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"Righteousness exalteth a nation: but sin is a reproach to any people." Prov., 14:34

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QTU JOURNAL (VOL.2, NO.1) REVIEWS EDUCATION INQUIRY'S INTERIM REPORT
STOP & CARE HERE PUBLISHES SOME RELEVANT EXTRACTS, ALONG WITH COMMENTS

Select Committee rejects external examinations

By
LYLE SCHUNTNER

Queensland Teachers Journal
Vol. 2 No. 1 Jan. 31, 1979



THE First Interim Report of the Select Committee was tabled in Parliament on December 5. It deals with secondary assessment. I think most of the recommendations contained within it are likely to be supported by teachers.

The moderate and responsible nature of the recommendations contrasts strongly with the turmoil and turbulence prevailing when the Committee was established.

The report and the recommendations make it obvious that the Committee, after appropriate enquiry, has reached conclusions that are a long way removed from the extreme criticisms and suggestions so vocally made by

By teachers or by the QTU? What about the general public?

It is again urgent that you ask your own local Representative in Parliament to vote against the reinstatement of any of SEMP or the continuation of its methods & techniques in any other social science programmes - eg. Study of Society

people like the Premier and a Mrs Joyner, who exerted a disproportionately significant influence over Government decisions some time ago.

It is surely reasonable to assume that, recommendations in this report from Parliament's own Select Committee will be expeditiously acted upon.

The Second Interim Report will deal with the question of the adequacy of Social Science courses for primary and secondary students. It is to be hoped that the reasonable views generally evident in the First Interim Report will also be evident in later reports from the Committee. (Contd. P.2)

SEMP has merit? says Gilmour?

By GEOFF STERLING

The Director-General of Education, Mr C. Gilmour today expressed support for SEMP, the controversial educational resource material banned by cabinet.

TELEGRAPH, APRIL 19, 1978

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Parliament in Queensland is supreme. It is the collective voice of the voting public. Queenslanders gave Parliament a mandate over education - to provide schooling that conforms to our Christian tradition.

SEMP does NOT conform - it is ANTI-Christian in its philosophy. It is NOT what parents want.

Like our Premier said - "Someone in the Department doesn't seem to know what the Government (i.e. voters) wants taught in our schools."

Have you told your local M.P. that you agree with Cabinet's decision to ban SEMP and MACOS?

If not, please do so today. Tell him you want "STUDY OF SOCIETY" banned also. They ALL have the same secular Humanist philosophy. Humanism is the worship of MAN, not God. It is Satan's age-old deception, 'Ye shall be as gods.'

When one recalls the Premier's comments early last year, clearly designed to pre-empt the Committee's findings towards a re-introduction of external examinations, it is heartening to note that the Select Committee strongly recommends that a return to external examinations should not be considered."

"Even a system of part external examinations or a system where tertiary institutions set their own examinations would have many... undesirable features."

The Committee has examined the school-based assessment programme now operating in Queensland schools and recommends that the principle of school-based assessment should be supported."

This recommendation must clearly show the Committee's appreciation and understanding of the competence and integrity of teachers."

The union is likely to view the recommendation "that syllabuses should be re-organised to prescribe approximately 50 percent of the content" with great caution, if not outright criticism."

This recommendation, along with the recommendation for State-wide reference tests in each subject (once every four years is suggested), will make teachers wonder if this is not really another external examination on an externally devised and controlled core syllabus."

On the question of allegedly declining standards, the Committee has "been forced to conclude that the evidence for supposing that there has been a decline in standards is indeterminate, both in Australia and elsewhere."

Submissions from employers apparently did not impress the Committee very favourably.

However, the Committee noted their disappointment "to find that submissions from employers and

While the Select Committee supports the Competency Based Assessment proposals in principle, it varies the Scott Report proposals and advocates that the following terms be adopted to report student achievement.

The Committee recommends that the autonomy of the Board, which existed more in legal principle than in practice, should be restricted by making its operations subject to the Minister.

The union has for several years advocated a re-organisation of school vacations. Again it is pleasing to note the Committee's support for a re-organisation of the school year in conformity with the semesterisation of the curriculum."

I am sure we would all be critical of some aspect of the report. Nevertheless, I think that this First Interim Report is probably more reasonable than most of us would have anticipated in the light of events early last year.

Son left school semi-literate

TELEGRAPH, 1979
MARCH 2.

I was astounded to discover that my son, aged 15, has completed his Junior level schooling with a reading ability of a 10-year-old.

Why did not the school either do something to correct this deficiency or at least let the parents know earlier that it existed?

The Education Department in its wisdom (?) has decided that, because of this problem, he cannot return to day-time high school and that, if he wishes to further his English studies, he

will have to attend night school for one evening a week. This seems inadequate for a child with his deficiency, one which is shared by about 20 percent of his peers.

(A large proportion of criminals are poor readers).

Students in this classification should, preferably af-

ter primary school or if necessary after Junior, be given a year of full-time tuition in English and mathematics - the basic subjects.

As a taxpayer, I demand the government institute this or some similar scheme immediately. - Irate Taxpayer and Parent, Vale Street, Kelvin Grove.

OUR COMMENTS:

The QTU seems to be saying that their Unionist radicals, trendies, and other educationists (as opposed to genuine educators - and there is a difference!) are happy with the influence of their 'professionalism' on the Inquiry results, while belittling the integrity of parents, the Premier and Cabinet.

Most of us are more qualified for parenting than for political lobbying - for instance:

Highest Degree of Attainment
High Attainment
Very Competent
Competent
Coped with Basics
Low Attainment
Not Tested.

(Percentages were more informative a much simpler)

(See clipping on next page re this matter)

The Committee believes "that the important question is not so much whether standards are rising and falling, but rather whether the standards are appropriate." Certainly those who have had a field day proclaiming that standards have collapsed and that the quality of teaching is poor can draw no comfort or support from the report.

WE BELIEVE that it is the CAUSE that needs to be treated - then the EFFECTS will cease to be a problem. The basic FAULT is NOT the changes in CHILDREN, but the changes in SCHOOLING and EDUCATIONAL METHODS and CONTENT. Let's rectify basic faults FIRST. It is the EDUCATION SYSTEM that needs remedial treatment - then the children will NOT!

School books 'a puzzle' to some students

COURIER-MAIL

FEBRUARY 28, 1979

SCHOOL text books must be re-written to make them as interesting and easy to read as daily newspapers, Brisbane North Regional Education Director (Mr. Ken Robertson) said yesterday.

He said a survey in his area showed that 10 to 15 per cent of students entering high school did not understand the text books.

But those students were able to read and enjoy newspapers, he said.

Teachers had to teach such students directly, not from text books.

Mr. Robertson said the survey, of 35 schools in his region, indicated students performed better than a comparable group in the United States.

Of the 681 students tested, 1248 per cent were found to "at risk."

This meant their development was at risk, and they would need direct teaching.

The survey followed one in 1977 which uncovered a "Perpetual cycle of poverty" in the Woodridge-Kingsland area.

In that test, conducted by Dr. Hans Melson from the Kelvin Grove College of Advanced Education, 25 per cent of the students obtained an unsatisfactory score.

"Although the children can 'read' the sentences on the test, approximately 25 per cent of the pupils appear not to 'understand' the meaning of the words," Dr. Melson said.

In the matter of declining standards, they appear to have accepted without question the attempts by the academics to whitewash themselves and the mis-education for which they are responsible (through their continual white-anting of the system by casting out, not demons, but proven practical methods.)

It is admitted "no system is perfect" (Sec. 8.8) yet they accept the 'sick, worn-out' argument that because the old system was not perfect, it cannot therefore be tolerated in any way.

It should not (even) be considered. (Sec. 4.4)

The QTU gleefully highlight the fact that the Committee appears to be unimpressed by the considerable "demonstrated public concern" (admitted in Sec. 1.8 and numerous other places) in relation to declining standards.

Please note the two news items on this page, especially the admission by the North Regional Education Director that students do not understand textbooks - still they are not as bad as American students! Others can read but not understand - so the standard of textbooks must be down-graded to the level of ability being produced by the teaching system!

EXTRACTS FROM THE EDUCATION INQUIRY'S INTERIM REPORT
(With Comments by STOP & CARE's Director)

I have studied the Report and find a number of contradictory statements, as well as a seeming lack of impartiality, including a strong leaning towards the Reports put out by various academics - Radford, Campbell and Scott, and the Board of Secondary School Studies. The Q'ld. Teachers' Union says, in essence, "the Committee has reached conclusions that are a long way removed from the criticisms and suggestions" expressed by -

- (a) the voters of Queensland, via their Parliamentary Representatives,
- (b) thousands of genuinely concerned people (parents, teachers, students and employers, via our organization, STOP & CARE.

We know most of you are concerned over declining education standards, teaching, etc. The QTU article delights to report that you "can draw no comfort or support from the report". They make it very obvious that they do not share parents' desires to ensure the best possible schooling for their children.

It is the parents' right to have the supremacy in the child's education. It is this God-given role that the Education bureaucrats, the QTU, and the Executive of the Q'ld. Council of Parents & Citizens Associations are trying to take from us and give to the Bureaucracy (AND THAT IS SOCIALISM!)

SECTION 4 - SCHOOL-BASED ASSESSMENT

Sec. 4.1 tells us that the Select Committee received a very considerable number of submissions, and that the proposals fall into four groups - (1) advocating return to public examinations, (2) seeking tertiary entrance examinations, (3) wanting part external, part internal assessing, (4) defending present assessment.

I trust the public will be told -

The number in each group, and their interest in education -

- (i) How many are teachers or others with vested interests in education (or their wives)
- (ii) How many are parents unconnected with education in any official sense?
- (iii) How many are employers of school-leavers
- (iv) How many are students?

We also wonder if the submissions received represent a balanced cross-section of the public as regards political persuasion, religion, etc., bearing in mind that about 80% of Queenslanders have nominated themselves as being Christian in ideology or religious belief.

Sec. 4.3 says many believe external examinations are the best measure of accountability, fairer than school-based assessments. Others claim external examinations are undesirable because of cramming, predicting, coaching in exam-passing techniques, and their inability to discover all of a student's knowledge.

(At least they discover what a child knows of facts and truths that are vital to his proper understanding of the subject - while also removing any teacher bias)

Sec. 4.3 adds "It was also submitted that it is almost impossible to design an external examination which examines understanding rather than just facts."

It would be much harder to examine understanding if knowledge of facts were non-existent.

Sec. 4.3: "... a state-wide external examination would destroy the degree of flexibility now being enjoyed in secondary schools."

(It could be that so much flexibility is a contributing factor to the general decline in standards, that could be rectified by a core curriculum and a return to external examinations.)

Sec. 4.4 shows regrettable bias by the Committee against the lay public and in favour of the very educationists who have contributed to the public unrest - the late Dr. Radford and those 'Reports' that advocate continued adherence to his innovative schemes.

It is incredible that the Committee should state in Section 4.4: "The Select Committee **STRONGLY** recommends that a return to external examinations should **NOT BE CONSIDERED**. Even a system of part external examinations or a system where tertiary institutions set their own examinations would have many of the undesirable features referred to."

It is even more incredible that it should then (after having admitted immense public concern and the difficulties and shortcomings of the internal assessment) brush all those individual submissions aside and go on to say: "The Committee has examined the school-based assessment programme now operating... and recommends that... school-based assessment be supported."

WHY?? Because the QTU and other political educational lobbyists want a system that prevents the light from shining in on their dubious activities? Christ said: "For every one that doeth evil hateth the light, neither cometh to the light, lest his deeds should be reproved."

Open public exams would reveal more than they'd like! It would disclose just how under-educated children are.

The bureaucracy is not interested in troublesome parents - only in what it is trying to do via innovations.

Over-education 'a problem for business'

Townsville Daily Bulletin,
March 5, 1979

THE education system is turning out people faster than they can be absorbed, the Australian College of Education conference was told on Saturday.

Mr. Frank Aylmer, member of the Australian Institute of Management and chairman of a North Queensland cement company, said an ever-increasing number of people would have to accept positions which they might feel to be beneath their dignity.

Mr. Aylmer put forward

five points which he believed industry and commerce required from graduates of the education system.

- A sound basic knowledge, coupled with the ability to think clearly.
- The ability to present a submission clearly and concisely.
- A desire and willingness to learn new things

and carry out tasks conscientiously.

- A willingness to accept, at least initially, a position which one may consider inferior to one's educational qualifications.
- The ability to fit into a team.

Mr. Aylmer was in favour of the present assessment system as

being a good indication of a student's knowledge

However he said they sometimes lacked a willingness to learn new things. "They need to be aware they don't know it all. The education received, provides the foundation on which new learning can be built," he said.

(Or via School Record

Cards which parents are NOT allowed to see - according to strict instructions from the Dept.)

Hundreds of STOP & CARE supporters have told me they sent in submissions. Where is the evidence that they affirmed the Report?

Where are they referred to in the Report?

Perhaps hundreds of you should write in and ask?

Sec. 4.6 refers to the risk of students being 'unfairly assessed because of teacher bias', then talks of safeguards (so-called!) to allay fears. It adds: "the Board of Secondary School Studies must take due note of this community concern" and must "demonstrate.... (the incorporation) of 'serious guarantees regarding the justice of assessment.'"

How can anyone guarantee that even every Principal will assess every child justly? (The Dept. exhibits injustice in schools maintaining secret dossiers on our children - even up to five years after they finish their schooling!!)

Wouldn't it be safer to have external exams and so make the element of doubt non-existent? I have travelled extensively in Queensland, spoken to over two thousand people at meetings in the last eighteen months, and receive over a thousand letters a year, and yet I do not recall having been contacted by any of the lay public with anything but praise for external examinations. Many teachers feel the same way.

Sec. 4.11 states "in the strongest possible terms that the principal aim and purpose of our school system is the education of children to take their place in the adult world. . .

As pointed out in all submissions circulated by STOP & CARE (about 9,000 in all), it is documented in both the Robbins Report (UK) and the Martin Report (Aust) that education MUST always be in partnership with the family - never in conflict with it - developing and enriching the child's intellect while transmitting to him the common Christian culture and standards of citizenship. Only that type of education will adequately fit children to take their place in the adult world'.

Sec. 4.11 adds: (The importance of assessment) lies in the fact that it is... a means by which educators account to the public for their stewardship..."

This is self-evident, obviously, but how can it work when the system sets its own curriculum and then assesses itself so as to vindicate its own inadequacies?

In this Section of the Report, we see some of the contradictions noted earlier: It is admitted: (a) there is much community concern -

- (1) that three of the four groups of proposals received were opposed to the present assessment system -
- (2) that many fear the risk of teacher-bias in internal assessment, and are sure external exams are a better measure of accountability;
- (b) that the value of assessment lies in its worth in ensuring educators 'produce the goods'.
- (c) that the Secondary Schools Studies Board 'MUST take due note of this community concern.'"

In contradiction to all this and other evidence that Radford scheme is unsatisfactory and that internal assessment is not the answer to the problem of accountability, the Report incoherently advises the Government to continue on with what the public does NOT want - and NOT EVEN CONSIDER reverting to what the public DOES WANT - external examinations! The only conclusion to be drawn seems to be that the principle of parental rights in education has been forgotten, in the face of pressure from the bureaucrats, professional educational lobbyists with vested interests.

SECTION 5 - CURRICULUM DEVELOPMENT

Sec. 5.1: "...there is clearly considerable concern in the community about... over-emphasis on the need for flexibility in the curriculum. Many parents are concerned about the problems which can arise when students have to transfer between schools. . .

...also concern that there may be a considerable diversity of outcomes in relation to a variable curriculum and its assessment... particularly manifest in submissions... received from employers and tertiary institutions."

(Thinking people, with discernment, have voiced their concern about these inevitable problems ever since the details of the 'Radford Scheme' were first made known. Unfortunately, the policy of the Fabian Society (to introduce Nazi/Socialism by degrees through gradual changes in laws) has been paying off in education - their 'pseudo-academics' have been largely getting their 'non-education' schemes to be adopted by the Education Minister, despite non-acceptance by the thinking public.

It is heartening to see the Committee's suggestion of a return to 50% core curriculum, but it needs more than that to satisfy those parents who are seeing their children being turned out under-educated and far from reaching their potential. Without external examination of the child's individual level of achievement, I am sorry, but it seems to be just a token attempt at curing the educational malady.)

Sec. 5.2 "...The evidence we have received from teachers suggests most strongly, that a substantial majority of them do not want or need total flexibility in their curriculum...."

(So the QTU seems to be out of step with teachers!)

"...We believe that... a core curriculum will make a significant contribution to this problem."

Sec. 5.4 "We do not consider that... our secondary education system can adequately fulfil the needs of all those different sections of the community who have a common interest in educational outcomes, including... students themselves, unless there is a degree of uniformity in curricular material."

School emphasis on 3 Rs urged

Townsville Daily Bulletin,
March 5, 1979

SCHOOL curriculums would be more valuable to students and the community if they did away with electronic aids and concentrated more on the three Rs.

What happens when that power source fails?

This was one opinion expressed by Mrs. J. Aylward, Townsville branch secretary of SPELD (Special Learning Difficulties), in her paper "The Parental View" at the Australian College of Education conference at St.

She said parents naturally expected their children to attain a proficient standard of reading and

writing, but felt this did not happen often enough.

"Parents feel the education system has failed to carry out its basic contract," she said.

Mrs. Aylward said it was the responsibility of the parent to exercise authority and control over their children and felt that erosion of this authority was occurring.

She said parents had automatically assumed

the education system helped instill values, but suggested it was time to question this assumption.

The "Ocker" image was criticised by Mrs. Aylward.

Mrs. Aylward said a wedge was being driven between the parent and the child, but believed there was no substitute for the special care and loving which the parent alone could provide.

Sec. 5.4 continues:

"We believe that... a core syllabus of... 50% in each 'Board Subject' and 'Board Approved Subject' would... be much more acceptable to the community in general and lead to a greater acceptance of the overall aims of the present secondary education programme."

WHAT ARE THESE "AIMS OF EDUCATION"? WHAT IS IT THAT THE EDUCATION SYSTEM IS TRYING TO DO (that employers don't understand see Sec. 6.4) ?? that the COMMUNITY HAS TO BE COERCED INTO ACCEPTING?? Makes one wonder

Perhaps HUNDREDS of you should write in and ask why the Report contained no reference the hundreds of submissions that drew attention to documented evidence proving that SOCIALIST/HUMANIST/MARXIST world-planners are exploiting the education of our children, changing its aims and white-anting the system

SECTION 6 - REFERENCE TESTING

Sec. 6.2 "... It is not the first time in the history of our State that concern has been expressed about standards, or... schools not adequately meeting the needs of the individual or society..."

(We would add that neither is it the first time that Queenslanders have had to act to save their Education System from take-over by godless secular Humanism which always brings in its wake regressive education. After enduring its effects for 35 years, the public, by Referendum in 1910, reversed the retrograde trends of that time, and guaranteed for future generations the proven benefits of a Christian philosophy of Education. They constitute our heritage, which our Government is duty-bound to preserve for posterity.)

Sec. 6.3 "There is evidence to suggest that a minority of students are not achieving an educational standard which we could accept as adequate... Rapid developments in ... society have produced a demand for a more highly educated ... workforce... It also appears that the standard of literacy and numeracy required even for unskilled jobs has risen..."

Sec. 6.3 also adds: "...there is persuasive evidence to suggest... a rise in the minimum entry level of competence necessary for the school-leaver to begin to learn to cope with adult life."

(I wonder how many people agree that a minority of students are under-educated? And that there is such a rise in requirements for school-leavers in all areas. Because of high wages employers probably are expecting school-leavers to be productive quickly. It is reported to me that employers have been told officially, schools are not training students for jobs... colleges are for such specialization.

The solution would be for apprenticeships to be offered (typing, office work, etc.) for those not skilled enough.

Sec. 6.4 "...most of the evidence... received concerning appropriate standards was vague and contradictory... We were... disappointed... that submissions from employers and employer groups contained no definitive statements of the standards they require... We recognize the responsibility of the education system to take account of the needs of employers... Many teachers claim that employers do not understand what the education system is trying to do..."

(The contradictory nature of some of the Select Committee's Report is the natural outcome of its not having resolved this basic conflict between what 'the education system is trying to do' (under pressure from organized Socialism and Humanism) and what parents and employers (the voting paying public) want.

Being in the Education System gives no one the right to dictate aims for education that conflict with Government policy (i.e. the collective will of the voting public). If enough electors convince the politicians of the need for a set curriculum with standardized textbooks and external examinations, to provide incentive and control and to ensure excellence in schooling, then that is what the Department must give us for our money.)

Sec. 6.4 reminds 'all sections of the community of the necessity for meaningful dialogue concerning their expectations... re... the education of (our) children.' (Whose children?? The State's or the parents'?)

"A changing world implies changing educational standards. It demands... effort... (by) the system and the community... to maintain a consensus of what can be achieved; to define and redefine appropriate standards... for the... benefit of the whole of our society."

(1) We deny need to change (i.e. lower) standards. We believe that schools should continue to cultivate and discipline the child's intellect and will, so as to maintain academic excellence and good behaviour in a world of falling standards. This will enable the student to be master of his circumstances in a changing world, rather than lowering himself to the mediocre.

(2) "Consensus" - Whose? And how?

(3) Who has any right to "redefine standards" to suit themselves? And decide what is "appropriate"? Or of "benefit"? For any "consensus" of thought on education, we are morally and legally accountable to God.

(4) Were the Government to adopt this Report, what is there to prevent someone who puts decisions into effect (at whatever level), from interpreting the vague phrases used, including "benefit of the whole society", in terms of Humanist strategies to hasten the 'peace' (the 'one-world' socialist Government)? It is towards this new era that United Nations, UNESCO and our 'Progressive' educationists have said they are 'progressing' our country through changes in education. I explained all this in a well-documented submission to the Select Committee, stressing the necessity for watertight control over what is taught to our children.

Appalling lack "Australian" of skills - poll 5-2-77

MANY unemployed school-leavers were so lacking in skills no one could give them apprenticeships, the Minister for Education, Senator Carrick, said yesterday.

He said a government survey of unemployed youngsters had also revealed an appalling lack of motivation among them.

Senator Carrick, who was speaking at Melbourne's Hailbury College, said many suffered inertia and lacked any goal in life.

The Federal Government planned to give parents more choice in the selection of schools for their children.

Senator Carrick said... at present 80 per cent of the population had no say in State schools their children attended.

It was now the Government's aim to progressively change the system to give parents a choice.

He said it now cost taxpayers between \$1200 and \$1400 a year for each child sent to a State high school.

Senator Carrick said if taxpayers had the ability to

transfer that amount of money from one school to another, whether State school or non-State school, the situation would be different.

"The consumer would be deciding what the product ought to be," he said. "There would be a wide range of differentials for consumers. There would, therefore, be competition."

If parents chose one State school in preference to another the Government would have to look at the reasons for their choice.

Sec. 6.5 - Once again public concern is admitted! (In regard to comparability of assessment State-wide.) The Report agrees there is major criticism of the moderation system by teachers, students and parents. It says student and parents' hostility has arisen because of lack of information about ratings, but says nothing about why teachers are so critical of it!

Sec. 6.6: "The 'Scott Committee' has proposed that the present moderation system be discontinued and replaced by a system of accreditation of... work... and competence criteria, and certification of... standards... The maintenance of state-wide standards would be monitored by... periodic reference testing."

(It remains to be seen how this would work in practice)

Sec. 6.7: "...believes that the public require and are entitled to expect, serious guarantees from the Board of Secondary School Studies concerning the maintenance of appropriate state-wide standards... requirements of public accountability can be met by the system... proposed... monitored by... reference testing..."

("appropriate"? - in whose opinion? Will it be yours? A 'chalk and talk' teacher's? Or some progressivist's? There will be a lot of difference!)

Sec. 6.8 recommends approval of Scott Committee's proposals to replace the present moderation system, its introduction to be preceded by a comprehensive programme of public education, and... pre-service and in-service training for teachers.

Why make assessing so complicated? This internal exam idea seems to be creating more problems than it is ever likely to solve!

Sec. 6.11 The Committee is to be commended for its proposal that standards be raised periodically.

SECTION 7 - REPORTING

Sec. 7.1: "This was an area in which considerable concern was expressed in many of the submissions... some of this concern is justified... The present system is considered unsatisfactory because... ratings are determined by the student's position in the distribution of scores and not by an objective standard of ability."

(Isn't this what everyone - except the Department - has been saying for years - ever since Radford?)

Sec. 7.5 refers to "the intention that performance criteria for each level of competence for each dimension of each subject be stated in specific terms by the schools in their accredited programmes" and calls for "easy public access to these statements".

(Is practical worth will probably depend on wordings used and the interpretations placed on them.)

SECTION 8 - THE TERTIARY ENTRANCE SCORE

Sec. 8.1: "The T.E. Score system was seriously criticized in a number of submissions... the statistical basis of the system, its alleged weaknesses in respect of possible abuses, particularly in the administration of the Australian Scholastic Aptitude Test (A.S.A.T.) and the possibility of inaccuracies in assessing the performance of smaller groups."

Sec. 8.2 "... We have had extensive discussions with Universities and Colleges of Advanced Education... and with the Board of Secondary School Studies... examined research evidence concerning scholastic aptitude tests (We do NOT believe that the criticisms have been substantiated...."

I am surprised to hear this, in view of all the objections put in to me - particularly about how some students are advantaged and some disadvantaged, because their scores are altered in accord with ASAT rating of their school.

Tertiary placings

MY niece was one of the many disappointed students who, despite very high ratings in her school work, missed out on a place at university to study medicine.

We have inquired as to how places were awarded and have been shocked at the methods used. The individual's ratings were not used, nor were the individual's scores on the tests conducted by the Board of Secondary School Studies during the year.

Rather, teachers were asked to compile lists within their subjects, using any method the school wished.

These lists were kept secret and students had no way of finding out where they came or even of checking to see if an error had been made.

Worse still, the Board then adjusted these lists, not according to the individual student's score on their tests, but rather according to the average obtained by all students in the school.

Even a brilliant student at the top of the list could have her results pulled down because other students on the average were not very capable.

This adjustment could be enough to debar the student from studying the course of her choice.

This savours to me of socialism rather than free enterprise. It is patently unfair.

If this is moderation, then the sooner we return to external examinations the better. — Unhappy Uncle, Brisbane.

(e-m 23-12-76)

Sec. 8.3 explains procedures developed by the Board of Secondary School Studies for dealing with the problem of inaccuracies in assessing small groups of students.

Sec. 8.4: "The tertiary institutions .. do not wish to recommend any change at this time. They have... statistical data .. that the predictive capacity of the T.E. score with respect to success in tertiary studies is not significantly different overall from the predictive capacity of the previous senior external exam."

(But apparently it was not quite as good as the senior! Would not an entrance exam set by individual institutions be the logical way to screen their applicants,

according to the standards and ability they require?

At one stage, as I recall, tertiary institutions were so opposed to the changeover from senior exams, that they threatened to introduce entrance exams. However, there seems to have been a closing of the ranks of the trendies in education since MACOS, in an effort to hold on to their other pet innovations.

Sec. 8.5: "... T.E. Score should be continued ..."

Sec. 8.6: "Some submissions .. proposed that School Subjects .. be included in the T.E. score. ..."

Note that only "some" submissions proposed this! But the 'Scott Report' recommended it, and so the Committee "urges (action) with a view to implementing" it. They seem to be rubber-stamping much of what common sense and practical experience point to as detrimental to worthwhile scholastic achievement. A teacher informs me that "Modern Dance" is now a Subject - an easy way to make the TE score!

SECTION 9 - CONCLUSION

Sec. 9.1 recommends more "dialogue between the education system and the community" in order to "maintain standards of excellence in a changing world."

So long as educationists persist in seeing their 'role' as one of coercing the public into accepting their every innovation, then dialogue will be little else than the 'expert' trying to belittle the lay person's opinions, using tested psychological techniques to baffle even logical and valid opposition.

'Why don't they teach English?'

Some time in the last 20 years, in the name of progress, a spectre entered our schools, and the name of this spectre is "creative writing".

So long as children are writing with imagination, it does not matter if their work is ill-spelled, ungrammatical and unpunctuated.

Our children are taught to write imaginative light fiction but are unable to write a letter applying for a job.

Children who have never learned English grammar get into great difficulties when they attempt to learn a foreign language.

Until our primary schools again turn out students who know grammar, spelling and punctuation, the great language tragedy will continue, together with the outcry from the employers, who find the products of our schools incapable of writing clear, grammatical, factual English. — H. Andersen, Southport.

(e-m 23-12-76)

For dialogue to be of use, the education system must first admit that its policy of radical change for the sake of change has been the underlying cause of the widespread deterioration in the type of basic schooling that the public wants and is paying for - but not getting!

Sec. 9.2: "In supporting the school-based assessment programme in secondary schools, the Select Committee has, in general, supported the proposals of the 'Scott Committee'..." Some added recommendations were prompted by submissions "and a general community concern for greater public accountability in the education system".

(Public accountability went out of education when external exams were discarded, and it is the return of external 'auditing' of the system that people want)

The Committee is adamant it will not even consider this, and offers no real explanation to those many who, it admits, evidence the general community concern in favour of strict accountability. On the other hand, the Report appears almost apologetic because of minor additions and alterations made to improve the 'Scott Report'.)

Sec. 9.3 says that the implementation of this Report will make internal assessment more widely understood and accepted, and that their proposals will help to ensure a greater degree of community acceptance.

No amount of educating the community to accept what they know is unsatisfactory, will remedy the regression in schooling. The problem is NOT the lack of community acceptance, but lack of bureaucratic acknowledgement of the damage done to children by making them guinea pigs in so many experimental changes in method, aims and content. What is necessary is NOT that the community be coerced to accept retrograde steps, but that the Department be forced to provide sound basic schooling that thinking parents, employers, teachers and students expect and deserve.

BUNDABERG NEWS-MAIL Feb 23, 1978

Role of educational methods defended

Queensland's Assistant Director-General of Education, Mr. W. Hamilton, has defended the role of educational methods and curricula in preparing students for employment.

He pointed out to the meeting that the role of the schools was not to turn out office workers or mechanics, but to produce well rounded individuals capable of handling personal and other relationships and further learning, as well as employment.

Mr Hamilton said most of Queensland's 30,000 teachers were performing their duties properly, but "in a group this large you are going to strike a teacher, or several who aren't doing their job."

"Accept responsibility"

Mr Hamilton told the meeting that if they thought children were not being taught properly from the syllabus, they had a right "in fact, a responsibility" to ask the schools to rectify the situation.

He said that if local businessmen thought teachers were falling down in this area they could do a great service by inviting them to visit their businesses.

Young Job Seekers

Lack of success depresses girls

COURIER-MAIL
DECEMBER 30, 1978

MANDY NUGENT and Wendy Chambers, both 17, spent the day after their senior certificate results were published pounding the city streets looking for a job.

Neither had any luck.

Mandy, of Indooroopilly, and Wendy of Jindalee, were classmates at Indooroopilly State High School this year.

Blame

Wendy said she blamed partly the Education Department for her predicament.

"I blame the Education Department for having

such a stupid scheme as the Radford Scheme," she said.

"I don't agree with it at all. I think it's ridiculous.

"We came up from Sydney when I was in grade 10 and the change of work and the system of ratings was so different."

"Under a normal system I think I should have got into a tertiary institution."

More and more students are rejected by employers. Mr. Hamilton says it is up to the public to ask the schools to rectify faults - but what's the use? We (students, employers, teachers, academics and parents) have been asking the Department for years to quit innovating and get back to the business of real schooling - the skills without the frills and thrills! BUT HAVE THEY?? And will THIS EDUCATION INQUIRY do any better?? That could depend on YOU. For a start, please ensure YOUR MP reads this 'STOP PRESS'.

School in for adults

Sunday Mail
MARCH 18, 1979

These were just two of the many adults Paula O'Brien gave reading lessons to in literacy classes, organised by the Inner London Educational Authority.

Paula is back in Brisbane after three years of teaching illiterates in London.

A school teacher, she now has a certificate in teaching literacy skills.

She said that a survey in 1977 showed that more than two million people in England couldn't read or write.

"Nobody seems to know how many people in Australia are illiterate," she said.

"Some of them were from the West Indies and hadn't made use of educational facilities in the islands," she said.

"Some people missed school because they'd been ill."

She thought one of the main problems was the child who was moved up a grade at the end of every year without having achieved the level of education necessary for the upgrading.

"These just coast along at school," she said, "and very often end up as illiterate adults."

SECTION 10 - SUMMARY OF RECOMMENDATIONS

Sec.10.2 amends the membership of the Board of Secondary School Studies to include ONE parent.

This is hardly flattering to parents. With 20 educationists to 3 lay-persons, how unbalanced can a committee be??

This ONE parent can do nothing more than prevent a unanimous decision. Only in the very unlikely case of a divided vote might he be able to determine any issue. And even then he/she is not your nominee!

This seems to be nothing more than an effective strategy to stifle criticism from parents, who are lulled into thinking that one sole non-elected person is having a voice and presenting the case for all parents.

(Because the media has incorrectly labelled me as self-appointed, some say I do not speak for others. As the Director of STOP & CARE, I deny this, for, at the very least, I validly represent many hundreds of people, from a wide cross-section of the public, who are eager to tell me that they endorse what I say and do within the context of our published Aims & Objects.

This was displayed particularly by the many parents and TEACHERS who fully endorsed the statements in our multi-selection Submissions to this current Inquiry.)

Sec.10.2 provides for two nominees from the Queensland Teachers' Union (which is extremely opposed to the public having an effective say in education through their elected government). The QTU executive speaks for itself - not for all teachers. It will nominate those who support the discredited Radford Scheme.

WHY two of their nominees?? Who is YOUR nominee on the Board? WHY only one nominee from the Qld. Association of Teachers in Independent Schools??

Sec.10.5: "...school-based assessment should be supported."

Sec.10.6: "...competency-based assessment be supported."

Sec.10.9: "...the school year be re-organized in conformity with the semesterised curriculum."

(The Committee seems to have based their decision on the principle that if 'A' is not as bad as 'B', then 'A' must be good, so retain 'A'. Do you see the 'logic'?

Thus they have argued that although our Education System is causing much public concern, it has still not yet reached the sorry state of American schooling. Therefore, there's no urgency to 'stop the rot' yet - after all, "concern (over decline in the SRs) is world-wide." (I could add: "No wonder, considering education is the victim of so-called progressive innovations in most countries - as all 'progress' towards one-world SOCIALISM together!")

Where have all the tradesmen gone?

Telegraph

MARCH 17, 1978

HALF a million Australians are looking for work, yet industry cannot find enough skilled tradesmen.

And, warns Labor Relations Minister Fred Campbell, the tradesman shortage is likely to get worse.

This is no sudden occurrence. Last year, BHP chairman Sir James McNeill and Kratos Brakin chairman Len Kneville said their companies were having difficulty finding skilled workers.

Industry is now paying for the social changes of the 1950s and early 1960s, when the bright young men — and women — went to university instead of technical college.

Tertiary, not trade, education was the ambition of parents for their children. The result is now that Australia has too few

workers for the skills we need, and too many unemployed with training we cannot use.

One of the major problems will be to isolate the skills the community will need in the 1980s.

Both industry and the government should be looking at retraining, so that workers can acquire new and needed skills.

What if school-leavers are not able to learn new skills through lack of real schooling in the basics?

Sec. 10.11: "That a significant degree of flexibility in curriculum design be retained."

(It is amply demonstrated in Section 5 that the community (including teachers) want better content and greater uniformity. The Radford Scheme (which introduced flexibility) is a discredited innovation.

Only some agree with Radford and only some are clamouring for flexibility. Therefore a core curriculum of 75% might better reflect its popularity. The aim of education should be to fulfil public demand, not to give the educationists free rein with children.)

Sec. 10.12 provides for the rewriting of each syllabus by a "Curriculum Task Force" — but who will do it? and with what guidelines? Will it be compatible with the Christian philosophy or with Humanism?

How will it provide for the basics in History, Geography, Maths and English? This remains to be seen.

The Committee says it has compared our present system with overseas educational set-ups — but this is NOT the point!! Queensland parents are comparing what the Education Department has thrown out with what it has bull-dozed in as a substitute — and they don't like what they are seeing. It is as simple as that. And most employers and many educators agree.

WHY did the Committee not give us a detailed analysis of the curriculum and textbooks before the changes in the 1950s, making comparison with what came after. Such an analysis has been made by a lecturer in Education in NSW, showing how and why the decline in schooling occurred in that State and in Victoria. That is what the taxpayer in Queensland wants to know.

Righting reading wrongs in school

Telegraph
MARCH 17, 1978

MRS LYNN FLAY (Telegraph 13-3-78) thinks it up to parents to help teach their children to read.

Many of the children attending secondary schools have mastered the mechanics of reading but have such limited vocabularies they can't understand what they read.

In one school I know of, history and geography teachers have three different types of text books — for the competent, for the not-so-competent and for those who present problems.

In a grade 8 open day display, I thought at first I had got into a kindergarten.

Around the walls were pictures illustrating words. Under the picture of a cat was the statement "Cat is a picture word". Teachers have to carry out the farce of teaching French and German to children who don't understand English.

It is time some of our directors of education got out of their ivory towers and went back in to the classroom for a few months and got some first hand knowledge of the problems teachers are facing today. — J. Poulsen, Woodridge.

Sec. 10.14: "That in re-writing the syllabus, greater detail be provided for the guidance of teachers."

(This extra information will not only be valuable for teachers, but for parents also — provided it is put in clear terms and not in educational jargon that often is misleading to parents — purposely or otherwise.)

Sec. 10.17 demands "a comprehensive programme of public education, and of ... training for teachers" before introducing the "system and any subsequent changes or modifications".

(By law in some parts of USA, parents' rights are catered for by schools being forced to provide both innovative and traditional school programmes. The parents must be given the choice before any innovation is introduced. This is each parent's prime right. Copies of this legislation are available if you care to ask me.

I urge all supporters of STOP & CARE to suggest to their MPs that educationally Queensland has reached the stage where conservative, common-sense parents MUST be catered for and given their right of choice.

If some, tragically, are unaware of the plight of their children under the damaging effects of so many innovations, those parents who are alert to cause and effect (and are not apathetic) will have to work doubly hard to ensure that suitable education is available for all.)

Sec. 10.18: "That each subject should be tested on a state-wide basis..."

(If they are going to test 'subjects' on a State-wide basis, why cannot 'students' be likewise tested??)

We have searched in vain for the Committee's reasons for rejecting what people basically want: (a) external exams with some internal assessment also included, (b) a curriculum prescribing the basics clearly, and (c) the use of standardized textbooks that have been pre-viewed and amended to retain absolute standards.

Would not that give us high scholastic ideals with true accountability to the taxpayer? Or is it too simple, to be acceptable to the 'experts'?

We are also disappointed to find no suggestion in the Report of any "Appeal System" to ensure justice for those discriminated against, be they parents, students or teachers.

Judging by the number of complaints to me about victimization, each sector needs its own means of redress, particularly in matters of expulsion and record cards.

Work attitude is appalling, say employers — Seniors better

Employers were seeking part-time married seniors who cost no more and did four times more work, including menial tasks, Mrs. D. Dillon said.

She is State manager of an Australasian employment agency which is getting fewer employer applications for juniors.

Mrs. Dillon, who has interviewed people for jobs for 17 years, said there was a noticeable decline in school leavers' achievements and attitudes in the last 10 years.

Low standard

The agency had tested hundreds of juniors in recent months and found an appalling standard, although shorthand speeds were higher.

But many could not read the shorthand back and made many typing mistakes.

Employers, facing

higher wages, could not afford the time to contend with the poor work attitude which has been brought about by the lack of discipline in the classroom and home in many cases." she said.

Mr. Willis (Confederation of Industry president) said members had noticed a tendency for education to give juniors the wrong ideas. Not having worked in industry or business, teachers don't know what is needed, although there are exceptions.

"Education seems to have forgotten the three Rs to some extent," he said. "Simple things like getting the tense right have been forgotten."

"This does not indicate a lower level of intelligence. It just seems to reflect that we don't appear to be giving students a basic education."

DECEMBER 30, 1976

COURIER-MAIL

20th April, 1979.

Dear Members/Supporters,

For those of our readers who may not be so interested in the detail of the foregoing Review, I have prepared the following summarized version of our

REVIEW OF THE SELECT COMMITTEE'S FIRST INTERIM REPORT ON EDUCATION.

The Queensland Teachers' Journal (Vol.2 No.1) in its review of this Interim Report, has divided Queenslanders into two categories:- I

Category 1

The Union Executive itself and its supporters
(This really means - those who are happy with the way trendy educationists have meddled with the education system and the teaching of our children.)

Category 2

The Premier and a Mrs. Joyner
(This really means the voting public and CARE supporters- the majority of parents and employers and many teachers who proclaim that educational standards have fallen and that the quality of modern teaching methods is poor. They also seek to raise standards and improve schooling.)

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(The increasing support that we at STOP & CARE are receiving from teachers would seem to be because -

- (1) they are finding the current QTU policy incompatible with their own philosophy of education, and
- (2) the evidence is increasingly showing that STOP & CARE's aims and objectives are realistic and acceptable.

Their help and support is of great encouragement to us and is much appreciated.)

Referring to the first Interim Report, QTU said that those in category 2 above can draw no comfort nor support from the Select Committee's Report. Therefore, readers of their article can only assume that QTU has assessed the Report and found it biased against concerned parents, etc. After my close study of it, I am inclined to agree.

I find much bias towards the recommendations made by the earlier Scott Committee Report, the Radford and Campbell Committee Reports, and the Board of Secondary School Studies - and others whom the QTU would obviously not include in Category 2 above.

The Select Committee acknowledges having received a considerable volume of evidence and comments from all sections of the community (Sections 1.7, 1.8 and 4.1). However, the following summarized details taken from the Report provide indications of apparent lack of consideration for this strong public reaction.

Re METHODS OF ASSESSMENT (Section 4): The Report noted that the proposals received fell into four groups, three of which favoured external examinations, either totally or in part.

As regards internal assessment, the Report glossed over all the imperfections, saying "no system is perfect" (Section 8.5), while every conceivable objection was raised against external exams (Sec.4.3). It was -

- (1) conceded that many believe that external examinations are the best measure of accountability (Sec.4.3), and
- (2) admitted that internal assessment could be unfair because of teacher bias (Sec.4.6)

Yet the Committee did not bring down a decision in favour of public accountability by means of external examinations, or even part external.

Moreover, it provided no list of the faults and failings or unsuitability of Internal Assessment, but came up with the recommendation that school-based assessment should be supported (Sec.4.6), and that no form of external exams should even be considered - not even a tertiary entrance exam (Sec.4.6).

In view of the evidence of public desire for at least some degree of external examination, and the unrest over the present system of internal assessment and moderation, etc., I leave it to readers to judge whether the Committee's recommendation seems to be impartial or is biased in favour of the small group of

radical educationists - who have led the Committee to believe that a State-wide external exam would destroy the degree of flexibility now being enjoyed in Secondary Schools (Sec.4.3). From what is reported in Section 5, it would appear that neither parents, nor employers, nor a substantial majority of teachers find all this flexibility enjoyable - only a minority of teachers and educationists who seem to have had undue influence over the Committee's decision.

Note this newspaper clipping re the return of external exams in USA.

That is the kind of support and comfort that parents in USA have been given by their Federal Government - but it is being denied to us in Queensland by our Select Committee on Education.

Did you in your submission oppose the present school-based assessment system? Then join the ranks of those who feel we have been ignored as parents - that our time and effort in preparing submissions has been wasted. But don't give up!

Your submission can still be made to speak for you - via your local M.P. Your Parliamentary Representative is YOUR voice. Use him now, and let your opinion be heard where it counts - when this Report is debated in Parliament.

Section 4.11 says assessment is important because it is the means by which educators are made accountable to the public for their stewardship. However the Report's recommendations do NOT seem to be in line with this fundamental premise.

ASK YOUR MP to put the question to the Minister for Education: "Where is the proof that Internal Assessment is better than both External Examination and a combination of External Examination and Internal Assessment?" and "What is the reason against having Tertiary Entrance Examinations?"

Re FLEXIBILITY IN CURRICULUM DEVELOPMENT:(Section 5):

Section 5.1 of the Report declares that the principle behind the introduction of the (now discredited) Radford Scheme was to allow greater flexibility in curricula. Section 5.5 added that some people think that any prescription in syllabuses would reflect against teachers' professional status.

The Committee admits there is clearly considerable community concern about over-emphasis on the need for flexibility in the curriculum. They report that many parents are concerned about problems involved in school transfers, as are employers and tertiary institutions over the considerable diversity of outcomes because of the variable curriculum and assessment (Sec.5.1).

The Report also states -

- (1) that a substantial majority of teachers do not want or need total flexibility in curriculum (Sec.5.2)
- (2) that it supports in principle the Scott Report recommendation to re-write the syllabus (Sec.5.7)
- (3) that it believes greater uniformity in curricular material is necessary for adequate competency-based reference testing to safeguard all concerned.(5.6).
- (4) that it considers that, because secondary school education system cannot fulfil the needs of the community unless there is a degree of uniformity in curricular material, 50% core curriculum would be much more acceptable.(5.4)

-Exams:- The new thing in education

COURIER-MAIL, MARCH 27, 1979

"Apart from not being able to read simple safety signs this 18-year-old apprentice couldn't comprehend a single instruction.

"Yet, this kid had a diploma stating that he had graduated from high school.

"In the end we had to fire him."

Complaints like this, and worse, from employers and parents throughout America prompted the Federal Government to implement minimum competency tests for all students.

Students wanting a high school diploma must pass basic competency tests in reading, writing and mathematics.

Described by educators as an effort to halt the devaluation of a high school diploma, students must also pass exams in course subjects.

However, if they fail the minimum competency tests and pass their course subjects they do not receive a high school diploma.

The new system reflects widespread public dissatisfaction with the educational performance of American public schools.

Employers point out that more and more graduates of the nation's high schools do not have the basic reading, writing and calculating skills required even for entry-level jobs and, universities are finding it necessary to add remedial courses to their freshman programmes.

For more than a decade average scores on America's scholastic aptitude test have been declining and it is estimated that 13 per cent of the nation's 17-year-olds are functionally illiterate.

Fed-up parents, employers, school authorities and legislators regard the high school diploma as signifying nothing more than a person having spent 12 years of his life at school.

The new programme varies widely from State to State with some making the passing of basic competency tests a requirement for high school graduation and others extending the principle to promotion from grade to grade.

But, however varied, most educators view minimum competency tests as one way of restoring integrity to the high school diploma and offering educators, parents and students a benchmark for measuring academic performance.

"A national minimum competency programme means, that for the first time, parents have a means to hold teachers and schools accountable for the quality of their work," says Hyman Rickover, author of "American Education - a National Failure".

"By giving basic skills tests early in a student's academic career, schools can identify those who need remedial work and provide it before it is too late.

"The threat of holding a student back or denying a diploma can also increase student motivation to learn."

★

This June New York's new minimum competency programme goes into effect with this year's high school seniors who must pass basic competency tests and their course subjects to qualify for diplomas.

However, some schools see major problems in getting their students through the tests.

The deputy director of the National Council of Teachers of English, John Maxwell, says the major hurdle is that educators know relatively little about how to provide the remedial education on which the tests hinge.

"Students in small groups of six or eight in remedial programmes sometimes make substantial gains in reading before being transferred back to a regular class.

"But the regular teacher isn't trained in the needs of such students and so the results are often shortlived."

I suggest that, in view of the above evidence, 50% hardly seems a fair ratio - 75% would appear more reasonable, especially as Section 6 further concedes major public concern and criticism over lack of comparability in assessment and standards State-wide (Sec.6.5 & 6.7).

Re REFERENCE TESTING (Section 6):

Despite the Report's admission -

- (1) that there is evidence of some students not achieving adequate educational standards (Sec.6.3)
- (2) that the lack of State-wide comparability of assessment has caused major criticism and hostility on the part of parents, students and teachers to the system of internal assessment (Sec.6.5)
- (3) that the education system must take account of both employers' needs and the right of the public to expect the Education Department to ensure appropriate State-wide standards (Sec.6.7),

yet, in Section 6.2, charges against inadequacies in the present system are underplayed by insinuating that public unrest is just a recurring fad (Sec.6.2), and by saying that many teachers claim that employers do not understand what the education system is trying to do (Sec.6.4). (We believe that employers would be far from happy if they did fully understand what the education system is trying to do!!)

Rather than bring back standardized textbooks and external examinations (which most people believe would be the obvious solution), Section 6.8 of the Report recommends approval of the Scott Committee recommendation to replace the present moderation system with another complicated innovative system that includes reference testing of schools.

Section 10.18 says that each subject should be tested on a State-wide basis - Why not test children on a State-wide basis also?

I leave it to you to decide if this recommendation by the Select Committee for Reference Testing is the outcome of their having heeded the submissions from Category 2 or from Category 1 (the trendy educationists).

Does it give you any comfort or support in your concern for your children and their future to see how this Report is slanted? Wouldn't you prefer to have your child to have the chance of being individually tested by a State-wide external examination (with some internal assessment) to find out how he has been taught - rather than to have the schools tested to see how they are going overall?

Re REPORTING (Section 7):

The Report confirms that there was considerable concern expressed in many submissions, and agrees that some of it was justified. It also states that ratings not determined by an objective standard of students' ability are unsatisfactory (7.1).

Why then the reluctance to implement examinations with percentage results?

Re T.E. (TERTIARY ENTRANCE) SCORES (Section 8):

Section 8 confirms that the T.E. score system was seriously criticized in a number of submissions for its alleged weaknesses and inaccuracies and abuses, particularly regarding the ASAT tests (Sec.8.1). However, the Committee, after discussions with Universities, and Colleges of Advanced Education (who all support the present system - Sec.8.4), and the Board of Secondary School Studies, and after research into ASAT, concludes that the criticism is unsubstantiated (Sec.8.2), but it still admits inaccuracies in assessment of small groups of students (Sec.8.3).

Some submissions proposed inclusion of school subjects in the T.E. scores, which the Scott Committee Report also recommended (Sec.8.6). Thus "Modern Dance", a new School subject, could be used to aid a student reach the required TE score!

The Select Committee, by urging the continuation of the TE score and the implementation of the Scott Committee recommendation (Secs. 8.5 & 8.6) indicates again that it is simply rubber-stamping whatever the trendy academics want - rather than listen to the common sense of parents, employers, teachers and the public generally.

Re CONCLUSIONS & RECOMMENDATIONS (Sections 9 & 10):

(1) Internal Assessment

The Committee describes the Report as in the main supportive of the Scott Committee Recommendations (Sec.9.2), and claims that its own added proposals will help ensure greater community acceptance of internal assessment (Sec.9.3). This is tantamount to admitting that the community generally prefers a system of external (or part external) examinations for public accountability by schools. Why then has the Committee rejected out of hand the public demands for external exams?

(2) Board of Secondary School Studies

Sec.10.2 recommends that the Board in future include one parent (who obviously will not be elected by all parents, but is still somehow to represent us!) It does

not even stipulate that the 'parent' has to have a child currently at school; Are you very impressed with the idea of one unknown un-nominated parent presuming to present his views as though they were yours? You didn't nominate him. How can you know whether this person will be motivated by Christian absolutes or Humanist 'situation ethics'? Will he vote to support the trendies in Category 1 or the common-sense realism of those in Category 2? This representative 'parent' could be the spouse or close relative or friend of one of the most radical trendy academicians, who wants nothing better than to help usher in the United Nations' version of 'peace' under a One-World Socialist Government - and to do it through meddling with children's minds!

Section 2.7 states that Parliament has a responsibility to ensure that the Board is balanced in its representation - but the recommendation provides for a most unbalanced membership, with its eighteen educationists (at least) to 2 from commerce and one parent. The Declaration of Human Rights provides for Governments to protect parents' supreme rights in education of their children. (But this Report gives protection to the vested interests of the bureaucrats and the Education Lobby.)

The Committee has accepted the Board's own proposals for membership (with slight changes) and believes that no single group can thereby exert undue influence (Sec.2.3). We agree that parents will have no chance to influence - but educationists!! I ask

CARE is devoted to the upgrading of education and the quality of teaching - why cannot we provide a nominee to represent concerned Christian parents?? Why should Teacher Organizations be represented, as well as all the other academics and bureaucrats, but not one from CARE (an organization that upholds parents' rights under the Constitution, and the Education Act and 1910 Referendum). It could just be that these are the very things that the bureaucracy does not want upheld any longer! I wonder?

(3) Functions of the Board of Secondary School Studies

Section 10.3 provides for an amendment to the Education Act, making the Board responsible to the Minister in an advisory capacity, in line with proposals made by the Board itself, which are said to be in the interests of public accountability.

This is described as a major change in legal principle (Sec.3.2), which seems hard to understand in view of the fact that the Education Act as it stands (Sec.3.7 read in conjunction with Secs. 5, 24 and 25) clearly shows that the Board was set up with an advisory function only, and is not autonomous. The Act gives the Minister control over both Primary and Secondary Education and specifically over content of subjects taught. However perhaps this amendment is necessary to spell it out clearly that the Board is not to assume to itself power that it does not legally have.

(4) School-based Assessment v. External Examinations.

"A return to external examinations should not be considered" (Secs.4.4 & 10.4).

"The principal (sic) of school-based assessment should be supported" (Sec.10.5).

These recommendations show an apparent unfounded bias against external exams.

Where is the evidence of damage done to educational output by external exams?

Where are the reasons or evidence against part external and part internal methods of assessment, or against tertiary entrance tests?

It is shown in Section 5.4 that the community wants better content in the curriculum and greater uniformity of teaching and assessing. Educationists are paid to deliver the goods - provide a system of schooling that produces employable school-leavers, thoroughly grounded in the basics of communication and calculation, the facts of history, geography and science, and in the virtues of Christian living.

Why then has the Committee not made strong recommendation that the Education Department (especially the Curriculum Branch) be seen to be making this their aim? Why is there no specific recommendation that would show that the Committee is keen to raise moral standards by promoting the Christian ethic via the classroom?

The Report can be described as being basically incoherent because little, if any, substantiation of its claims has been made, neither are any strong criteria for arriving at its conclusions and recommendations provided within its pages.

The Committee is dominated by so-called 'free enterprise' supporters, and yet we see them adopting recommendations that were promoted by all the radicals and trendies. Five men (or ten people if we include the advisory committee) have reached a consensus, when in fact there should have been no attempt at a consensus, but rather a majority and minority report. Only then could all views have been adequately and fairly expressed for the information of the public.

WHY IS THERE NO RECOMMENDATION TO BRING IN STANDARDIZED TEXTBOOKS AND A PUBLIC PRE-VIEW SYSTEM (such as operates so successfully in Texas, USA) TO GIVE THE PUBLIC THE CHANCE TO CRITICIZE ALL MATERIAL BEFORE IT IS TRIALLED OR INTRODUCED INTO SCHOOLS?

What power is ensured for parents now? The Committee has virtually given education over into the hands of the pseudo-academics and trendy intellectuals by rubber-stamping the basic causes of regression in educational curriculum, teaching methods, school output and other related outcomes of 'progressive education'.

In Sec. 3 of Vatican II Document on Christian Education (Fr. Flannery, P. 728): "Parents must be recognized as being primarily and principally responsible for their education. The role of parents in education is of such importance that it is almost impossible to provide an adequate substitute..."

Parents in many parts of USA are now being given their age-old rights over the education of their children - by clear-cut legislation - and we must continue to press for legal recognition of parental rights in Queensland and other States also.

It might be an idea to ask your local MP to find out for you if the multi-statement selection submissions put in by so many STOP & CARE supporters were actually counted as individual submissions, or were merely lumped together as one.

PARENTS! ACT NOW - ask your MP to act on your behalf to preserve parents' rights in education when the Select Committee's Report is debated in Parliament. Let the Parliamentarians know that the public generally does not want this Report adopted.

Remember the speech made by Mr. Phil Cullen (Director of Primary Education) which we circularized recently? I'm sure you recall the smear tactics used against public-spirited voluntary organizations and individual parents because they are interested in the type of education their children are receiving.

The Minister for Education, who frequently says that he welcomes comment from parents provided it is documented (and what more documentation could he have wanted than his Director's own speech?), has written the following letter to a Parliamentarian. I wonder what you think of the second paragraph - especially in view of the clear implication of Mr. Cullen's speeches under review that he was naming organizations and individuals (including Cabinet Ministers and the Premier's wife) in order to discredit them - quite the opposite to what Mr. Bird's letter suggests.

Office of the Minister for Education,
Brisbane, Qld. 4000.
21st February, 1979

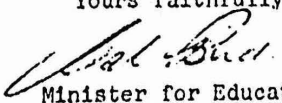
Dear

I refer to your letter of 24th January, concerning a letter from Mrs. Rona Joyner, in connexion with an address given by the Director of Primary Education in Queensland, to a convention of primary principals in New South Wales.

• There appears to have been a concerted effort by a number of organisations in Queensland which appear to have a reasonably common membership, to discredit the officer concerned within the Department of Education.

My Director-General of Education has obtained a legal opinion on the paper delivered by the Queensland Director of Primary Education and has been informed that the paper does not constitute an offence against the Public Service Act or its Regulations. There are no grounds therefore, for me to consider any disciplinary action against the officer concerned.

If Mrs. Joyner or her organisation feel that there are grounds for action, they would of course have recourse through the normal channels of the law.

Yours faithfully,

Minister for Education

Many people have contacted us saying they believe this officer should have been disciplined - including someone who was in the audience and heard the unedited version of Mr. Cullen's speech.

We are not satisfied with the replies that have been coming out from the office of the Minister. Three questions that our Executive wanted answered have been ignored, so perhaps it needs more letters from you to your local MPs, suggesting that they now ask the following questions in Parliament:-

1. Are senior Government Officers allowed to criticize Government policy with impunity (particularly in relation to the Department in which they are responsible for administering Government policy)?
2. Why did the Minister for Education unfairly accuse sincere community-minded voluntary organizations of trying to discredit his Director, especially in view of the documented evidence supplied to him?
3. Did the Minister approve of the Director's speech before he delivered it? Does the Minister still approve of the speeches under review?

On 10/8/77 the Minister for Education (Mr. Val Bird) wrote as follows in the 'Courier-Mail', and we had hoped that he would stand by what he wrote: (see inset)

I welcome criticism provided the critics are specific. I have always invited the public to visit schools and to make suggestions. I guarantee that every specific criticism will be thoroughly investigated and if confirmed dealt with appropriately.

The letter from Mr. Bird (which I reproduced on the previous page) is just one example of documented criticism which appears not to have been accorded the unbiased treatment here guaranteed. I have files of documented complaints which further illustrate the difficulties parents have in obtaining satisfactory outcomes to their complaints - and why so few parents are prepared to bother.

In this same letter Mr. Bird also said: (see inset)

Casual readers might also believe that schools today are either places where children are entertained most of the time or institutions where students deal only in violence or in questioning authority.

I have no doubt that the majority of thoughtful parents will see beyond the superficialities of what the student critics are saying.

Most parents who have seen even a little of the objectionable content of MACOS, SEMP, Study of Society, Actions & Reactions, Patchwork, Messagesways, Improving on the Blank Page, Pigman, Lord of the Flies, etc., know full well that complaints about an undue emphasis on violence and on questioning authority are certainly NOT superficial. With the exception of Messagesways (of which only Book 1 was banned, although Books 2 & 3 are, if anything, worse in content, as I have pointed out to the Department), it is obvious from official reaction to such complaints that they are treated as superficial.

and again -

I and my Directors of Education declare our belief in the rights and responsibilities of parents to become involved in what their children learn and how their children learn. We welcome the scrutiny of the taxpayer, who finances education, and we accept the obligation to be accountable for the quantity and quality of what is provided for the taxpayer's dollar.

In the 'Courier-Mail' (21/3/79), there was an article on External Exams and Competency Tests being brought back into the education system in USA. It said this new system is the result of widespread public dissatisfaction with educational performance of American schools. It said parents now have a means to hold teachers and schools accountable for the quality of output.

When will the Minister give Queenslanders the same support and help in relation to the welfare of our children and their education?

Although Mr. Bird recognizes the rights of parents to determine their child's education, he unfortunately treats P. & C. Associations (and especially the Q'd Council of P. & C. Associations) as though they were elected representatives of parents (which, of course, they are NOT). No matter how interested in the school a citizen may be, his voting on issues at P. & C. meetings should NOT carry with it (as often happens) an influence on Departmental decision-making equal to or greater than that of parents individually (or collectively through elected Parliamentary representatives).

Will the Minister ascertain how many children the Q'd. Council of P. & C. Associations Executive members actually have AT SCHOOL NOW? It could be very interesting.

On many occasions we (and numerous other members and supporters of STOP & CARE) have outlined to the Minister the Christian philosophy of education. At the recent Education Inquiry, a large proportion of the three thousand submissions received indicated agreement with the same type of curriculum that we have been promoting. In short, the many genuine critics of education have been precise about what should be taught in schools, but neither the Minister, the Department nor the Select Committee appear to have been prepared to listen to the public.

He stated:

I invite the critics to cite examples of imprudent policies; to document faults in curriculum; to tell me in precise terms what they believe should be taught in schools.

Which is very strange because all that taxpayers are asking is basically that the Government's policy on education be upheld. Over the years serious conflict seems to have developed between Joint Party Policy and the statements made by senior Directors:

GOVERNMENT POLICY

The Department is expected to produce literate, mathematically competent citizens, capable of making a useful contribution to the work force - with a right attitude to work and to authority. (Deduced from the first paragraph of the Minister's letter to the 'Courier-Mail', 10/8/77)

It is not the policy of the Government to usurp the role of the family in the area of personal relationships, sex education, etc. (Stated by the Minister at meetings he has addressed.)

"... emphasis today must be on TECHNICAL TRAINING. Too much money is being spent on the human social courses rather than the technical ones. The notion that children should be allowed to do their own thing and be turned out as little liberal arts graduates must go..." (Said by the Premier in the 'Sunday Mail', 26/2/78)

"Parliament's supremacy runs to education ..(There) is the false notion, that some public servants have a right to do as they think fit, regardless..." (A statement by the Premier in 'Personally Speaking', 9/2/78, published in 'STOP PRESS', Vol. 7, No.1)

DEPARTMENTAL STATEMENTS

The role of the school is to produce well-rounded individuals, capable of handling personal and other relationships and further learning, as well as employment. It is not to turn out office workers or mechanics. (From a speech by the Assistant Director-General, Mr. W. Hamilton, to a meeting of Bushberg businessmen in February, 1978)

The Director of Primary Education (Mr. P. Callan) has supported this assumption at public meetings and in the Press, adding that he would prefer his son to be educated to be a 'nice' person rather than a good speller.

The Director-General of Education (Mr. C. Gilmour) has expressed support for SEMP, despite its ban by Cabinet. (Reported in 'Telegraph' 19/4/78) At meetings he has portrayed traditional education in a bad light, playing down its achievements and their value.

Mr. Gilmour's expressed attitude to education in Queensland seems consistent with his involvement in the objectives of UNESCO through his membership in the Australian UNESCO Committee for Education (see 1977-78 Report in 'UNESCO News', Vo. 26, No.4). These objectives are clearly illustrated in the Belgrade Charter and elsewhere as being to use the schoolroom to change society by -

- subtly destroying the traditional Christian ethic and substituting the godless Humanist ethic which is an immoral and illegal educational philosophy;
- changing children's attitudes and viewpoints by psychological techniques (as in SEMP and MACOS), so that they will accept the New International Economic Order with its emphasis on, NOT EQUALITY OF OPPORTUNITY, but on equality of OUTCOME, no matter how mediocre and impoverished everyone may become in the process;
- producing an entire K-12 curriculum that underplays the importance of the basics and concentrates on social engineering through behaviour and environmental control - all under the guise of "development of potential" (potential for what??). One thing is certain, this modern method of education is not developing students' potential for taking their place in the worthwhile employment.

- see our 'STOP PRESS' Vol.7, No.3.

Although UNESCO's aims are, in our opinion, diametrically opposed to the Australian Constitution and the Queensland Education Act, Mr. Gilmour is on the UNESCO Committee in his official capacity of Director-General of Education - in the pay of you and me!

Not only is the State bureaucracy represented on this Committee, but, through the presence of Dr. M. Skilbeck as Director of the Curriculum Development Centre in Canberra, the Federal bureaucracy is also aligned with UNESCO.

As is very obvious, the policy of UNESCO is in the hands of the godless Humanists - and it is documented that SEMP was implemented for the purpose of meeting UNESCO's Treaty conditions, regarding the changing and centralization of education.

Alongside this attitude in the Department which shows such conflict with Joint Party Policy, there is the report that the CAEs are -

- telling students: "Teachers are NOT to teach grammar in any way in the schools - not even to correct a badly constructed sentence. Such speech is RIGHT for the child living in that socio-economic area." and
- telling the public: "Employers MUST NOT expect school-leavers to be trained for jobs after completing their courses in typing, woodwork, &c."

Reaction to the conflict in policy:

The Premier:

"Someone in the Education Dept. does not seem to know what the Government wants taught in the schools."

Education Minister:

I have confidence in my hard-working Directors; I have confidence in my hard-working teachers; I am weary of those negative critics who would undermine public confidence in our schools

N.B.

Some Questions for the Minister for Education

- How is it that the Education Department and the tertiary institutions are able to reverse the impact of Cabinet decisions, by placing the educational emphasis on "personal relationships" instead of on the basics needed in the production of useful citizens able to contribute to society?
- Is it true that the Minister works on the advice and information supplied him by his Directors?
- What happens in cases when there is a conflict of policies between the Minister and Directors?
- If Mr. Hamilton and Mr. Cullen are both wrong on education policy, then why are they still holding their positions as advisors to the Minister?

Townsville Daily Bulletin.

May 1, 1979

Spies infiltrate UN — Newsweek

NEW YORK — The international news magazine, Newsweek, has claimed that a growing number of Soviet and East European spies are infiltrating the United Nations headquarters in Geneva and a dozen other international organisations in Switzerland.

Newsweek quotes Swiss and Western counter-espionage sources as saying that 78 of the 300 Soviet citizens at the U.N. Geneva headquarters are members of the Soviet KGB.

The Council of Australian Humanist Societies condemns the Queensland Government for banning Social Studies Courses which contribute to the development of enquiring minds. Restore M.A.G.O.S. and S.E.M.P. Enquiries 250 1824

'Courier-Mail'

25/4/79

Here is up-to-date evidence of what we have been saying - that Humanists and Communists are influencing the United Nations and its agencies (UNESCO and UNICEF) and the school brainwashing programmes MACOS and SEMP are

being promoted by Humanist Societies because they are a means of aiding the socialist objective.

BELOW: Here is the admission that the victims of the education system (students, parents, employers) are opposed to school-based assessments - so WHY do we have to have it forced on to us? Even the teachers have to be mass-convicted!

Teachers quizzed

COURIER-MAIL
MAY 5, 1979

TEN THOUSAND secondary school teachers in Queensland are being asked for their views on proposed changes to school-based assessments of students' performances.

The Board of Secondary School Studies is sending teachers bulletins designed to clarify some of the issues raised in last year's Scott report on the Radford system of assessments.

officer Mr. John Pittman said yesterday that the board felt that the key to any successful modification to the Radford system was strong communication with teachers.

"Only with their backing can we hope to convince students, parents and employers that school-based assessment holds the educational answers for Queensland children."

COURIER-MAIL
MAY 5, 1979

There have been similar instances involving classes & the occult in old schools.

School seance

SYDNEY — Angry parents yesterday complained over a school room seance where 11-year-old children were told they could speak to "spirits".

The seance took place on Tuesday in the sixth grade of Quakers Hill East Public School in Sydney's outer western suburbs.

The following article on handwriting appeared in the 'Courier-Mail' on 21/3/79. The samples said to be 'good' were described to me by a teacher as actually very poor. She wants to see a return to the use of copybooks - and so do a lot of parents.

Will the Minister please tell us if this is really the type of writing our children are being taught to aspire to? Does he agree it is 'good'?

How is your handwriting?

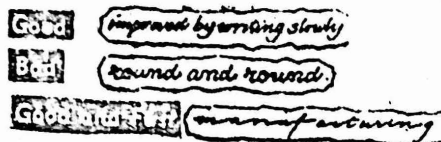
TRAINEE primary and secondary teachers have begun a 10-hour training course at Kelvin Grove College of Advanced Education to learn how to teach handwriting.

They are being given five weekly lectures from Ipswich State High School subject mistress and remedial hand writing teacher, Mrs. Barbara Nichol. Will be that they will

The Education Department sent her to England last year as part of a professional development scheme, under which she completed a 50-hour remedial handwriting course at Westminster College, Oxford.

Mrs. Nichol said it would be unrealistic to expect a return to the Victorian era, when copperplate writing was seen as a symbol of status, acquired after three or four hours of handwriting instruction each day.

"Nobody can learn writing from a copy book, as thousands and thousands of school-children in Queensland were taught handwriting," Mrs. Nichol said.



Parents - Books such as 'Pigman' (see below), 'Pakehwork', the 'Messageway' series etc, in use in schools, show the urgent need for legislation to set up a public Textbook Pre-view system to eliminate dangerous material from the classroom.

Our requests to have these and other similar books removed from schools are usually ignored by the Department.

school fires

THE STATE Education Department was responsible for the recent spate of State school fires, the Community Standards Organisation secretary (Mr. George Cook) said yesterday.

He accused the department of giving children access to material which told them how to set fire to a building and how easy it was to get away with it.

Mr. Cook said a broadsheet, which explained in graphic detail how to incinerate a public building, had been pinned up in a classroom in the Brisbane State High School in March.

"Those noticeboards are the department's property and should bear responsible notices only."

He was also concerned that some English reading books in State schools gave children the idea they could easily get away with burning down schools.

One such book 'The Pigman', a Grade 10 text, tells in its opening pages of a rebel school-boy who destroyed public property because he felt like it and did not get caught.

"These types of books could be removed from the curriculum by parents if they were shown

the English reading books before they were introduced into schools," he said.

The department promised in 1975 to let parents see the books the year beforehand but this rarely happens.

School fires have cost the Queensland Government an estimated \$1.8 million in the last two years.

The fire damage bill since 1974 has been placed at \$5 million.

Last Tuesday fire caused \$300,000 damage to the Manly West State School.

The Community Standards Organisation forwarded to Mr. Ahern, arson sheet entitled 'The Library is Burning' and sub-titled 'The Application of Fire to Public Buildings' - the broadsheet was Number Six of a series printed in Canada.

It warranted investigation as to whether others in the series were being circulated in Queensland State schools and also how the Canadian broadsheet reached State High.

Sunday Sun, May 13, 1979

It is evident from TV and press reports, and particularly from Teacher Union Journals, that the socialist/humanist education lobbyists throughout Australia (as distinct from genuine teachers) are in a panic over the growing interest (and resultant critical concern) being shown by parents, employers, etc, in the education question. They fear exposure of their so-called 'progressive' education (showing it up to be the regressive innovation that it really is), and have made it up to be the priority to form special committees to counteract the voluntary work of concerned parents such as myself and others - only they are doing it with taxpayers' money through Government grants!! (See below) These political lobbyists (all with vested interests) are not content with the massive smear campaign that has been going on for months (and still is) in the Educational Journals, particularly the OTU Journal (and perhaps you should all ask to be given copies of all relevant Journals - they are now spreading their propaganda publicly at taxpayers' expense).

FLASHBACK

Remember when we circularized

this...

Education Centre to open CARE

The State Cabinet's recent decision to ban The Man: A Course of Study in Education Information Centre. The centre will work in direct opposition to the Campaign Against Repressive Education, which was one of the strongest opponents of MACOS.

State Cabinet's recent decision to ban The Man: A Course of Study in Education Information Centre.

Queensland Times, February 8, 1978

And now to help them counteract our efforts, this same group has a grant

I also suggest you read the following, then buy Mr. O'Donnell's book :-

Lecturer canes State education

Sunday Mail MAY 13, 1979

WHAT is a facilitator of learning? Do you know what a language arts lesson is? And what about decision perception analyses?

Teacher and lecturer in education, Dan O'Donnell, says the first is a teacher. The second is the "in" term for composition.

He can't give a meaning for the third. "I haven't a clue. But it's big, very big in Queensland education - and hardly anyone knows what it means."

Mr. O'Donnell attacks what he calls "meaningless drivel" and "educational gibberish" in the Australian education system in a paperback book he has just published called "Sketches of Australian Education in 1979."

He claims that new educational philosophies that put more emphasis on education for life rather than education for a job is turning out a race of ignoramuses.

In a series of essays, Mr. O'Donnell pulls the education system to pieces and attacks the permissiveness that he claims has invaded State schools.

"The teachers have been instructed that they must not moralise, that they must be impartial... that they mustn't impinge on other people's civil rights."

"It's the modern philosophy of learning," he said. "But kids don't want that. They are looking for models, somebody who is reasonably intelligent and who can be an example."

Mr. O'Donnell, who was a lecturer in education at the North Bris-

bane College of Education, but is now studying full time for his PhD, describes himself as a "refugee from all this nonsense."

He says there is a correlation between educational philosophies and standards and the number of children in trouble with the police.

He applauds the Queensland Government for being the only State Government to launch a full scale inquiry into the education system.

"We have to help kids to grow, and they can't do that if they walk around with pocket calculators in their hands."

"What's so hand-capping about learning long division?" "There is a stigma about learning history, geography or Latin," said Mr. O'Donnell.

"What is wrong with being able to write in a legible way or coming to grips with the intricacies of calculations?"

Mr. O'Donnell said there were too many courses that taught children nothing but tie-dyeing and weaving etc.

"Children need self-respect and dignity. You can't allow a child to wallow in ignorance forever. And he will if nobody helps him to read, write and calculate before he leaves school."

"Too many children are condemned for ever to a life of frustration and failure because schools have failed in their job."

He criticises teaching institutions for failing to

More Special Projects

There is one extraordinary grant in Brisbane that appears to cry out for public comment: a huge "innovation" grant to a body calling itself the Queensland Education Information Centre.

Dubious origins This organisation, with the most dubious origins, was spawned a year ago simply to silence one courageous lady who dared to criticise today's incomprehensible educational practices.

Its function is that of a crude propaganda machine created to disseminate the myth that today's education is without blemish.

This is innovation? The Schools Commission obviously thinks so!

Dan O'Donnell, Former Lecturer in Education, North Brisbane CAE.

instruct teachers in how to teach.

He fires a broadside at "people on \$32,000 a year in the education system who close ranks" when criticism is fired at them.

"Most Australian universities and teachers' colleges offer courses in exceptionalism," he said.

"This even includes - would you believe? - the right-handed and left-eyed child and vice versa."

"This last-mentioned disease," said Mr. O'Donnell, "is known as Mixed Laterality."

Mr. O'Donnell said: "The trends are too firmly entrenched in Australia."

"They have pushed the philosophy of innovation so far that now there are degree courses in everything from ceramics to modern dance."

Mr. O'Donnell said he would like to see the return of rewards and competition in schools.

"Children have to see that there are rewards for work well done, and that there is nothing wrong with competing with others if it is going to make you work well."

"Sketches of Australian Education in 1979" by Dan O'Donnell

is available from bookshops (\$3.75) or from CARE at a special discount price to members. Please buy one.

== \$3 posted. ==

Yours sincerely, Rena Joyner.

Uniformity?

The onus should not be upon the Australian people to make all sorts of changes to our way of life to suit the habits and whims of migrants of the fifty or more nationalities who have arrived in Australia in recent years, nor is it possible for us to do so.

We have our established Australian ways of life and we are satisfied when suitable types of migrants arrive and try to fit in with those ways and assimilate with us.

Immigration Control Council, Viewpoint, September 1973.

IF THEY'RE NOT ANGLO SAXON
IF THEY'RE NOT PROTESTANT
IF THEY'RE NOT AUSTRALIAN
WHAT THE HELL ARE THEY?



Or diversity?

A multicultural society is:

... an open society in which individuals are able to take full advantage of the social, economic and educational advantages of a society, and yet are able to maintain their unique ethnic identities and allegiances.

Their allegiance should be to our Queen.

J. Banks, 'Should Integration be a Societal Goal in a Pluralistic Nation?', in *Controversial Issues in the Social Studies*.

Australia has had a remarkable history as one nation encompassing many nationalities. We must ensure that individual migrants and ethnic groups feel appreciated and wanted — that they are involved in decision making and are not subject to exploitation and discrimination. We must encourage the continuation of their own culture and its integration into the broad Australian society. We

M. Mackellar, Opposition Spokesman on Immigration, in *Greek Action Bulletin*, August 1975.

We have already chosen our road. We have rejected melting pot uniformity on the one hand and a league of nations or ethnic isolationism on the other. We have chosen, instead, the concept of the family of the nation.

If my dream is fulfilled, what will the Australian of the year 2000 be like? He will be at least bilingual and possibly multilingual. Above all, he will personally be heir to all that is best in the culture and heritage of three score nations and ten. As such he will be not only a better citizen of Australia, but a better citizen of the world.

A. Grassby, 9 June 1974.

(From 'Melting Pot' Booklet (Racism & Ethnicity) 1973)

MELTING POT

Take a pinch of white man
Wrap it up in black skin
Add a touch of blue blood
And a little-itty-bit of red Indian boy
Curly black and kinky
Mix with yellow chinkies
If you lump it all together
Well you got a recipe for a get-along scene
Oh what a beautiful dream
If it could only come true — you know
What we need is a great big melting pot
Big enough to take the world and all its got
Keep it stirring for a hundred years or more
Turn out coffee coloured people by the score.

What do people mean when they refer to 'assimilation' or 'the melting pot'? Why do they want to have that type of society?

Is it possible for a society to be homogeneous?

The emphasis is on change to create structural & cultural pluralism.

Pluralism undoubtedly has problems, particularly when it becomes structural as well as cultural pluralism. So far in Australia, non-Britishers participate minimally in, e.g. the political structure. But this must change; worse than the problem of pressure groups is the problem of a powerless minority defined according to extrinsic characteristics. What we need in Australia is a program of structural and ideological change, i.e. pluralist participation at all levels and education so that the population can understand and assist the process. Competition and differentiation are inevitable, but structural inequality is not. We are a heterogeneous people and we must bring policy into line with that fact. The tactics of non-confrontation and dispersal have enabled this degree of pluralism to develop without much conflict, but it is now essential to take a more positive line. *Sheer weight of numbers may force us to confront the shortcomings of our present policies, to avoid intergroup conflict.*

G. Bottomley, 'Migration and Ethnicity', in C.C.R., *Final Report*, p. 100.

Reviewer's comment: Having admitted the problems of structural and cultural pluralism, he then seems to advocate more of it. Separate development of races within one nation is apartheid.

A fair share?

A survey conducted in 1974 by the Centre for Urban Research and Action and FLEP, an Italian organization, studied several hundred Italian families. The area is an inner city area of Melbourne. It is a 'working-class' area. It has the highest concentration of Italians in Australia.

1 Occupation

Only 8.2 per cent of the Italian families in the area had a total income of more than \$2000 per annum.

2 Communication and information

The survey revealed that 80 per cent of Italian families in this area said none of their family had ever used:

kindergartens	elderly citizens' clubs
youth clubs	child endowment
nurseries	unemployment benefits.

Why?

57 per cent said they had no need to.

30 per cent did not know about the services or where to go.

What was needed?

15 per cent wanted an Italian community centre.

46 per cent wanted an interpreter and information centre.

One reason that many leaders in ethnic groups have become more vocal is a belief that members of their group do not have an equal chance with others in the community in politics, employment or education.

Reviewer's comment: -

There is no law depriving non-Anglo-Saxon naturalized Australians of their equal rights, politically, educationally or in employment. No obstruction or imposition is placed in the way of their voting, standing for election or qualifying for tertiary education. Why are students led to believe otherwise?

At the State Government level in Victoria only 4 of the 109 members are of non-Anglo-Saxon origin.

In Federal Parliament only 7 non-Anglo-Saxons (2.5 per cent) could be considered as possible representatives of migrant views.

At a recent conference of the A.C.T.U. there were some 550 delegates, of whom 5 were from non-Anglo-Saxon countries.

The Committee on Discrimination, established by the Department of Labour and Immigration, has 41 members. These include only 2 women, 1 member of an ethnic organisation and 1 Aboriginal.

In 1973-4, the South Sydney Council represented a community of 33 000 people, comprising 3500 Aborigines, 14 500 born overseas, 24 000 under 40 years of age, about 50 per cent whose first language was not English. The Council consisted entirely of males, all of whom were over 40, white, born here and were members of the A.L.P.

Reviewer's comment: -

Under our system of representative parliamentary democracy, each person elected to Parliament represents those in his or her electorate, the migrants as well as the Australian-born. The women in the area as well as the men. Representation is of geographical areas, not of nationalities or sexes or minority groups. Proportional representation of minority political parties (not ethnic groups as such) is available in the Senate (or in an Upper House). Elections are to ascertain the will of the majority (in effect, to provide the same policy as would result if each individual were to be given a seat in Parliament to record the actual majority viewpoint). In either case the majority opinion (within the framework of the Constitution) must prevail. If society is to be saved from the real dangers of separatist development of minority groups. To discriminate in favour of a minority is to discriminate against the majority. Is that always fair? Are students warned that that is already happening and it is a dangerous trend, fragmenting our society and weakening our nation?

Australia has never been a homogeneous country in the ethnic sense. The closest we ever came to it was in 1842 when 77 per cent of all the European population came from one country of origin — Ireland. We have never been as homogeneous as the forefathers.

One of the worst of the forward march was that Australia has a very high percentage of non-Anglo-Saxons. It has also been a very successful country, much that we have never had any of the problems that we have in fact for the last 100 years, we had some of the bloodiest and most savage wars recorded between 1800 and the 1900s.

At Granby, 1973.

Granby claims that Australia has never been a homogeneous country in the ethnic sense. It has also been claimed that until 1845, 'Australia was rightly regarded as a country of almost total British stock'.

What reasons are given for each claim? Which do you think is the more accurate statement? (cont.)

(cont.)

"Melting Pot" Booklet (Race & Ethnic Relations Pack)

We are also faced with the problems created by past policies. Our policy makers have for years been guided by a notion of an ideal Australian who is English speaking, light Caucasian, culturally northern European and Christian.

..... Immigrants have been assisted according to their proximity to the ideal: from 1945-1968, 2/3 of the Swedes and over 4/5 of the Germans and British ...

The sheer size of the post war influx has effected lasting changes in Australian society. Compared with the almost homogeneously British texture of life in the 1940s, Australia in the '70s has developed into a plural society despite the official policy of Anglo-conformity.

Bottomley, in C.C.R. Final Report, pp. 94-5.

Reviewer's comment:-

Migrants cannot have produced any overall change in our society - in the above report it says that almost the whole post-war influx were English-speaking, Christian Europeans, in accord with migration policy.

From "Teachers' Guide" (SEMP) (Race & Ethnic Relations Pack.)

8 Greek ethnic group

With its range of 'brotherhoods' (regional associations), the Greek population is one of the most organised of ethnic groups. This allows any Greek who wants to spend much of his life within the Greek community to do so.

A Melting Pot? (20 pp. book)

This book focusses on and questions the type of society which we have and wish to have in Australia, as well as considering patterns and their effects on our society.

There are a number of specific questions raised:

What direction should Australia follow?

What are the types of changes that ought to be made in the Australian society in order to respect the diversity of backgrounds of people now resident here?

In what ways are people threatened by change?

Reviewer's Comment:-

The "Melting Pot" booklet is a very insidious attempt at deceiving children into believing in control through minority groups rather than in putting into effect the will of the majority through personally (and compulsorily) elected representatives. It is admittedly biased against our Christian Anglo-Saxon heritage.

Questions & activities on back of the card entitled "Neighbourhoods" in the "Race & Ethnic Relations" Pack (SEMP.)

Talk to your parents or older residents in the area to find out how your neighbourhood has changed.

Has the physical shape of your street changed very much? Have any buildings been pulled down or renovated? If so, how did the residents react to these changes?

What is the oldest building in your street or area? When was it built? What was it used for then? What is it used for today?

Look at the road signs. Have new ones been introduced (e.g. stop signs, give way signs)? If so, have they affected the traffic flow in the area? Is there more or less traffic today than there was in the past?

Do any of the streets have Aboriginal names or names from other countries? Are there any streets named after people? If so, try to find out why.

How long has your family lived in the street? Are there many people who have lived there for a long time?

Consider the different age-groups to which the residents belong. Is there any age-group that is better represented than the others? Try to find out if there has been any change in the number of very young or very old people living there over the years.

Find out which houses were built 20 or 30 years ago. Compare them with any new houses being built today. What are the differences (e.g. size, design, etc.). Can you learn anything from this?

What has this to do with a student's scholastic achievement or academic excellence?

New Reality (40 pp. book plus audio tape and a poster)

The contents of this book fall into three sections:

The language barrier is first considered. The major question is 'Should migrants be forced to learn English or should there be opportunities for information to be issued in a number of languages?'. The section uses Access Radio as a case study in considering the latter point.

The section on discrimination briefly reviews the 'Racial Discrimination Bill', looks at a number of examples of discrimination and whether these examples are intentional or unintended, and then focusses on 'Migrants and the Press' as a case study.

The final section is really a starting point for discussion and research into the area. Questions are raised

A Guide to the Tape

Stan Piperoglou, an Australian-born Greek and a teacher at Richmond High School, is emphasising culture, particularly with regard to cultural maintenance.

The many different forms of Christianity brought in by millions proved another powerful agent of change. As the years passed, Christianity was established in almost all parts of the country. It had enormous effects on the lives and cultures of the people. It brought a message of peace and love, and denounced hatred and warfare as the work of the devil. It challenged the power of traditional religion, magic, and sorcery. It is difficult to say how successfully these new ideas have supplanted the old, but certainly Christianity has become the public religion of most Papua New Guineans.

A. Kuluh, in 'History 1894-1992', in Q. Ashton (ed.), Papua New Guinea, (Port Moresby, 1976).

The missionaries believed that some education was needed, not only to advance Christianity, but also to raise living standards to what Europeans thought proper. Elementary schools were established, mainly to teach the people the Three R's - reading, writing and arithmetic - in addition to Christianity. Health services also came with mission stations and schools.

from the book 'Beliefs' (SEMP)

From the SEMP booklet (Teachers' Guide) "Different Things to Different People" (Interethnic Relations Book) (Pages 2-5)

BASIC THEMES

Throughout the kit there are three central themes on which to focus students' attention:

- 1 Perception, and differences in perceiving.
- 2 Change as an ever present factor, particularly in communities
- 3 An examination of the ways in which people of different races and cultures interact.

There is an emphasis on each of these themes throughout the material as a whole, and all of them are specifically focussed upon at different stages.

TEACHING STRATEGIES

While the use of the material will remain flexible, some parts being extended and/or omitted by the teacher to suit his or her particular situation, this outline has been written to provide some insight into the gradual development of the material envisaged by those who wrote it and those that trialled it.

Content

Introductory Booklet. This comprises a series of activities encouraging students to see how people can view the same thing differently. The same process is applied to each of the various 'senses' to show in how many different ways things are perceived by different people.

Perceptions Activity Cards. The cards aim to build on the ideas introduced in the booklet. The theme of change is strongly introduced. The titles are:

Suggestions

This is a useful booklet for devising a whole range of group activities for the class as an entity.

Many students were encouraged to develop examples from the ideas on pages 7-8.

The teacher would need to reinforce the theme of different perceptions being related to a range of criteria throughout the activities.

The same process - of moving from focus points that are fairly basic to those which are more complex is also present in the cards. Many teachers found it useful to

People and Clothing
Clothing and Fashion
Stereotypes
Images
Suspicion
Being a Stranger

Note the emphasis throughout on change, for the promoters of SEMP have as their objective the changing of society through the classroom, using this new type of education as the vehicle.
(Reviewer's comment)

Comment:-
For their own safety, children need to be taught to be wary of strangers, etc.

think of the set of cards in three groups:

- 1 People and Clothing
Clothing and Fashion
- 2 Stereotypes
Images
- 3 Suspicion and Enemies
Being a Stranger

1 People and Clothing and Clothing and Fashion. The first has a heavy emphasis on what is considered appropriate for certain situations.

The second concentrates on changing perceptions of fashion over a period of time.

2 Stereotypes and Images. These cards concentrate on how we perceive other people, with an emphasis on both contemporary ideas (today's teenagers) and historical attitudes (the stereotyping of Chinese). The underlying emphasis is the process of categorising others and the questioning of that process.

3 Suspicion and Being a Stranger. The first card attempts to examine the process begun in childhood, whereby we learn to be actively suspicious of others (in comics, etc.) and pursues this theme through to an analysis of war propaganda which encourages hatred of the enemy. The second card focusses on the feelings we have when we feel ourselves to be 'on the outside'. It

Changing Communities. This set of six cards focus on change in:

- Food
- Shops
- School
- Neighbourhoods
- Places of Worship
- Families

No mention - nor judgment is made about the harmful changes in the family, nor is any attempt made to reverse them, or to strengthen the authority of the home, and loyalty to parents.

The promoters of SEMP want to encourage students to overlook the dangers inherent in all excessively multi-cultural, pluralistic societies.
(Reviewer's Comments)

Papua New Guinea: A Case Study

The material on Papua New Guinea has been included to encourage students to examine the differing perceptions and relationships between two different groups of people. It fits the pattern of the first half of the kit in that it provides resources to further examine the three basic themes in a non-threatening environment. This is based on

then considers cultural habits that may appear strange to people of another group but are quite sensible to those people for whom they are a way of life. Here the issue of perception as it relates to cultural experience is heavily stressed.

The basic strategy behind these cards - taken either by themselves or in the context of the whole kit - is to focus on and stress the positive nature of change in the community.

Through stressing the way concrete features (Food, Shops), attention can be focussed on how institutions and environments have changed, (Neighbourhoods, Places of Worship, Schools).

The focus on change in the family proved of use to many teachers in stressing the role of movement between places as a basic factor in human activity. This helped many teachers who wanted to encourage students to see migration from overseas as something quite normal.

From SEMP Teachers' Guide, "Different Things to Different People" (Race & Ethnic Relations Pack)

the assumption that a more sensitive and rational examination of diversity will emanate from a situation which is removed from students' own environment. Clearly this does not suggest that teachers of junior students should not look closely at their immediate environment, but merely that it is more profitable at times to deal with situations in what appears to be a roundabout fashion.

Teachers' use of this material varied immensely. There are examples of this in detailed statements of content on Papua New Guinea. Some teachers used it by itself, others integrated it very successfully with the first half in a total program. Many used sections from both halves, extending where they felt necessary and omitting some sections. The comment made earlier is worth repeating at this stage, that the material, while it has been found to be very useful, is no panacea.

The Cards. During trials the Papua New Guinea material was used successfully in a wide variety of ways, from year 8 to year 12, in such subjects as social science, geography, history, integrated studies, general studies, Asian studies, English, sociology, politics and legal studies.

The different objectives of teachers during trials illustrate the flexibility of the materials. Some teachers aimed to introduce students to the history of Papua New Guinea, or to a culture and lifestyle very different from their own. Others aimed to give students some understanding of the effects of colonization on indigenous people, or to focus on culture conflict and culture change. Others aimed primarily to develop the skills of students in relation to documentary sources, in particular to assist them to detect cultural bias and prejudice in secondary material.

The 15 cards provide students with a brief background to the relationship between Australia and Papua New Guinea. Hopefully, they allow students to view this history through the attitudes and feelings of the people involved.

Through the media many Australian students are likely to have absorbed simplistic, stereotyped notions of the people of Papua New Guinea. It is intended that the kit will allow students to examine more closely their images of these people. For example, although frequently receive-

ing wide media coverage, such things as cannibalism, cargo cults and tribal warfare are minimal importance today and should be played down when considering Papua New Guinea as a whole.

A view of the people within their own cultural context is necessary to understand what to Western eyes might appear strange. The richness of traditional cultures, including their social organisations, along with their extended family situations is explored. Within such a framework students can look at many aspects of social and cultural change.

The cards can be used individually or grouped in various ways. The grouping illustrated below would be appropriate for illustration of the themes 'When Strangers Meet' and 'Change Follows':

When Strangers Meet

Images of Papua New Guinea
MacLay

Chalmers

Foreign Control
Slave Labour

(pages 6 & 7)

the first days of settlement, made reconstructions and sketches of the local area and collected poetry and essays on the early days.

- c Teacher C, in an area with a large migrant population, used material from *Papua New Guinea Voices* as a stimulus for the students to produce their own writing. He remarked that 'the legends and myths fascinated a lot of kids and brought out discussion of similar things they knew or had heard about'.
- d Teacher D divided the material among groups of students. 'Each group of students presented their work in poster form and described and presented it to the class.'
- e Teacher E reported: 'The cards were divided among different groups - each group working on a different topic. First, each group answered the questions in its section to get a good grasp of the topic. Then each group attempted to communicate its knowledge to the class in an interesting way. The class assessed the quality of the presentation and each group administered a written test with the class. *Papua New Guinea Voices* was used as supplementary material to the cards, e.g. to illustrate aspects of

Why then is there no attempt to play down the skirmishes of in Australia's past, of similar minimal importance today, & certainly insignificant in comparison with the history of Australia's advance to nationhood, and its achievements as a whole?

It takes so much time is spent on exploring alternative lifestyles, etc. Our students are being deprived of the richness of their own traditional culture, and their own heritage of Christian ethics and refinements.

black/white relations, independence, cultural change etc. One group produced the play provided. Others selected poems and stories and read them to the class commenting on the aspects of Papua New Guinean life being illustrated. What I particularly liked about this material was that it was highly suitable for group work and it presented excellent opportunities for highly effective poor group teaching.

Teacher F wrote:

I found the historical sections of the material very useful for documentary work. I also found the material enabled students to realize that history books can be very biased and are not necessarily 'gospel'. In the set history books this year there was only a very brief mention of the Labour Trade from the point of view of the British and no mention was made of the way it was conducted or the results. Students began to see that their traditional ideas of 'barbarians' and 'civilization' were very narrow and often incorrect. They were able to view the Papua New Guinean people in a more humane way and see that there is always more than one side to issues.

In whose opinion?

on what way?

- g To help the students understand the idea of 'colonialism' Teacher G gave students a blank map of the world so they could colour in the countries which, prior to World War I, were former colonies of Britain, France, Holland, Portugal, Spain, etc. This led to a discussion of whether certain countries today could be called modern 'colonizers'.

Some Further Resources

Although many teachers involved in the trials taught successfully with only the material in the kit, others found their treatment was enhanced by arranging beforehand to have some of the following resources available:

Additional book material (see list of references)
Newspaper cuttings (which are often factually incorrect)
Maps
Pictures
Artefacts
Films
Slides or filmstrips
Tapes or records.

(Pages 10 & 11)