

TOLEDO IS A STATIONARY BOYLeisure-time Activities for Girls and Boys Aged 10 to 16

"To educate a man is to furnish him with a perspective leading to tomorrow's joy." A. S. Laurence.

BY RUTH
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THE RIGHTS OF THE CHILD

In April 1950 the Social Commission of the United Nations adopted the "Declaration of the Rights of the Child" :-

By the present Declaration of the Rights of the Child, commonly known as the 'Declaration of Geneva', men and women of all nations, recognising that mankind owes to the child the best that it has to give, declare it to be their duty to meet this obligation in all respects.

1. The Child must be protected beyond and above all considerations of race, nationality or creed.
2. The Child must be given the means requisite for its normal development, materially, morally and spiritually.
3. The Child must be cared for with due regard to family.
4. The Child that is hungry must be fed; the child that is sick must be nursed; the child that is physically or mentally handicapped must be helped; the maladjusted child must be re-educated; the orphan and waif must be sheltered and succoured; the child must be the first to receive relief in times of distress.
5. The Child must enjoy the full benefits provided by social welfare and social security schemes; the Child must receive a training which will enable it to earn a livelihood, and must be protected against every form of exploitation.
6. The Child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men "

These are very fine words. Whether Australia progresses steadily towards these ideals, or away from them, depends upon whether wars, threats of wars and preparations for wars are allowed to continue.

In the words of Eglantine Jebb, founder of the Save the Children's Fund Movement:

Every war, successful or unsuccessful, disastrous or victorious is a war against the child---the rescue of the children is a prerequisite of a better civilisation"

This is the responsibility of every adult, whether or not they are parents, whether or not they are teachers, club leaders or child experts, whatever their ^{party} politics or religion, whether they are new Australians or old, from town or country, old or young. As the Appeal of the 1952 Vienna International Conference in Defence of Children says:

"Only the united action of all those who have at heart the wellbeing of children will make it possible to guarantee to all young people a healthy, creative and active life in a world at peace"

The following pages are written, therefore, not only for the expert and specialist, but for all those who believe the ideals of the United Nation's Declaration must be made a reality in our time.

What will Australia be like when our children are grown up?

Will our grandchildren live in sunlit homes, learn in spacious schools, play in tree-shaded parks? Will our land be irrigated and planted so that everyone can have plentiful food? Or will our grandchildren live in an "emergency" hut, learn in an overcrowded school, play in backlanes? Will they live in a land where bushfires and floods not only destroy life and properties of the people but wash away, burn and dry up our sources of food and clothing?

Will future generations of Australians wander amongst the ruins of bombed buildings of our cities, and die in a land of rocket ranges and atom bomb target practice sites? Will they be brought up "to devote their talents to humanity" or, according to Hitler, "to make the world shudder... incisive, exacting, cruel..." What the future will be like depends on the extent to which each one of us learns now how we can play a part for peace.

One thing is certain; we can feel nothing but shame if we leave things as we find them in Australia today.

Consider these facts as regards the basic requirements of children .. in food, shelter, clothing and education and employment opportunity.

Education. Mr. Gordon Whitworth, president of the Victorian Teachers' Union, estimated that in 1953 2,000 children will be refused secondary education. Mr. Heffron, the Minister for Education in N.S.W., said in 1951: "Soon throughout N.S.W. there will be scattered the grim skeletons of half-built schools to taunt parents, anger teachers, and remind children that they have been cheated."

Food. In May 1952 Federal Treasurer Fadden announced that in the years 1950 to 1952 consumption per head of butter fell by 5%, meat by 10%, potatoes by 11 % and eggs by 2% as compared with 1938-39... Yet the same man announced that the Government budget showed company profits in 1951 rose by £90 million "Unfortunately, it is the milk and other protective foods (cheese, butter, eggs, fresh meat and vegetables) which are frequently excluded or excessively reduced on account of their price" (from a report by the Aust. National Health and Nutrition Council).

Clothing. The popularity of jumble sales and the opening of more "Bargain Secondhand Shops" are indications that with the inflations (falling purchasing with rising prices) wage earners are unable to buy new materials. Yet despite this the Australian Financial Review stated in April 1952 "In retrospect it looks as if the Australian wholesale and retail textiles trade was trying to cater for a mythical population /.. it was not expected

that Australian production would reach such embarrassing levels in certain lines." ³

In 1952 there were
Shelter. There are 1½ million Australians listed as wanting homes. Rents in Housing Commission Homes absorb 30% to 40% of wage workers' income.

Employment Opportunities. In December 1951 when boys and girls were leaving schools the Commonwealth Employment Service warned: "It will be hard to pick a good job .. Employers in the last few months have been reluctant to take on youths. A new well-paid opening which is probably the biggest single avenue of employment at present is in the services.

How proud we Australians will be when our leaders can tell us that in the near future not only will our children have full educational opportunities but a five hour day will provide the whole population with time to get an all-round education.

What is it that stands in the way of Australia devoting the energy of her people and ^{her} the vast natural resources to build a country fit for the children of the heroes of the Dalfam, the Kokoda Trail and the Glen Davis Mines?

There is only one answer to this question. The people who monopolise the ownership of Australian industry and industrial resources are subordinating our development to the war plans of American ^{billionaires} imperialists. If ^{they} the ~~present~~ ^{country} Americans are allowed to continue the plunder of our ~~land~~ ^{country} an even grimmer future will await our children. What is in store for us can be judged by the conditions already in existence in America for the working people. Colin Clark, an eminent Australian economist, states that 10½ million Americans live in dilapidated hovels.. "Their standard of housing falls far short of ours." It is estimated that 4 million American youngsters do not attend school and half of this number are employed as child labor. American prices have risen by 87% since 1939.

Only a policy of peace and national independence can build our Australia into a land free from want and strife and insecurity.

What adults are doing today will determine future conditions
~~We are building now the future conditions for the school children of today.~~

In the sense that the necessities of life have to be provided for them, children are very much dependent on their parents. But in the sense that from babyhood onwards they are beginning to think for themselves and act

or themselves, children are progressively growing more independent.

Girls and boys in the 10 to 16 age group can travel on trams and trains by themselves; they can go to concerts and films without adults; they can spend their leisure time with the companions of their own choice, and they can decide for themselves what books they will read.

Because children are both dependent and independent there are two tasks facing all who are concerned with building a better life for the children.

Firstly there is the task of ~~providing~~ providing for their physical needs. To provide homes, schools, hospitals, playing places, adequate food and clothing is essentially an adult responsibility and the struggle to ensure these necessities of life is a struggle for adults. The children are not only the concern of their parents but ^{of} the whole of the older generation ^{which} must stand responsible for the standard of life of the children of our nation.

What does it matter, when you come to think of it, whether the child is yours by blood or not? All the little ones of our time are collectively the children of us adults of the time; and are entitled to our general care." Thomas Hardy.

Secondly, there is the task of guiding the children to be conscious of their responsibility to choose the path of peace. Maxim Gorky explained ..

"Our object is to inspire the young people with a love of life and a faith in it. We want to teach heroism to the people. Man must understand that he is the creator and master of the world, that on him rests the responsibility for all the misery on earth, just as to him belongs the glory for all the good that exists in life."

The people who profit from war are making repeated attempts to condition the children to a future of pauperised living standards, where bravery is epitomised by the U.S. military slogan "You must shoot at anything that moves."

There are some very powerful weapons being used by those who want our Australian children to grow up to be cannon fodder in ^{a war} ~~an imperialist war~~ against the U.S.S.R., the People's Democracies and the Colonial people. Today there is an increasingly frequent theme of violence in cheap comics and gangster films, military tattoos and parades replace youth displays, police boys clubs are opening and playgrounds are closing, cadet camps are being built and National Fitness Camps and Education Department camps are closing. The freezing of Government finance for special children's facilities such as libraries, clubs, swimming pools and playing fields means that children have ^{little} ~~no~~ alternative but to spend their leisure time seeing films and reading comics in

which not only the villains and gangsters are reckless with human life, but⁵ the sheffiff and soldiers are equally sadistic. As our children grow up and go out into the world by themselves how can we help them to choose the path of life and peace and reject the way of death and destruction?

To teach children their responsibilities for the future is a task for the entire peace movement. Particular attention must be given to the girls and boys in the 10 to 16 age group who are striving for their right to be independent in their thoughts and actions. They must be helped to build their own organisations in which they learn that being independent brings its own responsibilities. These following pages are an attempt to assist all those people who are guiding the children (10 to 16 years old) along the path to a peaceful Australia through the building of their own independent activities.

and young Farmers Clubs

Sunday schools, Boy scouts, Girl Guides, Youth Centres provide leisure time activities for girls and boys in the 10 to 16 age group. In these organisations there are two forces at work.

There are the people who are sincerely striving to improve the lives of the younger generation and on the other hand here are the people who would use these organisations to further their own political ideas. Today when the drive to war divides the people of the World into those who want peace and those who plan war it is more than ever necessary for the progressive forces of the people to participate in the administration of the organisations which provide leisure time activities for children. The fact that many of these organisations are controlled by a self-appointed Committee or Board does not take away the possibility of the peace loving people from playing a part in determining the ideas which are given to the children through their clubs.

If the young people who lead the activities of the children's clubs are themselves drawn into the peace movement then their understanding of the importance of the ideas of peace will permeate the activities of the organisation which they serve. ~~More-over, the organisations of the peace movement should ask the committees of the children's clubs to allow the child membership to participate in peace activities.~~

~~If the club patrons or sponsors refuse to allow child member to participate then their attitude should be publicised.~~ *on the other hand* So also when a member of a Children's Club Committee take any steps to encourage the ideas of war, their actions should be shown to the people. The direction of the work can be indicated by such peace offensives as the Australian Carnival for Peace and Friendship ^{in 1952} at which a great variety of children's activities were displayed. Also by such peace defensives as the protests from Club leaders as well as teachers and parents when the Government distributed recruiting comics ^{in 1951}

WHAT IS BEING DONE.

It must be also be understood that as the drive to war lowers the living standard of the Australian people the children are the worst effected section of the community. In the past the Governments have been able to give financial favours to some of the children's organisations and they have been used to ameliorate the worst affects of capitalism on the children. But the war economy is tightening up on such expenditure and only the united actions of the peoples organisations will bring any

financial aid to better the conditions of the ^{children} ~~people~~. The working class organisations which are most experienced in taking militant action are beginning to lead the campaign in defence of children and ~~as their~~ ^{As they} leadership achieve results the sincere element in the leadership of the children's clubs will be attracted to accept some leadership from the organised working class.

In order to be able to build the greatest possible unity with the progressive forces in the children's clubs it is necessary to study the origin, history and role of these organisations.

SUNDAY SCHOOLS.

Today throughout Australia a network of Sunday schools of ^{many} ~~any~~ different churches exist. Recent emphasis through some of the Churches on the organisation of Christian Community Centres has considerably enlarged the sphere of influence of the Church amongst children and young people. Around ^{many} ~~any~~ of the Churches there are special clubs and classes for children and youth, the usual conditions for membership includes the attendance of the member at Church or Sunday School.

100 years ago Marx wrote that at the birth of capitalism in England the cottages and work houses were ransacked for child wage slaves whose "small and nimble fingers were by very far the most in request". Six days a week these children were chained to the industrial machine and on the Sabbath they were free to behave as the rowdy youngsters they were. Any scheme which would keep them usefully occupied and under control met with approval. Thus developed a system of Sunday Schools. It is reasonable to assume that the originators of this movement such as Raikes of Gloucester and Elizabeth Fry (later famed for her work amongst the prison poor) were imbued with genuine evangelic spirit, but it would be wrong to assume that all those who supported the Sunday Schools were so highly motivated.

"Underlying the subscribers benevolence there was generally a fixed determination to do everything to strengthen the rigid class system and to keep the poor in their proper place". Wesley, the great Methodist Educator who helped to extend the Sunday schools into day schools clearly stated that the aim of establishing such institutions for the working class children was "To conquer their wills".

There is no doubt that today there are the people who are sincerely imbued with a genuine evangelical spirit ^{and} that many are beginning to see that true Christianity must support the strivings of the people for peace and international friendship. The mission of peace is very beautifully symbolised in many Sunday Schools by a reproduction of a painting of Jesus saying to the children from many nations "Suffer the little children to come unto me". ^{For} to the extent that the Church organisations spread the gospel of peace they will attract Sunday School teachers and club leaders with a zeal comparable to that shown by Raikes and Elizabeth Fry and the whole peace movement will be tremendously enriched by the participation of people who are not only themselves experienced and trained leaders of children but also are members of the very first organisations which attempted to solve the problem of how to serve children in their leisure time.

If the Church is not given assistance by the Peace movement to answer the threat to the very life of the children then the degenerates of capitalist society are able to use the Christian Church for their own personal gain and the commercial interest of their class. Under such conditions the Sunday schools and Church Clubs are instruments through which the ideas of the ruling class can be brought to the working class and attempts will be made to conquer our will for peace. Thus the peoples' peace movement must initiate peace projects such as the Carnival, through which Sunday School teachers and Church Club Leaders can participate and in doing this continue to develop the best traditions of the founders of their organisations.

BOY SCOUTS---GIRL GUIDES.

Fifty years ago a young British soldier in the South African War studied the guerilla tactics that the Boers used to defend themselves. He realised that modern warfare needed more self-reliant soldiers than the old type of British army man. On returning to England he wrote a series of articles about the need to train young boys as scouts. These articles had a very forceful appeal to the teen-age boys and many circles of lads were formed to read the articles and later to carry out some of the adventures suggested.

In the early part of this century hundreds and thousands of boys in many

countries of the world joined boy scout troupes. The organisation had a particularly strong base amongst the middle class city youth because it gave them an opportunity for out-door recreation and adventure. Many working class families distrust the Scout movement because of its militaristic origin and aims (Quote from Left Hand

Added to the militarism of the scouting and guiding movement there is also the idealism of the "back to nature" and "roughing it" which has little appeal to the working class girl and boy who in their everyday life have enough hardship and inconvenience to overcome, without organising themselves to enjoy such conditions in their leisure time.

As a system of organising young people there are a number of important lessons to be learnt from the Boy Scouts and the Girl Guides. For example the recognition of accomplishment by giving of badges, the sense of membership through wearing of uniform, the organisation of the troupe into groups ^{called} through patrols. While rejecting the militarism, the centralised bureaucratic leadership, and the ^{mechanical} ~~metaphysical~~ nature of their group organisation it is not necessary to reject some of the methods by which the scouts and guides have facilitated the organisation of girls and boys 10 to 16 years old ^[B] because of the chauvinistic origin of the scouting and guiding movement, parade loving brass hats are attracted to give patronage to the organisation. There is an increasing danger that attempts could be made by sponsoring committees to influence scouting youngsters to take an active part in popularising the plans of the warmongers.

On the other hand some of the youthful Scouters and Guiders serve the children with a sense of responsibility which members of other youth organisations could well emulate. There is no doubt that once such sincere young people are aware of the perspectives which await all who tread the path of peace ~~that~~ they will themselves resist all attempts by the warmongers to use ~~even~~ the children's movements to brutalise and fascise the children's minds.

Thus all people organised in the peace movement must be particularly vigilant about the activities and ideas of the patrons and members of sponsoring committees of such organisations as the Scouts and Guides. The peace movement has the task of popularising any creative, peaceful ideas of such people and exposing any of them who attempt to glorify war and the policy of governments of death. It is the task of every peoples'

organisation to consistently guard the children against those who would rob them first of their right to truth and next of their right to life. As the Peace movements fulfil this obligation to the children, it will teach the people who are closest to the children, the troupe leaders that through peace a more glorious future belongs to the children, and all who fight for it.

COMMUNITY CENTRES.

The depression period highlighted many of the injustices which particularly affect children under capitalism. Slum conditions and un-employment resulted in teen agers entertaining themselves in gangs and pushes. Public spirited citizens could no longer ignore the problem of children in the slums. The late 1930s and early 1940s saw the accelerated development of supervised playgrounds, children's libraries and neighbourhood clubs and other community centre projects.

There is no doubt that most people drawn into organising these facilities were primarily concerned with serving the children. The many excellent publications and reports produced by some of these organisations are a testimony of the genuine desire for a better world for which a large section of the middle class and intellectuals are prepared to make sacrifices. The fact that such social worker's visions are limited by their inability to see that the very nature of capitalism is the cause of the problems which they are trying to patch up results in either ⁱⁿ discouragement or in the social worker becoming the political lackey of big business. At the same time it must also be noted that the establishment of neighbourhood clubs and ~~open clubs~~ ^{community centres} coincided with the establishment of the working class youth organisation the League of Young Democrats and there is little doubt that many of the donations to the clubs were given by business men to offset the influence of the labour movement amongst the youth.

In each State the clubs for girls and boys and the playgrounds have developed in different ways and with different names. For example in ^{New South Wales} N.S.W. the Children's Library Movement which was established in the 1920s was one of the initiating influences to extend clubs, libraries and playgrounds. Today the Sydney Council has direct financial responsibility for the playgrounds ^{and many} ~~many~~ libraries ^{-clubs} in its area. In some ^{of the States} ~~cases~~ the Y.W.C.A. and Y.N.C.A. extended their organisation to neighbourhood clubs.

In Victoria the work of the Opportunity Clubs is worth detailed study

as they are the best examples of the way the problem of leisure time activities for children in industrial areas has been tackled by a group of citizens.

The Opportunity Clubs show three stages of development. ~~At the first~~ the organisation really tried to tackle some of the blights of capitalism. ~~and as well as~~ providing a number of recreation centres the Opportunity Clubs campaigned for slum abolition; and while providing for the Oslo meal to many hundreds of school children ~~the Opportunity Clubs~~ ^{they} combined with other organisations, including Unions to demand school meals. The publications of this organisation such as their magazine "Opportunity" and their books such as "The Slums are Still With Us" while perhaps being very idealistic about what it is possible to achieve under capitalism nevertheless made the Opportunity Clubs' a political force as well as a social institution. Consequently during these years the club leaders and committee members who were attracted to work with the Opportunity Clubs were very genuine social workers.

The second stage in the Opportunity Clubs was reached when the Victorian Government (The notorious Dunstan Government) gave the clubs an annual grant of several thousand pounds and from that time dates the cessation of the Opportunity Clubs campaigns for slum abolitions and other reforms. The clubs continued merely to ameliorate the worst affects of poor living conditions. Since receiving regular government financial assistance the Clubs have ceased to extend and have merely perfected a system of training ^{middle class} ~~petit bourgeois~~ club leaders in the art of giving the social and political values of the ruling class to the children of the working class. The Clubs publications frequently ^{said} ~~say~~ that all that a lad wants is an "opportunity for a niche in a free enterprise society".

The third stage is now being reached in the Opportunity Clubs. In recent publications there is now an almost ^{unveiled} ~~unveiled~~ appeal to the capitalist desire to disarm the working class by combatting the influence of communism. In an Opportunity Publication for 1952 it is stated "Serious too is the fact that youngsters who are shut out of free enterprise would become easy dupes for the men of foreign isms, they are softened up for the mal-contents and the subversives". A new significant idea which is often repeated in Opportunity circles is that the children in the slums are being saved from being criminals and wasters by their clubs. In recent American films there is now a frequent reference to "Congenital criminals".

and although so far the Opportunity Clubs give lip service to the fact that criminals are "bred not born" nevertheless their repeated appeals for help on the basis that they can help stop delinquency is an expression of the concern that the capitalist class have now that our country faces the inevitable crime waves of the Government of war and ~~destruction~~ ^{unemployment}. Significant too is the more frequent reference in Opportunity Clubs to help received in Club work from ~~the C.I.B.~~ ^{the Police Force} ~~the C.I.B.~~ ^{neighbourhood clubs}.

The era is passing when such ~~open clubs~~ ^{neighbourhood clubs} as the "Opportunity Clubs" represented the most earnest effort of ~~bourgeois~~ ^{bourgeois} philanthropy to solve some of the problems of leisure-time recreation for young people. A new type of club for children and youth is rapidly appearing in all States. This club more directly stands against the sinister isms; and more directly concerns itself with so called "combatting delinquency". These organisations are the Police Boys Clubs.

The establishment of an ever widening network of Police Boys Clubs indicates that the capitalist class are no longer subsidising clubs which appear to improve the lot ^{of} the working class through giving them an "opportunity" or letting them have a try (e.g. ^{the Victorians} Try Boys Clubs.) but which objectively conditions the children to accept things as they are. They are compelled to use one of their most oppressive instruments to keep the working class boys in their proper place.

The fact that some of the Police Boys Clubs appear to have a democratic citizens committee (often built on the ruins of a Youth Centre committee set up by progressive groups in the 1940s) should not blind the people to the true change in the emphasis in children's clubs.

Capitalism in its dying, warmongering stage is no longer able to provide the philanthropic groups of the community with any constructive task. Stop delinquency; Stop communism: are the catch cries. The club leaders with dreams that a better world can be effected through improving the opportunity for young people is fast being replaced by the practical police

men who can attract boys to keep fit classes through threats. Sincere club leaders and committed committee members should be encouraged to demand municipal financing YOUNG FARMERS ^{citizens committees} in order to restore the earlier progressive services.

The Young Farmers Clubs of Australia are one of the largest organisations of girls and boys in the 10 to 16 age group. These clubs were established about 30 years ago and now exist in every Australian state. The Young Farmers are often organised around a rural school and in children's homes and orphanages there is frequently a branch of the Young farmers clubs.

Field Days at which Young Farmers exhibit their animals and farm produce are organised by the Clubs and at Royal Shows and provincial agricultural Shows the Young Farmers usually have ~~the~~ special exhibits.

These Young Farmers Clubs are closely linked with the life of the people in the farming areas and they are an excellent example of how organisation of children is strongest when through their clubs they are learning to solve some of the real problem which face their community. Young Farmers learn how to rear animals and how to tend ~~the~~ plant experiments. Sometimes the results they have obtained have been of value to older farmers. The Young Farmers Clubs are a healthy influence in our countryside because the very nature of the tasks that the children undertake teaches them to be scientific about their work on the farm. Thus a good basis is laid for them to understand the importance of industry and agriculture working together in the interest of the people.

But, in recent years the American warmongers have been ^{showing} ~~greedily eyeing~~ Australia and they ^a ~~are~~ particularly interested in Australia as a food producing war base ^{and} The ~~American war mongers~~ are taking a keen interest in the Young Farmers Clubs of Australia. For example, several of the American Fulbright scholarships holders have been doing "research" on social relationships in Australian country towns.

Also the American "4H" Clubs have sent representatives to Young Farmers Clubs Conferences in Australia and are arranging exchange of members of the Young Farmers and the "4H" Clubs. So far the host in Australia have been the families of the squattocracy and the American guests have been daughters and sons of Ranch owners and ^{big} Fruit Grove and Cannery Proprietors.

A recent trend in the Young Farmers ^{is} organisation to set up Clubs in cities and country towns. This could be a good basis for building unity between country and city children. On the other ^{big} ~~hand~~ the Young Farmers Clubs in the city could be used to develop an idealist....back to the land' attitude to the agrarian problem. It is necessary to ensure that where city branches of the Young Farmers are established that the club activities cement the friendship of town and country people rather than aggravate antagonisms. Thus the leadership and activities of the Young Farmers Clubs is not merely the concern of country people. As the peoples' organisations in the city take up the needs of the country people and assist them in Their campaigns for farm machinery and instead of war

machines^{and} for producer co-operatives instead of monopoly marketing, a basis will be ^{laid} ~~set~~ for fostering friendship between young farmers' organisation and childrens clubs in the city.

A special task confronts the progressive scientists who can assist both town and country children to a deeper understanding of the application of science to serve ~~man~~ ^{and humanity and to assist in the} ~~to be the remaking of~~ nature. Natural science groups in the city which could carry out small scale experiments with living things could co-operate with young farmers groups in the country-side. The inspiring example of the child researchers in the Soviet Union as reported in ^{Safarou's book} "Land in Bloom" shows that children are capable ~~of~~ not only learning about scientific principles but that they ~~are capable of~~ solving difficult problems.

SAFAROU'S

OTHER CLUBS.

The Sunday Schools, Boys Scouts, Girls Guides, Community Clubs, Young Farmers Clubs and Police Boys Clubs are some of the main ^{organisations} ~~groupings~~ which serve the recreational needs of girls and boys of secondary school age. In addition, ~~there are other clubs for girls and boys in the ten to sixteen age group.~~ Such organisations as the Red Cross, the Y.W.C.A. and ^{of the ten to sixteen age group} The Y.M.C.A. cater for some activities for children. There are some Junior Red Cross circles in schools (mostly in private schools rather than State schools) and the bi-monthly magazine of the Junior Red Cross is a well produced publication which preaches international friendship in a form which is very attractive to middle class children.

The Y.W.C.A. and the Y.M.C.A. mostly cater for ^{older} ~~older~~ age groups than those in the Junior Eureka League and in most states these organisations have not established clubs in suburbs but are mainly a centralised organisation. In some areas the "I" has helped to establish Neighbourhood Clubs for children.

In many fields of sport children can become members of Sports Clubs. Although a great deal of excellent work is done through some of these sports clubs there is often a pre-occupation with developing champions amongst a few and the rest of the members receive little encouragement.

JUNIOR EUREKA LEAGUE.

Since 1953 a new organisation of children is taking its place in Australia. This is the Junior Eureka League. ^{and the A.T.C.} The growth of school cadets, the worm-eating comics and films, the

Where the Red Cross and the "Ys" are really attempting to solve the recreational needs of young people & their efforts should be recognised and encouraged. It is only by knowing what these organisations are attempting that it is possible for the labour movement to give some leadership to progressive groupings who are really concerned with serving the children.

In the past some of these organisations have occasionally received grants of money from ^{the} Governments in order that they can open play centres and other clubs. When such public funds are used then the citizens should have some control on the services which are being provided at the government's expense. With the present inflation and lack of finance for social services, such grants that have been adequate in the past are now totally insufficient to provide any real contribution to the establishment of recreational services for the people. Thus in these organisations there are many Club Leaders and Committee members who are looking for leadership from people who can make straight forward demands on the Government for finance to provide the play ^{Centres} ~~centres~~ and clubs which should be the children's right.

In many fields of sport children can become members of Junior Sports Clubs. Although a great deal of excellent work is done some through some of these sports clubs there is often a pre-occupation with developing champions amongst a few and the rest of the members receive little encouragement.

The individual competitive spirit which exists in most sports clubs is partly the result of ~~the~~ inadequate sporting facilities for the people. The Olympic Games wrangle early in 1953 showed the ^{strangle} ~~strangling~~ hold that commercialism has on Australian sport. The result of inadequate sporting and physical education facilities is that only a limited few can ~~participate in sport~~ participate in sport and the majority are sport spectators. All people who are campaigning for better and more extensive

sports grounds and gymnasiums are helping to make it possible for the ordinary youngsters to take their place on the playing field instead of being merely barracksers. Children should be encouraged to belong to sports clubs, and members of the older generation should join sports auxiliaries so that they can assist but children should not be expected to campaign for better sports fields and cheaper sporting equipment. To ensure that these necessary facilities are available to the children at a price they can afford, thus it is the responsibility of the older generation to campaign for better sporting facilities by joining sports auxiliaries and also by raising appropriate demands for better sports for the people in the organisations to which they may belong.

Children and Radio Clubs

and children radio sessions

Children's pages in the newspapers are a type of children's club.

In recent years comic strips have been dominating the space allowed for the children's corner in most dailies, and on commercial radio stations the sessions are often crude advertising stunts for the sponsors of the program. Nevertheless there is an established practice of publishing or reading children's original work in the Junior sections of the newspapers or over the children's session of the wireless.

Junior

Many child contributors to both the newspapers and Junior radio sessions are youngsters who live in the country and have very little chance to join in organisations with children the same age as themselves. Through some of the children's sessions and some of the children's pages a sense of membership in a club is well consolidated by giving of badges and also by occasional parties for the children.

^{sometimes} Through listening to ~~these~~ an occasional children's session, and through reading the children's pages adults can gain some ~~invaluable~~ knowledge of what ideas are being given to the children through such powerful organisations as the daily papers and the radio stations.

Attention should be given to encouraging good sessions and harmful influences should be ~~prevented~~ criticised.

The Junior Eureka League

Since 1950 a new organisation of children is taking its place in Australia. This is the Junior Eureka League. The growth of school cadets, the A.T.C., the war comics and films,

ever sharpening attacks on the working class are direct blows at the ideas of the children. These attacks have necessitated the initiation of a children's organisation which teaches the younger generation the love the traditions of the labour movement, basing their ideals on the Eureka Slogan ... "To stand Truly By Each Other". The members of the Junior Eureka League are taught to be friends with the children of all lands, to ^{cherish} ~~cherish~~ Australia's cultural heritage, to develop and strengthen new ways of expressing the people's faith in a better future for our land. The Junior Eureka League does not replace the organisations which already exist to serve the children. This new force in the field of Children's clubs must function as a fly wheel which sets ^{off} the other children's organisations into peace activity.

Between the first and second world wars it was clearly shown that youth, ^{if neglected by the labour movement} can easily be won to the side of fascism and war because they have had little experience of the demogogy of the ruling class or of the strength of the united working class.

In the drive to the third world war the warmongers of the dying capitalists states are not only trying to win the youth but they are ^{using lying propaganda about the progressive movement, for} making desperate attempts to brutalise the children. "A third world war can be averted if we tear away the mesh of lies". Stalin. ^{example}

While using every medium at our disposal to teach all children peace and friendship between nations we ^{should be given} ~~must give~~ special consideration to the ^{to the leisure time activities} ~~winning~~ of the working class children in the 10 to 16 age group.

These older children need their own organisation which can educate them in working class principles and train them as a reserve force for the labour movement.

As early as 1935 the working class of all countries of the world were taught by Dimitrov that the only weapon the people have against war and fascism is the united front of the working class as the heart of the people's movement for peace.

In 1935, also, the world youth leader Michael Woolf spoke at an International Conference of Youth. In his speech he pointed out "One of the outstanding tasks of the united front is to save the children of the toilers from ruin." He warned against the formation of narrow political organisations and stated "We are convinced that wherever the peculiarities of the children are taken into account, wherever an effort will be made to make the work of

the children's organisation attractive and more interesting, wherever these organisations are built up on a unity basis, we shall always be able to render great assistance to the people in the upbringing of the younger generation."

(In writing)
~~In this book about childrens~~ *activities* ~~in the ten to sixteen age group there is no~~ *it is not*
~~need~~ *proposed here* [^] to set out how to organise specific functions for children for anyone with experience in organising can easily undertake the general tasks associated with such activities as camps, picnics, tea meetings and bazaars. However it is necessary to deal with the organisational principles dictated by the "peculiarities" of children. In the *Following* ~~next~~ pages of this book we will consider the problem peculiar to girls and boys in the ten to sixteen age group. ~~There are three major peculiarities to be considered.~~
~~Firstly girls and boys in the ten to sixteen age group are in between childhood and youth.~~
~~Secondly, youngsters of this age still need the protection of adults but they are striving for their independence.~~
~~And lastly from the age of about ten years to 16 children are settling down to the job of learning. Earlier in life they are discovering the world about them, and later on they are busy earning their living.~~

THREE PECULIARITIES

(19)

In what ways do children of the 10 to 16 age group differ from adults on the one hand, and pre-school children on the other ?

It is necessary to consider the problems peculiar to them if we are to understand them well enough to offer effective guidance for their development.

This age is the "betwixt-and between" age, the period of most rapid growth both physical and mental, the period therefore when conflicts between their old habits and their new experiences take on the sharpest forms. Though interconnected, there are three major peculiarities to be considered:-

Firstly, they are on the threshold of youth. They have not yet fully put behind them their unquestioning childhood reliance on the ideas of the older generation, nor their habits of play. Yet they are striving at times to stand on their own feet alongside the new generation who have graduated a few years ahead of them into the world of serious work. Thus they are faced with the problem of testing the ideas which developed in an earlier generation with the practise of living in a world which has changed in the meantime

Secondly, they are under adult protection. Very young children rely mainly on their parents. As they grow older, teachers, club leaders and other adults begin to play a part in their lives. Thus they often find themselves faced with a conflict of adult authority on questions of conduct, without yet being in a position to take decisive action to determine their own course.

Thirdly, they have the task of studying. Young children are mainly experimenting and discovering the world around them. But from about the age of 10 to 16 they are expected to make it their job to learn systematically, without being in a position to apply their knowledge in any thorough way. Thus they are faced with the conflict between their desire to study in order to accomplish something worthwhile in the future, and their discouragement due to their lack of immediate results, and the uncertainty the future holds

In examining these three peculiarities, one by one, the experiences drawn upon are those of the Junior Eureka League, though the lessons to be learned, both as to content and method of work, will be applicable, at least to some extent, to other children's organisations

ON THE THRESHOLD OF YOUTH

(20)

Girls and boys in the 10 to 16 age group are not only rapidly developing both physically and mentally but this development takes place at different rates in different children and also at different rates in the same child at different periods of time.

Thus some children of about 12 years of age appear to be 16 years or older, and some sixteen year olds look about the age of 12 years.

Moreover the appearance of maturity does not indicate mental ability or social responsibility of the child. Further difficulties

arise because children may go to work from the age of 14 years

onward and a decision to go to work is not based on the maturity of the child but on the economic position of the family. Also going to work may mean a more rapid social development of the child particularly if the workplace has a number of young people employed; but if the youngsters first job is one which isolates him from people the same age as himself then going to work develops a veneer of grown-up-ness which covers over a craving for companionship of other children.

In addition some children in the ten to sixteen age group are studying for important examinations whereas others are in much lower grades and have not yet many scholastic responsibilities..

Apart from all these factors, in our society, there are the laws relating to girls and boys of this age group. These laws add even more confusion to the adolescent period of life. For example, in Victoria, girls and boys can leave school at 14 but girls cannot be employed as ^{machine} factory workers until fifteen years of age, and some apprenticeships cannot be entered until 16 years of age. At sixteen years of age girls and boys are old enough to be married, at 18 boys are conscripted, but ~~and~~ neither girls nor boys allowed to vote until 21 years of age.

On top of all this the drive to war is resulting in drastic cuts in educational projects and the doors of schools are

closing to all but a small handful of teenage youngsters. Children are faced by uncertainty just when they are expecting a glorious future to open before them when they are on the threshold of youth

Many propounders of theories on adolescent psychology depict the age of "sweet sixteen" as the time when youth "stands with reluctant feet where the brook and river meet". Much of this "reluctance" is imposed by the very nature of capitalist society. Makarenko the great Soviet pedagogue taught that young people in particular must have something glorious to live for. Everyone who works for peace knows that a peaceful Australia is a glorious future for the growing generation. How this inspiration of a glorious future can be given to the children is the task which faces all who lead the children's organisation.

The children are on the threshold of the future which belongs to them. They must be given confidence to welcome the new life.

Dimitrov told the Bulgarian Children's League....

"I do not like the cowards and the weaklings, I love the brave and the strong, the people with a will. The future does not belong to fearful and hesitating persons and people with weak nerves; it cannot belong to those people who lose their self control and their nerves at the most critical time. Such people have no future. The future belongs to those people who know that each storm is followed by brighter sunshine and fresher air."

In the Junior Eureka League the children must be given an inspiring glimpse of what the future holds for all who champion the cause of peace. To bring the future close enough to the children's own lives so that they can go forward confidently three conditions are necessary. Firstly they must be able to participate in projects which releases their imagination and ~~creative powers~~ ^{creative} to express in ~~artistic~~ forms the better life

they can help to build. Secondly they need to be closely associated with young people who are just a few years older than themselves, youth who are already beginning to participate in the life of the grown up generation are the inspiring leaders of the children's organisation, and lastly the children need to feel that they are not alone in facing the future. They need to be

8 14
members of an organisation of girls and boys, the same age as themselves.

From the experiences in the Junior Eureka League it is now possible to learn from the past how to build a children's organisation which is lead by young people, based on the project method of work and which gives the children a sense of membership in their own independent organisation.

(sub heading)

~~THE YOUTH LEAGUES LEAD THE CHILDREN'S~~ *activities*

There are a number of reasons why the Youth Leagues in many countries of the world have undertaken the pioneering of the children's organisation. Lenin has said, "The Youth must approach socialism differently, not in the same way, not in the same form, not under the same circumstances as their fathers." This is even more true of children. Youth who are much closer to the children's problems realise much more easily how to lead the children to struggle at their own level around their own problems.

An important task in the Junior Eureka League is to teach children current history. At most schools history is only taught up to the beginning of the 1st World War and in most children's clubs the girls and boys are "prepared for life" by being "protected" from knowing what is going on in the world today. The older generation who have lived through current history tend to regard the past as commonplace, but youth who are just beginning to appreciate the full significance of men being able to change the world, are able to teach recent history in a colourful and inspiring way.

"Study, Study, Study," was the advice Dimitrov gave the Bulgarian Children's League; and youth who are the greatest seekers after knowledge are the best fitted to inspire our children to learn

Children and young people easily master the very latest development of knowledge. Adults are hindered from such rapid mastery of new knowledge for two main reasons. Firstly they have already begun to specialise, to master a particular aspect of life (e.g. in sport in adult life it is usual to develop an interest in a particular sport to the comparative exclusion of participating in others, so also in all fields) People with specialist knowledge have a very special value for the children's movement but they must be assisted to guard against making the mastery of their subject a too absorbing occupation for the children. Young people who are still experimenting in many fields of creative activity can lead children forward from a diversity of starting points.

~~ON THE THRESHOLD OF THE YOUTH LEAGUE~~

Secondly, a factor which hinders adults from leading children to seek new knowledge is that adults who have been educated during an earlier period retain the stamp of the period during which they first began to grasp the fundamentals of the particular subjects which interest them.

In a rapidly changing world the knowledge of twenty years ago has been added to and changed, new and more vital principles must be used as starting points to lead the children to realise that there are new fields of knowledge for them to seek. Girls and boys just a few years older than the children are their best companions in going forth to discover a new world. While placing youth in this relationship to the children ^{it} we must at the same time be fully understood that adult specialists who are endeavouring to master their own subject and its relationship to the rapidly changing world have a very special role to play in the children's movement. Where the opportunity exists

to form classes on particular subjects e.g. art, drama, sport, dancing, science or music the children's organisation must give every assistance to ensuring that the children who join these classes really settle to learn and learn again all that they can from these bearers of our ^{cultural} ~~cultural~~ heritage, ^{of the arts, sciences} ~~of the arts, sciences~~ and sport.

In Victoria ^{when} ~~where~~ the Junior League ~~has~~ ^{had} been in existence for ^{only} ~~over~~ three years, ^{already} the girls and boys who ^{had} ~~have~~ been ~~the~~ members of the children's organisation and who ^{had then} ~~have now~~ joined the E.Y.L. ^{became} ~~are~~ the nucleus of a leadership group of young people who ^{gave} ~~give~~ consistent help with the Juniors activities. These Youth League members whom the children ^{know} ~~have~~ so well ^{are} ~~are~~ facing up to the many complex

problems which confront^d young working girls and boys. ^{children} ~~The Juniors~~

are intensely interested in the way ~~these~~ young people solve their problems, such as what sort of job, whether to continue with studies, what recreation, whether they join the E.Y.L., how they regard their parents. These and many other decisions which the ex juniors make are discussed by the juniors because they know full well that these 17 and 18 year old friends are now relatively independent and are thus making their own decisions about life. The juniors admire and accept these ex-members and readily take their advice.

It is necessary ~~for us~~ to organise ~~our~~ children's organisation so that these youthful leaders have full opportunity to develop their initiative not only through leading the children but also in their association with other young and adult workers. Thus it is the task of the older generation to plan so that these youthful leaders can give consistent help to the younger generation but at the same time giving ^{them} ~~the youth~~ ample opportunity to develop many sided activities apart from their work with the children. It is quite obvious that if we fail to give attention to the many sided development of our youthful leaders of the children's movement that we not only stunt the development of the particular youth but we fail to have a group of inspiring youth leaders for the children.

Because the Junior Eureka League is lead by the Youth League the girls and boys who are members of the Children's organisation are able to develop friendships with members of the E.Y.L. and thus ^{as} they grow older and join the Youth League they are ^{more} easily assimilated into the life of the League. At present between the ages of 14 and 16 years a girl^s or boy can be a member of either the E.Y.L. or th Junior League. It depends on the development of the member and of the branch of E.Y.L and J.E.L. as to which is the best group for the member of this age to belong.

The organisation of Pioneer groups in the Junior Eureka League also assists Junior Leaguers to begin to participate regularly in the life of the Youth League.

(SUB. HEADING)

~~CHILDREN LEARN TO LEAD THEIR OWN JUNIOR LEAGUE~~

By participating in the common life of the Junior League and making its interests their own the children learn to be guided in their conduct by the welfare of their own organisation. Membership in the Junior League must result in the children joining in collective planning and carrying out of activities. To merely collect children together occasionally and allow them to participate in activities which adults think are valuable to them or which the children gregariously demand that they should do, does

not build an independent organisation of the Junior League.

At the present stage of organisation of the Junior League there are ~~is~~ not yet sufficient experienced leaders nor are there enough local branches of the Junior League for a stable system of self government and democracy for the children's organisation.

How much self government can members be allowed? How should adults exert discipline? How can the children's league be organised democratically? These and many other questions will remain incompletely answered until we have had much more ~~an~~ experience with the type of organisation we are developing in the J.E.L. In some spheres of activity where we have had some rather intensive experience definite answers can be given. For

example with our camping experience we can now more definitely plan how to organise the Camp Council and other groups to achieve certain results in teaching children self government. On the other hand as there has been only a limited experience in organising local groups of children the plans for self government

~~XXXXXXXXXXXXXXXXXXXX~~

will vary until a core of leaders have been trained and groups of children have had enough experience to be able to work as a collective. It is possible to give some guide as to how to best build organisation which will develop the many sided abilities of the members of the J.E.L.

One very definite theory which has been formulated ~~formulated~~ from practise is that forms of democracy must not be rigidly copied from adult constitutions but must allow for the rapidly changing and developing nature of the child members. For example, in the early days of the J.E.L. in nearly every State of Australia the organisation adopted a Council form of democracy with an elected president, secretary and so forth. The members of the Councils worked out Constitutions which are good examples of how girls and boys of about 13 years can understand the ramifications of organisation but which in practise were quite unsuitable to the Junior Eureka League in this stage of our organisation of children. In using the constitution as the basis of organisation a few girls and boys were given intensive ^{an} ~~experience in~~ ^{study in method of} organisation but they had little influence on the rest of the members and their experience really remained only at the theoretical level because while administering "democracy" within the Council they were not being trained to be creative members of a group of other girls and boys. This formal democracy has in some states been replaced by Groups of Pioneers and from the experience in the past year this form of organisation is better suited to prepare the girls and boys for membership in the Eureka Youth league.

Pioneers are girls and boys over twelve years of age who are partly elected and partly selected by the members of the J.E.L. ~~and~~ At present the J.E.L. is organised as a central group in a district or town and thus it is difficult for membership to know all the members and the J.E.L. The Advisory Committee therefore takes the responsibility to help

select Pioneers until such time as branch organisation is much more intimately connected with the daily lives of the members. The selection of all Pioneers by the membership is an aim for the future.

The Pioneer group has a three-fold purpose. Firstly they discuss, decide and put into effect ~~the~~ the projects for the J.E.L. Secondly they are given some training through discussion groups, through reading recommended books, and by attending lectures and special weekends etc. Thirdly attention is given to assisting Pioneers to begin to be absorbed into Eureka Youth League activities.

The Junior League ^{Adult} Leaders have the responsibility of ensuring that the threefold function of the Pioneers is put into effect all the time but special Pioneers Days and Pioneer weekends are held from time to time.

The following program for a Pioneer Day illustrates how the Pioneer organisation not only develops a creative collective leadership for the J.E.L. but in addition how the Pioneers are brought into close connection with the E.Y.L.

During the afternoon on a Pioneer Day the girls and boys have a meeting at which a member of the Adult Advisory Committee gives a brief ^{report} ~~report~~ of recommendations from the Advisory Committee. The meeting is chaired by a Pioneer elected for that position for the day. (The chairman could be elected for the term ~~of~~ of three months but election for the day gives more opportunity to all Pioneers to be chosen for the job occasionally) Another Pioneer is elected to keep brief records of decisions of the meeting. The member of the Advisory Committee helps the Pioneers to give each one of them a particular responsibility for a particular part of one of the projects which the J.E.L. has decided to carry out. All projects are planned to last a known length of time.

At the next Club Day of the J.E.L. a member of the Pioneers gives a brief report on decisions of the meeting and in addition at the Pioneer tea a brief statement is made on the responsibilities that the Pioneers have accepted for the next period of time

At tea time on the Pioneer Day there is a special ~~purpose~~ tea meeting. To this tea are invited all members of the Advisory Committee, members of the E.Y.L. Executive and some guests of honour depending on the theme of the special purpose tea. For example school teachers ^{may} ~~may~~ be invited if it is intended to discuss education, or Trade Unionists may be invited, or sports men or women etc. ~~etc.~~ The theme of the tea should be carried out by wall decorations such as photos or posters etc. and one of the guests of honour leads a discussion on the particular subject chosen.

At ^{it} the special-purpose tea may not ^{be} necessarily ^{to} have a speaker, ^{may prove suitable} but some activity ^{for example} a successful way of ~~xxx~~ popularising children as writers was used at one Pioneer tea when the Pioneers after tea divided into couples of reporters and went on a 20 minute excursion of the ~~suburb~~ suburb and came back and wrote reports on what they had seen. After tea the Pioneers ^{should go} ~~go~~ to an E.Y.L. social function such as a dance.

The Advisory Committee has the task of seeing that Pioneers carry out the jobs delegated by the Pioneer meeting. Some of these tasks may be to work on an E.Y.L. committee, such as, a committee for an E.Y.L. camp or perhaps the pioneer has chosen to work on some campaign in the suburb where he lives for example by training a group of children for some celebration such as International Children's Day, or maybe their main task is to help some of the Adult J.E.L. leaders with some of the activities preparing for a J.E.L. function. The Advisory Committee must also give attention to seeing that the Pioneers are in touch with branches of the E.Y.L. which exist in their suburb or school, and that if suitable E.Y.L. study classes are being organised invitations to some of the older Pioneers should be given to attend these classes and the Advisory Committee should assist the Pioneer to attend.

In order to build the right form of organisation for the Junior Eureka League it is essential for all to fully understand ~~the role of the Junior Eureka League.~~

~~Finally~~ the role of the Junior Eureka League as and ~~educator~~ educator of the children through activities which the children enjoy.... such as dancing dramatic games, painting, sport, producing their own papers, finding out about the world by excursions, hikes and bike rides.

~~While learning from these activities, at the same time the J.E.L. members must be given~~

It is important to avoid allowing the Pioneer group to become an exclusive clique. Thus to the special purpose teas other members of the J.E.L. are especially invited e.g. to the Pioneer Sports Tea all J.E.L. members in sports teams or clubs should be invited. Similarly to a High School tea all High School and Tech. School members should be invited ~~to the Tea~~. In this way it is possible to find out who are the J.E.L. members who should next be elected to be Pioneers.

Another way to avoid the Pioneers becoming a clique, but at the same time avoid watering down the importance of a consistent group leading the J.E.L. is to have elections to the Pioneers several times yearly.

The whole membership of the J.E.L. should be invited to the Club day at which the Pioneers are elected. Prior to the election, the Advisory Committee and the Pioneers should discuss who should be recommended to be elected as Pioneers and this group of J.E.L. members should be nominated as recommendations by the Pioneers. In making these nominations the Pioneer member should explain why each one has been recommended. e.g. The Pioneer Council suggest Joan because she carried out the job of Bungalow leader at the camp very well, or because she consistently writes articles for Pioneer, or because she trains to be excellent

at sport and has ^{represented her school} ~~represented her school~~ in a team...

or because she brings new girls and boys to J.E.L.

functions. etc. Besides the nominations recommended by the Pioneers the membership can nominate girls and boys and similarly as each nomination is made the nominator should explain why they think such a person should be a Pioneer.

The reason why children should explain their choice of a candidate for the Pioneers, is because it is necessary to teach the children to have a possible attitude to elections. In this way addition, the elections become an occasion on which the children learn what is expected of them as members of the J.E.L. and how they can fit themselves to be a member of the collective leadership group of the Pioneers.

Each Pioneer should be presented with a Pioneer scarf (a red scarf is used in most state where Pioneers have been established). The presentation of the scarf should be made at a function of the Eureka Youth League. The three main occasions on which such presentations have usually been made are at May Day, the Eureka League State Conference, and Eureka Day. As these three days are separated by about 4 months they are well spaced throughout the year and are suitable for ensuring that frequent additions are made to the collective leadership of the Pioneers.

As each new group of children join the Pioneers group there should be a discussion on the qualities of a Pioneer. At one of these discussions held in 1951 a fifteen year old boy brought an essay he had written on Pioneer organisation. This essay is printed in full here because it is now used as a guide for leading such a Pioneer discussion and it is also of value to show leaders of the children's organisation the qualities that teenagers (older J.E.Lers) strive to develop in themselves. The contribution of this essay by this Pioneer was an entirely voluntary action and the writer has not only tried to live up to this standard himself but is an inspiring leader to the children who are now members of the Junior League.

KNOWLEDGE IS A PIONEER'S TOOLS.

Each Pioneer has been selected for that honour because he has shown ability in some type of work, for instance ballet dancing, sport, leadership, and so on. But another and equally important factor in their being chosen is their conduct and attitude towards the J.E.L. and its members. Once a Pioneer is selected, he has the responsibility of educating himself, both culturally and politically, and he should become familiar with E.Y.L. activities and take part in them.

The first method of education for the Pioneer is the Pioneer class. These classes are on topical and important subjects of to-day, and are a method of giving older Junior Leaguers a basic political education. For a Pioneer to obtain the full benefit of the class,

he must find out what the class is to discuss, read pamphlets and articles on what is to be discussed and should talk over the subject with friends or parents. This way Pioneers can come to a class prepared to add something useful to the discussion, So that Pioneers should not lose the usefulness of the class, and idea would be to take notes and at the next ^{club day} ~~general meeting~~ one of the Pioneers could give a short 5 minute talk, actually a precis of the discussion, to the rank and file members of the J.E.L.

A second method of education is practical indoor work, such as wall-boards, posters, newspaper, etc. Each Pioneer could be made responsible for a wall-board for a particular month, or could be responsible for the wall-board all the time. ~~This might mean that a councillor (branch) is in charge of the wallboard and also a Pioneer. In this case the Pioneer could act as assistant to the councillor.~~ The same could apply to the newspaper.

A third method of education would be outdoor activities, like collecting aid for strikes, publicising the J.E.L., bike rides, picnics and others. In this way Pioneers in particular can see what are the real problems which confront them, and what the real conditions are. Admittedly, non-Pioneers can take part in the second two methods, but the Pioneers should be the ones who see that these methods are really a success, that wall boards are changed often, and made more interesting, that collecting signatures and finance are done more actively.

Each Pioneer, as his knowledge becomes wider ^{and} more understanding, is thus fitted to lead and teach the non-Pioneer members. He is able to see just how he can help make the J.E.L. a ~~xx~~ bigger, better children's organisation, and build its strength with knowledge of man and society as his tools. With this knowledge will come conviction, and conviction is the basis of all work with our members.

LEAD THROUGH LEARNING AND LEARN THROUGH LEADING. Pioneers are the present leaders of the J.E.L.

To be able to lead a Pioneer must have confidence in himself, must know exactly what his aims are, and ~~he~~ must be firmly convinced that Socialism with all it means, is brought closer by his proper leadership of the J.E.L.

He must have confidence in himself and above all, Junior Leaguers should have confidence and trust in him as their leader. Pioneers must aim to be able to lead J.E.L. in all fields.

In social activities, they should help to organize functions, bazaars, socials, and games. They must see that everybody enjoys themselves, and they should be able, at a time when Junior Leaguers are doing nothing, to show them something useful to do, and should lead the others by immediately setting an example.

JUNIOR League projects

In ~~political activities and campaigns~~, the Pioneers must set a high standard of work. The Pioneer must show the Junior Leaguers just what can be done if you~~x~~ set out to do it with a will. The Pioneers should be the shock-brigaders, recruiting new members and collecting more finance. He should, every time, try to explain to the other Junior Leaguers what our aims are, how we can achieve them, and what opposition faces us. The Pioneer must set the example, show how work can be done in a better way, help each individual member to develop their best abilities, and he must always see that if he takes on a job he does it properly and finishes it.

TO LEAD WE MUST BE CONSCIOUS OF OUR RESPONSIBILITIES. Pioneers must be conscious of their responsibilities. All their activities must be carried out in a friendly, team-work way. To be able to do their best work they must be able to restrain themselves. By restrain, I mean that whatever they are doing, playing games or travelling, they should act so that they do not do anything anti-social,

that is, act like larrikins or in a way that does not fit their age.

When Pioneers are capable of really controlling themselves, then we can say a big step has been taken, that they have of their own free will realized what is the best method of doing their ~~work~~ work, and by controlling themselves they will be able to do better work. (In simple terms, "restraint" means no mucking about that is anti-social).

When Pioneers have obtained the quality of self-control, then they can always guide other Junior Leaguers in this matter, and if any Junior Leaguer mucks about unnecessarily then the Pioneer should show him that what he has done is really an obstruction to the building of the Junior League, and should explain what the correct thing to do would have been. It is natural that children do become mischievous, but when this affects the personal relations of people or affects the J.E.L. then it should be stopped. Pioneers by realizing how they should act must set an example to the J.E.L. members.

HELP BY EXPLAINING. Whenever ~~PIONEERS~~ Pioneers or the J.E.L. as a whole have taken part in some activity, held a camp, or organized some function the Pioneers should be able to see what mistakes were made by themselves and others. They would make sure that next time these mistakes don't occur, and how it is possible to arrange the activities in a better way. If somebody has made a mistake or done something wrong, or does not know how to do something, the Pioneer should patiently explain the why's and wherefore's of the mistake or subject.

An important aspect of education is the participation of Pioneers in E.Y.L. activities. If possible, they should try to attend the Branch meetings and activities of their local E.Y.L. Branch and in this way find out just how the E.Y.L. works and know what will be expected of them. Pioneers should read ~~the~~ Challenge and the Guardian as part of their effort to obtain a wider knowledge of the adult and youth struggles of today.

Summing up, the duties of a Pioneer are to lead, learn, have self-control and be conscious of your duties.

(From a speech at the National Congress.)

B.G. (15 years)

In organisation ^{ing} the children as leaders of their own organisation, it must be appreciated that children are not born with a strong will or a weak will. Character and volitional qualities are formed in the process of life. The children must learn that the Junior League is a place for collective activity. While appreciating the difficulties which face the children as they grow up under capitalism and not demanding from them tasks which they are not in the position to fulfill, nevertheless the children in the J.E.L. should aspire to the Pioneer standard.

"It is tradition that every Pioneer must give an account to his comrades on the accurate fulfillment of any assignment ~~xxx~~ that has been given to him. The Pioneer organisation requires from every one of its members scrupulous performance of any task that may be assigned, and does not tolerate any such behaviour that could be regarded as an inherent quality of mollycoddles and shirkers who do not like to work, and have no regard for other people's labour" (From a report by A. Gussev on Soviet Pioneers.)

(sub heading)

Children Learn about the Future through Projects

Projects for Tomorrow's Joy.

The teaching of peace and international friendship to children establishes moral values which are not at present universal in our society. Our task of teaching children peace takes the children beyond the limits of their present day ~~world~~ surroundings and morality

We are constantly faced with the problem of how to grasp opportunities through which children can learn about peace through their own experience.

The World Federation of Democratic Youth has shown the direction of the work. The three World Festivals have been amongst the greatest peace offensives of all times. In preparing, participating and reporting back on the Festivals the youth and children have demonstrated that sport, dancing, singing, and drama are teaching mediums for peace.

The Festivals have given the youth of the world a central task around which peace forces from many sections of the community have been rallied. Through the Challenge of the Festivals, not only has international friendship been cemented, but also all who participated in sending national delegations

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to the Festivals have had a chance of a glimpse of what the future holds for a world at peace. Educationalists have for a long time recognised that the project method of teaching is the most practical method for adolescents and young people.

The World Festivals have been projects of world size. Only the peace planners can use the whole world for educational projects. The appreciation that we have the resources of all progressive mankind at the disposal of the educators for Peace is the key to all our peace teaching.

The Festivals have given youth and children a perspective leading to tomorrow's joy. Makarenko the great Soviet teacher worked out in practice such a system of ~~xxx~~ perspectives the essence of which he defined in the following words. "Man must have something joyful ahead to live for. The true stimulus in human life is the morrow's joy. In pedagogical technique this is not too distant ~~joy~~ Joy is one of the most important objects to be worked for. In the first place the joy itself has to be organised, brought to life, and converted into a possibility , Next primitive sources of satisfaction must be steadily converted into more complex and humanly significant joys.....To educate a man is to furnish him with a perspective leading to tomorrow's joy%.

Makarenko's success with the children's colonies under his direction proved that such perspectives kept the collective in a bouyant, joyous mood; and the clear cut purpose strengthened the children's confidence in their own powers and spurred them to strive for greater achievements. How does the Junior Eureka League give the children such perspectives? A review of some of the work of the Junior Eureka League in Victoria from March 1951 until March 1952 is the best way to illustrate some of the methods of work which have been developed in the children's peace movement.

Through participating in the preparation for the departure of the Australian delegation for the third World Festival the children made friendship gifts, organised many money-raising functions and activities and helped with a number of Festival functions. As a result of the Festival campaign the Spring Camp was organised on the theme of using entertainment to teach children peace and international friendship. During the holiday the children produced sketches and puppet plays, a regular dance class was held and films and singing groups were also used as entertainment for peace. Not until after the camp was it clearly seen which entertainment activities could be carried on ~~after the camp~~ ^{in the city}. It was not possible to decide in advance which activities would appeal to the girls and boys, and who would be the people to continue to lead the children in ~~the~~ ^{without} the field after the camp. Nevertheless the camp was planned as the starting point for some concert which could be used not only to give children an opportunity to further develop the talents that had been brought out at the camp , but also to initiate

a public ~~entertainment~~ performance through which the importance of using entertainment to teach children about peace could be popularised.

For a ^{number} ~~lower~~ of reasons, and the most obvious of these were the enthusiasm, initiative and conviction of two teen-aged girls (aged 14 years and 15 years) the children's dance group proved to be the only group which was in a position to immediately follow through and develop a theatrical production. For the three months following the camp 30 children trained and rehearsed for the Juniors first Xmas Peace Review.. Items, costumes, theatre staff, decorations, wallboard, interval refreshments, publicity and finance were all organised by the children's Dance Group which was led by these two very young dance leaders. Much could be written about how, from the Children's Peace ^{Revue} ~~Review~~ the best items were selected for the Australian Carnival. With assistance from more experienced dancing teachers the Junior Dance Group was able to enter 4 dances in the Carnival Dance Competition and were successful in winning a first and second award in an open competition.

~~Following on from the Carnival success the older Juniors in a number of suburbs were responsible for training groups of younger children to participate in items for the 1952 International Children's Day Party.~~

More important than the participation of a small well²trained group of dancers in the Carnival competition was the fact that the great majority of juniors were brought into activity in preparing for the Victorian children's delegation to go to Sydney. Through numerous local functions and the making of gifts for interstate friends, the children who stayed at home participated in preparing for the carnival.

The development of ^{the} initiative of children ^{through} ~~the~~ ^{their own} Peace Revue and ^{through the} ~~Carnival~~ resulted in a number of suburban groups of children being trained by Junior Eureka League members to present items at the International Children's Day Concert in 1952.

This brief history of the development of ~~the~~ children through

one type of group activity has some important lessons for all to learn if they are serious about assisting to build the children's peace movement.

Firstly it will be seen that each project gave a group of children the possibility of realising a joy in the not-too-distant future. In each of the projects discussed different groups of children participated although throughout the whole year the nucleus of the group remained intact. But at the successful conclusion of the project those children who were not in a position to continue to take such an intensive part in Junior activities were able to drop out without feeling as if they had wrecked the organisation. This is particularly important to understand because girls and boys 10 to 16 years old have such a variety of interests and have definite periods during which they must concentrate on their school studies. An organisation which expects them to maintain their enthusiasm over an indefinite period of time is making an unreal and excessive demand on them.

Secondly as each project was culminating the ~~seeds~~^{sown} of the new projects were ~~sown~~. Thus those children who were in a position to continue to devote a great deal of time to their organisation could clearly see how to carry on activity, not in the same way, but at a higher level of responsibility. For example numerous ~~examples~~^{examples} can be cited where teenage children have initiated and led a group of younger children emulating the leadership during the Children's Peace Revue.

Thirdly the new children who joined the newly-started projects were able to feel that they were in at the beginning and that they themselves were initiating and bringing to life the joy of the future. The continual addition of new children into the projects releases initiative not only of the new children but of the more experienced children and gives to our organisations a renewed sense of pioneering together. Thus through projects there are not only culminations of joys but initiating stimuli to plan new joys.

Fourthly the projects did not aim at teaching children to really master the techniques of dancing, or painting or publicity etc.

incidental). But arising from their experience in the projects some of the children have now joined dance classes, ~~2~~ art classes, and *sporting clubs*

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where they can give consistent attention to the mastery of one aspect of culture.

To boys and girls in their teens it is the things which are ~~to~~ learnt with personal satisfaction which really matter and the project method of work gives scope for individual girls and boys to initiate and develop their own ideas of carrying out activity around a particular theme. If while participating with other children in ~~this way~~ *any child who develops an interest in more* intensive instruction then our organisation should assist him to find the best teacher for that subject. This does not exclude the particular child from joining in the next projects and perhaps finding still different fields of activity which he desires and plans to master. Projects ~~beyond~~ *methods of* education give the child special starting points from which he can decide in what particular direction he can further his development with personal satisfaction while at the same time he can make a contribution to the common cause of the people.

Fifthly it will be seen that each of the projects had peace as the central theme of the activities and thus all history, all countries of the world, and all the variety of ways man can express his hopes and desires were ~~about~~ at the disposal of the children. Not only that, but through learning about peace the children have forged a weapon which is of value to all peace lovers. Even with very limited numbers it has been possible to produce dancers and plays, paintings and scrap books which have not only been a great source of creative satisfaction to the children but have assisted adults and youth to more clearly see the path to Peace.

This is the principle of the project method of work. It is the importance of the fact that

This Victorian example of one year's activity on one type of project illustrates some of the principles of the project method of work. Implied in this ~~conception~~ method is the conception, not of a single project for an individual child, but rather ~~a~~ series of smaller projects grouped around and leading to a larger all-embracing project and carried out collectively by groups of children of different levels, ages and abilities, co-operating together within the framework of the bigger project.

In this way every child is encouraged to play his own part according to his own particular bent, yet with due regard to the efforts of his mates. Only in this way can a "collective" or a "team-spirit" develop. In the long run, it is the collective which gives the greatest possible stimulus to individual effort, at the same time providing the best possible training of character.

The development of character as an integral part of the ^{work} collective team/ essential to the organising of projects for tomorrow's joy deserves special attention.

The general theoretical ^{6.} point/ of the United Nations Declaration "The Child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men" , is a practical question, ~~not~~ cannot be solved by adults preaching ^{by} to children, but only practically, ~~not~~ the children's own collective teaching their own members in their own way through the organisation of projects, which adults can help initiate and help develop, but ~~this~~ which must lie well within the ~~understanding of their~~ grasp of the children to understand and ~~fulfill~~ accomplish.

~~They~~ When children decide on an issue they act. They have not yet had the inhibiting influence of failure and are therefore more energetic and instantaneous in carrying out their decisions than any other age group, and they ~~do not~~ expect such behaviour from adults.

Thus the leaders of the Junior League must train themselves to be worthy of the children's trust in them. ^{For example} When a promise is made of an excursion ^{to be} ~~good weather or bad~~ and whether 2 or 200 arrive it must be carried out. On the other hand: Children have not yet developed their powers of concentration and thus what is planned must be fulfilled in the not-too-distant future and any tasks that the children undertake to carry out should be ~~that~~ such that they can see the results of their own efforts.

Leaders of the children ~~must be~~ ^{are} responsible for presenting new ideas to children and ^{must ensure that} some action ^{is} inspired by these ideas.

Here is a word of advice to adults from Professor Kornilov quoted from his article on 'Developing Will Power In Children'..... "Just cherishing ~~these~~ noble emotions without practising what they dictate rears sentimental people capable of feeling but not acting. If we sympathise with a person in distress, we must help him; if our indignation ~~and take~~ is aroused by an injustice suffered by someone we must openly express our indignation and take the part of the one unjustly treated. A positive emotion is of value only to the extent that it calls forth a corresponding act. Herin lies the significance of the emotional element in cultivating the will."

Thus ⁱⁿ the ranks of the Junior Eureka League, children must be taught to ~~suit~~ actions to emotions all through life.

This does not mean that children should be encouraged to do "Good Deeds", irrespective of their social effect, as in the Scouts and Guides. In other words "Good deeds" in the eyes of the warmongers may be very bad "bad deeds" in the eyes of the people.

For example, the collection of scrap metal to raise finance was abandoned by the Junior League in Western Australia when it was found that the metal was finding its way into war preparations, not considered that the metal could be used as it had been used on a previous occasion when exported to Japan---for aggressive war ~~purposes~~ purposes.

~~This does not mean that children should be encouraged to do~~

~~'Good Deeds' as an end in itself as in Scouts and Guides. As the~~

Pioneer Leader. A. Gussev explains that "The children do that for which they have strength enough to do, but every task is a contribution to the common cause of the people."

Membership in the Junior League should spur the children on to be persistent, staunch and determined, at the same time it should breed contempt for false conceit and bragging, carelessness and smugness. Thus the correct organisation of the collective life of the Junior Enreka League is a task of the utmost importance for every one working for the league.

~~For example the collection of scrap metal in other words a 'good deed' in the eyes of the war managers may be a 'good deed' in the eyes of the people.~~

In order to gain consistent enthusiastic support and assistance from the children's collective it is necessary to plan so that every time the children are brought together that they participate in some purposeful project.

In discussing the work of the Youth League in China Feng Wen-Ping says. "All meeting of the League must be conducted in^a lively and efficient manner. Adequate preparations must be made before hand. Every meeting must have its theme and aim, and every meeting must be able to solve certain problems and to educate the masses. Unnecessary meetings and those without a definite aim and preparation must not be held."

This is even more important in the children's league. Here again the Junior League shows that it plays a different role from other ~~many~~ children's organisations which have the main aim of 'keeping the children busy', or even a more negative aim of 'keeping the children off the street'. Because many clubs begin with the assumption that the children are 'problems'. There are conceptions as to how to organise the children are based on starting with all groups and 'developing the individual behaviour patterns' as new recruits are added. This distrust of the children (fear of the people) is also shown by the fact that in such clubs the Club Leader counsel the parents about the behaviour of the children and thus there is a field of work for the Social Case Workers along side of the club leader.

In The Junior Eureka League difficult behaviour is dealt with by the children's collective. That is by all the children concerned discussing with the children who lead the organisation and the adults how to overcome behaviour problems. All the children ~~work~~ who participate learn from these discussions and the educating and uniting forces of a purposeful program ^{gives a measure} ~~necessitates~~ and standard whereby children themselves can judge what is good ~~that all children work for the common interest of the peace~~ and what is bad behaviour movement. As the Junior Eureka League gains experience there are ~~few~~ fewer and fewer occasions on which such discussions need to take place because the organisation sets a standard of behaviour which such discussions need to take place because the organisation sets a standard of behaviour which is accepted by the children.

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It is important for adults to realise that young people want to know what is expected of them, what qualities they should try to develop in order to become worthwhile people. They like to have a standard to reach and here it is relevant to quote A. Stroyev in a report in 'Pioneers in the U.S.S.R.'

"In the ranks of the Young Pioneers children are brought up to be educated people with a highly developed mentality, organised, disciplined and punctual, valuing their own and other people's time, simple in their ~~relations~~ relations with other people, respectful to their elders attentive to the weak, aged and small and all who are in need of their help. People are not born that way."

In Australia we have the task of building the Junior Eureka League as the heart ^{of} the children's peace movement. ~~What sort of young people we develop depends on the guidance, education, leadership, guardianship, understanding and love of the adult labour movement.~~

What sort of young people are developed in the ranks of the Junior Eureka League depends ^{on the} ~~guidance~~ guidance, education, leadership, guardianship, understanding and love that the adult labour movement devotes to the building of the children's organisation. The ^{following} next pages of ~~this book~~ deal with the responsibilities which the parent generation have to the children.

Adult Protection

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Apart from the function of the Youth League to provide the main leadership for the children's activities, dealt with in the last section, there are ~~various functions~~ ^{four} main groupings of the adult generation proper which have a role to play. The labour movement, the women's movement, the parents' auxiliaries and the advisory committees. Because children need protection their organisation must draw on the assistance of older people.

Girls and boys in the 10 to 16 age group are striving to be independent and in the past pages consideration has been given to show how the organisation of the Junior Eureka League takes the natural striving into consideration. Under capitalism the conflicts of growing up frequently result in children first struggling against their parents. At the same time we know from experience that all children want to be able to love and respect their parents and the generation to which their parents belong. In our society children are assisted to grow away from their parents by the very entertainment that they are offered by the films, radio and comic strips, which deride and laugh at the older generation.

The ruling class popularise such anti-parent sentiments ^{while} ~~which~~ at the same time preaching that children should love honour and obey their parents. Nearly a hundred years ago Marx pointed out the root cause of this duplicity. In the Communist Manifesto Marx says: "The ruling ideas of each age have ever been the ideas of the ruling class."

In our society the ideas of the capitalist class are not only peddled by the propaganda organs such as comics, films radio programs, but also by some of the teachers and club leaders. We are all familiar with the school teacher who remarks "Goodness knows what sort of homes you children must come from!" and the club leader who smugly and piously proclaims ^{his/her} ~~their~~ love for the "under-provileged" children who are members of their club, saying "The kiddies are lovely, but we are up against such terrible parents". This leads on to the theories of some child psychologist who extravagantly claim that "there are no problem children, only problem parents."

Such remarks are symptomatic of the patronage of the capitalist class which use the press, schools, clubs, libraries and theatre to express the sentiments of their class; and because their parent working class generation fight back against such patronage they are derided and ridiculed as "problems".

Early in 1952 in Melbourne there was a conference on "Youth in Industry" at which leaders of Church Clubs, the Federal and State Presidents of the Chamber of Commerce and several Right Wing Trade Union Officials had a "Character Education Enquiry". In the findings and recommendations from the conference the dual responsibility of employers" was dealt with in the following words:

"Employers have a dual responsibility ... first in regard to leadership of industry as productive machine and secondly as controllers of groups of human

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ings for a large part of their time ...

"It was felt that it is necessary to guide and in some cases protect youth regarding evil doctrines, wrong attitudes, and character destroying habits which may be taught juniors by older employees.

"It is almost impossible for a lad to maintain high standards of conduct when faced with the weight of public opinion he would meet in some groups of workers."

There is no doubt that many people who participated in this "Character Education Conference" were sincerely imbued with helping youth, but because they do not understand the basic contradictions of the class character of capitalist society their findings and recommendations of the conference are directed at making youth more adjusted to the capitalist mode of production ... despite the fact that one special speech was entitled "The Adjustment of Industry to Youth". In the labor movement there is no basis for antagonism between children and adults. The Junior Eureka League exists to assist parents to allow their children to grow up to be independently active in the struggle for a better life. Because the child learns in his own organization how the working class are taking history into their own hands his love and respect for his own parents becomes a love and respect for the older generation of workers.

The whole labor movement must claim the children's organization as its very own family, the members of which are actively busy carrying out their own independent tasks and in so doing developing the ever-widening experience of the working class .. not only widening their own experience but enriching the women's movement, the trade union movement, the youth movement, because as part of the working class they are playing a vital role in the battle for their very life.. in the battle for world peace. Children themselves are people and we measure and develop them because they are individuals with their own independent role to play.

Obviously the children cannot play any role in society without the adult movement. Just as a good parent teaches a child in its early years "to manage by myself" but at the same time never places a child in a position which is physically dangerous or socially and mentally too big for it to manage .. so it is the responsibility of the adult labor movement to be the thoughtful parent of the children's organization and to place the Junior Eureka League in such a position that the children can manage by themselves within the limits of their physical and mental capacities.

the analogy further, just as a good parent is interested in the

friends of the family, and children are thus links with other groups of people ... so also it is the responsibility of the adult labor movement to be the proud parent of the children's organisation and to arrange so that the Junior Eureka League joins with other children's groups on occasions on which both have a common interest.

The Women's Movement

Special consideration needs to be given to the role of the women's movement in relationship to the role of the children's organisation. Lenin has described the life of working class women under capitalism as being the life of "the slave of a slave" and he gave particular emphasis on the need to win women for the campaign for a better world. He pointed out that: "Women workers and peasants are the mothers who bring up our children ... the future of our country. They can cripple the spirit of the children or give us youth with a healthy spirit, capable ^{of} taking our country forward."

The Junior Eureka League exists primarily as the children's independent organisation and for it to be really independent it is necessary for it to be led by the Youth League not by the women's organisation. At the same time the women's movement has a big responsibility for the development of the children's league and the children's league also ~~has~~ contributes to the building of the women's organisations. The role of mothers and children can best be illustrated by the example of the work of the Mothers and Children's Camps which are organised by the Junior Eureka League. Because the Junior Eureka League teaches a real love and respect for parents it is possible to hold camps at which both mothers and children attend. In children's clubs sponsored by charity committees camps are regarded as occasions on which the club leaders can teach the children the "standards" and "values" of the ruling class. Therefore it is not possible for other children's organisations to hold camps at ~~xxx~~ which both mothers and children attend together. In the Junior Eureka League however, the mothers and children's camps are a powerful instrument in building the independent organisation of the Junior League and at the same time assisting the mothers to be more active in the peace movement.

Mothers and children's camps particularly serve the girls and

boys about ^{ten} ~~their~~ years of age. At such camps the children can take their first steps into their own League and at the same time the mothers can see for themselves the type of organisation which their children are joining. By participating in camp activities with other mothers the mothers are able to find new ways of being active for a better life now that their family is growing more independent. Mothers in particular know what they desire for their family. They suffer most because of the inadequate provision for their children and largely on their participation depends the building of new forms of organisation around the needs of the children.

Fascism was able to come to power in Germany ~~because~~ partly because of the demoralisation of the housewife and thus one of ~~our~~ ^{our} irgent tasks is to find ways of uniting women to fight for peace. Surely a very natural way which presents itself is to find ways of uniting mothers to fight for health, homes and play places for their children. But we cannot expect women to overcome all the fetters which capitalism imposes on ~~her~~ ^{them} without the aid of the organised working class. Mothers in particular need help to take the first steps in accepting political responsibilities but when organisation is close enough to their own lives for them to understand its importance for their own family, their initiative is released. For many mothers the junior camp has been the first step into a fuller life. Similarly other family functions such as parties, picnics etc. can be starting points for the formation of women's groups. To prepare for the function the mothers make the children's ~~concern~~ costumes, prepare the party food, decorate the hall and collect the gifts and prizes. In order to free women from the sink and the stove it is necessary to use the familiar creative activities of cooking and craft work as the first steps into participation in life outside the home. Social organisation around the political needs of her children can give scope to a housewife's creative homemaking qualities.

Parents Auxillaries (sub head)

As the children's organisation grows consideration needs to be given to the formation of auxillaries of parents, particularly of mothers, to assist the children, especially to assist the dance groups with their costumes and the camps with their catering and other domestic arrangements. But care must be taken to ensure that such assistance

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from parents is not substituted for assistance from the whole ~~lab~~ labour movement.

Care must also be taken so that parents, particularly mothers, are not ~~not~~ encouraged to remain too closely associated with the leadership of activities of the independent children's organisation. There are two reasons, firstly to avoid "mother love" holding back the independence of children and secondly because women's interests need to be directed to broader fields. ~~It is a mistake to~~
At a Nazi rally in 1934 Hitler said "The world of man is the State, the world of man is his struggle, his self dedication to the community, and thus we may say the world of women is a smaller one. For her world is her husband, her family, her children and her house....Our National Socialist Women's Movement contains one single point and that point is the child." Contrast this with the role assigned to women by Lenin, when he said : "Every cook (housewife) must learn to govern the state."

Furthermore, Lenin called the kindergarten and Pioneer Clubs "Shoots of Socialism" partly because these organisations provide a service which frees women for greater participation in building a better world and also because the new generation starts afresh and develops new ideas and new traditions.

In the sense that capitalism does not provide for the emancipation of working class women it is not possible to regard the children's league as a shoot of ~~socialism~~ socialism; but in the sense that through the Junior Eureka League we can glimpse something of what the future holds for all who fight for socialism we can regard the Junior Eureka League as a "shoot of socialism". It is an inspiration to study and participate in the creative forms of organisation which the Junior Eureka League is pioneering for the Australian working class family. Mothers in particular need to heed ^{some of} the words of the poet Kahlil Gibran:

"Your children are not your children,

They are the sons and daughters of life's longing for itself

They come through you but not from you,

And though they are with you they belong not to you.

You may give them your love but not your thoughts,

For they have their own thoughts;

You may house their bodies but not their souls;

For their souls dwell in the house of tomorrow, which you cannot visit not even in your dreams.

You may strive to be like them,

But seek not to make them like you,

For life goes not backward

Nor tarries with yesterday."

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Children must have parental protection, but this does not mean that parents must possess them. [On the other hand, in fighting against being over-possessive care must be taken not to neglect the children. Many parents realise that they ^{are} ~~are~~ themselves limited in their knowledge of bringing up their family and they proudly ^{boast} ~~state~~ of the fact that their children are out of their control. Some theories on child psychology justify children passing through a stage when they are ~~like~~ like young animals and this justifies ~~children in~~ mobbing round without thought or care for anyone else... The older generation is charged with the protection of the children. Not only the provision of food, shelter and clothing but also ensuring that the children's thoughts and ideas are developed so that later they can play their part in the building of a better life for all.

While agreeing with most of what Gabriel says, we cannot agree with our poet to the extent that he suggests that parents cannot give their children "thoughts". This is similar to an equally bad modern doctrine which holds that no matter how decadent films or comics may be, they do not affect the child's mind.

Clearly, parents share with the Junior Eureka League, the responsibility of assisting their children to combat alien, decadent, unprogressive ideas.

Advisory Committee

In most States, Advisory Committees of adults have been formed ~~established~~ to assist with the initiation and early development of Junior League organisation.

At present, there is as yet no established practice as to the size or qualification for membership of such bodies. These groups usually consist of ~~x~~ members of the Eureka Youth League and ^{older} other/adults who have some special contribution to make to the

The Advisory Committee has a fourfold function. First: to set projects for the children; Secondly: to raise finance to cover expenses; Thirdly: to ensure adequate guardianship; and fourthly: to provide leaders for activities.

Setting Projects. In The Sections "Children Learn to Lead" and "Projects for Tomorrow's Joy", deal with the problem of how projects are carried out by the children. The type of projects which are set should conform with the policy of the Eureka Youth League, and the League members who are on the advisory committee should thus act as pilots of Eureka League policy

Raising Finance The child members of the Junior Eureka League can raise small amounts of money for specific appeals. It is important to note that when children are asked to raise money, they must know what they raising it for, and they must be convinced that it is an important task which they are voluntarily undertaking

The Advisory Committee must recognise that while funds from such sources cannot meet all the financial requirements of the organisation, nevertheless it is important to keep such activity constantly on the agenda, in order to inculcate in the children a responsible attitude towards earning their independence.

Members of the Junior League have raised money, £ for the fare fares of the child delegates to the Australian Carnival, and for other interstate and country trips for members. On a number of occasions they have contributed to the funds to aid particular groups of children during strikes. An example of the way in which children can "stand truly by each other" was the enthusiastic pledge by Victorian members in 1952 to set aside some of their pocket money ^{from} ^{provide pocket money for} every outing to assist another member of the Junior League who was orphaned by the untimely death of her father.

Children work out all sorts of interesting ways of collecting money, and the advisory committee must ensure that adult methods of finance-raising are not imposed on the children. Methods that children choose are partly play and experiment. For example: back-yard bazaars; Threepenny concerts; Hawking penny lollies and cakes amongst their friends; collecting goods during bikerides --- these are some of the methods that have proved successful.

The running expenses of the Junior Eureka League are infinitesimal when compared with the expenses incurred by some children's clubs, ~~These organisations~~ depending as they do on patronage rather than the people's movement. The Junior League exists on the basis of voluntary leadership, ~~and the~~ Nevertheless, much more money than the children can be expected to raise is required to ~~but~~ build an organisation capable of expanding its services to more and more children. The Advisory Committee must be the group responsible for balancing the budget and building a fund for future development.

Ensuring Guardianship One of the first lessons which children must learn when they join their own independent organisation, is that their independence is the reward of mutual trust between them and their parents.

Members of the Junior League, for example, must behave in a reliable way when travelling, and must arrive home at the time they are expected. The Advisory Committee must assist the children by arranging suitable meeting places and times, by having a stated time for the dismissal of activities, and by always having adequate guardianship when the children are brought together.

Sometimes, the one person may be able to provide the leadership of activities and also the guardianship. But some youth, and even some adults, whilst being highly suitable for leading activities, have not yet learnt all the requirements of guardianship. The Advisory Committee is responsible for seeing that such people are assisted by those who have had more experience in this direction.

Another aspect of guardianship is to provide for the children's physical protection ~~for example:~~ for example: cleanliness and suitability of clubrooms, ~~and the~~ avoidance of unnecessary danger at picnic spots, preparation of the camp site. Part of the children's education for independence is to learn to care for their own clubrooms and camp sites, and to clean up their picnic spots and in general to respect public property.

Some adults lazily excuse lack of preparation for children on the theory that children should learn to do everything for themselves, including cleaning-up messes that they haven't made. The Advisory Committee must see that premises, camp sites etc are ready for the

children in the same state it is expected they will leave them. When children start with clean facilities, they not only keep them tidy, but, if encouraged they delight in beautifying them. In some States the Junior League is becoming quite noted for the decorations and cleanliness of their camps and clubrooms.

A problem which tends to crop up in the early period of some Junior League groups is that of girl-friends and boy-friends. As the League becomes established, this problem diminishes, because busy youngsters find that they have little time to be interested in a particular boy or girl. Discussions on behaviour, especially discussions in the pioneer group establishes an accepted attitude to this "problem". ---an exclusive interest in only one person, either of the opposite sex or the same sex, makes it difficult to be whole-heartedly interested in what the group is doing. Therefore there is no place in the Junior League for such cliquy pairs. True friendship helps to make all concerned more interested in other people; thus ~~maintains~~ a relationship which excludes other children is not a true friendship. Part of the guardianship of the Advisory Committee, is to set such a pattern of behaviour, and such a program of activities, that "problem pairs" do not arise.

Providing Leaders. All of the members of the Advisory Committee should be capable of ~~leading some activity of~~ ^{leading some activity of} ~~giving some leadership to~~ groups of children, but they should not rely only on their own knowledge and experience. The task of educating the children for tomorrow's joy necessitates that the children are taught through activity by people from as broad a section of the community as possible---drawing on all the talent, and all the diversity of interest that can be provided. The handful of people on the advisory committee can never provide the wide range of qualifications necessary to equip our children with the rich cultural heritage that they must be assisted to grasp.

At the same time the Advisory Committee must exert constant care to ensure that experts who have mastered a particular aspect of culture, be it sport, science, drama, writing or dancing do not try to make the mastery of their particular subject an all-absorbing occupation for the children to the exclusion of their all-round development.

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Probably one of the most important tasks for the Advisory Committee to carry out in the early stages of development of any Junior League is to assist the Youth League to organise special leadership classes and courses on the methods of work in the children's organisations.

There is no doubt that the youth are the people most suitable to lead the children forward. To say this is not to say that any particular youth can undertake this responsibility without being given a chance to equip himself for the task.

Wherever the Eureka League branches become strong, and to the extent that they become conscious of their responsibilities for the organisation of tomorrow's League members, they will ~~experience~~ take over more and more of the functions now being carried out by Advisory Committees.

Only history will show just how fast and just how successfully the Youth League can assume its rightful position as the main sponsoring organisation for the Children's League. Whatever the nature of this development, the four functions of ^{raising} setting projects, ~~providing~~ finance, ensuring guardianship, and providing leaders must be fulfilled. And of course, under all circumstances, and at all stages of development, the older generation must take a responsible attitude towards the youth movement and must assist and advise them in all their tasks, including their tasks of leading the children.

The Task of Studying

THE PROCESS OF LEARNING.

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"We owe it to the future to master the knowledge of the past" - Goethe.

Girls and boys in the ten to sixteen age group are at the special task of learning. Young children are mainly experimenting and discovering the world around them. In adult life people are fully occupied with earning a living and in their spare time ^{those who are learning} in mastering knowledge of a particular subject either to improve their job or to be better at a sport or a hobby. But in the age between 10 and 16 children are settling down to study, study and to study again.

Children's life under capitalism is such that ^{there is a tendency} ~~they are~~ after easy and quick achievements in life, which do not require tenacious and serious ^{study} ~~labor~~. This is particularly so in cultural fields, where the growth of a network of "easy to learn" music clubs for all sorts of instruments are an indication of the mediocre standards which are accepted as cultural accomplishments.

^{sport clubs and science groups} In the artistic circles which ^{are being} ~~are being~~ established as ^{should be} part of the children's movement for peace a new attitude to mastery of knowledge must be inculcated in the children. The mastery of our cultural heritage is serious work. Under Socialism a new attitude to work has to be taught and in the Junior Eureka League the attitude towards the serious task of learning must be modelled on a socialist attitude to labour. Nearly one hundred years ago Marx strongly opposed the view that the Utopian Socialist, propounded that with the abolition of capitalism ~~that~~ work would become simply amusement. In a reply to Fourier, Marx said, "The liberation of work from the fetters of capitalism does not signify that such work becomes simply play, simply amusement, simply pleasure as Fourier thinks with the extreme naivete of a Parisian grisette. Really free work, the work of a composer for example, is damned serious work, intense strain."

How a children's Pioneer group can assist members to acquire a serious attitude to study is beautifully described

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in N. Nosov's story "Vitya at School and at Home". (Published in Societ Literature No 9. 1952) At the present stage in Australia the Junior Eureka League has no official organisational ways of influencing children in their attitude to study at school. Also some of the lessons which are given at school are about such unimportant matters that it is difficult to always encourage children to have a very serious attitude to school lessons. However, the Junior Eureka League is directly responsible for the initiating and building of amateur circles for children where they can learn ^{writing,} dancing, drama, singing, sport and science, and the participation of the children in these classes entails the development of a new attitude to learning.

The Arts (sub Head)

In an article about the Bulgarian Children's League, the "Septemvriche", it is stated: "Every Septemvriche unit has its choir, its dancing group, or its dramatic circle. The amateur artistic activity is a powerful instrument in child education."

In Australia, too, it has been proved that where a proportion of members regularly attend a class for dancing, drama, or art that the League is a much more powerful educational organisation.

How can we gain the children's interest in learning? What sort of standards should they be encouraged to achieve? Should the children perform in public? Should they ~~be~~ expect other children to be merely spectators? Should the children's leisure be taken up with learning? These are some of the queries which naturally arise when classes are being established for children in their out-of-school hours.

^{IN ITS FIRST} So far our experience in this field is very limited, but ~~over~~ ~~the past~~ 3 years the Unity Dance Group ~~has~~ pioneered dance classes for children and many of the experiences of the Unity Dance Group can be applied to other art circles and also to science and sport groups.

In the first place the Unity Dance Group is guided by the Leninist conception of culture....Lenin wrote, "Art belongs to the people. It must have its deepest roots in

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the broad masses of the workers. It must be understood and loved by them. It must be rooted in and grow with their feelings, thoughts and desires. It must arouse and develop the artist in them."

Everyone who has seen a performance of the children's ballet "The Little Aborigine Girl" will appreciate that the Unity Dance Group is beginning to succeed in using the dance form to express the desires and hopes of the people. Also, all who have seen the beautiful painting by the late Ambrose Dyson of the children's maypole (his entry in the 1952 Carnival exhibition) will understand that the mass participation in dancing which has developed as a result of the work of the Unity Dance Group is a weapon "to arouse and develop the artist" in the people.

A feature of the work of the Unity Dance Group which must be applied to all classes is that while maintaining a high standard as regards the technical training of the children it has at the same time avoided limiting its work to the ~~the~~ classroom.

How this has been achieved can best be illustrated by separating the function of the dance group into three parts. All three parts are interconnected and interdependent but they are described separately in order to make the threefold function of the dance group more easily applied to other groups. Firstly through the dance group a limited number of girls and boys are taught to master how to dance; they are taught to compose their own dances; and they are taught to perform dances. Part of their training is to keep scrap books on dances and costumes and stage sets and to attend and discuss various theatrical entertainments.

The children who regularly attend the dance classes are taught to perform under a variety of conditions. For example they may take part in a ballet performance in a theatre, or a Town Hall, or they may present a dance and then lead folk dancing at a children's party in a small hall or living room, or they may dance on the asphalt outside a factories or wharves or on the makeshift stage at a camp.

Members of the children's dance group have presented items to an audience of 10,000 when they gave a welcome dance to the Dean of Canterbury and the same children have danced to audiences of less than a dozen.

Secondly, through training a small core of children in the art of dancing, folk dancing and singing games have been popularised to hundreds of girls and boys. Members of the dance class learn how to be leaders of folk dancing. More than this, an essential part of their training is to fit them to teach other children (who are not able to regularly attend classes) to be folk dance leaders also. Since 1950 when the Dance Group was formed, at such functions as May Day and Eureka Day and International Children's Day dancing and singing games led by children have become quite a tradition.

Furthermore, the Unity Dance Group and the Junior Eureka League frequently work together for some particular festivity. Then the girls and boys who are not dance group members are taught to take a simple part in some display and the more experienced dancers (members of the class) are cast in such a role that the performance is lifted from a pretty pageant to an item of real beauty and meaning.

The co-operation between the Junior Eureka League and the Unity Dance Group is particularly necessary for this second part of the function of the dance group to be effectively carried out. The section ^{above} ~~in this book~~ which deals with the project method ~~xx~~ of work gives further information on how the classes and the Junior Eureka League work in harmony.

Thirdly, through the dancing performances both ^{by} the class dancers and the mass participation of the children, thousands of people have been entertained. As previously stated the children do not limit their performances to the stage of a hall but have brought their dances to the people at the factory, in the parks, at their camps and in their homes. Thus the children are brought into contact with ever widening groups of people

and their experience is tempered by both approval and opposition.

Moreover, now that there is an experienced and trained core of dancers who are striving to use the dance form to express man's hope in a better life and his desire for peace, it is possible to influence the already existing dance schools and other artistic clubs so that they too can use their art forms as educators for peace, participating in joint functions with other cultural groups, and by working for such peace projects as the ¹⁹⁵² Carnival the dance group learns from other organisations and at the same time teaches them.

Thus the organisation of a variety of classes for children both as part of the Junior Eureka League and also separately from the League, broadens the mass basis of the childrens' peace movement. All who lead the Junior Eureka League have the task of ensuring that the children who have joined classes in order to master the technique of ^{SPORT} dancing, singing or drama etc., are advanced beyond the point of only learning to ^{PERFORM} ~~dance~~ for perfection sake. The Junior Eureka League must assist to involve the membership of these classes in peace projects.

The three fold way the dance group "arouses and develops the artist" in people can be applied in all fields of artistic expression. For example the children's art class must give consistent training to a group who really set out to regularly attend such classes. This group must be used as a nucleus to assist other youngsters to use art to express their hopes and desires; and thirdly these groups must give artistic enjoyment to the masses of people.

In the field of art this has already been done in a limited way. A number of childrens' painting competitions have been held and the results displayed at such functions as International Children's Day. Because there has not been established art classes which can lead the preparation for the exhibitions and offer training to young artists who discover

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their ability through such creative challenges such competitions have not directly built the childrens' peace movement.

Similarly with drama groups, music groups and choirs there is beginning to be some activity around the need to develop childrens' groups in these fields.

The Junior Eureka League and the childrens' classes work independently and one cannot be taken as a substitute of the other, neither can one be regarded as more important than the other. Whether such classes are part of the organisation of the Junior Eureka League or whether they are independently under the auspices of some other organisation, the Junior Eureka League has a big responsibility in helping to initiate and develop the classes.

There are many difficulties facing those who are attempting to hold classes regularly. For example, artists, actors and dancers ^{are} seldom experienced as leisure-time leaders of children and the early fluctuations and restlessness of the children can easily dampen their enthusiasm. The Junior Eureka League leadership which is familiar with organising children in their leisure time can assist through this initiating period.

(Amby 7/5/47) The inertia of shyness is rapidly overcome when children and experts start to do something together. At a Victorian Junior Eureka League Camp there was once an extremely capable artist who was thoroughly convinced of the need to hold regular art classes at the camp but he was at first not able to attract and hold the interest of the children. A pavement artist game was therefore started as a group competition (the cement floor of the mess hut and some chalk was the equipment ~~xx~~ for the competition.) Every camper joined in the game and it was a strange scene to see over a hundred youngsters silently kneeling absorbed in drawing a picture about their life in camp. The artist was assisted by some adult leaders to judge which were the best drawings and in deciding on several from each group he

explained to the children why he had made such a choice. The children who had drawn the best pictures were then specially invited to attend the camp art class.

Similarly, to start an art class in the city ~~of~~ a group of artists took the girls and boys to the Art Gallery and after a discussion on art invited them to come to regular classes. The art class was given a purposeful interest by being set the task of making scenery for a play and then later they were asked to decorate a room for the Junior Eureka League.

While various devices may need to be used to initiate a class and to maintain interest at the beginning it is important not to underestimate the strivings of children to solve difficult problems. Also the specialist who leads the choir, dance group or actors' class must understand the important role he plays in the childrens' lives. Kornilov in an article on "Will Power in Children" states, "It must be remembered that in the first place it is the teacher who serves as an example for the child. The shortcomings of the children are often a reflection of the ~~xx~~ faults of their parents or teachers. Therefore, the latter should first of all direct a critical eye to themselves, to their volitional qualities, their attitude to work; they should ask themselves how they observe the rule of conduct, how they keep their promises and fulfil their undertakings, whether they are persistent in tackling difficulties and obstacles, whether they are decisive in their actions?"

The Sciences (S-4 Head)

~~Children are at the task of learning, and~~ In considering how our cultural heritage can be mastered by children special weight must be given to inculcating in the children an understanding of the contribution that science has made to the development of world civilisation. Capitalism in its decay emphasises a division between science and ^{industry} ~~art~~ so that each can be kept separately and in its own way in the control of the ^{Ruling class} bourgeoisie. It is for us to show how artificial and limiting this division is and to insist that our cultural heritage includes science and

cannot be understood without it. Gorky advised that "science should be portrayed as a workshop rather than a warehouse of ready made discoveries".

Girls and boys in the ten to sixteen age group are intensely interested in hobbies. They can make their own model aeroplanes, their own crystal sets, their own model trains, they can service their own bikes, they ^{can} care for their own pets and they ^{can} grow their own plots. Here is a field for scientists to help the children and also for workers in industry to give leadership to children's hobby clubs. Children are interested in the very latest development in technique, but too often they are discouraged by lack of equipment and by not knowing how to acquire more knowledge about the particular hobby they are interested in, so that their interest in the scientific application of their ~~hobby~~ hobby stagnates and they are left at the stage where they are marvelling at the wonders of science rather than grasping the facts and learning methods of research and invention. We must assist children to develop a materialistic outlook which shows the child that the world is knowable.

Without equipment and fulltime leaders, and in a society where the means of production are privately owned there are limitations on the opportunity to establish groups of child scientists. These conditions, however, make it even more necessary to make the greatest possible use of the conditions that do exist to assist in the development of a scientific attitude in children.

For example, a very successful science weekend for children was held by the ^{Victorian} Junior Eureka League. A number of young scientists went camping with the children and each scientist conducted a group of children on a tour of the camp site and explained how science had been harnessed to serve to build the camp. As the scientists were trained in different spheres of science each tour dealt with different ways of applying science. In the evening an open forum was held at which the children asked the scientist to explain various questions. This discussion lasted for over an hour and a half and had to be terminated by the need for the children to go to bed.

Also, the children have visited scientists in their homes and have had discussions with them there. Much greater use could be made of factory excursions and also by factories sponsoring children's hobbies' exhibitions as a starting point for factory workers to join with scientists in establishing children's hobby clubs. For example, many rail workers are also model train fans and they could help youngsters in their model train clubs. An especially important weapon in inculcating a scientific attitude is the popularising of science through books. There are a number of popular scientific books for children which give an understanding of ~~xxxxx~~ scientific facts and they are useful to the extent that they are instructive. But for a book to be able to inspire a scientific attitude in children it needs to be more than merely instructive. It needs to point out that every machine, every crop, etc. is part of the achievement of the people. Such a book as "Land in Bloom" which tells the story of the birth and development of Michurin biology can be understood by older children. This is a book of adventure and struggle about the victories of the fearless scientific innovators of our day.

In Australia we must take advantage of the books which are now becoming available for our children because of the task which the Soviet Union has set its writers and scientists. Writing in Soviet literature on "Science for Children", O. Pissarzhevsky says:

"Soviet authors are called upon to supply millions of children with the greatest possible number of books contributing to the education of the young citizen, fostering his ~~first~~ thirst for knowledge, his creative ardour and noble faith in the all conquering power of that science which is employed for peaceful ends, for the happiness and wealth of the people."

There is no doubt that some of these books will be available in Australia and although it is not yet possible for all children to have ready access to them it is our responsibility to read them ourselves and to teach their lessons to the children in our every action and attitude.

SPORT - Sub Handwritten
Children in the ten to sixteen age group are at

~~the task of learning and they~~ are learning on the sports ~~fields~~ fields. The individualism of capitalism results in a highly competitive attitude to sport. Even at an early age children are forced to specialise in a particular field of sport to the detriment of their all-round development. Furthermore, the concentration on champions results in only a limited few youngsters being given any real chance of training in sports. In the ranks of the Junior Eureka League sporting activities are based on the principle that everyone in good health should acquire a certain level of vigour, suppleness, skill, speed, resistance, courage and decision. It is becoming quite a tradition in the Junior Eureka League for standard athletic tests to be held regularly for all members. These tests are based on the fact that for each sex and age there is a corresponding minimum performance that can be achieved, to different degrees with the help of a little training. Several sports camps have been held and a course of training has preceded some of the tests. Always the tests are organised as group competitions which encourage the more capable sportsmen to train and assist the less developed children. Such competitions have resulted in hitherto unsuspected sports talent being discovered, and also children learn from their tests to practice physical exercises regularly.

Members of the Junior Eureka League should be encouraged to join sports teams and sports clubs and talks in their League should assist them to understand the traditions and rules of the particular sport they are participating in. Australia has a rich history of sporting achievements and the younger generation should be imbued with the spirit of carrying on the best of our sporting life.

Attention should also be given to teaching children numerous games to play at picnics, parties and camps; so that members of the Junior Eureka League can readily accept the responsibility of organising children into games under various conditions. In teaching sportsmanship to children, a good sport must be depicted as a person who not only strives

Where to Start.

"But I don't know what to do!" , "I've never done anything like this before!" Some people are reluctant to start in a field of work in which they have little experience. Because the Junior Eureka League is a new organisation some people are hesitant about taking any responsibility for developing work amongst the children, or , in some cases, they hesitate even to express an attitude of support for the idea.

It must be understood that the Junior Eureka League is new to adults but that ~~it is~~ if it is to be organised successfully it ~~must~~ must not be new and strange to children. Wherever the organisation of the Junior Eureka League has begun at the level of the children and followed from their natural groups, an expanding organisation has been built on the basis of a stable core of girls and boys. Experience of life itself has shown where to start with the building of the children's independent organisation.

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Watch the girls and boys of J.E.L. age (10 to 16 Years) playing on any street and you will see that there are many starting points for gathering children together around purposeful projects. Here are some examples from experiences in Melbourne industrial suburbs.

A group of children in a street ^{in one suburb} ~~in Fitzroy~~ were always putting on concerts of individual items. A verandah was regarded as a suitable stage. An adult lent these children some dressing up clothes and suggested that they prepare plays to perform to other children. At first the girls and boys put on stiff sketches learnt by heart from School Papers, but when it was suggested to them that they act some scenes from their own life experiences their dramatic performances were much more enthusiastically received by the child audience which often became involved in the dramatic game. A favourite play was about Dad going off to work in the morning and coming home to tell Mum he has got the sack. The highlight of the game is when Mum faints at the news. It must be noted that without the assistance of older people the girls and boys of this age would not have reached the stage of organising their dramatic games into performances which were enjoyed by an audience.

A further example of how a street game can lead to a group of children becoming conscious that they can entertain other children comes from this example, ~~in Brunswick~~.

In this suburb a group of ~~girls~~ about six girls were always playing at going to ballet school. Part of the game was attending a dance class and then being presented with certificates the girls made for themselves. When they were given the idea of preparing items to perform at a children's party they immediately had a meeting of all the girls and after deciding to dramatise some nursery rhymes they then voted for the choice of the rhymes to be dramatised and also voted as to how to cast for the part in the dramatisations.

Here again it must be noted that the idea of making a performance for other children came from ^{the} ~~an~~ adult, and if left without such assistance the girls would not have thought of such a possibility themselves. This experience also illustrates the fact that girls and boys who frequently play together are used to selecting their own leadership and have a very democratic way of deciding controversial points. There are all sorts of methods used by youngsters to choose captains and sides for their games and children who are used to playing with each other easily estimate who is the child with the particular qualities to lead a particular game.

On the other hand in groups of children brought together occasionally (as will be done in the early days of the J.E.L.) the girls and boys will not have had such close experience with each other and will therefore need more adult leadership. For example the adult ~~would~~ ^{may} have to suggest ways of selecting the cast for any group projects they are carrying out. Also it should be realised that a group of children who play frequently together tend to resent the addition of casual members and often children who are visiting a street group are the ones who lead the whole group into conflict with parental or some other authority. It is because youngsters sense this fact that they may rebutt a suggestion from an adult that children from another street be invited to ~~take~~ take part in a project.

Thus in the early days of the localisation of the J.E.L. care must be taken to avoid disrupting a natural street group by adults deciding to add children who may be members of the J.E.L., but who have no connections with the street group. A street group mixes well with other groups of children and with crowds of children at such mutual meeting places as a park, the beach, the Baths, or at central club day functions when the total number of children greatly eclipses the number in the street group. The adults who are endeavouring to build the children's peace activities by giving inspiration to the street groups of children must not only find a

Our Street.

Page

natural starting point but must lead the group to participate with large numbers of other children in ever more embracing peace projects. Not merely lead the group into contact with one or two isolated members of the J.E.L. ~~Cricket, and~~ footie and chasing games are some of the most popular street games for boys. These games always become much more vigorous and interesting to the over tens when young lads in their late teens or early twenties join in the fun. Frequently these youthful players monopolise the whole game and the young fry are driven out to fetch the ball while the bigger boys bowl, bat and wicket keep. If the youth are given the right encouragement to lead the children they soon find that they are the heroes of the lads in the street, and furthermore they find that through considering how to help the younger girls and boys to play games they meet up within a wider circle of young people the same age as themselves.

Here are two illustrations of how youths have helped a group of children to enjoy sport.

an outer suburb

In ~~Williamstown~~ a number of boys had bikes but were not allowed to ride very far from their own suburb. An older lad volunteered to go with them on bike rides to the countryside and frequently the bunch of cyclists rode to picnics of the J.E.L. and some even accomplished the 60 mile ride to the Eureka Camp. A champion ~~bike~~ bike rider of the district added interest to the boys sports by giving practical demonstration on care of the bikes, mending of punctures and generally introduced them to the bike riding as a sport.

an inner suburb

Another example comes from ~~Carlton~~ where a group of girls formed a "Cry Club." and wanted to listen to Johnny Ray wailing. To achieve this they made things and collected gifts for a bazaar to raise funds to buy records of Johnny's Songs. Some older girls helped them with their handicrafts and later they tired of Johnny Ray and instead they turned their energies into a basketball team. Playing in a basketball competition resulted in them meeting many other girls and in addition one of them attended an ~~mp~~ umpires course and learnt how to be an umpire for the game. Dramatic games, street sports and fan clubs are some of the starting points for street groups of children.

Here is another way to begin.

Drawing with chalk on the pavement is a pastime indulged in by rather young children but older boys and girls enjoy a chance to draw and a fascinating way of interesting boys and girls of all ages in art was used at ~~Camp Ball~~ ^{a migrant camp} where an asphalt basketball court ~~a~~ was used for a pavement artist competition. A box of coloured chalk and a suitable surface was all the equipment needed to focus attention on the art classes for children, which the J.E.L. held during vacation play days in this emergency settlement. In housing camps where there is a large concentration of children and where they are generally in a transitory state there is not a tightly knit group of children and their unstable housing situation does not permit for lengthy projects to be carried out. Thus the leadership required in emergency housing settlements is different from that in an established residential street. Rather than wait for a natural starting point with children as in the previous examples the large concentration of children make it possible to start some activity in a dramatic way and in this way to find the nucleus of girls and boys who wish to participate in such a group regularly.

The children in every street experiment with growing things. This is particularly noticable in built-up areas where the youngsters have no garden but grow onion tops in water, wheat on cotton wool, tadpoles and silk worms, and caterpillars in jars. Here is a field where scientists can help the children know ~~about~~ more ~~things~~ about living things. The inspiring example of child experimenters in the Soviet Union as told in 'Land In Bloom' shows the initiative and persistence children possess if challenged by a scientific problem and given assistance to experiment. Not only do youngsters experiment with living things but many are intensely keen on hobbies of which demand a considerable degree of technical skill and knowledge. ^{This} ~~There~~ is a field for scientists and engineers ~~not only~~ to assist the children ^{to} ~~with gaining~~ more knowledge about their hobbies by factory excursions, visits to farms and by discussions ^{and} ~~to~~ ^{not} show the ~~boys and girls~~ how they have the task of using science/as an entertaining sideline but as a way of improving life.

Any person, young or old, man or woman, would be the initiator of a street group project as described in the above examples. The only condition for being able to start such activity is to know the people who live in a particular street, and to realise that nearly everyone is quite willing to assist in some way to make life happier for the youngsters..

Such activity is only a starting point which can be used to widen the knowledge of children so that they can realise from their own life experience that they can play their own part in the people's movement for peace.

The Junior Eureka League leadership has the responsibility of grasping opportunities to involve street groups of children in such peace projects; as ~~a~~ ^{the} Carnival. Already the J.E.L. has assisted to form a few street groups to present items for International Children's Day and for V.P. Day but so far this is not a general feature of the work of the J.E.L.

For the J.E.L. to be able to effectively lead street groups of children to participate in such peace projects two conditions are necessary. Firstly the Junior Eureka League members must be acceptable members of the street group where they live. Thus the J.E.L. organisation must allow members enough time to play with street mates and the J.E.L. training should equip members to recognise and develop leadership qualities in all children ^{and} not to aspire to be leaders of the street group themselves. As the J.E.L. activities become more localised it will not be necessary to make the above stipulation, but at present the J.E.L. organisation in most cities is organised as a central group and the danger of taking the children away from their neighbourhood ~~frings~~ friends has to be consciously avoided.

The second and most important condition for the development of street groups of children as part of the peace front is that the question of war and peace is posed to the parents of the children. This of course is already being done in a general way but how peace and war effect the lives of the families in a particular street must

be worked out through activities which concern and involve the majority of people who live in that street.

In a letter to children Maxim Gorky wrote,

"The rapidity of your development can be explained by the sole fact that you are learning not only in school but likewise from the daily industrious experiences of your fathers and mothers and senior brothers and sisters. That is exactly the way you youngsters ~~ought~~ ^{ought} to learn"

During the second World War ^{many} ~~most~~ Australian streets were honoured by a tin disc being nailed to a post stating "This is a war saving street" As the need to struggle for peace grips the ~~the~~ Australian people every street must become a street for peace, "A Peace Saving Street".

In achieving this the children play their part. This part is not separate from their ordinary every day life, but is the very essence of life itself. Children learn through play. When their play is directed into purposeful projects they themselves not only learn more rapidly but they teach older people because the expressions of their projects gives the older generation a glimpse of ~~the~~ what the future can hold for us all.

As each Australian street is won for peace, and fathers and mothers, and older brothers and sisters strive daily to keep our country free from war, the mass movement of children for peace ~~becomes~~ becomes a living reality.

In colonial countries the native schools have been branded as hotbeds of communism. Schools in Malaya, Vietnam and Kenya have been closed by the colonial oppressors. Conditions in Australia today do not necessitate that at present our educational institutions need play such a leading role in the struggle for national independence, but already the struggle is waging in our schools as to whether the ideas of peace or the ideas of war will predominate in the teachings in our schools.

School cadets, military demonstrations, recruiting comics are all used by the Government to condition youngsters' minds to war, and a few teachers are unscrupulous enough to use their class lessons to popularise the ideas of the warmongers.

On the other hand the drive to war has so adversely affected our educational services that there is an ever increasing concentration of organisation of both parents and teachers around our schools. These committees of teachers and citizens are our best insurance against our schools being used as places where our youth are brutalised so that "they will shoot at anything that moves,"

Teachers today are carrying out their work under frustrating difficulties, such as overcrowded classes, lack of equipment, and the unsettling effect on the class when it is certain that only a few will be able to continue their education at the school of their choice. The children of JEL aged 10 to 16 are the particular age group who are most adversely affected by the lack of educational opportunities. Just when they should be having a joyous future to look forward to, the doors of opportunity close. An inspiring feature of the work of our teachers in the schools that cater for the girls and boys of J.E.L. age is that despite the arduous battle against inadequate facilities, despite the claims made on the children's leisure by cadet training, and despite the ^{restlessness} dwindling of the classes as the youngsters ^{turn} school leaving age, the teachers in many schools organise various clubs and circles for the school children. For example in some schools there are drama clubs, science clubs etc. etc. etc. These clubs are in addition to the sports teams which are also an inspiration when it is considered under what extreme difficulties the teachers organise the school sports.

An indication of the school sporting difficulties can be gathered from the following letter sent by a 12 year old girl to "Challenge":

the young paper

"Dear Editor of Challenge,

I think you may be interested in the sporting facilities at our school. Our

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school yard is too small for the running of heats for our school sports so we have our races in the road outside the school. The teacher says: "Ready, on your mark, get off the road girls here comes a car!"

In the Junior Eureka League there should be frequent discussions about school and members should be encouraged to participate as fully as possible in the sports teams and the school clubs. The members of the Junior Eureka League should be taught to assist these sincere strivings of the teachers to improve school life. All who have listened to J.E.L. members talking about school will be familiar with the type of J.E.Ler who delights in being "persecuted" at school because of his "politics". And all who are observant of the reactions of the other J.E.L. members to such braggings about being red-baited cannot but have seen that such "heroism" is distrusted by the other members and that if they are given an opportunity they will express their opposition to such sectarianism. An example of such discussion was in a Pioneer group in Melbourne when a 14 year old lad skited "They call me commo at school and I'm proud of it" and the apt rejoinder from another boy the same age, "We are proud that some of our parents are members of the Communist Party, but we are not proud of you being called a commo."

The importance of giving children (especially those over 12 years) a chance to have an organised talk about school life and their life in other organisations cannot be over-emphasised. Through such discussions many erroneous ideas are brought to light and the discussions about such ideas teaches all who take part what attitude they should be developing and what ideas they should fight to discard. Unless such discussions are organised by adults responsible for the J.E.L. the youngsters talk about these things amongst themselves and the loudmouthed sectarians appear to be the most predominating in the group. There is a tendency for some of the J.E.Lers to be intimidated by such talk and to think that such "heroism" is expected from J.E.L. members and because they feel themselves inadequate they may drop away from the J.E.L.

The type of schools for girls and boys in the 10 to 16 age group varies from State to State. In some States the children remain at the one school until they are nearly 14 years of age (until 8th grade), in others they attend High School and Tech School from about 12 years of age (after the 6th grade) and in others there are special schools for girls and boys between the ages of about 12 and 14 and then they go on to High Schools.

In some States there is a mixture of all three types of schools. Similarly some schools are only for boys and some only for girls and there are also co-educational schools.

In High Schools and Tech Schools where the ages of the girls and boys is mostly over 14 years of age the Eureka Youth League should endeavour to organise a branch of the E.Y.L. which should work in close co-operation with student labor clubs. The girls and boys in the 14 plus age group are capable of forming their own independent organisation and the school where they regularly attend can be the nucleus around which they form their branches of the league.

The formation of branches of the J.E.L. in the schools for younger (10 to 14) children is a matter which needs careful consideration. At this stage it is perhaps better to organise J.E.L. branches based on street groups especially as a branch of the J.E.L. can only meet under the leadership of some older person. The fact that most of the children in the one street often attend the same school will assist to build a basis of peace teaching in that school.

J.E.L. leaders as well as parents should take a keen interest in what is being taught to the children at school. Membership in the organisations around the school is one important way of doing this. In addition parents and leaders should familiarise themselves with what is being taught in the school textbooks and on the school broadcast lessons. Discussions with children reveal the type of teaching they are receiving and when any attempts are being made to give a warmongering lesson protest should be made by organisations to the school and the education department. Mistakes have been made by adults who expect their children to protest against their teachers, and although sometimes successful spontaneous protests have been made by children when teachers have been blatantly warmongering this should not be expected from children generally. Will the ideas of war or peace predominate in our schools? This is the concern of parents, teachers and all peace loving citizens.

School cadets, military demonstrations and recruiting comics must be countered by school clubs, sports days and school libraries. The adults who work for these services will find that they have allies in the children who earnestly try to fit themselves to be citizens of a peaceful Australia.

OUR STAGE.

Dramatic play is a natural part of child hood. How to lead the children to use their dramatic talents in performances is a problem to adults who, have not yet had much experience with youngsters. The following play themes are submitted to assist J.E.L. leaders to initiate play acting as an integral part of J.E.L. life.

Firstly here are some simple games which help to develop an interest in play acting. One of the simplest is Statues. When the girls and boys skip around to music and then when the music stops they take the pose of some statue to represent a subject suggested. This is more popular with the under tens than with girls and boys of J.E.L. age but a more sophisticated game of Statues can be played by girls and boys working in groups of twos or threes to mime out in statue form some title of a Statue. A popular game for small groups (about 20) at clubdays or houseparties is the game of Charades. At least two teams are needed for this game and each team takes turns to be the actors. The acting team chooses a word with at least two syllabls e.g. "carpet" and they act out each syllabyl e.g. they act a scene in which they say the word car, then act out a second scene in which they say the word pet and lastly a scene in which the whole word is used. The teams who are the audience have to guess the word which is hidden in the play. A variation on charades is to have a silent miming of the word instead of hiding the word in the dialogue. If dressing up clothes and a few stage properties are available the game of charades can be very entertaining for all.

A game called "Books, Plays or Films" is also a team dramatic game and can be absorbingly interesting to the girls and boys 10 to 16. In this game the two teams sit on opposite sides of the room. A member of team "A" is the actor. Team "B" chooses the name of a play book, or film and tells the actor of team "A". The actor from team "A" has the job of silently acting out the title of the play book or film which the team "B" has chosen. Members of team "A" have to guess the title. A time limit is set for each act and points awarded to the teams for guessing titles within the time limit. There are of course a few regular questions which the questioning side need to ask first or rather the actor if ^{she} ~~they~~ knows the game can ^{act to} tell her team e.g. it is easy to mime whether it is a book, film a play, and by raising fingers it is easy to indicate the number of words in the title. (it is often arranged to give the other side the number of prepositions on the title), The actor then can be asked whether she

will act out the whole title or will choose one word, and of course when one word is to be acted she will indicate the position of the word in the title by raising fingers. This game is popular for groups up to about 20 in number. It can become so popular that it becomes quite a craze and it has even been played in railway carriages on returning from picnics. Shadow Plays can be great fun, "Waltzing Matilda" is an excellent theme for a shadow play. The girls and boys can cut out the trooper's hats and horses from cardboard ^{or} properties ~~for~~ (shadow plays only need two dimensions) and there are lots of ways of making a realistic ghost and a ~~spooky~~ spooky atmosphere for the last verse. The essential equipment for a shadow play is a household sheet with a strong light behind it. For outdoor shadow plays torches can be quite effective.

Puppet plays require a considerable amount of preparation and unless the group of children meet frequently puppet projects should not be commenced. A puppetry group at a camp or in a local club which meets at least each week can be a valuable medium not only for making up plays but for teaching children all sorts of arts and crafts such as costuming, stage lighting and making of small scale stage properties from all sorts of materials. There are a number of booklets about puppetry (an especially useful was recently published by the Junior Red Cross) and there are training Courses for people desiring to gain skill in this art. As the J.E.L. becomes more localised and the groups meet more frequently, such activities will play a bigger part in our activities. So far in the experience of the J.E.L. ^{be the min} puppetry has only been successfully carried out at camps where a group ^{in order} can meet at least half a dozen times and complete and perform the puppet play before the interest of the girls and boys is diverted to other channels. / Historically, puppets have been used as entertainment in the market places and in the streets and thus an essential feature of a puppet theatre is that it should be easily movable and able to present puppet plays under various conditions. Sometimes puppets groups have failed to be adaptable in these ways and have over-perfected their stage and lighting to the disadvantage of mobility. Also puppets have been used through the ages to tell the people what is going on in their land and thus puppets are an effective medium to caricature society. Punch and Judy with their exaggerated features and their rapid crossfire are the traditionally successful puppets. As in all good drama a puppet play should include heroes, villains, clowns and there should be the good people battling against the bad.

Many plays can be effectively acted out of doors and adults need to help the youngsters to choose suitable spots ^{at} of the camp site or picnic spot for the production of their plays. There are many natural settings for a stage. A play theme which needs to be acted out every few years in the J.E.L. is the story of Eureka. As each new generation grows up into the ranks of our League the story of Australia's first pitched battle for freedom needs to be taught to them through songs, stories and through dramatic games. The important idea to feature in the play is the Eureka Oath. The Victorian Junior Eureka League have now acted out the story of Eureka ^{on} many different occasions, ^{Here} are a few details of the dramatic pageant which the girls and boys presented at the Summer Camp in January 1952.

It was decided to act out this play beside the little Yarra River in the twilight. During the afternoon all the girls and boys were told the story of Eureka and a practical demonstration on how to wash gold was given by a man who had had some mining experience.

As they were already divided into camp groups each group was given a different section of the river bank to get up a miners camp. Some pitched tents, some made rough bark humpies, and all made some structure to represent a poppet head. It was agreed that the adult leaders would play the part of the police and troopers and that all the girls and boys would be the miners and their womenfolk and children. It was also agreed that in order to bring out the real significance of Eureka the swearing of the Eureka Oath would be the climax and that the actual fighting around the stockade would not take place.

There are a number of dramatic scenes that the children played out. The peaceful washing for gold at the riverside while the women tended the house; the merciless raids of the police, the demonstration around Bentley Hotel, the burning of licences, the coming of the miners from Castlemaine and Bendigo, and finally the mass meeting and the raising of the Blue Flag of Eureka and the swearing of the Eureka Oath. Quite a number of girls and boys had leading parts to play in the various incidents and with the help of the members of their group they made up their own script. ~~As~~ There were a number of girls and boys who could speak in languages of other countries, after the Eureka Oath was taken in English, the children of other nationalities stood beside the flag pole and took turns to repeat the Eureka oath in the language of their own land. "We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties."

History has many other stories which are easily dramatised by the children and although such plays have a big part to play in the children's league it is also important for drama to be used to make present day problems more fully understood by the youngsters. The following play about school is described because it can be used as a basis for all sorts of plays about the present and about what the future can be like. Playing school is a game at which girls and boys are very experienced and even without rehearsal children could take parts in the following scenes.

The first scene is a dreary classroom with a harassed teacher giving a lesson on the desert conditions in the centre of Australia. The inattentive pupils are crowded up on a form. The lesson is interrupted several times by a mother or father with one or more children coming in to ask the teacher can their child start school. The teacher laconically says they can start and tells the other pupils to move up and make room. This of course can lead to such situations as the pupils on the other end of the form being pushed off the end or some of the smaller ones being squeezed out of their seats.

The second scene takes place some years later but shows a much brighter school room with fewer pupils more comfortably seated. The lesson is on how the rivers have been turned to water the centre of Australia and how the big electric schemes are assisting the farmers etc. An engineer has been invited to tell the class about the schemes which have just been completed. (The adult who took this part in the play when it was first produced was a skilled engineer and made the project very real to the children.) A parent with a child enters to ask for the child's admission to the school. The teacher tells the parent that a new law limits the number of children allowed in a class and explains that within a short distance there is another school which can take the child.

This play can be put on with very little preparation; a blackboard and a form are the essential stage properties and the key actor in this play is the teacher (this part can be taken by either an adult or an older child.) The other actors can play out their parts impromptu. The play can be perfected and the script worked out by the children which they learnt. There can be all sorts of variations to the theme but the general idea that both school classes and other national

developmental works are being neglected because of war expenditure must be clearly shown to the child actors and the audience. In this play the teacher and engineer make these points.

The above play is best suited to be acted on a stage. Here is another example of a play which can easily teach a lesson about peace and which can be presented without much preparation because the main point is made by an older more experienced person. This is the play the "Fortune Teller".

This play opens with a number of children wandering home from school or playing in the street. One lad tells the others that a Fortune Teller is coming and the children quickly gather around a Fortune Teller who comes onto the stage holding a crystal ball (the fortune teller needs to be dressed appropriately and a crystal ball can be made by covering a basketball with cellophane - the children wear ordinary clothes). The children beg him to tell them their fortunes. The Fortune Teller asks them to sit down and then he enquires what they want to be when they grow up. The children take turns to say what they intend to be. E.G. one says: "when I grow up I'm going to be an engineer and I'm going to build bridges and roads". The children should be encouraged to tell what they really intend to be and why. Then the Fortune Teller says "Let me look into my crystal and see what you are going to do". His crystal tells him about boys being killed in jungle warfare and girls being left at home to weep and wait. He describes some of the people he sees in the crystal and some of the children recognise themselves as the characters (e.g. the Fortune Teller ... I see a red-headed boy with a birthmark on his left leg .. or a fair girl with a signet ring with the initials B.B. etc.). These youngsters protest that they shall not take part in such a war. They want to live and do things. But the Fortune Teller says "You shall not live to build bridges, you shall die in the jungle. I see it in my crystal. You are all going to die." The children then stand up and push the fortune teller off the stage and ^{choorus} "We want our lives, they are ours. We shall have peace!"

This curtain raiser not only grips the children who act it out but it is a moving appeal for peace action by adults.

Really great drama has epic qualities of the good people battling against the bad people for a better world.

There are heroes and villains and clowns. Great drama is like real life. In helping the children to choose a theme for a play it is important to ensure that the plot allows for the development of these epic qualities.

section

In the ~~articles~~ ~~"Tomorrow is a Glorious Day"~~ and "Our Street" there is some more information on ~~child actors in action~~.

Attention needs to be given to the development of Children's Theatre clubs which should produce plays for child audiences and at the same time train children in dramatic arts. Some Australian writers are already experimenting with writing plays for children's entertainment which aim at building a hope in a better life and a desire for peace. So far most of the J.E.L. experience in drama has been with the production of the children's own plays for a limited child audience such as J.E.Lers at a camp or clubday or party. But recently in a number of Australian States theatre groups and writers have been giving attention to experimenting with plays for child audiences. This foreshadows the development of children's theatre clubs which should produce plays for child audiences and at the same time should train children in dramatic arts.

The establishment of children's theatres which build a hope in a better life, faith in mankind and a desire for peace will not supercede the need for all sorts of dramatic activities in the J.E.L. but rather both will work for mutual development. The experience that has already been gained in the J.E.L. should be used to the advantage of the writers and producers who are pioneering this new field of child entertainment.

A study of the dramatic presentations which have been described ^{above} ~~in this~~ ~~article~~ will teach a number of lessons to all who are concerned with children and the theatre.

Here are some of the essential features of the plays (Waltzing Matilda, Eureka Stockade, Australia in the Future, The Fortune Teller.) Firstly, in every play there are the good people battling against the difficulties for a better life. In helping children to choose a theme for a play it is important to ensure that the plot allows for the development of these epic qualities.

Secondly, there is a great deal of dramatic action. Even without hearing the spoken word the actions in all four plays would have clearly given the audience the main message of the story.

Thirdly, as these plays were all produced at camps the casting was directed more at involving all members of a camp group in the play rather than in carefully ~~examining~~ characterising the heroes, the villains and the clowns. For performances ~~by adults and children~~ in a more established theatrical atmosphere more careful characterisation would be required so that the evil of

our society could be represented by actual people who must be morally and physically defeated and ~~thoroughly~~ by heroes who struggle for a better life in such a way as to inspire emulation.

Whether the children ~~are~~ making up their own play, or whether an adult theatre group is producing a play, for a child audience the drama must reflect and portray the life of the people.

Mao Tse Tung writing in "Problems of Art and Literature" says: "The life of the people provided a rich source of raw materials for literature and art. The raw materials are in their natural, crude state but they are most lively, rich and fundamental. They put fabricated literature and art to shame. The life of the people is the only fountainhead with an inexhaustible supply of material for creative literature and art. And since it is the only fountainhead there can be no other."

OUR PICNICS.

A day out of doors in the bush, at the beach or in a park is always enjoyed by children. If, during the outing they have a chance to meet and play with girls and boys the same age as themselves, and if they learn something new or practice something old then the outing is still more enjoyable to them.

Australia is world famous as a land of sunshine and the Australian people do spend a great deal of their leisure time out of doors. In planning activities for children it is essential to consider the natural ways in which children spend their free time. Thus it is necessary to plan even more out-of-doors activities than clubdays and indoor functions.

Bush picnics with a camp-fire, beach picnics with swimming and boating, bike rides and short hikes with a definite place to visit, sports picnics with a challenge to answer; these are some of the many enjoyable outings for youngsters in the ten to sixteen age group.

Picnics need to be just as carefully planned and prepared as club days or any other function for children. The principle that every time children are brought together, the function should have a theme, and the aim of educating the children applies to out door activities as well as meetings and concerts. To educate the children through a picnic does not mean that the children are lined up and lectured, there are many other ways of teaching children, and many of the lessons children need to learn can only be given them from practical experience.

In the first place every picnic is an occasion for girls and boys to learn to lead. Thus the delegation to the children of leadership responsibilities for the outing must be carefully considered. In the section on Pioneer Organisation of the Junior Eureka League it is pointed out that democracy in the children's organisation must not be rigidly copied from adult constitutions but must allow for the rapidly changing and developing nature of the child members. To be able to lead any group of people it is necessary to know that the group endorses your leadership. This is even more important for children than for adults, (children tend to be more loyal to people than to ideas). Thus any child leaders for a picnic must know that they are acceptable to the picnic group.

As every picnic varies as to type of activities and a of children attending, different children are able to different occasions. To elect leaders for the day, a should be held immediately on arrival at the picnic spot. Pioneer group is well established as a collective leadership of the Junior Eureka League then the leaders elected for the day should be chosen from the ranks of the Pioneer group. For example, at the meeting all Pioneers should be asked to stand, and the picnickers elect several Pioneers to be the leaders for the day. To assist with organisation it is often necessary to divide the picnickers into several groups or teams and thus more than one Pioneer needs to be elected; nevertheless it is important to have one of the Pioneers as the main leader for the day. The adult leader and the child leaders then finalise the programme for the picnic and the adult should ensure that the elected leaders fulfill their responsibilities. At the subsequent Pioneer meeting all recent functions should be discussed, and the way the Pioneers have acted as leaders on the picnic should be part of the discussion as well as the way the adult assisted the Pioneers, and at the same time the Pioneers should discuss how other members of the Junior League have helped to make a happy day for all.

Secondly, in planning picnics it is important to make the best possible use of the natural resources of the picnic spot. To be able to do this it is necessary to invite some people with special knowledge to come to the picnic. Here are some ways in which artists, scientists, sportsmen, historians and story tellers can help with the children's activities. For example on short hikes artists can assist children to make maps of the countryside; on other occasions children's treasure hunts and bush museums can be made much more interesting if scientists help the children with their collections; and places of historic interest can be much more inspiring to the children if a person with some detailed knowledge of the significance of the spot tells them an interesting story about the place. Picnics can sometimes be arranged as visits to the home of some person of interest to the youngsters. The late Amby Dyson lived in the bush about 20 miles from town and the Juniors from Melbourne visited his

home on several occasions. His interesting books and pictures and his lively discussions will always be remembered by the girls and boys. Similarly outings can sometimes be arranged to farms in the near countryside.

Around the city there are many interesting places for outings with children. A visit to the wharves, especially as the guests of a seaman or waterside worker will always attract girls and boys in the ten to sixteen age group. The wharves of our capital cities are so extensive that a day bike ride around the docks does not exhaust all that there is to see.

"Far and Fast" is usually the object of bike riders of about 14 years of age. Thus it is important when planning bike rides to invite a competent cyclist as the leader of the excursion. It is necessary to give these speedsters some challenging rides, and they should be encouraged to ride their cycles to camp (if the distance is about 60 miles) and occasionally be asked to ride to country towns to visit the Juniors there. At the same time to assist less experienced cyclists to join the group it is necessary to have short rides to a definite picnic spot or to arrange trips (such as rides around the wharves) where there are frequent natural stopping places.

"Far and Fast" is not the object of hikers of Junior League age, (with cycling they are enjoying the achievement of a new skill but as a rule young people do not begin to enjoy long walks until they are in their later teens and enjoy walking and talking.) Most youngsters like to get to the picnic spot as quickly as possible and begin to play right from the start.

Special consideration needs to be given to the organisation of sports picnics and field days for the Junior Leaguers.

Sport educates healthy, strong trained people who do not shy back from difficulties. A common interest for a special kind of physical activity unites groups of people who could be divided by all sorts of differences.

Girls and boys in the ten to sixteen age group are just beginning to take a consistent interest in particular sporting activities. There are numerous Junior clubs which strive to cater for the sporting life of girls and boys from about 12 years of age and the Junior Eureka League should plan sporting activities to

supplement what is already available to members and should not aim at competing with established organisations by providing opportunities for sport which are already catered for by other clubs.

For example, amateur swimming clubs and amateur athletic clubs have had a great deal of experience with training juniors to compete in these sports. The Junior League can supplement the work which is being done by such sporting bodies by organising swimming picnics at which the girls and boys can learn different water games and life saving rather than organise swimming races which give a pale imitation of the methods used in the swim clubs and perpetuate the individual competitive spirit. Similarly with athletics, the Junior League field days should be based on group competitions rather than individual races.

Capitalism breeds competition and on the sports field the dead hand of capitalist competition stretches out to grab the budding champions and to turn them into money spinners for promoters. At Junior League picnics "champions" are the sportsmen who are teaching others to be better. The adult leaders of the Junior Eureka League should take particular interest in the sporting activities of the child members of the Junior Eureka League and should assist them to join appropriate sporting clubs. In planning sports picnics consideration should be given as to how to best assist the Juniors who are already experienced on the sports field to be able to teach their skill to the less experienced youngsters. Adult sportsmen and women should be asked to assist with Junior League sports picnics, and their knowledge and training must be used to give the girls and boys experience, not only in playing the game but in teaching others, scoring and in umpiring - (depending on their ability). It is important to note that through organised sport at school and in their clubs girls and boys are used to efficient umpiring and definite rules; and they very easily tire of sports activity which are badly organised through indecisive umpiring and lack of definite rules. Thus when planning sports picnics it is essential to have a team of leaders (both adult and children) who know how to put the sports programme into practice.

Team games such as cricket, football and basketball are greatly enjoyed by girls and boys in the ten to sixteen age group. As the Junior Mureka League develops into a much bigger organisation it will be possible to organise sports teams of cricketers, footballers and baseball players, but at present stage of development of the Junior Mureka League it is not usually practical to form our own teams which play through a whole season's competition. However, occasional challenge matches played and whenever possible such matches should be combined with a picnic function. Before deciding to field a team for a season consideration must be given to the possibility of Juniors joining other sports teams and no team should be promised to the Junior League members unless definite coaches and umpires are available for the whole season. Children of Junior League age are still dependent on adults to the extent of keeping their team together.

Special mention should be made of volleyball which is a game that can be played by mixed teams on a small court which does not need a very well prepared surface; thus it is a game which can be played in places where games requiring a large field or a well prepared court are out of the question. Junior Mureka League members should be taught how to play volleyball so that at picnics there is a group of children who can easily assist other picnickers to learn how to play the game. Volleyball is not generally played at a school sport but is gaining popularity as a club game.

By planning so that every picnic has the aim of educating the children, some future activity should flow from the function. For example from a sports picnic some older members may ask for some class instruction in how to lead games; from a bush museum a science forum may be the result and from a visit to an artist the children may stage their own art exhibition. Thus every picnic should sow the seed of some new activity for the girls and boys.

Many adults think that

The success of out-of-door functions depends to a certain extent on favourable weather, and in making a term ^{they} program of activities adults are often hesitant about planning picnics too far ahead. But children ~~must~~ must know what joys they have to look forward to and picnics should be advertised well in advance of the date.

In the Junior Eureka League there should never be any cancellations or postponements. If a picnic is arranged and there is continual rain then some alternative activity must be organised. For example an indoors game afternoon instead of a sports day or a visit to some country friend instead of a bush picnic. Whatever the weather the picnickers must be met at the appointed place and ~~some way of spending~~ some way of spending the time must be arranged with them. On the whole it is surprising how few days are really wet days; dull days, windy days, showery days and scorching hot days ^Cnecessarily should not result in altering the picnic arrangements although the program of activities should be adapted to the type of weather. Here are a few hints for the inexperienced leaders who may be responsible for organising picnics for girls and boys in the ten to sixteen age group.

Firstly be at the ^{meeting} place well in advance of the appointed time. Children are much more punctual than adults and for them the picnic begins when they meet the other children ~~and~~ ^Tthus eager youngsters may arrive an hour before time. The adult leaders need not be there to meet such enthusiasts but should be at the spot ready for the main crowd at least a quarter of an hour before time. Always arrange a central ^{meeting} place which is easily ^{accessible} to children and ~~in the neighbourhood~~ where there is the least possible danger of road accidents.

Secondly on arriving at the picnic spot (it is usual to travel by train or tram or van to reach a picnic place) a brief meeting should be held at which all present choose the Pioneers who are the leaders for the day. The picnickers should be given a brief outline of the day's program and new children should be welcomed. (During the journey it is possible to work out how many groups will be needed and to adapt the program to the age and numbers of the children and also to the weather)

Thirdly allow the first ^{period} of time (after the meeting) for the children to investigate their new surroundings, but gather the children together at lunch time and insist on them all eating their lunch together in friendly groups. After lunch ~~they can~~ arrange some fairly quiet

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OUR BOOKS.

"Read only good books, you may never have the chance to read them later." ~~Walt Whitman~~ ^{Thoreau}.

How can girls and boys in the 10 to 16 age group be helped to take this good advice to heart?

Only a very small proportion of Australia's child population is served by ~~immense~~ Junior libraries. ^{and} ~~in addition~~, a visit to a well-equipped library will reveal that there is a dearth of ^{good} ~~the~~ books for children between the ages of ten and sixteen years. There is usually a great quantity of books about school and about mad-cap adventures on islands or in smugglers' caves. Most of these books are devoid of any moral ^{standards} ~~and~~ many of them actually ridicule accepted ethical standards. Apart from this, there is a monotonous sameness ~~in~~ in many of the ~~immense~~ plots and characters.

It is estimated that many children read a dozen comics weekly and it is now a well-established fact that many of these publications are morally harmful to the child because they give the ~~young~~ ^{young} reader the idea that violence is an act of heroism and ~~murder~~ ^{murder} and a rising pastime.

Our literary heritage contains many books which are very suitable and enjoyable for girls and boys in the ten to sixteen age group; but because such books are not being popularised the girls and boys are not aware of their existence. In addition because ~~immense~~ ^{Australian} there has been no development of literature specifically for this age group many of the books which are written for them are about other countries and earlier times. Today Australian writers are faced with the problem of creating an Australian children's literature which can help the growing generation to strive to be the builders of a better way of life.

The following people have agreed to act as my referees.

Dr R. Robinson- Social Biology Resource Centre. (Education Consultant)
347 8700

Mr Alf Oldis- Preston and Districts Private Nursing Home. (Matron)
370 4333

Ms Helen Yanna- Council Member for the Thalassaemia Society of Victoria
and Convenor of the Patient Care Committee.
663 3033

Yours faithfully,

Keri Chater

Keri Chater

Some excellent books are already being published by

Some excellent ~~written~~ books are already being published by Australian writers and artists for young children; and for the adult population more and more writers are providing progressive literature. But ~~for the girls and boys between 10 and 16~~ so far there ~~has~~ ^{girls and boys from ten to sixteen years.} been very little serious attention given to providing books for ~~them~~. A tremendous field awaits writers and ~~literary~~ literary critics who are prepared to devote their attention to the creation and popularisation of literature for the girls and boys in ~~this~~ ^{this} "in-between age".

Gorky stressed time and time again that each age group has its own specific peculiarities which the writer ~~must~~ ^{must} heed carefully. The writer must study the specific way children of each age group are able to understand what is going on in the world.

It must be fully understood that writing for children calls for very high professional standards. Children's literature must be equal in value to that meant for adults and must be on a higher artistic plane, with ideas more clearly expressed and words more carefully selected.

As in all spheres of activity for children, so also in the sphere of children's literature there is no place for the people who have ~~failed~~ ^{failed} in grown-up circles, and who think they can make good in

More recently I was employed by the Thalassaemia Society of Victoria in the capacity of Community Health Nurse/Educator. This involved assessment, counselling support, referral and follow-up for the nursing aspects of the position. The educational aspects involved networking a specific area (the western suburbs) with the aim of talking to "at risk" groups about Thalassaemia. It also involved lecturing groups of student nurses and people involved in the Monash and Lincoln community health programme. In this position I gained experience in co-ordinating an educational programme, liaising with many groups including local councils, pensioner groups, womens groups, various government departments and many individuals. In the process I gained skills in the use of audio visual equipment and communicating through an interpreter.

Although I am no longer working for the Thalassaemia Society I am involved in the Patient Care Committee. We are currently undertaking a survey of service users and Society members to determine the needs and possibly the future direction of the Thalassaemia Centre.

I am presently employed by the Health Department of Victoria as a Special Projects Officer for Region 5 (Gippsland). This position was established by the Working Party on Post-Graduate Nursing Education and it's major component concerns needs analysis and feasibility studies in the area with the aim of establishing post graduate nursing courses in line with the needs of the community. The position is short term.

I am currently attending Lincoln Institute's evening course in Health Education. This course includes units in administration. The course content, in my opinion, is widely applicable.

I feel that my philosophy of extended care and community based health, my experience and the skills that I have gained would enable me to carry out and add to this position.

in this field. Children are the first to recognise what is shabby and substandard.

There is no doubt that amongst the growing band of Australian progressive writers there are some who can play the role for Australian literature that Gorky played for the development of Russian literature and it must never be forgotten that Gorky continually advised writers "to lend a hand to the growing generation".

All writers who are considering how they can play such a part ~~should~~
~~can learn a great deal from Soviet writers such as~~
~~need the advice of the Soviet writer A. Surkov who writes~~

"What we should demand of the writer (for children) is maximum clarity of idea-content, moral integrity, maximum fidelity in character drawing, writing that is based on truthful facts, the best possible artistic form coupled with a richness, vividness and clarity of language. ^{And,} perhaps we should regard the wealth of factual material helping to educate the child as a primary criterion ^{for} a children's book."

This sets a high standard to achieve, but ~~no one~~ no one who is seriously really concerned about creating a better life for children can be deterred because the standard set is too high. In striving to provide a literature for Australian children based on such a standard some writers will be able to find a common language with the young reading public; and then, once the trail has been blazed, many more will be able to follow the example.

But, in the meantime, what are the children reading? ^{To} pointing out the need to give more attention to children's literature ((particularly for novels for girls and boys in the ten to sixteen age group) is not ~~to deny~~ ^{to deny} that there exists a great amount of literature which can be enjoyed by children and which at the same time raises their understanding of life. To popularise the children's literature which already exists is also a task needing attention, ^{and} but ~~in~~ this task creation can be achieved much more quickly than the ~~production~~ of new ~~handwritten~~ writings for the juveniles.

~~Where possible the Junior League should establish libraries~~
~~of books which can be lent to members. Books which especially appeal to~~
~~love of adventure~~
~~Junior League these of Geoffrey Trease and by Ian Idress~~

Children should be encouraged to read as broadly as possible and to absorb the very best traditions of our English writers... At the same time ~~attention should be given to~~ ^{should be given} giving children an opportunity to occasionally read novels and short stories which have been written for Soviet children. ^{For example} Such stories as "Vitya at School and At Home" and "Stozary" have been read by groups of children and from such readings some very fruitful discussions have been held on how to develop new attitudes to study, ^{on how} and to work with other children for the common welfare of the people. After reading "Stozary" an eleven year old child remarked "That was a story about real people, not make-believe about being lost on some ^{haunted} island." On the otherhand ~~to~~ ^{should not be encouraged} ~~allow~~ children to be absorbed by reading Soviet children's literature to the extent that they have little time left to read the literature of our own and other countries. While reading some such stories and through them gleaning a glimpse of what life under socialism can mean, at the same time children should be primarily absorbed by reading books which are commonly read by other children.

[Some ^{people} ~~parents~~ encourage their early teen age children to read novels written by progressive writers for adult audiences. In many of these ^{books} ~~books~~ the seamy side of life in our society is well drawn; ~~but~~ ~~there is a message~~ and although there is often a message showing that there is a way forward, this is ^{sometimes} ~~usually~~ not often not clearly-enough described ~~for children to be~~ able to grasp its significance. Most of these novels cannot be regarded as good literature for young people, and to read such stories at an early age tends to give the youngsters a ~~sophisticated~~ taste for sophisticated literature which is not backed by their ~~ex~~ experience of life. Many recent novels have been very useful exposures and have greatly assisted the adult population to understand ^{of corruption under capitalism} ~~the corruption of~~ this decadent period. Young people need to be given a clearcut vision of the path forward, and while teaching them ~~the~~ ^{about the world in which they live} ~~need to be taught~~ it is not necessary for them to be ~~taught~~ taught about social problems which they do not experience in their every day lives as school children.

In appealing to writers to take up their pen in defence of children and to start to create a juvenile literature, an appeal should also be

~~For people to equip themselves to be~~

made for people to people to equip themselves to be ^{who can}

~~made by~~ literary critics ~~to equip themselves to~~ compile lists of books which are suitable for girls and boys in the ten to sixteen age group. Such people could popularise these books through reviews and through discussions with groups of children.

The Children's Book Week which was held late in 1952 in New South Wales shows that ~~more and more people~~ ^{more and more people} are ^{becoming} interested in popularising better books for children.

Children themselves have a part to play in the writing and popularising of literature for their agegroup.

Already in the Junior Mareka League a number of members have had some experience in producing their own club newspapers; and in addition through writing friendship letters and the keeping of scrapbooks they are beginning to ~~learn~~ ^{learn} how to express their thoughts about life.

So clearly do the children express themselves that some of their writing could be used.

Through their own writing children are already beginning to formulate a charter of children's rights. For example, in an article on the "Kind of Australia I would like" a ten year old child made the following requests.

^{would}
"I ~~would~~ like a yard so that I could keep some pets and I would like a garden with flowers. And I should think that I could have a bedroom to myself, and I would like my sisters to have a bedroom to their self too."

Another ten year old ^{visualised} ~~visualised~~ a better world "where my dad could have a more interesting job and my mother would not have to be ^{worried} about the cost of food and rent and my sister would not have to pay a lot of money for a pair of ^{sports} shoes."

Some members have written about the kind of schools they would like they ^{wanted} ~~wanted~~ "a classrooms with big windows" so, that the school rooms get a lot of sunlight and fresh air.

A yard to play in; the privacy of a room of one's own; ~~cheap~~ food and rent at a price which does not stretch the family budget to its limits, education in an airy school room are the practical and straight forward demands of the children when they write about what they want, the future.

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Many more examples could be given, but these few show that children's writing is fresh and interesting because they use simple words to express definite thoughts.

All who wish to serve the children through helping to create children's literature must take every opportunity of associating themselves closely with a group of children.

The existence of the Junior Eureka League greatly assists writers to be able to get to know youngsters ~~in their own homes~~ under conditions which stimulate the creative powers of the children.

There is no doubt that the children themselves can help provide ideas for plots. Through listening to children's ~~own~~ own stories and watching their dramatizations authors can learn a great deal about the way children like to have their characters depicted in their novels.

The dramatic experiences detailed in the sections "Our Street" and "Our Stage" show how the children's creative imagination can be an inspiration to people of all ages. In the sphere of story telling similar experiences can also be related. At all large camps there is usually at least one child who earns the name of being a

"A beaut story teller". These children entertain other youngsters (often several years older than they are) relating stories about all sorts of wonderful adventures. Some children can enthral their audiences with serials which are told little by little (or in fact as long as the adults allow) each evening for the duration of the camp. It is sometimes ~~impossible~~ difficult to believe that ~~the~~ ^a the ~~taking~~ ^a story is not being read from ~~some~~ book.

It is only when living closely with children, under conditions where there is mutual trust between children and adults that the adult is favoured with an opportunity to join in the story telling circle.

To be able to help children "to read good books" is not only a task for writers and literary critics; although these people have special responsibilities; every one who is associated with young people has a part to play in assisting the children to ~~use~~ wisely use the hours they spend at reading.

Camp Camps

A holiday with girls and boys of the same age. Sunshine, sport, concerts, campfires, arts and crafts, bush walks and swimming are some of the delights of camp life.

The Eureka Youth League in nearly all Australian states has pioneered the establishment of mass camping on a co-operative basis. In a number of States the League has its own camp site and in some States the youth have built permanent cook houses and sleeping bungalows. Such camp sites are a living monument to young people whose enthusiasm overcomes many difficulties. To be able to use the Eureka Youth League's own camps is not only an economic asset but also it is an asset of inspirational value.

There are four different types ^{of} camps at which girls and boys between the ages of ten to sixteen years can enjoy a holiday.

Of first importance
~~In the first case~~ there is the Juniors own camp at which the program is especially designed for girls and boys aged between ten and sixteen ^{years} and the whole of the camp site is at the disposal of the children. Every older person who goes to the Juniors' camp should go there with the understanding that they are helping to make the children's holiday a success and should not be mainly concerned with trying to give themselves a holiday. When all adults are co-operating whole-heartedly to serve the children all older camps as well as children do have a really successful ^{time} holiday, but a week at a children camp cannot be regarded as a "restful" holiday.

Secondly, during holiday weekends camps for older members of the Junior Eureka League should be held as occasions on which the pioneers and other responsible members are given some special opportunities for training in leadership.

Thirdly, camps at which both mothers and children attend are becoming quite a feature of the work of the Junior Eureka League. These camps are held to enable children under ten to begin to join in Junior Eureka League activity. At such camps it is usual for children over ten to be allowed to go to the camp with out mother, but younger children can only attend if mother or some

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Guardian comes with them. The importance of such mothers and children's ^{Camp} is dealt with in the section "The Protection of Adults".

Fourthly, at Christmas and Easter and other occasions on which all the family is on holiday, the camps organised by the Eureka Youth League can be used as holiday camps for the whole family. At such camps some special activity should be provided for girls and boys of Junior Eureka League age as part of the general camp program.

At some of these family camps a special hut or tent is made available for school age children. If there is no special shelter available then a tree ^{can} ~~should~~ be used as a special meeting place for the children. In order that girls and boys of the same age can quickly become acquainted at big family camps some special gathering should be held each day ~~each day~~ (under the Junior Tree or in the Junior Tent) at which the particular program activities which may interest the children is particularly drawn to their attention.

Camping is one of the most important activities of the Junior Eureka League. The way the children live for the whole period of the camp should help them begin to step independently over the threshold of youth, to respect the protection of adults and to acquire a desire to study. How much is achieved at a camp depends on the choice of a suitable theme for the camp, the preparation for the camp by both children and adults, the way the children are organised at the camp, the delegation of responsibilities to adult helpers and the program of activities provided for the young campers. It is necessary to deal separately with each of these factors in order to give some practical hints to future helpers at Junior Camps. While dealing separately with each factor it ~~will be~~ is obvious that all are interconnected; for example the way children are organised at the camp depends on the preparation for the camp by both children and adults; and moreover, no one can prepare for a camp if they do not have some theme about which to ~~prepare~~, prepare.

Conclusion. Every camp should be organised around some theme which should teach the children how they can play a part for peace. The theme depends on the policy of the Eureka Youth League and also on the people

who are available to carry out the activities and leaders at the camp. For example, in preparation for the World Festival some Junior camps were organised as miniature World Festivals; also to popularise the importance of using entertainment for teaching the ideas of peace, some camps have been organised on the theme of "entertainment for peace"; in some states successful sports camps have been held under the slogan of "friendship through sport" and the whole camp has been a dramatisation of the Olympic game. Success has been achieved by using camps as occasions on which history can be taught to the children. To make history vivid to the children the children themselves have presented dramatisations of some of the great events of our own country and also of other countries.

Whatever the theme of the camp, the idea that camps are held for the purpose of educating the children in working class principles must be popularised through leaflets and other circulars which are distributed in connection with the camp. This does not ^{mean} that on camp leaflets there is a statement such as "Girls and boys come to Camp Eureka and be educated in working class principles"!! The theme needs to be presented to the children in words that the children understand. For example the slogan "Friendship through sport" or "entertainment for peace". When the idea of the camp is well known to the children before they come, then they arrive at the camp ready to enjoy themselves by learning.

It is the task of the labour movement to organise camps at which "the children are kept" happily busy; neither has it the task of organising holidays at which "the children can do as they please". A clear statement as to the purpose of the camp must be publicised to parents and to the children before the camp, and the whole camp starts off with an enthusiastic and receptive group of children and the first step towards building a collective camp spirit is thus taken before the enrolments are even sent in to the camp booking office.

How the camp theme will work out in practice can never be fully planned before the camp, but each ^{camp} should be planned so that it is not only a finishing point for the camping project but is also a starting point for some joy of tomorrow. An example of a project

flowing from a camp is dealt with in the section "Projects for Tomorrows Joy". As part of the follow on from the camp definite concrete organisational achievements should also result. For example ~~the~~ the establishment of many Junior Eureka League groups has been the result of camps; also dance classes, art classes and physical training classes have ~~been~~ ^{been} re-established as the direct results of camps which have been occasions on which ~~teachers~~ leaders in these spheres of activity have for the first time come in touch with groups of children. Children can help to choose the theme for a camp, but in order to be able to choose an idea which will take the whole of the children's movement a step forward from the camp experiences; it is necessary for the children to be guided by adults in their choice. Here, the collective leadership of the Pioneer group shows its role. The adult leaders of the Junior League ~~should~~ ^{should} pose the question of what ~~the~~ theme should be chosen for a camp ~~by the following way~~ by making various alternative suggestions to the Pioneer group. By helping to choose the theme in this way the membership of the Junior League accept the theme as their own.

Preparation. Now that in every state of Australia there exists some form of Junior Eureka League organisation camps should be planned by the adults and children who are leading the Junior Eureka League. ~~To draw upon the~~ To draw upon the experience and training of as many adults as possible it may be helpful to hold several enlarged meetings of the Adult Advisory Committees and to invite to these meetings all people who may be able to assist at the camp. Before the camp the child membership should be given allocated things to prepare for the camp, in accordance with their level of development. For example some children can collect for the wallboard, others can seek out some suitable stories to be read or dramatized, some can select songs about the theme of the camp and others can collect costumes and stage effects for the "playbox". On some occasions older members have been entirely responsible for ~~the~~ ^{and} writing, laying out, illustrating ~~and~~ the camp printed leaflet. All members can help by inviting their friends to ~~come to the camp~~ ^{children} come to the camp; but it should not be expected that ~~they~~ ^{should not be} to publicly distribute leaflets for their camp, nor ~~be~~ ^{expected.} Without a great deal of adult assistance able to attend to the office routine associated with enrolling for camps.

Special attention should be given to giving jobs to older Juniors (particularly Pioneers) ~~to~~ ^{secretly} while they are at the camp. Where-ever possible they should be given direct responsibility for a particular task which they are learning to master, ~~giving~~ ^{giving} responsibilities. In addition to ~~being responsible~~ ^{giving} for some aspect of activities such as the art hut, or the folk dancing, some of the members should be responsible for some of the camp ^{maintenance} ~~machinery~~ such as ~~learning to operate~~ the water pump or the electric light engine, they can also be the canteen managers and the hygiene inspectors, or they can assist with the care of food. Unless these older members are mastering new tasks at each camp, they may be a disruptive force instead of a core of leadership. Although two camps are never the same, nevertheless there does tend to become a camp routine which becomes familiar after attending ~~camp~~ several camps each year from the age of ten to 15 years of age. It is part of the preparation for the camp to so organise the program and the responsibilities of adults and children that children ~~at~~ at different levels of development are extended by activities because they are learning new things and perfecting old skills. Some girls and ~~young~~ boys of fifteen years of age may be attending their first camp and for them the general program of activities is sufficient, on the other hand some thirteen year old youngsters may be very experienced campers and regular members of the Junior Eureka League, these ~~younger~~ children need new tasks at the camp. While considering how to best develop older experienced Junior League members consideration must also be given to new campers and to reticent children. The way the group competitions, the camp council and the classes are conducted should allow for the all round development of all the varying types of children that are to be found in a crowd of girls and boys between the ages of ten and sixteen.

Organisation of Children. In order to organise a large camp successfully it is necessary to divide the campers into groups

of a convenient size. There are various ways this can be done. ~~For example they can~~ They can be divided into groups according to age, or they can be divided ~~into~~ into groups of boys and groups of girls. However from experience it has been found that generally it is best to divide the campers into groups of mixed ages and mixed sexes, and a group of about 20 youngsters is a good unit. (Group Competitions are an excellent way) ~~to unite the members of the group and~~ to ^{as} assist them to participate ~~fully~~ as possible in the camp program. Whenever possible members of the group should eat at the same table and sleep in bungalows or tents that are used exclusively by the ~~members~~ members of the one group, and at least one group meeting should be held each ~~day~~ day.

~~The usual~~ It is usual to ^{award} ~~ward~~ points to groups for the way keep their sleeping quarters clean and pleasant, for their roster work, for their achievements in sport, for the contributions they make to the wallboard and the camp entertainment. There are always some other points to be considered when judging a group competition and the whole of the competition should be directed at stimulating the youngsters to emulation rather than competition. Care must always be taken to ensure that while encouraging group competition that a sense of membership in the camp and in the whole of the movement for peace is not lessened. A too mechanical recording of points can ~~make~~ ~~make~~ for divisions between the groups and part of the ~~leadership~~ leadership responsibilities at the camp is to watch the development of the group competition and see that it is assisting to bring out the whole theme of the camp. On some occasions it has been found necessary to break down the emphasis on the groups by some all-in together project such as a circus, or a camp fire or an international parade. Also ~~such~~ such inspirational ceremonies, as the flag raising ceremony, should be camp assemblies ~~and~~ rather than group gatherings.

Part of the responsibilities of the adults who judge the group competition is to develop in the children the ideas that are standards for which they can strive, thus in awarding

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there should be comparisons, congratulations and criticisms. At some camps it has been possible to have a panel of judges for the children entertainments who can make a summary of their judging more interesting to the children than the children's items have been. At other camps a well laid out score sheet ~~and a list of names~~ have been effective ways of teaching emulation.

Header

~~Organisational Responsibilities of Adults~~
Responsibilities of Adults There are three main groups into which adults can be classified as camp helpers. While discussing helpers in these three sections it must be emphasised that a rigid division of duties is not advocated; the division is made ~~merely~~, merely to assist camp organisers to ensure that all responsibilities are delegated effectively.

In the first place there are the people who lead the groups of children. There should be at least two leaders to every group, no matter what size the group is in numbers. The group leaders should sleep, eat and roster with the children and should lead the group meetings. Young people are admirably suitable as group leaders and to be a group leader at a Junior camp is an excellent training opportunity for future youthful leaders of the Junior Eureka League.

Secondly there are the people who lead special activities.... the dramatists, the artists, the sports men and women, the dancers and puppeteers, the field naturalists and the musicians. ~~These~~ These people come to the Junior camps to give of the best of their knowledge and experience in particular fields of the arts, sports and sciences. Some of these people may be group leaders, but ^{when possible it is best} ~~when possible it is best~~ to leave several key activity leaders free to ~~promote the~~ develop the special subjects of which they are leaders. In this ^{group} ~~group~~ of people some of the leaders may be young, some may be old, some may be experienced with children, some may be meeting children ~~for~~ in large numbers for the first time. For all ~~people~~ people who are endeavouring to master an aspect of knowledge, to

it painting or puppetry, athletics or acrobats^{ics}, the Junior camps are an excellent opportunity for them to learn how to teach children in their leisure hours. Special mention should be made of school teachers who can play a big role at Junior camps but who too often use any and every excuse to avoid being with children in their vacation. Teachers will find that much of their classroom ~~knowledge~~^{teaching} does not apply to teaching children during their holidays and in finding new ways of interesting children~~they~~ while they are at the camp; they greatly increase their knowledge of how to interest children in the classroom.

Part of the ~~task~~ leadership of a children's camp is to ensure that ~~people~~^{people} who have ~~special~~^{special} knowledge to give the children are given the opportunity of gaining the young campers interest. The example of how Amby Dyson interested the children in a pavement artist game is told in the section on Task "The ~~task~~ of studying". Similarly with other artists, dancers, dramatists and writers; the people who are experienced with leading groups of children in their leisure must help these adults to find the starting point at the level of the children. ~~Some~~^{Some} of the talent of the people who are going to the camp should be estimated by ~~the~~^{the} preparation for ~~the~~^{the} camp, but it is also necessary to have about the camp program discussions with all people at the camp in order to find the best possible starting points in practice.

In the third place there are the people who attend to the domestic and maintenance side of camp life. The camp engineer, van driver, cook, medical officer and ~~the~~^{the} hygiene leader. All these tasks must be regarded as part of camp life. By training the older experienced children to be proud to be ~~the~~^{the} under studies of ~~these~~ leaders of these tasks the division between the work and play is partly bridged.

~~Our~~ Our camps are dependent on people who devote ~~their~~^{their} holidays (and sometimes take leave without pay) to guaranteeing that the children at the camp have food, transport, water, light and hygienic surroundings. In camp

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planning ~~campers~~ must be used to inculcate in the children an attitude of respect for labour which is undertaken as a contribution to the common cause of the people. The task of drawing the cook, the engineer, the van driver and the medical officer into camp activities is in some respects more difficult than drawing into ~~activity~~ the ~~campers~~ creative artists in the fields of dancing and singing etc. But ^{this} task must be faced at all camps for to be truly cultured, according to Kalinin, is "to stop a dripping tap".

To correctly delegate responsibilities in the regards to the maintenance and ~~domestic~~ ^{domestic} side of camp organisation does not mean to overwhelm children with domestic chores. On the contrary the tasks children are given on roster should not only be planned so that the work is done; but also, so that the children learn from their rostering experience a little about camp management. At large children's camps it ^{is necessary} ~~is very necessary~~ to have enough adults to assist with the repetitive and heavy jobs associated with large scale camping.

These are the three main groupings into which the organisation of camp helpers can be divided. At many camps group leaders may also be leaders of some special activity and at all ^{camps} ~~any summer camps~~ maintenance and domestic work must be done by adults, all adults must do some part of the domestic and maintenance tasks. At every camp there must be one adult who is the Camp Organiser. Through this person the camp organisation must be drawn together. To be a camp organiser is an experience which should be given to different adults according to the home of the camp and the need to develop the ~~organiser~~ person as an organiser and leader. Where Advisory Committees exist they should not go out of existence during the camp but should meet during the camp and advise the organiser on how best to organise the camp. A camp committee of a minimum of adults, ^{as many as necessary} and children representing the groups should be functioning as the main collective camp leadership group. Such a committee has powers to organise the program and the group competitions within the limits determined by

and the general rules of conduct of the campers.

Part of adult organisation is to make definite rules as to "out of bounds," time of lights out, and other protecting regulations. All adults at the camp must ~~obey these rules~~ know these rules and must be responsible for their enforcement.

The Program. At a children's camp the program will vary according to the size of the camp, the time of year, the theme of the camp, the natural facilities available and the adult leaders who are able to come to the camp.

The general outline of the daily program and a program for the duration of the camp should be worked out before the camp and personal responsibility should be delegated to both adults and children to prepare for some of the program highlights.

The daily program should include some occasions at which all campers voluntarily participate... such as sport ^{and} for entertainment, and the Eureka Flag ceremony. In addition there should be some compulsory ~~assemblies~~ gatherings and a fair amount of free time. ^{meetings}

A general camp assembly in the morning and group ~~assemblies~~ ^{meetings} in the afternoon have been found to assist the smooth running of large camps. ^{two} ~~But~~ These gatherings ^{can now be} ~~are~~ the only times during the day that children ~~are~~ ^{are} normally compulsorily brought together. During free time the children should be allowed to use the facilities available for art, dancing music or in any other way to follow through on trying out a skill they are attempting to master. There should be definite times during the day when instruction ^(on a class like basis) in certain activities is available and at all periods of free time the facilities should be ready for use by the children under expert guidance.

Swimming at camps should only be allowed when there is supervision of the swimming pool. Even if it is thought that the swimming spot is absolutely foolproof there must nevertheless be an older person ^{present} at all swimming times.

In planning a program it has been found that a definite time for bungalow or camp inspection can assist to ensure that all

children are joining in the program. ~~After~~ An inspection of sleeping quarters in the morning ~~free time~~ period may reveal some children who remain around their tent because they ~~have~~ not yet found how to join in with the other campers. The Bungalow or tent ^{these} inspectors should see that attention is ~~given~~ given to including ~~these~~ young people in ~~some of the~~ program camp life. The help of some of the older campers may be necessary to do this unobtrusively.

Careful program planning is part of adult protection. The young camper ~~need~~ to be protected physically by the avoidance of danger ~~and the adjustment of~~ and fatigue, they need to be protected from adults who would overwhelm them with the importance of mastering their pet hobby, they need to ~~have~~ be protected from ~~the~~ ~~distraction of~~ other children who ~~may~~ may selfishly try to dominate the activities of the less experienced campers. Through a combination of program planning, ~~proper~~ preparation, and imaginative use of people the protection which is given to the children at the Junior camps helps them forward to greater independence.

A special mention should be made of two prevalent ideas about camping ^{that} for children. The first is ~~that~~ it would be wonderful for the youngsters ~~if they~~ if they could spend many weeks at the camp instead of only about one week. From ~~experience~~ experience with Junior League camps and camps organised by Community Centre Clubs and Church Clubs it has been found that ~~one week~~ about one week in summer and even less in the spring and ~~Autumn~~ Autumn is a long enough holiday for children living under camping conditions.

One day in the future it will be possible for ^{most} Australian children to spend a month or more in some luxurious country rest home which will be especially equipped as a holiday place for them. After building up their health under such ideal conditions they will then be able to go on mountaineering hikes and scientific expeditions where they can rough it for a few days. This is how the children in the Soviet Union spend their school summer vacations. At present, the camps that the Australian workers' children have at their disposal are the very best that the labour movement can build

with the limited financial resources at present at the disposal of our camping organisations. One week spent under ^{canvass} ~~camass~~ or in bark and log bungalow is long enough for most youngsters between the ages of ten and twelve. In some states the over twelves have been given a longer holiday by being allowed to go up early to ^{site} prepare the camp, and by being allowed to stay on ~~extra~~ weekend to make the plans for the future activities on the basis of the camp projects.

The second idea is that instead of organising separate camps for children, a children colony ~~camp~~ be organised at ~~the~~ family camps. While giving special attention to the needs of the girls and boys in the ten to sixteen age group while they are at the big holiday camps there are a number of difficulties ~~in the way~~ which must be considered before regarding such a section at a big camp as a substitute for a special camp for the ten to sixteen year old children. In the first place there is the fact that some children ~~at~~ ^{may} ~~go~~ ^{may} to the camp with parents who make claims for their time or attention during what the parents ~~may~~ regard as a family holiday. In the second place the facilities of the camp ~~it~~ ^{it} need to be shared with people of all ~~ages~~ and moreover it is difficult to weld together a team of helpers who are devoting all their ~~time~~ and attention to the children when the camp is held ~~as a combined camp with people of all ages.~~

~~For one week every year the camping children should be~~
 Children need to be taught about peace in their every day life and ~~through the organisation of the Junior League movement~~
 as the peace movement grows the possibility of giving more and more children a better life and a desire if peace becomes a practical daily task for the peace movement. ~~But~~ ^N one week each year it is possible to have the children at camps at which they ~~may~~ think and try to express ^{their} ideas ~~about~~ about a peaceful world. To give the children the best conditions to ~~for~~
~~for them to think about a~~
 peaceful future it is necessary that the very ~~resources~~ of the peace movement are at the children's disposal while they are at their own camp.

Gearing Our Talents to the Task.

"The Child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men" (Point 6 of the United Nations Declaration of the Rights of the Child.)

These pages have been a study on how the ~~government~~ people's movement for peace should concern itself with the responsibility of implementing point 6 of the Declaration of the Rights of the Child.

The way in which the children ~~can learn that~~ ^{humanity} "its talents should be devoted to the service of its fellow men" depends on how the adults devote their talents to the children.

In dealing with this problem it is necessary to see the connection between the two tasks in defence of children. These two tasks are ~~outlined~~ outlined in an early section. ~~The development of~~ ^{The development of} ~~the~~ organisation around the activities of children ~~it~~ depends largely on the development of campaigns around the needs of the children. Or, to refer again to the ~~children's~~ Declaration of the Rights of the Child, "to attempt to implement point six it is necessary to realise that all people who in any way are implementing any of the other five points of the charter are campaigning around the needs of the child and are thus helping to lay a broad base for the organisation of the children themselves."

Thus, all people who are struggling to improve the living conditions for family can make a contribution to the building of the children's own organisations. Through campaign for schools, homes, hospitals, security of employment for dad, ~~and~~ ^{and} sportsfields the broad base of ~~the~~ for the children's own ^{peace activity} ~~is~~ is widened in two ways. Firstly the struggle by adults around the conditions which affect the lives of the children creates a social and political environment which inspires children with the idea that peace and better living conditions are possible; and thus the very conditions to educate the

Thus are created the conditions to educate the children that
its talents can be used, like the adults are using their, in
the service of their fellow men.

^{adults} [The campaigns around the necessities of life draws ^{life itself} ^{are - and} ^{adult}
parents into struggle for their children and children come
with their parents into the movement of the people ^{and be young ones} for peace. ^{7 m} ^{there}
and ^{the} the need to ^{prepare} ^{children with a line of life - a line to the future} provide for ^{the} the peace education of
children becomes a task confronting more and more people as
they are drawn into activity about their own living conditions.
^{may} ~~not~~ people who are today participating in campaigns around
better living conditions are ^{always} ^{own} not aware of the effect they could
have on building the children's ^{own} movement, as these people
do become convinced of the necessity to organise children for
^{attention} peace, then more ~~active~~ will be consciously directed not only
at achieving some immediate improvement in conditions but also
consideration will be given as to how ^{this children can learn about} ^{such action} ^{so that they}
~~develop~~ ^{develop} a consciousness
that such ~~struggles~~ struggles by the older generation are
struggles in the service of our fellow men and that children
too must "devote their talent to the service of ^{their} fellow men".
At the same time it must be appreciated that all who are
^{the} struggling to develop new forms of organisation that are dictated
by the task of educating children for peace, are making a ~~significant~~
contribution to the whole of the people's movement for peace.
In the first place by saving the children from being brutalised
and thus educating future youth who will be able to distinguish
between the path of peace and life and the path of death and
destruction; and in the second place the children's activities
can be used as an inspiration to the older generation to keep up
the struggle for, the growing generation are fully deserving of
the best that our country can give them.