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JANUARY
1955

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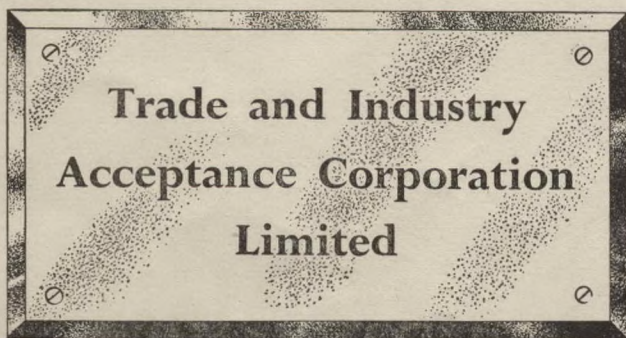


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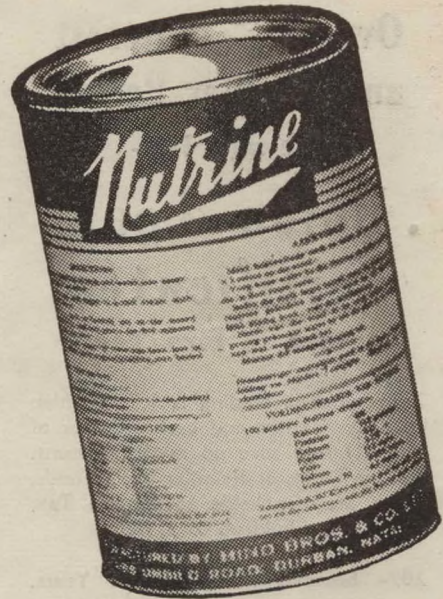
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Notes and News

from Child Welfare Societies

UMZINTO INDIAN

The Society has started a milk scheme for pre-school children. After a survey was made of the number of pre-school children in Umzinto and Esperanza and it was decided to open three centres first, the opening of other centres depending upon the success of these three. The Society also conducts a district nursing service, and the large number of visits paid by the nurse and the attendances at the clinics prove the importance of the clinic to the community.

KWAMBONAMBI

During the year August, 1953, to July, 1954, the clinic had only been operating for 5½ months, due to illness of the nurse, followed by her resignation. The Society is anxious to build a new clinic and has started a Building Fund. A ciné show brought in £17 and the fund now stands at £27.

ERMELO

Die Vereniging getuig van die goeie samewerking wat daar tussen hulle en die plaaslike kantoor van die Departement van Volkswelsyn bestaan. Daar bestaan wedersydse vertroue, oorlegpleging en die gewilligheid om van diens te wees. Goeie truuie is voor die winter aangekoop en aan behoeftige leerlinge, deur bemiddelling van die skoolhoofde, en aan ander verdienstelike gevalle uitgereik.

KOFFIEFONTEIN

Die Vereniging moes met spyt die staatsondersteunde botterskema staak, aangesien aanhoudende onwilligheid aan die kant van die ontvangers om kunsbotter te koop hulle daartoe genoop het. By twee veevendusies het die Vereniging verversings verkoop en £10 ingesamel.

KLAWER

Die Vereniging hou 'n distriksverplegingsdiens in stand en het 'n blanke verpleegster in diens wat beide die blankes en kleurlinge bedien. Die werk het egter so uitgebrei dat die Vereniging begerig is om 'n kleurlingverpleegster ook aan te stel. Daar word tans gewag op goedkeuring van so 'n stap deur die Departement van Gesondheid.

CALEDON (Coloured)

One hundred and seventy children receive milk daily at the milk centre. For this purpose a house is rented in the Township. Fresh milk is also supplied daily to patients on the doctor's recommendation. Co-operation with other local Societies is excellent.

SENEKAL

Die Werkklaskomitee van die Vereniging was besonder bedrywig; 27 werkklasse is gedurende die jaar gehou, gesondheidslesings is gehou en demonstrasies oor goedkoop geregte.

BENONI

The Society was compelled to place the Child Welfare Building, which was bought in 1930, on the market, since it could not find tenants to occupy the premises after the Department of Labour had vacated the offices. The rent obtained from the building was used for the Society's administrative expenses. After the building was sold the Town Council purchased a property specifically for the purpose of the Society and has granted the use of the premises rent free to the Society while required by them.



This free book HELPS MOTHER AND BABY

Many thousands of mothers have found helpful advice on every aspect of Baby Care in "HOW TO KEEP BABY WELL". It is written by a Child Welfare Specialist. It is published by the makers of the celebrated "Gripe Water".

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Curiouser and Curiouser

are the ways of Children, those amazing beings who alternately baffle and bewitch us. They grow in all countries and have been found in a variety of places such as stuck between park railings or in late delivery boxes at the post office; but normally they just live in homes where it needs all the knowledge and understanding of the parents to rear them properly. If you are a struggling parent your task will be made easier by the hundreds of books on every possible aspect of childhood—health, education and psychology—as well as attractive books for the children themselves—at any branch of the



READERS WRITE

to us:-

You asked recently what readers thought of the magazine. I should like to add my endorsement of all the good things that were said about *Childhood*. One suggestion: what about an article on fashion twice a year—say spring and autumn? Many young mothers, even the grannies, are clothes-conscious and would welcome a hint or two about the latest trends.

Mrs. B. W. Noel.

Graaff-Reinet.

* * *

Ek vind *Kinderjare* baie interessant en is al so geheg daaraan en sien uit na u volgende eksemplaar.

Mev. M. M. Eksteen.

Messelfontein.

* * *

I enjoy your magazine very much. It very definitely needs to be in every home. Many of the articles are less idealistic and much more down to earth than most I've read on child care.

What I would appreciate very much would be some articles on beginning school at home. Being far away from any schools, I plan to teach my three sons for the first few standards—I'm sure there are other readers who feel the same.

Much success in your future endeavour.

Mrs. F. G. Thomas.

Mongu, N. Rhodesia.

* * *

'n Reeks artikels oor die maak van speelgoed vir kinders sal baie waardeer word, indien u ruimte in u blad daarvoor kan afstaan.

Mev. S. E. v. d. Spuy,

Moreson.

* * *

I have been reading *Childhood* for three years now, and would like to congratulate you on the high standard of articles which have appeared in last year's issues.

The layout of your magazine is most attractive and the great variety

of articles surely caters for all tastes and interests. In your editorials you often ask for criticism—may I say that whilst the covers of the magazines are most attractive, I often wonder if they are photographs of South African children, mothers, etc. I think that on a typically South African magazine we would prefer to see a picture of South Africans in typical surroundings. (I recall, for instance, the covers with Esther Williams and baby, a film star making Easter Gifts, and May, 1953, cover of a small boy film star in period costume.)

One other small point—I have noticed some accounts of cover pictures, but do you always give a write-up? This information could be printed in the same place in the magazine each month.

I conclude with best wishes to Child Welfare and hope that it may receive the support of greater numbers, in its noble cause, in the future.

Mrs. T. J. Kohler.

Redhouse.

* * *

I enjoy the articles in your magazine very much, having a little girl of two and another baby due in February.

Mrs. B. M. Southey.

Graaff-Reinet.

* * *

We are extremely grateful to all our readers who have written to us and made suggestions about the magazine. With regard to these suggestions: we may be able to arrange some articles on fashion—we are trying to obtain a fashion expert for this purpose; we have asked someone to write articles on beginning school at home, and hope these will be ready in a month or two; we are also trying to arrange for a series of articles on making toys for children.

During the past year we have used only South African children on our

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covers (except for one mother and child picture that came from overseas) and we do not use the "film star" covers any more. We are pleased to adopt Mrs. Kohler's suggestion of a little "write-up" about the cover picture in the same place each month. The three children on this month's cover, incidentally, are the children of the present editor of "Childhood."

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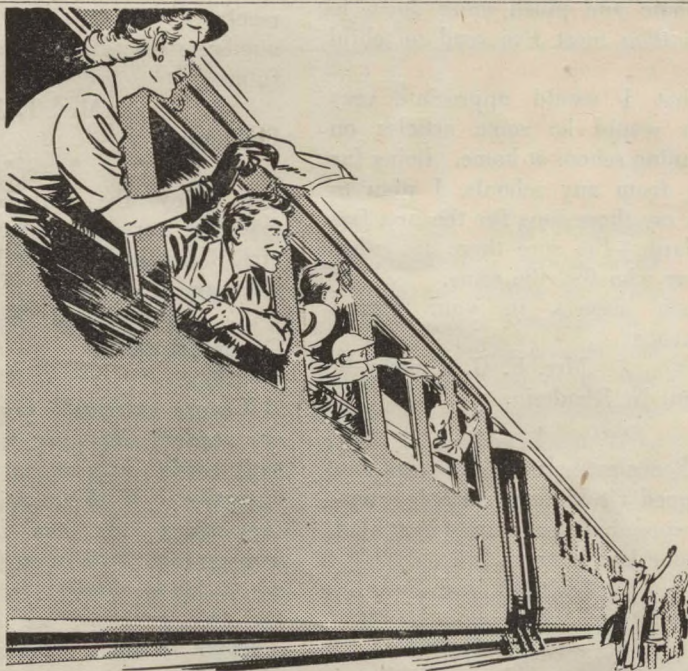
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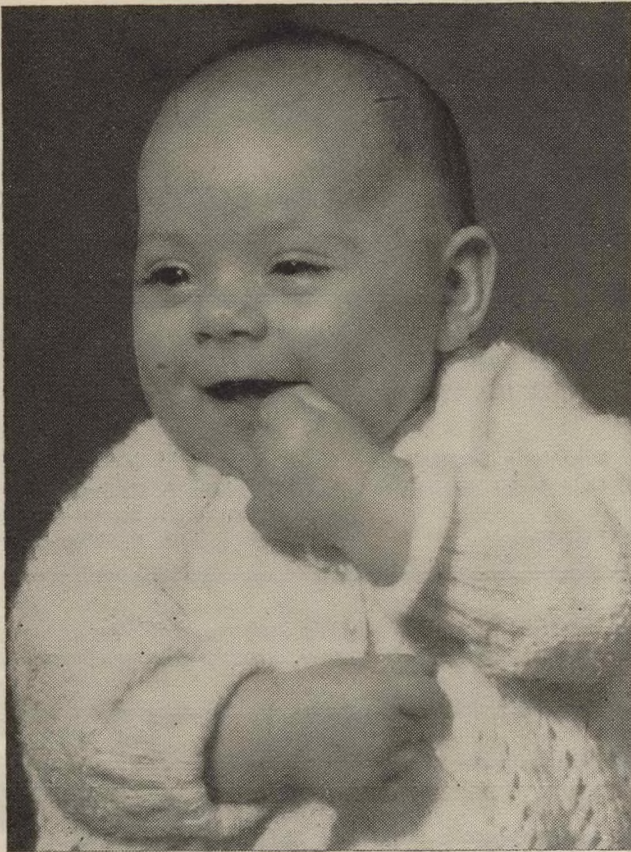
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READERS' CHILDREN

This bouncing baby with the mischievous smile and dimples is CHRISTINE VAN ZYL, aged 6½ months.

Christine winks an eye when looking at her porridge bowl. She loves her food but loves her big brother most of all. Her mother says she is a happy baby—and doesn't she look it? Christine lives in Mowbray, Cape.

SEND US SNAPSHOTS OF YOUR CHILDREN

Our readers *love* seeing pictures of other readers' children. Won't you send us a clear snapshot of your child or children? Tell us how old they are, and anything interesting about their ways and personalities.

and freely when the teasing competition of normal children and the strain of overtaxed parents are removed. Good food and the long hours of sleep, of which they have a special need, have made a remarkable change in many of the children. Medical care and remedial exercises are helping our cripples in the courageous efforts they make to gain the use of their limbs. Our spastic girl is now able to sit up unsupported in a chair specially made to encourage her. She laughs and sings and is making valiant efforts to speak and to walk. Our lovely bush-baby now has a shapely body and legs that can move vigorously and that will soon support her. She has a strong will and a great determination. The small boys are beginning to be mischievous, to show herd instinct and to follow a leader. A totally deaf child whose limbs moved aimlessly, and whose head rolled, has gained a sense of balance as the discharging ears healed and he learned to ride a tricycle. He is now alert to gestures and aware of

his surroundings, and no longer gives way to storms of frustrated feeling.

There is a remarkable sense of peace and happiness in the Garden Home. The children live in a world tempered to their own capacity. Every little achievement is welcomed with joy. Every visitor is a friend and is met with delighted shouts from the children, who love to have a solemn handshake each, provided that the visitor has patience while they come shyly forward and struggle to remember which is the correct hand to use. Parents can visit every Sunday and watch their child's progress. There is no hope, of course, of developing the children's minds, but they can be trained in character and self-dependence and to find their own balance.

Now we are faced with the problem that our children are growing up, and at 10 years of age must leave our care. For what? They need the shelter of an institution most acutely when they reach adolescence. The mental defective can be trained to work steadily, and

with a sense of achievement and great faithfulness, but he must always work under close and understanding supervision. He can exercise no initiative, nor adapt himself, without guidance, to changing situations. He cannot understand the development of his own physique or meet the problems of adulthood with reason. He can never carry responsibility.

The committee is now raising funds to provide a home for a group of feeble-minded boys from 10 to 16 years, and to demonstrate how they can be trained in simple gardening and care of animals. At 16 they will qualify for a small disability pension. This will enable them to contribute in cash and labour to their own support when they leave our care.

We look forward again with confidence to public support for this further project in the same generous measure as that which has carried forward our efforts in founding the Garden Home.

A NEW CHILDHOOD SERIES

By ROGER PILKINGTON, M.A., Ph.D.

HOW YOUR LIFE BEGAN

The Moment of Conception

- *Every half-second somewhere
in the world the tiny voice
of a new-born baby is heard
for the first time.*
- *Once it was your own first cry.
Years later the sound perhaps announced
the birth of your own child.*
- *The astonishing process of development
had culminated once again
in the production of one more
human individual, unlike all
who had preceded him and
different from all who would follow.*

The ancients were fully alive to the sheer wonder of the birth of a baby, but they had no real knowledge of what went on before it was born. Some thought that there was a kind of fire in the mother which produced the head, and the other bits were added later. Others believed the body grew from the big toes upwards, or that it began at the heart.

Later came the idea that the child was already complete within the mother or the father, and merely needed to grow larger before birth. On this theory each microscopic infant would carry inside himself his own sex glands containing even smaller pre-formed babies, each of which in turn would carry inside himself his own sex glands—and so on, to infinity. With a certain amount of wishful thinking, aided by very imperfect microscopes, some scientists of the seventeenth century even went so far as to draw pictures of tiny men which they imagined they could see in the seminal fluid of the male.

Nowadays we are rather less conscious of the mystery of the development of a baby, because our attention has been caught by the wonders of medical science which have done so much to make childbirth safer for mother and baby alike. The techniques which allow painless birth or save infants who might otherwise die are remarkable enough. But none of these would avail in the absence of the central fact that from microscopic and structureless beginnings a development takes place which will produce a being of immense complexity with arms and legs, lungs and stomach, heart and mind—all in working order.

We now know something, though by no means all, about the processes involved in this greatest of constructional feats. What science has revealed turns out to be even more incredible than the weird notions of long ago.

This is a wonderful but complicated story, told as clearly as it can be. All the articles, of which this is the first, and all the diagrams and illustrations, starting on the next page, have been specially prepared for *Childhood*

HOW YOUR LIFE BEGAN—(Continued)

THE MOMENT OF CONCEPTION

There are three distinct phases in the process of conception.

- 1 Ovulation**, when an egg cell is discharged from one of the ovaries, which are the sex glands in the females of any species.
- 2 Impregnation**, when the male sperm cells are ejaculated into the female and begin their journey up through the womb and into the Fallopian tubes.
- 3 Fertilisation**, when one male sperm cell penetrates the female egg cell and makes it fertile.

Though there is no connection between the Fallopian tubes and the ovaries, at the end of the tubes are fine waving feelers which attract and draw the egg cell when it bursts from the ovary.

Egg cells are drawn into the Fallopian tubes and pass down them into the womb.

Sperm cells move up under their own power through the womb and up into the Fallopian tubes which extend outwards on each side from the muscular womb.

The male and female sex cells meet in one of the Fallopian tubes, and this is shown in close-up in some of these diagrams. The egg cell, which is the size of one of these full stops . . . , has been drawn enormously enlarged and the same applies to the infinitely smaller sperm cells.

The womb lies in the middle of the bony ring of the pelvis, the ovaries to either side of it and below the Fallopian tubes.

How and Why?

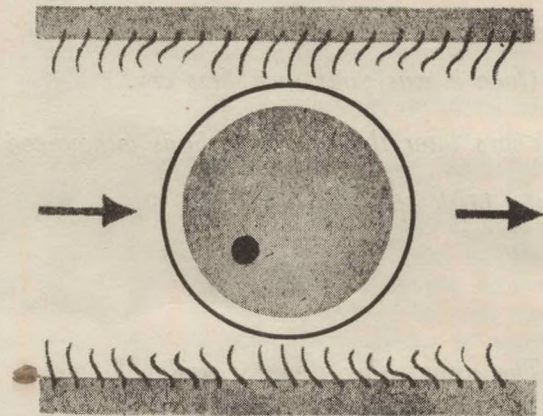
Small children are always asking how and why? Some of the answers are easy. Some are not. You can read on page 19 of this issue what Dr. Winifred de Kok advises when the questions are about—ovulation, impregnation and fertilisation.



The egg leaves the ovary . . .

To begin at the very beginning. About once in every four weeks an egg cell leaves one of the two ovaries of the mother. It enters the top of the fine Fallopian tube which leads down towards the womb and starts on its journey.

This minute human egg is round, and is about the size of the full stop at the end of this sentence. It cannot move of its own accord, but it is propelled down the fine tube towards the womb by the movement of microscopic hairs on the inside of the tube. These give the egg a series of tiny pushes.



. . . and is drawn through the Fallopian tube.

Seen under a microscope, hairs of this kind seem to be beating very quickly and to be moving fast, but that is only because we forget the very small field which we are examining. Actually their movement is very slow and the egg takes some time to pass down the few inches of the Fallopian tube and into the womb.

Exactly how long this fateful journey takes we do not yet know. It is probably a matter of just a day or two.

If the egg passes right down the tube to reach the womb without having been fertilised it will not develop into a baby, even if it should be fertilised when it gets there.

If a baby is to be conceived, the egg from the mother has to encounter a sperm cell from the father during the course of this journey down the tube.

2

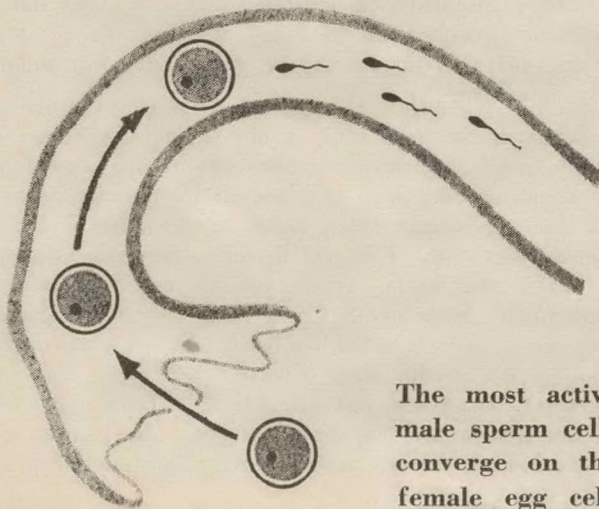


Sperm cells reach the tube.

The male sperm cell is very different from the egg cell of the mother. To begin with, it is much smaller. The human egg cell is just visible to the naked eye. Sperm cells are not. They are so incredibly small that hundreds of millions swim comfortably within a teaspoonful of fluid.

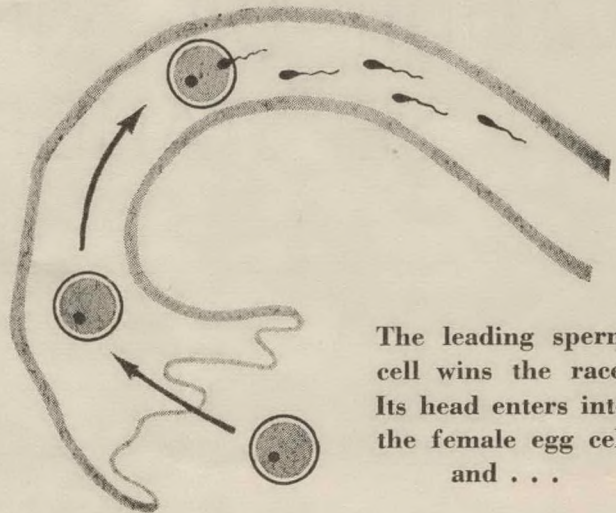
Each male sperm cell has a long lashing tail so that it can move. When seen under a microscope it looks rather like a kind of elongated tadpole. It has a rounded and slightly pointed front end, which contains the materials from the father which are going to be given to the new baby. Behind this is the lashing tail down which fine rippling movements pass, very much like those an eel makes when it is swimming.

Usually only one egg cell is travelling down the Fallopian tube and waiting to be fertilised. But there may be up to a couple of hundred million sperm cells, all swimming towards the egg cell at the same time. Very many of these will either get lost on the way or will fail to stay the course. But at the end of the journey there will still be a fair-sized army of sperm cells, all converging on the egg.



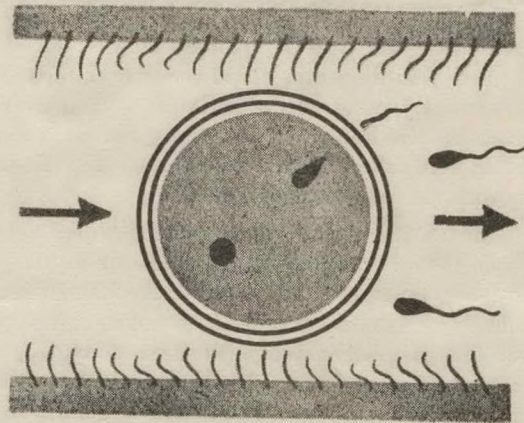
The most active male sperm cells converge on the female egg cell.

3



The leading sperm cell wins the race. Its head enters into the female egg cell and . . .

Now, if a baby is to be conceived, the egg cell has to be fertilised by one sperm cell. If it is fertilised by more than one sperm cell at the same time, the conception fails. So the egg cell allows the first sperm cell that reaches it to join it, but excludes all the runners-up which may be following hard on the tail of the winning sperm cell.



. . . its tail is cut off.

As soon as the leading sperm cell is about half a length away from the egg, the egg sends out a kind of bulge to meet it. This bulge seizes the successful sperm cell by the head and then flies back into the egg again, carrying the head with it, but leaving the tail outside.

Immediately a change occurs in the surface of the egg. A very thin but hard surface is laid down round it. If a second sperm cell should arrive on the scene as little as a hundredth of a second later, it finds the egg is already sealed in a protective coat which the sperm cells cannot penetrate.

The head of one sperm cell from the father is now safely inside the larger egg cell from one of the mother's ovaries.

A cell from the father and a cell from the mother have fused and a baby has begun.

VANUIT DIE KIND SE STANDPUNT GESIEN

deur Ruth Strang

Ruth Strang is professor in opvoedkunde aan die Onderwyserskollege van die Universiteit van Columbia, V.S.A., en die skryfster van baie artikels en boeke, insluitende die alombekende „Introduction to Child Psychology.” Hierdie artikel is een van ’n reeks wat vir die Parent-Teacher Association van Amerika geskryf was. Ouers deur die hele wêreld moet probeer om die kind se standpunt in te sien.

Stel u voor dat u in ’n wêreld van reuse woon—die mense rondom u is vyfkeer so groot as u, die tafels is so hoog dat u kop nie bokant hulle uitsteek nie, die stoele is so groot dat u bene maar halfpad na die grond reik as u daarop sit, terwyl die messe en vurke hopeloos te groot vir u hande is. Hoe sou u voel?

Veronderstel dat u in ’n vreemde land woon. U ken wel ’n paar woordjies van die vreemde taal, maar as die mense te vinnig praat kan u hulle nie volg nie. U kan nie verstaan wat hulle van u verlang nie en u kan nie aan hulle verduidelik wat u wil hê nie. Sal dit nie by u ’n gevoel van frustrasie wek nie?

Of gestel u verhuis na ’n nuwe omgewing, waar die bure u heeltemal oor die hoof sien. Hulle lag en gesels met mekaar, maar nie met u nie; hulle nooi u nie om aan hulle werksaamhede deel te neem nie. As u probeer om ’n geselsie met hulle aan te knoop, slaan hulle geen ag op u nie. Hulle behandel u nie met dieselfde hoffikheid en bedagsaamheid wat hulle teenoor mekaar openbaar nie, sodat u selfs die indruk kry dat hulle u gladnie daar wil hê nie. Hoe sou u voel?

Het u al gedink hoe kinders voel, wanneer hulle in sulke omstandighede geplaas word? Hoe voel ’n baba wanneer hy alleen gelaat word in ’n vreemde onvriendelike wêreld om maar „uit te huil”? Stel egter die ander kant van die saak: hoe sal hy voel as hy styf teen u aangedruk word en vertroetel word nog voordat hy begin huil?

Hoe voel die tweejarige wanneer hy maar net op die drumpel staan van dinge te begryp in sy steeds wyer wordende wêreld? Verbaas dit u dat sy reaksie op hierdie gedeeltelike begrip een van verydeling is, wat vir sy ouderdomsgroep die tiperende naam „die onmoontlike tweejariges” verwerf het?

Het u al probeer om u in die plek van ’n vierjarige te stel, wat deur die koms van ’n nuwe baba uit sy

ereposisie geskuif is? Wat dink hy en hoe voel hy? Hoe vertolk hy die feit dat moeder nou so baie tyd en aandag aan die baba wy—tyd en aandag wat voorheen alleen aan hom geskenk was? Hoe voel hy wanneer vriende en familiebetrekkings die baba kom bewonder en geen pogings aanwend om met hom te gesels of te speel nie?

Watter idees wek televisieprogramme by kinders? Dit word bereken dat een kind tot sewentig moorde in een week in televisieprogramme aanskou. Verbaas dit u nog dat klein vierjarige Bobby, nadat hy van ’n sekere persoon se dood verneem het, onmiddellik gevra het wie hom doodgemaak het?

Vir Bobby, wat al die inligting oor die dood waaroor hy beskik uit televisieprogramme kry, is dit heeltemal logies om af te lei dat mense alleen sterf, wanneer hulle doodgemaak word. Die radio en televisie maak van moord ’n alledaagse gebeurtenis. Geen wonder dat ’n kind in antwoord op ’n vraag waaroor die program gegaan het, ewe onverskillig sal antwoord: „Ag, sommer oor ’n moord.”

Wanneer ’n kind die vrymoedigheid het om met ons te gesels, sal ons verbaas wees oor die eienaardige en verdraaide begrippe en idees. Sommige hiervan mag vir ons vermaaklik wees, maar vir die kind is dit ’n kwessie van erns. Wanneer hierdie verdraaide begrippe tot aksie lei, is ons geneig om dit as stoutigheid te bestempel. Betsy boots graag haar ouer suster na en sien hoe sy eiers in ’n bak oopbreek. Sy neem dus ’n eier en gooi dit op die vloer stukkend, terwyl sy verheugd uitroep: „Betsy kan ook eier breek.” Tensy ons weet, of ten minste probeer raai, wat agter die gedrag van ’n kind skuil, sal ons nooit die regte behandeling daarvoor kan toepas nie.

Nadat kinders op skool geleer het om vlot te skryf, sal hulle dikwels hulle gedagtes en gevoelens, wat hulle

nooit in geselskap sou opper nie, neerpen. Hier volg enkele uittreksels uit opstelle wat kinders spontaan en naamloos geskryf het en wat ons 'n kykie in die innerlike lewe van die kind in die voor-adolesente stadium gee:

Hoe voel kinders wanneer van hulle verwag word om dinge te doen, wat in werklikheid vir hulle te moeilik is. 'n Gemiddelde leerling van dertien jaar wat pas in 'n nuwe klas gekom het, waar die kinders heelwat slimmer as sy was, kon die situasie nou eenmaal nie snap nie. Sy skryf: Toe ek in Graad I was, was dit heerlik. Ek het dit geniet om skool te gaan tot in Std. V, maar nou weet ek nie wat aangaan nie. Ek hou niks meer daarvan nie. Miskien sal ek darem weer met verloop van tyd daarvan hou. Vandat ek in Std. VI is, kry ek baie swak punte en ek kan nie verstaan waarom dit so is nie.

'n Elfjarige seun het sy ontevredenheid met die skool aan sy onderwyser gewyt. „Ek hou nie daarvan dat my onderwysers my moet blameer vir dinge wat ek nie gedoen het nie. Ek hou ook nie daarvan dat hulle my in my werk moet aanja nie.”

Hoe voel kinders wanneer volwassenes nie wil luister na of probeer verstaan wat hulle te vertel het? 'n Bakvissie het haar gevoelens jeens die res van haar familie as volg gelug: „Ek raak dikwels in argumente met my familie gewikkel. Vir my lyk dit asof hulle voel dat alles wat ek doen verkeerd is—miskien nie alles nie, maar amper alles! My moeder is baie senuweeagtig en raas met my as ek net effens oór die tou trap. Wat my kwaad maak is dat ek nooit 'n kans kry om iets te verduidelik nie. Of ek nou reg of verkeerd is, hulle meen altyd dat ek verkeerd is. As hulle met my raas oor iets wat ek nie gedoen het nie, laat dit my so magteloos voel dat ek voel dat ek eenvoudig uit die huis moet wegkom.”

Hoe voel hulle wanneer hulle hul skoolrapporte huis toe bring. Een dogter skryf: „Nog iets wat my moedeloos maak is dat ek, ten spyte van die feit dat ek my uiterste bes doen, sulke swak punte kry. Om alles te kroon haal die onderwyser gedurig my kastige hoë I.K. op.”

Hoe voel hulle wanneer ouers oënskynlik onsimpatiek, onredelik of onregverdig teenoor hulle is? Dit kom dikwels by hulle op om die huis te verlaat. „Ek sal maar liewers die huis verlaat na alles wat hulle aan my gedoen het. . . . Ek besef dat dit bitter swaar sal wees, omdat moeder tog 'n bietjie van my hou en ek sommer baie van haar hou.”

Nog 'n twaalfjarige afkomstig uit 'n gesin, waar die gesinsbande verbreek was, beskryf haar gevoelens toe haar stiefvader 'n presentjie vir haar boetie huistoe gebring het, maar niks vir haar nie: „Ek het begin huil, maar gesorg dat my moeder my nie sien nie. Ek het na my kamer gehardloop en daar gehuil. Somtyds voel ek soos 'n weeskindjie.”

Twaalfjariges is baie bewus van die feit dat hulle groot word. 'n Paar oudjies het hulle gevoelens as volg beskryf:



„Binne ses maande sal ek dertien jaar oud wees. Ek sien uit daarna om gedurende die naweke met seuns uit te gaan, hoë hakke te dra, lipstiffies te gebruik en dergelyke dinge. Verlede jaar het ek nooit eers gedroom om hierdie dinge te doen nie. Ek het maar net aan die skool en speel gedink. . . . Die toekoms wink en die verlede is verby. Ek het geleer hoe om 'n onder-onsie met my moeder aan te knoop—en sulke gesprekke is van die allergrootste belang in 'n dogter se lewe. Ek het geleer hoe om met 'n dollar per week sakgeld uit te kom. Ek gaan na netbalwedstryde wanneer my broer se span speel. . . . Ek gaan die lewe beslis geniet as dinge so voortgaan.”

'n Seun van twaalf jaar skryf as volg: „Om groot te word hou vir my baie dinge in. Dit sal beteken dat ek groter probleme in die toekoms sal teenkom, ek sal moet besluit oor die soort werk wat my die bests sal pas, ek sal meisies kan uitneem, later wakker bly, miskien selfs my eie kar besit, meer sakgeld kry en selfs later in een van die staatsdepartemente gaan werk.”

Een knaap van twaalf jaar wat besonder ryp vir sy ouderdom was, het dit oor wêreldprobleme gehad: „Voorheen het ek feitlik geen waarde aan die feit dat ek groot word geheg nie, maar nou beteken dit meteens baie vir my. Vandag besef ek dat daar baie probleme is waarmee ek te kampe sal kry as ek groot is. Om groot te word hou dus baie dinge vir my in—ek sal my plek as Amerikaanse burger moet vol staan, meewerk om 'n beter wêreld te skep, vriende maak en my werk verrig.”

Hierdie opstelle het 'n ware rykdom van insig in die lewe van die kind aan ouers en onderwysers blootgelê. In die begeertes van sommige van die kinders om hulle eie karre en huise te besit, rond te reis, en 'n hoë ekonomiese lewenstandaard te handhaaf, word die materialisme van ons eeu weerspieël. Baie is idealisties, terwyl sommige 'n gevoel van vyandigheid teenoor hulle broers en susters openbaar: „My suster is die wortel van alle kwaad. Sy is die grootste snip in die wêreld.”



Australian Kindergarten Training School

High on a hillside overlooking the sparkling waters of the Pacific Ocean are the sun-warmed white buildings of the Sydney Kindergarten Training College.

This is a school of advanced thinking in child development, the first of its kind in the southern hemisphere, for it opened its doors in 1900 and heralded a new era in pre-school child education.

The college is today recognised as an outstanding training centre. It provides a three-year course of lectures, discussions and practical experience in kindergartens or nursery schools.

The three-year diploma course is fully comprehensive. It gives a broad tertiary education as well as professional training. Literature, history, geography, arts and crafts, and physiology are included in the studies. Music and piano study are also part of the course.

In the first year instruction is devoted to the organisation and equipment of centres, creative play, and play materials, and suitable literature, as well as toddlers' routine habit training.

In the second year, students move on to practical work with social service agencies. In addition, they work with children of varying age groups.

The final year is devoted to child growth and development, speech therapy, mental hygiene and adolescent psychology. The administration of pre-school centres, parent education and teaching methods for primary school age children of eight to twelve years are other important subjects in the third year.

The photograph above shows students taking a course in woodworking and making manipulative toys for young children. The students become adept toymakers.

Smart spreek uit die gevoelens van sommige oor verbreekte gesinsbande: Ek het nooit werklik die liefde van 'n vader geken nie, alhoewel my moeder haar bes gedoen het om beide 'n moeder en 'n vader vir my te wees." Andere spreek hulle liefde en waardering uit vir hulle ouers en onderwysers, wat werklike begrip en simpatie getoon het.

Hoe kan ons 'n kykie kry in die lewe van die kinders wat ons persoonlik ken? Ons sal sekerlik nie daarin slaag deur hulle uit te vra of ons aan hulle op te dring nie. Ons kan dit alleen doen deur 'n gesonde verhouding van wedersydse vertroue en aanvaarding op te bou en deur die kanale, waardeur ons die kind kan bereik, oop en skoon te hou.

Hoe ons die kinders kan bereik.

Die blote feit dat ons probeer om hulle te verstaan help al baie. 'n Jong moeder het verklaar: „As Carol its gedoen het, wat na stoutigheid lyk, gaan ek in haar klein stoeltjie sit en probeer om dinge vanuit haar standpunt te sien. Die besef, dat die kind se wêreld hemelsbreed van ons sin mag verskil, help al baie.”

Ook deur waarneming kry ons 'n insig in die kind se gevoelslewe. Hoe jonger die kind is hoe duideliker sal hy sy gevoelens deur sy gedrag weergee. Lag, huil, kwaad word—hierdie uitings van die emosies en ander bewegings van die liggaam, ontbloot die gevoelens van die jong kind heel duidelik. Eers wanneer hy ouer word leer hy die fyner kuns aan om sy gevoelens te verberg of te verbloem.

Uit die tekening en verfwerk van die voorskoolse en laerskool kind kan ons dikwels ook hulle gevoelens leer ken. Een klein dogtertjie met wie die ander kinders nie wou speel nie, het na die tafel gegaan en aandagtig haar vel tekenpapier kruis en dwars vol dik swart strepe getrek. Die seun van 'n vader wat 'n bietjie dominerend was het hulle gesin geteken en sy vader baie groot met yslike hande gemaak, terwyl hy homself baie klein geteken het.

Sulke waarnemings laat egter in die meeste gevalle slegs die vraag, waarom, ontstaan. U kan veel meer leer deur na u kinders se gesprekke te luister. Terwyl hulle met u gesels, sal hulle dikwels gevoelens en idees bloot lê, die bestaan waarvan u salig onbewus was. Soos die aanhalings uit die opstelle reeds aangetoon het, kan die dinge wat kinders oor hulle gevoelens en gedagtes skryf, wanneer hulle ouer word, aan u 'n waardevolle insig in baie aspekte van hulle innerlike lewe gee.

Hierdie kykies in die kind se gevoelslewe help ons om te begryp waarom kinders op 'n bepaalde manier handel. Die wyse waarop hy dink en voel sal vasstel hoe hy die situasie insien en aanvoel. En die wyse waarop hy die saak insien sal weer tot 'n groot mate bepaal hoe hy daarop gaan reageer.

The Secret of SLEEP

At least once a week, somebody comes in and says, "I didn't sleep a wink last night."

I don't disbelieve them but I know myself how a few restless, sleepless minutes can feel like a completely sleepless night.

It is important to realise that anyone complaining about insomnia probably sleeps far more than she, or just as often he, imagines. Many a person on rising feels he has lain awake all night and then remembers that only on one occasion has he heard the hourly chime of a nearby clock. Time hangs very heavily in the still watches of the night.

Sometimes in hospital a patient will complain bitterly about sleeplessness, although a good night nurse reports that he sleeps reasonably well and even snores loudly. I have had patients who had to be awakened periodically to convince them that they really did sleep.

But whether you really slept or not, if you wake up and feel that you haven't slept, you have a problem on your hands. And it is one that can make people very miserable. The odds are that you are not sleeping because of some unresolved conflict, some worry or anxiety.

By far the commonest cause of insomnia is anxiety. Worry, grief, fear, hunger, acidity, and dietetic errors, such as late meals and the drinking of tea or coffee too near bedtime, may all give rise to sleeplessness. They all arise within the body. External causes are uncomfortable beds, cold, noise and light. And, of course, drugs such as benzedrine and ephedrine can be responsible for sleeplessness.

Pain, cough, breathlessness, fever, chronic heart disease, high blood pressure and diseases of the brain are less usual causes of sleeplessness. In infancy the commonest causes are underfeeding, flatulence and ear-ache. In older children, of course, the possibility of fear of the dark must not be forgotten.

Causes and Cures

These different causes must be sorted out and looked after because real sleeplessness cannot go on for long without taking a toll which affects your health and your temper.

Let me say again that the commonest cause is anxiety or worry. If you are worried what can you do about it? When you come to think of it worry nearly always means that you haven't decided what you are going to do about some important problem. So the thing to do is to sit down quietly and ask yourself, "What am I going to do about it?" It is much easier to ask this question than to answer it, but when you have answered it—and acted on the answer—worry will go and sleep will come.

Just stating the problem and looking around it will help. But do this early in the evening, and for at least half an hour before you go to bed, relax. Listen to the radio or read a pleasant book. Count your blessings if you like, but don't take your worries to bed or they will surely keep you awake.

Sleep can be terribly elusive to an overtired person. As Wordsworth wrote, it is "the last to come when wanted most." A sedentary worker who has had a prolonged period of

excessive work is quickly cured by a holiday. Other people respond to a brisk walk last thing at night, a warm milky drink, a hot bath, or a hot toddy of brandy or whisky. Many a Scot holds his insomnia in check with his traditional nightcap.

The wise man finding himself unable to sleep should switch on the light and read a book or play patience for half an hour. Sleep will often follow quickly. This is far more effective than tossing and turning and trying to count unco-operative sheep.

In many cases these homely remedies will do the trick. "How gladly we all sink ourselves in sleep." When they fail, and if you really are bothered about not sleeping, then you should wend your way to the doctor.

On the way there, check over all the simple things that may have caused sleeplessness. Meals too near bedtime. Too much tea or coffee or alcohol. Not enough exercise.

Your doctor will want to know about these points and many others. He will want to know about your husband and the children—the most likely causes of any worry. He will do a lot to help you but he wants your help in doing so.

But suppose you reach a point where the simple remedies don't work or don't apply. Only then will he think about ordering some sleeping tablets.

Assorted Sleeping Tablets

There are many sorts of sleeping tablets. Some act slowly, some quickly. Some act for a very short

★ F. P. Adams once said

*Insomniacs don't sleep because they
worry about it . . . and they worry about it . . .
. . . because they don't sleep*

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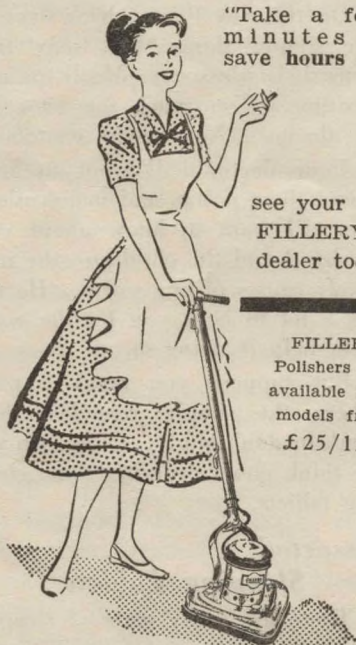


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ROADS TO RELAXATION

In our type of world you can't escape all tensions, but you can learn how to deal with them. Next month we publish the first part of a fascinating article from "Today's Health" on relaxation.

Also coming shortly—Make Mealtimes Happy Times—Advice to Parents in Polio Outbreaks—Is Your Child Safe?—How to Tell the Different Kinds of Rashes—and other important articles. Make sure of your copy of CHILDHOOD each month.

time, others for much longer. Some, of course, are stronger than others.

Then your doctor will consider very carefully your particular case.

Have you taken these drugs before? How bad is your sleeplessness? What work do you do? What about your general health? Do you fail to go to sleep or do you wake in the early hours? Is the sleep you get deep or shallow?

In short he will add up all the things that make you different from all the other people in his waiting-room. When he has done all this he will order the tablets that he thinks will suit you best, and tell you how many to take, and when. Drugs and the problems they solve are like keys and locks. You have to choose the right one and use it in the right way. But most drugs in tablet form work better if you can take them ground up in a drink of warm milk or warm water.

Whatever tablets your doctor orders, there is one very important thing to remember. All drugs are dangerous if you take too much of them, and there is a special reason for being careful about sleeping tablets.

Obviously, you would not deliberately take more tablets than the doctor ordered, but all these tablets send your memory to sleep as well as your body. You might take your proper dose at bedtime, go to sleep, and wake up for a moment in the night. Then, forgetting that you had had your tablets, you might take some more. This has actually happened on several occasions.

The way to avoid this real risk is very simple. Don't put out more tablets than you need at night. If you are looking after a patient, put the tablets safely away. If you are the patient, put them in another room, so you can't get them without getting cold feet and thoroughly waking yourself up.

Because they are dangerous most sleeping tablets are scheduled as dangerous drugs and can only be obtained on a medical prescription and then only in limited quantity. When a doctor decides to treat a patient with a hypnotic drug he usually administers a really effective dose on the first occasion.

This gains the patient's full confidence and proves that the stuff works. The dose can often be cut in half on succeeding nights, and after three or four good nights' rest an intelligent patient will be given the same dose, but told to take it only if he cannot get to sleep reasonably quickly. On the vast number of occasions he wakes in the morning with the dose untouched beside his bed. His insomnia has been cured.

Most doctors prefer to arrange things in this way rather than refuse to provide a dose and so risk making the patient apprehensive—and even more sleepless than usual.

One important cause of sleeplessness I have not mentioned. Elderly patients often have an afternoon nap and then expect to sleep for eight hours at night. In the words of a German philosopher, "No small art is it to sleep: it is necessary to keep awake all day for that purpose."

W.B.

One to Two Years Old

Feeding can be Fun

By URSULA SHELLEY, M.D., F.R.C.P.,
Physician to the Children's Department, Royal Free Hospital

A child deserves some credit for knowing what he likes and what he dislikes at mealtimes, so do give him a bit of choice. But don't fall into the trap of giving him always those things which you know he will take easily. You want to encourage him to learn to accept new things and it is now that he can be taught to accept the unknown graciously. This will make his life less bothersome later on.

His appetite will reflect his state of health and mind. It will show whether he has had a lot of fresh air or whether he has been short of sleep for some reason. It may seem to be capricious, too, for he will probably indicate that he no longer cares for certain things which he ate before he reached the mature age of one.

These are the things a baby of this age needs in his daily diet:

Protein, which is in meat, fish, eggs, cheese and cereals. These are essential for his fast-growing physical and mental development.

Starch, which is contained in bread, cereals, vegetables, fruit, sugar, jam and honey. This is the energy-provider, needed to keep his small but ever-active body on the go.

Fats, which are in butter, milk, cheese, meat and margarine. These keep him warm and allow him to absorb the vitamins A and D which protect him against infection and enable his bones and teeth to grow properly.

Minerals, particularly iron, calcium and phosphorus. They all help to build up the tissues of the body for the ever-increasing demands made on them at this age.

From one to two years of age the baby needs at least one pint of milk every day. This is really important.

Baby can now have meat of all kinds as long as it is freshly cooked and not too well cooked at that. Leave out pork, duck and goose, which are too fat.

The meat should be cut up into small pieces and the fat and gristle removed at first, until the baby really knows how to chew such food. It should be mixed with well-made gravy.

Vegetables should now be put on the plate separately and not mashed up with the meat. Never mind if baby eats all the meat first or if he starts by turning the whole lot over to see if there is anything else underneath, as long as he eventually settles down to the real task of eating it all up.

If meat or fish are not available for dinner, let him have cheese grated on to raw chopped vegetables or salad, or a poached or scrambled egg on spinach or some other green vegetable.

No harm will come to him if he has fried food occasionally at this age, but it should not be a daily practice. Fried fish and chips should always be followed by stewed or fresh fruit and never by a heavy pudding.

As in the early days of mixed feeding, the early morning waking should be greeted by a drink of fruit juice and water. If the baby is hungry then, he may be given pieces of hard, peeled apple or hard-baked bread to gnaw, but he should be under supervision while he does this in the early days, in case he chokes on a piece which breaks off.



It seems to go straight in at one end, and straight out the other. That's why this little mother is taking the precaution of holding baby over a basin while she feeds her!

Let him have breakfast as early as possible. It should be at the same time every day. Give him two main courses. First a cereal, which you should vary if you can from day to day. Then give a cooked course of bacon and tomato or bread, or egg, or fish, or stewed fruit or baked apple with brown sugar.

This may be followed by toast with butter and honey or seedless jam or jelly. After food has been eaten up, give him a cup of milk. At this age he will not want tea or coffee if he has never tasted it. In the same way, he will continue to enjoy water and fruit juice for many years if you go on providing them. And as they are both so good for his internal economy why should he have to give them up?

Small boys often seem to have hollow legs.

They always need a man-sized breakfast.

The healthy youngster settles for

Cereal
Bacon and Tomato
Stewed Apples
Toast and Honey
Cup of Milk

Milk should be used as a food at mealtimes and perhaps at mid-morning and at bedtime. It should never be used as a thirst-quencher. It will only give his digestion more to do, just when it may not be ready to do the job efficiently. Indigestion is the penalty for this unwise habit.

The tea-supper meal should include some cereal or egg or some other form of protein which has not been given before in the day, followed by salad or fresh fruit or fruit jelly or ice-cream. If you can't have home-made ice-cream, do buy it from a reputable firm.

Sandwiches will probably be popular. If their shape is spoiled by inquisitiveness, see that the contents are eaten as well as the bread.

Cake or biscuits should always be followed by something hard to chew, such as a piece of hard apple or scraped carrot. Baby rarely gets tired of these hard objects, but, of course, they must be fresh at each meal. A drink of milk should finish the meal.

After a substantial tea-supper of this sort it is not necessary to give baby anything more before he goes to bed. Not until his second birthday is near at hand and his activities become more and more vigorous will it perhaps be necessary to give him a drink of milk, warm or cold, just before he gets into bed and before he cleans his teeth.

If meals have been well chosen and given at regular intervals, it is unusual for a baby boy or girl at this age to want anything to eat in between them. If sweets and chocolate must be introduced into his life now, they should be given at the end of a meal *before* the apple or carrot helps to clean his mouth. Remember that hard sweets may crack young teeth and chocolate must be cleaned from the crevices between the teeth as soon as it has been eaten.

RIEMVASMAAK

Riemvasmaak is 'n Naturelle reserwe geleë in die noordwestelike hoek van die Kaapprovinsie. Die sendingstasie, wat die middelpunt van die bedrywighede in die gebied vorm—die skool, kliniek en klooster is alles daar geleë—lê op die walle van die Molopo.

As die loop van die rivier deur ruwe rotsmassas deur gevolg word, kom mens uiteindelik by 'n warm water bron uit, net voordat die rivier in die klowe verdwyn. Vader Veillet, die priester op Riemvasmaak, vertel dat siekes jare gelede van die kranse met rieme neergelaat is om in die bron te baai—vandaar die naam.

Die reserwe is ongeveer 25 by 18 myl en baie afgesonderd. Kakamas, die naaste dorp is 33 myl daarvan, terwyl die naaste telefoon 17 myl van die sendingstasie is. Van paaie is daar feitlik nie sprake nie en in baie dele kan mens jou net met 'n Jeep en 'n donkiekar begewe.

Dit word ontsettend warm in die somer. By een geleentheid, toe die verpleegster na 'n siek baba uitgeroep was, het die koorspenne op pad soontoe 102 grade geregistreer en kon hulle nie na normaal afgeskud word nie. Die verpleegster was genoodsaak om na die sendingstasie terug te keer, om die koorspenne in yswater te plaas, voordat sy haar reis na die pasiënt kon voortsit.

Wild, soos koedoes en kleiner bokke is volop en hoewel jag verbode is, word £5 vir elke vel en kop van 'n tier betaal. 'n Tydjie gelede is die spore van 'n luiperd naby die skool opgemerk.

Die bevolking van die reserwebestaan uit Damaras, Kosas en 'n gemengde ras. Hulle voer 'n karige bestaan en hou gewoonlik net 'n paar bokke aan. Die mans werk by boere langs die Oranjerivier of by die sendingstasie.

Die kleurling distriksverpleegster doen meeste van haar werk per fiets en dit gebeur dikwels dat sy dit deur sand en oor klippe moet stoot. In dringende gevalle word sy met die Jeep vervoer. Die distriks-geneesheer besoek Riemvasmaak slegs eenmaal in drie maande.

Fish-liver oil and orange juice will be continued throughout these energetic years as a matter of course, for the baby needs the extra vitamins they supply as much now, when he is still growing rapidly, as when he was changing from a helpless infant to an independent toddler.

They should always be given at the same time of day. They will not upset digestion if they are given some little time before meals.

And with vitamins, as with milk and fruit and all else, give them in the cheerful knowledge that regular habits, started really young, predispose to good digestive habits in later life.

The Simple Answer

After we had published "Blue-print for D-Day" in our June issue, we asked readers for their opinions on this and other articles.

Without exception, those who wrote to us approved of this series, and praised the type or articles we have been publishing.

One of the things that our expert contributors have always emphasised in their article is the need to answer all children's questions truthfully and factually. Small children accept uncritically the wonderful story of birth and only question what is not clear and leaves them puzzled. In the case of children who studied the "D-Day" pictures and had the articles explained to them by their parents, they were quick to note the

missing fact in the story and to pose the question which parents often find the most difficult of all to answer truthfully: What part is played by the father? The same question is likely to arise from the new series, "How Your Life Began," which starts in this issue. This is intended, like other CHILDHOOD features, for our ordinary intelligent adult readers. Most children are intelligent and, indeed, adult. Most small children are intelligent. They will ask questions about the illustrations. With this in mind, we publish here the answer to this difficult question. Dr. Winifred de Kok has children of her own and a long experience of the questions and problems of many other children. Here are the questions and her answer:

One reader wrote: "My six-year-old inquired why he has no brother or sister. Guilelessly I said, 'Well, Daddy and I will try to get you a baby.' He immediately asked what we had to do to start it off."

And another: "The stumbling block to most mothers is the question, 'How does the seed get in Mummy's tummy?'"

Here is what Dr. Winifred de Kok suggests:

How to enlighten a child about the part the father plays in the act of creation is something which worries even the most modern of parents. The reason for this is, I think, fairly easy to understand. Marital intimacy is an intensely private and personal experience charged with great emotion about which most adults do not care to speak to others and least of all to children.

But when a young child, before puberty, asks for an explanation of what part his father plays in helping to produce a baby he really only wants to know the mechanics of the affair.

It is of no more emotional significance to him than a question like "How does the air get into a motor tyre?"

If a child has been told the truth about how a baby grows from a tiny seed inside his mother for nine months and how the baby is born, it is essential that he should know that the baby can't start growing until the father has placed his seed beside the mother's. Otherwise he may well think: "Well, Daddy isn't very important." He would have liked his father to have had something to do with making him grow.

The explanation should be kept very simple.

With the aid of diagrams like those which have appeared, and are appearing, in *Childhood*, the child can be shown that the father's seed must be placed in the vagina and that luckily Nature has given the father everything that is needed for this important task.

If children have seen each other nude in the bath and at bedtime, they have already become familiar with the differences between the sexes and will accept the simple explanation quite readily.

What is important is that this explanation should be given to the child at an early enough age when he has not yet matured sexually. After adolescence, sex becomes an emotional and personal affair, and is not easily discussed with parents without embarrassment. That is why it is so essential that the adolescent should not be ignorant but should have learnt the facts early in childhood.

Little girls feel very proud of the fact that one day they will be able to have a baby just like mother. Why deprive little boys of the same feeling of importance and pride in their destiny?

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