STOP & CARE.

Church petitions fight casinos

CHURCHES in Queensland are holding an ace in the latest move against the introduction of casinos in the State.

What began as the idea of a South Brisbane prayer group has become a snowballing campaign involving politicians, church leaders and thousands of citizens opposed to the introduction of gambling houses.

The initiator of the petition campaign, the Reverend Tom Woods,

said the aim of the exercise was to let politicians know how strongly people felt about the casino issue.

One Brisbane church had sent out 15,000 petition forms over the last two weeks.

Country churches were also sending out their own forms.

The second major part of the campaign will be a prayer vigil at St John's Cathedral, Brisbane, on Sunday.

If you would like to send a letter to Mr. Bjelke-Petersen protesting against the introduction of casinos into Queensland, you'll find one ready for your signature with this "STOP PRESS".

JERRY FALWELL IS COMING!

The leader of America's MORAL MAJORITY (Dr. Jerry Falwell) is coming to Australia next MAY to compare notes with the Australian MORAL MAJORITY on our respective victories, and where we go from here. We will keep you posted as we know more details.

THE AUSTRALIAN November 17 1981

Education Act and Another Act Amendment Bill

51X. Unregistered teachers not to be employed. (1) A person shall not at any time employ as a teacher in any school a person who is not a registered teacher unless authorized so to do by the Board.

Penalty: For a first offence, \$500;

For a second or subsequent offence \$10 for every day.

(2) A person who is not a registered teacher shall not hold at any school any office or position in which he is required to perform the duties of a teacher unless he is employed in accordance with the provisions of subsection (1).

Penalty: \$500.

51M. Removal of name from register. (1) The Board of Teacher

(3) If, after inquiry, the Board of Teacher Education is satisfied that a registered teacher—

(a) is incompetent; or

(b) is guilty of misconduct such that it has had or is likely to have a detrimental effect on the relationship of teacher and pupil, either in a particular case or generally,

the Board may caution the teacher or may remove his name from the

(4) If, after inquiry, the Board of Teacher Education is satisfied that a registered teacher is subject to a serious mental or physical incapacity which makes him unfit in the public interest to properly exercise and discharge the functions and duties of a teacher, the Board may—(a) remove the teacher's name from the register; or

51N. Conduct of inquiry. (1) The Board of Teacher Education may itself make an inquiry refer or may cause such inquiry to be made

(3) The composition of a committee appointed under subsection (1) shall be, until the Governor in Council otherwise prescribes, a chairman who shall be appointed from the members of the Board of Teacher Education and four other persons who shall be registered practising teachers.

(4) The Board of Teacher Education or committee, as the case may be, shall make inquiry into the matter in question and in respect thereof shall have all the powers, authorities, rights, privileges, protection and jurisdiction of a Commission of Inquiry under *The Commissions of Inquiry Acts 1950 to 1954* save such as are confined to

"PART IX—NON-STATE SCHOOLS"

63. Non-state schools to be registered. (1) The Director-General shall establish and maintain a register of non-State schools registered

(b) A person shall not establish or maintain a school, not being a State school, unless the school is a registered school.

Penalty: \$1 000.

(7) (a) If, in the opinion of the Minister, a registered school is not providing satisfactory facilities and efficient and regular instruction in a range of subjects and activities acceptable to the Minister, the Minister may require the person maintaining the school to show cause why the school's name should not be removed from the register and the school ordered to be closed.

(b) A person who wilfully obstructs any person authorized by the Minister to inspect any non-State school commits an offence against this Act.

Penalty: \$500.

Following are shortened extracts from the the Bill. I recommend readers check with the full wording of the Bill.

51J(2)Teacher aids might be precluded from A.C.E. schools under this section.

51M(3) Without external exams, judging a teacher's competence must become largely a matter of opinion - WHOSE opinion? And 'competent' at WHAT? At inculcating knowledge and wisdom, or at changing children's values and attitudes?? It makes a big difference!

WHOSE OPINION is to determine 'misconduct' and its 'detrimental effect'? Consider the question of 'MENTAL INCAPACITY'. HOW is the Board of Teacher Education going to determine this, and on WHAT CRITERIA? In education circles the following are the criteria for determining mental illness:

* (1) UNESCO in 'Towards World Understanding': "Before the child enters school, his mind has already been profoundly marked, often injuriously, by earlier influences first gained, in the home..."

* (2) Dr. Ashley Montagu, lecturing teachers: "The American family structure produces MENTALLY ILL children."

* (3) Dr. W. Pierce, addressing 2,000 teachers in 1973, USA: "Every child in America who enters school at the age of 5 is MENTALLY ILL, because he comes with.. patriotism, nationalism, sovereignty... All of that proves the children are SICK, because the TRULY WELL individual is one who has rejected ALL of those."

* (4) Paul Brandwein, in 'The Social Sciences': "Any child who believes in God is MENTALLY ILL."

No wonder the National Education Association (the huge U.S. Teachers' Union) wrote in their journal: "...the basic role of the teacher will change(to) a 'learning clinician' ...to convey the idea that schools are becoming clinics ...to provide individualised psychosocial 'treatment' for the student..." Dr. Pierce said teachers are "to make all these sick children well."

CHECKLIST FOR THE GUIDANCE OF INSPECTORS OF SCHOOLS IN REPORTING ON APPLICATIONS FOR APPROVAL OF THE MINISTER TO ESTABLISH AND MAINTAIN A NON-GOVERNMENT SCHOOL.

This heading on a 28 item questionnaire being used already by the Education Dept. seems to be self-explanatory. It would appear they have "jumped the gun" - apparently working under the Amendment Bill that has not yet been made law. The questions asked certainly seem to be aimed at reducing the chances of A.C.E. schools ever being approved/registered.

(9)(i) the person who was maintaining the registered school as at the date the direction was given under subsection (7) (b); or

(10) (a) Any person referred to in subsection (9) shall comply in all respects with a direction given under subsection (7) (b). **Penalty: \$1 000.**

66. Restriction on conferring and using certain awards. (1) A person who confers or holds himself out as competent to confer an award that is called by a name or is in a form that is likely or is intended by that person to induce a person to believe that such award is an award of a tertiary educational institution commits an offence against this Act, unless that person is duly authorized to confer such **Penalty: \$500.**

(2) A person who sends, exhibits, prints or publishes or causes to be sent, exhibited, printed or published a document or writing that is likely or is intended by that person to induce the belief that a person—

(a) will confer; (b) undertakes to confer; or (c)

in Queensland or elsewhere, an award of a tertiary educational institution commits an offence against this Act unless such firstmentioned person is duly authorized to confer such an award. **Penalty: \$500.**

(3) A person who, with a view to obtaining for himself a benefit or advantage (whether through the medium of a contract or otherwise)—

(a) uses; (b) holds himself out as possessing; or (c)

an award of a tertiary educational institution commits an offence against this Act unless that award has been conferred upon him by a person who is duly authorized to confer such an award. **Penalty: \$500.**

(4)(a) the term "award" includes a degree, diploma, certificate, status, title or description of bachelor, master, or doctor or the right to use a title or description (whether denoted by words or by abbreviation of words or by letters);

(b) the term "duly authorized" means authorized by—

(i) an Act or an Act of the Commonwealth or another State

(ii) the Minister; or

(iii) the Government of the Commonwealth or another State;

(c) the term "tertiary educational institution" means any university, college, school or institution in Australia that provides education at a level above the level of education provided at secondary schools or any institution from time to time declared by the Governor in Council by notification

68. School records. (1) The principal of a State school shall keep such records as are prescribed by the regulations.

(2) A person engaged in carrying this Act into effect shall preserve and aid in preserving secrecy with regard to all confidential matters concerning any pupil contained in school records and in the records of the Department and shall not communicate any such matter to any person except—

(a) to a person authorized by the Director-General to receive such information (b) to a lawfully constituted court or tribunal.

(3) A person engaged in carrying this Act into effect who inserts or publishes in the records of a State school or the Department or who makes any allegation or comment or gives any opinion in respect of any matter touching on or concerned with a pupil of a State or registered school shall not thereby incur any liability if he has acted in good faith and without malice and with reasonable care.

* Church...

A SCHOOL-AGE CHILD COULD BECOME A WEALTH HAZARD!

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new "EDUCATION & ANOTHER ACT AMENDMENT BILL" has shocked many parents and teachers. Its effect will be to bind parents in the upbringing and educating of their children, and it may even be used to deprive -

- * Churches and Associations of their schools, and parents of their God-given rights over their children, and
- * Christian teachers of their jobs, if they have to present themselves for evaluation by a future Board of Teacher Education that is perhaps Humanistic, socialistic or just plain antagonistic to the reality of Christ's claim to be "the Way, the Truth and the Life" in schooling as well as everywhere else.

The Minister for Education (Mr. W. Gunn), recommended this Bill to Parliament in his speech on 26/11/81. A few parts of the Bill and Mr. Gunn's speech are commented on below:-

DISRUPTION: YOU COULD BE FINED \$500 BECAUSE YOUR CHILD TALKED OR MISBEHAVED IN CLASS!

Mr. Gunn told Parliament that pupils could not previously be prosecuted - but now they can be.

If your child disrupts a class, and is prosecuted, who will have to pay the fine?

" 22. Wilful disturbance of school. (1) A person who—
(a) wilfully disturbs a school or a class within a school:

Penalty: \$500

Don't you know of many occasions (as I do) when the wrong child was punished for class disruption? You know too that there is no impartial person in the classroom to judge the situation on your behalf, and it may COST YOU \$500.

Can you imagine Court procedures being resorted to every time there is a disruption in class? If a court case is not taken for EVERY case, surely it would be unfair to prosecute only SOME children! What if there is a personality clash between your child and his teacher?

(b) wilfully disturbs or interferes with any group of pupils engaged in school activities, whether on school premises or not:

Penalty: \$500.

Taking into account the strange variety of 'school activities' children are side-tracked into today - that often infringe on other people's privacy or hinder their going about their own occupations, I daresay many of you can visualize situations when one might think it WISE and LEGITIMATE to act or speak in ways that might, under this Bill, be deemed 'disturbing or interfering with' school activities! It is altogether too vague and broad.

TEACHER ABUSE: YOU RISK \$500 WHEN TALKING TO A TEACHER IN HEARING OF A CHILD!

While we deplore teacher abuse and class disruption, because of the lack of clear definition of terms, under the new proposals, a parent could risk a \$500 fine if he 'upbraids' a teacher when a child is in earshot. Consider the possibility of a heated discussion arising about the teaching of evolution instead of creation. If the parent is considered to be abusive, he may well be fined. He is afforded no similar protection from abuse.

Mr. Gunn told Parliament that sometimes it would be best to have a frank exchange of views - so long as it was not in the presence of pupils.

Despite the fact that a 'frank exchange' may best be spontaneous, it seems that this may often be forbidden. PARENTS, this is CENSORSHIP - LOSS of your FREEDOM OF SPEECH!

22. Wilful disturbance of school. A person who—
(c) upbraids, insults or abuses a teacher or teacher in training in the presence or hearing of a pupil who is then in or about a school or who is, with others, then assembled for school purposes, whether on school premises or not,

commits an offence against this Act.

Penalty: \$500.

Just what do they mean by 'UPBRAID'? My dictionary gives it as 'reprove, chide, scold, reproach for wrong-doing'. Since when was it a crime to reprove? Senior Education official: "It's SEMANTICS and all depends on the REGULATIONS". I understand the Bill has to be debated, even in Parliament, without the benefit of those Regulations!!

When the Deputy Director-General of Education (Mr. Bill Hamilton) was asked by Haydn Sargeant on radio 4BC on 4/12/81, precisely what the words 'upbraids, insults and abuses' mean, he replied:

- * "Ah, well, that's a matter of semantics (one dictionary meaning is 'VERBAL TRICKERY' - Ed.), isn't it? An act is only words, and, er, we've got to do the best we can with words, and, er, that - that matter is left to the Minister, I guess."

When Haydn pointed out that it didn't allow in the Bill for the Minister to decide that, Mr. Hamilton said -

- * "This has to be seen in association with the Regulations we write, and that will spell out the way we would go about charging a person under this section. So we have to turn to the Regulations to find out how we do that." [NOTE: The Regulations are written by the bureaucracy! And are as yet unavailable!!]

So it seems the bureaucracy put those sections in to intimidate parents who might otherwise feel like criticizing or correcting a teacher over something.

Like Haydn, we DO NOT SUPPORT the abuse of teachers, nor do we believe they should have to put up with insolent children, but we do not think this Bill is the answer.

CHILD ABUSE: SPANK YOUR CHILD TO CORRECT HIS CLASS BEHAVIOUR, AND YOU COULD BE CHARGED WITH ABUSING HIM!

If you discipline your child at home, in order to prevent this occurrence at school, where you are not present to oversee his behaviour, he may tell his teacher

that he has been abused at home. Abuse can be physical or mental. Did not Wilson recently say: "All forms of discipline by parents constitute child abuse"? Again, let us stress it: we deplore the incidence of child abuse, of any sort, but in a society where many people identify 'discipline' with 'abuse', surely parents should not have to stand in fear of being reported by their child's teacher for taking any disciplinary measures.

Mr. Gunn said in Parliament that the Bill requires teachers to report suspected maltreatment, and provided those who did so with protection from the law.

67. Maltreatment of children. (1) A teacher in a State or registered school who forms the opinion on reasonable grounds that a child who is a pupil at that school is being maltreated or neglected in such a manner as to subject or be likely to subject the child to unnecessary injury, suffering or danger shall, within 24 hours after forming that opinion, notify by the most expeditious means available to him a person authorized to be notified for the purposes of section 76K (1) of the Health Act 1937-1981.

(6) (a) no liability at law is incurred in respect of the giving or furnishing thereof by him;

(7) A person does not incur any liability as for defamation by the publication of any defamatory matter contained in a notification or statement or further information as aforesaid where such publication is made in good faith and pursuant to any provision of or otherwise in the execution of this section.

This deplorable Bill certainly clamps down hard on parents - from every angle! Reporting child abuse could be used by a teacher against a parent who is simply spanking a child to ensure he will not disrupt the class and cause her the loss of \$500.

It could also cause further breakdown of the family, by giving rebellious children a whip to use over parents. "If you don't give in to what I want, then I'll disrupt the class and you'll be fined \$500."

It would have no effect on the disruptive type of child who enjoys being a martyr to a cause.

This Section creates an elite group of people who are above the law, but in no way limits the abuses that could be administered under it against parents. It gives Parliamentary privilege to an elite group outside Parliament and is the worst form of class distinction and discrimination. NAZISM AND COMMUNISM rely on INFORMERS!! Elsewhere the Bill provides for TEACHERS to REPORT ON TEACHERS (re MENTAL HEALTH!!)

TRESPASSING: YOUR VISIT TO THE SCHOOL COULD COST YOU \$500!

Trespassing can be prosecuted under the Vagrancy Act or the Criminal Code, and the police will remove the offending person. So to put it in the Education Bill also seems to be superfluous. However, depending perhaps on WHO YOU ARE OR WHAT YOUR MISSION IS (i.e. checking up on witchcraft or pornography in school libraries!), YOUR VISIT to the school MIGHT BE TERMED 'TRESPASSING'.

"22A. Trespass on school premises. A person who—

(a) without lawful authority or excuse is on school premises;

Penalty: \$500.

(a) Who is to determine a valid excuse, and why does the Bill not define it? The parent may believe his mission is legitimate and very important.

(b) Any teacher who doesn't want to talk to a parent (or who doesn't want a parent to talk to a child, could have the parent ordered off the premises - and he is not required, apparently, to give a reason! The parent cannot remain or continue the discussion without committing an offence under this subsection - fine \$500.

(c) Apparently the person has no right of appeal against the Minister's decision to forbid access altogether.

(b) fails to leave school premises promptly upon being ordered to do so by the person for the time being in charge of school premises;

Penalty: \$500.

(c) fails to obey a written direction by the Minister not to enter school premises,

commits an offence against this Act.

Penalty: \$500.

SCHOOL REGISTRATION: CHURCH SCHOOLS RISK \$1,000 FINE, YOU RISK PENALTIES ALSO.

Parts IX and XII of the Bill are VERY SERIOUS - for they apparently could prohibit a church's free exercise of its teaching role guaranteed by the Australian Constitution Section 116:-

* "The Commonwealth shall NOT MAKE any law for the establishment of any religion or imposing any religious observance, or for PROHIBITING THE FREE EXERCISE OF ANY RELIGION ..."

Mr. Gunn told Parliament that the most important amendment was that compelling parents to enrol their child and cause him to attend at a State or a registered school. Non-state schools now need 'approval' to receive funding, but under this Bill they MUST be registered, under Departmental conditions, to OPERATE. De-registration will close them down at will, simply on the advice of inspectors!

"23. Compulsory enrolment and attendance at school. (1) Every parent of a child of the age of compulsory attendance shall cause that child—

(a) to be enrolled at a State or registered school; and

(b) to attend on every school day the State or registered school at which he is enrolled,

unless—

(d) some reasonable excuse exists.

27. Amendment of s. 32. Penalty for non-compliance with this Part.

(a) in subsection (1), omitting the words "five pounds" and the words "twenty-five pounds" and substituting the expression "\$50" and the expression "\$500", respectively;

I hope you REMEMBER our 'STOP PRESS' issues Nos.2 & 3 of Vol.7, re "UNESCO TREATY ON EDUCATION and its Application to Federal Planning of CENTRALIZED EDUCATION POLICY for Australia and the STATES." I believe much of this Bill is to implement that CENTRALIZED EDUCATION POLICY (as Mr. Gunn inferred to Parliament when he talked about UNITY between the States and the Commonwealth re 'acceptable STANDARDS of education').

Some of the Bill (especially re REGISTRATION of schools/teachers) was probably given impetus through the meeting of Commonwealth and State Education Ministers (the Australian Education Council) held at the Gold Coast in mid-October 1981, when the matter of SCHOOL

[To be Continued]

ENROLMENT PATTERNS was highlighted (e.g. increases in non-state school enrolments).

THA
Many people
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THAT CONTROVERSIAL EDUCATION BILL ...

Many people, concerned at the proposals in the Education Amendments Bill, wrote to their local Members of Parliament. I have received a copy of one such letter and reprint it below for your information.

Dear Sir,

We write to express concern over the new "Education Act and Another Act Amendment Bill".

We are concerned that the proposed amendments relating to REGISTRATION OF SCHOOLS, ABUSING OR UPBRAIDING TEACHERS, DISRUPTION OF CLASSES, COMPULSORY SCHOOL ATTENDANCE, LIABILITY OF SCHOOL CHILDREN FOR PROSECUTION, and the REQUIRED REPORTING OF SUSPECTED MALTREATMENT OF CHILDREN may be misinterpreted because of their lack of definition, or even used for particular discrimination against some parents. Surely the wording of all Acts of Parliament should protect against this misuse. Some of these amendments appear to threaten families (especially Christian families) who wish to take a responsible role in the education of their young members.

Mr. Gunn stressed in his speech to Parliament that 'flexibility' was the operative word and that he did not intend to weaken the Act, nor was there an intention to prevent a person from telling a teacher 'a few home truths'. The problem is, however, that 'flexibility' and 'intention' are not inherent in legislation - it stands as it is written. Our concern is that in our lifetime this Act will be administered by Ministers (of unknown philosophy) other than Mr. Gunn, and even possibly by political parties other than the coalition. Surely any appearance of tendency towards socialistic or totalitarian systems should be wisely resisted.

It is our will, as electors, that you represent us in Parliament in vehemently opposing these amendments. You have our strongest support in this regard, as you do have in many other matters about which you have taken a stand.

(Sgd.) T. & L. SMALLWOOD

A recent article in the Melbourne Age was headed "Boom in Private Schools". According to the author, Geoff Maslen, there is projected by the Bureau of Statistics an increase of almost four per cent in enrolments in non-government schools in the next three years. He goes on to say that this is a recent phenomenon which is generating considerable alarm in Government schools.

Mr. Hunt, the Victorian Minister of Education ... has gone so far as to say that the non-government schools are being financed at the expense of the government schools, and that the Australian Education Council - comprising State and Federal Education Ministers - would "review the criteria for the registration of private schools."

(from "THE EDUCATION NEWSLETTER", P.O. Box 139, Bentleigh, 3204.)

BIG BROTHER TAKES ON GOD!

CANAAN COLLEGE, the Christian Primary and Secondary School at Thoona, Victoria, had its secondary registration cancelled by the Council of Public Education in February. Canaan's academic programme was criticized for being too heavily concentrated on the three R's and for its emphasis on Christian perspectives and viewpoints.

The Minister of Education, Mr. Hunt, will allow the recent decisions against the registration of Canaan College to stand.

Mr. Barry Tattersall, the Principal of the College said today he felt that while the community was crying out for children who could read and write and who were well behaved and well disciplined, it was disappointing that a school could be de-registered because its programme emphasized the basic three R's and at the same time highlighted the absolute standards of honesty, truth and morality that the Bible taught.

"The decision hits at the very heart of a parent's basic right to decide on the method and content of education for their children. It is a basic Scriptural right, a right promoted by the United Nations, and a right espoused by our own Minister of Education. Parents have deliberately chosen what we are offering. This choice is now being taken from them by Government bureaucracy," he said.

"Children are a precious inheritance from the Lord," he said, "and we must not cease doing the very best we can for them. Many parents, and even one Government department, have consistently decided we are doing that. I want to be allowed to continue doing so."

the Voice of the People

Because
lose much
'detent'.

Just one day after a vehement outcry from the people of Queensland led Cabinet to defer the controversial "Education Act and Another Act Amendment Bill", Mr. Gunn, Minister for Education, issued a Press Release in which he said:-

"When the postulating and headline-grabbing had subsided, most people would find that the amendments would benefit the school-children of Queensland. These amendments have been on the drawing board for some years now, and are a result of wide discussions with all groups over a period of time, as well as recommendations from the Parliamentary Select Committee on Education.

"It is a fact of life that we cannot please everyone with the amendments, but you have to reach a point after several years where an amendment bill just has to be prepared, based on the discussions held, and observations made. This was done, and the bill approved by my Parliamentary Education Committee and the Parliamentary joint parties, and was ready to be discussed by Parliament. I cannot think of anything more democratic* than this."

*DEMOCRATIC: a. favouring popular rights.

DEMOCRACY: n. state governed by the people. (Collins English Dictionary)

THE PROOF OF THE PUDDING IS IN THE EATING! RECENT ACHIEVEMENTS BY LOCAL A.C.E. STUDENTS

- QUEENSLAND: *
- 9 students from Brisbane and Nambour Christian Outreach Schools were accepted into Tertiary Colleges on the basis of their standard of achievement and personal presentation, without any reference to T.E. scores or government certificates!
 - 9 students from Nambour Centre this year gained immediate employment upon leaving school.
- NEW SOUTH WALES: 5 students from a Blue Mts. school using A.C.E. material were accepted into Tertiary Education Colleges.
- VICTORIA: A student from a Macedon school using A.C.E. has gone into nursing training at a hospital and came in the top five in the exams.

"The powers that be are ordained of God". Romans 13:1.

Australia has been the host country of the recent Commonwealth heads of Government meeting, a conference of leaders representing something like a quarter of the earth's population.

The Word of God distinctly says that governments exist by His authority. Sin is lawlessness and God is a God of order, of authority. We see this from the dawn of human history. When man became a rebel against the government of God, God constituted an authority in every family, the basic unit of unity in the human race. "Thy desire shall be to thy husband and he shall rule over thee." Genesis 3:16.

In society, God has ordained civil government and stands behind that authority, but not always the use men make of it. Romans 13:1 was written in the days of Nero, one of the most dissolute rulers that ever disgraced the throne of Rome. Public office is a sacred trust and men will give an account to God for how they use it.

When governments pass legislation not only in disregard of God's laws but in opposition to them, are the people of God helpless, powerless? The Bible speaks of "framing mischief by a law" Psalm 94:20. Is the church powerless? Must she simply bemoan or deplore the situation, or has she access to an Authority who can sway, and if necessary, change governments? There is no doubt this is the case. The Word of God and history prove this point. God is Sovereign in the affairs of men and His people have access to Him - let us not fail to use it.

The Apostle Paul wrote to Timothy, "I exhort therefore, that, first of all, supplications, prayers, intercessions, and giving of thanks, be made for all men; for kings, and for all that are in authority; that we may lead a quiet and peaceable life in all godliness and honesty. For this is good and acceptable in the sight of God our Saviour; who will have all men to be saved and to come unto the knowledge of the truth" 1 Timothy 2:1-4. People and nations are blessed when godly men are in authority. In the recent New South Wales State election, the Rev. Fred Nile, leader of Australian Festival of Light and Community standards Organisation, was elected to the Upper House on a strong majority. Queensland has a Christian Premier and Deputy Premier. In the Senate we have Mrs. Flo Bjelke-Peterson. There are others.

Irrespective of our political party it is our duty to uphold especially, those who are godly, that they may continually be granted divine wisdom, strength and courage, and the protection of the Almighty in the arduous duties and perils that are the lot of those in positions of authority and high responsibility.

These are the end times. God's people should be informed and be prepared and able to pray intelligently.

Let us keep before us that the Most High rules in the affairs of men, and "they that know their God shall be strong and do exploits".

THE AUSTRALIAN EVANGEL

— Harold Bartholomew

[Note: He is a member of the Human Relations Committee]

'Committed teacher' is critical

I READ with interest Lauchlan Chipman's article "The Teacher who Failed a Generation".

In part I think he could be correct, but overall, I feel he has neglected to mention a few points which I feel have caused the demise of education in general.

Teachers today deal a lot more with children of broken marriages. These children form, I feel, the hardest group to teach for they lack discipline and an attitude to learning.

Secondly, the Education Department has changed the scope of education. Gone are end-of-year whole state exams, which set standards, put pressure on kids to work, and created accountability among teachers.

Gone are copy book, mapping exercises, home exercises and poetry memorisation which help create co-ordination skills.

Gone is the influence of the headmaster for most spend their days trying to balance school accounts.

Gone is strong discipline in the classroom. Now it is dispensed by the headmaster, who is either too busy or too divorced from the situation to be really effective.

New design of rooms in Queensland schools have, I feel, only helped in helping to destroy children's attention span. Open area rooms are just too noisy.

Teacher training institutions have changed. The old Teachers Colleges taught you how to teach. They have been replaced by liberal arts colleges which don't teach a teacher to teach.

I am only one of the "bottom of the barrel" graduates. I have taught for 13 committed years. I feel that I know what is wrong and how it can be faced. — C. Ramsden, Banks Street, Capalaba.

(TELE. Sept. 1981)

Because many people wish to hand "STOP PRESS" on to a friend, but do not wish to lose much of the valuable information in the articles, we are including a final 'detachable' page which has a summary of, or a few quotations from, each of the items published. We hope the people who suggested similar ideas will find this satisfactory.

In this Stop Press...

FROM THE DIRECTOR'S DESK:

We appreciate the numerous letters and phone calls we receive from interested people asking for information, ordering books etc., .. BUT .. we now need to employ part-time office help to keep our organisations running. Any donation, ear-marked 'for office help' would be appreciated.

The Confidential Address & Phone Directory will allow participants to take the initiative in contacting and working with other STOP & CARE members in their area.

"The charge against A.C.E. material is that it is concentrated too much on the basics, and is too strongly oriented towards Christianity!"

SUBMISSION Part II - FAMILY WELFARE LEGISLATION

"Governments must be careful NOT to step outside their God-given role nor to OVER-GOVERN by usurping the role that God has ordained for PARENTS in their capacity as co-creators with Him."

"If SOME families fail in their parenting role, this does not require the enactment of laws affecting ALL families. Courts may make special Orders for SPECIAL cases."

"All over the world, Government is showing itself to be a 'Growth Industry', tending to usurp from the family more and more responsibility."

"Even our Courts are not immune to the infiltration of anti-family ideas. Judge Robyn Layton (S.A.) asserted that: 'Parents are the biological functionaries only. Their children belong to the community.'"

THE SEX EDUCATION DEBATE CONTINUES:

(Contributed by Parents' Campaign for Responsible Education, Cairns.)

The article alerts parents to a Government appointed committee set up to study the Ahern Recommendations for a course on Human Relations, and questions the reason for the proposed 13 year sex education course.

"Doesn't the extended time suggest that ATTITUDES, not information, are the main emphasis?"

"Is 'Human Relations' more than learning to get on with your fellow man? Is it more like conforming to group consensus on sensitive issues?"

The contributors suggest that parents write to the COMMITTEE ON HUMAN RELATIONS, Department of Education, Treasury Building, Brisbane, asking that Human Relationships Courses be kept out of schools, because:-

1. they are part of a total concept for behavioural change (whereas parents wish their children to be taught traditional academic skills;
2. they are part of a political movement;
3. they are part of the religion of atheistic secular humanism - a religion diametrically opposed to Christianity.

TEACHER BOASTS OF MENTAL TORTURE OF FIFTH GRADE PUPILS:

A fifth grade teacher revealed how he subjected 26 children to three days of intensive "death education", which included such topics as MUMMIES, PYRES, CYRONICS, CREMATION, ENBALMING, HOW I DIED, OVER MY DEAD BODY, WHAT WOULD YOU DIE FOR?, WILLS, OBITUARIES, CHOOSING DEATH, etc. These were incorporated into their various subjects: REPORTS, SPELLING, LANGUAGE, MATHS (funeral-related problems), SOCIAL STUDIES (How death can bring happiness), MUSIC (songs about death), HANDWRITING.

"Try to remember what it was like to be 10 years old and how you might have reacted to intensive Death Education."

"The entire class enumerated over 40 ways to die, including suffocation, suicide, drowning, earthquake and murder."

"There was no way a child could have been removed from "DEATH EDUCATION" without removing the child from the school."

"In SPELLING, children wrote a 75-word story to be titled, 'How I Died', using the 'death list' of spelling words."

"Children listened to a 'beautiful story' that related how 'an old man gives himself back to nature when he finds out that he is near death'."

"One child responded, 'Now we are not afraid of dying as much as we once were.'"

"Who will suffer along with the victims? The parents, of course - not the teacher."

"Children are committing suicide at increasingly younger ages, and they do so because they do not fear death. Parents certainly ought to be wondering if this kind of intensive 'preparation for death' is not a contributing factor."

[From article published in USA in the 'NATIONAL EDUCATOR' Dec. 1978, by Barbara Morris]

TEACHER ABUSE & SEXISM IN SCHOOLS:

"Queensland teachers have backed a State Government plan to increase fines on students, parents and others who assault or abuse them...verbal or physical abuse."

THE AUSTRALIAN, Nov. 20, 1981.

Many parents are suggesting even larger fines for any teachers who verbally abuse or exploit their young charges in the classroom, and urge that letters be sent to M.P.s.

"Ms. Coogan [Victorian Rural Education Centre] said male staff commented in the staff room about the physical attributes and sexual desirability of female students."

THE TELEGRAPH, Oct. 1, 1981.

CHRISTIANS VICTORIOUS

Queensland's Moral Majority rallies to the cause of parent's rights and freedom of choice in education. Their spontaneous protest led to the deferment in Parliament of the controversial Education Act and Another Act Amendment Bill.

"The real battle will now be won or lost during the next twelve weeks, till March, 1982 when the Bill could come before Parliament again."

"This badly drafted (or sinister??) Bill could have been used by unscrupulous people to deprive an individual parent of his God-given duty to supervise his OWN children's education."

A genuine Bill would show regard for the Constitution and the Queensland Criminal Code, and an Education Bill should guarantee a Christian philosophy, teacher accountability, protection for students, and freedom of choice for parents.

A SCHOOL-AGE CHILD COULD BECOME A WEALTH HAZARD!

Some aspects of the Bill that has shocked many parents and teachers:-

DISRUPTION: You could be fined \$500 because your child misbehaved in class.

TEACHER ABUSE: You risk \$500 when talking to a teacher in the hearing of a child.

CHILD ABUSE: Teachers are required to report any suspicions of maltreatment.

TRESPASSING: Your visit to the school could cost you \$500 if you disobey an order from a teacher (no reason given) to leave the premises.

SCHOOL REGISTRATION: Church schools risk \$1,000 fine; parents risk penalties also.

THAT CONTROVERSIAL EDUCATION BILL... (Letter to M.P. by T. & L. Smallwood)

"Surely the wording of Acts of Parliament should protect against misuse. 'Flexibility' and 'intention' are not inherent in legislation - it stands as it is written."

BIG BROTHER TAKES ON GOD

Canaan College, Victoria, was de-registered because it "overemphasises CONTENT, KNOWLEDGE, FACTS and LITERARY CORRECTNESS" and because its values were "TOO NARROW". Canaan uses the A.C.E. programme and its values are unashamedly Christian. The criticisms against this college are its own commendation.

"The decision hits at the very heart of a parent's basic right to decide on the method and content of education for their children. It is a basic Scriptural right, a right promoted by the United Nations. Parents have deliberately chosen what we are offering." (Mr. Barry Tattersall, Principal, Canaan College.)

VOICE OF THE PEOPLE

Just one day after a vehement outcry from the people of Queensland led Cabinet to defer the controversial Education Bill, Mr. Gunn, Minister for Education, issued a Press Release in which he said, "When the postulating and headline-grabbing had subsided, most people would find that the amendments would benefit the school-children of Queensland."

"EDITORIAL" (by Harold Bartholomew, "The Australian Evangel")

"The Word of God distinctly says that governments exist by His authority...but He does not always stand behind the use men make of it."

"God is sovereign in the affairs of men and His people have access to Him - let us not fail to use it."

"Irrespective of our political party, it is our duty to uphold those in Parliament who are godly, that they may be granted divine wisdom, strength and courage."