

# Challenge of the unexplored future

IN wanting to "change the system" Joyce Kneale did not reckon on what she encountered when she went to teach in a school in London's East End: Aggressive, undisciplined children. Gangs. Stealing.

By a tremendous effort of will she started getting up an hour earlier in the morning, "to give God time to talk to me . . . to tell me what to do," she told a Pretoria audience recently.

In these moments of quiet in the mornings she realised she could only help the children by making them proud of London, and by giving them a project that would really interest them, she said.

## Made lists

"I asked them to make lists of all the things they thought needed changing in London, so we could see if we could do anything to help the situation."

The children listed stealing and gang warfare as major problems, and said animals needed to be looked after and the city kept tidy.

Realising that for the children to open up to her she had to be honest with them too, Miss Kneale took one lesson to tell them about all her misdemeanours. The lesson was a great success and in no time the pupils were making lists of all the things they had stolen and planning how to repay them.

## Gangs

The same approach was used to curb the gang problem. Each child wrote down the names of people he had fought with and made the effort to become friends with those people.

As a project they wrote little books on how to make democracy work, and one MP was so impressed he read out some of the ideas in Parliament . . . and later confessed to Miss Kneale they had given him a guilty conscience because of all his debts.

Many of the pupils also acted in a film "Give a Dog a Bone," as an

inspiration to countries that needed character building to become strong.

"The problem is not communism," said Miss Kneale, "it is selfishness in Britain. In Sweden it is sex, in China, hate and prejudice."

In a publication "Birth-right of Every Child," Miss Kneale calls children "the greatest treasure in any nation, the unexplored future." The birth-right of every child is threefold, she says:

- A good home with a mother and father who love their children and each other.

- A country at peace within itself and with its neighbours, free from prejudice and hate.

- A wide and stimulating education. This should include lessons which present history as a panorama of events which won freedom and social justice, a challenge to the

future as well as a story of the past, and geography lessons which produce people who are able to care and plan for the whole of humanity. The most important aspect of

education, she writes, is character training which has a place in every lesson, but especially compulsory religious instruction.

"Can we today offer every child the truth that joy comes through hard work, self-confidence from carrying out a job perfectly, adventure by

taking responsibility, and energy and imagination through living purely?" she asks.

"We are all mothers of our race. Will we be militant enough in the next five years to bring up a fresh, fearless generation? In the past women have turned the tide of history. With God they will do it again."



Joyce Kneale (left), and Jean Thornton Duesbery . . . both very involved in the work of Moral Rearmament.

**MISS JOYCE KNEALE**, a British teacher who has been brought out to South Africa by Moral Rearmament, believes communism is less of a world threat than selfishness, hate and prejudice. It is these vices she has been trying to change throughout her teaching career. She recently addressed a gathering of women in Pretoria on how her faith in God has given her strength in her work of character training. Miss Jean Thornton Duesbery — a senior magistrate on the Isle of Man — also told the meeting about how her faith affected her work. Muff Andersson reports.