

W H A T I S W R O N G W I T H O U R S C H O O L S ?

I have been asked to write a second article about the condition of the Victorian state schools in the context of the final Communist grab for power. This is an extremely difficult task as one cannot be concrete enough to drive one's point home, because references to certain places, persons, situations and events would enable the enemy to identify the writer and to take still greater revenge on him. The writer has suffered enough unlawful persecution and at the moment does not feel like becoming another Krutulis.

It has been suggested to me that I elaborate on the subject of School Councils. What are they and how far is the decentralization of power within our educational system responsible for the total collapse of values, ethical and academic; and for the "guided anarchy" which prevails and which I regard as the transitional stage to the ultimate Communist "tightening of the screw"?

Without spending much ink on the legal aspects of the institution of the Councils let me proceed to the gist of the matter. Theoretically, the Councils are neither bad, nor good. They have to be assessed in the ^{light} of the political disinterestedness of the Australian public, the well known inertia of the non-Communist masses. It is an exact replica of the notorious case of our Trade Unions. Who would bother about standing as a candidate, canvassing for votes, attending meetings, reading and answering correspondence, etc.? One wants to have his peaceful game of golf, his quiet watching of Columbo or Hawaii Five O in the evening, his drive to the country, and one just couldn't give a damn about proposals, secondments, amendments, voting, discussions, etc.

The Councils had existed before decentralization (though endowed with advisory powers only), and even in those old times it was hard to find anyone willing to participate. A couple of businessmen perhaps from the Rotary Club or the Chamber of Commerce felt the obligation to join if asked but there was no rush to occupy such positions. In a situation like this a dedicated minority can easily capture control of such a body as we have been witnessing for decades in the Trade Union movement. The Councils are mostly rubber-stamps, relying on information fed to them by the most active faction among the teaching staff and usually taking over from the latter their priorities and their evaluation of events. The dirty work and the sinister scheming is done by those in the know and they are among the teaching staff. The Councils are certainly not the prime movers in the "guided confusion" existing in the state schools.

I still worry mostly about the majority of the young teachers, not necessarily under the discipline of a certain political party, but sharing a number of attitudes on certain trendy issues like Uranium, knocking Thompson whenever possible, strikes, big spending of taxpayers' money, socialism, exaggeration of the grievances of some migrants, esp. newcomers demonstrations, criticism of the microscopic remnants of Western colonialism

and covering-up the mushrooming Ruso-Cuban colonialism in Africa, conspiracy of silence about the slaughter in Cambodia, etc. Although these activists know perfectly well where they are going at the moment (in more distant future they may split according to whether they are anarchists, Marcusists, Socialist Left, SPA, Communists, "concerned" Christians, Maoists), they craftily presents themselves to the outsiders as a rather amorphous mass of "progressives". It is certainly difficult, if not impossible, to refer to them by one generic name and in this, undoubtedly, lies their strength. The old times, when they all used to be under the unquestioned jurisdiction of the Kremlin, and when you simply spoke of Communists and everyone understood whom you meant, are over. If you ignore "polycentrism" and talk like that these days, you are regarded as a reactionary McCarthyist and are accused of kicking the Communist can.

A while ago I used the words "sinister scheming". If someone asks me to be more specific on this point I make no secret of it that at the moment Scheme Number One is to use the cuts in educational spending, which the Federal Government has instigated in the interest of curbing inflation, to the electoral advantage of the Left in the forthcoming Victorian elections. The fact that so much money has been transferred to many schools over the last five years, or so, in the form of "grants" that they do not know how to spend it and have it invested on high interest, is not divulged to the public. In some schools "kangaroo courts" of Leftist teachers force "uncooperative" colleagues, or colleagues who know the Marx-Leninist theory and practice too well to be likely to become dupes, to apply to transfers to other schools, or to resign.

The "shortage" of teachers thus artificially created in a particular school is then used as ammunition against Thompson. The propaganda machine then says, "He does not give us enough teachers because we are in a underprivileged area." What had preceded, i.e. that so and so many good teachers had been terrorized for so long that they finally transferred or resigned, is again not divulged.

The self-destruction of the Western society is proceeding on several fronts, e.g. schools, drugs, hard-core pornography, increasing criminality, terrorism, takeovers of Unions, student organizations, etc. by "activists", and others. In the educational sphere the sinister forces have been successful, and only a fool does not see it.

J.C-k.

EDITORS' P.S.: We are quoting from News Exchange, Vict. Ed. Dept, 26/4/78 on a situation in a H.S. in Metropolitan Area:

" The school has suffered eight strikes in eight weeks and on the morning of the 10th April, several V.S.T.A. supporters told the Principal that although he was a tough negotiator they would take him on and beat him. Forthwith they called a meeting of their members, which involved 23 out of 50 teachers on the staff, and announced to him a withdrawal of services for the Tuesday afternoon and the Thursday morning of that week. . . . following facts were revealed:

*No teacher at the school teaches more than 18 hrs/week

*No class exceeds 30 pupils, class sizes range from 4 to 30. . . ."

The teachers withdrawal of services is discriminatory against pupils' essential human right to equal opportunity to develop their talents. This is great abuse of authority and should not be allowed.

CZECHOSLOVAKIA 1978 - AFTER 10 YEARS OF OCCUPATION BY SOVIETS

Some REPORTS:

Council of Europe, Doc. 1494, 17/9/62:

PAR.33. The Communist regimes of Central and Eastern Europe realise that they can retain power only through the use of METHODS OF FORCE AND TERRORISM.

PAR.34. The regimes of the b l o c States operate on the principle that until the CLASSLESS SOCIETY comes into being the "peasant-workers' State" must wage class warfare against the "remnants of bourgeois capitalism". Socialist society must be purged of the "class enemy" who is regarded as a potential fifth column which MIGHT take action for the Western democracies IN CASE OF WAR. Although these hostile elements have been rendered impotent after years of class struggle, the "danger" which they are alleged to present provides the pretext for a SYSTEM OF PERSECUTION AND TERROR by which the Communist regime enforces its will on the PEOPLE.

PAR.40. As almost ANY offence can be interpreted as a POLITICAL crime, and mere DISSENT as TREASON, prosecutions are numerous. Thus a general atmosphere of fear and suspicion prevails in the Bloc States. PEOPLE live in fear of Communist PROVOCATEURS and of allegedly dangerous foreigners.

A WESTERN CORRESPONDENT REPORTS (11.6.78):

"There is none of the economic independence of Hungary and little of the intellectual ferment of Poland. Nor are there independent foreign policy initiatives as in Rumania. When relations between the Soviet Union and the United States deteriorate, so, precisely to the same degree do relations between Prague and Washington; when the Russians want light arms for "fraternal assistance" in the Horn of Africa, the Czechoslovaks fill the orders." . . . "Earlier this year, there was talk that the Soviet Union was even becoming a bit embarrassed by Czechoslovakia's pandering to their every wish, with media adulation of every move and every pronouncement from Moscow. "We are more Catholic than the Pope," one Prague writer said sarcastically. THE COMMENT was, in one key respect, WRONG: the REGIME, the PARTY apparatus are MORE SOVIET than the Soviet Union, BUT MOST OF THE PEOPLE ARE NOT.

The reasons are fundamental to Czechoslovaks, who see themselves FAR MORE WESTERN than EASTERN, a nation that may have to bend to the winds of this latest conqueror as it has to others but which nourishes the intellectual tradition which, since the 14th century, have made Prague one of Europe's great centres of learning and culture. There are a number of areas where the concepts of PARTY BUREAUCRATS DIVERGE from the VIEWS OF THE GENERAL PUBLIC as much as they converge with the views in Moscow: . . . But ordinary Czechoslovaks still see United States as the epitome of style, culture, economic opportunity and a broad range of freedoms. . . . Indeed, there is a deep contempt of anything and everything Soviet. . . . But the popular view is that Czechoslovakia could do better IF IT COULD TIE ITS GROWTH TO THE WEST rather THAN TO THE EAST - if it had the ready access TO WESTERN TECHNOLOGIES which, before World War II, made it ONE OF THE INDUSTRIAL CENTRES OF EUROPE.

. . . Ten years after they arrived in the 1968 "action of fraternal assistance," some 70,000 to 80,000 Soviet troops are still stationed in Czechoslovakia. Some towns, such as Olomouc in Moravia, are practically Soviet garrison towns and there are downtown barracks even in Prague. Western military experts believe Soviet tactical nuclear weapons units are positioned in the country. Most Czechoslovaks have learned to ignore the Soviet soldiers but a residue of bitterness is widespread.

. . . But they despise the slavish adherence to the Soviet-style centralized bureaucracy that has been grafted onto their free system. . . . This appears to be little overt support for the activities represented by the CHARTER 77 human rights movement. . . . Nevertheless, when foreigners raise the question, most Czechoslovaks appear embarrassed and upset that the movement was so brutally suppressed. . . . J. Josten, Editor of F.C.I. (London) to the Editor of The Times (25.7.78):

" . . . In your Defence Correspondent's report on General Hackett's book, it was made abundantly clear that the dissatisfaction of the captive nations would play a major role in ANY military conflict which might arise, and that this could even decide its final outcome. . . . By neglecting to keep the plight of the people under Soviet domination before the eyes of the public, The Times has on this occasion FAILED TO SERVE Britain's own interests. . . . "

(Authorized by Cultural Inform. CCC,
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Mr. Arujo CASTRO /Brazil/, presiding.
Mr. MALIK, representing SOVIET Government.
Mr. HAJEK, representing CZECHOSLOVAK Government.

THE PRESIDENT: "I call on the Representative of the Soviet Union on a point of order."

Mr. MALIK: "In connection with the Document distributed to Members of the Security Council, S/8758, dated 21st August 1968, that is to say, the letter addressed by Representatives of six Members of the Security Council to the President, I should like to quote the letter of the Soviet Delegation addressed to you, Mr. President: 'Mr. President, the Government of United States of America, and some other countries -their allies-, sent you a letter which contains a request to convene a meeting of the Security Council to consider the questions of the present situations in the Czechoslovak Socialist Republic. Yet, there is no basis for discussion of this matter by the Security Council. The Armed Units of the socialist countries, as is well known, ENTERED THE TERRITORY of the Czechoslovak Republic ON THE BASIS OF THE REQUEST OF THE GOVERNMENT of that State, which applied to the Allied Governments FOR ASSISTANCE, including assistance WITH ARMED FORCES, in view of the treats created by Internal and External reaction TO THE SOCIALIST SYSTEM and to the statehood established by the Constitution of Czechoslovakia. The Soviet Government and the Governments of the other Allied states have DECIDED to meet the request of the Czechoslovak Government for the military assistance in accordance with the existing TREATY OBLIGATIONS and on the BASIS of the relevant provisions of the United Nations Charter. - It goes without saying that the above mentioned Armed Units WILL BE IMMEDIATELY WITHDRAWN from the territory of the Czechoslovak Socialist Republic AS SOON AS the existing threats to the security is eliminated and the LAWFUL authorities FIND that the further PRESENCE of those units is NO LONGER NECESSARY. The ACTIONS of the Soviet Union and other socialist countries are DICTATED by the CARE FOR the strenghtening of PEACE and the nonadmissibility of undermining the mainstays of European Security. Attempts to present these actions in different light can by no means change our PEACEFUL INTENTIONS or diminish the rights of the socialist countries to individual and collective SELFDEFENCE. The Soviet Government has repeatedly WARNED that the attempts of imperialist reaction to interfere in the domestic affairs of the Czechoslovak Socialist Republic and in RELATIONS among the socialist countries NOT BE TOLERATED and will meet with resolute rebuff."

THE PRESIDENT: .. "I understand the Representative of the Government of Czechoslovakia has asked for the floor, and I now call upon him."

Mr. HAJEK/Czsk Repres./: "As a MEMBER and RESPONSIBLE representative of the Government of the Czechoslovak Socialist Republic, I am taking the floor with EMOTION, SADNESS AND REGRET, for the subject on the agenda constitutes TRAGIC EVENT and a tragic situation in my country. It is not fault of the Government of the Czechoslovak Soc. Republic that its relations with some other socialist countries, a debate in which certain antisocialist arguments have been rised. The RESPONSIBILITY lies ON those governments which, in spite of the agreed principles and mutual relations many times proclaimed and recently pledged by joint declaration of their HIGHEST REPRESENTATIVES in Bratislava on August 9, this year, IN SPITE OF bilateral and multilateral obligations stipulated in TREATIES, OCCUPIED BY their ARMED UNITS the TERRITORY of the CSSR in the night of August 20/21. This act of use of FORCE cannot be JUSTIFIED by ANYTHING. It DID NOT TAKE PLACE UPON THE REQUEST or DEMAND of CZECHOSLOVAK Government NOR OF ANY OTHER CONSTITUTIONAL ORGANS OF this REPUBLIC. . . . If in some of the 5 countries PARTICIPATING IN THE OCCUPATION, one SPEAKS ABOUT some REQUESTS made by constitutional political representatives of CZECHOSLOVAKIA, -THERE HAS NEVER BEEN A REFERENCE TO A SINGLE NAME! And to the KNOWLEDGE of the Czechoslovak GOVERNMENT-

N O S U C H D E M A N D W A S E V E R M A D E !!!"--
(Authorised by CEL-Victorian Branch)

- "REMEMBER KIDS WHEN YOU ARE SMASHING THE STATE
KEEP A SMILE ON YR LIPS AND A SONG IN YOUR HEART" -

THIS is an accurate rendering (including that "YR" instead of "YOUR") of what was written on the BLACKBOARD during a SOAP-BOX CIRCUS performance in one GOVERNMENT HIGH SCHOOL recently. While the ensemble of young LEFT-WINGERS in CASTRO-like outfit was spreading noise-pollution via their giant AMPLIFIERS the children were ABSORBING that political SLOGAN as a TV watcher absorbs advertisers' messages in the course of his favorite program.

THESE simple lines provide a better summary of WHAT IS ACTUALLY going on in MANY government HIGH SCHOOLS than a voluminous M.ED.thesis would do. THE PURPOSE OF EDUCATION IS "SMASHING THE STATE", to RIDICULE our existing democratic STATE. The wording of this EDUCATIONAL program might lead an outsider that its underlying assumptions are ANARCHIST or Trotskyite in nature, because experience tells us that orthodox Communist practice is to take over existing democratic states and turn them into authoritarian and totalitarian ones. Undoubtedly, many Australian teachers are indeed ANARCHISTS or Trotskyites, many, however, share the ideologies of the SOCIALIST LEFT, the pro-Russian Communists, pro-Chinese Communists, Independent COMMUNISTS, Stalinist COMMUNISTS and other radical and revolutionary - isms and movements which have strengthened their grip on the WEST in the sixties and seventies.

HOWEVER, my impression is that not only Anarchists but ALL brands of the extreme Left have also a stake in the game of smashing the existing state, because those who intend to build a new totalitarian state want to do so on the ruins and rubble of the old democratic one.

In its weakness and naïveté the EXISTING democratic STATE does not take the treachery of the smashers SERIOUSLY and even invests them with ever greater POWER within the educational system. My very conservative estimate is that 60% of our teachers, especially the younger ones, can be classified as extreme LEFT-wing and this tallies with the conclusions David McNicholl makes in the issue of The Bulletin where he says in an article under the heading "When the right to STRIKE is wrong": "Most thinking Australians know that the education departments of the states are falling steadily into left-wing hands. The majority of those teaching the young in Australia are Socialists at best, rabid Communists at worst."

THE CONTRIBUTIONS the Left-wing members of the profession are making to the revolutionary cause are manifold. The most DANGEROUS one is undoubtedly the large-scale INDOCTRINATION of their pupils, which can be done in almost all traditional subjects, and still better in the so-called "SOFT-OPTIONS" (or "MickeyMouse" subjects) comprising the "curriculum" of those MUSHROOMING community schools, annexes, alternative courses, etc. What is taught or discussed has a COMMUNIST SLANT, the information, necessarily limited in volume and complexity by time and the intellectual ability of the students, is carefully chosen so as to add WEIGHT TO THE COMMUNIST SIDE OF THE ARGUMENT (if genuine argument is allowed at all), and (unfortunately this is what even critical people frequently tend to forget) what is AVOIDED, what is TABOO, IS just as IMPORTANT and relevant TO the CONSPIRACY as what is discussed. During the Viet Cong war against South Vietnam and the Khmer Rouge war against Cambodia THE COMMUNIST PROPAGANDA about this "struggle of the people for liberation" against Western "imperialists" was the DAILY DIET served to our children. When, however, the unsavoury news about the slaughter of millions of Cambodians (including the dupes, neutralists, leftists, progressives, smart students, intellectuals, etc.) at the hands of the KHMER ROUGE reached the WEST, these unpleasant FACTS were simply BARRED from the classrooms of our High Schools.

Nor does the VICIOUS war between Communist Kampuchea and Communist Vietnam deserve mention in our INDOCTRINATION FACTORIES called SCHOOLS. During the FRELIMO insurgency in Mozambique a fanatical agent of this Communist movement sent especially for this purpose from Africa, used to address Australian students explaining the situation from the Communist point of view

Confront this with the fact that the inconvenient (from the point of view of Communist propaganda effort) Ethiopian war in the Ogaden desert is conveniently left out of classroom discussions. Ethiopian troops, supported by CUBAN contingents and Soviet "experts" have crushed the "national liberation struggle" of the ethnic Somalis in the Ogaden region. Somalia itself is a Communist country, only a few months ago still strongly supported by the USSR. But the Soviets have switched sides (Ethiopia itself having become Communist in the meantime, as well as being bigger and more populous than Somalia) and so the issue became embarrassing to our leftist teachers who nowadays do not touch it in the classrooms. -The KUOMINTANG is still "corrupt" according to our schools, the truth about the economic progress of Taiwan, its land reform and standard of living as compared with that of Communist China NEVER FILTERS THROUGH.

URANIUM mining in Australia is ardently opposed while the FACT that the SOVIETS had been mining it since 1945 in the Jachymov region of Czechoslovakia and the Aue region in East Germany and later, of course, in Siberia IS NEVER MENTIONED. Chinese NUCLEAR EXPLOSIONS in the Sinkiang-Uighur A.R. are also passed in silence. - I could multiply these examples ad infinitum.

THE SECOND FUNCTION of our leftist teachers, organised in the Victorian Secondary Teachers' Association, is to indoctrinate their pupils by PERSONAL EXAMPLE that STRIKES ARE so to say our daily bread and that they are AND SHOULD BE NORMAL phenomena of our social and economic life. This consideration, i.e. to educate future strikers, more than the official "ISSUES" has always been the philosophy behind the disruptive VSTA strikes. It is true that especially before the last Federal elections many ultra-leftists suddenly realized that teachers' strikes are highly unpopular in the community, since working parents don't know what to do with their children on such days, and are constantly politically counterproductive, possibly costing ALP many votes. At that stage many voices within the ultra-leftist VSTA warned against strikes and one strike was actually called off. This, however, does not invalidate the GENERAL observation that STUDENTS ARE trained to be the strikers of tomorrow.

OF EXTREME IMPORTANCE in the sphere of politics is the new orientation of an increasing number of schools away from academic content and away from the study of serious subjects. Children's time is filled with useless incoherent activities, designed to amuse them and not to tax their brains. Many HIGH SCHOOLS HAVE BECOME KINDERGARDENS, or rather CHILD MINDING CENTRES. It is easy to imagine that under such circumstances even a conscientious teacher who demands work from the students BECOMES UNPOPULAR and has to GIVE UP. The consequence of this CUNNING COMMUNIST POLICY is that in the age when technologically advanced industry requires a more sophisticated workforce to be able to run at all, OUR SCHOOLS are producing youngsters LACKING THE BASIC KNOWLEDGE of spelling and grammar, UNTRAINED IN COMPREHENSION, and WITHOUT BASIC MATHEMATICAL AND SCIENTIFIC SKILLS. Leftist teachers are thus producing an UNEMPLOYABLE GENERATION. Presumably, these young people on leaving school will have difficulties in finding jobs and will form a dissatisfied, rebellious social stratum, easily manipulated by agitators and voting in a certain way in elections.

THE LACK OF DISCIPLINE produces people who, as employees, will LACK CONCENTRATION, DILIGENCE and ABILITY TO ACCEPT INSTRUCTIONS from their superiors. They will become drifters, UNABLE TO HOLD a job. It is no secret that most LEFTIST TEACHERS consciously create in their students CONTEMPT FOR WORK, esp. MANUAL WORK. Even students with the most LIMITED ABILITY are encouraged to become social workers, librarians, psychologists, interpreters, or, again, TEACHERS (in their students intake our Teachers Colleges are giving preference to students with low MARKS, so as to establish a bond of gratitude between them and the Left), i.e. to enter THE FASHIONABLE IN-PROFESSIONS. Students are deprived of any sense of realism and filled with unrealistic expectations in which they, one day, must be disappointed.

IN CONCLUSION I submit that the developments in Australian schools are PART OF A COMMUNIST CONSPIRACY, being, as far as the harm done to our WESTERN VALUES is concerned, second only to the poisoning by DRUGS.

J.C-k.