



# THE AUSTRALIAN CHILDREN'S FOLKLORE NEWSLETTER

October 1986

No. 11



## EDITORIAL

As this editorial is being written Melbourne is recovering from The Show - the Royal Agricultural Show to be more precise: expensive show bags, good value for money and bad, tawdry side-shows and gutchurning "amusements", the pigs, the tractors, the horses, the decorated cakes, the knitting, the sheep shearing and the woodchopping. The bush comes to the city, and all city children have to go to serve their apprenticeship in the Australian Legend, the frontier myth of "the bush" ...

The French scholar, Marc Soriano, described nursery rhymes as "formulettes d'apprentissage", loosely "little recipes in apprenticeship". There are many aspects of adult folklife in which children must serve their time. How early does the training of girls in the Prince Charming myth begin? And the corresponding myth that the successful Cinderella has small feet, and by implication, a small voice? Current educational research on classroom interaction is highlighting the dominance of male students in engaging teacher atten-

*Produced at the Institute of Early Childhood Development, 4 Madden Grove, Kew, Victoria, 3101.*

ISSN 0728-5531

tion, and research on career choice is showing that girls are still choosing to train for disappearing jobs, since what does it really matter ...? Some of us have been in the habit of talking about "children's folklore" in three dimensions, folklore OF children, folklore FOR children, and folklore ABOUT children. But there is a fourth dimension, the training of the child apprentice in adult folk practices and beliefs. How else do you learn to wash the dishes?

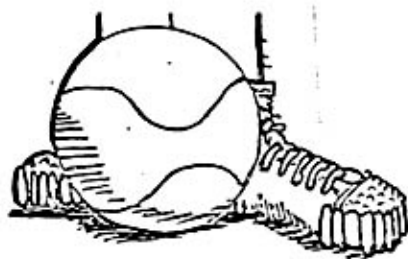
October is proving to be a good month for children's folklore. A substantial number of new subscribers to the Newsletter (welcome), and a radio discussion between June Factor in Melbourne and Iona Opie in London. (Details in the next issue!) Some interesting papers to be presented at the Second National Folklore Conference at Kuring-Gai C.A.E. in Sydney. In Canada, Jane Hewes is still demonstrating Games of Canada to appreciative and participating audiences of children and adults at the Expo 86 Folklife section.

As promised, this eleventh issue of the ACFN includes an INDEX of the first ten issues. We hope our readers find it useful.

This issue of the Newsletter is the last for 1986, the International Year of Peace. So to all the children of the world, now and forever, may you live in peace!

Gwenda Davey  
June Factor

## Rebound



### Still more about "Fly"

by Vivienne Sagona, Footscray Institute.

During my research into children's games I came across the article in the Newsletter of November 1985 about the game known as "Fly", recorded in 1954-55 but "unknown to exist since". This was a great surprise to me for the game "Fly" was the greatest pastime event of hot summer lunch-times at my secondary school, Mt. St. Joseph's Girls' College, Altona, in the 1980s. Despite school regulations, girls would take off their socks and shoes to play this game, some 70 pairs of shoes lining "the green" (oval), as we called it, and approximately 15-20 games taking place at the one time. Shoes were placed sideways to jump over instead of sticks.

## A children's game from Bolivia

Sent to the ACFN by our 'roving correspondent', Hazel Hall.

Date: Wednesday, 20th November, 1985

Time: Approx. 3.00 p.m.

Place: Outside church, Copacabana, Bolivia

Participants: Two girls, about 10 years old

Equipment: A length of strong string or twine about one metre long, a ball approximately the size of a tennis ball.

### Background Information:

Copacabana, set on the Bolivian Altiplano, is named after Copacabana in Rio de Janeiro, Brasil, famous for its spectacular mountain "Sugar Loaf", which overlooks the beach. The Bolivian Copacabana has a



Fig 1.

mountain of similar shape, overlooking Lake Titicaca, the highest navigable water in the world. The climate is cold and damp. The population is mainly Indian, the languages Aymara and Spanish. Entrepreneurs in the town have learned some English.

### Description of the Game:

One girl had the length of string tied to her left ankle, with the ball fastened to the other end of the string. Using a jogging movement, she swung the ball around in a circular movement with her left ankle, jumping over the string as it passed her right leg (Fig.1). By having another player join the string turner, and also jumping over the elastic as it swung past, a "doubles" version of the game was formed (Fig.2). No doubt further players could enter the game if the occasion arose. The game required some dexterity, as it took the two girls some time to start the sequence. No text was used.

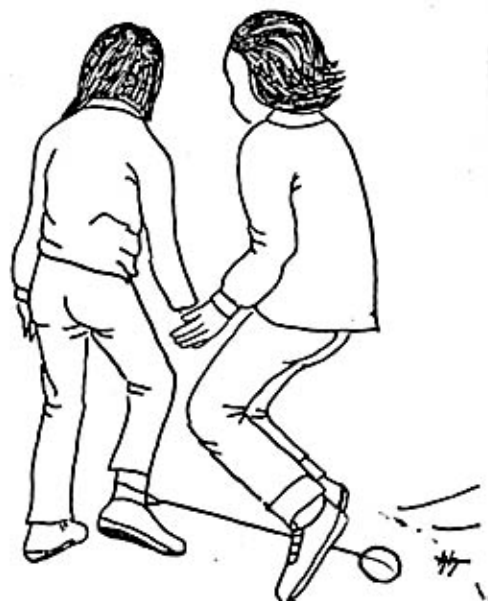


Fig 2.

## School Days

I am Artist-in-residence at Coomandook in South Australia and working on a four month project. The project will result in a book of stories about schools and school days in the area. There is an Area School at Coomandook (140km south of Adelaide) that services the district. In the past there have been about a dozen bush schools that have served the area that have all since closed. The stories are from these, and the area school, and cover an era from a woman teaching in 1911 to today's students.

One question that I am asking each interviewee is, "What are some of the unsupervised games that you played during recess and lunch?" So far I have collected descriptions in various detail about the following games:

Brandy  
Bushrangers  
Chippy Chippy Chase Me  
Dog and Bone  
Drop the Hanky  
Farmer's in the Dell  
Fly  
Fox and Geese  
French Cricket  
Hide and Seek  
Hopscotch  
Horses  
Houses  
Leap Frog  
Letters  
Marbles  
Oranges and Lemons  
Police and Robbers  
Red Rover All Over  
Rounders  
Sevens  
Shadows  
Shanghais (Dingers)  
Sheep and Wolf  
Sheep Sheep Come Home  
Skipping  
Statues  
Sticks

## by Kel Watkins

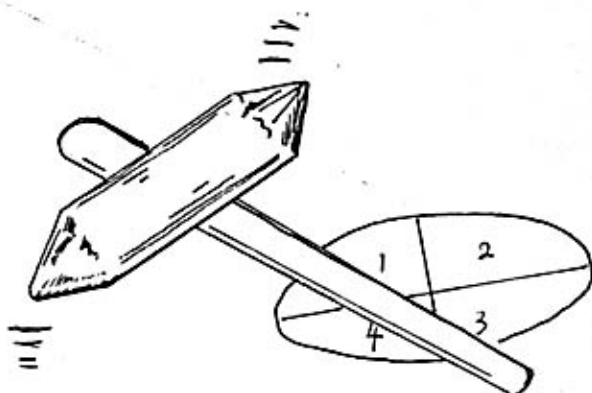
This is My Friend's Seat  
Tiggy Tiggy Touchwood  
Tip Cat  
Two's and Three's

Probably the most interesting variation was in the game of "Tip Cat". One version used the rules of two games, "Tip Cat" and "Rounders", to make one game that kept the children happy when they didn't have a ball to use. Here are the interviews:

EXTRACT FROM EDITED INTERVIEW WITH:  
FLORA HOSGOOD  
PEAKE  
SOUTH AUSTRALIA

Born 1911 and attended Netherton School from 1917-1923.

" .. we used to play "Knucklebones" and "Tip Cat" I think they call it - we used to play that a lot - we had this little piece of wood about six inches long and you'd sharpen it at both ends - then you had to hit it on the sharp end and sort of tip it with another stick about a foot long - you used to mark out on the ground - I think it was six squares that were two foot by two foot - you'd hit the stick and it would flick into the air - as far as I can remember it was the one that had the least hits to get it around the squares - I've never seen it played since I went to school ..."



EXTRACT FROM EDITED INTERVIEW WITH:

BERNARD CROSS  
MOORLANDS  
SOUTH AUSTRALIA

Born 1945 and attended schooling in the mid-north of the state.

"... on the game of "Tip Cat" - my father went to school at Caltowie in the mid-north - he would have started in about 1916 and they were probably about nine or ten when they first played it - it was a similar size stick - about six to eight inch long piece of stick sharpened at both ends - there was another stick about two foot six to three feet long - the idea was to hit it on the point of the sharpened stick so that it bounced up and then hit it away as far as you could when it bounced up - then run as fast as you could to the nearest base - triangle shaped base very similar to softball or baseball or any of those - it was a type of team game - we had fielders - I think there was any number - you could start with two or three to a side or up to ten or a dozen depending on how many were at school for the day - Dad showed us how to play it and we took it to school at Bordertown and it sort of stuck there for a couple of years but it gradually died out because it was a bit dangerous trying to catch the pointed stick coming towards you - (laughs) ..."

#####

## From the field

First year student collectors at Footscray Institute, Melbourne, report on their experiences.

### NURSERY RHYMES

Linda T. is an Italian woman who lives up the street from me. She has been in Australia for 20 years. She has four grandchildren who stay at her home during the day while her daughter and son-in-law work.

Linda likes baby-sitting her grandchildren and never feels tired. She was telling me about when the children were young and the parents had to go to work: "The babies that I baby-sat started to cry for no reason. Grandpa and myself did not know what to do until one day Grandpa was holding one of the babies and placed one of the babies on his lap. Grandpa started rocking the baby up and down with his knee. Then he started singing a nursery rhyme in Italian:

Battimo le manine  
adesso vene papa  
di porta le cioclatine  
e Giuseppe sei mangiara\*

The baby boy, Giuseppe, started to laugh and the more Grandpa did it the more he laughed. Then we did the same to Maria and she also started laughing.

'It was a good day that day', said Linda. 'That day after work, my son-in-law did bring chocolates for the whole family!'

Carmela Curcio

\*\*\*\*\*

\*Translation: (approximate)

Clap your hands  
now papa's coming  
bringing chocolate  
for Guiseppe to eat.

### GAMES

As a collector of children's games it has been frustrating but also quite an eye-opener. Firstly, the child I chose to collect unfamiliar games from was a small, quietly-spoken, and very well-mannered Vietnamese boy (aged 12) who lived locally. When he was first approached he was a little reserved and hesitant, but when I gradually won his confidence he was delighted to take part in my assignment. The games he plays are the usual games that are known everywhere, for example - Hop, skip and jump; Four Squares; Rounders; Tiggy. However, when he was asked to reminisce about games he played in Vietnam,



the shocking episodes of war-torn Vietnam came directly to mind. The games he mentioned were all directly or indirectly related to war. Most of the games used toy or mock guns. All were played in the jungle, focusing around, I suppose, a kind of hide and seek. The child just thought they were normal games and I suppose believed they were a part of life ...

Neil Ellis  
Footscray Institute

#### GAME

Name of Game: 'Jethi' (Killer)

Number of Players: As many as wanted

Where Played: Jungle

##### Instructions:

- One player becomes the escapee.
- All other players are guards.
- Player must try and escape from prison camp and cross the river.
- Guards have toy guns and knives.
- Prisoner has ten minutes to try and escape and cross river.
- Then guards seek him.
- If they can't find him in 15 minutes he wins.
- Game starts again with another team member becoming the prisoner.

Name of Game: 'Layshoo' (Picking team)

Number of Players: 10 players

Where Played: In the jungle

##### Instructions:

- Pick two teams, 5 on each side.
- Flick a coin to decide who hides, who seeks.
- Winning side chooses. If allocated to chase, must catch all 5 in other team.
- Player in chasing team is the guard at the jail. All captured members go into jail until all the team is caught then they start again.



#### JOKES

Most children reacted in a positive manner when I asked them to tell me some jokes, that is they eagerly and humorously asked the joke question and waited patiently for me to respond. They'd often giggle and then answer themselves with a humorous response. I noticed with most children at first they were slightly hesitant about telling me jokes, thinking maybe I would think they were silly. However when I responded with laughter and anticipation they became relaxed and told jokes more freely. Sometimes by this stage if there were a few children they tried to tell me jokes all at once.

After collecting jokes for a month I found that I was collecting many of the same jokes. For example, I heard "What goes up when the rain comes down? An umbrella", from four different children in different suburbs.

Young children tended not to really understand their own jokes even though they'd laugh, whereas the older children understood the humour behind their jokes. I remember that in one instance I asked one child of five years of age, "What does that mean? I don't understand." He smiled and replied, "I'm not sure either."

The following are four jokes I collected, all with contemporary themes:

Neill Ellis

Footscray, Female; 1986

Knock Knock.  
Who's there?  
Boy.  
Boy who?  
Boy George.

St.Albans, Female; 1986

Q. What goes click, click, have I done it?  
A. A blind man doing Rubik's Cube.

Altona, Male; 1986

Q. What's the fastest animal in the world?  
A. A chicken running through Ethiopia

Yarraville, Female; 1986

Q. Do Robots have brothers?  
A. No, only transistors.

Tina Kondagonis

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## Growing up in the early 1900s / part 3

by Nancy Malseed

Parts 1 and 2 of this recollection of childhood in Victoria's Western District were published in ACFN Nos 9 and 10.

By the 1920s, cars were beginning to take place in many a backyard shed. Cars changed the pattern of life. People began to think that perhaps a quiet Sunday drive would not disturb the conscience too much. So, after Sunday school, two or three families would leave together, afternoon tea packed, and drive five or six miles out the road. They would gather red and white heath, and wild boronia, startling kangaroos and emus in the bush, then return to the car to eat their afternoon tea, seated on the running board of the car. And when they'd travelled all that way, why not make the petrol money by gathering wood for the fire at home?

There was no organised sport on Sundays for anyone, and no junior organised sport at all. Golf provided an outlet for Sunday sport because it was usually played well out of town where the children couldn't see, and be influenced!

Earlier, there were private golf courses, by invitation only, but once the towns had clubs, they became very popular. In Portland, golf was played along the foreshore for many years - balls lost in the sea!

Casterton had two football teams, Rainbows (blue and white) and Federals (blue and red). Rivalry between them was so great that one woman was furious when the cake she had made for afternoon tea (at the football) in Rainbow colours, was eaten in part by a Federal supporter. As now, they had their theme song; "The Rainbows are happy", etc. to the tune of "Wee Deoch and Doris", Harry Lauder's famous song.

Hunt Clubs drew support, and other sports were cricket, badminton, horse riding, bike riding, and swimming. Before swimming pools (with mud bottoms and wooden sides) were built, children learnt to swim in the river. Inter-town swimming carnivals were held, raising the standard, but there was nothing like the intense pressure on today's swimmers.

Tennis players wore only white and the ladies wore stockings. When bobby socks (worn over the stockings) came out (and some with coloured tops), they caused a sensation.

"Then there were no  
teenagers ..."

Just before the 1920s, the Boy Scouts and Girl Guides began in the Western District. One interviewee told me her father brought a party of Scouts from Hamilton to camp in Portland on the beach in the early days. Scout masters came in for much teasing for wearing shorts, which no-one did at that time. But they gave hours of their time, setting a high standard for the boys in their charge. Then the Girl Guides started - every girl wanted to join. Navy blue uniforms, thick black woollen stockings, and wide brimmed felt hats (which always had a most peculiar smell) and G.G. embroidered in gold on the hat band. The Guide badge had to be polished to unbelievable brilliance. As in the Scouts, the leaders were chosen for their high moral qualities, and dedication to the cause. This was a rare night out for young girls, and they loved it.

Then, there were no teenagers. Only children and adults. A sign of maturity when girls "put up" their hair. "Putting up" meant taking it out of plaits and either winding it around the head, or making it into a "bun" at the back. Then a new variation appeared. One boy got into trouble at school for the essay he'd been asked to write on his teacher. "She has taken to plaiting her hair around her ears, and it makes her look like an old ram", he wrote.



In 1935, the Casterton Scout Master had a brilliant idea to celebrate the silver jubilee of King George V's reign. He enthused his Scouts to mark out the Scout emblem, the Fleur-de-lis, on the Big Hill above the town. Then they dug a deep trench around it, found all the old cans they could at the tip, filled them with sump oil and old rags. On the date, they set it alight - an awe inspiring spectacle, the brilliant Fleur-de-lis against the black sky. People flocked out of the picture theatre to exclaim and wonder. It has been lit on many important occasions since, but is now electrically lit.

By the 1920s, Scouts and Guides were flourishing all over the Western District, and it is a tribute to past and present leaders that this is still so. Several interviewees remembered attending the huge Jamboree in Melbourne in 1931, when they had a visit from the World Chief Scout and Guide, Lord and Lady Baden Powell, founders of the movement. Some still have the commemorative medals, with engravings of the leaders on the front, which are highly prized.

Portland's wealth of scenery, bush and sea, was a source of pleasure to young people, some of whom were taken by their parents on nature walks, and learnt from them the names of the wildflowers. One of my interviewees had an orchid named after her.

Portland's long time "Social Amusement Club" began in 1897, and the revised rules (1923) stated "No drink". It catered for a variety of functions for young people - but there were strict rules for membership.

Dancing lessons, pantomimes, concerts and community singing nights were other memories. New Year's Eve was celebrated everywhere - often with everyone leaving the dance and parties to join in "Auld Lang Syne" in the street at midnight. Pipe Bands flourished, adding colour and toe tapping music.

And Guy Fawkes night, November 5th, was an exciting time for children - the bonfires prepared for weeks before (then some marks fired them before the date).

In all my interviews, only one man mentioned unemployment during the great depression in the late 1920s and early 1930s. Others said they were able to get employment when they left school at 14. But they took whatever offered - no such thing as "job satisfaction". One interviewee said he began as a bootmaker's assistant in Portland in 1910, when he was 14. He worked from 8 am until 6 pm, and Saturday mornings, for 2/6 a week. After three years, his wage was doubled to 5/ a week.

One lady remembered wearing a cotton pinafore over her dress to school, and button up boots. She was born in 1900 and when World War I started in 1914, she was knitting socks and balaclavas for the soldiers. She remembered the excitement on Armistice night, November 11th, 1918. (At 85, she is still an active Red Cross member.)

The Annual P. & A. (Pastoral and Agricultural) Show was a highlight of the year. Everyone, young and old, wore their best. Most bought new dresses (and hats) for the Show, which brought town and country people together. Something for everyone - great competition for the best flowers, cookery, vegetables, craftwork etc. for the women. And intense competition, as there still is, from the men for the best cattle, sheep, dogs, and so on. Small places like Digby and Hotspur had lost their Shows, but Casterton, Portland, Merino, Coleraine, Dartmoor and Hamilton carry on the tradition. The sideshows, then as now, are a great success with the children.





Another source of pleasure for children was watching the dancers enter the hall for the Annual Bachelors and Spinners Ball. Taken by their parents, they watched the girls in their glamorous full-length gowns sweeping into the hall on the arms of their partners, also in evening dress. Very formal were these balls - anyone not wearing evening dress was left off the next year's invitation list.

Young girls were chosen to represent an organisation or group to contest the "Queen Carnival". Many concerts, dances, and social evenings, plus tennis parties, golf days etc were held to raise money for a major charity, such as the local hospital. Salamagundi evenings, when a variety of games - Solo, Ludo, Bobs, detecting the contents of sweet smelling bags, with points for each win - were popular, as were Treasure Hunts, Crazy Whist and Flag Bridge.

And in all country districts, the concert and dance was a firm feature. Non-dancers played cards in an adjoining room.

Other fund raisers were the Belle of Belles contests. For these, every entrant spent a lot of money on a spectacular dress. The story was told of one girl who won her heat at a Casterton Ball, though she worked in Melbourne. For her return to the final, she hired a trailer with her crinoline type dress beautifully arranged on a dressmaker's dummy, to avoid creasing. (She won, too.)

Then came World War II, and life was never the same again.



## Children's Museum Exhibition --- children's traditional games

The first government-funded museum for children in Australia was established in Melbourne in 1985. The museum, located within the Museum of Victoria, has been an outstanding success, showered with praise by children and adults alike. The opening exhibition, EVERYBODY, has attracted almost 300,000 visitors in 10 months.

Now the Children's Museum is planning its second exhibition: PLAY - CHILDREN'S TRADITIONAL GAMES. It is hoped to open this exhibition for the Christmas school holidays at the end of this year.

We publish here extracts from the 'Concept Report' of the play exhibition prepared by Mary and Grant Featherstone, the planners and designers of the project.

### WHY PLAY?

Play is at the very heart of childhood. The theme of play provides an opportunity for the Children's Museum to present an exhibition, not only for children, but also ABOUT children - children's own culture.

The traditional games proposed for interpretation will be familiar to visitors of all ages and nationalities: marbles,



The participatory nature of the exhibition would enable data collection of the variety of ways traditional games are played by children today, as well as adults recollections of games played in Australia or elsewhere. This data would be added to the very significant archive at the Institute of Early Childhood Development.



Hopscotch patterns could be simply drawn on paper (and perhaps displayed in book form for visitors to look through). Other games, such as string figures, would need more sophisticated recording techniques, e.g. a 'video booth'.

.....

It is proposed that a publication of children's games for children be prepared to accompany the exhibition. A format of brief game descriptions and simple drawings has been suggested.



## Games our parents played

First-year Teacher Education students at Footscray Institute recently carried out an interesting exercise in the cross-cultural study of children's games, drawing on their own parents for source material. Approximately fifty percent of FIT Teacher Education students have NESB (non-English-speaking background) parents, and the "games our parents played" project described games played a generation ago in Melbourne's western and other suburbs, Victorian rural areas, and in both urban and rural areas in Malta, Greece, Italy, Germany, Yugoslavia, England, Turkey, Vietnam, China, Cyprus and Cambodia.

The sixty-plus games collected fell naturally into nine categories involving chasing, hiding, aiming, skipping, batting, hopscotch, knucklebones, ball games and "other". As well as descriptive information, students were asked to provide as much anecdotal and contextual information as possible.

Overall, the games showed remarkable similarities, adding further weight to speculations about the "universality" of childhood. Selecting two items for the Newsletter was not an easy task! "Over" highlights the use children make of environmental features, including buildings, an important aspect of children's play noted, for example, by Lindsay and Palmer in their extensive study of The Playground Game Characteristics of Brisbane Primary School Children, (Australian Government Publishing Service, 1981). "Butito" is interesting for a different reason: it's the first time the editors have heard of "noughts and crosses" used as a playground game. Have readers heard of it elsewhere, besides in Larnaca?

FIT's "home-made" (it's hand-written) book of Games Our Parents Played may be purchased for \$2 from the Department of Teacher Education at Footscray Institute of Technology, Ballarat Road, Footscray 3011.

Name of Game: 'Over'

Informant: Male, living in Melton and played over the years 1950 to 1954.

Players: Primary school age children, both male and female. The team size wasn't limited, but since the school only had about 20 pupils, this limited the team size to no more than about 6-8 per team. If the numbers were odd then the team with the best player had the lesser number.

Equipment: One 3m x 8m school shelter shed and a basket ball.

Location: An outdoor game played at a small country primary school in Northern Victoria. The shelter shed had about 3m clear all the way around it.

Rules:

The game was played by two teams. A basket ball was thrown over the school shelter shed from one team to the other. If the ball was caught by a player, that player had to run, sneak etc. around the shed and try and hit one of the other team members as they ran around the shed. If anyone was hit they joined the other team. The team with the most members at the end won.

- the ball had to be caught before a try was made.
- once a direction around the shed was committed you could not double back and hit anyone.
- a hit could only be made before a player was past your side of the shed.
- a hit player had to join the other team.

Verbal Accompaniment:

"OVER" - the team throwing the ball had to yell this as it was thrown.

"CAUGHT" - the catching side had to yell this if they caught the ball.

Further Contextual Information:

The game allowed a lot of tricks, such as peeping through holes in the shed back wall, hiding around the corner, hiding in the shed as a player couldn't be hit if the one with the ball passed you when you're hiding around a corner or in the shed.

"The school yard was unpaved and consisted of the natural sandy soil of the Mallee. Obviously skidding around corners wore holes in the ground and I remember one wet day two children on opposite teams hit heads on running full pelt, both crashed in the middle of one of these holes full of water. You could imagine the cheering. One of the children was a boy rather over-weight, and the puddle was nearly empty after the crash.

"Going home to change was out of the question as all children travelled long distances by bus to school.

"The teacher, as on other such occasions stripped the children, put them in overcoats and dried their wet muddy clothes by the schools open wood fire. The school was only one classroom and one teacher for all grades, so the two were on display in front of the school all day, and as could be expected the jeering went on for the rest of the day."

Name of Game: 'Butito' Stepping

Informant: Is a female now resident in Kealba. This game was played in 1940.

Players: Both males and females played this game, ranging from the age of 7 to 12. The game consists of two players.

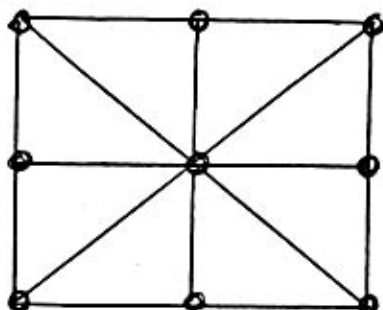
Equipment: 6 black stones, 6 white stones.

Location: This game can be played indoors or outside. The informant played it on a farm in a village named Larnaca in Cyprus.



### Rules:

The players would either draw on a paper or scratch into the soil the following diagram.



Each player was required to have 6 black stones i.e. 6 similar stones or 6 white stones i.e. 6 similar stones that are different from the other player's.

In turn each player places his stone on a dot. The aim of the game is to try and get three of your stones in a row, that is horizontally, vertically, or diagonally, thus trying to stop the other person from doing the same. If no one wins, the game starts again.

Verbal Accompaniment: none

### Further Contextual Information:

"Yes I do remember something about this game, the scar on my eyebrow never lets me forget. The last time I played this game was with my brother. He claimed after I won ten to zero, that I had cheated. Being bad tempered he picked up all his stones and threw them at me, giving me this scar. That was the last time I played that game. Our mother was furious.

"Of course this game is now better known as noughts and crosses, then it was known as 'stepping' or 'butito' in Greek. Yes thinking about this game reminds me of when I was young and how all the children in our village would get together during the day and play."

#####

Bore-a-hole,  
Bore-a-hole,  
Bore-a-hole,  
Boo!

These words are used in Newfoundland, Canada, to accompany the "circling and poking" game which is one of the first games adults play with babies. The adult describes a large circle with the forefinger, and may make the circle smaller with each "Bore-a-hole" until the final "boo!" which accompanies the poke in the child's tum.

Professor Herbert Halpert, of the Department of Folklore, Memorial University of Newfoundland, St. John's NFLD, Canada, is looking for some different versions of the words which go with "circle and poke". Can you help? Write direct to Dr Halpert or to us, and we'll send your contribution on.

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From: AUSTRALIAN CHILDREN'S FOLKLORE PUBLICATIONS.

Heather Russell, Play and Friendship in a Multi-cultural Playground. A study of children's play ways in a contemporary inner-Melbourne school playground. \$6.00 (\$7.20 posted).

June Factor, Children's Folklore in Australia: an Annotated Bibliography. \$4.00 (\$5.00 posted).

Obtainable from the front desk,  
Institute of Early Childhood  
Development, 4 Madden Grove, Kew.  
Victoria, or  
write to Australian Children's Folklore  
Publications at the above address.

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This issue of the ACFN was typed by SHARON CHARLTON and PAT ALSOP and designed and illustrated by DON OLIVER.

# AUSTRALIAN CHILDREN'S FOLKLORE NEWSLETTER

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(Compiled by Darryn Kruse)

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The Lord said unto Moses:  
 'Come forth.'  
 But he slipped on a banana skin  
 And came fifth.

From *Far Out, Brussel Sprout!*, compiled by June Factor & illustrated  
 by Peter Viska (Melbourne: OUP, 1983)

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Australian Children's Folklore Newsletter,  
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4 Madden Grove,  
KEW, 3101, VICTORIA.*

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