

Forum on Patronage and Pluralism in the Primary Sector

Written Submission

Supplementary Document Relating to Mind-Control (Brainwashing) Techniques Employed in the Religious Indoctrination of Children in Primary Schools and Sponsored by the Irish State

by: Jonathan Pierson, BSc.

Introduction

The purpose of this document is to provide additional information in support of the submission to which it is attached.

From reading the Teachers' Books of the Alive-O programme, which is used in the around 97% of primary schools in Ireland – those under Roman Catholic Church patronage – to indoctrinate children from as young as 4 years old into an irrational belief in a god, it is evident that recognised methods of mind-control (or brainwashing) are being employed for this purpose.

This document seeks to provide an overview of the methods adopted in primary schools under the patronage of the Roman Catholic Church. It has been shown that, at least in England, similar techniques are employed in Church of England schools¹ and, of course, there can be no other explanation for the fanatical radicalisation of previously “normal” young Muslims².

This document cannot deal with the indoctrination of our children without discussing the rôle of the teacher in this process. It must be understood that the overwhelming majority of Primary School teachers in the State became teachers following qualification with a B Ed. What this means is that the overwhelming majority of teachers in the State have, themselves, been subjected to the indoctrination and mind-control techniques practiced in the 98% of Primary Schools that are faith schools; continued on to Secondary School – where it is questionable what effect, if any, mention of other religions than Roman Catholicism would have; and on to Teacher Training College... of which there are five... and all five of them are religious. It must also be understood that blind faith and irrational belief in a single, invisible, supernatural, omnipotent, omnipresent, omniscient being that created the universe, is reinforced at least once a week by attending a church service and, further, by visiting church to tell a relative stranger, who claims to have a direct line to God, of any “sins” they may have committed.

As a result, it is considerably easier for the teachers' irrational faith and belief system to be transferred to the children they teach, much like a viral infection. The reinforcement of the teachers' faith and belief is continued within the Alive-O programme itself. Each and every lesson is prefaced, in the Teachers' Books, by a biblical or other religious introduction, a prayer or “thought” and then a What am I trying to do? section (e.g. “To lead the children to an awareness of God as Creator and as the one who sustains all creation”), followed by a Why? section (e.g. “So that they will be able to relate to God as someone who loves them and cares for them”)³

1 Cohen, N., How church schools brainwash children, The New Statesman, Pub: 2 August 2004

2 <http://news.sky.com/skynews/Home/Sky-News-Archive/Article/20080641314603;http://www.timesonline.co.uk/tol/news/uk/article554570.ece>. See also the Channel 4 Dispatches television programme; “Lessons in Hate and Violence”, first broadcast 14th February 2011 (at the time of writing, this was available at <http://www.youtube.com/watch?v=tZ0rsUofpQM>).

3 Alive-O Teacher's Book 1, Lesson 12.

Teaching Religion in the Primary School System in Ireland

What the Children Experience

The current Irish Primary School curriculum describes the following teaching times for each subject:

Suggested minimum weekly time framework

Curriculum areas	Full day		Short day [infant classes]	
	One week		One week	
	Hours	Minutes	Hours	Minutes
Secular instruction				
Language				
L ¹	4	00	3	00
L ²	3	30	2	30
Mathematics	3	00	2	15
SESE	3	00	2	15
SPHE	0	30	0	30
PE	1	00	1	00
Arts education	3	00	2	30
Discretionary curriculum time	2	00	1	00
Total secular instruction	20	00	15	00
Religious education (typically)	2	30	2	30
Assembly time	1	40	1	40
Roll call	0	50	0	50
Breaks	0	50	0	50
Recreation (typically)	2	30	2	30
Total	28	20	23	20

Note: Some modification of this framework may be necessary in the context of the

As can be seen clearly, the fear inducing indoctrination of Irish children with the irrationality, superstition, fantasy, fiction and supernaturalism that is religion, legally sanctioned by the Irish Government, deprives children of 2 hours and 30 minutes a week of proper education and the “assembly times”, that provide reinforcement of the religious indoctrination and, therefore, fulfil the requirements of mind-control, inflict a further 1 hour and 40 minutes of damage to the brains of the most vulnerable in society. When one removes Roll Call, Breaks and Recreation from the timings – a total of 4 hours and 10 minutes – we see that religious brainwashing accounts for 17.24% of total education time for 1st to 6th Class pupils and 22.12% of total education time for two years of Infants’ education.

One must also factor in the additional time spent on preparing children for the first communion and confirmation ceremonies along with visits from clergy, visits to church and – apparently a new factor to be tackled – visits from a Roman Catholic evangelical organisation called Le Chéile.

It is the Jesuits’ boast: “Give me the child until the age of seven and I will give you the man” and how coincidental it is that today’s Irish primary schools force children up to the age of seven to spend a quarter of their time in school being indoctrinated about the fantasy that is religion.

What the Teachers Experience

There are apparently five institutions providing approved B Ed. programmes leading to the educational requirements for Primary School teaching in the State. These are:

- Church of Ireland College of Education, Dublin 6
- Mary Immaculate College, Limerick
- St. Patrick's College, Dublin 9
- Coláiste Mhuire, Marino Institute of Education, Dublin 9
- Froebel College of Education, Co. Dublin

Church of Ireland College of Education

Obviously, the Church of Ireland College of Education is a religious institution. The document; “Bachelor of Education Degree”, available on the Church of Ireland College of Education website, states:

Religious Denomination: It is the responsibility of the Church of Ireland College of Education to provide a supply of teachers for schools under the management of the Protestant churches, and the Religious Studies element of the course is directed towards the requirements of the Religious Education programme in these schools. At the present time all available places on the degree course are reserved for those who are members of recognised churches in the Protestant tradition, and who are aware of and willing to support the distinctive ethos of Protestant primary schools. (My emphasis.)

This document also directly links the development of “positive attitudes and values such as truthfulness, honesty and respect for others” with “Religious Education” and also makes it crystal clear that; “those who are ineligible on grounds of religious denomination ... will not be considered for places in the College”.

Mary Immaculate College

The President of Mary Immaculate College describes it as “Ireland’s largest Catholic college”. The document; “Bachelor of Education Degree 2010-2011 STUDENT HANDBOOK”, available on the Mary Immaculate College website, states:

Given the structure of primary school provision, the BEd programme is designed to enable students develop a mastery and competence in all the curricular areas of the primary school including ... Religious Education ... (My emphasis.)

Teaching Studies modules are designed to equip students with the skills and competences required to teach all subjects of the Primary School Curriculum: ... Religious Education ... (My emphasis.)

EN4754	Teaching Studies 8: Early Primary Education, Religious Education, SPHE and SESE
6 ECTS	... This module provides students with an opportunity to engage with questions that arise in the primary classroom in relation to Religious Education, some areas to be explored are, the nature and purpose of a Catholic School and the spirituality of the teacher. Students will explore strategies for assessment in Religious Education. (My emphasis.)

St. Patrick's College

The college’s website states; “The Catholic identity of the College is fostered through religious worship and campus ministry”. The document; “Bachelor of Education Degree An Chéim Baitsiléir Oideachais 2010-2011”, available on the St. Patrick’s College website, states:

Religious Education (2.0 credits)

The purpose of this course is to prepare students to teach religion in primary schools. Its main focus is on teaching religion to the junior classes. As well as attending to the basic underlying thinking behind this area of the curriculum, particular attention will be given to the Alive-O series of text books currently in use in Irish Catholic schools. Students will be familiarised with and exercised in a methodology of teaching designed to assist them to handle the religion lesson confidently and competently.

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Coláiste Mhuire

The prospectus of Coláiste Mhuire, available on its website, states:

“We are a Catholic college...”

and, whilst the website does not appear to have a syllabus available, the BEd page states:

This degree is an integrated course of study designed to equip student teachers with the range of knowledge and skills related to the profession of primary school teaching.

The subjects studied include the following:

:
:
Religious Education
:
:

Froebel College of Education

At the time of writing, the Froebel College of Education website was unavailable, however, it is controlled by the Roman Catholic Dominican Order.

The Opportunities Available for Students of Religions other than Roman Catholicism and Christian Protestantism, and Students of No Religion, to Qualify with a B Ed. in Ireland

None.

The Effects of the Roman Catholic Alive-O Programme upon Children

In his report for the Office of Strategic Services (forerunner of today's CIA), “A Psychological Analysis of Adolph Hitler: His Life and Legend”, Dr. Walter C. Langer wrote:

[Hitler's] primary rules were: never allow the public to cool off; never admit a fault or wrong; never concede that there may be some good in your enemy; never leave room for alternatives; never accept blame; concentrate on one enemy at a time and blame him for everything that goes wrong; people will believe a big lie sooner than a little one; and if you repeat it frequently enough people will sooner or later believe it. [My emphasis.]

In 98.16% of Primary Schools in Ireland, children are taught to have belief and faith in the religion of the patrons of their school. Lies do not come bigger than an imaginary creator of, well, everything! And the lie is constantly repeated and regularly reinforced.

In schools with Roman Catholic patronage – the overwhelming majority of the 98.16% schools with religious patronage – a programme called “Alive-O” is used with materials published by Veritas.

It is assumed that the Forum has access to the following books:

Alive-O Teacher’s Book: Children of God Junior Infants Primary One (1996) [TB1]

Alive-O Pupil’s Text: Junior Infants Primary One (1996) [PT1]

Alive-O Workbook: Junior Infants Primary One (1997) [WB1]

Alive-O Teacher’s Book: Senior Infants Primary One (1997) [TB2]

Alive-O Pupil’s Text: Senior Infants Primary One (1997) [PT2]

Alive-O Workbook: Senior Infants Primary One (1997) [WB2]

The methods of teaching religion, used in the Alive-O programme, involve well-recognised tools of brainwashing.

Below is a table showing some of the accepted techniques of brainwashing in the left column and references to the above-mentioned Alive-O books in the right column.

Brainwashing Technique	Alive-O Requirement
<p>1) HYPNOSIS - Inducing a high state of suggestibility, often thinly disguised as relaxation or meditation.</p>	<p>This brainwashing technique permeates the whole programme and is evident in both TB1 and TB2.</p> <p>Readers interested in investigating this method of using hypnosis techniques to make minds more suggestible should consult an independent hypnosis expert.</p> <p>Space does not permit all examples to be listed but, just two random examples are: Page 91 of TB1: Day Five, “Prayertime”. Page 219 of TB2: Day Three, “Prayertime”.</p>
<p>a. Repetitive Music (most likely with a beat close to the human heart 45 to 72 beats per minute). Most likely used during “study sessions” as the teacher will say the music helps you relax and concentrate better!</p>	<p>TB1: page XVII; TB2: page XIX – A Place of Prayer “Music, songs and hymns can evoke in the children a sense of awe and wonder...”</p> <p>Songs are sung each day, each song sung for five days in a row. I am no musician, but I would not be surprised to find that at least some of the songs fulfil the 45 to 72 bpm criterion.</p> <p>What is cunning about the songs, though, is the way that relatively innocent sounding songs – without any mention of God – are interspersed with those do mention God.</p>

Brainwashing Technique	Alive-O Requirement
<p>b. Voice Roll -- A “voice roll” is a patterned, paced style used by hypnotists when inducing a trance. It is also used by many lawyers, several of whom are highly trained hypnotists, when they desire to entrench a point firmly in the minds of the jurors. A voice roll can sound as if the speaker were talking to the beat of a metronome or it may sound as though he were emphasising every word in a monotonous, patterned style. The words will usually be delivered at the rate of 45 to 60 beats per minute, maximising the hypnotic effect.</p>	<p>In both TB1 and TB2, every single lesson throughout the school year is pre-programmed and every single lesson involves the teacher reading a prayer, sometimes with the children joining in.</p> <p>A very good example of the type of prayer meeting the brainwashing standard can be found in TB1, Lesson 13, Day One, “Prayertime”. Repeated at Day Two. Repeated at Day Three. Repeated at Day Four. Repeated at Day 5. And, of course, carried on to home in WB1 at page 15.</p> <p>Indeed, this prayer specifically requires the children to listen to their own heartbeat, as do others in the programme.</p> <p>Another example of this is to be found in TB1, Lesson 8, Day 3, “Prayertime” and I quote:</p> <p style="padding-left: 40px;">Close your eyes... Still your hands... Stop your feet from tapping... Quiet yourself... Listen to your heartbeat... Go inside yourself... to your quiet place where only you can go... it’s safe there... it’s dark and quiet... just like the quiet dark place deep inside the earth from where God calls the seeds to grow and the roots to put out clear shoots. etc.</p> <p>Note: the ellipses used above are actually part of the prayer that the teacher is required to intone and, therefore, read in a way that exactly follows the hypnotic technique of brainwashing</p>
<p>c. Room “Feel” - The way a room feels is essential to hypnotising unknowing subjects. It needs special lighting, florescent lights are best because they aren't too dim, but aren't too harsh. Also, Room Temp helps a bit, usually a little cooler than normal room temperature. You need to have the unknowing subjects very relaxed, perhaps even close to falling asleep.</p>	<p>In TB1: page XVII and TB2: page XIX – A Place of Prayer “Religious images – good quality pictures and statues; pictures of nature scenes; liturgical symbols: a lighted candle, incense, sprinkling of holy water – can evoke attitudes of prayer or provide a focus for a time of prayer in the classroom.”</p>

Brainwashing Technique	Alive-O Requirement
<p>2) PEER GROUP PRESSURE – Suppressing doubt and resistance to new ideas by exploiting the need to belong.</p>	<p>Of course, the whole programme presents the existence of God as an absolute fact rather than the scientifically unproven hypothesis that it remains. In such very young children, it is highly unlikely that one would question what their teacher was telling them.</p> <p>There is also the requirement of making the children learn in a group dynamic – “chatting”, “art”, “activity”, “story”, “prayertime”, “poem”, “song” are all group activities which bind the group together.</p> <p>However, we have to remember that we are talking about 4- to 6-year-old children; the brainwashing techniques, opposite, are those successfully employed against adults.</p> <p>It is self-evident that the children will not only probably have been exposed to the concept of an invisible, supernatural being prior to attending school, but also, absolutely will not have been exposed to scientifically proven facts about nature, reproduction, DNA, the human – and other animals’ – genome, plate tectonics, evolution by natural selection, astro-physics, astronomy, particle physics, etc., etc., etc., and even if they been so exposed, will not have anywhere near sufficient comprehension of such science.</p> <p>It is obviously a far more easy task to instil an irrational belief in Father Christmas, the Tooth Fairy and a god than it is to confuse the poor dears with reality.</p>
<p>3) “LOVE BOMBING” – Creating a sense of family through physical touch, thought & feeling sharing and emotional bonding.</p>	<p>Whilst I believe that “physical touch” may now be ruled out, clearly, the “family of God” concept is preached endlessly throughout the programme: “They [the children] are members of families, and by their baptism, of the Church”. [TB1, page VIII, “Signs of God for Four- and Five Year Olds”, Social Needs; TB2, page VIII, “Signs of God for Five- and Six-Year Olds”, Social Needs]</p> <p>With respect to thought & feeling sharing and emotional bonding, the following can be found in both TB1 and TB2 at page VII under “Aim of the Programme”, Other Sources of Revelation: Human Experience:</p> <p>“The love, care, concern, co-operation, trust, honesty, truthfulness and respect which we experience in our human relationships all speak to us of God’s relationship with us.”</p> <p>The indoctrination of the idea that these feelings flow from God permeates the programme and, of course, since the instruction is group-based, emotional bonding is a given.</p>

Brainwashing Technique	Alive-O Requirement
<p>4) REJECTION OF OLD VALUES – Accelerating acceptance of new lifestyle by constantly denouncing former beliefs and values.</p>	<p>As mentioned previously, the brainwashing techniques, opposite, are those related to adult brainwashing. The perfect simplicity of this brainwashing programme is that the 4- to 6-year-olds at whom it is targeted have no old values to reject. They are sponges, ready, willing and able to soak up anything that they are told against a background of believing that all that they learn in school is irrefutable truth.</p> <p>In fact, it is questionable whether the children are, in fact, being brainwashed as opposed to being subjected to overt mind control.</p>
<p>5) CONFUSING DOCTRINE – Encouraging blind acceptance – and rejection of logic – through complex lectures on an incomprehensible doctrine.</p>	<p>This brainwashing technique involves the subject(s) being mentally assaulted whilst their alertness has been reduced, as has already been discussed under the hypnosis topics, above. This is accomplished by a deluge of new information, lectures, discussion groups, encounters or one-to-one processing, which usually amounts to the controller bombarding the individual with questions. During this phase of decognition, reality and illusion often merge and perverted logic is likely to be accepted.</p> <p>Again, it has to be understood the ease with which this technique is applied to 4- to 6-year-old children. The logic is not there to start with and decognition is actually unnecessary in the group because it has not developed the mental process of “knowing”; it only “knows” what it has been told, such as; Father Christmas brings you your Christmas presents, the Tooth Fairy brings you money when you lose your teeth and, of course, God created and controls everything.</p>
<p>6) METACOMMUNICATION – Implanting subliminal messages by stressing certain key words or phrases in long, confusing lectures.</p>	<p>In the case of 4- to 6-year old children, long, confusing lectures are unnecessary to implant messages, subliminal or conscious. Again, the hypnosis techniques utilised, during the “prayertime” sections of the lessons in the programme, considerably assist in the implantation of subliminal messages that constantly reintroduce and reinforce the irrational message that a God created and controls everything and “loves you”.</p>
<p>7) REMOVAL OF PRIVACY - Achieving loss of ability to evaluate logically by preventing private contemplation.</p>	<p>The whole programme is delivered to the group. Opportunities for private contemplation do not exist. Although I did notice one or two instances where “private thought” is encouraged, these sessions are, of course, conducted whilst remaining within the group.</p>
<p>8) DISINHIBITION – Encouraging child-like obedience by orchestrating child-like behaviour.</p>	<p>This should require no further explanation. We are discussing 4- to 6-year-old children and so, by definition, they display child-like obedience and have child-like behaviour.</p>

Brainwashing Technique	Alive-O Requirement
<p>12) DRESS CODES – Removing individuality by demanding conformity to the group dress code.</p>	<p>Most, if not all, Irish primary schools require pupils to wear a uniform which, by definition, is conformity to the group dress code. It seems that research into this area is indecisive, however, at face value, at the very least, the wearing of uniform must instil a feeling of belonging to a group.</p>
<p>13) CHANTING OR SINGING - Eliminating non-cult ideas through group repetition of mind-narrowing chants or phrases.</p>	<p>The use of chanting – in the form of repetitive prayers – and singing is part of every single lesson delivered in the programme.</p> <p>One random example of a prayer: Thank you, God, for water, Thank you, God, for rain, Whenever I get dirty Water washes me again. [TB2 page 211; Lesson 1: Water is good; Day Three, “Prayertime”.]</p> <p>And a song: Come to kneel and come to pray! Ding, dong, ding! Come to talk to God today! Ding,dong, ding! [TB1 page 169; Lesson 7: The Church: A Place to Celebrate; Days 1 to 5, “Song” (The Church; verse 2 quoted).]</p> <p>Of course, being four- to six-year-old children, the subjects do not have any non-cult ideas to eliminate so their minds are open to being indoctrinated by the cult of Roman Catholicism (in the sense of a cult being a specific system of religious worship, especially with reference to its rites and deity).</p>

Brainwashing Technique	Alive-O Requirement
<p>14) CONFESSION - Encouraging the destruction of individual ego through confession of personal weaknesses and innermost feelings of doubt.</p>	<p>The Roman Catholic church, in common with a small number of other religions, requires a “sinner” to “confess their sins” to another human being, normally a priest or equivalent.</p> <p>In the document: “A Letter From The Vatican: First Penance, First Communion” [available at: http://www.vatican.va/roman_curia/congregations/ccleergy/documents/rc_con_ccleergy_doc_19770331_penance-communication_en.html], the Roman Catholic church states:</p> <p>“The age of discretion both for confession and for communion is the age in which the child begins to reason, i.e. around the seventh year, either before or after. From that time begins the obligation of satisfying both the precept of confession and of communion.” (Note: It is not necessary to add that the strict obligation of confession should be understood according to the traditional doctrine of the church.)</p> <p>It is generally accepted that children do not really understand what they are doing until they reach the age of criminal responsibility. That is to say that the child shall be presumed not to have the capacity to infringe the penal law. It would seem to be a convenient age at which a child – having had all the arguments in favour and against any proposition clearly explained to him or her – may be capable of making a decision either in favour, or against, the proposition. Obviously, the child would need to demonstrate an absolute understanding of the proposition, the arguments for and against the proposition and, most importantly, the personal effect and consequences such a decision may have upon the child him or herself.</p> <p>The United Nations Convention on the Rights of the Child does not contain an agreed age and Art. 40.3 reads:</p> <p>3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:</p> <p>(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;</p> <p>There has been a recent trend for civilised states to increase this age. Indeed, Ireland itself increased this age to 12 years old in 2006. The UN Committee on the Rights of the Child said, in 2007:</p> <p>The reports submitted by States parties show the existence of a wide range of minimum ages of criminal responsibility. They range from a very low level of age 7 or 8 to the commendable high level of age 14 or 16.</p>

Brainwashing Technique	Alive-O Requirement
	<p>So, Ireland is not “commendable”, in UN terms, but it is 5 to 6 years better than the Roman Catholic church’s idea of what constitutes an age of reason.</p> <p>Rather than explain what is wrong with this, let’s look at what an Irish, Roman Catholic website has to say on the subject. In answer to a parent’s concerns about whether a child is too young, at 7, to understand the concept of confession and communion, it says:</p> <p style="padding-left: 40px;">It is true that in many Christian traditions the age of reception of the Eucharist is later. A child of seven can understand much of what is implied in the Eucharist. But the Catholic Church tends to take the view that children will grow into an deepening understanding of what they are doing in the Eucharist. As much as what children understand is the importance of their feeling that they belong. Participating in the Eucharist helps children feel they belong to the church community. [http://www.catholicireland.net/pages/index.php?nd=49&art=65 Patron: Cardinal Seán Brady, Primate of all Ireland.]</p> <p>So, Catholics admit to the fact they force children into confession at an age when they do not fully understand what is going on and stress that, once they’ve got them into the church, they will continue with the mind control.</p>

Brainwashing Technique	Alive-O Requirement
<p>15) FINANCIAL COMMITMENT – Achieving increased dependence on the group by ‘burning bridges’ to the past, through the donation of assets.</p>	<p>We see here a technique employed on adults who are incarcerated. However, let’s look at the Roman Catholic approach to money. Their Bible has much to say on the matter of poverty, money, and what seems absolutely clear, the necessity of giving all that you can to alleviate suffering. Here are just a few samples:</p> <p>Whoever refuses to listen to the cry of the weak, will in turn plead and not be heard. [The Proverbs 21:13]</p> <p>Make your views heard, on behalf of the dumb, on behalf of all the unwanted; make your views heard, pronounce an upright verdict, defend the cause of the poor and the wretched. [The Proverbs 31:8-9]</p> <p>No one can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other. You cannot serve both God and Money. [Matthew 6:24]</p> <p>Then Jesus said to his disciples, ‘In truth I tell you, it is hard for someone rich to enter the kingdom of Heaven. Yes, I tell you again, it is easier for a camel to pass through the eye of a needle than for someone rich to enter the kingdom of Heaven.’ [Matthew 19:23-24]</p> <p>Jesus said, ‘If you wish to be perfect, go and sell your possessions and give the money to the poor, and you will have treasure in heaven; then come, follow me.’ [Matthew 19:21]</p> <p>Given that the Roman Catholic church is responsible for the contents of its Bible, it must be the height of both hypocrisy and irony for it to be sitting on a portfolio of property and treasures, the value of which is virtually incalculable but is certainly several billions of any currency, whilst watching poor children starving and suffering for the want of clean drinking water around the world.</p> <p>The Roman Catholic church wrote this passage into its Bible:</p> <p>Then addressing the crowds and his disciples Jesus said; ‘The scribes and the Pharisees occupy the chair of Moses. You must therefore do and observe what they tell you; but do not be guided by what they do, since they do not practise what they preach’. [Matthew 23:3]</p> <p>This verse is, of course, the origin of the oft-quoted axiom; “Practice what you preach”.</p> <p>The Roman Catholic church, self-evidentially, fails in every respect to practice what it preaches.</p>

Brainwashing Technique	Alive-O Requirement
1)	<p>Not alone does it fail to utilise its phenomenal wealth to give money to the poor and ‘have its treasure in heaven’, it has, an estimated, over 1 billion members worldwide, all of whom are effectively required (coerced?) into giving money to the church whenever they set foot in it and provided with many other opportunities to give to the church and its ‘charities’ throughout the year.</p> <p>If each of just 1 billion of the church’s members gave an average of just 10 cents a week, that’s an income of €520,000,000 per annum; and remember, there are no raw materials to buy, no factories and no products to produce – just take the money... and keep it. Even better, it’s all tax free income. And even better than that, on top of the money that they give to the church, parishes raise money for building churches – which the church then own – maintenance, heating, decorations, hugely expensive altars and stained glass windows and, whoever pays for schools – taxpayer or parish – the church owns those too.</p> <p>The habit of giving this money to the church starts very early. Parents take their children to church and, when the collection bowl comes round, the parents give a little money to their children to put in the bowl. This obviously instils within the children the belief that such giving is a completely normal and necessary activity.</p>
16) FINGER POINTING – Creating a false sense of righteousness by pointing to the shortcomings of the outside world.	<p>Once again, we are looking at a technique employed against incarcerated adults, but what of the creation of a false sense of righteousness by pointing to the shortcomings of the outside world on the programme?</p> <p>Religions clearly want to retain members and one of the methods adopted to do this is to claim how much “better” members are in the church than the “non-believers” on the outside.</p> <p>The programme includes much that indoctrinates the children with the idea that belonging to the church is of vital importance. I imagine that actual preaching against the dangers inherent in not being a member of the Roman Catholic church, burning in Hell for eternity, for example, are left until the children are older and/or to the priest preaching such nonsense in church.</p>
21) NO QUESTIONS – Accomplishing automatic acceptance of beliefs by discouraging questions.	<p>In the case of 4- to 6-year old children, the possibility of them having sufficient understanding to ask questions that challenge what they are being indoctrinated with is low. The probability is that they would only pose questions that would help with their understanding of what they are being told.</p>

Brainwashing Technique	Alive-O Requirement
22) GUILT – Reinforcing the need for ‘salvation’ by exaggerating the sins of the former lifestyles.	Clearly, 4- to 6-year-old children have no former lifestyles. The programme does, however, indoctrinate the children into the Roman Catholic church’s ‘lifestyle’ which is, of course, excellent preparation for the later instilling of guilt in the event of a member of the church ‘straying from the path’. [The Proverbs 21:16]
23) FEAR – Maintaining loyalty and obedience to the group by threatening soul, life or limb for the slightest ‘negative’ thought, word or deed.	<p>It seems that the programme does not hit the children the fear aspect of the Roman Catholic religion in these very early stages. The programme seems designed to ‘butter-up’ the children into believing in the idea that God is this really nice guy who created everything, controls everything and knows everything – even what you are thinking. Of course, later, the indoctrination includes the wealth of texts that promote the need to fear God, fear of death and, of course, the fear of what God will do to you if you leave the Roman Catholic church.</p> <p>If one is worked on from the age of four, it is hardly surprising that, even in adulthood, those indoctrinated thoughts will persist.</p>

catholicireland.net (Patron: Cardinal Seán Brady, Primate of all Ireland) has this to say about the Alive-O programme:

Pedagogical Method

The programme follows a particular method in helping the children learn and the key to the process followed in the Alive-O programme is: focus, explore/reflect and respond. As with most things that children learn today it begins with the experience of the child. The programme attempts to form the child in a particular way and imbue them with a particular type of knowledge: [My emphasis.]

The kind of knowing that we seek is not only one which leads to clarity of thought and articulation, but one that profoundly influences the whole of an individual's approach to life. We seek to lead the children to become the kind of people who see the world around them and all that is happening in it through the eyes of faith, and whose interpretations of what is happening and responses to it are all influenced by their faith (11).

Focus

The programme seeks to engage the children within the limits of their childhood; their experience so far both at home, in school and possibly in church, their experience of the world around them, and the social and natural environment in which they live. The limits of their vocabulary and understanding are also taken into consideration, but challenged where necessary and when appropriate. The focusing on a particular subject or theme is done through games, stories and activities.

We take for granted much of what happens in our daily lives. Only in rare moments do we stop and think and ask questions about the significance of the ordinary events of our lives. In this religious education programme we seek to provide the opportunity for the children to do that: to stop and think; to ask questions; to explore; to wonder (12).

Explore/Reflect

Here the children are invited to dwell on what they have heard and to explore it. This helps to increase awareness of what is being learnt. The reflection helps to evoke a sense of wonder and mystery, which is at the base of all worship, but has an important place in catechesis; otherwise the material becomes dry and barren.

We seek to provide opportunities for the children to become reflective people who will take time to stop and think, so that they will have the capacity to become aware of the presence and action of God in their lives and in the world around them (13).

Respond

Through words and pictures, acting, singing and prayer the children learn to respond to the material that they have encountered. A variety of responses gives the teacher the opportunity to pitch the programme according to the intellectual ability, imagination and flair of the class being taught.

So, for instance, it may be that they have spent some time thinking about those at home who love them. A response might be, that they would make a card saying 'thank you' to those people. It may be that having spent some time thinking about the wonder of the natural world, they take time to pick up litter in the school playground (14).

<http://www.catholicireland.net/pages/index.php?nd=363&art=1209>

It seems impossible to read the above without understanding that the brainwashing/mind control techniques employed within the programme are, far from being some accidental happenstance, deliberately employed techniques, by the Roman Catholic church, to ensure that the overwhelming majority of children in the Irish Republic are indoctrinated to become, and stay, members of that church.

These techniques are being employed by teachers in the pay of the State.

Articles 2 and 14 of the Convention on the Rights of the Child make it quite clear that:

- The rights of the child shall be respected irrespective of child's parent's religious opinion
- The child's right to freedom of thought shall be respected.

Convention on the Rights of the Child

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

The Involvement of the Teacher

It is self-evident that:

- It is impossible to qualify as primary school teacher in Ireland without being forced to learn how to teach religion.
- It is impossible for someone who wants to be a teacher to qualify with a BEd. in Ireland other than in a religious institution.
- It seems impossible for a teacher to teach in 98.16% of the Primary Schools in Ireland without teaching the religion of the patrons of that school as fact.

Conclusion

The Forum must be aware of the various National and International instruments that discuss education and Human Rights. It must know that the employment of mind-control techniques against children is just plain wrong. It must know that, in the 21st century, the time of indoctrinating children with the irrationality, superstition and supernaturalism is over. If the various gods that are claimed

to exist want people to worship them, they must be all-powerful enough to let people know themselves without any help from schools.