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The Price of Freedom is Eternal Vigilance

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### Thought For The Week: *A 'Problem' correctly stated is already half solved - CH Douglas*

- *Rehabilitation of all our learning institutions - civics and our rich cultural heritage, the three Rs and Classical education :- grammar, logic and rhetoric - 'Keys to Unlocking Democracy'*  
Definitions from Oxford Languages -educate  
Origin: late Middle English: from Latin educat- 'led out', from the verb educare, related to educere 'lead out'

### HAD I NOT READ DOUGLAS... By Arnis Luks

In my research on education, the thought processes caused me to conclude that the proper function or purpose of an education is one of "intelligence gathering" for life. Eric Butler would often use the analogy of a jar labelled sugar, filled with a pink crystallised substance. If in fact the substance was sugar, the appearance is correct and should produce minimum side-effects. If incorrectly labelled and the substance happens to be strychnine the side effects will be significant and probably fatal. Corrupted education can have a similar adverse effect toward every discipline we undertake. Knowledge is a power to manage things effectively. Creation 'as it is' a foundational key.

If I fail to pursue the lessons learnt from the past of the management of my bees, and base my actions solely on my limited experience, the results will be "painfully" less than could be expected (had I pursued the historical repository of other's lessons). I would produce a similar outcome should I be attempting to build a house, or a bridge without consulting the technical knowledge accumulated over generations. If my knowledge, the intelligence-gathering, the foundational information is wrong, then the endeavour probably will not stand.

As a matter of practice across my working lifetime, all juniors were developed under the watchful eye and guidance of seniors, historical specifications, standards, and past precedents – lessons from the past. No doubt this is similar across all disciplines and trades.

We should consider across creation a couple of different methods of gathering information-intelligence.

**Snails**, with their limited eyes on the tips of their top pair of tentacles can sense light and dark. Their lower tentacles are used for smelling and tasting to help find food. Their nerve cell endings, which arise from bipolar and multipolar souls in their epidermis or skin, enable them to feel a sense of touch and pain.

**Snakes** - the snake's tongue is waved about sampling chemical-molecules in the air. These gathered molecules are then transferred to the Jacobson's Organ via the mouth floor. This allows the snake to follow a trail of prey or a potential mate. Snakes also use their lower jaw in contact with the ground to detect vibrations. Some snakes are able to sense wave lengths outside the light spectrum - infrared radiation, being able to perceive body heat. The trigeminal nerve sensing this infrared radiation reaches the brain via the optic tectum, making the image detected by their eyes superpose with the infrared image from their pit organs. Therefore, snakes detect both the visible light (as we do) and the infrared radiation in a way that is impossible for us to even imagine.

The snail and snake's methods for intelligence gathering, the viability of these differing creatures, is inherent within their biological sense elements. Mankind has five major sense elements: sight, hearing, taste, smell and touch. He is capable of building onto these sense elements. Scientific investigation is a method within the fossil record, ice cores, peat swamps, tree rings, archaeological digs and many other sources. By far the most prolific source of gathering information-intelligence are the written records. The transfer of knowledge from the past, of gathered information-intelligence is historically utilised within our educational institutions and libraries being the foundational seat of knowledge collection.

#### Education as a Skill For Life

Classical Education was modelled under the trivium - grammar, logic and rhetoric:-  
accurate use of language, judgement, and effective, persuasive debate of countering points of view.

## Comprehension

I have found it is only when writing (of what I am learning), that my knowledge and understanding of the subject-matter improves. Reading comprehension, while 'assessable' in a learning environment, does not greatly "illuminate" those thoughts unless also placed into context in the world around - embodied as McGilchrist describes. The light of discernible knowledge is switched ON when observed in context. If the thought (knowledge) is not placed in context, it remains an abstraction – un-tested in the natural world - creation.

*Education, especially for elite schools,  
has always been corrupted*

This comment in last week's *OnTarget* was not made lightly. In my early teens, having observed first-hand the inculcation of Marxist theory within our educational institutions I grew keenly aware of the power exercised by the injection of this foreign ideology into education. Transferring thoughts one to another through language (spoken-heard, written-read) has the ability to effectively communicate provided the words are comprehended consistently. What is communicated could become unclear and incoherent if language is corrupted. Grammar as the discipline for language, optimises forms of communication so a thought is correctly expressed, transferred and comprehended - understood. Any confusion on the meaning of words stunts or limits meaningful communication – intelligence-gathering.

## Self Education

Without my later-years of re-education, I would never have learnt from the theological writer Dorothy Sayers, nor Etymology from Owen Barfield, or Psychology from Ian McGilchrist, or about William Blake but for Roderick Tweedy. Each writer has presented their understanding as part of our rich and varied cultural inheritance. They are not even the tip of the iceberg of knowledge, but they are all leaders in their chosen field of knowledge, transferring wisdom for posterity. CH Douglas presented a novel (original) point of view encompassing all of life, not only economics, philosophy and theology, but automated industrial-production, conservation and (history's confused record of), the financial system.

*The love of money is the root of all types of evil*

## Theology as the Senior Science

Each discipline stems from a foundational philosophy – what we actually believe as the ultimate truth. Maths uses measurement to manipulate the natural world. But whose world? If the philosophy of maths is just 'man as the highest being' then it becomes fair game to go your hardest. Watching the military parades by China and Russia, I can't help but acknowledge their philosophy is one of power. Man is the highest being and survival of the fittest their motto. Their industry and cultural pursuits are directed towards this end objective of greater power. If man can conceive it in his mind (abstraction), it must be so. Big is everything: big government, dams, ICBMs,

ships, aircraft, buildings, military. As long as it is big, but for what lasting benefit? What could possibly go wrong? We are now capable of destroying ourselves and the world around us. What has our (Australian) cultural philosophy now become? It has not always been so.

## Propaganda

Edward Bernays was a relatively modern purveyor of propaganda as was Joseph Goebbels, but the craft of propaganda goes back centuries, if not millennia. How do you get "whiter than white"? An advertising campaign presented that case *ad infinitum* until shoppers were compelled to buy their product. Was the statement true - of course not - that advertising caused an acceptance of a "nonsense thought" as we yielded. What is (natural) immunity? We all know the thought, but what does it really mean from the historical record? If that question is answered as truth, then other thoughts can more readily be gone after. If you do an internet search on this question, you will be directed to almost anything except the correct answer. Such is the menace of modern propaganda and censorship tools.

*I quite often use a thesaurus and dictionary  
to clarify a "word thought"*

**natural immunity:** The ability to resist infection that does not depend on prior experience of the invading organism and the resultant production of antibodies or amendment or selection of lymphocytes. Natural immunity is a general and non-specific resistance to infection possessed by all healthy individuals. Also known as natural resistance.

*Collins Dictionary of Medicine © Robert M. Youngson 2004, 2005*

**natural immunity:** immunity due to the possession of suitable genetical characteristics rather than immunity produced in response to a vaccine or serum.

*Collins Dictionary of Biology, 3rd ed. © W. G. Hale, V. A. Saunders, J. P. Margham 2005*

A positive test result for any virus will show that the presence of 'that virus' is being, or has been processed naturally by the body's immune system. Reinforcing the body's natural immune system utilising readily available methods: plenty of green vegetables, garlic, fruit, regular exercise, fresh air, sunshine and plenty of clean water.

Propaganda presents the case that you require man's direct intervention: an mRNA injection with a booster every 12 month and recurring PCR tests. This is the marketing strategy of a product for sale. Vested interests stand to make trillions from mRNA injections, PCR tests and masks. Further, the collapse of the economy, all the resources of the world will fall into their waiting hands.

## Computer Models as Propaganda

Computer generated "models" were used to predict unprecedented global warming, yet our sense-perceptions show it to be of no real consequence.

Al Gore, of impending climate catastrophe fame, after going around the world predicting catastrophic sea

level rises, purchased a multi-million-dollar property on the seashore - a purveyor of fear porn. I lie, I lie, I lie! The Y2K Millennium bug was a similar marketing campaign predicting planes falling from the sky and other catastrophic consequences, and yet we entered the new millennium with no significant computer events. A marketing campaign to upgrade computer software.

### **We Are At War**

In the *Art of War*, Sun Tzu 5<sup>th</sup> Century BC records how counter-intelligence is paramount for the successful execution of war. Marxist-Leninism uses this same strategy. Aleksandr Solzhenitsyn, Yuri Bezmenov, Anatoliy Golitsyn and Whittaker Chambers all bear witness to the subversion of our educational institutions by Marxist revolutionaries. Our cultural inheritance (intelligence-gathering) has been subverted by foreign powers and also some who dwell amongst us. But that is not all. While Marxists are invited into the host nation by those committing treachery, there is another band of counter-intelligence altogether to consider.

#### Sun Tzu on the Art of War

[https://alor.org/Storage/Library/PDF/Art\\_of\\_War.pdf](https://alor.org/Storage/Library/PDF/Art_of_War.pdf)

#### A Warning to the West By Aleksandr Solzhenitsyn

<https://alor.org/Storage/Library/Solzhenitsyn%20I%20-%20Warning%20to%20the%20West.htm>

#### Yuri Bezmenov wrote "Love Letter To America"

[https://alor.org/Storage/Library/PDF/Bezmenov\\_Y-Love\\_Letter\\_To\\_America.pdf](https://alor.org/Storage/Library/PDF/Bezmenov_Y-Love_Letter_To_America.pdf)

#### The Perestroika Deception By Anatoliy Golitsyn

[https://alor.org/Storage/Library/PDF/GOLITSYN%20A-Perestroika\\_Deception\\_\(1998\).pdf](https://alor.org/Storage/Library/PDF/GOLITSYN%20A-Perestroika_Deception_(1998).pdf)

#### Witness by Whittaker Chambers

[https://alor.org/Storage/Library/PDF/Chambers\\_W\\_Witness.pdf](https://alor.org/Storage/Library/PDF/Chambers_W_Witness.pdf)

If we don't learn (from) the 'lessons' of history, we are bound to repeat them.

Today our most dominant source of gathering information-intelligence comes from the main-stream media, whether it be the pulpit, TV, radio, print or social media. Should these informational sources be manipulated for other purposes, mankind can readily be lead astray. **The Monopolist** John D. Rockefeller Snr's venture into the orient established mercantile and educational institutions simultaneously in China 1913. Thus came the reorientation of that ancient culture and their traditional wisdom. Similar, the Johns Hopkins University's inordinate influence holds over emerging 'advocates and standard-bearers' across USA and world.

*Johns Hopkins University (Johns Hopkins, Hopkins, or JHU) is a private research university in Baltimore, Maryland. Founded in 1876, the university was named for its first benefactor, the American entrepreneur and philanthropist Johns Hopkins. The London School of Economics and Political Science is similar.*

*The PUMC Peking Union Medical College Hospital was founded in 1906. The American Board of Commissioners for Foreign Missions, the Board of Foreign Missions of the Presbyterian Church in the U.S.A., the London Missionary Society, and later, the Board of Foreign Missions of the Methodist Episcopal Church, the Society for the Propagation of the Gospel, and the Medical Missionary Association of London,*

*together with the then-Chinese government cooperated in the foundation and development of the Medical College and maintained it until 1915.*

*The Rockefeller Foundation was established in 1913 and in 1913-1914 the newly formed Foundation created a Commission, including Dr. Franklin C. McLean, to examine medical education in China.*

*One of its recommendations was that the Foundation - through a subsidiary organization - should assume financial responsibility for the college PUMC.*

*On July 1 1915, the recently established China Medical Board assumed full support of the Union Medical College, having previously acquired the property. The commission's members had included both William Welch, the first Dean of the Johns Hopkins Medical School, and Simon Flexner.*

*The China Medical Board modelled the school after Johns Hopkins University School of Medicine following the recommendations of the Flexner Report, which set the foundation of modern Medical Education in the United States and Canada. The PUMC was reorganized in 1917 and celebrated its 90th anniversary with a ceremony attended by the President of Johns Hopkins University, the Chair of the China Medical Board and representatives of the Rockefeller family and Rockefeller Brothers Fund.*

*John Black Grant, M.D., M.P.H. was a founding faculty member of PUMC and served from 1921 to 1938 as Professor and Chair of its Department of Public Health. Dr. Grant is the father of James P. Grant, the third executive director of UNICEF.*

### **What is the primary purpose of education?**

Intelligence gathering for life - passing on the accumulated wisdom using thought transfer within the discipline of grammar - written-read, spoken-heard, comprehended-understood providing it is fit for purpose. **Alfred the Great 849 – 899 AD** saw this fundamental value - of central importance, and went on to establish education, learning and the written-record. Knowledge was inherited intelligence for his people.

*Alfred, the fifth and youngest son of King Ethelwulf, was born in 849. At the age of four he was taken to Rome to be confirmed by Pope Leo IV.*

*In 871 he succeeded Ethelred I as King of England when Viking invaders were occupying the north and east of England and Wessex was under attack. In 878 the Danish army led by Guthrum forced Alfred into hiding in the marshes of Athelney in Somerset. Alfred's counter-offensive produced a victory at Edington, Wiltshire, in 878. Under the terms of the Treaty of Wedmore, Guthrum agreed to withdraw to East Anglia. Alfred accepted the Danes as rulers of East Anglia and much of Mercia.*

*Alfred repelled another invasion in 885 and the following year captured London. To combat further invasions, Alfred reorganized the fyrd (militia), created*

a ring of fortified strongholds around his kingdom, and built a fleet to reinforce his defences. This gave him the reputation of being the father of the English Navy. Alfred also promoted education and learning and encouraged the production of the Anglo-Saxon Chronicle. He personally translated Latin books into Anglo-Saxon; including the works of Gregory the Great, Bede and Orosius. Alfred died in October, 899, and was buried in Winchester.

Alfred saw education as fundamental for the stability of his Kingdom. Why do we moderns tolerate infusion of corruption in the disciplines of learning (intelligence-gathering) that directly affects our national stability?

### Deciphering Truth

As a new work-practice, I have cancelled all the MSM subscriptions. I continue to scan through the headlines daily to develop a sense of what the propaganda is about, but from there I move into research (to consider the validity of their marketing) to produce a counterpoint and an overview – decipher truth from all the confusion and look for the philosophy behind the propaganda. It is from this re-search I find truth and not being drawn into the mesmerising hypnotic gaze of what the MSM present - Initial lockdown, Financial support, PCR results, Computer projections, PCR results, More lockdowns, No financial support, PCR results, mRNA injections, PCR results, more injections, Economic collapse, PCR results, Vaccine Passports, PCR results, Supply chain collapse!! Nothing there from the historical record of managing personal health and naturally derived immunity.

While building an intelligence case, I find within this re-education, our ancients, generally speaking, dealt with most of the ‘modern’ issues we are experiencing. There is no quick and easy solution to work these issues through to conclusion, but plenty of answers if you look - seek.

The intent behind the reams of MSM propaganda becomes more obvious as I took that step away from the emphasised points to something of “how will this policy affect the individual?” What will it mean “embodied” – as the rubber hits the road so to speak? Will it provide increased freedoms, or will freedoms be sacrificed for the sake of control and security? Are we to choose freedom with responsibility in a moral environment? (they are not mutually-exclusive and so must be held in equilibrium) Or are we to choose security over freedoms? (security is found in a prison cell at the price of lost freedoms)

### Home Schooling

Another facet (face) to this issue of re-search is regarding alternatives to the public education system. My three boys were educated for 7 years at home utilising ACE curricula. It was ‘biased’ but brilliant. Overall, the knowledge imparted was well worth the effort of working two jobs: work and home schooling. It kept us close and open to each other’s searching thoughts.

In the discipline of Modern Australian History, I

cannot recommend enough the writers (in no particular order) Alan Frost, Geoffrey Blainey, Keith Windschuttle, Eric Butler and Jeremy Lee. Their works are my proud treasure trove of our richly diverse cultural history.

Council libraries carry most of their invaluable titles, or in our own diverse online libraries and bookstores.

At times, an intuitive spark will lead me to the source that counts - ‘thoughts I would never have’ come to me.

### From whence it come? Philosophy answers

This article is a reflection of the study and application of The Policy of Freedom - Douglas Social Credit. Progressional courses are available through our online libraries, video/podcast channels and directly from our staff at Head Office. Details below. \*\*\*

### BASIC FUND

The Basic Fund closes at the time of the National Weekend for the League which will be on October 9th this year. I am making a call to those who planned to make a donation but maybe have over-looked doing so. The fund has not filled this year so it will be wonderful if we receive those last minute donations.

As always, we appreciate the contributions, no matter how large or small. Each donation is really a vote of thanks for the work of the League and a tribute to the dedicated work of those in the ‘engine room’.

Please note the appropriate address and/or banking details below to send a contribution.

### BEQUESTS

Apart from the Basic Fund, the League is a recipient of bequests from supporters who remember us in their Will. These extra dollars help a lot and while we are grateful, it is unfortunate that on those occasions we are unable to personally express our thanks. Best details for establishing a bequest are available from HO. - ND

### NATIONAL WEEKEND WEBINAR

1-5pm Saturday 9th October 2021

Bookings to: [beata@veritasbooks.com.au](mailto:beata@veritasbooks.com.au)

### 75<sup>th</sup> ANNUAL NEWTIMES DINNER

incorporating the Frank Bawden Memorial Dinner  
6pm - seated for 6.30pm - Saturday 9th October 2021  
Sandford House, 207 East Terrace, Adelaide, SA  
[bookings@publicschoolsclub.com.au](mailto:bookings@publicschoolsclub.com.au)

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Telephone: 08 8322 8923 eMail: [heritagebooks@alor.org](mailto:heritagebooks@alor.org)

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