

# PHILOSOPHY IN OUR SCHOOLS?

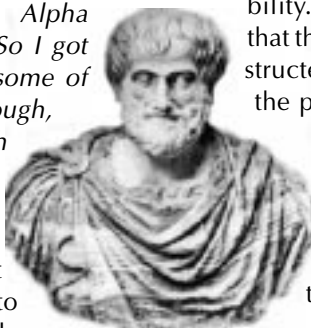
Despatch received an E-mail recently which disturbed us. Names have been removed, it had the name of a school Principal attached, this is what it said:

*"Dear Wendys,  
greetings in these momentous times. I don't know if your saw the TV programme last night (INSIGHT ON SBS I THINK?) It spent quite some time on the above story and did it very well. But it strongly reminded me of the article you published some time ago on the Alpha Course – DIAPRAX etc. So I got out my files and reread some of your article and, sure enough, it really sounds very much like that. Can anything be done to fix these people?"*

We found the transcript of the program-me referred to on Internet, it was called **"Socrates in the Schoolyard"**, May 09, 2002. It was all about "reaching" primary schools in Australia with philosophy. Really it is a plan to bring in the most confusing, disastrous teaching imaginable, to unleash this upon young children at their most vulnerable age. It will make children think Truth could be anything and everything, just choose and reject,



adapt and merge, make a hodge-podge of your own and add other beliefs to it. The transcript can be sent to you, if you write for it and cover postage. A mixture of Eastern religion, Buddhism, humanism and metaphysical nonsense it poses as being "academic." Really it would be like a brainwashing against absolute Truth as even being a possibility. Parents will be told that their children will be instructed in "philosophy" in the primary school – what a thrill this is! Then, the ground will be pulled from under the feet of the poor young children as they are trained in ungodly, soul destroying, truth destroying, senseless emptiness. It



## ARISTOTLE

appears that our Queensland schools may be piloting these "philosophy" courses for primary children. The globalists, through the United Nations, want all citizens involved in Life-Long Learning. They want to start early on 4-5 year olds to get them adapted to the unified mind of the globe. What

can be done? Buranda in Brisbane is a pilot school.

The brainwashing going on in our Australian schools is happening now on a massive scale. So complex are the activities of the global facilitators of this global education, that the majority of parents and grand-parents will find it hard to even understanding what is happening to their youngsters. Using the material of others far more knowledgeable than I we can perhaps simplify down to a thumb nail sketch.

The real purpose of education [ many other global purposes could be cited] in Australia now is to:

- Use the schools here to change Australia to a socialist global state, which will be subservient to the United Nations Charter, not our constitution.
- To brainwash our children, starting as close to birth as possible, to reject individual thought, belief and action. To get them to accept collectivism, unity by the masses under the masters.
- To reject truth and even the concept of absolute truth in favour of tolerance and consensus, drawing on "ethics" which suit one's own situation.
- To bring the Hegelian Dialectic by higher-order thinking skills to the children.
- To reject nationalism and love of country, and submit to love of internationalism and the values decided upon by the global masters.

### WHAT IS THIS "HEGELIAN DIALECTIC"?

➡ CONT'D ON PAGE 12

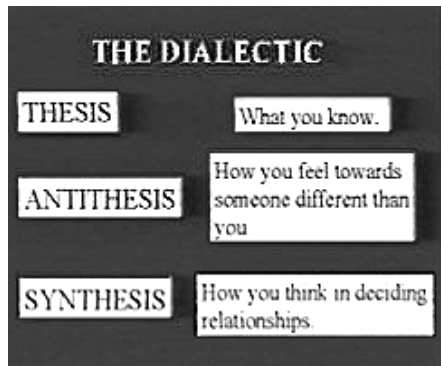
## Dean Gotcher exposes the Dialectic Process in Education & Religion .



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Video & Printed Material  
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Or his video only [PAL] format  
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We are looking at it as we read the “philosophy” transcript from the SBS interview.

It is a training to get students to abandon absolute truth, and to embrace the compromise solution. To join the beliefs and thesis (ideas) of students into a new and common belief – a synthesis. This is not the same as the horror of Values Clarification, which we have known about as Christians for many years. It hits deeper than that. Values Clarification makes the student challenge the parents, the church and the Bible on their role as “values” givers, and instills into a child’s mind that they must establish their own “values” and morals, for themselves. The dialectic training, however, through courses like this “philosophy”, makes a child drop even his/her own right to hold a black and white belief at all! The idea is to get truth reduced to forming patterns which are worked out by the individual himself, which is then thrown up against other people’s “opinions” – and all is seen as various understandings of life. To hold absolute Truth beliefs will be seen by the student as being morally reprehensible, warlike, stupid, ignorant and closed to higher understanding.

It is all about NIHILISM, really. From a dictionary of modern thought: “An attitude or viewpoint denying all traditional values and even moral truths. The Nazi victory in the 1930s-1940s has been described as a “REVOLUTION of Nihilism.”

Hitler knew only too well how to train up his Hitler youth groups. So

does the New World Order know how to train up the global children of our day.

Some “gems” from this “course” as found in the “**Socrates for the School-yard**” transcript will give our readers a better understanding.

⇒ **Ask yourself, would you want your 5 year old child pondering on this stuff?**

It would make them doubt reality, let alone their Creator’s reality:

EXCERPTS ONLY...

### **“Socrates in the School-yard”**

*“My name is  
Edward Spence  
and I welcome  
you all to Stecki  
Taverna, the  
center of the  
philosophical  
universe.”*



*“Philosophy is even reaching into primary schools where first graders are being taught to consider the big questions, such as what is time, and does space end?”*

*“I think there are so many things happening morally and philosophically and politically in society that people are looking for answers and looking for people to help them work out the answers for themselves. And I think people don’t want ready-made opinions. They just want to be shown how to think, so that they can sort out*

the confusion that life is for themselves."

"Imagine opening up a discussion on ideas with a young group of Australian kids and seeing real discourse on the meaning of life. Well, that's exactly what happens here at this school in Brisbane. This is Buranda, a State primary school in an inner-city suburb. It was one of the first of a growing number of primary schools to teach philosophy in the classroom."

"I like philosophy, because I can make analogies and my analogy that what I think philosophy is about is – it's like water running through your hands, and the bits left in your hands are the big questions like, "Does space end?" and stuff like that."

"According to independent testing, academic results at Buranda have improved dramatically. The students now perform well above the national average. So how does it work? Phil Cam showed staff at Buranda how to teach philosophy. He brought the ideas from America after watching the great philosopher-turned-educator Matthew Lipman."

"Well, I think what Lipman was trying to do was to encourage children to think for themselves. And what my work does, and what Lipman also was doing, was to try to engage children in the philosophical activity."

**"What is time? Does time stop? Is there such a thing as time and ..."**

**"Is he the person who said, 'I think,**

**therefore I am.'? What do you think Descartes meant by "I think, therefore I am."?"**

I think he drove himself insane trying to find out why, or how he could prove that anything existed. So, what was his one response, he could just come up with the one fact that, "If I wasn't real then I couldn't actually be wondering this."

"One of the examples of these questions would be something like

**'What is change?'**

And also there's all kinds of other questions ...

**'What is the meaning of life?'"**

[Work it out for yourself,  
5 year old!]

"In a really well-run group, they will begin to challenge each other and say,

**'Well, why do you think that?'**

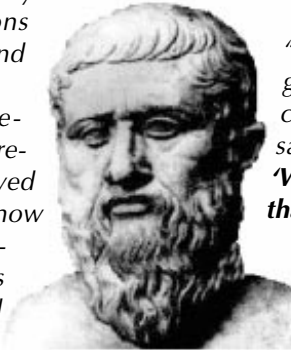
**What is your criteria?**

**What are your premises?**

**On what basis are you saying that?'**

SO WHAT IT DOES IS IT UNDERCUTS THE WHOLE REALM OF OPINION." (Emphasis added).

"I read somewhere that teaching is not in giving of answers but in the right questions. And he provides us with the questions, just like Socrates did. Is that what he did? And a lot of what he did in the past was **IALOGUE**, and we practise that. It's not conversation but



**PLATO**

dialogue, really listening and respecting their opinions as they respect yours."

**LET'S LOOK FURTHER  
& ANSWER  
SOME OF THESE  
QUESTIONS:**

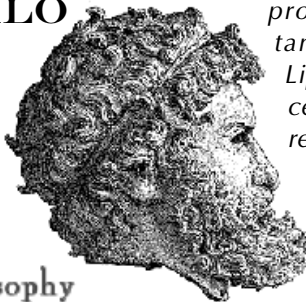
1. Who is this Matthew Lipman?
2. If this "philosophy" training for small children happening anywhere else, or just in America and Australia?
3. Can we show you any more of the giving of right questions" which are supposed to help our little kids "undercut the whole realm of opinion"?
4. What can we do to stop these people?  
\*\*\*\*\*

**1. Who is Matthew Lipman?**

Lipman is the Director of the Institute for the Advancement of Philosophy for Children. This is an International network of the New Age which was established in 1985. Lipman has many links with RUSSIAN THEORISTS, who teach neo-communistic anti-God philosophies. This quote from the Lipman Website is of interest:  
" ...correspondence between Lipman's work and that of Russian theorists, but also with Russian reactions to philosophy for children. In an afterword, Arkady Margolis, Director of the Department of Teacher Education and of the Institute of psychology of the Russian Academy of Education, describes his view of the links between Russian theorists and Lipman's ap-

**PHILO**

Greek  
Philosophy



proach. Perhaps the tantalizing fact that Lipman's work has received greater official recognition in Russia than in the United States is related to the congruence between his approach and that of the Russian theorists he discusses."

**2. Is this "philosophy" training happening anyway else, or just in America and Australia?**

The "training" is going on in many parts of the world. From the Website we got many Australian addresses and contacts, and Queensland has an association for the teaching of this at Cooparoo. They are engaged in training teachers in Network meetings, called FAPCA – Federation of Australasian Philosophy for Children Association. We saw also a Victorian association, an association in NSW and in Tasmania.

**3. Can we show you any more of the "giving of right questions" which are supposed to help our little kids "undercut the whole realm of opinion"?**

Yes, here Despatch will show you just a small sample of the sort of Values Clarification process which is involved in this "philosophy" training. Note the confusing of values, morals, material reality and spiritual realities. Note how difficult it would be for a child to keep

a sense of right and wrong, truth and error in tact.

### "Caring Thinking: The new intelligence"

AUTHOR: JAN BRUNT  
FLINDERS UNIVERSITY, SA.

*Extract: p.4*

#### 3. Respond to the following:-

- ◆ Describe the worth of a rainbow.
- ◆ Describe the size of loneliness.
- ◆ Explain the shape of grief?
- ◆ Which weighs more,  
a promise or a mistake?
- ◆ Power is in the \_\_\_\_ of a \_\_\_\_.
- ◆ Explain the colour of emptiness.
- ◆ My Saturday morning  
has the texture of \_\_\_\_\_.
- ◆ My bedroom is like a \_\_\_\_  
where I can \_\_\_\_\_.
- ◆ The smell of \_\_\_\_  
fills me with \_\_\_\_\_.
- ◆ Explain the form and the worth  
of your thoughts.
- ◆ Explain how trustworthiness is like  
a birthday cake.

As with all Caring Thinking activities, the emphasis must be on thinking with the heart. The Values Clarification process requires time to reflect and internalize, come to terms with what this means to me, in order to be able to effectively articulate Caring Thinking. While the above activity might also lend itself to brainstorming, the outcome would be triggered by a Creative Thinking process rather than Caring Thinking.

- ◆ Students with heightened sensual

and emotional overexcitabilities have particular strength in the Valuational Thinking side of Caring Thinking.

The key characteristics

of a Valuational thinker  
may be summed up as:-

- ◆ intense emotional depth & sensitivity
- ◆ strong personal values and standards. [END OF QUOTE]

Let the Website comments show us just a little of what Non-cognitive thinking is about, the brave new intelligence of this new world:

#### 'What is Caring Thinking?

*Caring thinking is the side of giftedness that stems from the heart of a person. Thinking with your heart and your personal values. Caring thinking empowers students to establish a sound value system from which to make sound and compassionate, value judgements."*

In other words, don't rely on good and solid thinking from the brain, delve into the emotions, what seems good to yourself accept. Do as you will shall be the whole law. Make up your own values and reality from your own emotions and soulish responses. There is no higher law than that. Reject logic and ordinary thinking, cognitive understanding, and rely on the wafting of imagination, feelings and personal preference.

That sounds like Satanism to me! Aleister Crowley says something like,

*"Do as thou wilt*

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*shall be the whole law."*

This definition, which was formed with the help of education researchers in the USA, appears in Berit Kjos' book, "**Brave New Schools**":

**"AFFECTIVE DOMAIN:**

*The area of learning that deals with feelings, beliefs, values, attitudes, and motives – all those inner factors that determine behaviour and responses to stimuli. By changing or modifying the affective domain, educators can control behaviour, or so they believe."*



this, seek God about what His will is for you. Be a shining light in this horrible darkness.

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## SNIPPETS.

### THE STATUE OF LIBERTY OR OF BONDAGE?

The so-called Statue of Liberty was given to America by the Masons. It was sculptured by Frederic Bartholdi, a member of the Masonic Lodge of Alsace-Lorraine in Paris, France. The statue is significant to the secret societies plotting the New World Order.

(SOURCE: J.EDWARD DECKER, EDITOR,  
THE DARK SIDE OF FREEMASONRY  
(LAFAYETTE, LOUISIANA,  
HUNTINGTON HOUSE PUB. 1994), p.204).

### AUSTRALIA HAS A NON-ABSOLUTE VALUE VACCINE!

*"Truly the "non-absolutist value vaccine"...has taken and can be expected to further sicken our*

#### 4. What can we do to stop these people?

These matters are extremely disturbing. Few parents care what is happening, or understand. Even Christian parents just "*go with the flow.*" Get books that can help you understand. Berit Kjos' book "**Brave New Schools**" is a sound book.

YOUR children or grandchildren are precious, don't let them be swallowed up by the pagan and evil society in which we live. Get your information and warn others, intelligently. TEACH your children what the training going on is all about. Teach them sound and solid Bible morals, absolute truths, commandments from the Lord, and be sure they are trusting in Christ as Saviour. Pray about your own part in all