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The Children of Norway  
DOROTHY MACARDLE

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NORTH AMERICAN SERVICE:- 00.00 & 04.15 GMT FRIDAY/SATURDAY, 8th/9th MAY, 1941

In her Mission to the North, Mrs Florence

Harriman wrote, of the scene on a Norwegian bathing beach, that it was "a Greek frieze come to life" - such was the strength, poise and beauty of Norwegian youth.

Nature has given Norway's children a superb playground and their elders have taught them to make the most of it. They are on skis almost as soon as they can walk; ~~and~~ they run through their long winters on skates and skis, with ski-jumping as an everyday sport; ~~and~~ <sup>and</sup> summer brings boating and swimming in the fjords.

Parents and teachers, clergy and government unite to foster the spirit of freedom - to make the children feel "not only free, but equal as well".

Private schools are very few. At the age of seven, in free Norway, the children of all classes were sent to the folke school - The Crown Prince went with the rest. Any boy or girl who seemed likely to benefit by further study could go on, at fourteen, to the secondary schools, where courses were varied, and to college and the University. Throughout, tuition was free, ~~and municipal grants and scholarships helped with~~

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P.C. POLICY  
DATE 8/5/41

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The Children of Norway

DOROTHY MACARDLE

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~~Living expenses in case of need.~~

Fine, modern school buildings have been built all over the country; health was cared for vigilantly; dental treatment was free to the children and so was the famous Oslo breakfast in many towns; no class-room might contain more than thirty-three pupils; corporal punishment, long disused, was, in thirty-five, forbidden by law.

Every girl learned to cook, while boys were taught various hand-crafts; each pupil possessed a strip of land and worked it and the produce was his own.

In the towns there were fine playgrounds where women called "Park Aunts" looked after the little ones while the older children practiced gymnastics and played games. Home life was sociable, ~~few~~ excepting in arid parts of the North, housing was good and wages <sup>in most trades</sup> were high; people of all classes entertained a great deal.

There were young people's organisations for all kinds of ~~the~~ adventure and sport.

The Norwegian scheme of ~~free and~~ education was designed to develop individuals. The Minister of Education, ~~Henrik H. Kamp~~ ~~(Hans Krogh)~~ said recently: "The teachers should not be permitted to try to create the pupils in his own image, but should allow them to develop as free beings".



He was speaking

~~These are the words of Minister Hjeltnes~~ ~~(Hjeltnes)~~ ~~the Minister of Education, speaking of Norway~~ ~~recently~~ in the United States. Concerning the future, he declared: "We will have a school for democracy, and a school for democracy must be a democratic school".

Such ideals were not calculated to produce the kind of young people who would easily be re-shaped in the mould of Hitlerite youth.

"We begin with the child when he is three years old", Nazi educationists boast. "As soon as he begins to think he gets a little flag put into his hand ... We don't let him go till he dies, whether he likes it or not!"

At first the invaders believed that they could suborn or convert the Norwegians. They reckoned without the spirit which teaches even the children to resist - impels them through all the range of defiance, from laughter to martyrdom.

The first feat of childish daring succeeded entirely. The Nazis, in the confused early days of the occupation, saw children dragging laden sledges down frozen by-roads near the coast: they never dreamed that those sledges were loaded with the nation's gold.

At first the Germans used school buildings as barracks; the teachers continued their work in cellars and corridors. When Quisling took over control of school programmes, and forbade pupils to start learning English and enforced the study of German instead, whole schools went on strike.

The boy scouts organization was suppressed; a Hitler Youth exhibition was opened in Oslo and schools were ordered to attend. The children marched past the door singing the National Anthem.

On the first anniversary of the invasion all demonstrations were forbidden. Children of Oslo, in hundreds, walked to the cemetery and piled flowers on the graves of British aviators.

On May 17th, the National Day, the customary procession of children was prohibited. The children marched all the same; they marched to the Royal Palace and sang before the empty building the songs they used to sing for the King.

*These school buildings & Stavanger were commandeered by the Nazis, the children were in and wrecked the electricity system.*  
A usurping government attempting to suppress nationality can always be forced to make itself ridiculous.

Norwegians have driven Quisling to issue decrees each more petty and ludicrous than the last. Forbidden to carry flags, the children appear with flags sewn on the backs of their coats; forbidden to wear the national colours, girls paint three finger nails, one red, one white, and

*Commandeered by the Nazis, the electricity system. The Nazis, arriving, went in the dark.*

one blue; when red caps were prohibited boys came out in red socks. A decree now forbids audiences at German films to cough, clap at the wrong places or clear their throats.

The Nazis have no easy time in the schools. Quisling's portrait is hung on the wall: the children stand up and sing their national song; a new Quisling teacher appears: they greet him with the Internationale. One such teacher, finding his class unruly, boxed one a lad's ears; the whole class immediately broke into clapping: he had struck the only Quislingite in the whole school. pupil's  
A mother told me this story with delight. *relish*

A Nazi headmaster has written a bitter complaint, declaring that Quislingite boys and girls suffer a complete boycott and flee like to the German schools for peace; and "in the staff room" he writes "Quislingite teachers are exposed to an organised freeze-out which is so terrible that even the strongest nerves are unable to endure it."

Of course the Norwegians know that their defiance was challenging merciless punishment. Now it has come.

The comparatively polite Nazis whose mission was to persuade the people to accept a place under the new Nordic sun, have failed; they have been replaced by successively lower types. Now the country is at the



mercy of brutal degenerates who use violence and torture. Brown-shirts and Gestapo men break into the schools and strip and beat children of whom they have unfavourable reports. It has come to a Quisling war on the schools.

First, in February, came the decree against the teachers, ordering all to join the new Teachers' Front and bring their teaching into accordance with the Hitlerite plan. Ninety eight per cent of the teachers refused. These lost their ~~pay~~ profession and their pensions. They wished to go on teaching even if without salaries, but the Nazis proclaimed that it is better to have no schools than teaching which will rear up opponents of the New Order. On the pretext of a fuel shortage they closed all schools for a month. They have declared the teachers fit only for manual labour.

Next came the decree aimed directly at the children. All between the ages of 10 and 18 were ordered to become active members of the Nazi Youth movement. Any pupil showing reluctance might be suspended for 6 months from the elementary schools and forbidden higher education entirely.

~~Now~~ The warning has been issued that children who show defiance will be taken from their parents and sent to State Reformatories. There, it is declared, "discipline will be much more severe than in ordinary schools" and "tuition will be on a principle widely different."

The Protest of the Bishops will live in history - an inspiring parents of their paramount responsibilities and rights. That of the teachers - their words, their action, and its sequel, gives a lead in the fight for the rights of children, to the whole democratic world.

On April 9th, the second anniversary of the invasion, the schools having reassembled, each teacher read a declaration to his pupils. All were in the same terms. The statement recounted the orders received and the teachers' refusal to obey. They expressed their own view of their duty: "We have been given this calling by the Norwegian people and the Norwegian people can call us to account for it."

They declared: "Every restriction of the activity of the school undermines the foundation on which our people's future must be built. The teachers' vocation, however, is not only to give the children knowledge. He must also teach the children to believe in and desire that which is true and just. He is therefore unable to teach anything which is in conflict with his conscience without betraying his calling. Anyone who does so, is committing a wrong both against the pupils whom he should lead and against himself. That, I promise you, I shall never do. I will never ask you to do anything which I consider to be wrong, nor will I teach you anything which in my opinion is not in accordance with the truth."



The story of the Nazis savage vengeance is known, - at least the beginning of it. We have heard how 1500 of these teachers were arrested and 500 of them, old men and young, sentenced to labour on fortifications in the north. They were subjected to exhausting punishment drill, locked into unheated cattle trucks and conveyed to a port; There they were thrus~~sed~~ into the hold of an old wooden ship, so overcrowded that they could neither lie down nor sit. Two were removed seriously ill and two mentally deranged. The rest sailed northward on April 14<sup>th</sup>. Their destination is unknown to the Norwegian Government and unknown still is their fate.

Perhaps these teachers are themselves unaware that they have won already a victory of immeasurable importance to Norway. the Nazis have been forced by fierce public indignation to withdraw their decree concerning the teachers' front.

The fight goes on in their own country and beyond.

The Norwegian people have expressed their indignation & their solidarity with the prisoners by peaceful demonstrations.

Now it seems, from rumours of a compromise which have been circulated - probably false rumours - that ~~they~~ <sup>and</sup> the Gestapo <sup>who</sup> ~~is~~ <sup>are</sup> attempting to break this solidarity with a trick. If they are not - likely to succeed.

22  
15  
87

If the Nazis were not grossly stupid about the reactions of civilized people they would realise what a call to action they are sending out to ~~us all~~ <sup>they would</sup> and see what a terrible retribution their persecuting of children must bring.

For Norwegians, there is pride and consolation in knowing that thousands of their countrymen are fighting with their allies on land and sea and <sup>in the air</sup> that scores of Norwegian children are studying the culture of their own nation in freedom, <sup>here</sup>. Some <sup>of these</sup> have crossed the North Sea ~~managing~~ in fishing smacks, secretly, others ~~carry~~ <sup>are carried</sup> to these shores in British warships after coastal raids. ~~Seventy-four~~ <sup>thirty</sup> were brought from Hvaloy (Hawley) and Lofoten.

They are looked after by their own Government; they are playing with British children and learning English but they have Norwegian teachers and class-rooms of their own. A castle in a Scottish glen is being transformed into a boarding school for Norwegian boys and girls. It will be a school for the inheritors of a free and restored Norway - a school for democracy.

12.5.

10 / 1000  
and Teacher from 1930 - say  
120 + 60 = 180 would make 1000  
+ read more slowly; 10 make  
135 mins.

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10 mins