

URGENT! PLEASE SIGN
THE ENCLOSED LETTER

Ser 345
4

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"Seek that you may excel ..."

COMMITTEE
AGAINST
REGRESSIVE
EDUCATION

OFFICIAL PUBLICATION OF 'STOP & CARE'

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EDUCATION FOR A MULTICULTURAL SOCIETY

Parliament Bill excludes the Queen from oath

CANBERRA.—An oath of allegiance with no reference to the Queen was one amendment to the Citizenship Act introduced into the House of Representatives yesterday. The Immigration and Ethnic Affairs Minister, Mr West, said the oath in the Australian Citizenship Amendment Bill included: renouncing former allegiance; declaring Australian citizenship; and obeying Australian laws.

He said the oath had two forms — one with a reference to God, another without it. The Government recognised many people wanted to swear before God when they declared allegiance to their new nation. Mr West said Bill provisions included the most significant changes to the Citizenship Act since it became law in 1948. They included a shorter qualifying time for citizenship. The command of English language requirement for citizenship would change from "adequate" to "basic".

Whites' rights 'sell-out'

By IAN MILLER
and LEONIE BIDDLE

Aboriginals are set to become Australia's new elite, according to Queensland's Acting Premier, Mr Gunn.

In a strong attack on proposed federal land rights legislation, Mr Gunn said: "Queensland is totally opposed to the wholesale sell-out of the rights of white Australians at the expense of providing unique benefits for Aborigines."

Australians by bequeathing them rights which are not available to Australians generally."

Lands rights legislation principles were outlined last week by the federal Aboriginal Affairs Minister, Mr Hudding.

These included inalienable freehold title for Aboriginal land, protection of Aboriginal land, and compensation.

"The recent Northern Territory election overwhelmingly showed that Australians don't want national assets passed over to Aboriginal control," Mr Gunn said.

"They should immediately reverse the action in giving Ayers Rock to the Aborigines."

Mr Gunn said it was extremely doubtful the proposed changes would have any direct benefit for the average Aboriginal who would still largely be a worker on ADC-held lands.

The National Aboriginal Conference Queensland chair-

School programme threatens society

The schools study programme, multiculturalism in education, is a threat to our society's culture, a public meeting in Hervey Bay on Sunday night was told by visiting speaker, Mrs Rona Joyner.

Mrs Joyner told her audience that multiculturalism in education threatens our society in much the same way as MACOS and SEMP, which were banned from schools following successful lobbying by herself and others.

"Multiculturalism in education is simply another way of introducing the psychological attitude changing techniques used in MACOS and SEMP," she said.

"These three programs are all based on the techniques of values, clarification and role playing.

"Values clarification and role playing are techniques by which the children are put into the shoes of another race."

She continued, that the effect of these techniques is to have children question their own culture.

"These techniques are used to try to change children's beliefs in our own way of life to that of another way of life.

"They try to change the children's point of view away from their parents and this is going to create an even bigger generation gap between children and parents."

COURSE 'PART OF UN PLOT'

Education lobbyist and anti-porn campaigner Mrs Rona Joyner, has admitted she has the education resources kit she wants ban Queensland schools next year.

But, Mrs Joyner today claimed the kit was "the continuation of a United Nations plan to change our society and culture through education".

She said it was "all part of this external rule over our internal affairs".

"Education For A Multi-

Joyner to fight new school kit

AN education resources kit, designed to help children to live in a multi-cultural society, will be introduced in Queensland state primary schools next year.

However, it is set to be as controversial as the Special Education Materials Project (SEMP) and Man: A Course of Study (MACOS) programs, banned by Cabinet in 1978.

One of the leaders in the campaign to ban MACOS and SEMP, Mrs Rona Joyner, of the Society to Outlaw Pornography (STOP) and the Campaign Against Regressive Education (CARE), pledged yesterday to fight as hard against the multi-cultural kit as she did against MACOS and SEMP.

Multi-culturalism
an addition
fusion into
mathematical
studies, at
music.



Mrs Joyner

"They're concentrating on spending thousands of dollars on these kits which are not concentrating on the basics. I want me to tutor their children in maths, English and spelling, the things that schools should be doing but they're not."

EDUCATION FOR A MULTICULTURAL SOCIETY

Examined by
Rona Joyner

In the last couple of months I have received from a number of teachers and other concerned citizens, books from this Multicultural Project, a 1982 Multicultural Calendar, and other material about multiculturalism. I was most distressed to learn that schools had, in 1983, been trialling this dangerous Socialist innovation, and that next year it will be implemented in every school statewide.

At my request, the Minister for Education kindly provided me with the promotional Kit, a 1983 "Multicultural Calendar - Helping to Build a Multicultural Australia", and other material.

The kit contains a Resources List of some 400 pages of very small print, giving detailed reviews of hundreds of teachers' and students' resource books, films and other material. It was a colossal checking job, before I could even start putting this 'STOP PRESS' together, and there is more to research yet.

THE ORIGIN OF THIS EDUCATIONAL INNOVATION:

The history of this radical plan to interfere with the roots of education in Queensland (and, in my opinion, ultimately to aid in the change-over of our country to a socialist republic) is revealed in the Queensland Education Department's Teachers' Journal, "Quest" (June 1980). In her published article, Dianne Butler (at that time a teacher seconded to the Curriculum Branch; now listed as the Co-ordinator of the Queensland Multicultural Co-ordinating Committee) disclosed that the bureaucracy's plans for 'education for a multicultural society' began to be implemented by the COUNCIL OF DIRECTORS OF THE QUEENSLAND DEPARTMENT OF EDUCATION in January 1978.

JANUARY 1978: This date is significant! It means that, IMMEDIATELY the Government banned MACOS ("Man: A Course of Study") from Primary schools,, and SEMP ("Social Education Materials Project") from Secondary Schools, the Education Directors - the same bureaucrats who had implemented and defended MACOS and SEMP, despite so much parental and political objection - began looking for ANOTHER way to CONDITION AND SOCIALIZING our children (and their teachers)!

They set about commissioning a "working party to examine issues relating to education for a multicultural society and to outline courses of action within the State." This working party presented its Report to the Council of Directors in November 1978, and this Report has since been printed and widely distributed as the Discussion Paper, 'Education for a Multicultural Society'.

MACOS AND SEMP REVIVED:

One would have thought that the public reaction against MACOS and SEMP, and the Premier's published statement that "someone in the Education Department does not know what the Government wants taught in the State Schools", would have meant that any substitute material would have been the exact opposite in philosophy, content and techniques, of that which had just been totally discredited and banned.

But, in true Fabian Socialist style, 'plan 2' was simply put into operation! Another across-the-curriculum integrated programme of socialist conditioning came into being! More waste of public money! More detriment to our social well-being.

AL GRASSBY'S INPUT: Let's End the Slander, by Grassby's deputy-Commissioner (1979), with an introduction by Al Grassby as Commissioner for Community Relations, is described in the Education Department's Kit as "a timely guide book for teacher-librarians, subject-masters and class teachers." It refers to one Multi-media Kit ('The Aboriginal Australian in North Eastern Arnhem Land') - a kit that is prominently recommended for use under this new Multicultural curriculum as having been "intended to provide an Australian counterpart of the comprehens-

ive curriculum, 'Man a Course of Study (MACOS)', developed in the U.S.A. by Jerome Bruner" (see p.75) . (This book was written by Grassby's deputy at Grassby's instructions)

In the Introduction to this book, Al Grassby wrote -

"But the tide of race relations in Australia has now turned. The new legal framework, the new international concern,all ensure that the past can never be revived. ..A new society is in the making. A cultural revolution has begun. The school can be the key to a better future.

"Curricula, textbooks, teaching materials, teacher education programs will all need to reflect the new social realities. ...This publication reflects my concern to accelerate this process..."

UNESCO INPUT: Director-General of Unesco, Julian Huxley, athiestic philosopher and member of the Colonial Bureau of the British Fabian Society, gave the plan for educational reform official sanction:

"The goal of UNESCO was stated plainly in the study's first volume. It recommended that children should be educated in ... 'those qualities of citizenship which provide the foundation upon which international government must be based if it is to succeed'."

This means schools are to destroy children's love of country and patriotism, suppress history and geography, and cause the breakdown of home and family life. A ten-volume UNESCO study, "Towards World Understanding", contains the blueprint for conditioning children so that their first loyalty will eventually be to a socialist international government under the United Nations. I have often exposed UNESCO and UNICEF plans for conditioning children into Humanistic Marxist Socialism, and it is MOST heartening to hear that the United States is at last taking a stand against UNESCO. Australia should do likewise.

THE REASON GIVEN FOR THIS NEW CURRICULUM:

It is being deceptively advertised, on the basis of a distorted figure of 33.6% being bandied about as 'ethnics', that Queensland is a multicultural society needing to adopt a radically changed education curriculum.

MISLEADING PERCENTAGE: I am sure our Premier will agree that this figure is erroneous because the Department has actually included in that percentage his children, and the children of every other family in which only one parent is Australian-born - in order to inflate, for their own particular motives, the census figures for non-English speaking migrants.

TRUE STATISTICS: The true statistics are 7.5% non-British Europeans and 4.8% Alien cultures. Only 4.8% represent non-Christian races for whom integration would be a problem. Yet on that basis, our policy of integration must give way to multiculturalism, which is simply Socialism in the making, via what could be a kind of apartheid.

LETTER TO PREMIER: My letter to the Premier, supplying him with the above information, concluded with the following paragraph:

"I trust, Mr. Premier, that your government will see the vital need to have this programme eradicated before it wastes any more of the taxpayers' money, and leads Queensland any farther down the road to Centralism in Education and ultimate Socialism. Thanking you in anticipation,"

PLEASE SIGN THE ENCLOSED LETTER TO THE PREMIER, or write your own. THIS IS URGENT in order to let him know that my campaign has the backing of many others.

(These references are taken from the handbook, "Education for a Multicultural Society - A Resources Kit")

WHAT PEOPLE BELIEVE

'The non-material elements of culture - the institutions pertaining to religion, social organisation, kinship, communication patterns or social values - are among the mainstays in the cultural framework'.⁶

(COMMENT: To destroy or fragment a country's one fundamental religion is to take away the mainstay of its cultural framework. Chaos ensues when a number of religions and gods exist in the one society, all competing for dominance.)

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Through a study of world religions, it is possible to see a number of common strands in the historical, social, intellectual and spiritual development of the peoples of the world. There are many similarities in the ideas held by different groups about a creator and the soul. Ethical ideas about relationships with other people are also remarkably similar. The segment, 'Comparative religion', contains single volume works dealing with a number of aspects of world religion as well as many series entries. The individual titles from these series are also listed later with the specific religions. Those resources on religion which are primarily teaching materials have been listed in a separate segment.

COMPARATIVE RELIGIONS

BELIEFS AND BELIEVERS (series)

HOBLEY, Leonard F. Hove, Sussex, Wayland, 1979. \$9.75 each
various pagings. b&w ill. photos. bibl. glossary. index.

The following titles in this series have been evaluated, but not individually annotated:

Christians and Christianity
Jews and Judaism
Muslims and Islam

Brief accounts of the historical development, beliefs, festivals, and the role of each religious group in family, social and political life. All three have a strong historical emphasis, but contemporary issues are also discussed. Each is attractively produced and has an index and glossary. Most of the page space is devoted to well-chosen black and white illustrations and photographs. Although the book Christians and Christianity covers all branches of that belief, there is more emphasis on the Catholic faith. The chapter on missionaries is written and illustrated from the viewpoint of White, Christian supremacy and no concession is made to the (rights) of the indigenous peoples to their own land, culture or religious beliefs.

(COMMENT: Exempting NO ONE, Christ said: "REPENT or ye shall ALL perish", "LOOK to Me and be ye saved, all the ends of the earth (i.e. ALL RACES)". NO ONE has a RIGHT to keep ANYONE else in ignorance of the salvation Christ earned for him.)

A BOOK OF WORLD RELIGIONS

PARRINDER, E.G. Amersham, Bucks., Hulton, 1965. \$10.80
175p. b&w ill. diags. index.

Despite its publication date, Parrinder's book maintains its popularity as a reliable basic work on the major world religions. The division of material into four main sections - 'Men at prayers', 'The founders', 'Holy books and their teaching', and 'Growth and present state of religions' - provides a means of focusing on the important aspects of each religion, and invites a comparative approach. The author maintains a generally impartial stance, and writes in an easy and interesting manner. African religions are included but dealt with only briefly, and primal religions elsewhere are largely ignored.

(COMMENT: This gives children no indication that Christ is the ONLY Way to God and eternal life.)

DICTIONARY OF NON-CHRISTIAN RELIGIONS

PARRINDER, Geoffrey. Amersham, Bucks., Hulton, 1971. \$24.75
320p. b&w ill.

This standard reference work contains a wide range of entries pertaining to deities, important people, practices, festivals, customs, and events not only of the major religions of Hinduism, Buddhism, and Islam but also of other Eastern religions. Figures from ancient mythology and folklore, and from the traditional cultures of Africa, the Americas, and Oceania are included as well as aspects of Judaism in the post-biblical period.

(COMMENT: The following resources place the emphasis on Hinduism, Taoism, Buddhism, Islam, and even Communism. Paganism is promoted over Christianity, and the stated AIM is to MAKE CHILDREN UNDERSTAND, RESPECT and EMPATHIZE with the many alien religions and culture. Schools have NO RIGHT to proselytize.)

GODS AND MEN: a survey of world religions

SHERRATT, Brian W., and HAWKIN, David, J. Glasgow, Blackie, 1972. paper \$8.50.
264p. b&w photos. bibl. index.

From its introductory treatment of rudimentary religion to its final chapter on Communism and religion, this remains an accurate, informed, and highly readable study of the major world religions.

IMAGES OF RELIGION, Parts 1-9 (series) [transparency]

Adelaide, Educational Technology Centre, Education Department of South Australia, 1976(?) (Pic-a-pak, 7 transparencies. (approx.) index to transparencies. 1 set notes. (in each pack)

The following titles have been evaluated, but not individually annotated:

Part 4: Hinduism (Pic-a-pak, 248)
Part 6: Taoism (Pic-a-pak, 250)

The following titles are available, but have not been sighted:

Part 1: Ancient Egypt (Pic-a-pak, 245)
Part 2: Babylonia and Assyria (Pic-a-pak, 246)
Part 3: Classical Greece and Rome (Pic-a-pak, 247)
Part 5: Buddhism (Pic-a-pak, 249)
Part 7: Germanic or Norse (Pic-a-pak, 251)
Part 8: Various (Pic-a-pak, 260)
Part 9: The prophetic religions (Pic-a-pak, 261)

These transparencies of ancient and modern gods and idols and various other symbols of the major world religions will have application in the study of comparative religion, mythology and art. The notes with each pack give an excellent summary of the more significant features of each subject depicted.

INDIA - RELIGION [filmstrip]

[Available from Educational Media Australia, 7 Martin Street, South Melbourne, Vic. 3205]
1 filmstrip. (full-frame) col. 1 set of notes.

Despite the reasonably detailed information and generally satisfactory photography, this filmstrip has limited classroom application because of its rather static presentation. The production, as a whole, is poorly structured and presents little more than the superficial, external view of a tourist. Tenets of each particular belief are not discussed, with the major emphasis being on the outwardly visible attributes of each religion, rather than on explanations for the origins and practice of particular aspects of each faith. Religions briefly dealt with are Hinduism, Islam, Christianity and Sikhism.

INITIATION RITES

PRICKETT, John, ed. Guildford, Lutterworth Press, 1978. (Living faiths) \$9.25

Produced by the Standing Conference on Inter-Faith Dialogue in Education this book seeks to encourage knowledge of and respect for other religions. It provides authentic information on the major world faiths through an account of initiation procedures with extracts from initiation liturgies which may be used as source material. Very useful for comparative religious study in upper secondary.

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GODS AND MEN: myths and legends from the world's religions

BAILEY, John, McLEISH, Kenneth, and SPEARMAN, David. Oxford, Oxford University Press, 1981. \$17.50

This stimulating collection is drawn from Greek, Norse, African, Sumerian, Polynesian, Hebrew, Persian, Indian, Chinese and American Indian sources. The focus is on creation stories, the conflict between good and evil, and, as well, there are stories of Hindu, Sikh, Hebrew, Christian, Muslim and pagan heroes and prophets in their struggle with the forces of evil. A lucidly written, strikingly illustrated affirmation of the many commonalities across cultures in explanations of life and death, and the nature of good and evil.

(COMMENT: This lumps Christ in with Hindu, Sikh, Muslim, and pagan heroes and prophets in their struggle with the forces of evil, and in the explanation of life and death and the nature of good and evil.)

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BUDDHISM

ZEN: direct pointing to reality

BANCROFT, Anne. London, Thames & Hudson, 1979. \$11.25

A general introduction to Zen Buddhism, its history and development. The six most famous Zen masters are dealt with chronologically. The book, which includes photographic illustrations and an excellent collection of plates on Japanese and Chinese art, is a visual delight. Useful for comparative religious studies and art.

(COMMENT: ZEN is an Oriental philosophy - no living sovereign Creator, Lawmaker and Saviour from sin. Zenists revolt against all authority, are totally self-ish, with no concern for others. They try to master the mind and harmonize with nature. Using theistic language makes Zen a formidable rival of Christianity.)

HAWKER, F., and CAMPBELL, B. Milton, Qld, Jacaranda Press, 1981. (Kids in other countries) \$5.95

After his first year at school, Ang Dawa Sherpa leaves his home to become a monk in a Buddhist monastery high up in the Himalayas. The photo-story of Ang Dawa, as his life of meditation, learning and work is revealed, is sympathetically told. A useful introduction to the Buddhist faith.

(COMMENT: Responsible parents object strongly to their children being sympathetically introduced to the Buddhist faith. Queensland public schooling is for transmitting Christianity, not Buddhism!)

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CHRISTIANITY

THE LAMB AND THE CHILD

FRYE, Dean. Illustrated by Roger Duvoisin. London, Bodley Head, 1963. [Currently out of print]

A simple adaptation, in picture-book format, of a fifteenth-century play from the Wakefield Cycle, performed by trade guilds for the amusement of people in English towns. It is an amusing but reverent variant of the Christmas story of the shepherds and could easily be re-enacted by young children. Duvoisin's black and white and coloured pictures have a simplicity and directness to match the theme of the story.

(COMMENT: Can a play, performed by trade guilds in the Dark Ages for the amusement of townspeople, and reviewed as 'an AMUSING VARIANT' of the Christmas story, "sympathetically portray" the Gospel of Christ?

Will children re-enacting such a play, be learning truth or error?)

HINDUISM

THE BHAGAVAD GITA: the gospel of the Lord Shri Krishna

Translation by Shri Purohit Swami. Photography by Curt Bruce. London, Faber, 1978. [First published 1935] paper \$7.95

A beautifully presented translation of this ancient Hindu devotional book, featuring photographs reflecting the mood of this epic poem and with the text presented in both English and the original Sanskrit. This translation conveys the essence of a work recognized as one of the world's spiritual classics.

(COMMENT: Parents do NOT want their children being sympathetically introduced to the Gospel of the LORD KRISHNA. Schools have NO RIGHT to provide buildings, 'preachers' and captive child audiences for the promotion of the HARE KRISHNA.)

HINDUISM [filmstrip]

St Albans, Herts, Baddeley, 1978. (World religions) \$12.00

[Available from Educational Media Australia, 7 Martin Street, South Melbourne, Vic. 3205]

Photographs of the practice of Hinduism by adherents in England, India, Sri Lanka, Trinidad, Malaysia and Singapore give some idea of the extent of Hindu belief. The informative text provides detailed information on many aspects of day-to-day practice of the religion, special festivals and celebrations and Hindu gods and goddesses. See also series annotation for 'World religions', p.211.

(COMMENT: This is still more promotion of paganism over Christianity.)

RAMAYANA

THOMPSON, B. The story of Prince Rama. Illustrated by original paintings by J. Roy. Harmondsworth, Original Rajput paintings belonging to the world's art treasures are combined with works by Indian artist, Jerroo Roy, to depict this 3000-year-old tale. The text, prepared from many versions of the Ramayana, is clear and direct, making the saga accessible to younger readers. The combination of strong narrative, bright colour and rich design are an excellent introduction to the epic, which is still an intrinsic part of the living culture of Asia and the basis of countless stories. It is frequently performed in puppet plays and acted in village festivals.

(COMMENT: This introduces the YOUNGER children to the Hindu religious culture.)

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ISLAM

ISLAM

LEWIS, Brenda Ralph. Hove, Sussex, Wayland, 1978. (Eyewitness history) \$11.95

A book that takes a condescending and patronizing approach. In a field as sensitive as religion, ethnocentric comments such as 'How did such strange customs develop?' in the introductory paragraph set the tone for the entire book. A widely used series, yet this volume could not be recommended for multicultural education.

(COMMENT: Under 'Multicultural education' children must NOT be taught the TOTAL truth, nor be allowed to think other cultures should change or be merged into ours here in Australia.

This book is condemned as "condescending", "patronizing" and "ethnocentric" because it refers to Islam's "strange customs" and gives children knowledge to decide if an alien culture should be superimposed on Australia.

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(COMMENT: The Martin Report of 1964, adopted by Parliament, reiterated the true purpose of schools - to TRANSMIT OUR COMMON CULTURE - and named CHRISTIANITY as the religion which was required to be taught in State Schools. Engrossing children in Christ-hating pagan religions, which cannot save their souls nor give them peace with God, does not transmit the Christian culture in accord with the Constitution.

SIKHISM

BOBBI'S NEW YEAR

SOLOMON, Joan. London, Hamilton, 1980. \$8.95

Numerous well-chosen photographs support a brief, though sympathetically written account of the celebration of Baisakhi Day (New Year) by a Sikh family in London. The importance of the event within the religious calendar is apparent and many other aspects of Sikh religion and life-style are made clear.

I-U^o

THE MAN IN THE RED TURBAN

MARTIN, David. Illustrated by Genevieve Rees. Ringwood, Vic., Penguin, 1981. (Puffin) paper \$2.95

During the Depression, an Indian hawker and two Australian children find companionship and adventure as they journey along the Murray River. Martin, who thoroughly researched his story both in India and Australia, presents Ganda Singh as a colourful, honest and courageous man, and the reader gains, through the medium of an entertaining story, a sympathetic understanding of some of the beliefs and practices of the Sikh religion. The story is well-crafted with enough unusual characters, amusing incidents and sub-plots to maintain interest.

TAOISM

TAOISM [transparency]

These transparencies of ancient and modern gods and idols and various other symbols of the major world religions will have application in the study of comparative religion, mythology and art.

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OTHER RELIGIOUS BELIEFS

ABORIGINAL MEN OF HIGH DEGREE

ELKIN, Adolphus Peter. 2nd ed. St Lucia, Qld, University of Queensland Press, 1977. \$17.95

In part one, Elkin tries to communicate his own understanding of Aboriginal religion, in the hope that white Australians will come to appreciate it as something worthy of respect. The second part is more detailed. The author compares the role and acts of medicine-men throughout various regions in Australia. The third part looks at medicine-men in a changing cultural context - missions and settlements - and in the context of black/white interactions. In the areas where the traditional culture still lives, the author recognises that the Aboriginal medicine-man is still a strong social force.

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(COMMENT: This is encouraging paganism which 90% of aborigines have long since exchanged for Christianity. Regression to paganism would deprive Aborigines of salvation and make them second-class citizens.

LOOKING AT MYTH [card]

RANKIN, John. Guildford, Surrey, Lutterworth, 1979. \$17.95

Contents: Ol-Orun; Ra; Genesis; Taweskare; Ravana; Satan; Krishna; Baldur; Mithras; The isles of the blest; The heavenly throne; The pure land.

The inviting format of this pack makes it a readily usable resource for introducing the role of myth in answering fundamental questions about human existence. Each of the twelve study cards briefly outlines one myth followed by some questions to answer and suggested activities. The myths centre around four commonly found themes: creation, devils or adversaries, heroes or saviours, and heaven or paradise. They are drawn from contemporary world religions, ancient civilizations and tribal cultures. Two development cards and a teachers guide give an overview of content, aims and strategies, and a bibliography. Given such a sketchy treatment the beauty and power of the myths is almost completely lost. Teachers will need to supplement the cards with a good collection of relevant resources. Useful for comparative religion studies and for the study of traditional literature. Recommended at primary level only for better students as an extension activity.

(COMMENT: Including eternal truths in a book of myths makes an utter mockery of Christianity - especially when the Genesis creation record, Satan, devils, saviour(s) and heaven are taught at Primary level as nothing more than MYTHS.)

LOOKING AT WORSHIP [card]

RANKIN, John. Guildford, Surrey, Lutterworth, 1981. \$17.95

Contents: The Eucharist; Worship in the Society of Friends (Baptist Worship); Monastic prayer; Private prayer (Christian); Pilgrimage (Mecca and Lourdes); A Hindu Puja; Salat (Prayer in Islam); Shabbat (Sabbath in a Jewish home); Buddhist meditation; Diwan (Sikh worship); Katha (Hindu).

Aiming to introduce pupils to the rich diversity of religious worship, these attractive cards give twelve examples from contemporary religious practice. Excellent for individual or small group work in the study of comparative religion.

(COMMENT: "Diversity of religious worship" is POVERTY, not riches, being totally non-effectual when worship centres in anything other than Christ. Schools have NO RIGHT to involve children in all forms of pagan and Christian worship as though all were equally valid, or permissible by God.

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A Multicultural Society is Relevant HERE and NOW

Statistics indicate that at least 33.6 per cent of Queenslanders were born overseas or have at least one parent born overseas.*

Education should prepare all children to live in a multicultural Australian society.

NOTE: BY STOP PRESS THE TRUE FIGURES ARE:

TOTAL ENGLISH-SPEAKING 87.7%

NON-BRITISH EUROPEANS 5.5%

TOTAL WESTERN CULTURE 93.2%

TOTAL ALIEN CULTURES 6.8%

(1966 Census)

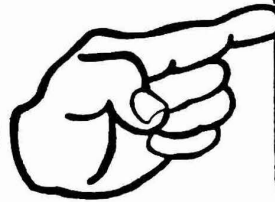
It begins with
YOU
the classroom teacher

There is no one model of multicultural education which will work for every school.

A multicultural program appropriate for a particular school will be determined by the nature of the school and its community, and the resources available.

Multicultural education is **NOT** an additional subject. Rather, it is an **INFUSION** into existing programs.

All subjects can make a contribution to education for a multicultural society —



<p>Mathematics</p> <ul style="list-style-type: none"> • maths activities which reflect the multicultural nature of Australian society • multicultural concepts developed through maths activities
<p>Language Arts</p> <ul style="list-style-type: none"> • fairy tales/stories from around the world • comparative study of literature around the world • use of books with ethnic content as reading materials • study of how the English language has been influenced by the borrowing of non-English words • use of various multicultural data sources to develop skills of listening/observing, speaking, reading and writing
<p>Art</p> <ul style="list-style-type: none"> • study of the universality of art and its various expressions • cross-cultural studies of particular art forms • examination of the role of craft industries in various cultures • use of ethnic content for stimulating an expression and as a theme for art and craft activities • examination of the cultural origin of various techniques
<p>Social Studies</p> <ul style="list-style-type: none"> • main ideas developed through cross-cultural studies • use of examples from a variety of cultures to illustrate a concept • exploration of issues central to life in a multicultural society
<p>Physical Education</p> <ul style="list-style-type: none"> • study of physical activities associated with particular cultures • examination of similarities and differences in the physical activities of various cultures • examination of physical skills common to activities from various cultures
<p>Music</p> <ul style="list-style-type: none"> • use of ethnic music to teach musical concepts

LET'S END THE SLANDER

COMBATING RACIAL PREJUDICE IN TEACHING MATERIALS

A new society is in the making. A cultural revolution. The school can be the key to a better future.

Textbooks, teaching materials, teacher education programs need to reflect the new social realities. The immediate concern of the Community Relations Office is with the character of the books and the development of better alternatives — more accurate, more comprehensive, more balanced, more responsible.

Education reflects my concern to accelerate this process, not avoid the perpetuation of past indignity and discrimination in order to contribute towards the shaping of Australia as a multicultural society.

Preface to "LET'S END THE SLANDER", a resource book recommended by the Education Department for EDUCATION FOR A MULTICULTURAL SOCIETY.

R.A.A.C.T.
1979.

(The Hon.) A. J. GRASSBY
Commissioner for
Community Relations

and from the handbook for the programme of education included in this STOP PRESS with comment

STEP

the INFUSION of Multiculturalism into the heart of the people. Your action is **AGAINST** this programme. It is extra the 'lift-out' letter included with this and post today. An unaddressed envelope to send this to your local M.P. or to the Hon. Parliament House, Brisbane. 4000.

Personal Identity in a Multi-Cultural Australia

"Is the concept of a multi-cultural Australia a paradox or a contradiction?" In order to give us a focus in this question, Barbara Falk began her oration:

" Pour your pitcher of wine into the wide river
And where is your wine? There is only the river.

Kath Walker, an Australian part-Aboriginal poetess ('to hell with the white blood. I'm black!') wrote these lines in a poem with the title, 'Assimilation — No!' The next poem in the collection, published in 1966, is 'Integration — Yes' and contains the lines,

Why change our sacred myths for your sacred myths?
No, not assimilation, but integration;
Not submergence but our uplifting.

If we think for a moment about this moving plea and the language and the symbolism in which it is expressed, we realize how far the process of assimilation has already gone; the English language and wine as a symbol of the essence or spirit of a person is not found in Aboriginal culture but in various other religious and literary traditions—for instance, in Judæo-Christian ceremonials. To say what is closest to her heart, Kath Walker reveals how deeply she is imbued with an alien understanding, and that for her culture to be integrated is for it to become 'higher' in some sense."

Her conclusion supports our claim that a multicultural society is dangerously illogical and impractical:

"In the light of all that has been said in this paper, an Australian multicultural society could be a possible ideal to strive towards, only if we see the individuals in all ethnic groups, including the dominant group, as capable of both retaining and transcending their ethnicity. If we do not believe this and cannot devise institutions of society to make this belief real, we are pursuing a mirage, and we will all perish in a desert in which we have no wine, no secure personal identity, and no river, no social structure embodying our common values, and no symbolism in which to express a shared reality."

F.R.O.

The Buntine Oration
delivered to
The Australian College of Education
Nineteenth Annual Conference
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Judge for yourself if this is another example of the media being used to try to trivialize 'STOP & CARE's vital campaign against "Education for a Multicultural Society". Many of you felt we deserved a 'right-of-reply'. So I tried... but 'NO!'

Psst! Wanna see a dirty picture?

by MIKE O'CONNOR

THERE is no rest for the moral guardians of our society. I see that once more Rona Joyner, of STOP, the Society To Outlaw Pornography, is about to gird her loins and do battle with the forces of evil.

To be honest, I haven't noticed too much pornography lying about the place lately, so I presume our moral guardians, in the form of STOP, are keeping on top of things, as it were. Well done STOP! Where would we be without you?

Standing around looking at dirty pictures, that's where. Huge groups of consenting adults, all standing around, disrupting the traffic, looking at dirty pictures. What a terrible thought!

Not that STOP is content with having turned back the tide of pornography that continually threatens to engulf Queensland.

The forces of evil, as we all know, are a crafty bunch. It appears that, having failed to subvert our minds with dirty pictures, they are going to try and pollute the minds of our children through the education system.

That well-known radical, Left-wing organisation, the Queensland Education Department, is set to introduce a program in schools to help children live in a multi-cultural society.

Reasonable enough, you may think, in view of the statistics which point out that 33.6 percent of Queenslanders were born overseas or have at least one parent who was born overseas.

Wrong, wrong, wrong! That's just what the forces of evil were hoping you'd think. Mrs Joyner didn't fall for the old multi-cultural society trick for one moment. She denounced the scheme as an "insidious, anti-Christian, anti-Anglo-Saxon project".

For those of who may be a bit slow on the uptake, allow me to draw the battle lines clearly for you.



It would seem that the goodies in this scenario are the Anglo-Saxons. To be an Anglo-Saxon it is generally agreed that you must be white. Go and have a look in the mirror immediately. If you are not white, leave the room. You could be part of the plot against us Anglo-Saxons (yes, I just checked and I'm definitely white).

If you have passed the mirror test, don't get too cocky. Any old pale faced person can't just become an Anglo-Saxon. I mean, you could have come from western Europe, or southern Europe or any other God-forsaken place that just happened to form the cradle for Western civilisation as we now know it.

No, mate. To be one of your fair dinkum Anglo types, you, or your forefathers, really should have come from England, Wales or Scotland. Those of Irish ancestry might sneak through but that's about all.

As you can see, this condition does tend to narrow down the field somewhat. It's probably because there are so few people around who qualify as A-S types, that the forces of evil have decided to pick on them. STOP has not yet made clear just how the education course is anti-Anglo-Saxon, but you don't need too much imagination to work it out.

I have no doubt that it urges all non-Anglo-Saxon school kids to set fire to their Anglo-Saxon classmates, after first nailing their feet to the floor and tipping boiling oil over their heads.

Doubtless it also urges them to put ground glass in their mates' peanut butter sandwiches, and saw through the handbrake cable on their push bikes.

If Mrs Joyner is right with her anti-Anglo-Saxon theory, then there is only one course of action open to the government — segregation.

One lot of classrooms for the A-S kids and another lot for the rest.

A fact finding tour to some of the southern areas of the United States by Education Department officials would be helpful. They had the practice down to a fine art down that way until some non-A-S persons started to get all sorts of strange ideas about equality.

The course has also been said to be anti-Christian. Doubtless it incorporates sections with titles like "Voodoo. Cause Your Neighbour To Die A Slow Horrible Death In Six Easy Lessons" and "The Colosseum — Why The Romans And Their Lions Were On The Right Track".

To the best of my knowledge, God was not an Anglo-Saxon, which puts him in a rather awkward situation with this one.

I must admit to a sense of disappointment in view of the fact that to date, no one has been able to link the Communists with the proposed course.

It seems to me that an anti-Anglo-Saxon, anti-Christian exercise like this would be right up their alley.

Be on your guard, STOP. Have you missed something? There must be a mention in there about revolution and the overthrow of the ruling class.

The Education Department has been at some pains to stress that the new program aims to encourage an appreciation of the multi-cultural aspects of our society, give children a sense of personal identity and point out the contributions that various ethnic groups have made to the development of the country.

Not that we are about to be fooled by all that mumbo-jumbo. Let a course like that in and what will happen?

Next thing you know, you won't be able to buy a decent roast or pork sausage anywhere. We'll all be sitting around on the ground eating rice with our bare hands or some other foreign tucker and dancing around stone idols with great rubies stuck in the middle of their foreheads.

Be strong STOP. Your country needs you!



by MIKE O'CONNOR

Readers of last Friday's column may recall that I had light-hearted shot at Ron

Joyner and her remarks about an education kit, aimed at giving children an understanding of multi-cultural societies, which is being considered by the Queensland Education Department.

Mrs Joyner, a member of the Committee Against Regressive Education, has written to me outlining her stance against the kit.

As her thoughts run to some 400 pages, lack of space prohibits me from publishing them. Your sentiments are noted, Mrs Joyner. You have your sentiments, and I have mine.

STOP & CARE DEALS WITH FACTS, MIKE. — NOT SENTIMENTS.

TELEGRAPH,
DECEMBER 9, 1983

For those of you who 'phoned urging me to respond to Mike O'Connor's 'Eye Q' article — I thought you'd like to read my likewise "light-hearted shot" at him — only he wouldn't publish ANY of mine, not even a teeney-weeeny bit as a 'right-of-reply'!!

The Reply the 'TELEGRAPH' Refused to Publish

"Luvved" Mike O'Connor's article on Friday, but he should at least have talked to me and got his facts straight first! Great free publicity for the cause, it was, though; and I must remember to thank him personally someday! It generated its share of 'phone calls, too, and now the Education Minister is going to be inundated with requests from people wanting to see THAT KIT - I couldn't convince them I hadn't REALLY mentioned 'dirty pictures' - that THAT was only in Mike's mind!

And talking about 'minds', I do wish he hadn't put into people's minds the idea to look for communists under the multicultural beds - somebody just might find one, because there is at least one recommendation to teachers to bring Communism into it, combined with the instruction that they are to develop in the child tolerance, empathy and understanding towards that 'different' way of life also.

His reference to 'Voodoo', however, has hit the nail on its proverbial head. Christians, please note - under the heading 'What People Believe', Buddhism, not Christianity, rates top place on the list. Also on page 213 of one book in the Multicultural Kit, called 'Resources List', it says this about a book on 'Kids in other countries' that is recommended for use in the classroom:

"After his first year at school, Ang Dawa Sherpa leaves his home to become a monk in a Buddhist monastery... The photo-story of his life of meditation, learning and work is sympathetically told. A useful introduction to the Buddhist faith."

Now, I have been told that the Buddhist faith is violently anti-Christian, and most Queensland parents don't want their children dabbling in it. Then on the same page, (I could supply enquirers with photocopies), we read some snippets about other books, filmstrips, etc, for class use: "Buddhism as a religion", "a philosophical exploration of Buddhists beliefs", "filmstrip concentrates on the Theravada form of Buddhism", "ZEN: direct pointing to reality. A general introduction to ZEN BUDDHISM.. The six most famous Zen masters are dealt with.. Useful for comparative religious studies and art."

I did not know that parents were clamouring to have their children sympathetically introduced to ZEN BUDDHISM, by teachers who have been instructed to develop in the child tolerance and empathy towards this other culture, did you?

No, Mike, 'Education for Multicultural Society' is not a matter of the colour of the skin, yours, mine or God's! It is, to put it bluntly, a matter of brainwashing Queensland children into turning their backs on their loving Saviour Jesus Christ, on their British heritage, and on the Royal Family whom they presently love 'to bouquet and flag-wave'.

One of our reasons for seeking the banning of SEMP (Social Education Materials Project) was that one of its Handbooks said that the SEMP material had been prepared especially for those Teachers who wished to use the classroom to overthrow the supreme authority in Australia of the Anglo-Saxon Christian culture. They are probably upset that our dating system is not multicultural - you see, it honours Christ and Him alone; likewise, Christianity and the Christian ethic is the norm when it comes to religion, law, lifestyle, government and so on.

In this Multicultural Kit, teachers are cautioned against the use of a certain book on Aboriginal life and craft, and told that only a special type of teacher should attempt to use it, because it "suffers from the same defects as the two earlier volumes by this author ... with white Anglo-Saxon culture being seen as the norm" (which, after all, simply means "typical of Australia", and isn't it?) "...Other areas of concern include the frequent emphasis on White cultural supremacy" (which also only means "highest in authority" in Australia, and isn't that simply factual?), "unnecessary didacticism" (a fancy way of saying 'too much moralizing and instructing') "...paternalistic statements are unfortunate, since the book (provides) a sensitive depiction of the lifestyle .. of the aborigine.."

It will soon become obvious to all but the totally naive that the resources chosen for multicultural kits are especially suited to those teachers (and there are a few!) who have varying-sized chips on their shoulders against Europeans and Western civilization generally, and who would dearly love to see Australia de-Christianized. They would even be prepared to see our country Asianized or even handed back to the Aborigines by National Treaty under which Australians would be required to lease their land from some Aboriginal Land Commission.

And last, but not least, Mike, this Multicultural Kit doesn't even seem to be true to its advertised objectives - which are to help our children to have friendly relations with their migrant classmates. Now, would you believe it, Mike, according to the Resources List, our children are expected to be rubbing shoulders in class with Eskimos, Laplanders, Bedouins, Gypsies, American Red Indians, and Dreamtime Aborigines!

Why else do you think they would include books on Eskimos and all these other primitive and most unlikely classmates in a segment on "How people live: Traditional Communities"? Incidentally, they distinctly claim that the emphasis of this segment is on people living together in present-day conditions! Yet they go on to tell teachers that two of the several books on Indians are set in the 1800s, and one of the many on Aborigines goes back 40,000 years, while another is about the "pre-invasion period - up to 1788"!

The real reason, of course, for the inclusion of these unlikely books is because the thrust of the course is to present as much non-Christian, pagan material as possible, to the detriment of our aboriginal and our white school-children alike. Christians of all races know how precious is the name of Christ and the salvation that comes through Him alone, and they do not want their children deprived of this priceless heritage through interference by Education Department curriculum innovators.

Shame on you, Mike, for perpetuating that worn-out myth ('Queensland is a multicultural society') put about by "that well-known radical, Left-wing organization, the Queensland Education Department" (your words, Mike!). The figure (33.6%) which they concocted is very misleading, and, to be fair to everyone, you really should not have used it! According to the Bureau of Census and Statistics, Queensland's migrant population is 14% - 86% of all Queenslanders being Australian-born and therefore co-equal inheritors in the rights and benefits of our Christian culture. How more un-multicultural can a society be?

The 33.6% can only be arrived at by including in the 'migrant' category the Australian-born children of families that have only one Australian-born parent, (even if the other is naturalized). I have discussed this with a number of migrants, and these people themselves are adamant that their children are Australians, not migrants.

Mike, I would like to ask the Premier publicly what he thinks about having his children counted in as though they were migrants - just to substantiate this Education Department myth that Queensland is a multicultural society, where nearly half the people are supposed to cling to some sort of alien culture, necessitating a special education concoction for all Queenslanders.

The truth of the matter is that multicultural education is going to take up more and more class time, and mean less and less concentration on the academic basics. Like the now banned and discredited MACOS Social Studies innovation, it will mean more and more visual learning and oral discussion, and less and less teaching of spelling, reading and writing.

While Queensland employers, parents, and University lecturers (and teachers like myself) know that schools are turning out more and more school-leavers who cannot take their place in society because they are almost totally illiterate, this "radical Left-wing Education Department", as you call it, Mike, is frittering away every child's valuable school time on what can only be described as a copy of Hitler's techniques to use captive school-children "to bring about a cultural revolution" (to use Al Grassby's words in the book "Let's End the Slander"). This book, by the way, is recommended in the Resource List as "a timely guide for teacher-librarians, subject masters and class teachers."