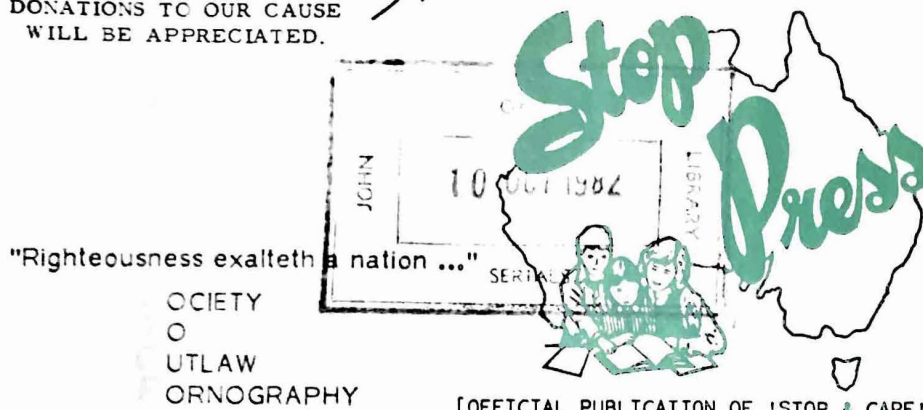


W. Senab 345/A
DONATIONS TO OUR CAUSE
WILL BE APPRECIATED.

24th SEPTEMBER, 1982
Vol. 11, No. 11



'Seek that you may excel ...'

FOR
CARE
QUALITY
COMMITTEE
AGAINST
REGRESSIVE
EDUCATION

[OFFICIAL PUBLICATION OF 'STOP & CARE']

(Registered by Australia Post - Publication No.QBH2921)

Editor/Director: Mrs.H.S.Joyner PO.Box 162, Margate, 4019. Phones (07)284.1311 & 284.3575

(In this Issue is PART 1 of our Comparative Critical Analysis of the Amendment Bill)

REJECT the Bill—Amendment WILL NOT DO!

One would have thought that by now the Minister for Education would have KILLED this embarrassing Bill and laid the blame where it belongs - at the feet of the Education bureaucrat(s) responsible for this piece of SOCIALISTIC TRICKERY that is so damaging to the reputation of the National Party which portrays itself as being ANTI-SOCIALIST.

The Bill could by now have been sent back for redrafting, by other more capable, more responsible members of his department! BUT NO! Almost a year of debate and controversy has gone by and rumours still abound that, when we least expect it, that Bill will be slipped through Parliament!

Parents who are aware of the dangers cannot rest while the threat of the Bill continues to hang over their heads. It was therefore decided that 'STOP PRESS' should once again publicize THE CASE AGAINST THE AMENDMENT BILL.

REGISTRATION PROVISIONS SMACK OF FASCISM

FASCISM is that system of government which encourages and protects private enterprise, but in which the individual is subordinated to the State. It is State-controlled capitalism. 'Private' institutions (such as churches, schools, banks, etc.) are allowed to exist, but only under strict State control, which is maintained through regimentation, registration, licensing, etc. All independence is lost. Italian Fascism was the model upon which Hitler's NATIONAL SOCIALISM was based. [Funk & Wagnalls Dictionary/Pears Encyclopaedia/Modern Reference Encyclopaedia]

As I explained in 'STOP PRESS' Vol. 9 No. 3, what is happening within the State Education Departments in Australia is exactly parallel with what led to Hitler's rise to power in Nazi Germany. NATIONAL SOCIALISM is being used as the model for Australia in the hands of Humanist educationists.

THE EDUCATION ACT AMENDMENT BILL HAS SHADES OF FASCISM AND NATIONAL SOCIALISM - anything but what National Party voters would expect as the product of NATIONAL PARTY philosophy and objectives, as you will see when you compare the following extracts from NATIONAL PARTY publications with our complete COMPARATIVE CRITICAL ANALYSIS of the Bill. - and yet a N.P. Minister actually introduced and defends it!!

MINISTER FAILS TO REVEAL OPPOSITION TO BILL

Mr. Gunn has not yet come to grips apparently with the extent of the public opposition to the Bill. This is obvious from his document presented to Cabinet (see evidence in 'STOP PRESS' Vol. 11 No. 7) and from his statements to the media and to the voting delegates at his Party's 1982 Annual Conference.

WHY DOES THE MINISTER STATE THAT ONLY ONE OF THE NINETEEN DEPUTATIONS HE HAS INTERVIEWED IS STILL OPPOSED TO THE BILL, when it is publicly known that the following groups are still adamantly against it? -

The Presbyterian Assembly; The Windsor Branch of the National Party; a group of 25 National Party members and voters; FOL/Community Standards Organization; Committee For the Defence of Educational Freedom; Norman Park Uniting Church School (ACE Programme); Reformed Churches; Fundamental Baptist Churches; Presbyterian Committee on Training for the Ministry; as well as STOP & CARE and numerous affiliated church groups and other bodies.

(Cont. on page 8)

EVIDENCE FROM NATIONAL PARTY PUBLICATIONS

WHICH SHOW THAT THEIR STATED POLICIES ARE IN DIRECT CONFLICT WITH THE BILL
[Yet the N.P. Administration is adamant it should become law.]

Nothing of the following stated N.P. principles and policies, as generally understood, appears to be reflected in the Bill, which rather attempts to implement the socialistic purposes of UNESCO (with which the Director-General of Education is closely connected).

Our only reason for singling out these National Party publications for comment is, of course, because this is the Party responsible for the introduction and continuing support of the Bill.

HOW CAN A FREE-ENTERPRISE, ANTI-SOCIALIST PARTY be saddled with an ANTI-FAMILY, ANTI-FREE-ENTERPRISE, SOCIALIST BILL?



The nationals do more
than just talk

Every election you hear them.

Politicians standing up and telling you how much they believe in free enterprise and how much they loathe socialism.

You've been listening to them for years — but where is the proof of their promises?

Except in Queensland.

Except in a State where one party, unashamedly, believes in free enterprise, and puts those beliefs into practice.

The National Party.

It believes in letting individuals decide how to spend their own money, in their own time and in their own way

Taken from the National Party's leaflet

Join the ACTION

If you believe in free enterprise,
support the nationals

Only one thing can stop Queensland from continuing along its highly successful path — and that is if we stop encouraging companies and individuals to invest their time, effort and money in our future development.

While the Nationals stay at the helm of the Coalition Government, that encouragement will not stop.

If you believe in the rights of individuals to determine the course of their own lives.

If you believe in the proven prosperity of a free enterprise system and not the proven failure of socialism — then perhaps you should consider helping the Nationals keep up the fight against all those who want your freedoms trampled.

The Nationals have never hesitated to stand up for Queensland, and free enterprise.

Why Queensland is thriving

Some misguided people have said that Queensland would be thriving no matter which party controlled the government.

But the fact is that the National Party is the only party that has decentralised policies, aimed at benefiting all Queenslanders.

What good is a beautiful climate to growing families, if the climate for personal prosperity has been dampened by government interference?

The simple truth is that we needed a true free enterprise party to get this great State moving.

We needed a party which believed, and continues to believe, that individual initiative must be rewarded.-----

UNDERSTANDING The National Party

*Taken from
N.P. Booklet*

THE BASIC PHILOSOPHY AND OBJECTIVES OF THE NATIONALS

- Preservation of the rights of the individual and equality of opportunity for all.
- Protection of the security of private ownership and the advancement of free enterprise through individual initiative
- Prevention of the socialisation of industry.

PRIVATE ENTERPRISE

The National Party of Australia — Queensland stands first and foremost for the private enterprise economic system.

This system has promoted growth in development by encouraging individual enterprise.

Private enterprise is a system in which the community depends on individuals to display that quality of business management characterised by energy, initiative, resourcefulness.

With this system the entrepreneur should be free, within reasonable limits, to produce, sell or supply goods or services of his choice, the wage earner should be free to choose his type of employment and should have the opportunity to take his own initiative to fill any position in industry or in business, and the consumer should be free to allocate his income as he or she wishes.

Difficulties within the Australian private enterprise system have arisen from the tendency in recent decades to transfer an ever-increasing amount of responsibility to the Government. As the Government becomes more involved in regulatory action, in providing more services etc., it has demanded a greater share of the country's financial resources, and this inevitably leads to higher taxation.

EDUCATION

The National Party's education policy is based on concepts of freedom, justice and equality. Every person must have the opportunity through education to develop his or her capacities to the fullest.

The National Party believes in

- Schools having a duty to teach the basics of reading, writing and arithmetic.
- Decentralizing facilities and control.
- Independent schools, and
- National Accreditation.

CONSTITUTION

2. OBJECTS

The objects of the Party shall be:

- To fear God and Honour the Queen;
- To maintain Democracy, Liberty and individual enterprise;
- To increase the well-being of all people;

3. MEMBERSHIP

- (a) Residents of Queensland who subscribe to the Policy and Platform of the Party shall be eligible for membership thereof

GREEN INDICATES OUR HIGHLIGHTING

COMMENT BY S. & C.:

The Education Act Amendment Bill does not reflect true "FEAR OF GOD", nor respect for "INDIVIDUAL ENTERPRISE". Also, since a growing number of Christians are determined to GO TO JAIL sooner than surrender their liberty to "obey God rather than man" in the "CHOICE" or "SUPPLY OF THE SERVICE" of Christian teaching, NOT "DAMPENED BY GOVERNMENT INTERFERENCE", (see the Nationals 'Promises!'), then this Bill, if enacted cannot be said to "INCREASE THE WELL-BEING OF ALL PEOPLE".

THEREFORE - THE BILL IS NOT IN LINE WITH THE ABOVE STATED PROMISES, POLICIES, PRINCIPLES, OR OBJECTIVES OF THE NATIONAL PARTY.

Perhaps the National Party Conference approved this Bill because of the influence of members who do not "SUBSCRIBE TO THE POLICY AND PLATFORM OF THE PARTY" or through the default of those who do!

Education

EQUAL OPPORTUNITY FOR ALL

The National Party believes that every person must have the opportunity through education to develop his or her capacities to the fullest.

Schools have a duty to teach the basics of reading, writing and arithmetic. They should also foster an understanding of the rights and responsibilities of citizenship, and should promote maximum participation in cultural activities.

Schools should allow for the needs of students who will go into the workforce early, as well as those who will continue on to higher education. Their materials and methods need soundly based innovation, while retaining the best of what has been proven in the past.

The Government has a special responsibility to assist the handicapped, mentally, physically or educationally handicapped children. They should be given specialised teaching and their parents given financial assistance or specialist aid where necessary.

DECENTRALIZING FACILITIES AND CONTROL

This country is vast, educational needs vary from region to region. While the same aim is shared, the people of each region must be able, with expert advice, to control the method of education in their area.

NATIONAL ACCREDITATION

National accreditation of learning institutions, courses and awards does not mean national control or central dictation by the Government.

Rather, it is essential acceptance of common standards, i.e. B.A. from Townsville means just the same as a B.A. from Melbourne. Without this acceptance decentralisation cannot work. Credit (for incomplete degrees) must be transferable between regions and States.

INDEPENDENT SCHOOLS

The National Party believes that a choice of school is to be encouraged. In keeping with this philosophy of freedom of choice, and at the same time maintaining the concept of equality of opportunity, the Party believes independent schools should be encouraged, and they should be enabled to operate without loss of their independence.

Because the 'Voucher' system embodies these principles of free choice, equality of opportunity, independence, and also justice, merit is recognized in the system. With a view to furthering this claim, the Party requests the Government to investigate the feasibility of the Voucher system.

It should not be forgotten that independent schools relieve governments hence the community, of a considerable cost in regard to education.

Social Welfare

PHILOSOPHY

The uniqueness of every person and the need of each to be treated with individual concern and dignity.

The equality of worth of every person irrespective of such factors as nationality, ethnic background, social position, sex, age, condition of living and state of health.

The encouraging of every recipient of a social welfare service to strive for self-sufficiency, so that as much as possible, people will learn to take responsibility for themselves and their futures.

Social welfare services are not primarily to do things for people in need, but to help such people to help themselves, to build on what initiative they have and to work with them at the place they are able to move.

Community initiative to provide welfare services should be recognised and utilised where practicable, as community initiative is an important ingredient for the success of a social welfare service just as individual initiative is for the success of a person seeking help.

FAMILY WELFARE

The National Party of Australia - Queensland holds that it is essential in contemporary Australian society to give unqualified support to those factors of human life that have been recognised and validated by every major religion and civilisation until now; and to declare the essential worth and indispensability of the family unit, marriage, parental responsibility, child responsibility, social responsibility and sound principles and practice for helping families in need. These are to:

Endorse the fundamental importance of the family unit. It is contended that society's strength and health are dependent on the successful functioning of the family unit, when needed, that will enable it to fulfil its unique and basic role.

Uphold the prime value of strong marital commitment, as the proper functioning of the family unit depends on the mutuality, complementarity, commitment and affection of the parents. Husbands and wives must vie priority to their relationship with each other, and help, where it is needed, should be available to assist them to achieve the necessary harmony in the home.

Emphasise parental responsibility. It is considered that parents generally need to be reminded of their responsibility to encourage and instill in their children a respect for the law, loyalty to their country, a responsible attitude to government, and a desire to contribute to the common good of their community. Parents must therefore seek to do all within their capabilities to nurture their children so that they achieve their maximum spiritual, intellectual, social, physical and personality development.

Encourage the development of child responsibility. Likewise, it is considered that children should be made aware of their responsibility to co-operate with their parents in their leadership of the family, for respect for authority, even in situations where parental behaviour would not normally warrant respect. Children, as they mature, must be trained to realise that they are to take responsibility also for their own behaviour.

Awaken a social conscience. Family members should be helped to develop a sense of responsibility towards others in society.

Facilitate mature self-management. It is stressed that sound principles of practice should govern the provisions of family welfare services; basic principles here being that people should be helped to help themselves and to strive for self-sufficiency; and that help and assistance should not be given to people who can achieve the same for themselves.

CHILD WELFARE

The National Party of Australia - Queensland endorses the following principles which are a natural progression from the recognition of the fundamental importance of the family unit. The Party recognises that a child must be given:

A chance to develop physically, mentally, morally and spiritually in a normal manner and in conditions of freedom and dignity.

Love and understanding and whatever possible to grow up in the care and under the responsibilities of parents.

Free education to enable development of individual judgement and a sense of moral and social responsibility. The best interests of the child shall be the guiding principle of those responsible for education and guidance; that responsibility lies in the first place with parents.

Protection against all forms of neglect, cruelty and exploitation and must not be permitted to engage in any occupation which would prejudice their physical, mental or moral development.

The National Party of Australia - Queensland believes also that all children must have the opportunity, when necessary of:

Protection from neglect, whether physical, nutritional, educational social or emotional, together with helping services for neglecting parents.



The Nationals POLICIES for the 80's

COMMENT by STOP & CARE

PROMISES!!

PROMISES!!

If this Bill is not speedily thrown out, then can those of us who belong to the National Party continue to say that the Nationals keep their promises??

HOW can the Amendment Bill be TOLERATED by parliamentarians who hope to retain their seats at the next election on the basis of these published PARTY PROMISES and POLICIES??? This Bill gives the State totalitarian control over the WHOLE of education FROM THE CRADLE TO THE GRAVE in every area of life. IT IS IN DIRECT CONTRADICTION TO THE NATIONAL PARTY'S STATED AIMS.

THE FAULT WITH THE BILL:

It is ANTI-FREE-ENTERPRISE and SOCIALISTIC. It provides FINES to prevent -

freedom of access to, and freedom of speech in, state schools.

It interferes with -

the rights of parents, students and teachers to determine the course of their own lives, including a teacher's right to seek employment freely in the marketplace.

It will trample the freedoms of churches, commercial, technical or other institutions to teach or train students, or to issue awards.

It will-

centralize ALL FORMS OF EDUCATION under the control of the State,

dampen by government interference that very individual initiative that the National Party claims should be rewarded.

This Bill is a BETRAYAL OF THE TRUST reposed in N.P. candidates by all who elected them to power.

MEMBERS OF THE NATIONAL PARTY GOVERNMENT, WHY ARE YOU HESITATING TO STAND UP FOR QUEENSLAND AND FREE ENTERPRISE IN REGARD TO THIS EDUCATION BILL??

For nearly twelve years STOP & CARE have been fighting the Education Department to have them provide better standards in the education of our children. The current upsurge of new independent schools has been the parents' answer to the Department's continual refusal and/or inability to improve standards in State Schools.

Who are they then to judge the standards of independent Church schools??

A Comparative Critical Analysis of the Education Act and Another Act Amendment Bill

I have revised our comparative analysis (prepared to clarify our opposition to the proposed changes to the current Education Act) into this columnar format to enable an easy comparison of the actual wording of the current Education Act in column 1 on the left hand page with the changes being made by the new Amendment Bill in column 2). Our comments on the implications of the alteration being proposed by the Bill appear opposite.

The demand for photocopies of my 15-page document was so great that I have prepared a revised review, divided into several parts for publishing in "STOP PRESS". This issue deals with our first criticism only. Our criticisms also include "Too Much Power to Bureaucrats", "The Bill is Anti-Free-Enterprise", "The Bill is Anti-Parent" and "A Vast Education Monopoly"

EDUCATION ACT 1964-1970

An Act to Consolidate and Amend the Law Relating to Education

[Assented to 24 December 1964]

5. Department of Education. (1) This Act shall be administered by the Minister and subject to the Minister by the Director-General of Education.

(2) There shall be a Department of Education consisting of the Director-General of Education and of such professional officers, teachers and other officers as are appointed from time to time.

(4) The Director-General may establish rules or institute procedures, not inconsistent with this Act, for the efficient working of the Department.

Education Act and Another Act Amendment Bill

3. Amendment of long title. The Principal Act is amended by in the long title inserting after the word "Education" the words "and for other purposes".

In the documentation contained in this Analysis certain omissions have had to be made for the sake of clarity and brevity, and for no other reason.

In every instance 'CLAUSE' refers to the numbering system in the BILL; 'SECTION' refers to the numbering used in the EDUCATION ACT (as it is or will be after amendment).

PART IV—COMPULSORY EDUCATION

28. Compulsory attendance at school. Every parent of a child being of the age of compulsory attendance shall, unless some reasonable excuse exists, cause such child to attend a State school on each school day.

30. Definition of reasonable excuse. Any of the following reasons shall be deemed to be a reasonable excuse within the meaning of section twenty-eight of this Act:—

- (1) That the child concerned is receiving instruction in some other manner which, in the opinion of the Minister, is efficient;
- (2) That the child concerned has been prevented from attending school by—
 - (i) sickness;
 - (ii) temporary or permanent infirmity;
 - (iii) an unavoidable cause; or
 - (iv) fear of infection with disease,
 which, in the opinion of the Minister, is reasonable;
- (5) That there is any other reason which, in the opinion of the Minister, affords reasonable excuse.

A MOST IMPORTANT AMENDMENT TO THE ACT!

The Act assumes a child will be compulsorily educated simply by virtue of attending a State School. We know this is not so! Parents, as consumers of the teaching services available, have the right to spend their own money, in their own way, on the education of their choice, for their own children. (That is also National Party policy)

Therefore, Sec 28 of the Act needs urgent amendment so that it requires, NOT compulsory education, NOR compulsory State School attendance, BUT that every child should receive compulsory SCHOOLING of a type and in a manner acceptable to the parent, and that the State shall provide tax-supported PUBLIC INSTRUCTION for the children of only those parents WHO DESIRE IT.

35. Minister to provide for running of colleges, &c. In relation to State technical colleges, State agricultural colleges and other means of technical and agricultural instruction established under section thirty-four of this Act in respect of which in any case a Council is not constituted pursuant to section 51E of this Act the Minister may provide for all or any of the following purposes (and to that end may make rules applicable to all or any of such colleges and other means of instruction):—

- (a) the management and conduct of such colleges and means of instruction and defining the powers and duties of the persons conducting such colleges or means of instruction or any part thereof;
- (b) the subjects to be taught therein;
- (c) the conditions on which students may enrol for and obtain instruction;
- (d) the fees payable for instruction and examination therein;
- (g) the most effectual use of the property, apparatus and appliances of such colleges and means of instruction for the purpose of public education and instruction;
- (h) the conducting of examinations and the grant of certificates, diplomas and other academic awards;
- (i) disciplinary penalties for breaches of rules applicable to such colleges or means of instruction or any of them;

31. Amendment of s. 35. Minister to provide for running of colleges, etc. Section 35 of the Principal Act is amended by—

(a) omitting the words "State technical colleges, State agricultural colleges and other means of technical and agricultural instruction established under section thirty-four of this Act in respect of which in any case a Council is not constituted pursuant to section 51E of this Act" and substituting the words "colleges and other means of technical and further education established under section 34";

(b) omitting subparagraph (b) and substituting the following subparagraph:—

"(b) the courses to be offered therein and services to be provided;"

(c) in subparagraph (f), inserting after the words "establishment of" the words "resource materials centres.";

(d) omitting subparagraphs (i) and (j) and substituting the following subparagraphs:—

"(i) the use of such college premises for purposes not connected with public education;

(j) disciplinary penalties for breaches of rules applicable to such colleges and means of instruction or any of them;

Education Act and Another Act Amendment Bill

Criticism No.1

The State has No Mandate to Educate the Whole Child.

CHRIST is the WAY, the TRUTH, and the LIFE, and the FOUNT OF ALL KNOWLEDGE. Therefore it is inconceivable that anyone should assume that it could be possible for any group of human beings (no matter how 'expert' they might be), to be capable of possessing total knowledge and expertise in educating the WHOLE CHILD - to the point of usurping the role of PARENTING!

Clause 3 - adding "and for other purposes" after the word "Education" in the long title of the Education Act.
Section 5. Department of Education:

The mentality behind this legislation is the UNESCO concept that education of the WHOLE CHILD (mentally, spiritually, emotionally, intellectually, physically, nutritionally, environmentally!!) is the responsibility of government, and is to take place in State Schools CONTROLLED by the Education bureaucracy. It seems not to be understood nor conceded that there is a vast difference between State SCHOOLING and State EDUCATION (of the whole child)!

By "SCHOOLING" I mean "instruction given to students to impart knowledge or facts. In educational jargon "schooling" equates with "COGNITIVE LEARNING" while "education" includes "AFFECTIVE LEARNING" (i.e. meddling with the child's attitudes/and emotions!!)

"Cognitive learning is to do with the acquisition of information, while affective learning is concerned with CHANGES IN ATTITUDES AND EMOTIONS." (In 'Fundamentals and Fundamentalists' by Scott & Gowers).

EDUCATION covers both forms of learning and is a lifelong process, most of which happens primarily within the family and secondarily within society generally.

This important difference has, with successive changes in State School Curricula, been progressively blurred (albeit almost imperceptively in the early stages), especially since the change of name from 'Department of PUBLIC INSTRUCTION' to the 'Department of EDUCATION'. With the benefit of hindsight, we suggest that this change was made precisely in order that more time could be devoted to peripherals and "other purposes" as now added under Clause 3, all under the guise of "EDUCATING THE WHOLE CHILD" (and "CHANGING HIS ATTITUDES AND EMOTIONS") - and less time could then be available for "SCHOOLING IN THE BASICS" that leads to academic excellence.

State schools were made compulsory for children of not less than six nor more than fifteen years of age so that every child would be thoroughly SCHOOLED and able to take his place in the community as a knowledgeable adult with intellectual and manual skills well developed. That universities and employers are complaining that such is NOT any longer the end result of many students' years of compulsory attendance at State schools, it seems realistic to assume that parents are right in their belief that State Schools are no longer SCHOOLING (i.e. INSTRUCTING) children as they should be. To quote Scott & Gowers again, parents are objecting, and -

"It is the schools' overt forays into the affective domain which have caused the trouble."

A 'Department of Public Instruction' would have no role to play in the area of psychological techniques such as VALUES CLARIFICATION or HUMAN RELATIONSHIPS.

Clause 31- amending Sec.35 (Minister to Provide for Running of Colleges, etc.):

The Bill is obviously allowing for a change in content of courses by replacing the idea of instructing (cognitive learning) with that of education (affective learning - CHANGING ATTITUDES AND EMOTIONS).

§§ I have a number of behavioural changing leaflets (using psychological techniques) that are currently being used in I.A.F.E. colleges, as proof of my assertions in this regard.

THE FAULT WITH THE BILL: In view of the government's clear pro-family, anti-socialist policies,

- the Bill should have amended Section 5, changing the all-encompassing title, 'Department of EDUCATION' back to the original more correctly descriptive title of 'Department of PUBLIC INSTRUCTION'; and
- it should have amended the Act to ensure that the educational philosophy reflected in all Departmental curricula and syllabi be brought into line with the original concept of Christian-based PUBLIC SCHOOLING, which fulfilled the mandate given to schools by parents - that the State concentrate on providing COGNITIVE LEARNING, and leave Humanistic AFFECTIVE LEARNING in the home where it belongs.
- it should have changed the phrase "technical and agricultural instruction" in Section 35 to "technical and further instruction", and should NOT have changed the word "instruction" to "education".

Would every reader of 'STOP PRESS' please also voice their objections to the Amendment Bill as many others have, such as the parents who wrote this letter of conviction?

ACTION:

Dear Mr Premier,

It has recently been brought home to us again how much we have to thank you for your stand for truth and righteousness, and for the fact that you fear God and not man. An acquaintance informed my wife recently how their whole family had to uproot from their lovely home and property in New South Wales and move to Queensland. Their sole reason for doing so was to take their children out of school classes where detailed sex education was given and Macos was taught. After hearing the details from the mother, we are very thankful that these courses have not been hammered into the minds of our children in Queensland schools.

However, we are most alarmed at the proposed legislation before Parliament, the "Education Act and Another Act Amendment Bill". Others I have spoken to feel also that the proposed legislation ignores fallen standards in education (since the abolition of external exams) and instead concentrates on controls.

We have had one of our children in the state school system for quite a few years now and the other for one year. It is very apparent to us that teacher registration is no guarantee that our children will be given quality education, e.g. taught to read. One of our children is now attending a private school and the other will be next year. We will find it very difficult money wise, but consider any sacrifice worth it to obtain the education they should and need to receive.

We most definitely do not want the educationalists who tried to foist Macos on our children directing what is taught in non-state schools as well as state schools. We have observed that the day to day teaching in state schools has largely moved from a position of encouraging a respect for and obedience to God to one of encouraging disobedience to and rejection of God. Therefore we wish to be free to choose a Christian education for our children.

We have obtained a copy of the proposed legislation and object to several sections of it which we believe will place controls on parents, children and teachers as well as non-state schools and other non-state educational institutions.

Could we please have your assurance that the present legislation will be withdrawn and legislation introduced to safeguard all educational activity from outside (state) control. Parents are then free to choose the educational institution which agrees with their beliefs and gives the best results, i.e. best fits their children for life.

Yours faithfully,

Let's ALL GET MOTIVATED

against a book being used in some State Schools, **"THE MAD BOOK"** by Gisela Frisen & Per Ekholm (first published in Stockholm and printed in Denmark). The Department apparently thinks this is how to **MOTIVATE PUPILS** (Grades 1 to 3!!) into tolerating (as per their AIM 5) "other ways of life" and respecting other "moral values", e.g. anti-parent attitudes, discontent and temper tantrums. See how this book portrays these undesirable values (in words and pictures aimed at encouraging imitation). The child in the book sets its young readers the example of 'cheeky talk':-

"Nasty old Mum" "Stinky pot" "Flipping heck" "Bums" "That'll show them" [Then said in reply to mother] "I'm not your rotten 'love' and nothing's the matter, so there!" "Stupid Mum" "Grotty old Dad" "I hate my Mum" "I hate my Dad" "Dad's daft" "Mum's daft" "Even Grandpa's daft" "I wish they were all dead" "Rotten old grown-ups never have time" "Here's my dippy old sister's dippy old grown-out-of shoes and they needn't think I'll grow into them, 'cos I shan't, so there!"

AIMS FOR EDUCATION

[Contributed by a State School Teacher]

The aims listed by the Department in its recent discussion circular to parents, teachers and organizations, are deficient. The **ESSENTIAL** aims of Education are to teach students:

(1) to **LOVE GOD**, (2) to **LOVE THEIR FELLOW-MAN**, and (3) to **LOVE THEIR COUNTRY**.

This is **ESSENTIAL** for two reasons -

1. because our Lord Jesus Christ, the world's greatest Teacher, taught these as the basis for true law and right citizenship; and
2. because, without these being the paramount aims of education, all others are **POINTLESS** and **WORTHLESS**. Students will simply become educated anarchists.

The three aims above involve **CARE AND CONCERN**, for the mental, spiritual and physical health of **CHILDREN**, and future citizens. It will make for happiness and not misery, for life rather than death. **LOVE** (stemming from the Love of Christ) should be taught and instilled into all children, instead of the hatreds engendered by socialism, humanism and communism, such as **HATRED** of -

(1) Class, (2) Creed, (3) Colour, (4) Strangers, and (5) the Poor. and Needy and Helpless.

With **LOVE OF GOD** as the **CORE** of education, the other aims will fall into place and become correctly interpreted in the light of Scripture.

RIGHTS OF PARENTS IGNORED IN AIMS OF STATE EDUCATION DEPARTMENT

The rights of parents in the education of their own children are ignored in the Statement of Aims prepared by the Queensland Department of Education.

The principal aim is stated to be:- The principal aim ... (of State schools) is to help and guide children to progress towards the full attainment of their potentialities as individuals and as adult members of our society.

This principal aim does not even mention parents, and does not include the family as a unit towards which the children are to be guided.

Mr. Gunn, Minister for Education, has invited community organisations and members of the public to give their opinions of this statement of educational aims.

Our opinion is that it is essential that the word "PARENTS" and the words "THEIR OWN FAMILIES" be included in the principal aim, to be:-

"The principal aim... (of State schools) is to help PARENTS guide THEIR children to progress towards the full attainment of their potentialities as individuals, AS MEMBERS OF THEIR OWN FAMILIES, and as adult members of our society."

Parents are the primary educators of their children, and the family is the primary unit of society. Both these principles are ignored in the principal aim of State education now proposed by the Department.

280,000 of these Statements of Aims have been printed and already copies have been distributed to children at some State Schools.

Parents rightly object, after enduring the pains and sufferings of bearing their children, rearing them through infancy and early childhood, to then having to hand their children over to educational administrators and teachers who state the purpose of the educational system is to make the child autonomous, which means a law unto his or her self irrespective of family beliefs and training.

After the above principal aim, the Statement of Aims states the first particular aim is:-

In particular, it is the duty and responsibility of our (State) teachers and educational administrators -

1. to help children develop lively, inquiring minds, giving them the ability to question and to argue rationally, and to apply themselves to tasks;

Most parents know, to their sorrow, that the ability to question and to argue is already well-developed in their children, and does not need help from our State school teachers and educational administrators as their first and foremost particular aim.

By contrast the Australian Council for Educational Standards lists a sound basic education which enables the child to communicate and to calculate well, as their first particular aim of education. The sponsors of this Australian Council for Educational Standards comprise prestigious University personnel who are concerned at the drop, in recent years, in the ability of students coming to them, to read and calculate well.

The State Education Department, by placing 'helping children to question and to argue' as their first particular aim will make matters worse.

Our opinion is that the particular aims listed should be replaced by the aims listed in the Australian Council of Educational Standards Statement of Principles, which will ensure that the children receive a sound basic education, and at the same time safeguard the rights of parents in the education of their child.

Particular aim number 5, if allowed to be adopted, will authorise teachers and educational administrators to change the moral values of children from a firm adherence to the Christian moral values of their parents, and instill in children the belief that they are entitled to pick and choose whatever moral values they like out of the MULTICULTURAL education they will receive.

Particular aim number 5 reads:-

5. to instil respect for moral values, for other people and for oneself, and tolerance of other races, religions and ways of life;

(Cont. pg 8)

STOP PRESS VOL. II, NO. 11

The Department of Education has adopted a policy of MULTICULTURALISM in which they declare:-

"Australia is a multicultural society."

"All Queensland State Schools must help ALL children cope with the realities of living in such a society."

"The curriculum (the total learning experiences provided through the school) should be MULTICULTURAL IN CHOICE OF CONTENT and global in perspective."

Under this policy of MULTICULTURALISM, teachers must affirm that the moral values of all cultures are equal, and will be required to instill respect for moral values which affirm that it is alright for a man to have two, three, or four wives (Mohammedan culture) and it is alright to regard certain groups of people as untouchables (Hindu culture).

Adoption of this policy of MULTICULTURALISM will preclude teachers from affirming, in subjects such as history, geography and social studies, that having one wife only and regarding all mankind as our neighbour (Christian culture) is superior to the moral values of other cultures.

In short, this particular aim does not specify which moral values, and under the policy of MULTICULTURALISM, teachers will, in practice, be precluded from instilling respect for any particular moral values in subjects such as social studies.

This can not be remedied in the one period allocated to religion, especially when Teachers Notes now being issued by the Department's Religious Education Curriculum Project contain copious extracts from the Koran (Mohammedanism), the writings of Buddha, Hinduism, as well as the Christian Bible, and contain questions to put to the children such as "Which, if any, of these world views appeals to you?" and "Write paragraphs on 'What I find attractive or unattractive about the beliefs expressed in the extracts used above'."

The basic error in this Statement of Aims prepared by the Department of Education is the bland assumption that teachers and educational administrators are entitled to take over the child wholly and mould the child even contrary to the parents' wishes and beliefs, instead of limiting themselves to that portion of the child's schooling delegated to them by the parents, and which can be effectively taught in the 25 hours each week the child is in school.

Meanwhile, by the introduction of MULTICULTURALISM in to the curriculum, and topics which change children's moral values from those of their parents, the time available to teach the children the basic subjects become less and less, and the children are deprived of the knowledge essential to get jobs, which parents are entitled to expect.

Adoption of the Statement of Principles prepared by the Australian Council for Educational Standards instead of the Statement of Aims prepared by the Department of Education is the answer.

A PARENT COMMENTS ON THE AIMS OF EDUCATION: [Taken from his reply to the Department]

He majored on the need for the '3Rs' rather than some of the extraneous things suggested by the Department's leaflet. He condemned the system for encouraging children to "express" themselves and be "motivated" as they choose - instead of being taught to CONTROL THEIR FEELINGS AND EXPRESSIONS, and to DEVELOP SELF-DISCIPLINE and a CONSCIENCE.

COMMENT BY S. & C.:

It is good to receive contributions for publication. Any others on "AIMS" are very welcome. Over the years, individuals and groups such as STOP & CARE have been setting the example for concerned involvement, to give the lie to the smear that Christians generally are apathetic, insensitive and irrelevant in society. Unless we speedily become sensitive and relevant to these issues, Christian living, witnessing and worshipping will become outlawed and underground. Putting the church through persecution of course, could be the best thing for it! However, this may not be God's will for Australia, especially as more Christians see their role as "reigning in life by Christ", restoring Biblical principles to all aspects of living in society.

(Cont'd from pg.1)

"IGNORANCE" CLAIM SQUASHED!

At the start, the Education Department tried to devalue opposition to the Bill by falsely claiming that its opponents were ignorant of the provisions of the existing Education Act. I successfully squashed that deceptive line of attack by preparing and circulating widely a COMPARATIVE ANALYSIS of the Bill, the Act, Regulations and Amendments to date. This Analysis was sent to every member of Cabinet. Support for our call to REJECT THE BILL has been widespread. People now realize that the Bill was drawn by BUREAUCRATS to protect their own interests, not the interests of parents, nor of the government. Genuine National Party voters have become annoyed by it, while dyed-in-the-wool Socialists are delighted with it - but THEY would never change their voting habits just because of this Bill. Therefore, in political terms, it is a total LOSS FOR THE NATIONAL PARTY!! REJECT THE BILL! NOTHING ELSE WILL DO!