

SHAUN DE WAAL

A

World

TO LIVE IN

Shaun de Waal's

See my small
Black Note Book

2014 - June

Here are all works he gave
me (including my one "My life as
a Pret"). See floppys also

**A
World
TO
LIVE IN**

Shaun De Waal

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Dedicated to

*All the wonderful people I have met
who have been kind enough to share their
knowledge and experiences. They are
too many to name, but this book is
dedicated to all of them.*

Introduction

In today's world, education is proceeding at an ever increasing pace. What is taught to the pre-school child today, is beyond what one may have thought possible, even a few short years ago. I can sit before my computer and at the touch of a few keys, I can be in contact with Educational Institutions and Universities from around the world. I look at what is happening out there and it is quite amazing!

I have written this book to introduce parents, caregivers, teachers to possibilities of their children, based on my experience, my own research and on synthesising what I see happening out there. I have put together this book incorporating what I consider useful from all of this, based on my actual experience with children, teachers, educators, caregivers, social workers and health care workers in South Africa.

I have called it "A world to Live in" because with the changes in the world we are having to adapt at a faster rate than normal. Also, as a person, we introduce the child to the world and create a world for the child to live in.

This book has been written with parents in mind, but it is equally valid for teachers and all caregivers, as I have noticed from attendance at my classes. So where there is a reference to Parent or Parenting, please feel free to equally read: Teacher, Caregiver. With parents increasingly having to leave their children in the hands of others, due to the need for second incomes, other people do indeed form a second group of parents.

The first section of the book deals with theory and building blocks. The second with communication and how you can learn to utilise any system from the basis of the understanding given in this second section. Finally the third section deals with practicalities and I end off with a resources guide to provide you with ideas, material that you can utilise for expanded study.

This book is unique in many ways, some of it may seem innovative, yet I believe that much of it will be commonplace, beyond 2000. My research is leading me on to ever more amazing things.

I welcome responses from you the reader. I love to hear from people, as I do from all parents, caregivers, I contact.

Shaun de Waal
Durban, May 26th 1993.

Section One:

Basic Building Blocks for a World to live in

Chapter 1: Understanding the Child

Chapter 2: You the Teacher

Chapter 3: Helping the Child

CHAPTER

1 Understanding the Child

Parents, teachers, everywhere are always wondering about the nature of the child. From the moment that one holds that tiny bundle in ones arms at the hospital for the first time, to the time ones says goodbye when they leave home, it is a time of wondering.

Modern day educationalists do not always seem to agree on the methods one should use to bring up a child. So much contradicting and differing advice is offered, that it is apt to be confusing.

Each country has its own system, culture, methods. In the market place, one is confronted with a variety of courses and books, all offering themselves as the answer to ones problems.

A lot of training systems cloud the issue with much technical talk and they don't always cover all the needs. Frankly, many of them are boring!

Additionally modern research, shows that fancy methods and equipment is not the answer. Real development can take place without fancy materials and toys.

In this chapter, we will look at some basic ideas, on the nature of the child and oneself. These views are a synthesis of research, as well as my own experience and aim to lay a basic groundwork for a new understanding of the child.

What can be said about the nature of the child?

In many courses, in study of many institutions' way of doing things, in lectures put out by Universities, it has seemed to me over the years that there are some important things that are missing or not emphasised enough.

I have looked at many methods, ways of teaching, but the missing elements to my mind are seeing the child as:

- a. a spiritual being
- b. a personality

evolving on many levels.

Many systems talk about development and other influences, but they miss talking about deeper aspects and the complexity, the uniqueness of these. It is my feeling that education will eventually go towards a consideration of this and individual development programmes for children, as well as tests to determine needs on various levels.

This may seem to be a strange thing for an educationalist to talk about, but let me put it in another way:

A child has a number of influences acting upon him or her: physical influences, emotional influences, mental influences, archetypical and spiritual influences. Various systems talk about some of these and what one should, do but there is no combined looking at this. Certainly in the typical pre-school I doubt if you will find all of these catered for in a comprehensive way.

Is there any basis for these ideas?

Jung has given us enough information and background for the idea of the soul, spirit and I base my support for this on his work. From the work of Montessori, Piaget, Freustein as well as other modern and ancient educationalists, comes the idea of emotional, mental, physical influences, all of which go to help develop the personality. Yet at the

same time the personality is beyond this and may have been formed before birth, becoming conscious after three and manifesting partly or in full depending on the surroundings and inhibiting situations.

Lets look more closely to clarify it further.

The nature of the child as a soul.

No one like you has ever been born, or will ever be born again. Your composition is unique.

Yet at the same time there are universal elements in all of us that are a foundation or pattern upon which basis, many things of our lives rest. Jung called these common patterns, images (if I can be so bold as to simplify) archetypes.

For example, in stories, myths, legends there are images of heroes, warriors, wicked people, good people, fathers, mothers, children and many others. Jung saw that there are images that are universal, common to all people, inherent in all. The way one deals with these images or experiences them in everyday life, will help determine ones life, the expression of the soul.

Jung also saw each individual as being whole to begin with. He sees the mind as something that appears very early in life.

In a primer on Jungian Psychology Calvin Hall and Vernon Nordby state:

“Consciousness is the only part of the mind that is known directly by the individual. It appears early in life, probably prior to birth. When observing a young child one can observe conscious awareness operating as the child recognises and identifies his parents, his toys and other objects in his surroundings. His conscious awareness grows daily through the application of the four mental functions that Jung called thinking, feeling, sensing and intuiting....the predominant use of one of

these four functions is what differentiates one child's basic character from that of another child."

The soul aspect, is already outpictured through the archetypes, the patterns and the wholeness of the person who has been born. It is patterns or images that form the basis for evolving. The personality is expressed based upon the reaction of the child to the influences acting upon him or her.

This may sound a little complex, but let's look at more examples, it will become clearer.

Mind in the Making.

I like the ideas expressed in the quotation about the mental functions, Jung developed because, to me, thought as the first originator of all things in one's life, is a very important concept. Our thought, followed by emotions and reactions are determinants of character, perspectives and much, much more - some even say the way we look.

When I was attending a seminar called "Mind in the Making", given by Dr Elizabeth Caspari (a lady who worked with and knew Dr Maria Montessori - founder of the famous Montessori method), Dr Caspari said something that has remained with me to this day.

She said, "Education begins nine months before birth".

A baby is aware, developing (physically, emotionally, mentally), long before being born. Scientific experiments show that a baby in the womb reacts to music, food, emotions, etc, even indicating preferences. The emotional and mental states of parents are especially important.

In a group I was part of, experimental in nature, we looked back at our childhood and tried to determine the most formative influences upon us. Talks with parents and grandparents to establish emotions, thoughts before we were born, their childhood and influences, revealed to us

that even before we were born, there were factors that had a very strong influence on us, although we choose to react in different ways to it.

The above is very important because it confirms many basic things that I have said early on in this chapter. It also shows how certain patterns and archetypes seem to have been inherent from generation to generation in families.

In a later chapter "You the teacher" we will talk about how one can use these insights to help resolve, aid and release a child to develop his or her full potential.

What can one say further about childhood?

Most educators agree that the first five years are crucial in the development or arrest of development of the personality that the child uses to base the rest of his or her life on. Already at three the personality comes into expression in a conscious way and seems to be fixed. After seven, it seems to be very difficult to change.

As an educator, a parent, one needs to be able to guide, help the child in utilising his or her consciousness (physical, emotional, mental) in ways that will express the potential of the soul, spirit. Interaction, setting the right environment is a key. Parenting, educating in the future may very well involve helping parents first sort out their childhood problems.

Educators such as Piaget, Montessori have shown that there are periods when a child is more sensitive to guidance. These are physical, emotional and mental and include such things as sensitivity to maths, reading and storytelling, language, developing the senses, bonding, etc. In fact I would consider the first seven years to be an overall sensitive period.

Why is a child sensitive?

If a child is almost complete within him or herself, why be sensitive one may well ask? To me a child has innate concepts or archetypes within. Father, mother images, patterns of physical development, mental

cycles of maturing. The outer serves to confirm or deny the wholeness of the individual and thus growth occurs that is positive or negative. A negative within can be counteracted by a positive without and vice versa.

What conclusion does all of this lead one to?

From the life of Mahatma Ghandi one can take inspiration. A friend and biographer said of him:

“He... changed human beings by regarding them not as what they thought they were, but as though they were what they wished to be and as though the good in them, was all of them.”

This is how one can look at parenting, educating. In working with parents and social workers, I am amazed at how they focus so much on things that are wrong, instead of things that are right. It seems that if one focuses the attention of the child on right, the child learns to foster that.

This aside, in all that I have said so far, something stands out, something so basic, yet for me it is the most important thing:

There is a circular flow of energy in growth and development. From within to without, from without to within.

Educational systems, like those of Montessori, Piaget have tended to emphasise the independence of the child to allow the inner to express. The child must construct according to the inner pattern.

Modern developments are emphasizing the importance of the input of the parent, teacher, educator.

Each is valuable and both form a whole, a to and fro movement of giving and receiving, of learning and understanding.

In the philosophies of many countries, cultures, at a basic level, you

have this idea of to and fro. Even in science you see this dual process: in the nature of light, the duality of the body, the brain. Growing, I think, should be no different.

So how can we summarise all this?

What I have said so far can be summarised as follows:

As a parent teacher one is faced with -

- a. a unique being
- b. one who follows internal patterns (physical, emotional, mental and spiritual)
- c. one who relies on us to aid this process, through our actions and by means of the environment and stimulation, we provide.

There is a great opportunity for us: to help children realise themselves. They could be anything: a great teacher, inventor, writer, scientist, environmentalist!

In a book called “The Te of Piglet” by Benjamin Hoff, based on the Pooh Bear stories, there is a nice example,

“There is a great bird known as the P’eng. Its back appears as broad as a mountain range, its wings are like clouds across the sky. It rises up like a whirlwind, until it breaks through the high mist and soars into the infinite blue.

As it glides effortlessly along its journey to the sea, a quail in the marsh looks up at it and laughs. ‘What does that bird think it is doing?’ says the quail. ‘I jump and fly a few feet, then I come down and flutter from here to there in the bushes, That is what flying is for! Who is that creature trying to fool?’”

In the past one has often been limited by things in ones childhood that one accepted as truths. As parents, we can use opportunities to create

freedom, to foster development, understanding. Means and ways of doing so are discussed in this book. Don't take all I say as definitive, but take what you can use.

There is a Zen story of a professor who went to have tea with a master of Zen. The Zen master starts to pour tea and continues until the cup is overflowing. The professor shout "Stop". The Zen master then says that the professor is like the cup. If he wants new knowledge, he must empty the cup.

With parenting, teaching, one often fills oneself up with all sorts of books and knowledge, as well as the past. These are useful, but it is always good to look anew and evaluate.

That way ones becomes a better teacher.

CHAPTER

2 You the Teacher

In you and me, as well as in all persons, there is very much of the teacher. We love to share our experiences with others. Whether this be through stories around the campfire, at work, in entertainment or just telling stories to the children at home.

It seems to be an innate pattern within us. Teaching by storytelling is as ancient as history and is the means to convey information, as well as teach. The history of the bible and all ancient books that were passed from generation to generation orally, are indications of this.

Society idolises those who teach, invent or discover new knowledge that adds to the development of humanity. All this is part of the inner drive to learn, to share.

My own experience.

In my experience I have been lucky enough to travel all over the world, meeting many different people from all cultures. In Portugal recently, I met a person who had been employed in the diplomatic services at the United Nations. He was no longer doing that but had given it all up to become a writer and presenter of programs for children using drama. One of the things that he said to me that interested me, was that he had left the diplomatic services, because he felt that that was a fading way to influence the world. He felt that culture was the new means to reach people. It is a universal medium.

This is true, because as Jung and so many educationalists have told us,

there is a pattern within us that we know. Culture with its images, its music, its dance, is very much a part of this. It is a part of the natural flow of life.

Being a parent and teacher is very much part of this stream of flowing. The parent is the first teacher.

What you as a teacher do.

You as a teacher represent and actuate in the child experience, conveying yourself and all you are to the child. The child receives and as a child he also gives back to you what he has received, plus something of what he is. Together you develop. Yet all the time he follows an internal pattern, he develops uniquely as you do.

Montessori and other educators tell us that we should watch for and assist this development. She goes on to detail areas of development. These she sees as the senses, language, practical life, social skills, maths and related developments. Very practical means and materials are provided to assist the stages of growth.

What you need to be aware of.

The above however, is not the full story. I would like to quote from the manual of a training programme I attended, called: The International Child development Programme. It refers to modern ways of teaching education to traditional people and says :

“Parents from various ethnic backgrounds were led by professionals to believe that there is one ideal model, a better way of raising young children, better than the traditional way brought with them from their old homes.”

Further on it states :

“Structured content oriented programmes, using specific materials tend to create dependency on these materials (toys, booklets, etc). In several

communities where mothers were engaged in intervention programmes in which structured materials such as toys or exercise booklets were presented, mothers requested these same materials for younger children and were completely unable to transfer from a previous intervention to another child, any general understanding about underlying processes or functions necessary for the child's development.”

“They lost their own initiative and trust in themselves as first and foremost teachers of their children. It led parents to believe that children learn only when one sits with them to do the exercises incorporated in a structured programme or game.”

So let me state a very important point here.

Children do not learn by structured courses and games only. They can be helpful, but what has been discovered by research is that children learn most by interaction and for interaction you just need that. You can use any situation, any object, any toy for that.

You as a parent have the ability to raise and teach your child. You need merely yourself and a few guidelines. The International Child Development Programme says that there are five criteria needed for a child to learn and develop. These are :

- Intentionality and reciprocity,
- mediation of meaning.
- expansion beyond the present situation,
- mediation of competence
- and regulation of behaviour.

These sound very baffling but in the Chapter 4, I will talk a bit more about these and their meaning. How you can identify some of these criteria and how you can use these.

Self Confidence.

The point of this is that you are the person who can raise your child, not some method. This does not mean that you should not seek assistance or expert advice, but that you should not allow this to detract from your confidence in your own ability as a parent.

In the last chapter, I said I would touch more on how you could use your experiences in childhood for the benefit of the child. Provided one is not trying to rectify the past, one can use what you learnt as a child to see a better way of parenting. These were the mistakes that were made in the past. What is the lesson I can learn from the past? How will that help make me a better parent? How can I use this to help others and my child?

Too many times one becomes so emotional about the past, that one thinks the child needs to be protected or shielded from actions such as those our parents took. While that may be true, one sometimes goes overboard.

So this needs to be looked at. We all make mistakes, but what is life but learning? Looked at in this way and instilling this in the child will help de-emotionalise so many things.

This will develop and free the child's learning potential. It will also free one as a parent from the need to be perfect.

That being said let us look at some of the things a child needs to be assisted to develop from you the parent and teacher.

The first is that a small child needs that affective communication or love. Without this growth is not possible. Part of the process of communication involves mutual identification between parent and child. Without this problems arise. Child abuse is just one example. Seeing the child as a person is part of this process.

To me the most touching scene I witnessed, was of a hospital in Europe where fathers and mothers were allowed to visit their pre-mature children and touch and communicate to them in their incubators. The love, communication, expression and responses were something that really pulled on the heartstrings.

Doctors are finding that such interaction is speeding up the period when babies can be removed from hospital.

Communication with babies does not stop there. Although babies cannot talk, there are so many ways of communicating with them to help development. Mirroring of actions is just one example.

Something that really stood out for me in this respect was the result of a home visit in Holland to the family of a baby who would not stop crying. I have used this example in many workshops I have conducted.

To continue with the story, the family were at their wits end. All the person who visited did was change the tone of the voice to a higher timbre. This reached the baby and the baby stopped crying. From there the family was taught how to catch or focus the attention of the baby and improve communication further.

Communication is a very important aspect of learning.

Values.

The second area where the child needs to be assisted in development is through the communication of values. In communication with a child one communicates what one is and what one holds dear. Values are a very important area for a child, as they provide guidelines for the living of life. As a teacher and parent we are an example for our children. Children will follow how you act and do, rather many times what you say. Nevertheless it is the responsibility of the parent to communicate and convey values in so many ways.

What one is conveying is ones own self, ones own spirituality and showing them moral qualities that are manifestations of universal patterns. These awaken conscience and conscience leads to spiritual insight and wholeness.

Without this children will become confused. A program I saw on the education chanel of our television called "The World Tomorrow" had interviews with educators and young teenagers concerning values. It was interesting to note that all of these people said that too many choices and lack of proper guidelines concerning values, had a negative impact and led to confusion. The programme was made in America. The programme was Christian based, so it was weighted to those views, but I think it raised an idea of interest. People can be either too lax or too strict with their children. The programme made therefore a valid point concerning values.

Developmental aid.

The third area that as a parent one needs to be aware of, is that it is not enough merely to give love and values, one also needs to look for and provide aid in development of the child. Whether this be physical such as providing nourishment, emotional such as care, or mental where stimulation is provided, aid is needed.

There is a famous case in France where a young boy was brought up by wolves. When he was captured he could not speak and it took a long while to try and normalise him. However because he was too old he never learned to speak properly and he never became a normal person. Without proper aid and development, the child cannot become a proper adult.

In later chapters you will be shown how to watch for stages of development, as well as how you can assist the child in this whole process.

How does one use this to become a better parent or teacher?

To become a better parent and teacher, one merely needs to learn and expand ones awareness of oneself, the child and use those things that we can from the knowledge available to us. In the following chapters you will be shown practical exercises, examples and ideas, that are aimed at helping you and stimulating you based on all that has been said so far. To become a better parent is to contribute to the world.

There is a story told by Roerich in his book "Fiery Stronghold" which goes as follows:

"In Switzerland an old man observed a young boy doff his cap in respect to a person who was going past. The old man was impressed with this and asked the boy who the person was. The boy replied that the person was a teacher. The old man asked him if it was the boys teacher. The boy replied that it was a teacher from a neighbouring village, whom he did not know."

Such was the respect of the boy for his teacher.

Can we try to do less?

CHAPTER

3 Helping the Child

From all corners of the world we hear tell of stories where great inventors and those of genius have a clear picture of the contribution they want to bring to the world. Many times they will work on an invention for quite some time and then will have a dream in which the solution to the problem is revealed.

In primitive societies and societies throughout the ages stories, legends, images have dominated. The Egyptians with their hieroglyphic writing, is but one example.

Dreams and images play a very vital role in the consciousness of the human race. It is said by psychologists that the subconscious of anyone works on images and that this is a very effective way to influence people. Is it any wonder that storytelling and lately television has come to be a very great influence on humanity?

The child is developed by images from within and without. Like gardeners we provide the soil and assistance to make it happen, yet it also happens by itself.

“We don’t really believe in life itself as capable of unfolding itself and yet we watch the flowers and trees - they do it every year and we don’t have to go out and prod them to make them come forth. The child is both a hope and a promise for mankind. If we therefore care for this embryo as our most precious treasure, we will be working for the greatness of humanity.”

The above is a quote from a lecturer I heard in America: Elizabeth Clare Prophet. While do not necessarily see eye to eye with her on other areas outside education, I think the above is beautifully expressed.

In this chapter we will look at what images effectively help develop the child and practical things you can do.

What are the images and cycles that influence and can be used to influence the child?

From the great educationalists of the world, a clear picture has emerged of the development a child goes through. Even more so, from the generations of humanity has come the growing picture of the evolution of humanity. We see it in the legends and traditions of all societies. I am going to present a summary of the areas of development, which is intended as a point of reference that parents can use for further reading.

Development can be divided into four areas :

- a. The basis of all is the underlying pattern of images the baby is born with. This includes so called genetic codes, emotional images, etc. From these blueprints I see all other development flowing. They are patterns of influence. This area needs our help so that the child can develop.
- b. From the above flows physical development,
- c. and emotional development,
- d. as well as intellectual development.

Each have patterns and cycles within them that are very much evident and that can be used to help the child develop. Parents should be aware of and try to cater for all the needs of the child in a holistic way. Although I have divided development into four areas for the sake of clarification, everything is interconnected as part of the whole and should be seen as that.

The idea is to help free the child so that the child is not hindered by hereditary, emotional, mental factors, but that these may be utilised freely.

In this chapter only the first area (a), mentioned above will be covered. In later chapters the other three areas will be discussed, so that you have a balanced rounded means of developing your child.

The innate pattern.

As has been mentioned, behind all is the innate pattern. This innate pattern is the images the child works with and they are patterns that very much influence the child. Yet they can be influenced and developed.

Lets look at basic images a pre-school child will work with.

They are:

- a. mother.
- b. father.
- c. family.
- d. self.
- e. good and evil or opposites.
- f. dreams.
- g. growth.
- h. the hero.
- i. symbols of all the above plus stories.

From a, b, c above come play, exploration, development of gender, language, morals and personality. Problems with the first three areas will cause problems in all other areas.

How can we use the above knowledge?

There are a number of ways to use this knowledge to aid the development of the child. These are through:

- a. story telling.
- b. dreams talk.
- c. communication.

Lets look at a. to c. individually with practical examples.

In doing this the following should be kept very much in mind. It is another quote from a Elizabeth Clare Prophet. She says:

“It is important to understand that little children are not intended to sort out the values of life and death, truth and error and their moral position. Little children are dependent upon their parents. They follow the values of their parents. They are not prepared to take apart the building blocks of creation and put them back together again. It is a source of great anxiety for a child to be given the philosophical assignment of developing a value system. Children need the example of the highest expression of love as the most cherished gift of life. Children need to be carefree. They need to grow in the springtime of life.”

In dealing with the exercises to assist the unfolding of inner patterns, we need to bear the above in mind. Not to be so serious as to expect more of a little child than one should. At the same time to work with the patterns that one is responsible for.

Lets look at working with images.

a. Story telling.

I am a romantic at heart. I believe in the value of stories, myths and legends. In a letter to a lady in America I wrote about South Africa:

“ The land where east meets west, where legends are sung around camp fires and new images are born every day.”

I truly see South Africa as that.

Storytelling is at the essence of this. In Africa there are many people who teach their traditions and values, who teach what they know by means of stories, passed from one generation to another. It is interesting to note that many stories around the world have characters that in essence are similar. Look at a lot of the fairy tales. Compare any story with the basic images I have listed at the beginning of this chapter. I am sure you will find the majority of images there.

Turning to the modern world, there is a good example of story characters that have taken pre-school children by storm. I refer to the “Teenage Mutant Ninja Turtles.”

It is easy to see why when you look at the basics. You have a father figure in the teacher of the turtles. A mother figure in the reporter. You have the heroes. You have good and evil. You have characters that the child can identify with as heroes. This is an image that fulfils their desire to develop independence. The theme is also similar to many fairy tales and being a cartoon they are very good symbols, that can be used by the child to project qualities onto, to represent wishes and desires.

A parent who incorporates in his stories the basic images I have listed at the beginning of this chapter will not only grip the imagination of the child, but will be working with the images the child is attracted to.

Another example of the image process is the general television programmes. Have you noticed that many programmes follow a similar theme? They have a father type figure, a mother type figure (male or female) plus children type characters. Of these latter characters one will be a comedy character. In television programmes this pattern along

with good and evil, heroes, etc is repeated over and over in differing programmes. Just notice how many television programmes have similar plots or themes.

There are good and bad stories, as well as television programmes. One needs to look at the images, see the images presented and decide if that is what one would like to reinforce in ones child, because identification with images leads to influence. This has been well established.

Despite having said this, what one may classify as bad images may not necessarily have a bad influence. Recent research published in a book "The Healing of the gods, " describes how investigation into the legends of the Greek gods and other stories of other lands, has led the author of the book to conclude that the Greek gods had very human qualities for a definite reason. He concludes in his book that the Greeks used these images for therapeutic purposes. Thus if a person was troubled with say, an overbearing mother, by going to the god associated with those symptoms and working with images associated with the god, a healing process could begin to occur, helping to resolve the whole problem. This is an interesting idea and the book is very well worth reading.

While I am not necessarily advocating the use of these practices it tends to confirm the idea that myths and legends as images may help the child work with problem areas and ways to resolve problems may be shown by the stories.

When I attended a conference recently in Portugal, one of the psychologists there talked about the use of sand in therapy. Sand was placed in a A4 size bock and a child was encouraged to draw in the sand. From the drawings problem areas would become apparent and the sand was used to help the child alter the drawing and this would alter the perception of the child. I understand that this type of therapy works very well.

A little further on in this chapter we will talk more about the effect of

working with images, colour and sound in helping develop the child.

But for now let us look at effective ways of telling a story to a pre-school child.

How to tell stories to a young child.

A lot of Educationalists tell us that at an early age a small child does not understand abstract things and that this ability only develops later after the pre-school years. When small children reach the age of 4 to 5 years, they will have, if guided properly the ability to write and to read.

Stories with strong images that will catch their imagination and attention, are bound to be able to have an effect, even if they cannot read or write. Jung tells us that stories effect the child deeply.

Other Educationalists such as Maria Montessori, tell us that the child absorbs everything at this age, so even if he or she does not understand what is being absorbed, it will become part of the consciousness of the child that will be an influence sooner or later.

In addition, whilst I was in America I learnt something that is an aid to storytelling. I would like to share with you the techniques.

It has been said that the hand is the way to the intellect and so many other levels of the child. Whilst children may not always understand the abstract, they can understand it, if it is made concrete. How can one do this?

It is very simple. To make a story concrete, you will have to use objects that the child can feel and touch. Thus if the story is about animals, you would have to have practical props that you can work with such as model animals, farm sets, etc. It would depend on the nature of the story.

To tell the story you start by simply reading the story from the book to the child and using the props to illustrate the story. You may have to learn and practice this beforehand. If you can tell the story in your own words it might help even better with a very small child. Using books is nice however, as they create a desire for reading books.

Finally, follow this up with practical things, such as drawings connected to the story, puzzles you can make up (a picture on board cut into four is good), films, etc that will help reinforce the message of the story. Interesting activities can be planned from there if the child likes the story. This will increase knowledge and be stimulating for the child.

If a story is a fable, fairy tale or parable, you can use flat figures and rounded for stories related to the real world. Be inventive and think of ways to make storytelling fun for the child as well as understandable through the use of practical things to make stories physical.

In addition, from another person Dolores Ashcroft-Norwicki comes another method. In her book "Highways of the Mind" she tells of simple ways of making a story plainer and more exciting for children of all ages. Again, while I may not agree with all she says in her book, I like the creativity of some of the suggestions. One may not have to agree with everything someone says or writes, but one can always use what is useful. I hope readers of my book will do the same.

Lets talk about how she suggests one tells a story. For a very small child, you may need props as an aid to make the use of imagination tangible.

She basically suggests taking any story and looking at the images in the story and then creating a story where the child would actually imagine that he or she was there. The child would be given descriptions of the story setting such as meadows, hills, buildings, etc and the action would be described as if the child was there watching it, or the child would be a participant. At the end you would state that the end had been reached

and would ask the child what he or she thought, his or her experience of the story, etc. Anything can be used from poems to history, geography, etc. For older children in the age group 9, 10 this is exciting and stimulates their memory, imagination and creativity. For younger children aids will be necessary, to help a child learn to use his imagination and become creative.

How then can we use these methods?

Think about all the stories, myths and legends that you can use to reinforce the concepts of family, values, development. Knowing the above methods can help you work with the internal flow of the child, make things fun for the child and fun for you. This is only the beginning. Let's go on to the second series of methods.

b. Dream Talk.

This is an aid to you in learning to be able to observe the influences on and development of the child. Establish a practice of letting the child tell you daily of dreams. For those under three years there may be no memory of this. If a child does not remember do not push this practice.

Dreams are symbols of the awareness of the child. They will either express the atmosphere in the home, your attitudes or they may express some inner process of the child. How can one interpret dreams?

It is actually very simple. I have been observing my dreams for years and the images that occur while personal to me, as all peoples are, nevertheless reflect a number of things:

- a. images that may be related to everyday things observed.
- b. images that may be related to a story that really impressed one.
- c. images personal to oneself and the problems one has had in the past.

The images may be ordinary as the above are, but they will generally reveal something deeper. For example, a child may dream of being in

a store searching for a toy that he or she just must have and not be able to find it. The nature of the toy will reveal the problem. For example Jung says that a toy a child takes to bed such as a teddy bear becomes a substitute symbol of the mother.

In the dream we have been discussing, let us say that the day before the child was very naughty, and the mother was very cross. This dream could be a symbol of the child's feelings. The child can then be reassured and helped.

We do not have to become really complex or analytical about dreams, but we can use dreams as an indicator of stages of development and help the child.

If the images reflect our home atmosphere or problems we have had with our own parents, they can be used as an opportunity to learn and to influence the child's development. So when looking at dreams we need to consider the three areas of dreams mentioned above and analyse where the images are coming from.

There are other images that will appear in the child's dreams related to archetypal images in the consciousness of humanity.

Some of the images have been listed at the beginning of the chapter. While the images at the beginning also have personal family connotations, there can be general dreams that occur, that are such that they appear similar to the myths and legends of humanity. This is a complex subject and I would not like to discuss it further in a book such as this. The further reading of such books as "Memories, dreams, reflections" by Jung will provide additional aid and help about these images and how they may occur.

c. Communication.

I have labelled this section of chapter three communication, because in dealing with the internal images of a child you need to learn the art of

proper communication. In chapter four more specifics about relations and communication for development will be given, but in this section I wish to state ways of communication with a child other than mere speech.

These ways are :

- a. colour
- b. music
- c. pictures and images of all sorts
- d. play

I am sure you can think of many other ways to influence the child other than the above that will influence the patterns of development.

Some examples of a-d above :

- a. colour is said to have a very good influence on the child. A person I knew painted his child's room yellow and swears that this helped the child become more alert and intelligent. Scientists have also observed that purple can have a healing effect, blue a calming effect, red, orange a stimulating effect.

A scientist in America has come up with the notion that colour is related to vitamins and that fruit and vegetables can be grouped according to colour. It is suggested that colour has a tonic effect related to this. I cannot say whether it is true or not, but colour does definitely influence children. If a parent wants to consider the use of colour you need to remember that a baby only gradually builds up pictures of the environment. At birth he or she only sees partially. The first colours a baby sees is red and blue, later green and yellow. Bright colours are only detected first. If red is stimulating and blue is calming, this opens interesting insights in how images influence the baby.

- b. Music is another important area. It can definitely be used to stimulate

the baby. If you would like a baby to relax and drift off to sleep certain slow music patterns will help you to do this. In their book "Superlearning" Ostrander and Schroeder indicate which items of classical music have a relaxing effect. In their book they indicate that the music should have a beat of approximately 60 beats a minute. On records and tapes you can find this by looking for on the label the word "largo". (largo indicates 40-60 beats a minute which is about right) One example of music mentioned on page 113 of "Superlearning" is the music item "largo for Concerto in G minor for flute and strings -Bach and Teleman Flute Concertos". I invite you to read their book as it is very interesting. They also have produced a "Superlearning" cassette tape which contains a half hour side, containing the music.

To add to this, a musician by the name of Howard Richman whom I know of from America, conducts workshops on the use of music to solve anger, stress and related problems. He produces music tapes for various problems. Some examples relating to children :

"Music for Children- inspiring creativity through sound imagery" and " Music for birth- soothing the mother and infant before, during and after birth."

All the above tapes are not unfortunately available in this country but can be ordered from overseas. (England and America)

Alternatively experiment with music. As each person is unique and different, you may find some music is more effective. Take your child to see the movie "Fantasia" or buy the videotape. It really is good.

The child through music can thus be stimulated and helped, as music reinforces and creates rhythms and patterns in the child.

c. The child of a young age has an absorbent mind. Pictures and images of beautiful scenery, paintings, people, artwork, designs, in fact

anything, will help stimulate in him or her these patterns. In a school for babies in America, I saw parents showing pictures, objects and many other things to children. Some were even teaching them to read and count using cards! The last may be a bit much, but it indicates that one often underestimates the ability of the child.

d. Play is a very important part of the early life of children. Play seems to develop the child in many areas and seems to be a start to interaction and learning. A lot of educationalists seem to think that play is a natural state. It is very evident in nature with animals. I have seen camps advertised in Canada for people to go and play with wolves. The slogan read : Lets howl tonight! Americans and Canadians do seem to go overboard!

Play as play, seems to give something to children. It is almost a universal pattern. If an adult can join in with the play of the child, it seems to establish communication and sharing on all sorts of levels. We often forget how to play. Play is not the competitive winner take all, but a flowing give and take game. It is therapeutic and of great help to the child.

In some of the youth workshops I have been involved in, we always start with games. It helps so much to establish an atmosphere for working with youth.

There are many books available concerning games one can play with children. In the resources section, a list of books and places where you can obtain these is given.

What can one conclude?

The above gives you some ideas on working with the patterns within the child. Because patterns are so abstract, it is often difficult to define practical methods of influencing what lies deep inside. Also, the methods of physical, emotional and mental development, that follow in the next chapters will also influence the internal pattern very much,

as all aspects of the child interrelate.

The above is intended to give you insight and glimpses into internal patterns and what you can do to stimulate them.

What other obvious things can one do to stimulate development?

The ideas that follow are related to the images I set out at the beginning of this chapter and provide a handy reference as well as creative ideas as to their further use.

- a. bonding and good communication between mother, father, baby, child is very important. IMAGE: mother, Father and family.
- b. developing a good self image in the baby. IMAGE : Self.
- c. promoting an awareness of right and wrong. IMAGE: good and evil or opposites.
- d. helping and watching for the stages of growth and assisting. IMAGE: dreams and growth.
- e. promoting independence. IMAGE: the hero.
- f. promoting connections and bridging connections between different things. IMAGE: symbols of all the above plus stories.
- g. promoting imagination by good stimulation of the child. IMAGE: symbols of all the above plus stories.

Whilst the exercises presented in this chapter can be used for stimulating internal images, the exercises to follow in succeeding chapters, will help as well.

In conclusion to this chapter, it can be said that the journey from nothing to the complex body of the fully grown person “ is one of the constant miracles of life.” (Montessori)

The pattern is within.

We need to trust and work with it.

Section Two:

Building relationships for life

Chapter 4: How to Communicate

CHAPTER

4 How to Communicate

When I was in Portugal last, I had the interesting opportunity to see two instances that illustrate very much the importance of communication in the guidance and development of a child.

In one instance, I saw a mother in a home situation, who was busy cooking food and generally doing household chores. She had three children, whom she was busy feeding and taking care of. There was however, one element that was lacking in the whole situation. The children and she hardly talked. When the baby made gestures such as reaching out to her, she was so busy, she did not see.

In another instance, there was a caregiver in a pre-school, who was taking care of a child. She would draw his attention to something and he would get interested in playing with it, but by that time she had moved elsewhere in the room and was distracting his attention by drawing it to something else. And so this went on, with the child never spending too long on one thing.

Communication and interaction in both these instances, was a problem.

How to communicate to develop a child.

We have seen in the previous three chapters, how important a role parents and all caregivers, play in aiding the development of the child. When and how a child develops, is very much based on three things: communication, what images are reinforced or built up, and what is taught to a child.

The principles that I am going to set out in this chapter are based on the work of Professor Karsten Hundeide of Oslo University in Norway, whom I have met and know. I would recommend to parents, that, if possible, they attend a course of lectures given by him, as it will be illuminating and help them so much in their communication with their children. In the addendum, you will find more details about Professor Hundeide and his programme.

In talking about how one can communicate, I will be using five principles from Professor Hundeide's programme. However, I am going to word it in my own way, adding to it my experiences, as well as experiences of pre-school teachers and parents whom I have taught.

Let's then look now at the principles of good communication.

Awareness of the child.

This is one of the first and most important principles. It means being aware of the child as a person, as a unique being and in communicating with the child to be aware of the child's interaction with one. In other words, one needs to adjust oneself to the child's state of being.

What one communicates, should be adjusted to the level of awareness of the child. Communicating with a baby will differ to how one communicates with an adult.

It is also necessary to see how the child is responding, how he or she is feeling and structure how one communicates appropriately. It is similar to an adult situation : depending on the person's mood, feelings, personality, one adjusts one's message. The same goes for children.

In most cases, especially with young children, in any communication one needs to focus attention. This can be done in many ways.

Some examples that one can use :

Babies love it when you mirror their actions. This is a good start for focusing their attention on things.

With very small children, it may help if rather than forcing them to change what they are doing to accommodate one's own wishes, if one joins them in what they are doing, then refocuses attention on what one would like to show them by bringing objects, a pattern, etc. to their notice

Focusing of attention helps develop concentration and aids learning and one can use any situation as a means to do so and as a learning experience.

In all of this the intelligence of a child or even a small baby, is not to be underestimated. They understand so much more than one thinks. Thus one need not limit one's interaction with babies to mirroring, but can expand to so much more, examples of which have been given in previous chapters. I know of parents in America who are teaching their children to read and count, whilst they are still babies!

Promoting learning and intelligence.

This second principle, follows very much on the first. It is put into action by showing one's child things, by giving names to objects, by labelling things, showing how you react to things, talking about many subjects, and talking about the environment. One helps a child build up meanings of the world. Through this development the child develops into an intelligent, sensitive child.

The aim of all of this is to develop a questioning attitude in the child. This helps create the means to explore and develop.

Maria Montessori in her books emphasises very much this process encouraging parents to take babies with them wherever they go so that

they can see, absorb, experience many things.

This principle places on one the demand that one be prepared to explain everything, answer any questions and arouse in the child excitement about the world, as well as the urge to discover the world and build meaning. This also means that every situation even ordinary experiences can become opportunities for learning both for the child and one as a parent.

Building Beyond.

What this principle means is that besides using the everyday situation as a learning experience, one also uses and compares things that are not seen. One would use past incidences, memories of objects, stories, to build on the current learning situation so that the child learns to make comparisons, and to associate things. In this way one helps build understanding in the child and intelligence. A story of relevance to an experience that a child has gone through, is but one example. Other examples are: utilising memories the child has of the past, using television programmes and so on.

Developing Self Confidence.

This is a very important principle. the way one develops confidence in the child is through using praise when he does things right, but not stopping with praise. One needs to tell the child why the action was right. Too often parents point out the negative: "Don't do this, don't touch that ". It is a negative use of focussing attention, in that the attention of the child is focussed on the very thing that one does not want them to do. So it is much easier to focus attention on behaviour one would like to reinforce in the child.

Additionally to develop self confidence, help the child learn to do things him or her self. In a later chapter I set out a table of what a child should be able to do at certain ages such as tying shoes, etc. This should be encouraged. Also giving the child a choice between two cereals, two TV programmes, all encourages development of self confidence and

independence. Parenting is about this process of teaching and developing independence.

In a class of mine, one parent had a problem child in that no matter how much he praised the child, it was no help, because the child did not really seem to like the praise. He did not seem to trust it. However by teaching this parent to refocus the attention of the child on the reasons for the actions being praised, there was an automatic development of a better relationship between parent and child and the confidence of the child improved.

Guiding the Child.

Most parents on courses that I give, complain about the problem of discipline. What can they do? Some even have come to me asking if it is okay to beat their children. These questions are very sensitive in nature and in further chapters we will concentrate on means of discipline and when one can do what.

This principle, deals with and helps one to avoid some of the problems of having to discipline a child. It deals with situations in a more positive way and implies that one helps the child to regulate or organise himself. Through positively guiding the child, showing him or her how to do things, how to plan activities, what can be done during a day, and suggesting activities, one can help the child learn how to organise him or her self, build more self control and solve problems.

Ones own example is a very good starting point, because children will imitate one, and one's actions rather than what one says.

The aim of this principle is not to solve all problems of discipline, but rather to foster independence and development in the child.

In a suburb outside Lisbon in Portugal, there is a school that helps refugees. Their programme is called "active learning" and helps illustrate so well this principle.

All the activities in the school are initiated by the children themselves, in that each morning when they arrive at school, they will find different activities laid out in various corners of the room. They have to choose what to do and in what order. In doing this they have to follow a "plan, do and review" exercise. Before starting they have to discuss with a teacher what they are planning, then they go ahead and do it and after finishing everyone comes together to review what they have done. This is a great exercise encouraging communication, independence, confidence, self discipline and illustrates very well the principle of guiding the child.

How to put these principles into practice.

Once one has the principles, how can one use them in everyday life? I will show you by means of some concrete examples.

Let us take a normal family supper experience, as one example. This is an ideal opportunity to use the principles and create a learning experience. As the child is eating, observe the child and focus his or her awareness on the food and perception of it. One talks about the food describing to the child more about it (first and second principles). You build beyond (third principle) by explaining about the food, how it was cooked, comparing the tastes of the food, even talking where it has come from. One promotes self confidence (fourth principle) by praising the way the child is eating, telling the child why he or she is doing it right and one guides the child (fifth principle) by telling him or her what might be better to eat first, what needs to be chewed carefully and so on. This can be done step by step with the one following the other, together, or as opportunities arise during the meal.

As one can see, so much learning and information can be provided through a simple occurrence such as a meal.

Other situation in which this can be applied include bathing, walking and all routine situations, including when you watch television to a limited extent.

Following this will give one new ideas, insights and abilities as parents and caregivers. People whom I have taught through courses, have said that the courses have not only helped with their communication skills as parents but in other areas of life.

Without communication, we are indeed all lost and how we communicate determines how our children will be able to develop and communicate too.

I hope that the ideas in this chapter will prove useful and I invite readers to read this chapter over after reading the chapters following, as it is a key for effectiveness in all one does with children.

Section Three:

Practical applications for Life

Chapter 5: Physical Development

Chapter 6: The Emotional Environment

Chapter 7: Mental Development

CHAPTER

5 Physical Development

Dr Elizabeth Caspari, whom I met in America wrote in a magazine article written in 1982, that she was with a teacher and they were observing a young child washing a table as part of the Montessori exercises of practical life. Dr Caspari turned to the teacher and asked her what she thought the child was learning to develop. The teacher answered that besides the normal motor skills, the child was also learning patience, discipline. Dr Caspari agreed with this and added that the child was learning through a simple activity so many things and that the child was working with the material on so many levels.

It is through the senses that the child begins to form concepts about the world. How he or she is taught to use these senses will influence a child on so many levels, including his or her image of self. It is through the physical groundwork laid during the first seven years of life, that the child will grow up with the mental, emotional, physical and spiritual ability to accomplish.

As a parent one can help and guide this process, releasing the innate abilities of the child through guided development. Thus through communication, helping build motor skills, using exercises for developing the senses, one can really aid this process. It is as though one uses the physical as a mirror to reflect to the child what is, so that the child from his inner nature can add to his understanding and the blueprints within.

The physical development of the child.

I would like to say a little about the stages of development and from there one can look at exercises that can be used to aid this process.

The physical life of a person begins as a single fertilised cell. Through repeated cell division and specialisation of these cells, a human body is formed. Growth in the womb goes as follows: the head develops first and the limbs last. Growth goes from the centre to the periphery. A child's behavioural development will follow a similar pattern. A baby will develop control over the head and neck muscles first. The development of muscles follows from larger to smaller. According to scientists, growth is determined by the genes. Additional environmental factors such as food will play a role. Abilities such as learning to sit, crawl and walk are not so much dependant upon practice, but on muscle conditions.

An example: "During the first year of their lives, Hopi Indian babies are fastened to a cane board on their mothers' back, affording them little freedom of movement. These are loosened for only short periods when being attended to. A group of mothers were persuaded not to follow this custom, thus allowing their children freedom of movement. It was found that the children whose freedom of movement had been limited, learnt to walk just as quickly as those who had freedom of movement."

So the muscular system development is relatively independent of environmental influences.

What other developments are of interest? Well related to muscular development is sight, which is an important sense with regard to learning. At birth a baby can only see in partial colour and muted shades. The first colours are red and blue, then green and yellow. Bright colours will be seen first. The baby's world will look flat to him or her, with some parts clear, others blurred. Details will be hard to see.

Gradually a 3D picture of the environment will be developed. The baby will at first gaze for many minutes at an object, but by two months things of interest will be sorting themselves out. By three months the baby will be visually alert. By four months, eye and hand co-ordination will be improved to the extent that the baby can reach out and grasp objects. By six months the baby will have learnt to build up an idea of what seeing is all about.

Do we need any physical exercises to develop the child?

The educationalist, Maria Montessori emphasises the importance of movement and especially the hand in the development of a child both physically and mentally. She saw the hand as being in "direct connection with man's soul and not only with the individual soul, but also with the different ways of life men have adapted on earth."

She saw the skill of the hand as being bound to the development of the mind and said that the first sign of movement in a child is its attempt to grasp something.

The findings of Gesell and Thompson show that maturing of a child is realised at an earlier date in a supportive environment.

This and other research shows that the child's experience of things physically in the first seven years, aids in the process of understanding and development. This makes sense, because of the fact that the adult is learning the co-ordination and development of the physical body. Emotional and mental development, expands much more rapidly once a good base has been established in the physical.

So the importance of providing the right environment for this to take place, becomes evident. Let's look a little more closely at environmental influences, both inner and outer.

The importance of right Environmental influences.

"If we had to live just one day in an environment such as the one we prepare for our children, I believe we would find it painfully uncomfortable. We would have to waste all our energy defending ourselves, battling always with the same words: 'no, leave me alone, I don't want to.'"

Environment is important, even whilst the baby is in the womb. Recent research in America suggest the baby reacts to music and voices whilst in the womb. These influences, including the mothers feelings and moods will influence the character of the child.

The changeover for the child from the internal to the external environment is a traumatic experience. We need to help the child adapt to the new environment. Initially contact with the mother, at least the first six months, is very important and separation will be traumatic. Besides internal environment influences, such as the development of abilities that have been covered so far in this chapter, the child is also absorbing numerous new impressions and he or she should be encouraged in this task.

In "The Absorbant Mind" it is said : "As regards psychological maturation, this can only occur by environmental experience and the latter changes its form at each level of development ...appearing in the individual as an intense interest for repeating certain action at length, for no obvious reason, until because of this repetition, a fresh function suddenly appears with explosive force. Thus the particular model of the function has been constructed by a ripening not outwardly visible....Meanwhile the corresponding interest of the child now passes on to some other activity that will prepare for another function. If the child is prevented from enjoying these experiences at a time when nature has planned for him to do so, the special sensitivity which draws him to them will vanish with a disturbing effect on his development and consequently on his maturation."

For example it is similar in some ways to us learning a new skill such as playing tennis. Practice and repetition are necessary for skills to develop.

Maria Montessori goes further to state that one can identify and name the various stages in the life of a pre-school child when certain sensitivities will develop. They are : sensitivity to order, sensitivity to refinement of the senses, sensitivity to language, sensitivity to walking, sensitivity to small objects, sensitivity to social aspects.

Thus one sees that the physical development of motor skills provides for much deeper development. The child learns through this process and stages of development, to make sense of the physical world, learning additionally to use the mental and emotional instruments, that he or she possesses.

It is important therefore that the adult regard the child in a way, very much as a fellow traveller in life, who requires assistance in the development of those skills and abilities that will allow him or her to express the patterns, and the abilities that he or she has within.

The above does not mean concentrating exclusively on the physical, but being aware of its importance, as a foundation.

Looking back to previous chapters, especially Chapter Three, Four one can see much that one can use from them even though the material is not totally physical, because it shows how to provide the correct environment, aiding both physical and other development. One can see also, how one can make any exercise more meaningful, by adding a physical element, thus aiding comprehension in the child.

That said, I will be setting out below, some physical exercises that one can use to aid the development of the child. These a parent can use at various stages and I have listed approximate age groups and what the exercises do. In this, remember that age is really variable, as each

amongst a number. The same can be done with scent.

8. Use duplicate matching fabrics and get child to match.
9. Get hold of different kind of woods, sandpaper, create matching sets and get child to identify different types.

These are some examples. The Book by Elizabeth Hainstock on "Teaching Montessori in the Home - the pre-school years," gives a number of other examples.

Finally I can only end with the following:

"It would be too soon for us to say: let the children be free, encourage them; let them run outside when it is raining; let them remove their shoes when they find a puddle of water; and when the grass of the meadows is damp with dew, let them run on it and trample it with their bare feet; let them rest peacefully when a tree invites them to sleep beneath its shade; let them shout and laugh when the sun wakes them in the morning..." (Montessori).

CHAPTER

6 The Emotional Environment

We are all aware of the time that comes when a small child is left alone in the park for a few minutes and suddenly becomes aware that he or she is alone. Then the parents return and the child is very upset. The reaction of the parents is to soothe the child. Unfortunately, in many cases this is done in a way that makes the situation even more traumatic for the child, because words similar to the following will be used:

"Don't worry it's all okay now, you are safe."

"Don't you ever do that again! Listen when I talk to you!"

"Stop crying, it's nothing serious."

Now I do not say that all parents will use words to this effect, but in an emotional situation, the key is to de-emotionalise the situation. Just holding the child in love is one way to handle this situation. Within a few minutes the child will be okay. One is saying to the child that it is all okay now, it was not that serious. A natural healing occurs and the incident will be soon forgotten. Whereas if, as in some of the examples given above, a parent emphasizes the incident in any particular way, the child will see the situation as something important to remember.

If this is what one as a parent wants to achieve, then that's fine, but personally, I would rather deal with the situation in the way that I have indicated above.

The above example is something I thought I would use to introduce you to the chapter on emotions, because it is a starting point for thinking about the question of emotions. There are good and bad emotions one can develop in a child and one needs to be aware of this.

How does one mediate emotions in a child?

As can be seen from the examples given, a parent influences a child by action taken, by the way a parent models emotions, sometimes even subconsciously.

In a previous chapter, I discussed how a baby, even in the womb, can be affected by the emotions that the parents are going through. Emotions become factors that influence, condition how a child responds.

There is an interesting example given by Alexander Lowen in his book "Bioenergetics." He says that during therapy he recalled an incident that had helped created conditions that haunted him throughout his life, that is until he could resolve it through reliving his experience, questioning it, and releasing it.

This is what he says:

"I was a baby about nine months of age, lying in a carriage outside the door of my home. I had been crying loudly for my mother. She was obviously busy in the house and my persistent crying had upset her. She came out furious at me."

The memory of that furious face stayed with him.

He goes on in his book to say how much emotions reflect in the body through tensions, body shape and even that neurosis can be reflected in the body. He considers that the physical is a reflection of the experience a person has gone through, emotionally and otherwise. Working with the body through special exercises, can help therapeutically.

He sees ones personality as being built up of successive layers from the baby years upwards. Thus we each will still have the baby, child, boy or girl, youth, etc in us. These layers are characterised as follows:

"The baby is characterised by its desire for closeness...it wants to be caressed and held, welcomed and accepted...every feeling of love in an adult stems from this layer of the personality...the desire for intimate closeness, underlies all feelings of love."

"Childhood adds a new dimension and a new quality...closeness gives way to the need to explore the world...the child creates the world in its mind...it also creates on a conscious level, its sense of self."

One can see how well this ties into what has been said in the previous chapters and one can use what has been said there to help with the above process. The emotions and how the personality is able to face the world, determine to a large extent how the world is seen.

"A healthy adult is a baby, a child, a boy or girl and a youth...he is an integrated and fully conscious human being."

With emotional problems, some people become stuck at certain stages, as emotional needs are never fulfilled. Where you have such problems, repressed desires and feelings of trauma, then the person cannot function fully or freely as an individual until these emotions are resolved in some way. As a parent, one needs to be aware of this and try to aid the development of an integrated individual.

What else can one say about emotions and development?

Something that is very important is the concept that everything is a unity. Thus body, mind, emotions and spirit are one. One often ascribes to this notion, but in many cases in practical circumstances this is not evidenced. For example, as Alexander Lowen points out:

"Our educational process is split between mental education and physical

education...few teachers believe they can effect a child's learning capacity by...athletic programmes...we pay lip service to unity, but fail to apply it in daily life...we assume we can educate the child's mind without paying attention to the child's body...information does not become knowledge, unless it has relevance to experience."

This is what Maria Montessori says in her reference to pre-school children. "The hand is the way to the intellect."

I agree with this wholeheartedly. Although I have divided this book into sections and have indicated exercises for developing various abilities in a child, I yet see all as one. Thus in using any exercise, one must be aware of its relationship to the whole and if necessary incorporate elements from other spheres. Working with emotions to give positive feedback to the child regarding actions, one would use: touch to reinforce, words to reinforce, and positively direct thoughts to new horizons, etc.

What then is the best way to help the emotional development of a child?

Coley Lamprecht, professor in Education at Rand Afrikaans University, has some interesting points in his book "Every Child a winner".

The book concerns how parents can motivate children. To my mind the book deals directly with emotions, as emotions (= energy in motion) is the mover or motivator of any person.

Certain points are identified in the book concerning needs of children. These are as follows:

1. The need to be cared for...
2. The need for security...
3. The need to be part of a group...
4. The need for recognition...

5. ...the need to develop oneself..."

These are all emotional needs, the most important of which I believe is the first. It involves love. The most important thing in the universe, because if one does all things with love, one will aid in the development of the child. How does one do this in love?

One of the ways that one can do this is through looking at the effect of one's actions on a baby or child. How one treats or responds to a baby or child, is important. Chapter Four on communication is very relevant here.

However, one also needs to look at times when a child or baby may just cry or react emotionally, not because there is something wrong, but because they see that a certain way of acting brings a controlled response from parents. One needs to see this as means of expressing a need. The parent can then decide the best way of response, based on the situation.

It is important in looking at the needs of a baby or child, to cater for those needs by :

- a. expressing one's love,
- b. interacting with the child by recognising him or her as a person and including the child or baby in the family going on. Examples of including the child are: giving them simple jobs and chores that will make them feel part of the household. Having a time even at dinner when children tell about their day, and what they have done.
- c. One also needs to encourage exploration, joyful adventures. One means to do so can be through encouraging outdoor play after school.
- d. Helping the child build up a positive image of the world through pleasant things, praise, showing them beauty and showing them how to relate to the world.
- e. It is very important to foster independence in a child, because this

helps emotionally in so many ways, through the confidence that a child gains. Part of this is done through training the child in social skills, that will show him or her how to relate in various situations. Thus if you are having people over for dinner, or going to dinner elsewhere, discuss with children how to behave, and what you expect. Show them how to use knives and forks, how to set table, how one eats, etc.

- f. Another important area is to look at what the children watch, read, learn. Television and books all contain patterns of how people are supposed to act. Discuss these actions in terms of your own values, or limit their access to programmes you consider emotionally harmful. Tell stories containing positive patterns and virtues one would like the child to have and be a good example of those virtues oneself.
- g. Build memories for the child through meaningful activity that the family does together such as picnics, games played together, etc.

These are areas that helping the positive development of the emotions of a child. Too often limitations, negative situations in childhood are allowed to develop and be the norm, instead of cultivating the freedom of the child, to be a child, to learn, to develop and to be as an individual.

There is a good example I have heard about recently of a mother who decided when her children were young, to colour code them. One child was dressed totally in red, had red toys, etc. The others were in blue, green, and yellow. She used this to discipline, because if toys were lying around she knew exactly who had done it. This was a terrible way and it had its effect on the children. This showed a lack of love. By using colour, she had as well, the negative effects of overexposure to colour. The red child was very aggressive, the yellow was a bully, the green manifested a need for love, the blue had problems with speech and communication. As parents we need to consider effects of actions such as these.

The example above leads me to the question I most get asked about by

parents : Discipline!.

When and how to discipline.

In Chapter Four we discussed the issue of helping the child to discipline him or her self, through ones exposing the child to ways and means of planning, learning, etc. We called this principle: guiding the child. Added to this is focusing attention on positive behaviour in the child and through this emphasis encouraging patterns of behaviour that are good.

In addition there are a number of good courses on the market, such as the STEP programme, which shows one how to communicate effectively, so that discipline is something that does not become an indispensable feature of a household. What many of these courses suggest, is getting the child to agree to co-operate in terms of household chores, improving behaviour by discussing behaviour one does not like, expressing how one feels, getting the child to express their opinions and getting them to agree to a solution that everyone can agree upon. This must be done in such a way that one is not accusing a child, but focuses on how one as a parent feels.

For example if a child happens to do something wrong, instead of shouting and hitting the child if one were to say: "When you do that I feel very frustrated (or words to that effect) because I am so tired." (or reason). When the child responds, one can then ask the child if they can agree to do what they are doing in any other way.

" Thoughtlessness becomes thoughtfulness once a child understands the import of his behaviour."

This is a very simple example, but I think it will give you a rough idea. Reading the book "Parent Effectiveness Training" by Dr Gordon from whom the above quote comes, will give you more ideas on different ways to handle situations without conflict.

Some additional examples from the book :

“Dad carries Tim, he starts to kick dad in the stomach. Dad immediately puts Tim down - meaning that he will not be carried if he acts in that way.”

“Red tugs at a new dress mother has put on...Mother removes his hand. Meaning that she does not want Red to do that.”

These are all non verbal and can extend to verbal.

In training with Youth Effectiveness skills, I assisted with helping youth develop such skills. They are useful not only for children, but for life. The good thing is that they focus attention on the child as an individual with wants and needs, instead of as an object, with no rights.

As most parents know, there are situations where one has to act more forcefully, because no matter how reasonable one may be, a child sometimes just does not want to behave. Besides this, children around four years, possibly earlier may start developing temper tantrums. How does one handle these?

Before I answer, let us look why it may be necessary to discipline. It comes down to the fact that in any household there are certain rules that apply. Whether these are agreed to (normally best), or in the case of authoritarian parents: imposed. Rules are necessary and important. A household without rules, or very flexible ones, invites chaos, because the children become confused and insecure. A child will test ones rules and one must be prepared to react appropriately. It is also important in any discipline that is necessary, to emphasise to the child that it is not him or her that one is punishing, but the action. This can be done, after punishment, by taking the child on ones lap, hugging them, telling them that one loves them, although one does not like what they did. Thus one still maintains a positive self image in the child.

What should one do for punishment and how should one act in discipling?

Each child is different, so there are not always hard and fast rules that will fit each family, even though discipline must be consistent.

I have a few guidelines that you can use:

- a. I must emphasise that I do not like hitting children. This should only be considered as a final resort. Even then, it should not hurt the child excessively.
- b. Discipline should take place when the incident has happened.
- c. It should be in a form the child can understand.

In his book “Bad Behaviour “ , Dr John Pearce says that smacking a child after 2 years of age, shouting, nagging will not help. Anything that lasts too long will also cause resentment.

Effective means of discipline, can be silence, stopping five minutes of a favourite program, sending a child to bed early, loss of priviledges.

However the best discipline, he says is a good example, supervision, organising the environment, and good communication.

With temper tantrums, the best way to deal with them is to be very firm. Not to give in to the tantrum. If necessary a smack may help. Communication beforehand and after about the acceptability of the behaviour and what will follow if the child has tantrums.

In this it is important to remember that what parents can consider to be a problem, of discipline, can be no problem at all. One of the parents I was talking to said that she had a problem getting her child to walk with her in a supermarket, as the child was always wandering off by himself. I asked the age of the child and was told 18 months. At this age, there is a natural urge for a child to explore. Discipline is not

appropriate here, but proper guidance of the child is. This can be done by proper focussing of the attention of the child and taking an active part in this process, according to ones needs. Thus using what one is shopping for as a focus, talking about it, etc, can become something very rewarding.

Always try to discover the reasons behind the behaviour. Sometimes bad behaviour can be a cry for attention, because nothing else seems to work. In the case of tantrums if they persist, consult a specialist.

We should always try to achieve a positive result that does not stultify the independence of the child as a person.

In her book "Think young - be young" Elsy Birkinshaw says:

" Most of the concepts and beliefs we live by were instilled in us as children - erroneous statements such as 'Put on your boots or you'll catch cold.' We knew we would not catch a cold, but what choice did we have but to obey?...There were hundreds of other erroneous statements, many of which put fear into our hearts. 'Eat everything on your plate or you'll never grow as big as daddy' That was not a true statement was it? All of these statements were made to discipline, to make us conform to our society. Unfortunately, they also had the sad benefit of installing mountains of fear within our minds....So all throughout our childhood we were coerced, threatened, disciplined and given rewards when we finally did conform."

She goes on to discuss ways and means of removing these old blocks. Her book is well worth reading.

This concludes the section on emotions. I hope I have given you much that is interesting, helpful and thought provoking. Emotions lead us on to their source, thoughts. Our next chapter.

CHAPTER

7 Mental Development

"There have been so - called geniuses throughout the ages who have known how to use the mind correctly and have come forth with great ideas. These ideas have always been there, but it took a person who knew how to use the mind correctly to tap these energies and come forth with them. For example, electricity has been around for millions of years, but it took Thomas Edison, who knew how to use his mind correctly, to show us how to use it. How did he use his mind? Not by will power, forcing his mind to pump out ideas. No, he took many catnaps and always had a listening attitude and his ideas came from within - within himself, from the depths of his inner self." (Think Young- be young, Elsy Birkinshaw)

This is the essence of where mental development comes from. It is a process of the flow from within, meeting the foundation and help given to the development of the adult when he or she was a child. Often learning to use ones mind properly is a process of expermentation.

In his youth Einstein, one of the greatest geniuses that the world has ever seen, did very poorly at school. Thomas Edison blew up the laboratory of his employer and was fired from his job. On the other hand we hear of child geniuses who can play the pianno from a young age, who do well at maths, and so on. The quality of genius and possibilities of intelligence are bound only by the limitations we put upon them. (Some Scientists would disagree with me on this point.)

Maria Montessori in her work with retarded pre-school children showed

that the ability to learn and comprehend could be increased greatly, once the correct environment, stimulation and materials were provided. She indicated that many abilities were innate and should be stimulated to activity at the appropriate periods.

So it seems that is possible to provide the mental stimulation for a child that will help intelligence.

The International Child Development Programme with its improved interaction skills, Maria Montessori with her method, seem to show this possibility to my mind. Lately there has been much talk of the use of Virtual Reality, as a means to promote intelligence. Computers as a learning tool to promote intelligence have also been around for quite a while.

In addition it is a well established fact, that we use less than one tenth of the potential of our brain.

However before we get carried away with the idea that one can develop ones child into a genius, let us consider an age old question relating to intelligence.

Is intelligence equal to wisdom?

I think that the answer to this is no. One may have an intelligent person, yet they may not be wise. Some of the most intelligent people are criminals. There is a certain quality that denotes wisdom. Persons of genius have that to some extent. This is the inner contact. As parents, the task before one is not the cultivation of only an intelligent child, or an emotional child, or physically perfect child. The task of parents I believe is the assisting of the child to be whole, to learn, to gain in wisdom through what he or she learns through life.

What then is the main difference between intelligence and wisdom?

Intelligence I see as the ability to reason, to acquire knowledge, to understand and comprehend things, to arrive at new insights from the knowledge available. The Oxford dictionary describes it as "quickness of understanding".

Wisdom is defined as "Being wise (possession of) experience and knowledge, together with the power of applying them critically or practically". Wisdom has similar qualities to intelligence, but it has in addition I believe, a moral or spiritual quality that makes it different from intelligence.

So in talking about developing the intelligence of the child, I believe that one should talk about developing the wisdom of the child. This is done not only through mental and other exercises, but through physical, emotional, moral and spiritual exercises and experience. It is only by rounded, whole development that this can occur. Parents also from their standpoint pass their experience and wisdom that they have to their children.

The brain as an instrument for wisdom.

The brain provides an instrument for the process of thinking to occur. In the past it was thought that the brain was the cause of thinking and that man was only a physical being. There are still many who think thus, however, more and more modern thinking is seeing these processes as being different manifestations of energy, even the physical body.

In childhood the development of intelligence comes from the development of consciousness. This occurs through communication and general interaction of the child as a whole with the world. The child is not a blank slate, and educationalists even claim that knowledge of language is innate in children. He or she also absorbs very rapidly information that will help adjustment to the new environment. It is similar to ones moving to a new country. One has to learn customs,

ways of speaking, etc, but one has abilities to do these things.

It is said by some that one can develop intelligence in a child by exposing the child to various things specifically, such as music, to create a very intelligent person in that field. That is true, in that by concentrating on one thing, one creates a specialist in that field. Someone who is very knowledgeable. In so many other ways one creates disadvantages, because one is substituting one aspect for the many that a child needs to learn, as a newcomer to the environment.

One can create a a better person, I believe, by rather fostering the development of wisdom. This means development that concentrates on what is needed for the child in each situation, what is needed at certain periods and what needs to be looked for.

For example the first seven years are very much physical development. One lays also the basis physically, for emotional, mental, moral development, as well as the personality. Moral and mental development is more concentrated on during ages seven to twelve years, even though mental and other faculties develop from early stages. The teenage years show more emotional development. However, the importance of the groundwork between gestation, to birth to seven years, must be emphasised.

I am not going to go on discussing philosophically about this period, nor am I going to discuss arguments for and against what I have said above. My belief is that man is more than a physical body and that education must be geared to meet these needs.

What I am going to go onto, is examples of ways and means one can do this, their purpose, relationship to exercises of previous chapters and briefly, the reasoning behind why I choose to emphasise these exercises. A brief mention will be given of other books and exercises, that parents can look at and make their minds up about.

The exercises will focus on the following areas:

- a. general exercises,
- b. developmental exercises for the mental
- c. abstract and spiritual exercises.

General exercises.

In his book entitled "Love" Leo Buscalia has something to say about the stimulation of a school child to want to learn. It applies very much so to the pre-school child as well. He says :

"I feel really sorry for the itinerent art teacher. She comes racing in from another class and has time only to nod to the teacher, turn round to the class and say, 'Boys and girls today we are going to draw a tree.' She goes to the blackboard and draws her tree which is a great big green ball with a little brown base.....' All right boys and girls draw.'...If you have any sense, even at that early age, you realise that what she really wanted was for you to draw her tree, because the closer you got to her tree, the better the grade....But here's Junior who really knows a tree....He's climbed a tree, he's fallen out of a tree, he's listened to the breeze blow through the branches. He really knows a tree....So he takes purple and yellow and orange and green and magenta crayons and he draws this beautiful freaky thing and hands it in. She takes one look and shrieks, 'Brain damaged' ."

Sometimes what one thinks may be the correct way to intellectual development, is not always the best. Experience of things physically is very important for intellectual and wisdom development, especially in the pre -school years. This also requires good communication with the child, seeing the child as a unique individual and providing the enthusiasm that will utilise everyday situations as opportunites for learning and development. The communication techniques given in Chapter Four are extremely good for promoting this learning.

Thus under general techniques I would recommend one exposing

children to a variety of interesting and exciting things, such as colours, fabrics, objects, trips to places of interest, information on animals and so on. There are so many positive things one can expose children to. Discover things a child may be interested in and stimulate them further. This will all stimulate the intellectual development. The use of the communication techniques, using everyday situations and things are also extremely important.

In all of this remember to balance other aspects of development and not overstimulate one area. Many things, such as storytelling can be used here as well, as they combine many aspects and are very good in promoting learning, especially if related to events that the child has had some experience of.

I would recommend especially the above because in my interaction with parents I find that focusing on these positive things, and not on problem areas, help the parents and children so much.

There are other general methods that can be used, as advocated by the Waldorf schools, Piaget, as well as other educationalists. Many of them are excellent and good in their own right. However, from my experience, I have developed a preference for methods that do not encourage a dependence on toys or set materials, but rather encourage flexibility, as well as parents relying on their own skills and background experience. To me, that is what parenting is all about. Use whatever is available and which works for you.

Developmental exercises for the mental.

In contrast to what I have said above, I am going to recommend some specific exercises, that I personally like. As parents, you can try them and use whatever you feel is appropriate. They are based on Montessori education and the reason I would like to recommend them is that they lay a groundwork for, and help prepare the child for the school years that are to follow. One should start, from approximately three years upward, depending on the nature and complexity of the exercise. Here

follows a list of exercises and approximate ages. I am listing the basics of the exercises and some materials that one can use. Further ideas on teaching these can be obtained from a very good book by Elizabeth Hainstock called "Teaching Montessori in the Home - The pre-school years."

The premise upon which these are based is that there are certain sensitive periods in the child's life when a child will be sensitive to certain learning and that one should provide for this by the appropriate material. These periods are not age restricted, but readiness restricted. Thus age is merely a rough guide. If one misses these sensitive periods and does not provide the groundwork, it is considered that a child will find it more difficult later on to cope with certain things. Maths is just one example. Let's look at some suggested exercises.

Colour - starting with two colours such as red and blue and teaching the child about the colours. As you go on you add more and more colours as well as finer details of colours. Paint stores usually stock small cardboard squares in different colours and these are useful. Ages 3-5.

Sound - using bottles of the same size and matching different sounds. Ages 3-5.

Scent - using bottles with different scents and getting the child to match scents that are the same. Ages 3 1/2-5.

Geometric shapes - using the basic geometric shapes and getting the child to identify them. If you can get hold of the plastic material used by x-ray departments, this can be used to cut out the various shapes - square, circle, triangle, five sided figure, rectangle, etc. Ages 3-5.

Reading, writing - starting to identify letters and the sounds associated with them and building these up into words with pictures. Letters are cut from sandpaper and pasted onto cards. Ages 3-5.

Arithmetic - identifying numbers and starting to build on the concept of counting, to read and know numbers. using ice cream sticks to teach counting from 0 - 10. Ages : Knowing 3-5, writing 4-5.

Other exercises not mentioned in Elizabeth Hainstock's book:

Using the Environment. Have fun times explaining things about the environment such as water to steam, animals, plants, places, growing plants, the planets, the sun, the moon, customs and so on. Anything to do with the environment can be slotted in here. To reinforce you can make cards, tell stories and make puzzles, show films, use books. There are so many things one can do with ones children. Age 3-7.

Geography, History. Here also you can explain many things like rivers, streams, the sea, volcanoes. the races of the earth, the history of man and creatures, map making. As with the above one can reinforce in like manner. Ages 4-7.

Language. If you know more than one language start teaching it from an early age. Possibly two onwards. The child is ready and absorbs all you give.

In fact one can consider any subject under the sun and introduce it to the child. Remember always to make it first something the child can see and feel - can experience and follow up with reinforcing material.

Before three a child may understand some of these things, so if you want to try before the ages listed above, do so.

Alternative methods are there as well such as Waldoff, the Suzuki method, etc. They offer different strategies in how to do these things and what one should or should not introduce to a child. They also offer different philosophies as to the readiness of the child.

I prefer the Montessori method, because to me it is so balanced. However, I would utilise methods from other areas as I find they appeal to the needs of the children being dealt with.

Abstract and Spiritual Exercises.

It is only towards the latter period of his years from about four onwards that there starts to develop the idea of abstract things. These are very basic in nature. However, we can teach abstract and spiritual things through the physical and by means of laying seed ideas. In fact we do this with every story we tell, every move or action we take.

By taking an ocurance that the child has gone through and comparing it to others, we start a process of association in the child. Association leads to thinking and thinking leads eventually to the abstract.

Some exercises that I can recommend:

- a. The use of basic shapes such as the traingle, cube, etc and identifying these for the child in all things, will help start the process of association - flowers, crystal shapes, buildings, etc.
- b. Moral and religious stories related to experiences the child has gone through will also help.
- c. Identifying music and tones and relating this to other experiences in the natural world, the past, the sense of time, the future.
- d. Encouraging the child to ask questions, learn new things and make associations with a view to a single underlying idea, will all help. An example relating a story of love for instance and then citing other instances from history, the animal kingdom and so on and asking the child if he can see anything similar in all the stories.

I can give no comparison here to other methods, because as far as I am aware, this sort of thing is a bit unique.

What does one need to be aware of in all these exercises?

The underlying idea of the General, the developmental and the abstract-spiritual, is that one is teaching the child independence, to reason, to think, to learn and to gain wisdom from his experience.

This to me is very important. Balancing this with emotional development (loving support and development of emotions), physical development (support, care and exercises) will enhance the quality and experiences that the child goes through.

The above suggestions have been some ideas on things that one can do. Further reading and suggestions are contained in the resources section.

To end off this chapter I would like to quote Albert Einstein:

“ It is nothing short of a miracle that instruction today has not strangled the holy curiosity of inquiry. For this delicate little plant lies mostly in need of freedom, without which it will fall into rack and ruin and die without fail”

We must provide the child with the freedom and the ability to learn, to think and to solve lifes problems. The current education systems do not always do that.

Conclusion

If this book has given you many new ideas, help and some guidance, then it has fulfilled its purpose.

They say any conclusion is but a new beginning. I hope that I may have the opportunity of meeting you in person one day.

With hand on heart, I send you my best wishes for your continued success as a parent, teacher, caregiver.

Shaun de Waal.

Resources

A World TO LIVE IN

In this chapter I will be giving you some ideas about where you as a parent, teacher, caregiver can find further information, books and resources that will help you. I will not as such be giving you an exhaustive bibliography of all the books and resources I have used in compiling this book, but I will be giving you a list of the best.

To give you a full list, for one thing would be boring for many people and one has to search through a lot of sometimes technical stuff, to get to a good idea. It would also make this task seem very daunting, when it is not really so.

Therefore, I will rather be giving you what I consider to be the best of the resources and suggestions as to where you can obtain more.

Let's do this chapter by chapter.

Chapter One: Understanding the Child.

In this chapter we looked at understanding the nature of oneself and the child better. To build on the information from this chapter I can recommend a number of interesting resources. Let's deal with them by subject:

Jung.

His life story, entitled, "Memories, dreams, reflections" offer some good insights into Jung himself, his theories and the nature of his investigation. Follow this by reading "A primer in Jungian Psychology" by Calvin S. Hall and Vernon J. Norby and many issues about Jung will be further clarified. Jung's further books are interesting, but they can be hard reading. Lawrence Van de Post has written the story of his meetings with Jung and the life of Jung entitled "Jung and the story of our times" which is good for further information on the subject set out in understandable form. His further stories and books such as "The face beside the fire", "Flamingo Feather" offer a fascinating glimpse into humanity and are well worth reading.

Resources

The Biography by Vincent Brome entitled "Jung, man and Myth" is also very good.

Modern Psychology.

The book by Robert Assagioli "Psychosynthesis" and his book "The Act of Will" provide some interesting insights on modern developments in psychology, predating as they did the rise of Transpersonal Psychology in Italy, England, America.

Going away from the above, some of the leading educationalists of today, are to be found working through the following network:

New Horizons for Learning,
4649 Sunnyside North, Seattle, Wa98103, USA

Contacting the above address will provide you with information on the latest developments as regard to education.

Their book "Creating the Future: Perspectives on Educational change" presents current thinking in a collection of brief seminal articles.

New Horizons publishes a sixteen page newsletter "On the Beam".

Montessori, Piaget.

I can recommend the following books:

The Absorbent Mind ,
The child in the Family,
The discovery of the Child,
The Secret of Childhood
by Maria Montessori.

The Psychology of Intelligence
by Piaget

A World TO LIVE IN

General

For more information that is more readily available, I would suggest looking at the general psychology books in the library and at the child-care section.

The reference library also has a magazine section. A magazine I can particularly recommend is called:

"Psychology Today". This is an American Publication and if you want to order you can do so from:

24 E 23rd Street, New York, New York 10010, USA.

It contains many interesting views, references and items that give food for thought, even if you do not agree with them.

Your local University will have a good selection of magazines and periodicals and items on disc, which is well worth looking at.

If you have access to the computer internet and particularly the GOPHER system that links up Universities worldwide, you will have access to data from international organisations. New Horizons is also on this system. Gopher Jewels gives you access under Education menus to a variety of educational information.

Contact also local church and parenting groups, as these will be of assistance and support to you as a parent, caregiver. Many of the parents I train, find that a support group after courses where they can continue to interact and share experiences is very useful to them.

Chapter 2: You the Teacher.

In this chapter I talked about the parent as a teacher, about teaching and about how important this concept is. There are a number of reference materials here I would like to suggest:

"Parent Effectiveness Training" by Dr Richard Gordon. This is good

Resources

method for teachers and all caregivers to know about, and deals with children up to the teenage years.

"Psychology and the Teacher" by Dennis Child

"On Jung" by Anthony Stevens. This lists the pre-school years and goes on to childhood, adolescence and adulthood as seen from the viewpoint of Jung.

"Pre-K Today", a magazine published in America with helpful hints, exercises and advice. To subscribe write to:
Reader Service Management Department,
PO Box 5288, Pittsfield, MA 01203, USA.

Local magazines, while interesting, do not unfortunately match the quality.

The Step programme is very good and I can recommend parents or caregivers going on it. If you train in the International Child Development programme. This will give you a good foundation to build on for Step.

The South African Congress for Early Childhood Educare, is a useful organisation to subscribe to. They have offices in all regions. In Natal the address is:

PO Box 37246,
Overport 4001.

They send out a newsletter with helpful hints, news and events and also provide monthly workshops.

If you have problems, your local FAMSA office is also another alternative to go to.

A World TO LIVE IN

Additionally,
The Human Awareness Programme
PO Box 95134
Grant Park 2051

produces a book listing all the Child Care Organisations in the South Africa and this is a useful resource for parents, teachers and caregivers. The University reference sections and the reference libraries in your area should have a copy of these two volumes.

Chapter 3: Helping the Child.

A number of things were covered in this chapter. I will deal with references in accordance with the subjects dealt with and give you the ones I feel are the best.

General

A key book is "On Jung" by Anthony Stevens.

The book "Babies need books" by Dorothy Butler contains a list of stories that you can use for children and it is divided into age groups! Very useful publication.

I would recommend the Pooh stories and the television series is also very delightful.

The book by Lou Austin "The little me and the Big me" is great for instilling values and his other books are good too.

Myths

Utilise stories from Greece, Rome, Egypt, Persia, and African Folklore. Your local library should have a good stock under the above headings.

The Arabian nights, Sinbad, Hans Christian Anderson stories are also all good.

Resources

If you have a chance to attend a storytelling session at a pre-school go along. Local libraries also have storytelling sessions during holidays.

Dreams

"The Jungian Sensoi Dreamwork Manual" by Stephen Kaplan Williams is very interesting.

"Man and his symbols" by Jung is a standard work.

Chapter six "On Dreaming" in the book "Self Therapy" by Janette Rainwater is helpful.

Take what you find to be useful. I do not like always all that the authors recommend.

I have not included Freud, but you might find it useful to read him. However my preference does not lie with him.

Music

"Superlearning" by Ostrander and Schroeder are good. I especially like the exercises for speeding up learning.

The Howard Richman tapes are recommended. He can be contacted at:

Sound Feelings
24266 Walnut Street, Newhall, California, USA.

"Fantasia " by Walt Disney.

In fact many of the Walt Disney cartoons such as: "Snow White, Bambi, The Jungle Book, Aladden, Beauty and the Beast."

Expose the child to a variety of music experiences. In "Dr Montessori's own Handbook by Maria Montessori by Maria Montessori, you will find information on music education and exercises for children.

A World TO LIVE IN

Play

Besides inventing your own games, which can be fun, ones local library will have a good number of books dealing with this. Don't always go for boxed, over-the-counter games. A lot of good games can be played without materials.

Read the following:

"Gods and games, towards a theology of play" by DL Miller,
"Play to win and every victory is a funeral" OF Donaldson,
"Chrysanthemen Swords: towards an understanding of play as a universal martial art" OF Donaldson.

The Pre-K Today magazine and your local magazines and newspapers sometimes have good suggestions about fun things to do.

I am enclosing two articles in the addendum on play, because I believe they are so good.

Chapter 4: How to Communicate.

In this chapter I would recommend the following books as resource materials:

Freustein "The Dynamic Assessment of retarded performers"
Karsten Hundeide, "An indigineous approach to early intervention"
J Kagan " Infancy, its place in Human Development"

These are a few books. There is a vast field out there. The New Horizons organisation which I mentioned at the beginning of this chapter also has a vast number of resources.

In chapter four I promised more information about Prof Karsten Hundeide's Programme. I have included it as an addendum to the resources chapter. The address for the programme is:

Resources

ICDP

PO Box 262, Watford WDI 7GS, Herts, England.

This is the Secretariat. The programme is based in Norway and Israel with training facilities in Portugal.

Chapter 5: Physical Development.

Apart from general biological and reference materials on growth and development, obtainable from libraries and other places such as bookstores, there are a number of specific books:

"The Absorbent Mind" by Maria Montessori contains very detailed information about physical development.

"The Child in the Family" by the same author, provides extra good information.

"Teaching Montessori in the home, the pre-school years" by Elizabeth Hainstock. For later her book "Teaching Montessori in the Home- the School Years is excellent.

If you can you should take a baby for swimming lessons very early, it is a safety precaution, if you have a pool and it is good for physical development and exercise.

"Facts for Life" a booklet by the World Health Organisation, obtainable from:

UNICEF,

DIPA, Facts for Life Unit, 3 UN Plaza, New York, NY 10017, USA

is good. It states many things in plain language, gives good health tips on nutritional needs and so on.

A magazine like Pre-K today is also a good resource on ages children can do things, meal suggestions and so on.

A World TO LIVE IN

First Aid is something that you should consider, a course with the Red Cross is always a good idea, so you can deal with emergencies. A good deal is also explained about the body in courses by them which is useful.

Paper by Prof Karsten Hundeide entitled "Outline of an early Facilitation Programme for Children at Risk" is of help.

The video by Jacqueline Fogg entitled "Learning Activities for Babies and Baby massage" are good sources. You can order from:

Music for pleasure
7 Southern Klipriviersberg Road
Steeldale

The Montessori Society of Southern Africa
PO Box 70074
Brynstan
2021

publishes a newsletter with helpful hints and is a good resource for what is happening in Montessori, training courses and so on.

Chapter 6: The emotional environment.

There are many books I could recommend. All the books regarding Jung are essential, mentioned under the first chapter. Here are a few others. There are obviously too many to name, but these will get you started:

"Bioenergetics" by Alexander Lowen

"Every Child a winner" by Coley Lamprecht

Books by Wilhelm Reich on Reichian Therapy

"Bad Behaviour" by Dr John Pearce
Donna Wittmer, Professor of Early Childhood Education at the

Resources

University of Colorado writes about such things as "Children who bite" and how to deal with them. Articles appear in Pre-K today.

"The Child in the Family" by Maria Montessori

Contact also local organisations mentioned previously for additional help and guidance.

Chapter 7: Mental Development.

"Love" by Leo Buscaglia. His videotapes are also excellent, especially those on relationships.

"Think Young, be Young" by Elyse Birkenshaw

"The Piaget Primer" by Dorothea Singer and Tracy Revenson

"Instrumental Enrichment" by Reuben Freustein

"More Intelligent Child" by Pnina Klein

"Twelve Guidelines for Interaction" by the International Child Development Programme

The above are excellent titles.

Taking your child or children on excursions, outings to expose them to many things will help develop intelligence. Reading is a must for children for the many worlds it opens up. There are also fun games in the market place, that will be of help. Do not always go for bright colours, such as the multicoloured hoops that we see, they are not all that great. Hoops of the same colour but different sizes will be far better for learning, size, shape, etc.

The library and facilities will help. With the increasing trend towards computers there are a number of counting and language games on the

A World TO LIVE IN

market, as well as other stimulating games that are of help. If you have access to the internet, there are discussion groups and even childrens talk lines that can be stimulating, although one does have to be careful and vet the correspondence.

The National Network Television also puts on some interesting pre-school programmes, so watch out for what is coming up.

This then concludes the resources section as you can see I have not attempted to be exhaustive, that would involve writing a whole new book, but I have given you what will start you in a good way on your learning about what you can do. Take the basics in this book as a guide and reference, to help you in sifting through the information out there and of course your own parenting skills will be of great help. Rely on your own judgment.

So will you be led in ever widening circles, to more and more knowledge. This is what parenting, teaching, and caregiving is all about.

Addendum

ICDP

Introduction

Most agencies working with young children focus on physical survival. It has become more and more apparent, however that physical survival is not enough, in order for a child to grow up and become a responsible member of a society. The psychosocial, educational and the moral aspects of child development must also be included in a complete programme of human assistance to children living under conditions of extreme deprivation and impoverishment.

What children need the most in addition to proper nutrition, physi-

cal health care and hygiene, is an intimate interactive relationship with one or more caregivers. Such a person can guide the child into participation in the shared system of skills, knowledge, needs and values that constitute a culture. In addition, a flexibility of mind is developed that is needed to adapt in a society where the demand for new learning is increasing. If this need is not taken care of, the consequence may be an increasing number of children, youth and adults who are not capable of, or do not feel the need for participation in the social order of a society.

ICDP

The International Child Development Programmes

ICDP is an international group of experts with professional or personal experience with disadvantaged children in various life contexts. ICDP works to improve the quality of intervention with at risk populations of children such as those who are handicapped, malnourished, impoverished, neglected and disturbed.

The objective of ICDP is to help these disadvantaged children benefit from relevant knowledge and experience within the fields of child

development, early education and child psychiatry in the form of programmes that have wide applicability and that can be presented in training courses for field workers and project leaders. Training, research and evaluation is part of this commitment.

The work of ICDP differs from other programmes in its focus on human interaction. It represents a shift from medical models to an interactive approach based on recent findings in central nervous system re-

health programme. Also it has been used as a basis for upgrading and evaluating the quality of care in child care institutions, preschools and creches. This programme can also serve as a basis for early intervention in relation to children with neurological disabilities and minimal brain dysfunctions.

The MISC programme is not a "programme" in the traditional sense, it is more like a method for sensitizing caregivers to the positive aspects of their existing interaction with their children, thus strengthening the caregiver's self-confidence and trust in her/his ability to bring up the children in her/his care.

The objectives of the MISC Programme are reached through:

- I. Promoting a positive conception of the child and her/his potential to develop as well as the caregiver's awareness of her/his own role in promoting development.
- II. Establishing a positive cycle of emotional expressive interchange between the caregiver and the child.
- III. Promoting a higher quality of mediation which means a more guided and enriching interchange between the caregiver and the child.

There are five criteria of quality interaction according to the MISC programme. The essence of the MISC programme is described in terms of these five criteria of mediation.

1. Intentionality and reciprocity. In order to interact with a child, the caregiver needs to adjust her message (intention) to the child's state of arousal, focus of attention and general line of activity - "her intentionality must meet the child's reciprocity."
2. Mediation of meaning. The caregiver's appreciation, affective reaction and verbal labelling of objects, concepts and values in the child's surroundings, helps the child to build up distinctive meanings of his surroundings.
3. Expansion beyond the present situation. This is taking place when the caregiver goes beyond what is presently given, by explaining, comparing, clarifying, telling stories about some aspect of the situation etc.
4. Mediation of feelings of competence. Giving praise to a child for what he has done well. But also explaining more in detail why it was a good performance. In this way, the child is helped, not only to build up his self-esteem, but also to improve his performance for the future.
5. Mediation of regulation of behaviour. Helping the child to regulate his behaviour in relation to the nature and goals of the task by organising, planning, making a strategy, sequencing and so on. Through interactions with regulation of behaviour, a child may build up more self-control and regulatory strategies in his approach to problem solving.

The strategies applied in training and sensitizing caregivers include:

- ◆ Observation and video-recording of samples of successful interaction between caregiver and child. These are then shown to the caregivers, thus pointing out, reinforcing and explaining more clearly the interaction.
- ◆ Helping caregivers interpret and empathize with the child's experiences and initiatives.
- ◆ Using examples from adult everyday experiences to explain the principles of quality interaction, followed by examples from adult-child interactions.
- ◆ Role-playing.
- ◆ The caregivers recounting and exemplifying the principles through their own experiences.

These strategies are not imposed on the caregivers by outsiders, but introduced through a dialogic, participatory approach in which the caregivers contribution plays an an important role.

Work done so far

- 1980 The preparatory work on ICDP was started by Professor Karsten Hundeide and Professor Henning Rye (University of Oslo and Bergen Norway).
- 1985 Upon invitation the intial programme was presented to UNICEF.
- 1986 Implementation was started in a more organised way with training seminars when Professor Karsten Hundeide and Professor Henning Rye met Professor Pnina Klein and started to work together with her on the MISC programme.

Organisations which either support or have implemented the MISC Programme so far are:

WHO (World Health Organisation)
 UNICEF
 NORAD
 NORAS
 Save The Children in Norway and Sweden
 Leger Foundation - Golden Cross in Canada
 Romanian Children in Distress Appeal
 Norwegian Research Council
 Susila Dharma International
 The Gulbenkian Foundation

MISC Worldwide

The MISC Programme has been implemented in the following countries:

Country	Target Groups	Sponsor
Ethiopia	Families in urban slums and children in institutions	Norwegian Aid to developing countries NORAD HEMIL
Indonesia	Children in poor rural communities and urban slums	The Golden Cross of the Leger Foundation
Israel	Multi-ethnic, low SES groups, children with low birth weight, Downs Syndrome and Gifted children	Government and Academic University Funding
Norway	High risk mothers of babies at health control stations, at-risk children	Norwegian research council: NORAS
Portugal	Poor refugee pre-school children	The Gulbenkian Foundation
Sri Lanka	Children suffering from poverty/malnutrition/psychosocial deprivation, children in institutions	UNICEF, Sri Lanka Norwegian Save the Children
Sweden	Pre-school children	Swedish research council
USA	Low SES families, high risk mothers of normal babies	Parent Centre, Maryland Council of Exceptional Children, New York Hofstra University Cerebral Palsy Association, Philadelphia
Zimbabwe	Children suffering from poverty/malnutrition psychosocial deprivation, children in institutions	Norwegian Save the Children

Future plans for ICDP

1. A major objective for the future is to establish training seminars at regular intervals (in spring, summer, autumn, and winter) for different organisations in order to enable people to spread our programmes further. There will be 3 types of seminars:
 - a. Basic introductory
 - b. Seminars for caregivers for different target groups of children
 - c. More advanced seminars for trainers.
2. Cooperation with universities and organisations in developing countries in order to develop resource groups that can train and implement the programme in their own country.
3. Further cooperation with Save the Children in order to train key personnel.
4. Professor Henning Rye, of the University of Bergen, is developing a training Programme for the handicapped together with the Norwegian Association for the Handicapped.
5. The United Nations High Commissioner for Refugees has shown interest in the MISC Programme; similarly the implementation of the MISC Programme for refugees through cooperation with the Norwegian Refugee Council is now in process of negotiations.
6. Further cooperation with WHO, the United Nations World Health Organisation, is now expected as result of symposium funded by WHC on the ICDP Programme that was held in Lisbon, in autumn 1991.

Further information is obtainable from:

Professor Karsten Hundeide
 University of Oslo
 Institute of Psychology
 PO Box 1094
 Blindern
 Oslo
 Norway
 Fax: 02 854419 attn K. Hundeide
 Tel: 02 324203

Nicoletta Armstrong
 ICDP
 PO Box 262
 Watford WD1 7GS
 Herts
 England
 Tel: 0923-230121
 Fax: 0923-212005



ICDP



CERTIFICATE תעודת

Planted in the name of

***** SHALIN DE WAAL *****

In Appreciation

THE BAT SHEVA AVIV BRANCH

of the
 DURBAN WOMEN'S ZIONIST LEAGUE

27th January, 1993



KEREN KAYEMETH LEISRAEL קרן קימת לישראל
 JEWISH NATIONAL FUND

"Democracy means freedom to choose"



INKATHA

Inkatha Freedom Party

IQembu leNkatha Yenkululeko

Kwa-Phindangene
P O Box 1
MAHLABATHINI
3865

07 July 1992

Mr Shaun A de Waal
Eleven Rayleigh
214 Moore Road
DURBAN
4001

Dear Mr de Waal

I wish to thank you for your letter concerning pre-school education in South Africa.

I must admit that we are poorly served as far as pre-school education is concerned. For Black children it is absolutely non-existent for most children who should be getting pre-school education.

If you have information on this I would appreciate it if it is sent more directly to:-

Mr L P H Mtshali
Minister of Education and Culture
Ministry of Education and Culture
Private Bag X04
ULUNDI
3838

I will share the contents of your letter to me with him.

I have appreciated the ideas you have shared with me on this problem.

Yours sincerely


M G BUTHELEZI
PRESIDENT-INKATHA FREEDOM PARTY

/ctn



DEPARTEMENT VAN NATIONALE OPVOEDING
DEPARTMENT OF NATIONAL EDUCATION

☎ (012) 314-8911

Faks/Fax (012) 323-2720

ORANJE-NASSAUGEBOU
SCHOEMANSTRAAT
PRIVAATSAK X122
PRETORIA 0001

ORANJE-NASSAU BLDG.
SCHOEMAN STREET
PRIVATE BAG X122
PRETORIA 0001

Navas
Enquiries

Verw.
Ref.

2/1/2/3/1

1992-09-09

Mr S. A. de Waal
11 Rayleigh
214 Moore Road
DURBAN
4001

Dear Mr de Waal


PRE-SCHOOL EDUCATION

Thank you very much for your letter of 21 August 1992 and the copy of the paper by Professor Hundeide. I have taken cognizance of the contents of this paper and of your own proposals for a pre-school development programme. I appreciate your interest in the matter as well as your initiatives in this important field of education and consider the work done by you and other interested parties as of the utmost importance.

Preliminary research under the auspices of *The South African Council for Education* has already emphasised the extent and the complexity of the whole problem of providing in the need for pre-school education. Proposals are now being prepared regarding the following phase of the research. The documents forwarded by you will undoubtedly serve as a valuable source of information in this undertaking.

May I wish you every success in your further endeavours in this regard.

Yours sincerely


J. G. GARBERS
DIRECTOR-GENERAL: NATIONAL EDUCATION
080116b(920907)



Television Centre
Artillery Road
Johannesburg 2092
South Africa

Private Bag X 41
Auckland Park 2006
South Africa

Tel: (011) 714-9111
Fax: (011) 714-5799
Broadcast 4-24116 SA

CROSSOVER
PO BOX 91656
AUCKLAND PARK
2006

16/11/92

MR. SHAUN DE WAAL
INTERNATIONAL CHILD DEVELOPMENT PROGRAMME
11 RALEIGH
214 MOORE ROAD
DURBAN
4001

DEAR SHAUN

JUST A SHORT NOTE TO THANK YOU FOR YOUR CONTRIBUTION TO THE
CROSSOVER PROGRAMME THAT DEALT WITH "PARENTHOOD - A LIFELONG
COMMITMENT".

WE HOPE YOU ENJOYED THE PROGRAMME AS MUCH AS WE DID. AS A TOKEN
OF OUR APPRECIATION WE INCLUDE THIS VHS COPY OF THE PROGRAMME.

A RE-BROADCAST OF THE PROGRAMME WILL TAKE PLACE ON TSS ON
27/01/93 AT 20:30, SHOULD ANY INTERESTED PARTIES HAVE MISSED IT
THE FIRST TIME ROUND.

THANK YOU ONCE AGAIN FOR SHARING YOUR KNOWLEDGE WITH THE
CROSSOVER VIEWERS.

YOURS SINCERELY

Maryna Langenhoven
MARYNA LANGENHOVEN
PRODUCTION MANAGER: CROSSOVER.

SABC Programme Producers



ICDP

FAX TO SHAUN DE WAAL
FROM LAILAH ARMSTRONG
DATE 12 OCTOBER 1992

Child Development Programmes

Dear Shaun,
I hope you got
this fax - if
not, here it is
by post!
Lailah

Dear Shaun,

Thank you for your recent letter. I am always very glad to receive your news.

By now you would have appeared on TV! That's great. You know that Gabriel did the same in Romania and Rukman appeared on the Norwegian TV in September. So ICDP seems to be developing in similar ways all over the world.

What you have done so far is greatly appreciated. I spoke to Rukman after I received your letter and he asked me to convey to you his warm greetings and reassurance about your role. He said we all need to be patient for the time being until we obtain funding - once we have that the training can be completed for many of us and you could of course participate if you wish also.

The fundraising is in process and I expect we shall know at the end of '92 when the training could take place. I'll keep you informed.

I hope you don't lose your good spirit and continue in a cheerful way!

With my very best wishes,

Lailah
Lailah

International contacts:

Kersti Haavide
Larsheira 183
Oslo 6
Norway
tel. 47-2-324203
fax: 47-2-854419
(attention K. Haavide)

Martin Hoff Borge
69 FLOCHEN
Chapel Drive, Stavanger 48
Postboks 15
1321 Sundeid
Norway
tel. 47-2-225540
fax: 47-2-125606

Moelke Armstrong
PO Box 262
Walford
York YO21 7DS
England
tel. 923-220121
fax: 923-212025

Primo Mendes
P. Raia de Sines 10-4-E
1600 Lisboa
Portugal
tel. 351-1-2585342
fax: 351-1-821781
(attention P. Mendes)

ICDP - Charity Reg. No.: 9294227
Bank accounts: Den Norske Bank Oslo Norway 5091 0205049 & Barclays Bank Walford England "ICDP Child Dev. Fund" 001 1112

Durban Child and Family Welfare Society Durbanse Kinder- en Gesinsorgvereniging

FUND RAISING No. 06 600216 0009

Your Reference
U Verwysing.....
Our Reference wp/ 14/92
Ons Verwysing.....

All communications to be addressed to the Director
Alle briewe moet aan die Direkteur gerig word

A Community Chest Member
Lid van die Gemeenskap
P.O. Box/Posbus 47569
Greyville 4023
"Stormhaven"
119 Windermere Road
Windermereweg 119
Durban 4001
Tel. (031) 23-9313
Fax (031) 23-3147

June 8, 1992

Mr. Shaun de Waal
11 Rayleigh
214 Moore Road
DURBAN
4001

Dear Mr. de Waal

We are presently in need of additional members for some of our committees and it is in this connection that we have taken the liberty of writing to you. We would be interested to know whether you are in a position to join the Combined Committee for Pre-schools and Crèches.

This committee presently consists of Nursing Sisters from Community Health, the Principals/Supervisors from the respective Pre-primary schools and crèches run by this Society, an Educare Co-ordinator and the Residential and Educare Manager of the Society.

The committee usually meet on the third Wednesday of each month at 12.30pm in the Boardroom of this Society. Please note however that there will be no meeting of this committee during the months of June and July. The meeting has been re-scheduled for August 12, (the third Wednesday being our Society's Annual General Meeting).

I do hope you will be able to join us as we would greatly appreciate your expertise in this area of our work. Should you have any queries in this regard, please don't hesitate to contact me after June 29th and I will be happy to discuss this further with you.

I look forward to hearing from you.

Yours sincerely



(Mrs) M. Zoli
RESIDENTIAL AND EDUCARE MANAGER.

Durban Child and Family Welfare Society Durbanse Kinder- en Gesinsorgvereniging

FUND RAISING No. 06 600216 0009

Your Reference
U Verwysing.....
Our Reference
Ons Verwysing..... MZ/wp-207.....

All communications to be addressed to the Director
Alle briewe moet aan die Direkteur gerig word

A Community Chest Member
Lid van die Gemeenskap
P.O. Box/Posbus 47569
Greyville 4023
"Stormhaven"
119 Windermere Road
Windermereweg 119
Durban 4001
Tel. (031) 23-9313
Fax (031) 23-3147

October 22, 1993

Mr. S. de Waal
11 Rayleigh
214 Moore Road
DURBAN
4001

Déar Mr. de Waal

We acknowledge with deep regret, your resignation from the Play Centres Committee. We have valued your advice and assistance in matters relating to the management of the play centres.

With best wishes.

Yours sincerely



(Mrs) M. Zoli
SENIOR MANAGER:
RESIDENTIAL AND EDUCARE.



MONTESSORI INTERNATIONAL

October 20, 1993

Mr. Shaun de Waal
11 Rayleigh, 214 Moore Rd.
Durban 4001, South Africa

Dear Shaun,

I want to thank you for coming to Montana to visit us. It was a delight getting to know you and hearing about your most valuable work. I wanted also to let you know that Verlene Gardner, our American Literacy Guild President, has written to make initial contact with the International Child Development Program. I hope that several of us will have the opportunity to get their training and proceed with the work here in the United States. Unfortunately, Randall Klein misplaced the information you gave him regarding name and address of the woman in Florida who is involved with the work. I would greatly appreciate it if you could send it to me again.

Best wishes to you in all your areas of endeavor, and thank you again for your generosity in sharing your work.

Sincerely,

Mary Ellen Maunz
Teacher Trainer

:mem



DEPARTEMENT VAN ONDERWYS EN KULTUUR DEPARTMENT OF EDUCATION AND CULTURE

(EX ADMINISTRASIE: VOLKSRaad
ADMINISTRATION: HOUSE OF ASSEMBLY)

NATALSE ONDERWYSDEPARTEMENT
NATAL EDUCATION DEPARTMENT

Enquiries : Dr M B Schroenn
Reference :
Tel: (0331) 942351 x 323

Natalse Onderwysgebou
Natal Education Building
Privaatsak X9044
Private Bag X9044
Pietermaritzburg 3200

2 September 1994

Shaun A de Waal
Eleven Rayleigh
214 Moore Road
DURBAN
4001

Dear Mr De Waal

INTERNATIONAL CHILD DEVELOPMENT PROGRAMME

Your letter of 26 June 1994 to Minister Prince Dr Zulu has been referred to the Project Task Group for Educational Programmes. Your concern to contribute to the development of education in the Province of KwaZulu-Natal is appreciated.

The brochure on the ICDP certainly emphasises some important principles, especially for providing education for disadvantaged and deprived children, as many of our children in KwaZulu-Natal are. The essential need for proper nutrition has commenced being addressed this month with the school feeding scheme. The focus of the ICDP on human interaction and a caring learning environment is strongly endorsed and will be promoted in the KwaZulu-Natal Education Department. The need for psycho-social intervention in the development of deprived children especially is very important.

Should you wish to discuss the ICDP further, in particular the pre-school programme please telephone the adviser Mrs D de Waal at 0331-949121. She and her colleagues are aware of the High Scope Programme and some have conducted comparative research with the USA.

Yours sincerely

DR M B SCHROENN
CHAIRMAN: PTG EDUCATIONAL PROGRAMMES
KWAZULU-NATAL



A World to Live in.

Everything about us is changing, the world is changing and growing smaller by the day. The demands on children have become greater. They seem to have so many more things to learn than we did. This is a reflection of the changes in Education, the discoveries that have been made and changes in the very nature of our society.

How can we handle this? In this book, you will find what the author believes is the best way to meet the future and educate the child. This is based on his research, experience. He has synthesised what he considers the best new educational methods, adding his own insight and discoveries, developed into a programme he calls: The Education for Life programme - a programme that deals with the child as a whole.

Can you afford not to know what is in this book?

About the Author

Shaun de Waal, has a BA degree from the University of South Africa, A Montessori Teachers Diploma from London Montessori Centre and a Certificate from the International Child Development Programme. He is currently busy starting a Masters degree with Summit University of Louisiana.

He has served as Chairman of the Durban Child and Family Welfare Pre-schools (Play Schools) Committee, contributed papers to the National Education Department and the Goldstone Commission. He conducted workshops for Health Care Workers, parents, teachers, the Education Departments of Natal and Durban-Westville Universities. He presented courses for the Community Services Training Programme, and the Adult Education Centre of Natal University. He has also appeared on the Crossover Television Programme and done a lot of other work in Education, too lengthy to go into all details. Letters of comment appear inside this book from various people and organisations.

He runs his own educational training courses through:

The New Frontiers Institute.
