



"Righteousness exalteth a nation..."

**SOCIETY
TO
OUTLAW
PORNOGRAPHY**



"Seek that you may excel..."

**COMMITTEE
AGAINST
REGRESSIVE
EDUCATION**

OFFICIAL PUBLICATION OF 'STOP & CARE'
[Registered by Australia Post - Publication No. 0012921]

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SOMEONE IN THE NATIONAL PARTY HIERARCHY IS PANICKING - WHY!!

DID YOU READ ABOUT THE UNUSUAL STEP THEY TOOK??

AND ALL BECAUSE THIS EDUCATION BILL IS SUCH AN IMPORTANT STEP IN THE STRATEGY FOR WORLD GOVERNMENT
BY THE POWERFUL SOCIALIST UNITED NATIONS

CAN DEMOCRACY REALLY EXIST WHEN PEOPLE ARE "GAGGED"??

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The intention of the Education Bill is to bring the DISABLING

WORDS WORLD GOVERNMENT - QLD AMENDMENT BILL IMPLEMENTS UNESCO POLICY

The intention of schools in Queensland to implement UNESCO's requirements has been evidenced by the Education Act and Another Act Amendment Bill.

Whereas the existing EDUCATION ACT provides for the child with MENTAL OR PHYSICAL DISABILITIES, the AMENDMENT BILL attempts to change the Act in line with UN and UNESCO requirements - by altering the definition to something so broad and vague as to be able to include any type of SOCIAL HANDICAP (such as the influence of the family or church, as described by UNESCO in this article), and dependent for interpretation upon an OPINION (of the Minister or any bureaucrat acting as his delegate).

NOW OUR CHILDREN BELONG TO THE STATE!!

On 25/6/82, the Minister for Education (Hon. W.A.M. Gunn), speaking from the Alice Springs meeting of the AUSTRALIAN EDUCATION COUNCIL, said the Council has endorsed the principle of registration of non-Government schools. He said:

"It is readily accepted that the State has an OVERRIDING responsibility to safeguard the basic interests of the young, not only in education, but in OTHER AREAS."

It may be fair to say that the Government has a "subordinate" responsibility, or a "mandated" responsibility, but when and by whom was the "OVERRIDING [Consider the meaning of this word. Ed.] RESPONSIBILITY TO SAFEGUARD THE INTERESTS OF THE YOUNG" taken away from PARENTS to whom GOD GAVE IT, and given to the STATE, to whom GOD had NEVER given it? Our Lord said:

"Render to Caesar the things that are Caesar's, and to God the things that are God's."
[Mark 12.17]

Parents must not be forced into letting the State take over their responsibilities. Parents are accountable to God for their children's welfare. Wherever did Mr. Gunn get the idea that we have given the State a mandate to usurp our role as parents?? Only if the parent is incompetent in law to make decisions regarding the child's welfare would the State be able to take unto itself the role of directing a specific course of action regarding a SPECIFIC CHILD ONLY. After all, the child derives its life from the parents, NOT from the State nor the Department.

UNESCO AND STATE COLLABORATE TO SOCIALIZY YOUR CHILD

UNESCO asks:

"What is gained by maintaining separate educational systems for particular religious groups?; Should privileged social classes be allowed to retain an almost exclusive monopoly of important groups of schools?;

"The following conclusions were reached:

"that some kind of UNIFIED SYSTEM OF SECONDARY EDUCATION, ...would seem to be preferable to a system composed of distinct types of school;

"It is necessary to emphasize the fact that the ONLY criterion used as the basis of agreement was whether or not a given educational practice was likely to HELP OR HINDER THE DEVELOPMENT OF SOCIAL UNDERSTANDING."

Obviously, so long as UNESCO, through its Education Treaty signed by the Whitlam Government, continues to dominate the education system, the ONLY CRITERION FOR MINIMUM STANDARDS will also be "whether or not a given educational practice was likely to HELP OR HINDER THE DEVELOPMENT OF SOCIAL UNDERSTANDING". This philosophy is being stepped up in Queensland via the registration and control of all schools.

"Mr. Gunn said the Council said it was desirable for the State to oversee the operation of the school so as to ensure that minimum standards are met ... He said that historically the process of registering non-Government schools has served this purpose..." [Media Release, 25.6.82]

This is not so. In the 'historical' case of Canaan College in Victoria, this Christian school was de-registered because it's academic standards were TOO HIGH! (For full report see previous STOP PRESS articles about this and other cases in various States.) One can only assume that the 'standards' referred to by Mr. Gunn are of a NON-ACADEMIC NATURE - perhaps social attitudes, political persuasions, religious beliefs, etc. HOW ELSE can the Government use this Bill, as Mr. Gunn has claimed it CAN, to close down Ananda Marga, Hare Krishna and other such schools, whose academic standards are not generally considered to be the problem??

DETERMINING MINIMUM STANDARDS - ACADEMIC OR PHILOSOPHIC?

At a meeting of the National Party Education Committee, to which a delegation from the Metropolitan Women's Section of the Party was presenting their 'CASE AGAINST THE BILL', it was put to us in support of the Bill that it would also close down any school that was teaching MARXISM! "GOOD!!", we said. However, it seemed lost to them that the Bill, according to this their defence of it, would have to close down all STATE SCHOOLS, whose persistent promotion of MARXIST/HUMANIST/SOCIALIST evils is the root cause of the 'mushrooming' of new Christian schools. There is a sense in which their statement may even prove to be prophetic, for the Bill is causing more and more public discontent with the State School system and its POTENTIAL FOR POWER AND CONTROL, and will certainly lead to an even greater exodus to private schools. Obviously if the Bill allows the closure of MARXIST schools on the basis of philosophy, it can also close CHRISTIAN schools which do not share a Statist philosophy.

Mr. Gunn continues to make references to MINIMUM STANDARDS, being ensured by the Amended Bill, despite having had it pointed out to him many times that the Bill has NOTHING AT ALL to do on the question of ACADEMIC standards, so there is no basis for saying that the Bill will in any way help to preserve high standards in any school, registered or non-registered. The Bill deals almost solely with the methodology of registration and control of ANY OR ALL teaching institutions and persons involved in them. [Despite wide circulation of our objections to the Bill, NONE of our allegations has been PROVED to be baseless, which surely says something for the reliability of our research.]

FASCISM - GOVERNMENT BY REGISTRATION AND CONTROL

In considering this issue, it is disturbing to note that the system of Government which allows social institutions to exist nominally in their own right, but under the registration and control of the State is known, world-wide, as Fascism.

"Fascism is that form of Socialism which retains the FORMS of freedom, of private property, and the church, while totally controlling every area of life....[It] relies on a state school system to control and brainwash the people." (Rushdoony)

Q'LD STATED AIMS REFLECT UNESCO'S PHILOSOPHIC STANDARDS

"Mr. Gunn said that the Council agreed that if ... the standards applied are well-known ... the whole process of registration becomes highly informative to parents and the community in general." [Media Release 25/6/82]

"How can standards be well known if they do not exist? There do not appear to be any standards outlined or defined in the Bill or anywhere else. If they are defined somewhere, it would certainly be informative to parents (and the community) to be told what they are, or for that matter, where they can be found. If the educational standards may be drawn from the Department's 'Aims of Education', then they are recognizably consistent with the UNESCO requirements for the socialization of children through the schools to equip them uniformly for world citizenship.

The following quotations are from Statements of Aims sent to STOP & CARE by the Education Department in response to our request for clarification of Departmental Aims for Education:

FROM 'AIMS FOR PRIMARY EDUCATION IN QUEENSLAND':

'There has been over the past years a marked shifting of emphasis from the MERE INTELLECTUAL TRAINING of children to the DEVELOPMENT OF THE WHOLE PERSONALITY, and a new stress is being laid upon the DEVELOPMENT through self-activity and SOCIAL EXPERIENCES of the gifts and aptitudes children possess.'

'The PREPARATION FOR LIFE provided by the school is, however, GENERAL rather than specific. ... the school must be regarded as a TRAINING GROUND rather than a MERE SOURCE OF INFORMATION.'

'The general tendency to relate education CLOSELY TO LIFE has led to certain modifications of school METHOD. Among these are:-

- (a) The stress placed on the principle of SOCIAL LIVING. ... It should develop SOCIAL MOTIVES AND ATTITUDES.

FROM "AIMS OF SECONDARY EDUCATION IN QUEENSLAND":

"The most recent published declaration of the aims of education in Queensland was made by the Board of Secondary Education in December 1973. The full statement appeared in the Board's Information Bulletin Vol.4, No.2 - March 1974. The following is a modified version:-

'The Student and Society - Aims of education express the needs and hopes of a society ... It seems necessary nowadays to DEFINE SOCIETY AS THE WORLD COMMUNITY. The

'Aims of Education - Education should AIM to ensure the EFFECTIVE working of SOCIETIES WITHIN THE WORLD SOCIETY by programs relating to -

- (i) WORLD CITIZENSHIP (ii) national citizenship (iii) community life
- (iv) FAMILY LIFE

'Aims of Education - Education should provide for the DEVELOPMENT and welfare of the individual by programs relating to :-

- (i) HEALTH - physical, MENTAL and EMOTIONAL (ii) basic skills...

The National Party, along with its Coalition partner, has predominantly sound policies. However, vigilance is required to ensure that their sound policies are implemented. I believe that these policies will serve Queensland far more effectively than the dubious policies of UNESCO.

The reason for conflict in the National Party over the Bill is that many members of the National Party hierarchy are (knowingly or unknowingly) supporting a Bill which is based on UNESCO strategies and which in its essence is contrary to stated National Party policy.

A solution to this problem would be to elect new people into management positions who will honestly support the stated National Party policies rather than allow a situation to develop where M.Ps. are having to defend Bills that in essence contradict their Party's Constitution and stated policies. There should be no conflict between the voice of the management and the collective voice of the members, because the role of management is to reflect the voice of the members, not guide it.

Readers would be well advised to obtain copies of ALL Parties' policy statements and decide for yourself the worth of their policies. Support those people who are endeavouring to govern according to worthy policies for the TRUE benefit of the family and the nation under God and NOT UNDER

:::::UNITED NATIONS' DICTATORSHIP:::::

DEPARTMENT OF EDUCATION

FOR THE INFORMATION OF CABINET.

Summary of results of discussions, about the Education Act Amendments, with those representatives of groups which accepted my invitation.

COMMENTS:::

At best, these representatives were speaking personally and/or conditionally;
At worst, they were mis-quoted and/or misrepresented.

When I contacted one delegate from each of these church groups, I found none who was totally supportive or would commit his church to support it.

Neither of these groups belong to any 'fundamentalist' group.

STOP & CARE is non-denominational, and has some non-Christian members. Our basis is belief in God as Creator and law-giver.

The inference is that orthodox churches do not believe in the authority of Scripture!

Non-state schools in the previous 100 years did not have to operate under this Bill!

The above remarks apply also to this section.

Teachers were not previously subject to this Amendment Bill!

The Bill also removes the protection of the Mental Health Act in regard to deregistration.

Parents want teachers who are trained to teach to a standard -NOT indoctrinate and psychologically socially manipulate children!

If churches, theological colleges and Sunday schools are not intended to be controlled, then WHY are they not shown in the list of exclusions?

SECTION 63 Registration of non-State Schools (pp 23-26)

Supportive: Anglican Church representatives
Catholic Education Office
Lutheran Church representatives
Queensland Association of Teachers in Independent Schools
Presbyterian Church representatives
Christian Outreach representatives

Probably supportive when criteria for registration are made clear through draft regulations:

Westminster Presbyterian Church representative
Reformed Church representative

Not supportive: S.T.O.P. and C.A.R.E. representatives
Committee for Defence of Education Freedom representatives

Note: Those who are not supportive belong mainly to so-called "fundamentalist" groups, who believe in a literal, infallible interpretation of the Bible, notably in the Creation Story in Genesis. They believe in Bible-based education, anything else being seen as "humanistic" education and therefore potentially evil.

They emphasise the prior right of parents over children and deny the State any rights.

They fear that registration will give the State power to control their schools, both in religious beliefs and other curricula.

These groups blatantly accuse the officers of the Department of Education of conspiring to gain control of non-State schools.

They do not accept the evidence of 100 years during which non-State schools have existed without such interference.

SECTION 51 Registration of Teachers (pp 16-20)

Supportive: Anglican Church representatives
Catholic Education Office
Lutheran Church representatives
Queensland Association of Teachers in Independent Schools
Presbyterian Church representatives
Christian Outreach representatives
Westminster Presbyterian Church representative
Reformed Church representative

Non supportive: S.T.O.P. and C.A.R.E. representatives
Committee for Defence of Education Freedom representative

Note: Registration of teachers has existed in Queensland for over ten (10) years, with close to 100% support.

The non-supportive groups desire to employ as teachers persons who primarily share their religious beliefs; they see professional training as of lesser importance.

The type of program used in their schools (especially the Accelerated Christian Education - ACE - program) is structured for the employment of classroom aides.

In addition, these groups are of the opinion that the professional training available in colleges and universities is "humanistic", anti-Christian, and generally debasing.

They wrongly interpret the wording of the Bill to the extent that they fear interference from the State in the curriculum and teaching of their Sunday Schools.

Under the broad definition of 'school', they could easily be included.

SECTION 66 Restriction on conferring and using certain
(pp 26-27)

AN EXPO

The wording of the Bill is radically different from Sec.32 of the University Act, and gives previously unheard-of powers to the Education Dept. The Fraud Squad can adequately deal with bogus awards, etc.

Most representatives of churches or organizations accepted my assurances on this section but some individuals appeared uneasy. They feared that any requirements for accreditation of an award could lead to loss of autonomy in theological colleges, seminaries and Bible halls.

The provisions of Section 66 have existed for eighty years within the University of Queensland Act without friction. Because of the growth in the numbers of universities and colleges the section is properly placed in the Education Act.

Some persons fear the consequences of a change of government, but nothing can be written into legislation to negate their fear.

The status of tertiary awards must be guarded. Nothing more can be done except to reassure those who feel threatened.

SECTION 67 Maltreatment of children (pp 27-28)

STOP & CARE also objected to this section but was omitted.

Objections raised by: Reformed Churches representatives
Committee for Defence of Education Freedom

Note: The objections were that this section of the Bill is "anti-family;" that teachers would become paid informers of the State; that "God has delegated the authority for the welfare of children to the parents ALONE."

The Catholic Office of Education representatives, while supporting the intention of the section, felt that the obligation placed upon the teacher to take certain actions was an unfair imposition.

Powers of the Minister

Various individuals and groups objected to the inclusion of such phrases as:

- .subject to such purposes, as the Minister directs
- .in the opinion of the Minister
- .with the approval of the Minister
- .subject to the Minister

STOP & CARE objects to the Bill taking power from Cabinet, while increasing the power of the bureaucracy. ALL of the Minister's powers and decision-making can be delegated, including the forming of opinions. The Minister should have authority which is more specifically defined, and reserved for himself.

Most were reassured when advised that this was merely a "spelling-out" of the existing powers of the Minister, but some stated that they feared a change of government and a change of minister, and would prefer some built-in safeguard. They were advised that no such safeguard could be built into legislation.

All groups agreed that the Minister is accountable for the proper administration of the Education Act and therefore must have suitable powers.

BRISBANE.

7th May, 1982

W.A.M. GUNN
Minister for Education.

The National Party is constituted 'to fear God and Honour the Queen', but the Education system (a National Party Portfolio) does not adequately reflect this objective - e.g. the teaching of evolution to the exclusion and ridicule of creation (seen also in this Departmental document). In addition, the Referendum of 1910, which, by the will of the people, declared as obligatory on Head Masters of Queensland State Schools, the teaching of Bible Lessons from a specially prepared book of selections from the Authorized Version of the Bible, resulted in the enactment of legislation which removed the word 'secular' from the Act and enshrined the Christian philosophy in our State education system. The Department is not reflecting the aim of the referendum adequately either, and this document tends to ridicule the idea of Bible-based education!

"When education exists to train people to accept 'time honored truths' - to understand the difference between right and wrong - that is TRADITIONAL education. When education exists 'to create independent thinking' that is HUMANISTIC education." [Barbara M. Morris, 'Panic in the NEA!', 'National Educator', California, Vol.10, No.11]

Humanistic education began in USA in the 'progressive' education founded in 1903 by John Dewey (first President of the American Humanist Society, and a signatory to Humanist Manifesto I). He aimed to introduce into USA "National Socialism", later known in Germany as NAZISM, and which he called "COLLECTIVISM". He determined to use the schools as the means of SOCIAL change in order to bring this about, and he did change the aim, content, and methods of education in USA. These changes have been systematically introduced into Queensland from USA, and the parallel with Hitler's methods prior to 1939 is very obvious.

WAS THIS A DELIBERATE ATTEMPT TO MISLEAD CABINET??

AN EXPOSE OF THE EDUCATION DEPARTMENT'S DOCUMENT DATED 7/5/82,
RELATING TO THE EDUCATION ACT AMENDMENT BILL

=====

I believe the above Departmentally-prepared document presented to Cabinet by the Education Minister, contains half-truths and untruths, such as could be interpreted as a deliberate attempt to mislead Cabinet by invention, misdirection, and incredibly false statements about the doctrines of certain churches.

CHURCHES' POSITION MISREPRESENTED!

I find it very strange, to say the least, that Mr. Gunn should have allowed his name to be associated with this document, in view of what was told him, in the presence of the top two Departmental officers (Mr. Gilmour and Mr. Hamilton), by members of the STOP & CARE delegation (including the adamant assertions of three Christian ministers, a Presbyterian, an Anglican and a Baptist, that their churches believe in the truths of Scripture, and that they have made no official pronouncement on the acceptability or otherwise of the Bill). I even offered to give Mr. Gunn a copy of the letter I was reading to him as evidence that Archdeacon Newell had told me:

"The matter has not received any attention in our Diocesan Synod which I suppose is the only body which could pretend to form any official viewpoint. Even there I guess one would have to say that not all Anglicans can be bound by an expression of opinion within Synod."

Had Mr. Gunn's reaction to the evidence so far been more encouraging, I would have added that I also had a letter with me written on 16/2/82 by the Catholic Archbishop of Brisbane, wherein he expressed 'surprise' and 'worry' over Mr. Gunn's statement in the 'Telegraph' on 22/1/82 - "Mr. Gunn said the proposed changes were acceptable to the mainstream churches..."

Archbishop Rush ended his letter with reference to this matter as "one of vital importance to Catholic schools", and expressed gratitude to the person who had drawn attention to it. He also said - "As a result of strong representations made by our Education Office to the Minister, he will meet our representatives for discussion next week. [A month after the phoney statement!!Ed]

As Mr. Joyner asked the Minister in his letter of 22/4/82 (published in 'STOP PRESS' Vol.11, No.5), we again ask "When are we to take any notice of ANY communication emanating from the Education Department?"

HUMANIST "SMEAR" ATTEMPT

Incidentally, contrary to the Education Department's attempt to label non-supportive groups with an appellation that Humanists use to 'smear' certain independent churches that they greatly fear, in fact neither of the two community groups named in the document belong in any way to the so-called "fundamentalist" groups. While I myself happen to be Anglican (embracing the Moore Theological College teachings basically), STOP & CARE, with its widely varying membership is non-denominational - just Christian in its world-view and purpose.

DOCUMENT IS A JUDGMENT AGAINST THE EDUCATION DEPARTMENT!

By its untrue statements and false contrasts that it draws, this document is really a judgment against the Education Department itself, rather than against any of the bodies it seems to be attempting to denigrate. In fact I believe this example of the dubious activities and apparently hostile attitude of some of the education bureaucracy provides Cabinet with grounds for justly asking for the resignation of all of those officers involved in the preparation of this misleading account.

The Department's attack on Scripture (Genesis) and, by innuendo, Christian churches, has the distinct mark of militant Humanism. It is indeed a novel and most dangerous diversion from Public Service duties, even for those who might be Humanistic in thought if not in voice within the Department. Are they already dictating what churches can believe and teach - in readiness perhaps for when/if the Bill becomes law??

Most certainly, godless Humanists do not believe in the truths of Scripture - so, is the anti-God slant of this departmentally-prepared document really an acknowledgment of the truth of my suspicion that Mr. Gunn's bureaucrats are, overall, Humanistic and intent on inserting into the curriculum godless, anti-church, anti-family schemes - culminating in this Amendment Bill? Clause 17 actually discloses that the Department is interfering with the character of classroom Bible Lessons as legally established by Referendum of the people and inserted in the Act by Sec.20. How can bureaucrats pompously repeal what the people voted in?

PARLIAMENT WAS ALSO MISLED BY DEPARTMENT (OVER MACOS - REMEMBER?)

This is not the first time that I have had to provide evidence of the Education Department's having misled Cabinet - Hansard records the incident involving the MACOS Teachers' Book, omitted from the Kit supplied to Parliament, and stated to be 'non-existent', until I arranged for a copy to be tabled through Mr. Lin Powell, (since it was the most damning evidence against MACOS that I had received from America).

Is this a tactic of the Education bureaucracy by which they hope to defend their indefensible position, and which allows them to 'get away' with so much, to the embarrassment of each successive Education Minister?



I have informed the Premier, the Deputy Premier and other Cabinet Ministers of this serious attempt by the bureaucracy to gain unfair advantage over parents and churches through giving this mischievous misinformation to Cabinet. Have the bureaucrats NO BETTER WAY of defending their 'precious' amendments??

CHURCHES REQUESTED TO DENY IMPLIED ALLEGATIONS

I have already requested each of the Churches named in the document to write to Cabinet members, denying the implied allegation that they -

1. do not believe in the inerrancy of Scripture;
2. do not believe in creation as recorded in Genesis;
3. do not believe in Bible-based education;
4. do not emphasize the prior right of parents over children, as opposed to State ownership of children (often stated or implied by the Department, and, recently, even by Mr. Gunn.)

Each Church representative to whom I spoke had been involved in the discussions with Mr. Gunn, and each took exception to being (under the cover of departmental secrecy) falsely misrepresented in the above fashion. They all asked me for copies of the document. [READERS: Would you also bring this to the attention of your Church or the Premier?]

DISSENTING NATIONAL PARTY BRANCH OMITTED FROM OBJECTORS LISTED

I should also point out that as well as the two non-supportive groups mentioned (and STOP & CARE should have been included under each section), there was also at least one other delegation - from the Windsor Branch of the National Party - that spent some time with Mr. Gunn presenting him with written objections against the Bill, sectionally as well as in toto. Their complaints about the Bill are not documented along with the other groups in this information sheet. (I wonder why?)

I know of two other National Party Branches that also unanimously passed resolutions seeking the immediate withdrawal of the Amendment Bill. Unfortunately, they were advised that Party machinery now denies Branches the right to send delegations to the Minister.

I am told that Mr. Gunn commented to the Windsor Branch delegation on the fact that no other Branch had sent a deputation along to talk to him about the Bill. No wonder, when they are being 'GAGGED'! (It would never do for it to be known that the Bill does not have grassroots support)

PANIC IN HIGH PLACES!

Yes, someone in the National Party hierarchy is panicking - for fear it might become known that something is radically wrong with the Amendment Bill, and that not all Branches have been fooled into taking it at face value!! Those that have investigated the WORDING want the Bill WITHDRAWN IMMEDIATELY - and they deserve the chance to be heard!

CAN YOU HELP IN THE CAUSE OF DEMOCRACY?

Seeing that National Party members (many are 'STOP & CARE' members) are prevented by the Executive Director from making direct contact as Branch delegates, with Cabinet Ministers, or with other Branches independently, so as to pass on unbiased factual information about the Bill, it seems that here is an opportunity for "STOPPERS & CARERS" to help in the cause of Christian liberty and democracy

As one member put it to me: "The collective wisdom of the majority of NPA members is being over-ruled by the controlling minority"

WILL YOU MAKE AN EFFORT TO CONTACT ONE OR MORE NATIONAL PARTY FRIENDS, MPs OR CONFERENCE DELEGATES, AND PASS ON WHAT YOU FEEL IS USEFUL OUT OF THIS 'STOP PRESS'? THANKS!

"The good influence of godly citizens causes a city to prosper, but the moral decay of the wicked drives it downhill." (Prov.11.11 LB)

Q'LD. NATIONAL PARTY CONFERENCE - SOME OF THE RESOLUTIONS :

"That the Education Act Amendment Bill be withdrawn in view of widespread parent opposition and redrafted to clearly state that (a) 'PARENTS HAVE PRIOR RIGHTS IN THE EDUCATION OF THEIR CHILDREN' and, (b) 'FREE CHOICE OF SCHOOLS TO BE ENCOURAGED IN KEEPING WITH THE PARTY PHILOSOPHY OF FREEDOM OF CHOICE.'"

"That ENGLISH BE THE ONLY COMPULSORY LANGUAGE IN ALL SCHOOLS FROM PRIMARY TO MATRICULATION GRADES IN QUEENSLAND, and IN AUSTRALIA, and that a pass in English be required in all upgrading irrespective of the other subjects involved."

"That this Conference supports the Government in their stand AGAINST THE QUEENSLAND TEACHERS UNION'S present policy of irresponsibly interrupting the education of Queensland children by threatening STRIKE ACTION in our schools."

PLEASE NOTE: Here is an opportunity for YOU if you would like to speak to these important issues - THE NATIONAL PARTY CONFERENCE AT CALOUNDRA - 22-25TH JULY.

RONA JOYNER.

of this
arches
better



SOCIETY
TO
OUTLAW
PORNOGRAPHY



COMMITTEE
AGAINST
REGRESSIVE
EDUCATION



The Director: Mrs. H.S. Joyner.
P.O. Box 162, MARGATE, 4019.
Ph.No. 07-284.3575

[COPY/The Premier and other Government M.Ps.]

6th May, 1982.

Hon. W.A.M. Gunn, MLA,
Minister for Education,
M/S 546,
FOREST HILL, 4342.

Dear Mr. Gunn,

Re PUBLIC DISCUSSION ON THE EDUCATION BILL

On 30th April, shortly after I had spoken on 4BC Talkback Radio about parts of your letter to the 'Courier-Mail', I was excited to hear Mrs. Sully come on the air with the offer to give both you and the public the opportunity to gain a real insight into the reasons why such vast numbers of informed people have such grave misgivings about this controversial Education Act Amendment Bill.

STOP & CARE, and our affiliated bodies, would welcome this opportunity for public exposure of the actual WORDING of the Bill (which so far has been conspicuous by its absence from any pro-Bill arguments).

In our opinion, Mr. Minister, it would be both wise and politically profitable to respond to the voice of those who are normally coalition supporters (many of us tireless workers at election time), but who now, because of Departmental failure to deliver an honest-to-policy Bill, see themselves as eventually becoming the VICTIMS of a preposterous piece of anti-free-enterprise, anti-family, anti-Christian legislation.

Since I first raised the issue of this Bill on 29/11/81, I have made a point of explaining to people, that what the Minister is saying is true -

- (a) that the GOVERNMENT does not intend to interfere with people's beliefs;
- (b) that the GOVERNMENT wants all children to receive a sound education;
- (c) that parents must ensure that each child receives efficient instruction;
- (d) that the GOVERNMENT does not intend to disapprove of non-state schools on the basis of religion;
- (e) that the GOVERNMENT has no wish to eliminate the non-state school system;
- (f) that church members who say they agree with parts of the Bill probably mistakenly imagine that the Bill is putting into effect the above good intentions of the Government.

BUT - and this is the whole crux of the matter - it is NOT the Government that drew up this Bill, but the EDUCATION DEPARTMENT! I continually emphasize that this new Bill will NOT safeguard the non-state school system as parents (and the Government) want it safeguarded! On the contrary, the BUREAUCRATIC POWER AND CONTROL that this Bill will give to the Education Department will be such -

- (a) that the EDUCATION DEPARTMENT will be able to socially engineer the beliefs and attitudes of all children in all schools;
- (b) that the DEPARTMENT will be able to impose on all children in all schools their present policy of under-emphasizing academic instruction and the acquisition of knowledge;
- (c) that the DEPARTMENT will be able to de-register (and close) non-state schools as the Victorian bureaucracy has already done - on the grounds that their schooling in the basics is too concentrated (and therefore over-efficient and a threat to the State Schools!) For instance they certified the A.C.E. programme academically A1.
- (d) that the DEPARTMENT will have the power to eliminate, not only non-state schools, but also non-conformist teachers, by the process of de-registration and total control of their employment as teachers, no matter who the employer.

Dear sir, It is NOT what the GOVERNMENT is trying to do that has us concerned, BUT what the BUREAUCRATS are trying to do! I will leave you to ponder on this truism

"WHATEVER THE BUREAUCRACY WANTS TO ULTIMATELY CONTROL,
IT FIRST SUBSIDIZES."

Yours faithfully,

Rona Joyner
Director.

READERS: A letter similar to this was also sent out to 85 newspapers (some interstate).

Please let us have cuttings of those published in your area. Thanks.

EDUCATION

SIR,

The much maligned Queensland Government appears to be riding high on an unexpected wave of popularity with the Queensland Teachers Union, the Metropolitan Media, the State Opposition and the State P & C over it's Education Amendment Act.

Since the Bill's deferment last December there has hardly been a squeak by these usually noisy bodies, who can always be relied upon to berate the so-called conservative policies of the N.C.P.

The Amendments in the Act are revolutionary. Perhaps that explains their silence.

For example:

The Bill gives teachers the power to report "suspected" maltreatment of children WITHOUT the knowledge of parents, and places the teachers above the law, if the reporting was done "in good faith" (an undefined phrase).

Child Maltreatment, by the way, is covered in the Criminal Code, so has no place in an Education Act.

Parents may be fined \$500 if a child disrupts a class, or "wilfully disturbs". Again an undefined phrase lacking definition in the Bill.

Parents may be fined \$500 if "trespassing" on school grounds. One immediately asks, "What have they got to hide?"

Parents may be fined \$500 if "upbraiding" a teacher in the hearing of a pupil. What does upbraid mean? Again an example of poorly defined wording. Surely such vagueness should NOT be in Legislation.

Compulsory registration of Teachers. An unregistered, or co-registered Teacher may not be employed. Will this eventually include Music Teachers and Sunday School teachers? The Bill DOESN'T say it excludes these, and besides, who can claim to be the sole repository of all wisdom in education, whether registered or not?

These few points show that this Education Amendment Bill seeks to control. It wishes to control parents, teachers and children. If this is not the case why have these vague clauses and phrases been included. Politicians tell us we are reading "into" the Bill too much. Well then, let the Bill be more specific and spell out what it intends and does not intend.

Parents can scarcely be blamed for over reacting when the Bill does NOT:

Grant them the right to educate their children as they wish.

Grant privately run Christian or Parent controlled (or any other) school a right to exist without registration which makes it compulsory to conform to state education standards.

This Education Amendment Act is frightening and ill defined. Legislation is NOT given to various interpretations. It stands as it is written. We cannot hope for favours when this becomes law. It is NOT FOR NOTHING that radical bodies such as O.T.U., branches of the Opposition, Civil liberties groups and the metropolitan Media etc, are silent on this issue.

They can scarcely believe their luck.

MRS. H.E. CAMERON
P.O. GUNALDA

EDUCATION

SIR,

In late November 1981 the people of Queensland voiced their widespread disapproval of a Bill entitled 'The Education Act and Another Act Amendment Bill'. Queenslanders were shocked to find that this Bill would remove from parents their God-given and precious freedom to choose the kind of education they desire for their own children and bring ALL education under the control of a few bureaucrats. THIS BILL ASSUMES THROUGHOUT THAT CHILDREN DO NOT BELONG IN THE CARE OF PARENTS ALONE BUT BELONG TO THE STATE!

One expert on Constitutional law has publicly described the Bill as "monstrous" and says that it must be "unequivocally withdrawn".

In spite of all this, Mr. Gunn, Queensland's Education Minister is resolved to see this pernicious legislation become law. It is clear that those who want to bring in this Bill have little regard for public or legal opinion.

UNLESS THE CHRISTIAN PEOPLE OF QUEENSLAND REJECT THIS LEGISLATION IN MASSIVE PUBLIC PROTEST IT WILL BECOME LAW IN MARCH OF THIS YEAR.

Why should this Bill Be Withdrawn?

A. This Bill removes from parents the right to determine their own children's education and training and gives a few bureaucrats power to control or close any non-government school.

B. This Bill removes from parents and church boards the right to choose their children's teacher's and gives to a few government employees power to control or remove private (non-government) school teachers.

C. This Bill will remove from private educators or Christian colleges the right to grant any award for any subjects studied after High School.

D. This Bill is Anti-Family. Section 67.

As it stands, this legislation could be used to control, fine

and even those engaged in government education. The could be used in to bring all teachers under Government Control

Those who are pushing the Bill keep insisting that the government has absolutely no intention of using it to take away the freedom of those involved in non-government education. Such assurances are not to be trusted. Once a Bill becomes law, then WHAT THE LAW STATES IS WHAT THE PEOPLE MUST LIVE WITH.

What you must do now! Write a letter to the Premier, the Education Minister Mr. W. Gunn and your local member stating why you disagree with the proposed Bill in your own words, and concluding - "I therefore submit that this proposed Education Act and Another Act Amendment Bill BE WITHDRAWN IN TOTO".

"WORRIED PARENT"

TELEGRAPH, TUESDAY, JUNE 1, 1982

Sex education in schools opposed

SIR. — I would like to set the record straight following the article on the possible introduction of a human relationships course incorporating sex education, in Queensland State schools (Telegraph, May 18).

It is not correct that "all established Queensland churches support the introduction of a human relationships course incorporating sex education, in state schools".

As a member of the committee headed by the Rev. Alan Male, I represent the Presbyterian, Assemblies of God, Seventh Day Adventist and Church of Jesus Christ of Latter Day Saints churches, all of which strongly oppose, on solid

evidence, the introduction of sex education courses at state schools.

While we believe youth needs sound knowledge in all aspects of human relationships, the time-honored sphere for the teaching of sex is the home, where help should be given parents in carrying out their God-given responsibility in this most sensitive personal and private area of life. — (Rev.) H.W. Bartholomew, Assemblies of God.

"We can do all things through Christ who strengthens us." [Philippians 4.13]

LETTERS TO THE EDITOR

Dear Mrs. Joyner,

I wonder if you could spare me a couple more copies of your November Newsletter and pamphlets as I would like to introduce your work to others.

Feel free to use the donation of \$500 to the best effect and advantage of your STOP & CARE work. Remember, your continued good health is important. Best wishes.

A. SYDNEY, N.S.W.

Dear Mrs. Joyner,

While we have been in Australia for a few years, I have appreciated your research and activity in keeping Christians alerted as to what is going on in our society.

Enclosed is a donation of \$50. We pray for our society and government and for you in your leadership of STOP & CARE. Warm Christian greetings.

D. Greenslopes, QLD.

Delegation to the Premier - 26th May, 1982

SUBMISSION RE EDUCATION:

Thank you for giving us the opportunity to present our views.

We are women from a wide section of the community, from many different denominations and organisations. Our common bond is that we are members or supporters of the National Party and are concerned about the implications of the enactment of the EDUCATION ACT AND ANOTHER ACT AMENDMENT BILL.

We believe that the recent High Court decision in relation to International Treaties could be used to empower the Australian Government to overrule State Governments and to force them to use the education system to mould all students to adopt the philosophy of the Communist-controlled United Nations.

Some of the International Treaties which Australia has ratified, or signed with ratification pending, include UNESCO EDUCATION TREATY and others on RACIAL DISCRIMINATION; SEX DISCRIMINATION; CIVIL AND POLITICAL RIGHTS AND SOCIAL AND CULTURAL RIGHTS.

We have prepared a chart showing the political action machinery set up by successive Australian Governments to bring about the attitude and value changes in Australian citizens required by these treaties. Our chart shows just three - THE AUSTRALIAN SCHOOLS COMMISSION; THE NATIONAL WOMEN'S ADVISORY COUNCIL AND THE HUMAN RIGHTS COMMISSION.

Just as the Curriculum Development Centre produced the SOCIAL EDUCATION MATERIALS PROJECT (SEMP) in response to Article 5.1 (a) of the UNESCO TREATY ON EDUCATION (refer Senator Carrick's Third Periodic Report from Australia concerning the application of the Convention Against Discrimination in Education, 1975) other international treaties prompt the development of attitude changing concepts in education in topics like NON-SEXISM (QUEENSLAND UNIVERSITY employs a UNESCO-commissioned educator to allocate resources and plan teacher training for changing sex roles (Cairns Post item); HUMAN RELATIONSHIPS AND MULTICULTURALISM.

Because the Minister for Education has made available details of the State Education Department's policy on MULTICULTURALISM, we have selected this topic as the vehicle to demonstrate how the BILL could be used to prevent excellent schools, and teachers, from operating in the state of Queensland.

The Minister for Education, in a letter to Mrs. Hayden (25.3.1982), quoted from the Cabinet approved, gazetted policy statement on MULTICULTURALISM, explaining that-

"The curriculum (the total learning experiences provided through the school) should be multicultural in choice of content and global in perspective."

The Minister also referred to a copy of "EDUCATION FOR A MULTICULTURAL SOCIETY", which he said would be useful "for any further clarification you may seek in relation to our views on education for a multicultural society".

It should be noted that in 2.11 the paper states that "The earlier policy of ASSIMILATION which was designed to remodel citizens for conformity to a single, homogenous mould has been seen as INAPPROPRIATE".

No mention is made of who made this decision, or why it was decided that assimilation was undesirable, but we suggest that it was in response to the appropriate international treaty.

4.1 (page 10) outlines methods to be used in "sensitising" schools so there can be.. "in all schools a total curriculum permeated by multicultural objectives"

4.2 (page 12) "In considering the task of sensitising schools, the commitment of the individual teacher is paramount" ... "then the teacher must be philosophically committed to its aims".

The same item advises that non-conforming teachers "may require a lengthy sensitization process which involves self-analysis and re-learning on the part of these teachers".

5.2 (page 21) "It is not envisaged that Queensland schools will have great difficulty developing a multi-cultural perspective in school programs once it is incorporated in curricular guide-lines at the STATE LEVEL (emphasis ours), and once teachers become sensitised through the recommended pre-service/in-service programs".

With the Cabinet-approved policy requirements stated so clearly, we present a review of the type of questions which Inspectors ask when examining non-state schools, remembering that the BILL provides for SCHOOLS AND TEACHERS to be prevented from operating if they do not meet the requirements of the MINISTER.

Inspector's Questions: "Does the range of subjects cover the subject areas taught in schools?" (These are then set out)
"Are the contents of the courses of study compatible with Queensland syllabus requirements?"

The BILL states in Part IX NON-STATE SCHOOLS -

s.63. Non-State schools to be registered. (1) The Director-General shall establish and maintain a register of non-state schools registered under this section which in the opinion of the Minister are providing or are able to provide satisfactory facilities and efficient and regular instruction in a range of subjects and activities acceptable to the Minister.

s.63 (7): If, in the opinion of the Minister, a registered school is not providing satisfactory facilities and efficient and regular instruction in a range of subjects and activities acceptable to the Minister, the Minister may require the person maintaining the school to show cause why the school's name should not be removed from the register and the school ordered to be closed.

The proposed amendment has ample provision to refuse registration, and hence freedom to operate, to any school or teacher not prepared to submit to the sensitisation process and the re-learning of attitudes and values prescribed by the State Education Department.

We ask that this BILL not be reviewed in isolation, but as an important part of the political action machinery used to ensure that all students, in State and non-State schools, absorb the multi-cultural, non-sexist values necessary for them to replace the religious, moral and patriotic values traditionally held by Australians, and so they will accept citizenship under the one-world government of the Communist-controlled United Nations.

We also ask that the BILL be rejected, and that any changes to the Education Act protect the rights of parents to choose for their children the type of education that will equip them with the basic tools of learning, literacy and numeracy, and training in traditional religious, moral and patriotic values, and that assessment of all schools, State and non-State, be determined through EXTERNAL EXAMINATIONS. [Presented on behalf of the group by Mrs. J. Butler.]

USING CHILDREN AS TOOLS FOR "SOCIAL CHANGE"

COMMENT BY DIRECTOR: Another concerned citizens group ('The Committee for the Defence of Educational Freedom') had also been granted an appointment with the Premier on the 26th May, and so the Premier and his two colleagues received a total of several hours' of input from many parents and teachers, on the Bill in particular and on education generally.

As a result of the evidence that was produced of the REAL state of the education system, and the Department that runs it, the Premier expressed his regret and embarrassment at the type of school programmes and activities that the Education Department is apparently providing and promoting. In very strong terms, he emphasized to the Minister and the Director-General the urgent need for them to IMPROVE the situation forthwith. [PARENTS, PLEASE NOTE!]

The Premier showed that he understood our concerns and he was most sympathetic towards our direct request for new specific AIMS FOR PRIMARY AND SECONDARY SCHOOLING to be determined, and for an itemized CORE CURRICULUM to be established, along with the return of EXTERNAL EXAMINATIONS. He recognized that these would be effective measures towards removing the opportunities for objectionable behavioural engineering of children that are provided under present classroom conditions. [ACTIVISTS, PLEASE FOLLOW THIS UP!]

WHAT TO LOOK FOR.

As a result of the Premier's interest, and to assist him in rescuing the education system from the humanist and socialist influences that have plagued it for some time now, I sent him the following list (abbreviated here) of the emphases found in textbooks, classroom materials and teachers' guides, that are all indicators of the 'SOCIAL CHANGE' PHILOSOPHY of the Education Department and many of its inspectors and teachers:

personal and family problems of the child; sociological problems to be solved by social scientists and bureaucrats; moral questions as open, relative and debatable; total equality as an absolute value; bias in political controversies; internationalism at the expense of nationalism; all change is good and inevitable; dependence on government for all needs; environmental determinism; society to blame for problems; evolution as fact; violence, etc., as 'real life'; Christianity as authoritarian, intolerant, etc.; use of humanistic techniques violating religious freedom, e.g., role-playing, diaries, death education, questionnaires, values clarification, etc.; EXCLUSION OF TRADITIONAL VALUES, e.g., loyalty to God, home and country, faith, unselfishness, self-sacrifice, pride of accomplishment, liberty, limited government, Christian or Anglo-Saxon-Celtic culture, individual responsibility, scientific evidence and support for creation, etc.
[CO-WORKERS/LETTER-WRITERS, BOMBARD MINISTERS AND MPs WITH THIS INFO!]

I also sent the Premier a copy of the "Statements of Policy Related to Certain Areas of Curriculum" that were adopted in 1976 by the Board of Education of Frederick County, Maryland, for implementation in all Frederick County Schools. [WRITE FOR YOUR COPY OF THESE AND SPREAD IT AROUND ALSO.]

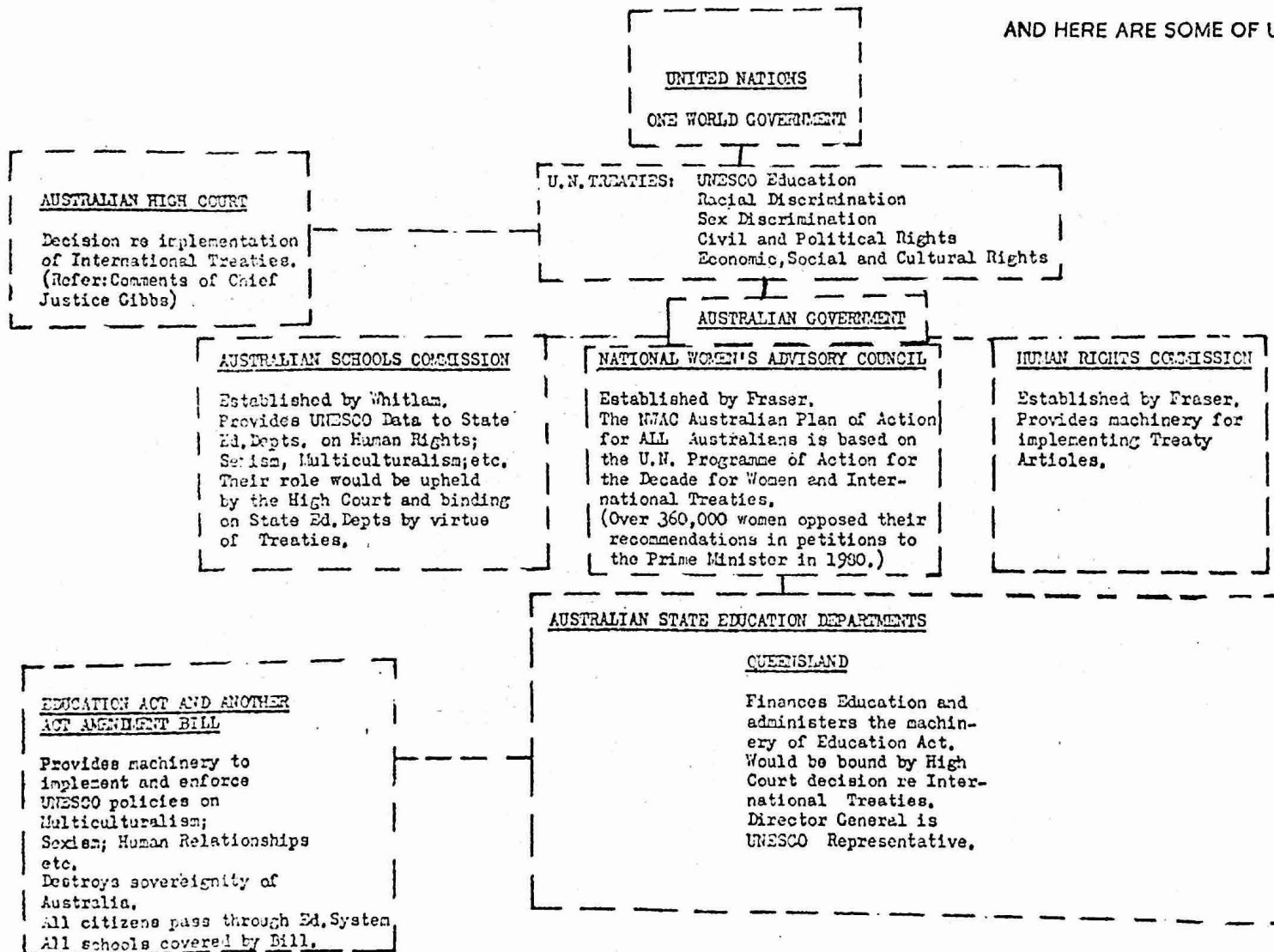
ONE-WORLD GOVERNMENT BY UNITED NATIONS TREATIES
THE EDUCATION ACT AMENDMENT BILL PROVIDES THE MACHINERY NEEDED
TO ENFORCE UNESCO POLICIES

AND HERE ARE SOME OF UNESCO'S POLICIES:-

1. To educate the 'whole' child in preparation for world citizenship.
2. To correct what they consider to be errors in the home training of the child.
3. To cultivate and develop world-mindedness in both children and parents.
4. To use every means to combat family attitudes that favour jingoism.
5. Through the children, to educate parents to adopt an attitude vastly different from that of the great majority of adults.

These policies are already being implemented through social science and other avenues, and multiculturalism in education will hasten the process.

This is not surprising considering that the Director-General of Education is one of UNESCO's representatives in Australia!! WE CALL FOR HIS RESIGNATION., as the two jobs are in opposition.



TOWARDS WORLD GOVERNMENT

THE UNE
OBSTACLES CAU
From

THE UNESCO CONCEPT OF EDUCATING THE WHOLE CHILD FOR WORLD-CITIZENSHIP

To enable readers to comprehend the grave danger that UNESCO represents -

1. to God's two beloved institutions, the Church and the Family;
2. to free society in general; and
3. to our conservative Government in particular;

here are some representative quotations from the UNESCO publication (1949), "THE EDUCATION AND TRAINING OF TEACHERS: TOWARDS WORLD UNDERSTANDING" Book II:-

ON CHANGING THE AIMS OF EDUCATION:

"One of the chief aims of education today should be to prepare children and young people IN SCHOOLS THROUGHOUT THE WORLD TO BECOME INTELLIGENT MEMBERS OF A WORLD SOCIETY."

"In the primary school years a child grows in FOUR main ways - physically, intellectually, EMOTIONALLY and SOCIALLY. THE FUNCTION OF THE PRIMARY SCHOOL IS TO ENCOURAGE SUCCESSFUL GROWTH OF ALL FOUR KINDS. It is still a fair criticism of the average school that, because of ITS PRE-OCCUPATION WITH FACTS AND MECHANICAL SKILLS, IT OVER-EMPHASIZES INTELLECTUAL GROWTH and pays INSUFFICIENT ATTENTION TO PHYSICAL, EMOTIONAL, AND SOCIAL NEEDS."

"Because of failure to adopt a wise approach to child growth and development, the primary school still tends to function AS IF IT WERE AN INSTITUTION FOR THE ABOLITION OF ILLITERACY, instead of the place WHERE CHILDREN MAY DEVELOP, HAPPILY AND NATURALLY, IN THE FOUR MAIN WAYS mentioned above."

"There is need for reforms which will give the pupils A NEW SOCIAL OUTLOOK." "We believe these SOCIAL SKILLS are most likely to develop in a school system where emphasis is placed on the DEVELOPMENT OF MATURE PERSONS rather than the MERE ACQUISITION OF KNOWLEDGE AND MECHANICAL SKILLS."

ON CHANGING THE ROLE OF TEACHERS:

"EDUCATION... should, above all, train the pupil's mind, and foster certain invaluable MENTAL abilities."

"The study of child psychology is, therefore, much more important than the study of methods of teaching." "It would mean practical acceptance of the principle that, in human development, there are recognizable STAGES OF MATURITY, (which is Kohlberg's theory.) It would mean also genuine acceptance of the view that each aspect of growth and development - INTELLECTUAL, PHYSICAL, EMOTIONAL, SOCIAL - is an integral part of a total process of growth."

"We hold that in a very real sense "wars begin in the minds of men", that war is a MENTAL disorder strictly analogous with the psychological diseases it sometimes causes. Therefore we regard it as a matter of first importance for SOCIAL and INTERNATIONAL living that educators should be more concerned with the child, and the healthy development of his BODY and MIND than with the CONTENT of the various SUBJECTS which go to MAKE A SCHOOL CURRICULUM."

THE UNESCO TEACHING THAT THE FAMILY

POISONS AND INFECTS THE CHILD AGAINST WORLD-CITIZENSHIP

The following illuminating quotations are from UNESCO's "IN THE CLASSROOM" (Book V in the series):-

"The SCHOOL can do little if PARENTS INFECT THE CHILD with that SCLEROSIS OF THE MIND which makes so many incapable of appreciating the worth of anyone not belonging to their class, confession, political party or COUNTRY."

"It is most frequently in the FAMILY that the CHILDREN ARE INFECTED WITH NATIONALISM. NATIONALISM is the MAJOR OBSTACLE TO THE DEVELOPMENT OF WORLD-MINDEDNESS."

"As long as the child breathes the POISONED AIR of NATIONALISM, education in WORLD-MINDEDNESS can produce only rather precarious results."

"It is frequently THE FAMILY THAT INFECTS THE CHILD with extreme NATIONALISM. The SCHOOL should therefore use the means described earlier TO COMBAT FAMILY ATTITUDES that favour jingoism."

"How can PARENTS be persuaded to adopt an attitude so different from that of the GREAT MAJORITY OF ADULTS? It has been said that it is the CHILDREN who educate the parents. Let THE SCHOOL then MAKE USE OF THIS LEVERAGE... the SCHOOL influences the FAMILY by the very action it brings to bear on the PUPILS."

THE UNESCO CONCEPT OF PARENTAL INFLUENCE - A SOCIAL HANDICAP !

OBSTACLES CAUSED BY FAMILY PRESSURES

From the UNESCO's Book VI "THE INFLUENCE OF HOME AND COMMUNITY ON CHILDREN UNDER 13:-

"Social experience will teach the child the rights of others ... but if his personality has already been distorted by parental mismanagement, his social integration is likely to be unsatisfactory"

"IN THE CLASSROOM WITH CHILDREN UNDER 13 YEARS OF AGE" (Book V) has much to say about this matter of obstacles in the way of progress to ONE-WORLD GOVERNMENT:-

"Psychology has clearly revealed the decisive influence of the FAMILY ENVIRONMENT."

"The family tends at present to become a very small group. ... Under such conditions WORLD-MINDEDNESS is NOT given much opportunity to develop. When the only child or the two children thus brought up enter school they are ill-prepared to become members of the group formed by the class. In many cases, ... they would unite with this richer, more varied group if their PARENTS DID NOT INTERVENE by saying: 'I don't want you to play with those children; they are not our sort!'"

"The integration of the child in the school group becomes impossible for the same reason that makes his integration in the local community impossible, i.e., the NARROW FAMILY SPIRIT of the PARENTS."

"The family may, in fact, not only compromise ... the eventual integration of the child in the human community by preventing him from joining the group of his peers in a normal way, but it may also CULTIVATE ATTITUDES running directly counter to the development of international understanding ... If every judgment pronounced on the way of life of other nations is dictated by NARROW-MINDEDNESS; if pleasure is taken in pointing out everything unpleasant and reprehensible in the manners and customs of other countries, then the way to WORLD-MINDEDNESS IS OBSTRUCTED."

"The parents (should be) brought by talks with the teacher to admit, in theory, that their NARROW FAMILY SPIRIT, ... threatens the integration of their child in the school."

"Before the child enters school his mind has already been profoundly marked, and often injuriously, by earlier influences; but the process of schooling may exercise a decisive effect..."

SPECIAL EDUCATION FOR THE SOCIALLY HANDICAPPED CHILD (Book V cont.)

"Teachers must endeavour by every means to REMOVE THE OBSTACLES ... and to MODIFY THE 'NATURAL' ENVIRONMENT so as to favour their purpose; for the influence of this environment on the DEVELOPMENT OF WORLD-MINDEDNESS is usually much greater than that of the environment constituted by the class." [As I have explained many times before in speeches and articles, this was the reason why ENVIRONMENTAL STUDIES, ENVIRONMENTAL EDUCATION, BEHAVIOURAL MODIFICATION, and other psychological techniques were introduced into the education process. - TO REMOVE THE OBSTACLES! Ed.]

"The methods suggested for awakening the child's sympathy and comprehension for other civilizations [e.g. the psychological techniques such as were used in MACOS. Ed.] can be successful if the parents collaborate or at least ASSENT TO THEIR USE."

"The SCHOOL can cultivate WORLD-MINDEDNESS only if the PARENTS do nothing that RUNS COUNTER TO THE INTENTIONS OF THE SCHOOL."

"It is surprising that an institution which, in roughly ten years, disposes of more than 10,000 hours, has never thought UNTIL NOW of reserving some of these hours, let us say ten, to a subject of such obvious importance and urgency."

* * * * *

Book II on "THE EDUCATION AND TRAINING OF TEACHERS", reveals how UNESCO plans to prepare and use teachers as AGENTS OF SOCIAL CHANGE:

"It is obvious that the need for plans to improve present-day teaching is grave and urgent."

"There is need not only for improvement in the academic sense, but also for REFORMS which will give the pupils A NEW SOCIAL OUTLOOK."

"Thinking of the extraordinary effectiveness of perverted education in Fascist countries, many have imagined that the schools might work with equal effectiveness for peace..."

"What happened in the totalitarian countries was that TRAINING REPLACED EDUCATION. Young citizens, as well as older ones, were trained for obedient service to the State."

"Between TRAINING and EDUCATION there is a great gulf fixed'. Fascist philosophy was plain and clear cut. Mussolini summed it up this way:

'Everything must be for the State; nothing outside the State; nothing against the State'. When a whole nation embraces that simple, if terrifying, philosophy, the task of the school is simple - as simple as a gardener's task in training a plant."

UNESCO has de-
standing' series
Teachers'

EARLY CHILDHOOD EDUCATION TO REMOVE THE OBSTACLES! (Book V)

"We considered what the school can do to encourage this sense of community among children, and what kind of education is most likely to give the citizens of tomorrow the will and the knowledge to promote international collaboration on the widest scale. Our enquiry was limited to children between 3 and 13 years of age.

"It goes without saying that only the barest outline of international understanding can be developed between these ages, and that the process must be continued long after the age of 13. Nevertheless, these earlier years may be indispensable to the education of children for WORLD CITIZENSHIP.

"The KINDERGARTEN or INFANT SCHOOL has a significant part to play in the child's education. Not only can it CORRECT MANY OF THE ERRORS OF HOME TRAINING, but it can also prepare the child for membership, at about the age of seven, in a group of his own age and habits - the first of many such social identifications that he must achieve on his way to MEMBERSHIP IN THE WORLD SOCIETY.

"Should attendance at kindergartens be COMPULSORY FOR ALL CHILDREN?"

"Even if the aim of PREPARING pupils to be intelligent, WORLD-CONSCIOUS PARENTS has not been inscribed in so many words in the curriculum of the ELEMENTARY school, educators cannot think of it too often or too seriously."

* * * * *

USING SOCIAL STUDIES TO CHANGE ATTITUDES (Book II)

"History, geography, economics, civics and current affairs, which are the main elements of a social studies course, can give a background for social understanding... It is recommended that these studies be related to situations which exist in real life, and include some active enquiry and practical experience in the community. Practical work, and the chance it gives to develop skill in making surveys and investigating SOCIAL PROBLEMS, will be a means of enlarging the sympathies of the prospective teacher. ...

"If (social studies courses) are extended to the different problems, customs and ways of life of a number of countries, they can better contribute to an understanding of national and international affairs, and ...standards of living, etc."

"It is important that ALL subjects be studied as records of human experience and endeavour, rather than as logically organized information."

PREPARING TEACHERS FOR THEIR NEW ROLE (Book II)

"One of UNESCO's chief aims was for us to consider how teachers could be helped in encouraging international understanding among their pupils. We discussed how, during the period of child growth and development, attitudes favourable to international understanding could best be developed.

"The central concern was child growth and development ... and how teachers could be helped in their task of encouraging the best possible individual and social development in children.

"We discussed the various stages of growth from infancy to adulthood, sharing our suggestions concerning the educational implications of this development...

"An approach which focuses attention on the development of mature individuals who know how to share in group living and raise its quality has its effects on efforts towards the attainment of a WORLD SOCIETY.

A group, which included Mr. Leonard Pryor, a teachers college lecturer from Australia, recorded the following statements in Book II, "THE EDUCATION AND TRAINING [i.e. 'moulding', Ed.] OF TEACHERS:-

"The responsibility of the training institution is a grave one, for the emotions and attitudes of teachers in training are more readily influenced than those of teachers in service."

"As many as possible of the following methods should be put into practice by the training institutions:-

1. The staff should try to learn the attitudes of the students towards other races and cultures in order to determine for each student the EXTENT OF TRAINING in international understanding which may be needed; UNESCO should enquire into the possibility of developing a suitable procedure for this type of enquiry with a view to making it available for all countries.
3. A general programme of instruction should be provided, designed to encourage international understanding, and taught by staff members who are enthusiastic believers in the need for better international understanding.
4. International understanding can be developed through -
(a) Psychology; (b) History of Education, Comparative Education; (c) Social Studies
(d) Science; (e) Art and Music;
5. Audio and visual aids should be used freely.

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THE UNESCO CONCEPT OF A TEACHER - AN AGENT FOR UNITED NATIONS

SMALLER CLASSES - LESS PARENTS AND PUPILS FOR TEACHER TO CONDITION AND TRAIN!

UNESCO has decreed that class sizes must be reduced, two books of their 'Towards World Understanding' series explain why this strategy is vital in achieving their goal, and the Queensland Teachers' Union is using strike action in support of UNESCO's plan. Quoting from Books II:

"After a long discussion on the problem of recruiting for the teaching profession those who are likely to contribute to SOCIAL UNDERSTANDING, the following recommendations were made:-

'That school buildings and equipment should be improved and the NUMBER OF PUPILS in the classes REDUCED';

"It is the ADULTS of our communities, with their fears, their prejudices, their old habits of thinking, or refusing to think, who UNDO THE GOOD WORK of our schools, and RETARD THE PROGRESS OF MANKIND. [Now we know why parents' wisdom goes unheeded. Ed.]

"If a third world WAR is to be prevented, the chief immediate educational responsibility is in the field of the ADULT rather than of the CHILD." [Their obsession with war excludes concern for every other form of evil. Ed.] It is for teachers, as people above average in training and in conscientiousness, to find time for ADULTS as well as children, and to ... support ... informing the mind and stirring the social conscience of the adult."

"Both in our institutions which prepare teachers for their work and in the schools where their work is done, we must win our students' support for those international authorities whose concern is the maintenance of peace."

* * * * *

Quoting from Book V, "IN THE CLASSROOM WITH CHILDREN UNDER 13 YEARS OF AGE":

"The well-being of the child is the common objective of home and school, and when collaboration between the two is in doubt, this must be borne in mind."

"If the teacher can persuade a parent that the CHILD'S INTEREST is at stake (that the parents should, for example, give up saying certain things in the presence of the child, or that he should be permitted 'his or that game or activity'), the odds will be greatly in the teacher's favour."

"Pursuing the conversation, the teacher may tell about his difficulties, which ... often will have been caused by an educational error committed by the PARENTS. The only road to success lies in getting the parents to ADMIT THE ERROR of their own accord."

"Personal relations between teacher and parents are indispensable, and this is yet another REASON for regarding the problem of the teacher-pupil ratio as being a fundamental one. These personal contacts take a great deal of time, and if the teacher meets a new class of forty pupils every year he will find it physically impossible to maintain CLOSE CONTACT WITH ALL THE PARENTS."

"... A class ought, therefore, to be limited to between TWENTY AND TWENTY-FIVE PUPILS who should stay with the SAME TEACHER for at least TWO OR THREE YEARS."

"The teacher should also bring the parents of his pupils together, even if it is only to OBTAIN THEIR CONSENT to activities outside the traditional school curriculum ..."

TEACHERS TO BE SOCIAL ENGINEERS!

Some extracts from Book VI ('THE INFLUENCE OF HOME & COMMUNITY ON CHILDREN UNDER THIRTEEN YEARS OF AGE' shows that the social change demanded by UNESCO is towards the anti-Christian LIFESTYLE OF SCIENTIFIC HUMANISTS:

"The ultimate aim is to awaken EDUCATIONISTS to their responsibility for CRITICIZING SOCIAL CONDITIONS and helping to ADAPT them to HUMAN NEEDS."

"Parents and children are exposed on the one hand to the rational influences of SCIENCE, and on the other, to whole SYSTEMS OF SUPERSTITION. PSYCHOLOGICAL interpretation and sympathetic understanding are offered from some quarters, and MORAL CONDEMNATIONS and CATEGORICAL SUPPRESSIONS are handed down from others."

"Children ... must also be reared in happy homes, where ... age mates appear on the scene precisely when needed; where SEXUAL EXPERIENCES OCCUR in an automatic harmony equally BENEFICIAL TO ALL WHO SHARE IN THEM."

"REMOVAL OF CONVENTIONAL PRESSURES, of RELIGIOUS AND LEGAL TABOOS, of FAMILY ANTIPATHY towards those who are slightly ATYPICAL would probably be equally effective as aids to EMOTIONAL STABILITY ... Pre-marital guidance and pre-parental education are ... of the same kind of general ENLIGHTENMENT which may eventually procure a more harmonious psychological ENVIRONMENT for CHILDREN. Family planning (BIRTH CONTROL) ... helps to solve the problem of UNWANTED CHILDREN."

"... atmosphere in most incomplete families ... harmful to children ... might be dissipated if greater variety of family types were sanctioned, if social patterns did not press the ideal demands so strongly. Combination of families would produce positive effects as ... household relations more manifold, emotional ties less possessive, ... carefree atmosphere greater."

THE UNESCO CONCEPT OF THE "RIGHT KIND" OF TEACHER

(Doc)

TEACHERS WILL BE JUDGED ON THEIR MENTAL HEALTH AND PERSONAL DEVELOPMENT!!

"The aim of this (UNESCO) seminar is to formulate an educational programme leading TO WORLD-MINDEDNESS."

Linking Book VI extracts with these from Book II ("EDUCATION & TRAINING OF TEACHERS") shows that teachers with CHRISTIAN morals will be considered MENTALLY UNSUITED for modern teaching:

"New Developments in Teacher Education: (i) A shift in emphasis FROM SUBJECT-TEACHING to the needs of the child."

"The old, ACADEMIC, subject-dominated type of training is rapidly BEING DISPLACED by a training aimed at PERSONAL as well as professional DEVELOPMENT of the teacher."

"Probably any one of half a dozen "systems" would work equally well if the RIGHT PEOPLE were in charge of the young in classrooms!"

"The problem of recruiting and keeping sufficient numbers of teachers OF THE RIGHT KIND is acute in almost all countries."

"A consideration of the growth and development of children led inevitably to the problem of the MENTAL HEALTH of teachers."

"There is a great need to know what happens to the PERSONALITY of teachers in service."

"There is, perhaps, a grain of truth in the fairly common view that no one should teach for more than five to ten years because of the EFFECTS OF TEACHING ON PERSONALITY."

"Because of the special impact which teachers make on the growing generation, the study of MENTAL HEALTH AND PERSONAL DEVELOPMENT OF TEACHERS must be of PRIMARY concern."

"The resources necessary for the attainment of a good life in modern society must be made available to teachers."

(b) The quality of human relationships among all the people involved should be at the highest level.

(c) Unreasonable and unnecessary RESTRICTIONS ON OUT-OF-SCHOOL LIFE should be removed. Such restrictions, common to many countries, inevitably deter many SUITABLE people from entering the profession."

"Teachers should be accorded the right to live their own lives without restrictions which are not imposed on other members of society."

The UNESCO-directed trend in the MOULDING of both TEACHERS AND THE SYSTEM should be clear to anyone who reads with comprehension. However, I reproduce what I published in "THE CHILD & SEX EDUCATION" (July 1979) in order to give my readers local evidence of the outworking of UNESCO's policies. (It matters not what WE think, but how TEACHERS and the system are INFECTED.)

THE QUEENSLAND TRAINEE TEACHERS' UNION has as part of its official policy the following statements -

- * "That students and teachers be able to freely express their own sexuality without fear of reprisal."
- * "That QTTU recognise the right of children, without regard to age, to a full sexuality and to the EXPRESSION of such. Further that we as TEACHERS will foster a SUPPORTIVE environment and encourage others involved in education to do likewise."
- * "That QTTU will support and assist any teacher victimized in his/her attempts to RELATE FULLY to his/her pupils."
- * "That pupils have the right to a FULL SEX EDUCATION and to a FULL understanding of their own sexuality and that of other people. Further that support is given to all educationalists in attempts to provide information in this regard."

These policies were formulated by those persons who are NOW teaching YOUR children, and who (if not already providing sex information in some way) will be the first to apply to teach it if Human Relations becomes an official subject.

They explained that "teachers have the same right as the rest of the community to sex relations with 16-year-olds." This Policy Statement was issued immediately the Age of Consent was reduced in Queensland to 16 years despite the fact that STOP & CARE had warned our law-makers (and the Governor of the day) of this obvious outcome, through petitions, telegrams, phone calls and interviews.

Why UNESCO Cannot Disclaim Its Reports

The following sentence, quoted from the Introduction to UNESCO's publication "THE INFLUENCE OF HOME AND COMMUNITY" shows that UNESCO aims to impose on society the revolutionary sexual standards that are urged in its publications:-

"The success of a seminar is not to be measured by the documents which are produced, but by the effect it has on the participants and, through them, on educational life in the countries from which they come."

This disposes of the usual disclaimers that the organization is not responsible for the material it publishes, especially when it also writes - "UNESCO proposes that SOCIAL SCIENTISTS should take the lead in promoting A NEW ATTITUDE..." [Book VI]

[EMPHASIS THROUGHOUT THIS ARTICLE HAS BEEN ADDED]

Produce others to



"Righteousness exalteth a nation..."

SOCIETY
To
OUTLAW
PORNOGRAPHY



OFFICIAL PUBLICATION OF 'STOP & CARE'
P.O. Box 162, Margate, 4019.



70c

"Speak that you may excel..."

COMMITTEE
AGAINST
REGRESSIVE
EDUCATION

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FROM THE DIRECTOR'S DESK

"We Christians are not doing our duty, nor are we using our capacities, unless we fling ourselves frankly and energetically into all currents of the national life: commercial, political, municipal, and intellectual, and make our influence felt in them all. But in this contact with all phases of life and forms of activity, Christians are to be sure that they are there distinctly, manifestly, and when need be, avowedly, AS CHRISTIANS."

[Dr. Alexander Maclaren expounding Matthew 13.33:
"The KINGDOM OF HEAVEN is like unto LEAVEN ..."]
Our 'Kingdom work' needs to outpace Humanism as the LEAVEN - pervasively influencing and significantly CHANGING SOCIETY FOR GOOD. Men left to walk in the dark, will stumble. (John 11.10)

...by

PLEASE HELP US BECOME MORE EFFECTIVE,

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- * giving someone a year's 'gift subscription';
- * encouraging others to become members;

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☐ I want to be informed of meetings, activities or special developments, such as deputations, etc.
 Please phone me if you need help, such as _____
 [This does NOT place the Director under any obligation to anyone.]

FROM: NAME _____ ADDRESS _____ P/CODE _____
TELEPHONE _____ SIGNATURE: _____

*There are many expenses other than postage that have to be met, and therefore we rely on generous donations (of either financial or physical nature) to enable us to keep operating in this vital ministry in the service of the Lord of Lords and King of Kings. In His Name, we thank you!

Education Act and Another Act Amendment Bill

"A" VERSUS "B" - WHICH STATEMENT WILL YOU BELIEVE?

DO NOT READ PARAGRAPH "A"

(unless you read paragraph 'B' as well)

- A. "Your constituents appear to have assumed, or been informed, that the school registration provisions of the Bill are intended as powers to use against Christian schools."
[Mr. Gunn - in a letter to Mr. Hinze, who had made personal representations on behalf of concerned constituents.]
- B. "It is the WORDING of the Bill that is legally binding, and not the INTENT. Therefore the opposition of constituents to the bill is because of the ACTUAL WORDING, quite apart from the Minister's intent." [Ed.]
- A. "Mr. Gunn said that the proposed changes were acceptable to the mainstream churches..." ['Telegraph' Jan. 22nd, 1982.]
- B(1). "Your reference to 'a statement of the Hon. W.A.M. Gunn, our Minister for Education, to the effect that ALL Churches agree to the proposed Education Act Amendments' surprised me. ... As a result of strong representations made by our Education Office to the Minister, he will meet our representatives for discussion next week."
[F. Rush, Archbishop of Brisbane, 16th Feb, 1982 - in a letter to a teacher.]
- B(2). "The matter has not received any attention in our Diocesan Synod which I suppose is the only body which could pretend to form any official viewpoint. Even there I guess one would have to say that not all Anglicans can be bound by an expression of opinion within Synod."
[P.K. Newell, Rector, Christ Church, St. Lucia, 5th April, 1982]
- B(3). "Much concern has been felt within this Church and in other denominations about provisions of the Bill. As a result several delegations have seen the Minister, including one from the Assembly's Committee on Training for the Ministry. ... The Church might well be concerned since it is the aim of the Education Department not merely to provide skills for living, but a whole philosophy of life which might well be quite contrary to the biblical view of life, since only a minority of educational administrators and teachers can be expected to be convinced Christians." [Presbyterian Assembly Paper No.11 by Rev. J.J.T. Campbell, for the Sub-Committee appointed by the Public Questions Committee.]
- B(4). "The sub-committee believes that the Bill represents a dangerous intrusion by government and particularly by the Public Service into what are essentially the rights of parents and, in the case of theological education, of the Church itself, and recommends that the Assembly strongly express its opposition to the Bill in its present form." [Rev. J.J.T. Campbell, as above]
- B(5). "That the Assembly express to the Queensland Government the concern of the Presbyterian Church that the effect of the "Education Act and Another Act Amendment Bill" in its present form is to weaken the rights of parents in the education of their children by extending the control of the Education Department over all schools, whether receiving State assistance or not."
"That the Assembly request the Queensland Government to withdraw the entire Bill for redrafting in a form which will express the God-given right of parents to educate their children in spiritual and moral matters and exclude any secularist assumptions that all children belong to the State." [Two of the resolutions passed by the Presbyterian Assembly on 14/5/82]
- A. "He (Mr. Gunn) said the two Churches with whom he had spoken understood that the Government was not trying to interfere with any beliefs of non-State schools..."
[Press Release, 26th Feb, 1982.]
- B. "The Government may not have been 'trying to interfere', but the Bill obligates the Government to interfere; if this is indeed NOT the Government's intention, it should not wish itself to be bound by the provisions of this Bill, and should not be so vocal in its opposition to requests for withdrawal and redrafting of these amendments." [Ed.]
- A. "The aim of the Bill is clearly to guard against bogy teachers and quack schools which do not measure up to the required standard of education demanded by the State."
[Rev. Rees-Thomas, Uniting Church Minister, 1.3.82, Courier-Mail]
- B. "In actual fact, the Bill contains NOT ONE clause outlining standards." [Ed.]