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14TH FEBRUARY, 1983
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"Righteousness exalteth a nation ..."

SOCIETY
TO
OUTLAW
PORNOGRAPHY



[OFFICIAL PUBLICATION OF 'STOP & CARE']

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"Seek that you may excel ..."

COMMITTEE
AGainst
REGRESSIVE
Education

MINISTER FOR EDUCATION

Treasury Building,
Queen Street, Brisbane, 4000
P.O. Box 33, North Quay 4000

22 February 1983

Dear Mrs Joyner

Thank you for your telephone call on Monday 14 February 1983 drawing my attention to the article in the Sunday Sun of 13 February 1983.

I have spoken to my Press Secretary about this and the article is completely false and was not sourced from my office. I have contacted Sunday Sun in an attempt to have them rectify the situation,

My office was contacted as I suggested to you, by a Sunday Sun reporter by the name of who made allegations about pack rapes at school. He was told that it was a criminal offence and that he should check with the Police Department. He was also told that if he had any information he should pass it on to us for investigation. He has not done that and I can only hope that the next edition of Sunday Sun will carry a retraction.

With kindest regards.

Yours sincerely

Lin Powell M.L.A.
Minister for Education
and Member for Isis

THIS IS THE NEWSPAPER ARTICLE
I REFERRED TO THE MINISTER
FOR INVESTIGATION OR COMMENT

SUNDAY SUN, FEBRUARY 13, 1983

A PACK OF LIES!

Sex education opponents were to blame for circulating unconfirmed reports of pack rapes at Brisbane schools, according to the Education Minister, Mr Lin Powell.

Two separate reports in recent weeks told of senior students at primary schools being attacked on school property.

Neither the police nor Education Department officials could confirm the reports.

"These unconfirmed rumors are nothing more than irresponsible lies," he said.

"Individuals and groups who oppose sex education have been known in the past to use these tactics to further their cause."

WAS THE MINISTER DELIBERATELY SET UP?

I 'phoned 'Sunday Sun' for information on this article, and was told that a Telex had come in on the matter, but not necessarily from the Minister's own staff - it could have been sent in by an Education Dept. bureaucrat.

If such were the case, it must have been done without the Minister's knowledge or approval, and whoever is responsible should make a suitable apology to those referred to as 'liars', and he/she should resign or be fired.

IN ANY CASE, THE 'SUNDAY SUN' SHOULD PUBLISH ITS OWN RETRACTION, AS REQUESTED. (Ed.)

CONGRATULATIONS ON APPOINTMENT

Just a reminder that you write to the new Minister for Education, Mr. L. Powell, congratulating him, and perhaps asking for an interview. One has been arranged for me on the afternoon of 16th March. Please play for God's guidance as vital issues are discussed. (Ed.)

Rockhampton, Friday,
January 28, 1983.

Basic course needed to avoid confusion

ONCE again controversy flares over the approval of the Human Relations Course proposed for our education system (R. Joyner, GT, January 14).

I just wish Mrs. Joyner, the Government of some "concerned parents" were there to help me — a first year student-teacher, primary and early childhood education — when a Year Six girl is "raped" by her "classmates" in a metropolitan State School playground early last year, or when a little Year Three boy runs up and asks you where babies come from.

What do I, as a future teacher for YOUR children, do? No course at my college deals directly with the answers for these questions.

Mrs. Joyner and her concern that Queensland children could become "the exploited victims of sexperts" appears to label the Human Relations material as perverse and "out to filtrate our education system with soft porn."

However, no concerned parent could deny the cry for a concise and clear form of sex education if only to combat the blatantly open and readily available sex and mild pornography received in many forms of the media and society.

Nobody can deny the stark fact that our permissive society is one the increase.

Surely some basic sex education scheme is required rather children remain confused or try to experiment while copying their screen heroes.

I agree with Mrs. Joyner that parents should have as much say as possible over education of their children.

Surely a combined effort, working on parental suggestions for sex education (if so desired) could be made by the Government, its Education Department and teachers.

It would be years before an effective training scheme could be introduced and further years before the effects of the course would be available. It could prove to be a waste of taxpayer money as Mrs. Joyner suggests, but would it be a total loss?

For the sake of your children and teachers alike, we should ALL co-operate to find the most efficient and acceptable answer to this most burning issue. Or is it too late?

Peter Long,
Gympie.

(2nd year student teacher, Mt. Gravatt College of Advanced Education).

Pack rape shocked teacher

Our Comment:-

Here is where the rumours seem to have begun! — not with the opponents of sex education, but with a teacher who writes that he witnessed a schoolground rape and didn't know what to do!! Fancy that! He should now give his information to the police and to the Education Minister.

LETTER

SIR,

The Male Report has recommended Human Relationship courses in Qld. schools. Now debates rage as to what is good, bad, right, wrong, etc, with neither side giving way.

However these arguments are only airy disputes and our attention should now be focussed on the faceless people, who with no public accountability, plan the curriculum. They are free to introduce what they wish

My experience as a parent in N.S.W. has made me sceptical of this course and the intentions of the curriculum developers. Why in heaven's name, should children of 14 and 15 be taught the erogenous zones of their partner(s). Will that gem of information make you a better citizen than someone who doesn't? The book, 'Make it Happy' is used in Victorian schools and is full of obscene words. Is this necessary?

The Male Report gave the nod,

goodness knows how it will be interpreted. Let the public now be called on to scrutinise and discuss the materials recommended in the Human Relations course as it is planned to be used in the school. Let the public examine the books, tapes, films and materials BEFORE they hit the classroom. After all, the Human Relation courses in southern schools are a dismal failure. The materials used in the courses has made many a grown man blush and would never

be printed in a public newspaper.

The proponents of Sex Education in schools are no doubt well intentioned, but please let reason take control, and listen to one parent at least, who has witnessed the materials used in the southern schools. We don't want the same thing in Qld. Let's put the curriculum planners under the microscope now. It all depends on what they decide.

MRS H CAMERON
Sec H E D
(Help End Education
Dangers)
P O Gunda

Disturbing and Confusing

Sir — One of the most disturbing pleas for help in recent times must surely be the letter from a second-year teacher trainee at Mt Gravatt CAE in Brisbane.

Last year, in his first year as a trainee teacher, he witnessed a pack rape of a Grade 6 girl at a Brisbane State School. "I just wish Mrs Joyner, the Government, or some concerned citizens had been there to help me," he blurted out in a letter to the Gympie Times on January 19.

He had no idea what to do! You would think that a trainee elephant driver would know instinctively what to do with loutish hoons molesting a child, but today's teacher trainees do not know.

He had no idea what to do! At least he does know where to get help.

After one year's teacher training he has ascertained that there is little or no help to be derived from college lecturers, from the teachers in our schools, or from the educational bureaucrats, all of whom are rich in rhetoric but positively bankrupt in knowing how to safeguard our most precious possessions. — DAN O'DONNELL, Former Lecturer in Education, North Brisbane CAE.

THE DEADLY THEORY OF EVOLUTION

The channels of information tirelessly insist that everything evolved. This obsession with evolution is basic to a plan for a world without God. Forces which dominate our avenues of information have adopted the "non-science" of Darwinism and have clothed it with an illusion of Science. They have presented evolution as the "educated" alternative to God. They have framed a quasi-science which teaches that it all began with a cosmic explosion, a "Big Bang", out of which the universe assembled (by natural forces), and that eventually there emerged animals and man.

In this new learning, God is outdated; Creation has no place. Nothing exists but matter. The universe is a chance arrangement of matter. Somewhere in the universe is an insignificant planet which happens to contain assemblages of matter which live and move, and even a human animal that thinks. According to the "New Learning" these living things are only products of mindless evolution. Though they are exquisitely assembled they are merely random aggregations of atoms. Hydrogen gas has evolved into man through supposed immense time.



THAT is the General Theory of Evolution. Atheism in the cloak of Science.

Modern Godlessness is rooted in the General Theory of Evolution. That is why Christian parents must first neutralise the poison of Evolution.

Unless we can convince our children that Evolution is bad science, they cannot build a pure Christian faith, nor even a sound philosophy.

Christianity is in retreat because, through the mass media and the education system, evolutionism has supplanted the Creator God.

But HOW can we fight evolution? We can fight it with truth; by making known the true scientific facts. When this is done, suddenly it becomes clear that evolution has not a scientific leg to stand on.

* * * * *

Recommended is a new book, "THE CRUMBLING THEORY OF EVOLUTION", by J.W.G. Johnson. It concisely gives the true facts in simple language which any parent, and any child of ten or eleven, can understand. It is a book for the layman, and for the expert.

In the last few years events have moved rapidly and have brought big changes in the subject of evolution. This book was written in late 1981 and incorporates those events.

It has received many commendations.

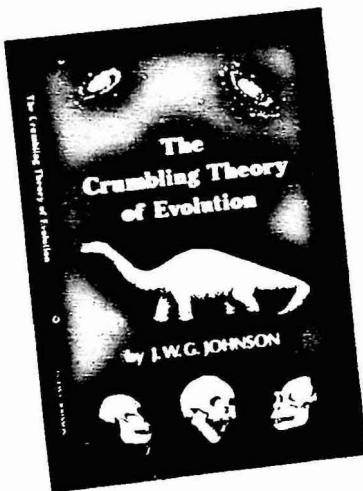
Ireland: The editor of "The Word" called it: "A gem, excellent, the very best on the subject . . . must do a lot of good"

Scotland: The editor of "Daylight" said: "The best thing yet, either in the Catholic or general field. A pocket encyclopaedia, written in racy and forthright language for the oft-forgotten ordinary person"

From America: "Masterful job . . . perceptive ability to abbreviate and simplify this tricky subject so the layman can digest it . . . could approach best-seller list". (Comment by a leading member of Citizens for Fairness In Education, acting at the level of State Legislatures and the U.S. Supreme Court).

From England: "This book deserves to be read by every concerned Catholic, and it could well be used in secondary schools. ("Keys of Peter" review).

From Australia: "Scholarly Well presented. It's a winner". (Pellegrini & Co. Pty. Ltd.)



The book transcends denominations. Many non-Catholics have welcomed it.

For Catholics there is an Appendix summarising the Church's position, an Appendix on Father Teilhard de Chardin. The book carries an Imprimatur.

* * * * *

Some people say: What does it matter? Who cares whether we evolved or not? They will change their outlook when they read the first chapter: "WHY We Must Fight Evolution".

The book has changed many lives. It can do the same for your family.

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\$ Donation Student Fees Subsidy Fund.

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Many thanks!



Parents should have final say

SO the Report in favour of Human Relations Courses in schools has been conveniently leaked to the press. But what of the 'minority' report and the explanatory letter from an individual committee member.

They are conspicuous by their absence from the 'scoop' story. This allegedly 'minority' report would obviously represent the views of Bible-believing churches and individuals, and its contents would be embarrassing to those who are trying to force unsuitable material into the classroom.

Especially if they are expressing strong objections similar to those approved and published by the Queensland Presbyterian Church on 4.12.82.

These are echoed by thousands of ordinary Queensland parents who are worried sick that their own children could become the exploited victims of the 'sex-perts', who see Human

Relations programmes as an ideal avenue for peddling—

(A) their own permissive lifestyle or type of sexuality.

(B) the idea of oral sex among teenagers (by explaining in textbooks how it is performed and then asking them, as some questionnaires do, to describe the taste of semen).

(C) the sale of contraceptives, and

(D) the idea of abortion as the cure-all.

Why publish one set of recommendations without the others? Cabinet obviously is looking at the three viewpoints presented to it, while the public is now judging the issue on the basis of a totally one-sided biased media version of it. Is this fair or honest?

The report is published was not reliable. How many members of that committee, if any, were appointed specifically because they had children currently at school?

How many members were appointed because they were known publicly as a spokesman for the thousands of parents in the community who do NOT want some man they hardly know to be discussing with their daughter, in a mixed class, the intimacies of human sexual behaviour — normal or perverted? None??

On the other hand, many members of the committee were known to be strongly in favour of schools taking over from parents the role of sex educator of all children, so the result was a foregone conclusion.

How can such a Committee have the moral right to deny we parents our God-given rights to decide what is going to happen to our children?

Such a committee is not likely to judge issues from the viewpoint of the majority of parents (who wish to retain their responsibility to bring

up their own children according to their own ethical beliefs).

These people — a very large sector of the community — share similar concerns for their own children and for the good of society but are being constantly ignored by the planners in the education bureaucracy, who continually override parents' objections to classroom teaching of Human Relations and Sex Education.

Where in the report is the record of proof that Human Relations or Sex Education has ever in any place, either Australia or overseas reduced the social ills it is supposed to cure.

Will Mr. Male sign an undertaking in writing that he will refund to the government the amount of taxpayers' money wasted on courses that prove unsuccessful or detrimental to students for that fail to do as being claimed — reduce V.D., illegitimacy, abortion, etc.

R. Joyner,
Director,
(Stop & Care),
Margate.

REVOLT AGAINST GOD

PSALM 2

V. 1, 2.

Why are the nations in an uproar, and the peoples devising a vain thing?

The kings of the earth take their stand, and the rulers take counsel together.

V. 8.

Ask of me, and I will surely give the nations as thine inheritance, and the very ends of the earth as thy possession.

Published in "Gympie Times" 14/1/83 and in numerous other newspapers.
PLEASE NOTE THAT — many censored out the unsavoury part that children are taught.

● Human relations

Rona Joyner has spent years studying educational material. I am sure she is far more informed on the Male Report and its proposed human relationships course than Paul Murray (News-Mail, January 27).

Admittedly she is biased — but then every person in the world is biased towards their own particular ideal.

Rona Joyner's ideals are praiseworthy and her concern is the good of the children of this country.

If the human relations course taught children all the "nice" things that Paul Murray thinks it does and nothing else even Mrs. Joyner would be in favour of it. But there are some evil people in high places in our educational system and the human relations course is only the sugar coated pill, hiding inside it all sorts of "revolutionary" teachings on sex.

If it was handed out as straight pornography which it is — it would be rejected outright. So it is carefully hidden in a human relations course.

A few years ago it was "Macos" but that was rejected. Now it is a human relations course. If this is rejected, another revolutionary scheme will be produced in a few years' time. The devil never gives up. But should we give in to him because he is persistent?

"MOTHER OF FOUR"

NEWS-MAIL.

FEBRUARY 10, 1983

● Children vulnerable

Mr. Paul Murray (News-Mail, January 27) eloquently draws attention to the vulnerability of our children, and the urgency of restoring to our school system those human attributes and experiences that elevate and enrich and ennoble.

He is mistaken, however, in thinking that Mrs. Rona Joyner does not also ardently desire exactly the same kinds of improved human relationships — unflinching cheerfulness and courtesy in our schools, unflagging conscientiousness by pupils and teachers, and unremitting respect for others at all times. Mrs. Joyner has never failed to emphasise the supreme importance of these kinds of improved human relationships that uplift our children instead of force-feeding them with filth and dragging them down into the gutter.

She has, in fact, done more than any other Queenslander in the past decade to make our schools healthy and wholesome for our children.

DAN O'DONNELL,
(Former Lecturer in Education, North Brisbane C.A.E.),
Wilgaming Street
Stamford Heights

NEWS-MAIL.

FEBRUARY 12 1983



"Thou shalt call His name Jesus for He shall save His people from their sins." Matthew 1:21

THE BLUEPRINT TO DESTROY THE FAMILY

PART 2 - Continued from 'STOP PRESS' VOL.11, Nos.15 &16

(By Lt. Col. Mohr)

EDUCATORS DELIBERATELY STIR UP UNREST, DISCONTENT, CONFLICT

The most liberal, progressive government in the world, using the time honored definition of these terms, is "government of the people, by the people, for the people." Not a "one man, one vote democracy," as we have been led to believe, but a democracy within a republic, the form of government set up by the Founding Fathers and which the liberals are trying so hard to destroy. It is a government based on free people, determining the details of their own government, working within the laws of God.

Our educators have sought to paint a horrible picture of our form of government.

The smoke of unrest and discontent, which has been deliberately stirred up, has blinded many to the fact that what you see on the TV screen, or read in the daily paper, is not necessarily true. There must be something right about America, to merit the attention of the queues of people, stretching around every American Consulate, trying to get permission to come here.

Yet most of our high schools and colleges, shy away from listening to what is right about America.

COMMUNISM

Communism has never represented the people. It has always been the rule of the privileged few; the elite commissars. The social benefits it has given, have always been at the terrible price of freedom. Freedom to move; freedom to criticize; freedom to worship; freedom to work where you will and live where you like. It is either plain stupidity, or conspiratorial design, when Americans blind their eyes to this obvious truth.

The Communist Manifesto clearly calls for the abolition of the family and the raising of the children by the State. This in itself should make any decent American anti-Communist.

But here is an unfortunate thing. We see many parents across our land who wring their hands when they see the end result of the education system they have fostered.

MARXIST/HUMANIST TEACHERS BRAINWASH OUR STUDENTS

We have been told on TV and in many books, that this present generation is more mature, more earnest, more committed than any that has gone before. Certainly they are the best and most expensively educated of all generations - if that is a good criteria of a good education. They know more than my generation about laser beams and computers. But what about the field of philosophy? History? Constitutional Government; and spiritual faith?

The ignorance among our college youth is simply appalling when it comes to moral and spiritual truth. College students who can spout Marxist theory frontwards and backwards, know very little about the Free Enterprise system. Many have been so appallingly brainwashed by their Marxist teachers, they know little about moral and spiritual values and the sad thing is they have little desire to learn. Their philosophy seems to be wrapped up in the statement: "Don't confuse us with the facts; we have already made up our mind!"

Who is to blame for this shameful state of affairs. It would be unfair to blame our children. They have my deepest sympathy!

The plain record of our public schools prove that we have been raising a generation of moral and spiritual robots, whose thinking has been done for them by humanist oriented teachers and Humanist textbooks.

"FREEDOM OF EXPRESSION"

Instead of education in 1978, we see a phenomenon called "freedom of expression." It is not freedom of expression, but freedom to destroy.

Socially, the radicals of our education system consider themselves to be "super-intellectuals." They consider themselves to be the elite of the land, above the "common herd" who pay their salaries. If you don't recognize this, read some of their books and educational magazines.

CHILDHOOD IS FOR TRAINING

Traditional education recognizes children as children and treats them as such . . . they are not miniature adults. The Bible tells us in 1 Corinthians 13:11 - "When I was a child, I spoke as a child, I understood as a child, I thought as a child. But when I became a man, I put away childish things."

Children think and act differently from adults, any parent recognizes this.

Anyone with the slightest amount of common sense realizes that a child needs to learn. Any honest student of human nature recognizes the need to build character in children. They need to be taught the difference between good and bad; no one has to teach their children to lie, or steal, that comes natural to all children . . . you need to teach them what is right and wrong. This does not come through instinct.

Progressive education appeals to the animal nature of man. They say by their example and actions: "You are nothing but an animal so act like one. Children don't need authority. Man is basically good. So let's be democratic and let them freely choose for themselves what is right and wrong. Let them decide what they want to do. They can do this for themselves without any outside influence telling them what is right or wrong." Well, you see the mess they have made of that philosophy.

HUMANIST MANIFESTO

Point Four of the Humanist Manifesto states: "Ethics is autonomous (having the right of self-government) and situational, needing no theological or ideological sanction. Ethics stems from human needs and interest. To deny this, distorts the entire basis for life. We must strive for the good life, here and now."

The is the Play Boy philosophy: "Anything that makes you feel good is all right."

You don't have to be a genius to see how this intellectual thinking has literally destroyed tens of thousands of American youth. They have been led to reject all values and are seeking to live on the basis of sensual feelings.

To turn children loose without moral and spiritual guidance, is as criminal as it would be to turn a three-year-old loose in a room that had garbage, apples, candy and potassium cyanide available for the taking.

TURNING 8-YEAR-OLDS INTO GYNAECOLOGISTS

Speaking in many high schools, you would be surprised at the number of students who say: **"But Colonel, we want to know everything there is to know about sex!"** Of course they do, that's natural. Kids thrive on sex when it's crammed down their throat in the classroom. But that doesn't make it good for them. Let's face a fact of life: **"you can't turn an eight-year-old into an amateur gynecologist, without running into complications."** They aren't ready in grade school for what is normally taught in a college anatomy class. They aren't ready for the filthy four-letter words, which are spouted so glibly in modern education.

While our boys and girls come home from school deficient in the things necessary to get along in this complicated world, many of them can mouth the cliches of the left-wing intellectuals who have dominated their education.

MENTAL-CHILD MOLESTERS CAUSE STUDENT SUICIDE

It's sad and a bit alarming to realize that we are living in a day when we can spend \$7,000 per year on a college education for our child and have him come home at the end of the first semester, hating God, his country, and his parents. This seems to me like a pretty poor bargain for our education dollar.

It's no wonder suicide has become the number-one killer among college students, when we realize that many of them have their very foundation of life, destroyed by some liberal - "mental-child molester."

TEACHERS' MANUALS PROMOTE MARXISM - EVOLUTION, 'MAN IS GOD', ONE-WORLD SOCIALIST GOVERNMENT

I challenge you as a concerned parent to find out what is contained in your children's school books. Don't look just at the textbooks, ask to see the teacher's manuals - you have this right you know, no matter how much the Superintendent may complain.

No doubt, you will find your child is being taught that God is a myth . . . this is standard operating procedure in many schools. They may be taught that man came into being due to a "fortuitous concurrence of atoms," as the evolutionist Huxley stated. They may be taught that they are a higher grade of animal, but an animal nevertheless, with an animal appetite - that the only things which really matter in life, is sex and food.

Over a hundred years ago, a German philosopher named Ludwig Feurbach wrote: **"Man will finally be truly free, when he realizes that there is no god of man but man himself."** This idea appealed to a young Jewish radical named Karl Marx and became the bedrock on which modern Communism was built.

In the Communist textbook "Psychopolitics," taught in the Lenin School of Political Warfare, University of Moscow in 1936, we read: **"The first thing to be degraded in any nation under conquest is the state of man himself . . . he must be degraded from a spiritual state to an animalistic reaction pattern. He must no longer think of himself or his fellows as capable of spiritual nobility. He must think of himself as an animal, capable only of animal reactions."**

Today's textbooks, written for the most part by atheistic, humanist authors, have turned loose this "animal philosophy" on our children. Everywhere youth turn, they find their minds crammed with the rot of evolution. They are told that since they evolved

from a lower form of animal life, if they are placed in the proper environment, with the proper racial distribution, and if the government does enough for them, then some day they will overcome all their moral and spiritual hang-ups and will live in utopia.

In many school systems a teacher is taking her career in hand if she mentions the Bible theory of creation . . . it is against the law. But they can teach, and are encouraged to teach the unproven theory of evolution as fact. This is what is called "freedom of expression."

It is interesting to note, that a well known petroleum research expert, recently threw the scientific world into an uproar by stating that if oil was over 10,000 years old, it would have lost its potential as fuel. He went on to say that the Bible account of a world wide flood answered the problem of the oil deposits and that these could not possibly have come from animals that roamed the world millions of years ago.

Another area you need to check in the textbooks, is the current liberal attempt to downgrade patriotism and prepare your child for a one-world government. This drive can be seen in the recent effort to destroy men such as J. Edgar Hoover, while glorifying to sainthood, men such as Dr. Martin Luther King, a proven instrument of Communist ideology.

PRAISE GOD FOR TEACHERS WITH A SENSITIVE CONSCIENCE

Now don't get me wrong. Thank God, there are hundreds of teachers who are violently opposed to the filth and subversion that is being given to our youth. But many of them are afraid for their jobs and refuse to speak up. I met a young couple in eastern Kansas recently who gave up a very fine position in a large public school - he was principal and she was a teacher - to go into Christian education at a greatly reduced salary. He told me: **"My Christian conscience would no longer allow me to give approval to the filth which is being taught in our school. I felt that by remaining silent about the problem, I was giving them my approval. I've got to get out. I've tried to fight it for five years and the pressure is getting worse each year. As a Christian, I can not remain in this apostate movement a year longer!"**

I say: "Thank God!" for teachers with courage like that; but they are few and far between. Many of our younger teachers have been so "brain-washed" in the teacher's colleges of this land, they don't realize when they are teaching "immorality and subversion."

PARENTS, HOW CAN YOU TURN CHILDREN OVER TO HUMANISTS

What can you expect from a public school system, when you have a President of a School Board, like B.M. Oliver, of the Palo Alto, California Public School system? In a letter to a concerned Christian parent, who had written to him in protest against an immoral Sex Education program, he wrote: **"Dear Mr. Young: I apologize for not answering your letter of October 14, but frankly, I could see little reason to do so. It is evident to me that the ideological gap that exists between us - indeed between you and the modern world - is far too great to be bridged by a mere exchange of letters. You look upon man as being created in God's image, and believe his sex life should be guided by Christian commandments. I, on the other hand, believe man to be the most communicative and, in some ways, the most intelligent of many species of animal life on this particular planet, and one that**

needs to be rid of the neuroses that result from religious frustrations of his natural desires? How could we ever agree? SIGNED: B.M. Oliver, President, Palo Alto Board of Education.

How indeed can a Christian parent trust the education of their most precious possession in the hands of a man like that? We need to rid our school boards of people like that and replace them with God fearing, decent, respectable men and women who are really interested in the welfare of children. Failing this, we need to get our children out of the Government schools and into private Christian schools, where they can be educated instead of brainwashed.

Today in America, because of the orientation of education we have a strong tendency to excuse murder, rape, knifings, robbery and extortion by saying: **"Pity the poor criminal. He's sick. He isn't responsible for what he does. Society is to blame; we have been mean to him. Something must have happened during his childhood that made him like this; maybe his mother loved him too much, or didn't love him enough, let's give him another chance."** He is turned loose to murder again, rape again, rob again.

EVILS OF PROGRESSIVE EDUCATION

Progressive education, praised by these shallow thinkers tells children that they do not need discipline - in fact they say it is immoral. Yet history proves this thinking to be an outright lie! There has never been a great artist, writer, musician, poet, sculptor, or doctor, who did not realize the importance of self-discipline.

The static against constructive education is coming from the enlightened progressives, who have prostituted the ideals of education for a theory which says: **"let the kids do what they want. We do not need discipline! We do not need any higher authority; there is no such thing as character; there is no such thing as an ultimate accounting for what you do; let yourself go and enjoy life to the fullest."**

I believe this new thinking is evidenced in the freaky art, music, and pornography that is seen in our modern society. There has been more garbage hidden under the umbrella of "creativity" than at any time in history and most of it is sheer pornography.

What has been the result of this "broad-minded" education? We relaxed censorship and our newstands have become cesspools of filth. We encouraged freedom of expression and our theatres reek with perversion. We suggested to our youth that moral standards are passe, that they change with circumstances, and the rates of illegitimate births have gone sky high, while VD rates in some areas has increased as much as 250% since 1960.

The American Health Association estimates that at least four million Americans have died as the result of syphilis since 1900 - that's over 54,000 per year, more than are killed on our highways. But strangely enough, instead of teaching our youth about "self-control," we have encouraged them by telling them how to use propholactics.

Our boys and girls are being subverted by the liberal "mental child molesters" into destroying themselves. They have been told: **"Never mind the rules!"** Only to find that the whirlwinds of sex are too powerful without a foundation of morality.

SCHEMING SOCIAL PLANNERS USURP PARENTAL AUTHORITY

Because of the awful apathy of American parents in general, the scheming social planners, the behaviorial scientists, the enlightened educators, the

liberal ministers - have stepped into the hallowed ground of the family and are today usurping parental authority. They are telling parents all over America: **"Don't worry so much. T-R-U-S-S-T U-S-S-S- (like a snake). We know what's best for your child; we've BEEN TRAINED FOR THE JOB: LET US HANDLE THE problem."** And, God forbid, thousands of decent American parents have swallowed this thinking: **"Hook, line, and sinker!"**

"THROUGH THE SCHOOLS, WE WILL...." THE NAZI/COMMUNIST PLAN TO USE SCHOOLS FOR SOCIAL CHANGE

Public education is controlled by the bureaucrats of the National Education Association and the Bureau of Health, Education, and Welfare. They are using your tax money to promulgate the ideas of their idols; men like George S. Counts, who as far back as 1932 said: **"Through the schools of the world, we will disseminate a new concept of government."**

This was the identical line used by the Communists before their take-over in Chile. In 1933, 30 hand-picked American university students were sent to the University of Moscow for an indoctrination course in "Psychopolitics." (This is the art of controlling the thinking of an entire nation of people.) They were welcomed by Laventria Beria, then head of the Russian KGB, he said: **"You must work, until every teacher of psychology in American, knowingly or unknowingly teaches only Communist doctrine under the guise of psychology. You must labor until every doctor and psychiatrist, is either a psychopolitician or an unwitting assistant to our aims. You must dominate, as respected men, the fields of psychiatry and psychology. You must labor until psychology is a required course of study in every school."**

Modern education is not quality education, even when it spends countless millions of dollars on school equipment. It takes more than expensive equipment to make quality education. Modern education stifles creative teaching and good teachers, because they do not want them to teach. Teachers have been turned into "behaviorial scientists." If you care to read the NEA's projection for education in the 70's, you can see this in the January 1969 issue of their monthly magazine, "Today's Education."

"PERSONAL DEVELOPMENT" COURSES!

Dr. David Mace, one of the innovative educators of America, speaking before the American Council of Sex Educators in Washington, D.C. put his finger on the problem of modern education when he said: **"Young people want to do their own thing . . . before duty to country or family, this is the most important . . . youth has the inalienable right to develop fully, including their sex life, without any influences."** Without a doubt, he means without any parental, or church restrictions.

The greatest mistake in America in the past has been in the "chicken manner" in which American parents have abdicated their rights and allowed the moral sewage that is being presented to their children in the name of educational food.

'PROGRESSIVE EDUCATION' -- SLAVERY

I want you to remember this: **"Without moral and spiritual discipline, America is fat for the kill. There can never be any protection from 'flower children.' There will never be any national security in the wacky dreams of chemical hallucination. Nothing decent will ever be defended by people high**

on pot. There can never be any social uplift in the philosophy. 'if you don't like it; burn it down!'"

We can no more afford to lose America to the progressive educators, than we can to the Communists, for it will mean the same thing - slavery! If we lose freedom in America, then the light of freedom goes out across the entire world. If we lose the right to witness for Christ, then the darkness of the tribulation night will soon engulf us.

"WHAT CAN I DO?"

You say: "What can I do?

I'm only one individual!"

SPEAK UP FOR GOD.

You can learn the truth. You can check out your local school system. Then you can speak out.

Let your teachers know how you feel. Let your legislators know that you are opposed to your tax money going to defile your children. Talk to your newspapers and the media, insist, at they tell the truth about what is happening, and above all don't be afraid. When some intellectual calls you a "Nut", look on this as a high honor, for they have nothing on their side by sarcasm, this is their only defense against the truth.

I say that we parents furnish the children that are taught in our schools and we are responsible before God for what they are being taught. We pay the school taxes that pay the teachers' salaries. Let the educators and elected school officials be accountable for what they do . . . after all, they are supposed to be your servants, not your masters!

We must never falter in this fight, for we know that we do not fight in vain. We must believe in our hearts and proclaim with our lives, that we are in this fight to win! There is a motto on the walls of the Marine Base at Quantico that says: "Let no man's ghost return to say, 'if I had only been properly trained!'"

Parents, teachers, pastors, let it never be said of you: "If only they had told me the truth. If only they had taken the time and had had the courage to tell me what life was all about." In St. Matthew 18:6, Jesus Christ once made this emphatic statement, that should be considered by everyone who deals with youth: "... whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea!"

The time has come, my friends, when Christian parents must take off the velvet gloves of apathy, and replace them with the brass knuckles of truth. We can be victorious if we will allow God to become our partner in this battle. The formula for America's survival is available if we want to accept it.

Turn to 2 Chronicles 7:14 - we do call this Christian America: "If my people, which are called by my name; will humble themselves, and pray, and seek my face; and turn from their wicked ways. Then will I hear from heaven and will FORGIVE THEIR SINS, AND WILL HEAL THEIR LAND!"



HUMANIST MANIFESTO:

I - "Religious humanists regard the universe as self-existing and not created.

II - Humanism believes that man is part of nature and that he has emerged as the result of a continuous process.

III - Holding an organic view of life, humanists find that the traditional dualism of mind and body must be rejected.

IV - Humanism recognizes that man's religious culture and civilization, as clearly depicted by anthropology and history, are the product of a gradual development due to his interaction with his natural environment and with his social heritage.

V - Humanism asserts that the nature of the universe depicted by modern sciences makes unacceptable any supernatural or cosmic guarantees of human values, the way to determine the existence and value of any and all realities is by means of intelligent inquiry and by the assessment of their relation to human needs.

VI - We are convinced that the time has passed for theism, deism, modernism, and the several varieties of "new thought."

VII - Religion consists of those actions, purposes, and experiences which are humanly significant. Nothing human is alien to the religious. It includes labor, art, science, philosophy, love, friendship, recreation - all that is in its degree expressive of intelligently satisfying human living. The distinction between the sacred and the secular can no longer be maintained.

VIII - Religious humanism considers the complete realization of human personality to be the end of man's life and seeks its development and fulfillment in the here and now. This is the explanation of the humanist's social passion.

IX - In place of the old attitudes involved in worship and prayer the humanist finds his religious emotions expressed in a heightened sense of personal life and in cooperative effort to promote social well-being.

X - It follows that there will be no uniquely religious emotions and attitudes of the kind hitherto associated with belief in the supernatural.

XI - Man will learn to face the crises of life in terms of his knowledge of their naturalness and probability. Reasonable and manly attitudes will be fostered by education and supported by custom.

XII - Believing that religion must work increasingly for joy in living, religious humanists aim to foster the creative in man and to encourage achievements that add to the satisfactions of life.

XIII - Religious humanism maintains that all associations and institutions exist for the fulfillment of human life. The intelligent evaluation, transformation, control, and direction of such associations and institutions with a view to the enhancement of human life is the purpose and programme of humanism. Certainly, religious institutions, their ritualistic forms, ecclesiastical methods, and communal activities must be reconstituted as rapidly as experience allows.

XIV - The humanists are firmly convinced that existing acquisitive and profit-motivated society has shown itself to be inadequate and that a radical change in methods, controls, and motives must be instituted. A socialized and cooperative economic order must be established to the end that the equitable distribution of the means of life be possible. The goal of humanism is a free and universal society in which people voluntarily and intelligently cooperate for the common good. Humanists demand a shared life in a shared world.

XV - and last. We assert that humanism will: (a) affirm life rather than deny it; (b) seek to elicit the possibilities of life, not flee from it; and (c) endeavor to establish the conditions of a satisfactory life for all,

STOP & CARE ACTS DIRECTOR REPORTS ON NEW PROJECT

[In response to some enquirers
who are new to STOP/CARE/ACTS]

BACKGROUND: In 1971 I founded STOP & CARE. Last year I founded ACTS with a view to providing the community with an EDUCATIONAL ALTERNATIVE - TUTORIAL SERVICES for Years 1-12 using the Christ-centred curriculum and individualized system designed by the Accelerated Christian Education experts.

CREDENTIALS: Apart from my qualification and experience as an Accountant (A.F.I.A. - in my Final Mercantile Law exam I gained the Award for the highest marks in Australia), I also had Technical College teaching experience (bookkeeping and accountancy). I have also been professionally trained and accredited by A.C.E. (along with three of my family) and authorized to sign A.C.E. Contracts as Superintendent-in-charge of centres to provide tutorial services using A.C.E. materials and procedures.

PREPARATION: God has further prepared me for a role in educational matters through THIRTY-SEVEN years of personal insight as I watched the deterioration of schooling since 1946 when my eldest daughter began school until 1983 when my youngest son is at Secondary level. I have spent the last ELEVEN YEARS as Director of STOP & CARE in active caring and concern for educational content and standards, and believe I am now offering parents and students an educational opportunity that is WELL WORTH the financial sacrifice.

STRUCTURE OF ACTS: The agreement under which we commenced with A.C.E. provided for a chain of command from A.C.E. to the Superintendent (directing procedures), to the Pastor (spiritual oversight), and/or the Principal (oversight of students and staff), the Supervisor (Head Teacher), A.B.C. Supervisor (Infants Teacher), Special-Area Supervisors (i.e. Reading, Commercial Art, Computers, Science, etc.), Secretary and General Monitors.

A recent report from Denmark brings the news that "as many as 300 twelve to sixteen year-old schoolgirls ply their trade as prostitutes in Copenhagen".

The ranks of the teenaged whores swell by a dozen or so every week.

See how successful Sex Education really is in Denmark where it all began?

It's about time those puritanical wowsers forever criticising interstate and overseas Sex Education courses took an objective look at Copenhagen.

There, fumbling,

Wonderful Wonderful Copenhagen!

unenlightened, ignorant teenage girls are stripped of their innocence at twelve and equipped to earn a real living on the streets.

In Queensland, meanwhile, their counterparts are coddled and cossetted by overprotective parents and

radical fundamentalists determined to deprive their offspring of the enriching human relationships experienced by twelve and thirteen year-old Copenhagen whores.

Dan O'Donnell
Former Lecturer
in Education
NORTH BRISBANE CAE

STAFF: If Government funding is not wanted, teacher registration is not required under the Act. Our Supervisor is a State-qualified/registered teacher with High School, as well as A.C.E., teaching experience. Some of our 'Special-area Supervisors' are also High School teachers or tertiary lecturers.

A.C.E. READING WAY: Students using A.C.E. programmes are all either "learning to read" or "reading to learn", and usually the beginner can be taught to master the fundamentals of reading in less than four months. A.C.E. also develops their reading rate, along with accurate comprehension, by the use of a Reading Machine, and we are fortunate to have a supervisor specialized in this.

THANKS: We praise God for His provision of our initial needs - keen helpers to fill the staff roles, and sixteen students to make the effort seem worthwhile. To lighten the work load of the few of us, VOLUNTEER Monitors would be most welcome. THANKS!

FUNDRAISING: Please DONATE to our various funds i.e. for tuition fees; for equipment; for transport; etc. There is always need for money in the provision of education. We are selling AMWAY and other products, also new and second-hand clothing, potplants, jams, novelties, etc. Before buying elsewhere, please contact me, or can you ASSIST our new project by joining ACTS or by DONATION? THANKS!!

Rona Jayner

goondiwindi
Argus

JANUARY 19, 1983

More wowsers needed

JOHN Ekner sees no connection between Denmark's world famous sex education programs and the dramatic appearance of 300 12 and 13 year-old whores in Copenhagen (QT, 18 January).

This extraordinary eruption of teenaged promiscuity, he argues, is all due to the rural downturn. Bully for John!

As John perceptively notes, we fuddy-duddy wowsers just cannot take risks with the nation's children, especially if they are other people's.

For my part, I cannot forget the advice of a wise old man - my very first headmaster - that there is not a moment in the lives of children in our care that is not pulsating with destiny.

Every single lesson was an experience in human relationships - unflagging effort, cheerfulness and courtesy, and profound respect for others at all times - human relationships of that other kind our schools used to emphasise.

You know, the kind that elevated, and enriched, and ennobled rather than dragged down into the gutter.

If being a wowsers means to oppose strenuously the education experts who are determined to catapult every child in the nation into premature adulthood, I confess frankly that John is correct - I am a wowsers, a very angry one.

I just wish there were a few more of us to protect children from the muck masquerading as education.

Dan O'Donnell

(Q'ld. Times, 27/1/83)

'Sickened' by adverts for escort agencies

I READ with interest and dismay, the article on escort services which appeared in the Townsville Daily Bulletin recently (10-1-83), and found it very difficult to equate the obvious attempt to glamorise the world's oldest profession with some of the editorials which have appeared in your newspaper.

I have long been sickened by the "escort" advertisements which appear ad nauseam in your paper, but, although everyone knows the score, nothing can be proved, so nothing can be done to prevent people advertising in this fashion. However, the article in the Townsville Daily Bulletin was a blatant admission that these people are simply selling their bodies and is, in fact, an advertisement for their trade. An advertisement, incidentally, which was free and given prime space in your paper.

In a time when many parents are striving desperately to instil some moral values in their children, we are faced with the following description of the three tiers of the "trade" as offered by one of the ladies

- The street girl, who usually isn't of a very high standard
- Massage parlour girls - slightly higher class.
- Escort girls - very high standard.

The implication being that there are three levels at which one can sell one's body. In actual fact, regardless of the labels or gradings, the women at all three levels are "prostitutes" as defined by the dictionary. Prostitute: Woman who hires herself or is hired to men for sexual intercourse. Further, any man who benefits in any shape or form from this activity is a "bludger".

I am not surprised that many clients expressed "surprise" that the women concerned wore wedding rings and questioned what their husbands felt about their work. Most honourable men would never want to touch a wife who

had been involved in such a "business" and would die of starvation before they benefited from money earned this way.

Most clients of these so-called high class escort ladies would also die of shame if their own wives were involved in such a business.

If women are determined to follow such a profession, at least they should be honest enough to admit that their profession is prostitution and that the principal motivation is cold, hard cash and not, as one has claimed, to keep the rapist and child molester off the streets.

I was also intrigued by the statement that "The police here are good... If you run the place properly,

they leave you alone". I would like to remind both the ladies concerned and the police that this type of

activity is against the law! The law which the former are required to obey and the latter are charged with the responsibility of enforcing.

The foregoing I offer as the opinion of a husband and father.

The following information, I offer as a doctor.

Sexual permissiveness carries very real risks for those involved. Most people are aware of the seriousness of sexually transmitted diseases such as syphilis and gonorrhoea but the disease which is causing concern among informed people both medical experts and lay folk, is Herpes Simplex Virus Type 2. Here are some of the facts about this modern epidemic which medical specialists regard as more serious than either syphilis or gonorrhoea.

• H.S.V.2 is incurable. Life-long bouts follow a single contact.

• Incubation period from contact to first symptom can be as short as three days.

• H.S.V.2 infection before or early in pregnancy can cause spontaneous miscarriage. Later infection of the mother can result in brain and other infection in up to 40 per cent of babies born alive.

• Infection of the cervix leads to an eight-fold risk of cancer of the cervix.

NORMAN
SCOTT-YOUNG,
Member for Townsville.

The Townsville Daily Bulletin, Tuesday, January 18, 1983

ASSOCIATION FOR COMMUNITY TUTORIAL SERVICES (ACTS)

AIMS & OBJECTIVES:.....

[subsidiary of STOP & CARE]

1. To provide Community Tutorial Services presenting quality tuition based on a Christ-centred curriculum
2. To provide each student with supervision given by Christian staff who are deeply committed to the furtherance of the Gospel of Christ and to each child's individual development of academic skills.
3. To assist each student towards maturity and enhance his employment possibilities, by developing academic excellence and building character that includes respect, courtesy and discipline.
4. To help students to love God, Queen and their fellow-man by highlighting the responsibilities which God has given them, and their capacity to shoulder them, encouraging them to live daily as Christians should.
5. To provide students with tuition that will be accepted within the community as one of a high academic standard.

GIVE YOUR CHILD A SOUND CHRISTIAN EDUCATION

The questionnaire does not obligate you in any way. It is being circulated for the purpose of determining the degree of community interest in a centre for Christian learning.

- [] not yet interested
- [] mildly interested
- [] would like more information
- [] very much interested
- [] I would enrol _____ children if a centre was available in my area.

NAME: _____

ADDRESS: _____

_____ P/Code _____

TELEPHONE: _____

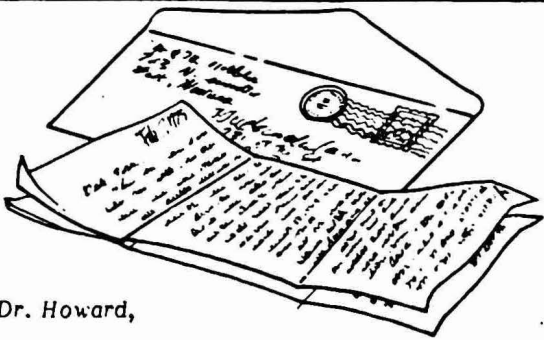
CHURCH (optional): _____

WHAT HAPPENS WHEN CHRISTIAN CHILDREN GO BACK TO A PUBLIC SCHOOL?

Read this good pastor's account of what happened in his own family.

Pastor Ed Marriott was not only proud of his four children, he was thrilled with the evidence of their Christian growth. They had blossomed in a Christian school atmosphere, and responded happily to their Christian home training.

The lesson he learned through heartache is told in his own words in this letter to Dr. Donald Howard, President of Accelerated Christian Education:



Dear Dr. Howard,

Our children were born again at an early age and showed signs of spiritual growth while still quite young. For two years in Alaska, our children were in Christian schools. We were pleased to see them grow spiritually, day by day. I remember one coming to me of her own volition, with deep crying, telling me of her hatred of sin and saying, "I don't want to hurt God by doing wrong."

We felt the call of God to start a new ministry in Colorado. When school began that September, things were going well and God was blessing, but we still did not have a permanent meeting place for the church. There was no way, it seemed, we could have a Christian school. Our children had to return to the public schools.

**"Within 5 or 6 months
my children seemed
so changed!"**

They were now eleven, twelve, thirteen and fourteen years old. Within five or six months, all seemed so changed! They had a different feeling toward sin. The change was initially noticeable in their response to discipline. We began to hear things they have never said before:

"You don't trust us!" "Why can't we ever do what we want to do?"

"Why do you have to tell us what to do every minute?"

Soon their attitudes toward church began to change. Instead of paying attention to the service, they would play. Now they didn't care about church youth activities they had happily participated in earlier. Before long, they were begging to go to games and activities at the public school. This was not at all like them, and we realized that their attitudes were changing. While we were busy getting a building for our church, Satan was busy tearing down the building-up that we had done with our children.

**"The influence of students
and teachers was grievously
affecting our influence."**

"Sin is just natural; everybody does it," seemed to be their feeling. Of course that is true, but they had been taught that one needn't continue in sin because Christ made His children new creatures. We tried to provide an example in our lives as overcomers of sin. But among so many temptations and bad examples, their resistance began to weaken. The influence of teachers and students was grievously affecting our influence.

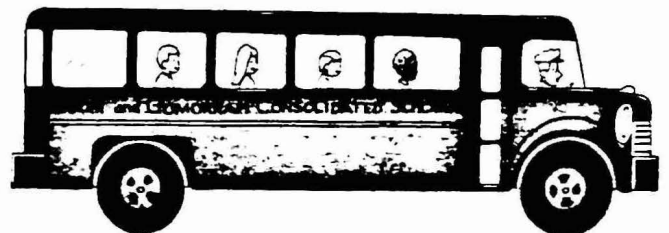
This new attitude was a grievance to me, not because there were deep, gross sins but because of the depth of spiritual life they had been living, while in a Christian school. Long ago I learned that God leads and Satan drives; I knew that when you feel driven you should go to God with prayer and great supplication. I cried before the Lord and asked Him to give me direction to rescue my children.

I reminded Him that I had followed His instructions, "Train up a child in the way he should go," and I also reminded him that the Bible does not say that they will return when they are old, but that "he will not depart from it."

God said, "Ed who was that written to?"

The Lord did not dispute with me. He simply said, "Ed, who was that written to?"

"Lord, all Scripture is given by inspiration and is profitable. Isn't it for me, Lord?"



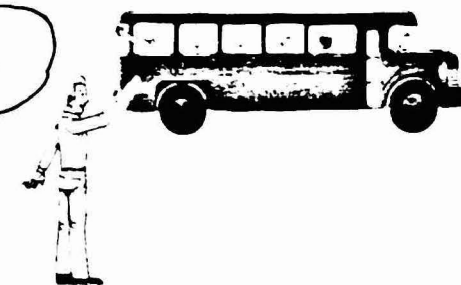
"Ed, it was written to a separate nation, not one that sent its kids to Sodom and Gomorrah every morning. Ed, how would you like to return to your old ways for six or seven hours a day? I don't mean participate in their actions, just to be there, sitting on a bar stool again?"

"No, Lord, I couldn't."

Get up kids.
Time to go to Sodom
and Gomorrah.

"Then why do you get your kids up every morning and say, 'Come on, kids, time to go to Sodom and Gomorrah. But remember, don't do the things they are doing.'"

Just remember...
... don't do the
things they do!



I said, "Oh, you're right, Lord. Please forgive me. I'll ask my children to forgive me, too. But, Lord, what can I do?"

He said, "Start a Christian school."

"How, Lord? We don't have the money."

"That's not your problem; that's mine," the Lord said.

We did begin a Christian school; how God worked all that out is a long and wonderful story. I can tell you that my children are spiritually sound again, and many others with them. In fact, they have grown beyond their previous loss by a good degree.

Our church has prospered also—it has doubled. Families are closer, and we are experiencing a peace that is worth any effort.

God taught me that if you don't have a Christian school, you don't really have a church—not a church patterned after God's Word. In times past, I did not see clearly or understand my responsibilities. I did not value a Christian school highly enough. I thank God that He was patient, and that I saw my children change after they were back in a Christian school. Now I take my stand that this church will always have a Christian school.

I thank God that A.C.E.'s faithfulness to God's calling has made it possible for any church to have a Christian school.

Gratefully,
Pastor Ed Marriott

that the family's real name, name and address available from A.C.E. headquarters.

FACTS

(An A.C.E. Booklet)

MANY THANKS to our thousands of STOP & CARE members and supporters who, by your letterwriting, phoning and public-speaking, and by your presence at meetings and delegations, contributed in such large measure to the MOUNTING COMMUNITY CONCERN that continued to build up so strongly throughout 1982, that eventually the EDUCATION ACT AMENDMENT BILL has had to be dropped - even though it was the 'darling' of many education bureaucrats and was strongly supported by the heirarchy of the NATIONAL PARTY!!

HOWEVER, we cannot afford to rest on our laurels, for I have been sent details of NEW AMENDMENTS that are being prepared for presentation to Parliament, and I am sorry to have to report that some of these still appear to need our close scrutiny and attention.

ON BEHALF OF MYSELF AND STOP & CARE MEMBERS, I have written to congratulate MR. LIN POWELL on his recent appointment as MINISTER FOR EDUCATION, and to assure him of our prayers and support as he tackles this difficult portfolio.

THE COURIER-MAIL FEBRUARY 22, 1983

State drops school plan

By political reporter PETER MORLEY

STATE Cabinet has dropped proposed amendments to the Education Act which would have required the registration of non-state schools.

The proposal — which nearly caused the State Government a defeat in Parliament in 1981 — and other controversial steps will go to the Government joint parties for re-examination.

The other items relate to the authority of the Board of Teacher Education on teacher registration and the incorporation of parents and citizens committees.

Last night, the Education Minister, Mr Powell, would only confirm that amendments to the Education Act would be discussed by the joint parties and said an announcement would be made later.

The changes now planned are machinery in nature to give the Education Department time to come up with an answer that satisfies the Government's initial intention that non-state schools be regulated.

The idea was that these schools, providing alternative education styles, some of which have worried the Government, could lose out on state funding if deregistered.

But there was public outcry, with strong lobbying against the proposal

which was seen as Government interference and discrimination against religious schools.

When the changes were introduced in Parliament in November, 1981, the Government survived by only four votes a move to have the matter deferred for three months for further public consideration.

Community concern mounted further, the Government relented and deferred the matter for six months. But the issue dragged on throughout last year, at the same delaying the machinery changes to the legislation.

While the actual registration of the schools has been dropped, it is understood that the Education Department is looking at other ways of ensuring standards are maintained by religious organisations.

Mr Powell has already investigated systems where the government sets an education standard policed by inspectors who can recommend removal of state funding.

He is to report back to Cabinet on alternative controls as well as ways to overcome criticism of the other controversial proposals.