



SUMMER '80

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The Journal of the

CSPCC

Canadian Society for the Prevention of Cruelty to Children

The Journal of the Canadian Society for the Prevention of Cruelty to Children

"...People are hyped up over adolescent drug abuse, pregnancies, suicide, and the cults children join. But the same roots underlie them all. The roots are depression and emotional deprivation. These are laid down in the personality in the early months of life. They grow out of poor attachments, inadequate affection and contact for the child in the first months..."

"...When the quality of the child's bonds and sense of acceptance is poor in the early months and years, these deficiencies will especially show up in adolescence. Then there is a normal feeling of loss as the child attempts to free himself from his parents. If these new stresses stir up earlier hurts of not feeling accepted, of not feeling loved, the child's ability to negotiate this period is poor..."

"...Juvenile delinquents, psychopathic personalities are no mystery. They are people without close ties to anyone. People mean nothing to them. They did not get the essential ingredient to get along, an early, strong attachment to some loved person..."

"..The danger is, when mother goes to work the child is thrust into the care of some strange person, disrupting the bonds established with the mother.

And just when he sends out some tender, new shoots of affection, he gets a new sitter.

The child can't shout, 'My God, every attempt I'm making to get the closeness I need is sabotaged. What the hell is being done here?'

But, you'll perhaps see the results, five years later when he's disruptive in school or 10 years later when he's on drugs..."

"...Of all the jobs we do, the most important is caring properly for our young children. Doing it well is crucial for the child and can be immensely gratifying to the parents."

**Dr. Jack Raskin
Child Psychiatrist
Children's Orthopedic Hosp.
Seattle, Washington**

"We should start with the idea of restoring value and significance to the idea of nurturing, recognize that all our children need it, and create programs and institutions that will help us give it to them ...

**If we're worried about the cost, we might look at it this way:
The less care a child has in the early years, the more society will have to pay for it later on."**

Naomi Chase

THE CSPCC

WHAT IS IT

HOW TO JOIN

HOW TO GET THE JOURNAL REGULARLY

The basic premise of the CSPCC is that the worst of all possible cruelties is to permanently damage a human being emotionally. By emotional damage we mean not only the presence of some degree of mental illness but the absence to some degree of the capacity for Trust, Empathy, and Affection.

Given the evidence that such emotional damage can be relatively easily inflicted during the very early years of life, our concern is with ignorance of, or indifference to, the emotional needs of very young children.

Prevention, rather than treatment after the damage is done, is the objective of the CSPCC. Better preparation for parenthood, greater concern for proper care during pregnancy, obstetrical practices which facilitate bonding, a higher priority for the empathic care of infants, higher status for homemakers and stronger community support for parents with young children are examples of such preventive measures.

Increasing the number of members in the Society and thereby the readership of the Journal is at present the principal means by which the CSPCC is working to unite those who share a concern for the importance of the Society's objectives.

Annual membership in the CSPCC is ten dollars. Three year membership is twenty-five dollars. Life membership is one hundred dollars.

The Journal of the CSPCC, which is published four times a year (February, May, August, and November) is mailed without charge to all CSPCC members.

Cheques or money orders should be made out to CSPCC and mailed to CSPCC, Box 700, 298 First Street, Midland, Ontario, L4R 4P4. All membership Fees and Donations are income tax deductible.

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Letters

TELEVISION AND KIDS

Dear Editor:

On page 2 of the Spring 1980 issue of your CSPCC journal is a letter from Mrs. Lindhorst on television and kids.

Enclosed please find a paper (unpublished) which deals specifically with Mrs. Lindhorst's concerns. The topic seems timely and my perspective is the child in the Canadian context. Television programming and the media itself presents children with an incipient deprivation of their own childhood. This seems to be a form of indirect cruelty.

I hope you can use the article in a forthcoming issue.

Sincerely,
J.K. Bishop
Associate Professor
Dept. of Educational Psychology
University of Alberta

SOME IMPORTANT CHANGES

Dear Dr. Barker:

I am presently working on the obstetrical ward of a suburban hospital where I have been for the last 9 years and also where I worked 20 years ago before my children were born. I thought some of your readers might be interested to hear of some of the changes that I've noticed.

The biggest change is the father's participation in the birth of his child. During the last 5 years (maybe just the last 2 or 3 years), there has been a definite increase in the fathers' participation due to the fact that they are now allowed into the delivery room which was never allowed before. Presently, I would say approximately 95% of the husbands chose to stay with their wives during the whole process of birth including delivery; at our hospital anyway. It used to be that under no circumstances would the father be allowed into the delivery room.

Another interesting thing is that more and more mothers are insisting on holding the baby immediately, with eye to eye contact; no more sticking the baby in the incubator in the corner; mothers want the skin to skin contact instantly; some also include the father in this bonding - thus - an instant family feeling is produced.

Far more C-sections are being done than ever before for some reason. Previously, women in this situation did not see their baby for at least the first 24 hours. Now, more often, the nurses will bring the mother to the nursery before taking her to her room; they can now see their baby within the first 1½ to 2 hours of life. The mothers, after merely seeing their child, seem to be more relaxed.

"Rooming-in" is also a relatively new thing - the baby stays in the room all day with the mother and the father is allowed in at anytime between 11 a.m. and 9 p.m. The fathers can then become equally involved in the care of the child. With "rooming-in" the presence of a newborn is not such a shock to the father when mother and child return home after their hospital stay. He knows what to expect or has an idea.

I have also noticed that there has been a huge trend towards breast-feeding in the last 5 or 6 years.

I have found from my husband's experience, and friends, that a lot of men don't really like babies until they are a little older and can begin to do things. However, if they are involved right away with their child they seem to become more interested and take an active part in the care of the child. Instead of standing by the side lines throughout the whole birth experience they can become actively involved which helps the mother and also is a good start for the child - two parents instead of just one!

Sincerely,
Jean Crampton,
Downsview, Ont.

Letters

CORPORAL PUNISHMENT IN SCHOOL

Dear Dr. Barker:

...Before signing off, I've decided to fight with you a bit. I'm referring to your decision to avoid the issue of corporal punishment in the schools in the **Journal**. Here's my reasoning. I agree with you that reaching young people of school age re child abuse prevention is a tremendously important piece of the action geared to primary prevention; furthermore, I recognize that you would like to have the schools' cooperation and thus are not anxious to antagonize them with what may seem like a side issue. My contention is, of course, that corporal punishment in the schools is not a side issue at all but is central to our thesis that "violence breeds violence". How can we make an honest pitch to our young people in our schools re positive parenting as parenting **not** based on violence, when the schools themselves — which Section 43 of the Criminal Code reminds us are empowered to act in loco parentis and thus to use "reasonable force" — are "raising" these same young people between 9 and 5 under the threat of violence? Kids are not stupid; they are quite aware of the corporal punishment controversy, and I feel they are quick to recognize our double talk if we talk about peaceful parenting in their future but ignore the violent "parenting" they are experiencing in there now. The message of Section 43 is "where they're at" in their experience of adults' methods of relating to them. It seems to me that the best way of reaching young people in a very tangible way is to go strongly on record against Section 43; only thus can we prove to them that we mean what we say when we make a case against violence as a means of raising (or teaching) children. It seems to me that the **Journal** is avoiding one of its most important — and potentially most effective — roles if it fails to hit Section 43 head on. And strangely enough, I think you'd take a lot of teachers and administrators with you, as well as the young people themselves...

Sincerely,
Jeanne Marie Hurd,
Ottawa, Ont.

WORKING MOTHERS

Dear Dr. Barker:

It is a known fact that children need the love, affection and care that only a mother can give especially in the first three years of life.

The government is the worst offender by permitting these mothers to return to work knowing what the possible consequences can be. These mothers may themselves be formulating programs or taking care of mentally ill people and yet they are blind to the fact that they may be creating the same problem for the next generation by not being at home with their children.

There are plenty of professionals that could fill the vacancies.

Just one question, Dr. Barker, why is this practise permitted to go on in government services???

From an old timer in the
Civil Service,
Leonard Tugwell,
Penetanguishene, Ont

OPEONGO HIGH SCHOOL

R. R. 1, DOUGLAS, ONTARIO. KOJ 150 TEL. 649-2233, 646-2222

D. P. WHILLANS, B.S.A.
PRINCIPAL

F. M. WOOTTON, B.A.
VICE-PRINCIPAL

June 20, 1980

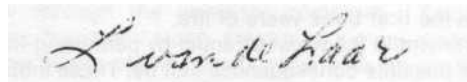
E. T. Barker,
President, C.S.P.C.C.,
298 First Street,
Box 700,
Midland, Ontario
L4R 4P4

Dear Mr. Barker:

Please accept our contributions for the Logo Design for C.S.P.C.C. The students became very interested in the project and many social questions were discussed as a result.

I hope you will enjoy seeing them all. Some are very touching.

Yours sincerely,

A handwritten signature in cursive script that reads "Laura van de Laar". The signature is written in dark ink on a light-colored background.

Laura van de Laar,
Art Teacher.

/peo

Try Your Hand at LOGO Design

On pages 17 and 36 of the Journal you will find two of the CSPCC LOGO designs contributed by students from Opeongo High School in response to the following:

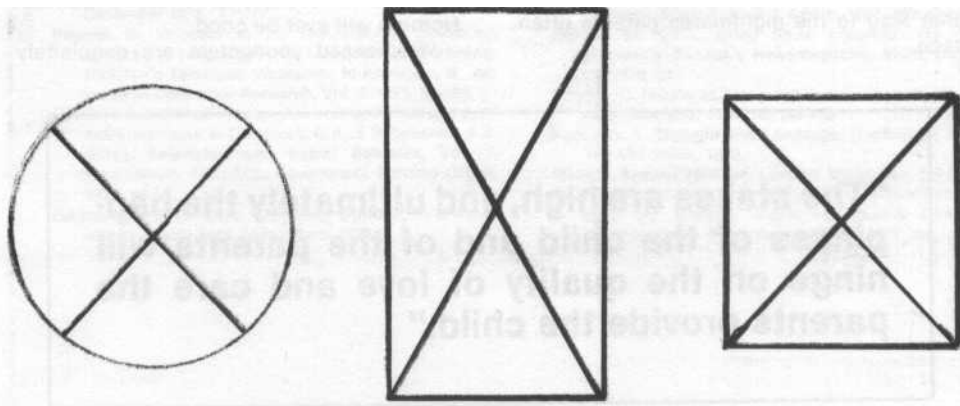
The basic design consists of two triangular shapes on a vertical axis, one inverted on top of the other, and two triangular shapes on the horizontal axis.

The lower of the vertical 'triangles' represents the kinds of things which must be done before a child reaches the age of three to prevent permanent emotional damage. Prior to conception, this means an appreciation of and commitment to the responsibilities of parenting, during pregnancy and birth, this means concern for the best prenatal care and obstetrical practices which facilitate bonding, and in infancy, this means a lifestyle which enhances the provision of affectionate empathic care for the child.

The upper 'triangle' represents the kinds of things we mean by emotional damage. An incapacity for trust empathy and affection, mental illness in its varying degrees and forms, delinquency and crimes of violence, and ironically a relative inability to raise children without similar damage.

The two horizontal 'triangles' represent on one side the values and traditions in our society which assist and on the other, make more difficult the steps necessary to prevent such damage. By values which create difficulty we mean such things as our over-emphasis on materialism and competitiveness and our traditional lack of respect for children as persons. By values which assist, we mean such things as the increasing equality for women and the renewed sense of the value of family and community.

An appropriate and quickly recognizable motif such as an hourglass or cross may arise from the logo elements, since the shape (square? - rectangle? - circle?) as well as the proportions are as yet unresolved design variables. Although the choice of colours is open to the imagination of the designer, it is important that we also have a companion version in black and white.



To work or not to work after the baby comes



As women, especially young ones, troop off to jobs outside their homes in unprecedented numbers — they are nearly half the nation's work force now — it is worth thinking about the children they leave behind.

Dr. Jack Raskin, a Children's Orthopedic Hospital and University of Washington child psychiatrist, thinks about it a lot.

When he is asked by women planning to go back to work after childbirth how they can be sure the child's needs are also met, his answer is:

"Only with difficulty.

"Even when parents have a great deal of time and energy to devote to caring for a young child, it's a hard job. When both parents work, the limited time available to the child and the other pressures on the parents can make it very hard to meet the child's needs.

"The stakes are high, and ultimately the happiness of the child and of the parents will hinge on the quality of love and care the parents provide the child."

The goal is to raise a child who fares well in life without the personality deficiencies that lead to the nightmares parents often face.

The key, says the psychiatrist, is the child's close, unbroken attachment in the early months to the people who care for him. Too much disruption of this embeds in the personality traits that can be destructive for a lifetime.

"People are hyped up over adolescent drug abuse, pregnancies, suicide, and the cults children join," he says. "But the same roots underlie them all. The roots are depression and emotional deprivation. These are laid down in the personality in the early months of life. They grow out of poor attachments, inadequate affection and contact for the child in the first months.

"I see depressed 6-month-olds, 5-year-olds, 15-year-olds. The signs of depression in children are not the same as in adults. The 7-year-old who can't concentrate, disrupts the class, won't learn is labelled hyperactive. But often these children are depressed. Impulsive behavior is a common sign of sadness in young children."

Depression underlies many of the problems people have all their lives, he says.

It is knowing inside:

"I am worthless, unloved, unwanted. Nothing will ever be good."

"Depressed youngsters are exquisitely

"The stakes are high, and ultimately the happiness of the child and of the parents will hinge on the quality of love and care the parents provide the child."

The goal is to raise a child who fares well in life without the personality deficiencies that lead to the nightmares parents often face.

sensitive to rebuff and criticism and have a deep sense of not belonging," Dr. Raskin says. "They are extremely vulnerable to loss, to feeling abandoned."

They may be withdrawn or aggressive.

"The 1-year-old shows he's depressed by irritability, excessive rocking, thumb-sucking, head banging in a rhythmic way, as if to say, 'This gives me some pleasure and takes away the hurt of loneliness and not belonging.'

"Depression in children can interfere with learning and ability to concentrate and organized thinking. The child at 7 with a constant need for overindulgence and attention, who can't handle loneliness, may be showing another face of depression."

It starts very young.

The most important psychological event in our lives, he says, is our early attachment, or bonding, to the person who takes care of us. It begins, it is now known, in the first minutes of life, when the mother holds and checks over her infant.

Then, Dr. Raskin says, "a beautiful ballet begins to unfold, as the mother gets in tune with her child through the days and weeks."

Fathers more than ever before are establishing their own early bonds with their children, he said, and finding it one of the most gratifying parts of their lives.

Attachment to the people who love him and respond to his needs is nothing less

than the foundation of the child's personality, the psychiatrist says.

"From it a sense of his worthwhileness, a sense of belonging, of trust develops in the child."

It is easier to give this to the child if you're there all the time, Dr. Raskin says. But, it can be accomplished by working mothers. And you can be right there and not do it.

"Some parents are constantly there but their minds are far away, and they can't convey the sense of closeness and belonging essential for the child's well being.

"It's an affair of the heart. We know it when we're loved and cherished."

He says that the child gets a message when he's needing to hear, "You're wanted, you're beautiful, you belong to me," and his mother over and over does not respond.

"He can't say to himself at 3 months or even 2, 'Oh, well, that's how Mom is. She's got her mind on something else. I'll grow up and find somebody reasonable.'

"What he perceives is, 'I'm bad, unacceptable, unlovable.' And when the child is older he feels, 'It's my fault, I don't deserve ever to be loved'."

A baby whose needs are not being met shows his depression most of all by what does not happen, says the doctor, by development tasks that do not occur.

The most important psychological event in our lives...is our early attachment, or bonding, to the person who takes care of us.

Attachment to the people who love him and respond to his needs is nothing less than the foundation of the child's personality. From it a sense of his worthwhileness, a sense of belonging, of trust develops in the child.

For example, "getting a sense of being a person who belongs, who has ties to others, is linked up to them, the vague, non-verbal sense of trusting the outside world and the people in it to respond to him with acceptance, this does not take place."

"When the quality of his bonds and sense of acceptance is poor in the early months and years, these deficiencies will especially show up in adolescence. Then there is a normal feeling of loss as the child attempts to free himself from his parents. If these new stresses stir up earlier hurts of not feeling accepted, or not feeling loved, the child's ability to negotiate this period is poor."

So early depression and emotional deprivation will mean failure to acquire the skills, strengths, abilities needed later to handle the pain that occurs in everyone's life.

"With people who are most severely disturbed," Dr. Raskin says, "we find their ties to people are poor. All the strengths in the growing child that allow him to cope with hard times and frustration, that allow him to play, go to school, and work, come from his involvement with people.

"The child controls his behavior and gets along because of those close ties. He wants to please you. He cooperates because he wants to cooperate with someone he loves.

"Juvenile delinquents, psychopathic personalities are no mystery. They are people without close ties to anyone. People mean nothing to them. They did not get the essential ingredient to get along, an early, strong attachment to some loved person."

The issue when women return to jobs after childbirth is how to make sure the baby's attachments with his parents will be strong in spite of the mother's absence from the child during the working day. Dr. Raskin has some guidelines to help parents.

- Starting from minute one, and especially important in the early days and weeks, interact with the child, establish those close ties. This is the bulwark, the solid underpinning of all later development. It is accomplished by holding, caring for and loving the child.

- This needs to be a family project. Mother and father need to cooperate with each other and give each other support so that actual time spent with the baby is good. If you work all day outside the home and your husband settles in front of the TV with five hours of housework facing you, how can you give the child the holding and playing he needs•

For single parents, it is imperative to get support from family or the community to increase the quality time with the baby.

- Fathers need not only support the mother but build their own strong ties with the child starting at birth. It helps the child's bonding process. It works fine for the father to be the child's main caretaker. But to do it properly, he has to "mother" the child, with all the cuddling, holding, stimulation and communication the child needs.

- Prioritize. If you work outside and try to do 20 other things, it's easy to forget the child. You can work and the child can do well, but it is a risk. Be aware of this. It takes planning.

This needs to be a family project. Mother and father need to cooperate with each other and give each other support...

Some children are low on the list of priorities because parents' motivation to care for a child is low. I have misgivings about having a child you do not want to care for. If you do not want to take care of a child, why have one?

- Monitor the child's development, so if poor bonding is apparent, changes can be made. Signs might be apathy, a lot of rocking, head banging and sleeping and feeding problems not typical for his or her age.
- Take extreme care in choosing a caretaker. Make sure it is a warm responsive person.

People often give more care selecting someone to fix their car. It is nothing like the frantic search that goes on for a sitter so the mother can go back to work.

A businessman who is going to pay someone \$10,000 a year makes sure the investment will be a good one and checks up on the person carefully. Here, it's a child's life. And I'd like to see the same care taken.

Watch the sitter's interaction with your child and with others. Be sure she's not so overburdened with chores your child will be left alone for long periods.

- Discourage change. Changes are disruptive and hurt a young child. Often someone takes care of the child for two months, then Grandma does, then someone else for three months. The child can't say:

"My God! My attachments are not going well. I'm developing a tendency of not trusting people. I'm feeling rejected, unwanted."

He can't say it or think it, but it is getting laid down in his personality, and he will feel it later.

So try to get a person who is going to stay. Of course, you can't be sure unless you do it yourself, just as you won't know for sure if the person will love your child as she would her own or, on the other hand, leave the child in a corner for eight hours or leave him in his wet clothing. This happens. So, you want to be very careful about the person you choose.

- If possible the child under 2 should be cared for at home. His or her environment stays the same and the caretaker just has the one child to worry about.

- She should use the same methods you do. Spend enough time with her so you see eye to eye on response to crying, bathing, feeding, providing adequate stimulation, and toilet training.

Other things influence how the child gets along if the mother returns to work, the psychiatrist says.

"Children have different sensitivities and a child's reaction to the separation will depend on his previous experiences with his parents and even constitutional factors.

"Some kids can eek out of a tiny bit of affection enough to feel OK."

Some run higher risks of poor bonding from the start than others.

"I've seen a child go through traumatic situations and do well. It means he was low risk, a child who did not require as much sensitivity by those caring for him as

If you do not want to take care of a child, why have one?

The child can't say: "My God! My attachments are not going well. I'm developing a tendency of not trusting people. I'm feeling rejected, 'unwanted.' He can't say it or think it, but it is getting laid down in his personality, and he will feel it later.

others.

"There are some things that from the start indicate the child is higher risk and make us want to be more careful about providing the right amount of attention and even go out of our way to see that bonding is being established."

They are such things as "mild or overt neurological impairment, chronic illness or disability, blindness, deafness or prematurity."

Others are lethargy, apathy, sluggishness at birth.

"Most babies enjoy resting on your hands looking at you. But some are irritable, pull away, don't follow your gaze.

"Most babies are adorable to hold and mold against you, but some squirm, do not like to be held. These children may make the process of attachment less likely, even though they need it as much.

"Most children seduce their parents into giving them the attention they need. The irritable, squirmy ones who don't seem to respond to our affection will have a harder time of it."

A child may be high risk because of his parents. Things that make it hard for a parent to allow strong ties to form are an unwanted child, depression, preoccupation with other matters, ignorance of the child's needs, alcoholism, deficiency in time available.

"Going to work is certainly one more factor. It does not necessarily mean bonding is going to be poor, but it does increase the risk, because diminished time is available, and there are other pressures and stresses for the parent."

It is important to be aware of signs of risk from the start, Dr. Raskin says. The amount of attention, holding, caring may need to be extra.

"It's like baking a cake for some important occasion. You want to test the temperature often. When as significant a process as bonding is unfolding, you want to be sure the emotional climate is right."

"If a child is very high risk, only go to work if you must, and exert extra efforts to create the loving emotional climate which can cancel out high risk."

Two groups of children were studied recently, one had slight brain damage at birth, the other severe brain damage, he said.

"Some of the severely damaged children lived in responsive, loving, caring homes. By age 3 there was little sign of brain damage and by 7, no sign at all of what was very obvious brain damage in infancy.

"Some who started out with only slight brain damage lived in unstimulating homes and did not get a sense of belonging. Their brain damage became more obvious by age 3. At 7 there were extreme learning delays.

"We learn because of love."

Often, he said, parents ask if there is a right time for the mother to go back to work, when separation would not be harmful.

"It is unwise to generalize, but if early bonding is solid by 2 or 3, the child knows he is loved and taken care of. Even if Mom is gone a substantial number of hours every day, he can begin to handle it.

"The child is especially vulnerable to separation between 5 months and a year.

"A 3-year-old can think, 'Oh, well, Mom is away at work, but I know in my heart she will be back. I trust her. I have a sense of belonging'."

At 6 months, he can't, Dr. Raskin says. And he has just become aware that his mother is separate from him and sometimes leaves him.

"Of course there are going to be separa-

tions. There must be for the child to become independent, but never so much that he's overwhelmed.

"It's like teaching a child to swim. You don't throw him off the dock. You hold him at first, keeping in tune with his anxieties. You don't leave to play tennis. If your mind is drifting when he reaches for you and he's dunked, even a little, there's less trust. If he knows you're there when he needs you, he'll venture out on his own.

For the 6-month-old, an hour is an eternity. The pain of separation causes him to resort to crying and rocking, not the skills needed for good coping and adapting.

"If you do go to work now, do not leave until he is attached to someone new. Have the sitter there so the child gets used to her in your presence, gradually increasing the amount of time he is left with her.

"In this way you minimize the danger of the child being overwhelmed with feelings of abandonment. The child can get used to and involved with the new person before he has to feel the full impact of separation from his mother for eight to ten hours daily."

Isn't this spoiling him? Do we really have to give so much consideration to his needs?

"Attention, affection and love given maturely don't spoil anyone. Children bloom like flowers, and these ingredients are the fertilizer in order to have a non-spoiled child, sprinkle him first with his

share of contact and love, then when he has solid roots, sprinkle a little doing without Mom, but not too much at a time.

The danger is, when the mother goes to work the child is thrust into the care of some strange person, disrupting the bonds established with the mother.

"And just when he sends out some tender, new shoots of affection, he gets a new sitter.

"The child can't shout, 'My God, every attempt I'm making to get the closeness I need is sabotaged. What the hell is being done here?'

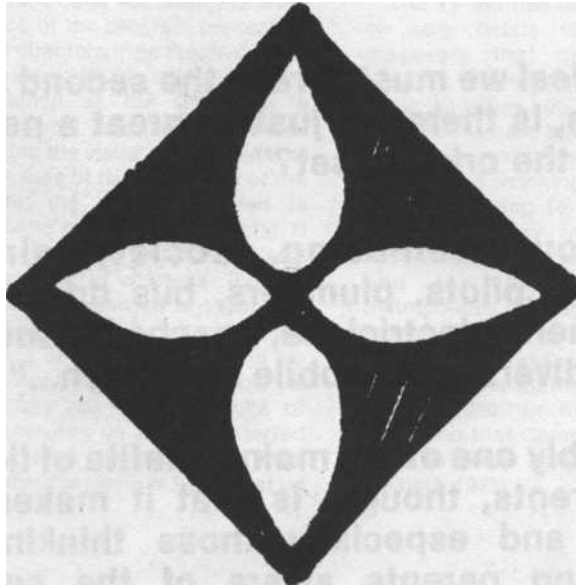
But, you'll perhaps see the results, five years later when he's disruptive in school or 10 years later when he's on drugs."

Working parents must scrutinize the child's development, and if it goes awry, be ready to acknowledge it and make changes.

"This may at times mean sacrificing other plans and making other difficult life adjustments but the payoff, producing a child who will be happy and do well, makes it worthwhile.

"Of all the jobs we do, the most important is caring properly for our young children. Doing it well is crucial for the child and can be immensely gratifying to the parents."■

This article was originally written by Dale Douglas Mills for the Seattle Times Magazine.



"... We'd like also to think of a 'flower' developing, along with the symbolism you described..."

**Selkirk Secondary School
Kimberley, British Columbia**

Licensing Parents

In the Winter '80 issue of the Journal we published a rebuttal by H.W. Sommerville to an article in the same issue by Dr. Jerry Bergman on the subject of licensing parents. For those who didn't see Dr. Bergman's article, we reprint the following quotations.

"The child becomes the unprotected victim of whoever gives birth to him."

"And yet when it comes to our most important commodity-our children-we react against licensing."

"If a person wants to adopt a child, there is a fairly complex procedure which must be undertaken before he is legally able to adopt."

"If we feel we must screen the second set of parents, is there not just as great a need to screen the original set?"

"For our well-being, society already licenses...pilots, plumbers, bus drivers, TV repairmen, electricians, teachers, doctors, scuba-divers, automobile repairmen..."

"Probably one of the main benefits of licensing parents, though, is that it makes the public and especially those thinking of becoming parents aware of the serious business of raising children..."

Reply to a Rebuttal

by Dr. Jerry Bergman

In trying to answer Mr. Summerville's response to the excerpts from my paper on licensing parents which appeared in the Winter '80 edition of the CSPCC Journal, I was somewhat at a loss as to where I should begin. Of course, Canada does not yet have most of the problems that a licensing law has been proposed to remedy; nonetheless I have found that the idea has received a tremendous amount of support from many Canadians.

As the world population continues to rapidly increase, it seems we have to ask ourselves which is more important, the right of parents to exercise the privilege of giving birth and trying to take care of children there is no way many of them can, or the right of children to be taken care of by parents that are reasonably sane, have enough food to grow up properly and have a reasonable chance for happiness? Many people are questioning the supposed "right" of adults to indiscriminately reproduce children that they are unable to "take care of". Already, many countries are overpopulated far beyond the point that they can reasonably support (and thus the "solution" is to let thousands upon thousands of children and adults die of starvation or malnutrition every day).

In America, there are thousands and thousands of women who give birth to children for no other reason than they are too lazy (or not intelligent enough) to use birth control pills; or feel that birth control methods will interfere with the ecstasy of their sex life — and, anyway, another child does not matter because no matter how many children one has, the state will take care of them. Although many welfare mothers care deeply for their children and make good mothers — many could care less about their children — only the money that they receive as a result of having each one.

Summerville asks, "...clearly the teacher must be superior to the taught..." but this

same question could be applied to all other professions. Where are the super teachers who are capable of choosing and training our young people to be our nation's future school teachers? Where are the super doctors who have the audacity to believe they can select those persons who are so capable that the health and even the very life of those seeking health care can be entrusted unto them? Where are the super people who have such a mastery of government, economics and the myriads of problems facing western nations, who believe that they can actually select people to make government decisions for them? Indeed, the questions could be asked of any person who selects. In selecting persons for any occupation, profession or role, judgements must be made — and these judgements are always, admittedly, imperfect. But because they are imperfect, does not argue that the judgement should not be made, only that we should improve the process of making judgements.

Mr. Summerville asks about the criteria for a license to have children — and, indeed, he should inquire about such, for is **now** not the time to ask about the criteria — before licensing is upon us and the criteria is decided without input from those it will affect? The time to think about such an issue is before it is absolutely necessary in the future.

One might ask, "why not simply let couples have as many children as they want to?" The simple fact is the world cannot support the present population let alone an increase. Estimates vary, but several I have read conclude that something like a million children are murdered or die every five days — and the main reason is that the world simply **cannot** support them. Is it not better to prevent conception than murder (or destroy, or terminate) a child after it is conceived? We are not faced with rampant starvation in America and Canada (although this pro-

Many people are questioning the supposed "right" of adults to indiscriminately reproduce children that they are unable to "take care of".

blem is much more serious in these countries than most people realize) — but many nations are. It is estimated that **the majority** of the world's population is suffering from severe malnutrition - severe enough to stunt growth, brain development (and thus intelligence) and damage health as a whole. We are thus not talking about a small number of people but the majority of the world's population. You or I may have never seen poverty, but this does not excuse us to blind ourselves to what exists in the world — and even in the western world.

According to many experts, the most crucial aspect of one's emotional and physical well being is one's childhood, and it seems that efforts to improve one's childhood should be supported and encouraged, even if they mean the "loss" of the freedom of someone else. I am not saying that licensing parents is the only way to do this, but it is one of many proposals which are being looked at. Obviously, if a more effective technique can be developed to accomplish the same end - and possibly discussing licensing parents may motivate us to develop that technique — then the discussion may be well worth while. I am personally not advocating licensing parents - only open discussion of the idea. I am forced to conclude, though, that there are many pros - and a licensing law is not wildly unrealistic, as some people assume. In my abnormal psychology classes I used to discuss necrophilia, coprophilia and various fetishes. This does not mean I am advocating them, even though one of my goals was to help students understand how these people could be involved in behaviour which, to most people, was highly revolting.

Mr. Summerville asks about those who have children without a license. The purpose of a license is to help the person to become a better parent - and if a couple has a child without one, it would be a simple matter to help them achieve the competencies necessary to earn a license. Some

schools have already developed programs which, in essence, would qualify their students for a minimal standard license upon graduation from high school - thus the idea is to help most everyone qualify well before they could have a child, or normally would have a child anyway. As, of course, teenage pregnancies are epidemic (especially in the lower income schools where as much as 10% or more of the female student body is pregnant during any one year), obviously more concern would have to be placed upon birth control, etc.

In a study of why parents have children, many reasons were given: "To keep the marriage together", "to earn more money from the welfare department", "because of tax advantages". One girl was "lonely" and wanted someone to keep her company, and others had reasons having little to do with a genuine desire to have and care for a child. The vast majority of children are not specifically planned for - they just happen - (although often there is a "semi-planning" or some desire to have the child and "if it happens it happens"). Medical experts tell us that both the man and woman should begin planning for a pregnancy about a year before conception. This planning includes exercise, diet, reduction of stress, etc. These requirements even include the male (although it is not clear to me exactly why, nonetheless the man's diet, health and so on seems to affect the health of his offspring).

It is obviously difficult to respond to all of the objections, etc. relative to licensing parents in a brief paper. I am now completing a manuscript of several hundred pages which outlines, in more detail, the parental licensing idea. Hopefully, if nothing else, this will stimulate a great deal of thought on the need for parents **to be prepared** before they take on the important and difficult task of bearing and raising children. And this gain alone will justify discussion on the topic, will it not? ■

Some schools have already developed programs which, in essence, would qualify their students for a minimal standard license upon graduation from high school - thus the idea is to help most everyone qualify well before they could have a child....

This article was prepared from a longer reply by Dr. Bergman, who is an Educational Psychologist at Bowling Green State University in Ohio.

From the Press

Wife jailed

MOUNT CLEMENS, Mich. (UPI) — Macomb County Circuit Judge Raymond Cashen says he never dreamed he'd send a woman to jail for failing to pay her husband child support. But he did it this week for

the first time in his six years on the bench.

Cashen sentenced Susan Barr, a 36-year-old machinist from Clinton Township, to 90 days for failing to pay \$29 a week to her former husband,

Robert, for support of their two children. Barr was awarded custody of the children when the couple divorced last October.

TV hurts family life poll finds

WASHINGTON (UPI) — Many Americans believe the quality of family life has declined during the past 15 years, and they blame television as one of the factors, according to a new Gallup poll.

The poll, commissioned by the White House Conference on Families and released this week, found most Americans are happy with their family lives but nearly one-third are pessimistic about the future.

"The American people clear-

ly place a high priority on the family," pollster George Gallup Jr. told a news conference. "But this does not mean they are satisfied."

He said the survey, a representative sample of 1,592 adults — married, single and divorced — uncovered a "mandate for change" in tax, welfare, health and child care policies and housing programs to benefit the family.

The survey indicated that:

* Forty-five per cent of those

polled think family life has worsened in the last 15 years, and one-third is dissatisfied with the future they face.

* Nine out of 10 were either satisfied or very satisfied with their family life. Eight out of 10 said the family is either the most or one of the most important elements in their lives.

* A majority of American women want a husband and children, and a third want both children and a career.

Broken home kids studied

CINCINNATI (AP) — Children from broken homes cause a strikingly disproportionate share of discipline problems in schools and fare far worse academically than their peers from two-parent homes, says an extensive new U.S. study.

For every two-parent child disciplined, the study says, teachers took to task three one-parent children. Comparing children from broken homes with those with both parents, the ratio for dropouts was 9 to

5; for expulsions, 8 to 1.

And with the divorce rate still sharply rising, the problems seem certain to worsen.

The study — conducted by Dr. Frank Brown of Melbourne, Fla., for the Charles Kettering Foundation of Dayton, Ohio, and the National Association of Elementary School Principals — is examining the behavior and achievements of 18,244 children, Grades 1 through 12, from all economic and social levels.

Fewer than one-fifth, 18 per

cent, come from families with one parent — the bulk of them from homes broken by divorce. Yet they account for 23 per cent of the disciplinary actions, 25 per cent of the dropouts, 26 per cent of suspensions and 27 per cent of expulsions.

For all children in the study who have had disciplinary contact with juvenile authorities, 36 per cent come from one-parent homes, 31 per cent from two-parent families and the rest live in foster homes.

The Subtleties of Mental Cruelty

Again, we have to emphasize that mental cruelty in its daily appearance has quite subtle aspects.

A parent who is in complete control of his emotions may become an overwhelming burden of continual reproach, because the child is made to feel threatened by the contrast of his own violent response. Such a child may develop an aversion to all gentleness and mollycoddling because it just doesn't ring true. On the other hand, there are mothers who force their children into bribing them for affection.

The feeling of being rejected by one of the parents may be ever so subtly injected by a parent who does not like the mate.

Sibling rivalry is usually one of the roots, especially when the child's rage was moralized too early into dishonest friendliness. We see what happens when lack of playful contact with parents leads to boredom and alienation and to various self-pitying fantasies. The children are disenchanting because nothing ever happens in their homes, while other homes are so cheerful. They loathe the parents' moralizing attitude. Instead of bread, they get

moral stones. Often we have found in the parents of such children a fear of positive relationships. No direct affection was displayed, no caresses, no kisses, only an outer show of formal kindness. In adolescent depression the fact of never being kissed or loved by the parents plays a powerful role.

Many parents forget that praise and a positive stimulus is of far greater value than criticism and continual correcting. There are parents who educate with deprivation. They withhold from the very beginning words and smiles and approving nods, and turn the playpen into a military barracks. They educate through domination with emphasis on infantile submission. They advocate passivity and fear of independence.

Excerpted from "Mental Cruelty and Child Abuse" by G.V. Laury M.D. and J.A.M. Meerloo M.D., Psychiatric Quarterly (Supplement), Vol. 4, 1967, Part 2. Reprinted with permission from the Human Sciences Press, 72-5th Avenue, New York, N.Y. 10011.

Education through boredom and continual withdrawal from the child is a truly schizophrenogenic manoeuver. No transmission of feelings of security takes place. All the anxieties and silences of the parents embroil the child. Many such parents reverse roles and ask for pity and sympathy from their children. Other parents displace their responsibility to outside organizations. Much could be written about compulsive cubscouting and precocious junior parties.

The parent's neurosis often emphasizes the wrong sex in the child. A girl is looked upon as a boy because she was once expected to enter the world complete with phallic adornment. A boy has to be feminized so that he may be mother's substitute and consolation. Often the child is identified with the lost mate or the lost first child and gradually manipulated into being what he is not. This pressuring of the child into false identities is a subtle type of mental cruelty, committed all too often.

Where there is total lack of parental authority, there can be no feeling of security. Such parents do not direct, they only complain. They whimper for pity instead of offering encouragement. There is a lack of any pacifying, soothing, comforting in-

fluence. Communication is accomplished through violent emotions, not love; rage, not reasoning; harsh and cutting remarks, not tender sentiments. Dirty looks are rampant, the eye looking daggers, and fists are displayed to intimidate.

Many parents resort to the primitive magic technique of beating it in. Others feel that discipline is a hostile act against the child, so they compensate by being permissive and alternate with harshness.

Exclusion from their parent's emotional life also is a cruel deprivation for children. They are left out of family parties because they are too young; they are shut out from mourning and sadness because they are not supposed to understand; they are anxiously excluded from the facts of life, especially when mother is expecting a new baby. Small wonder there are so many lonely, timid children in the world.■



Drinking and Smoking for Two — Pregnancy and Soft Drugs

by Dr. RA. Fried

It has been estimated that from conception to birth the human organism increases its weight two billion times while changing from a relatively simple cell to a complex physiological entity. During this period of remarkable growth and differentiation it is not surprising that the organism is very vulnerable to environmental influences. This paper will review the effects on the fetus of two of the most commonly used drugs during pregnancy — alcohol and tobacco.

Alcohol

Alcohol use during the past decade has been increasing in Canada, particularly among the 14- to 25-year-olds (Ledaine, 1973). Based on 1976 data, approximately 85 per cent of females of peak reproductive age drink alcohol (Health and Welfare, personal communication).

Data on the drinking habits of women who are actually pregnant are not well documented. In an ongoing study (Fried, 1979) it has been observed that among 250 women who have volunteered to participate in a large prospective study examining prenatal nutritional and drug habits, approximately 26 per cent were complete abstainers, 54 per cent drank less than one ounce of absolute alcohol per week, 15 per cent drank between two to six ounces per week and five per cent drank seven or more ounces per week (Fig. 1). In round figures, an ounce of absolute alcohol is contained in just over two bottles of beer, two large glasses of wine or two drinks containing liquor. These figures on drinking habits remain constant through each of the trimesters of pregnancy but represent a rather pronounced decrease of alcohol in-

take when compared to the amount consumed by these women before they became aware of their pregnancy (typically in their fourth to sixth week). Prior to pregnancy only seven per cent were complete abstainers, 44 per cent drank less than an ounce per week, 35 per cent averaged two to six ounces of absolute alcohol and 15 per cent drank more than seven ounces per week (Fig. 1).

There is only one other report quantifying the extent of drinking during pregnancy (Little et al., 1976) and the figures reported are similar to those we have found both with respect to the consumption of alcohol and the marked reduction once pregnancy occurred. The reasons that women typically gave for the decrease in alcohol intake were because alcohol no longer tasted good and it made them physically ill. A less frequently stated factor was the health of the fetus.

In both studies cited above, the sample of women did not include alcoholics. The question has been raised as to whether a similar decrease in drinking after conception occurs in women alcoholics (Little et al., 1978). The data suggest that, as with "social drinkers, alcohol consumption for



**THE
CANADIAN SOCIETY
FOR THE
PREVENTION OF CRUELTY
TO
CHILDREN**

CSPCC CREDO

Recognizing that the capacity to give and receive trust, affection and empathy is fundamental to being human

Knowing that all of us suffer the consequences when children are raised in a way that makes them affectionless and violent, and,

Realizing that for the first time in History we have definite knowledge that these qualities are determined by the way a child is cared for in the very early years,

We Believe That:

I. The necessity that every new human being develop the capacity for trust, affection and empathy dictates that potential parents re-order their priorities with this in mind.

II. Most parents are willing and able to provide their children with the necessary loving empathic care, given support from others, appropriate understanding of the task and the conviction of its absolute importance.

III. It is unutterably cruel to permanently maim a human being by failing to provide this quality of care during the first three years of life.

There is an Urgency Therefore To:

I. Re-evaluate all our institutions, traditions and beliefs from this perspective.

II. Oppose and weaken all forces which undermine the desire or ability of parents to successfully carry out a task which ultimately affects us all.

III. Support and strengthen all aspects of family and community life which assist parents to meet their obligation to each new member of the human race.

"Some day, maybe there will exist a well considered and yet fervent public conviction that the most deadly of all possible sins is the mutilation of a child's spirit . . ."

Erik H. Erikson

If Our Credo Makes Sense To You . . .

JOIN THE CSPCC TO: Strengthen an organization that is dedicated to a renewed emphasis on the values of Trust, Empathy and Affection.

JOIN THE CSPCC TO: Learn more about the Prevention of Emotional Damage. Better preparation for parenthood, greater concern for proper care during pregnancy, obstetrical practices which facilitate bonding, a higher priority for the empathic care of infants, higher status for homemakers, and stronger community support for parents with young children are examples of such preventive measures.

JOIN THE CSPCC TO: Keep in touch with others who share these concerns by receiving the CSPCC Journal regularly.

Child battering and other forms of bodily assault have this enormous advantage:

The attacker and the victim both know who is doing what to whom. The results are observable at the time the crime is committed, and the damage can therefore be treated.

In contrast to this kind of identifiability, the brutalizing of innocent minds often appears as **virtue** to the assaulter, as **care** to the victim, and as a strong sense of **duty** to any witnesses. No one sees a crime; the consequences appear years later as murder, rape, theft, alcoholism, chronic failure, or most often, plain and costly unhappiness.

A public bewildered by the social cost of these problems looks around for someone to blame, and can find only a victim who has long since forgotten how he was crippled.

Heart disease, alcoholism and smoking are now well known as social problems. Being known, and being visible, they are a small threat in comparison with the systematic mental crippling of children. Surely, also, the sum of human misery arising from disease can be no more than the frustration, self defeat and sadness passed on by one blinded generation of children to the next.

Morality has nothing to do with the urgent need to prevent psychological abuse. In a world menaced by its own need for self destruction, it is a matter of survival.

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**'Tis unto children most respect is due.
Juvenal**

**The child should spend a substantial amount of time
with somebody who's crazy about him.
Bronfenbrenner**

**Infancy is the perpetual Messiah, which comes into the
arms of fallen men, and pleads with them to return to
paradise.
Emerson**

alcoholics drops sharply once pregnancy was established. Interestingly, in these cases, fetal welfare was the principal reason cited for the decreased drinking. However, in contrast to the social drinker, one important aspect of drinking increased — the number of binges. A binge drinking bout was defined as a session in which drinking was at least twice the regular level and a minimum of three ounces of absolute alcohol was consumed. In my own work (Fried, 1979) I have found that, among social drinkers, the number of binges decreased significantly during pregnancy as contrasted to the year before conception. In considering the consequences of alcohol consumption during fetal development, the pattern of drinking must be carefully evaluated as well as the average amount consumed over the nine-month period. Clarren et al. (1978) have suggested that the neurological abnormalities found in deceased infants born to alcoholics were related to both chronic alcoholism and intermittent high doses of alcohol.

The offspring of alcoholic mothers frequently have a common pattern of abnormalities that are considered to constitute the fetal alcohol syndrome (FAS). The syndrome has been described and reviewed in depth in a number of recent articles (e.g., Erb and Andresen, 1978; Streissguth, 1978) and what follows is a synopsis of the present state of knowledge.

Historically, drinking alcohol during pregnancy has been of concern since classical Greek and Roman times. Laws prohibited the use of alcohol by newly married couples so that conception would not occur while "under the influence" (Warner & Rosett, 1975).

The first documentation of the FAS was a report in French literature in 1968 (Ledaine et al., 1968). Several years later, a team of investigators in Seattle described and labelled a set of morphological characteristics of babies born to alcoholic parents (Jones & Smith, 1973). Since that time, many papers have appeared citing further individual cases (See Streissguth, 1978). Until the FAS was recognized, it was the prevailing opinion that the disabilities often observed in the children of alcoholics were due to post natal environmental factors such as malnutrition and disruptive home life. The evidence is now incontrovertible. Alcohol causes damage in utero, and, in fact, the primary effects are due to fetal exposure to alcohol. Evidence for this can be seen in the fact that children who have been raised in excellent alcohol-free foster homes remain as affected as those raised by their own mothers (Streissguth, 1977).

Infants and children born to alcoholic mothers may be small both in prenatal and postnatal height, and to a lesser degree, weight, and have a typical facial ap-

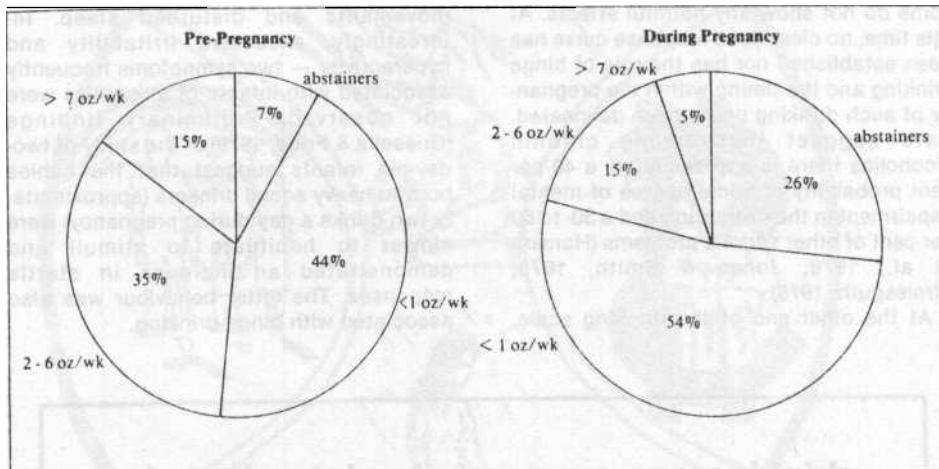


Figure 1:
 The percentage of absolute alcohol reported to be drunk by 250 women in the year before pregnancy and during pregnancy. The quantity drunk during each trimester was very similar and thus only one figure for the entire pregnancy is presented.

...among chronic alcoholics there is approximately a 40 per cent probability of some degree of mental impairment in their offspring...

pearances, the most prominent feature is a small head circumference and a shortened palpebral fissure. Frequently, the offspring will have a flattened nasal bridge and epicanthic folds. Less frequent anomalies include a narrow upper lip, a flattening of the mid-face and minor ear abnormalities. Heart anomalies, mild skeletal abnormalities, irritability, hyperactivity and delayed motor development are also part of FAS. Impaired intellectual functioning is perhaps the most debilitating disability in the offspring of alcoholics with the severity ranging from borderline to severe, and correlated positively with the severity of structural abnormalities. Recent work suggests that the intellectual impairments are still present when the offspring have grown into young adulthood (Streissguth et al., 1978).

Not all children born to alcoholics show all of the symptoms described above and some do not show any harmful effects. At this time, no clear dose-response curve has been established nor has the role of binge drinking and the timing within the pregnancy of such drinking bouts been delineated. Data suggest that among chronic alcoholics there is approximately a 40 per cent probability of some degree of mental impairment in their offspring and a 30- to 50 per cent of other serious problems (Hanson et al., 1976; Jones & Smith, 1975; Streissguth, 1978).

At the other end of the drinking scale,

less is known. Hanson et al. (1978) have estimated that one to two ounces of absolute alcohol per day (i.e., two to four drinks) during early pregnancy puts the fetus at a 10 per cent risk level for certain aspects of the FAS — particularly growth deficiencies. Little (1977) observed that drinking one ounce of absolute alcohol on a daily basis six months before pregnancy was associated with a reduction in birth weight of 91 grams while the same level consumed in the last half of pregnancy correlated with a reduction of 160 grams. Landesman-Dwyer et al. (1978) observed day-old infants born to mothers who consumed an average of an ounce of alcohol per day during pregnancies. The babies demonstrated a number of behaviours that have been reported in other "high risk" populations, including an increase in tremors, sneezes, yawns, hand-to-mouth movements and disturbed sleep. Interestingly, excessive irritability and hyperactivity — two symptoms frequently associated with infants of alcoholics were not observed. Preliminary findings (Guesella & Fried, 1979) of the study of two-day-old infants suggest that the babies born to heavy social drinkers (approximately two drinks a day during pregnancy) were slower to habituate to stimuli and demonstrated an increase in startle responses. The latter behaviour was also associated with binge drinking.

....drinking one ounce of absolute alcohol on a daily basis six months before pregnancy was associated with a reduction in birth weight...

The way in which alcohol may be having its effect is not known. Currently, evidence suggests that maternal undernutrition is not the primary contributing factor in the fetal alcohol syndrome (Watkinson and Fried, 1979). Jones (Jones & Smith, 1973; Jones et al., 1973) reports that the pre-natal growth deficiency of babies born to alcoholic mothers differs from that observed to infants born to malnourished mothers. In the latter case, babies are usually underweight for their length (e.g., Smith, 1974; Mockenberg 1975). By contrast, for babies who are characterized as having the fetal alcohol syndrome linear growth is more affected than weight. In addition, on occasion the eating habits of alcoholic mothers have been observed during pregnancy (Ouellette & Rosett, 1976) or determined retrospectively (Jones & Smith,

1973) and the syndrome did not appear attributable to malnutrition. Jones and Smith (1973) have also argued that malnutrition and alcoholism have differential effects because some malnourished babies can "catch up" by means of adequate diet although if malnourishment occurs early in life — prior to six months of age while the nervous system is particularly vulnerable — many infants may never "catch up" even when fed adequately (Mockenberg, 1975).

The mechanisms underlying the FAS such as the fetus' decreased metabolizing capacity, effects of alcohol upon cellular metabolism, blood-brain permeability, cellular count and organization within the brain are beyond the scope of this paper. They have been recently reviewed elsewhere (Hollstedt et al., 1977; Tittmar, 1978; Maykut, 1979).

Cigarette Smoking

In the past 10 years; there have been widespread governmental programmes informing people of the health hazards associated with smoking. Almost simultaneously, there has been a fairly radical shift in the attitudes that society holds towards women and advertisers were not slow to take full advantage of this. "You've come a long way, baby" and similar not so subtle equating of women's liberation and maturity with smoking are, in a real sense, in competition with the health campaigns of doctors and governments. From the data accumulated by the governments of both Canada and the United States, it is quite clear that the patterns of smoking over the years have differed between men and women. Although fewer women than men smoke and those who do are lighter smokers, the general trend is that while men are giving up smoking in increasing numbers, the proportion of women smokers is not decreasing and, in fact, at the younger age level is actually increasing. Approximately one-third of North American women of child-bearing age are cigarette smokers.

What about the smoking habits of women who actually are pregnant? In my own work (Fried, 1979) I have found that 28 per cent of pregnant women smoke during their pregnancy and of these one-third smoke more than a package a day. Interestingly, this represents only a very slight reduction when compared to smok-

ing habits in the year before pregnancy. Thus, unlike alcohol consumption, the nicotine habit did not alter significantly after conception. This lack of change is consistent with a number of large retrospective studies reported in the literature (Kullander & Kaellen, 1971; Andrews & McGarry, 1972; Meyer et al., 1974).

The best documented effect of smoking is that women who smoke cigarettes during pregnancy are more likely to have lighter babies than similar women who do not smoke. This has been shown quite consistently in approximately 50 studies involving about half a million births. The consequences of smoking on fetal growth is expressed in terms of mean birth weight of the baby or as a proportion of small-for-dates infants. The reduction of mean birth weight has ranged from 120 to over 400 grams. The downward shift in birth weight is not due to a shortening of gestation (although that also appears to be a consequence of smoking) for no matter what the length of pregnancy the infants are small-for-date. The degree of effect is proportional to the number of cigarettes smoked by the mother-to-be. In a number of studies, factors such as maternal age, parity, height, social class and occupation have been statistically controlled and the effect of smoking has still been observed (recently reviewed in United States Public Health Service, 1978).

Most authors accept that the relationship

The best documented effect of smoking is that women who smoke cigarettes during pregnancies are more likely to have lighter babies...

between the mother's smoking and reduced birth weight is one of cause and effect although some have proposed that it is the smoker — not the smoking — that underlies the lighter baby (e.g., Hickey et al., 1978). A very strong argument in support of smoking being a direct causal agent is the recent report by Naeye (1978) who observed that mothers who smoked during one pregnancy but not during another had infants of lower birth weight during the pregnancy in which they smoked.

The mechanisms underlying the fetal growth retardation have not been definitely identified, although one of the major contributing factors is generally thought to be the hypoxic effects of carbon monoxide (e.g., Cole et al., 1972; Longo, 1977). Some authors (Rush, 1974; Davies et al., 1976) have reported that the average weekly gain during pregnancy of the mother is less if she smokes and this is the mediating factor in the low birth weight infants. This hypothesis has the important implication that the reduced birth weight effect of smoking might be counteracted by increasing the nutritional level of the mothers. The most recent data, however, do not confirm marked differences in maternal weight gain between smokers and non-smokers (Garn et al., 1978; Meyer, 1978) and most writers who have addressed the issue do feel that a reduction in smoking during pregnancy would be of greater benefit to the unborn baby than increasing food intake of the mother. One interesting facet of this question is that Garn et al. (1979), have just reported that maternal obesity tends to counteract the low birth weight smoking effect. Whether this reflects the role of calorie overnutrition or other factors such as increased placental size remains to be assessed.

Perinatal mortality (stillbirths and neonatal deaths) has been found to be proportional to the number of cigarettes smoked during pregnancy (e.g., Butler et al., 1972; Naeye, 1978) with the relationship between smoking and mortality being particularly marked among populations that are at risk for factors other than nicotine use (e.g., black mothers — Holsclaw & Topham, 1978). In terms of percentages, the increase in perinatal deaths among smokers ranges from approximately 18 to 36 per cent depending upon the population being studied. The mechanisms that underlie these observations include tissue hypoxia, a reduction in fetal and maternal oxygen carrying capacity, the vasoconstrictor effects of nicotine placental blood flow (Lehtovirta & Forss, 1978) and alternations in placental functioning (Holsclaw & Topham, 1978).

As well as the dose relationship discussed previously, the timing of smoking interacts with both the reduced birth weight and mortality risk. Both Lowe (1959) and Frazier et al. (1961), reported that if cigarette smoking was given up during the first half of pregnancy the offspring were not small. Butler et al. (1972), found that birth weight and mortality risk were no different between smokers who had stopped by the fourth month of pregnancy and non-smokers. However, Underwood et al. (1967), reported that smoking in any single trimester was associated with low birth weight and Herriot et al. (1962) found a trend suggesting that women who gave up smoking early in pregnancy had babies with birth weights intermediate to non-smokers and persistent smokers.

Relatively little is known about the effects of maternal smoking upon the behaviour of the young infant. The Apgar

The degree of effect is proportional to the number of cigarettes smoked by the mother-to-be.

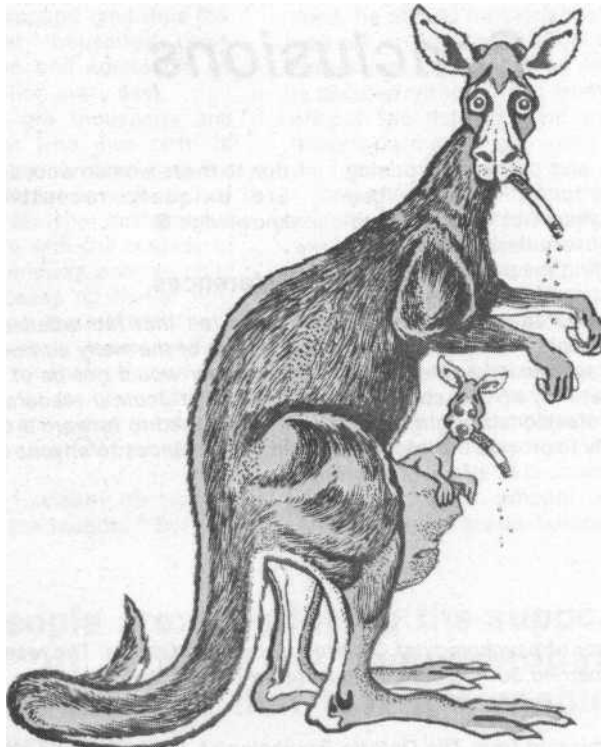
Perinatal mortality (stillbirths and neonatal deaths) has been found to be proportional to the number of cigarettes smoked during pregnancy...

score, a measurement taken within the first five minutes of life to assess the newborn's capacity to respond to the stress of labour, delivery and adjustment to a new environment, has typically not differentiated between babies born to smokers and non-smokers. Saxton (1978) noted that in infants less than a week old, responses to auditory stimuli were attenuated in the offspring of maternal smokers. This has been confirmed in another study (Guesella and Fried, 1979). Whether this finding is due to smoking-induced vascular insufficiency of the developing cochlear organ in the fetus is presently under investigation.

The long-term effects of smoking during pregnancy are equivocal. McMahon et al. (1965) and Russell et al. (1968) reported virtually no difference in weight between babies of smokers and non-smokers at one

year of age although birth weight comparisons showed the usually reported differences. Hardy and Mallits (1972) found no significant difference in control-matched children in either physical measurements or intellectual functioning at four and seven years of age. Meredith (1975) found a difference in height of 1 cm when he compared 7,600 11-year-old children of non-smoking mothers to 1,300 11-year-old children of mothers who smoked 10 or more cigarettes daily during pregnancy. On the other hand, Davie et al. (1972) and Goldstein (1971) found that seven-year-old children of mothers who had smoked during pregnancy were physically smaller on some dimensions and demonstrated a slight lag in intellectual maturation (three to six months) compared to their non-smoking counterparts.

Dunn et al. (1976), examined small-for-



... maternal smoking during pregnancy may be an important contributing factor to persistent, disruptive hyperactivity in children

date, premature and full birth weight children at the age of seven. Taking into account such factors as birth weight, socioeconomic class, and maternal height and weight, the children whose mothers smoked during pregnancy exhibited a slight, but non-significant, trend to be smaller in weight, height and head circumference. Using the same sample, these authors found a lag of six months in intellectual maturation (Dunn et al., 1977) in these children. Denson et al. (1975) have suggested that maternal smoking during pregnancy may be an important contributing factor to persistent, disruptive

hyperactivity in children (hyperkinesis). This conclusion was based on their finding that mothers of hyperkinetic children reported smoking two to three times as many cigarettes as controls.

It is obvious that the present state of knowledge with respect to the long-term effects of maternal smoking is surprisingly limited and firm conclusions cannot be made at this time. However, the current available evidence does support the contention that there appears to be unfavorable effects of smoking during pregnancy that manifest themselves during childhood development.

Conclusions

It is interesting, and perhaps surprising that a trend exists for individuals in their peak reproductive years not to be influenced by recent government campaigns directed at dissuading the public from drug use. In view of the pervasive and persistent use of alcohol and cigarettes, it is essential that the women who plan to have children be equipped with sufficient knowledge to make decisions that may involve changing a life-long habit. Professionals ought not to miss the opportunity to provide the informa-

tion to these women who, due to pregnancy are uniquely receptive to factual knowledge.■

References

It was felt that the detailed references to the work of the many authors referred to in this paper would not be of interest to the majority of Journal readers. We would be most pleased to forward a complete list of all 55 references to anyone requesting it.

Dr. Fried is Professor of psychology at Carleton University, Ottawa. The research conducted by the author was carried out with the support of an N.R.C. contract.

Reprinted with permission from The Ontario Psychologist, Volume 12, No. 2, April 1980.

What Is TV Doing To Children

Jay Bishop
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Sitting with your back to a TV set you hear: One voice saying: "I've got you now!" An answering voice saying (slowly): "Looks like you have." The first voice then says: "Had enough?" And the answering voice responds with: "What can I do? I'm trapped."

Without a visual picture of this exchange you might consider a cops and robbers scenario. However, to do so in this case would be wrong. If you were to now look at the screen you would see two men playing chess.

With movies and with television, the visual image is crucial for understanding the significance of the program presented. TV writers and directors train themselves to focus on the camera as the teller of a story and the audience as the viewer of a charade. Here, vocal language is minimal thereby engaging the visual mechanisms of the viewer. Because of the specificity of the visual charade, the story presented is always a synthetic copy of the real world. It provides a tunnel vision of the actor's intentions, the makeup of a character, his actions, and the consequences of them. For example, someone critically injured on the TV is not having or showing the same experiences you feel and show when you are injured, especially the lingering ache of recovery. TV presents us with a distorted and incomplete world view. Hour after hour, day after day, this facsimile is flashed at us

in full "living" colour.

Children living today will, by age 18, have spent more time watching TV than in any other single activity excepting sleep. Television is a major activity for children and for older people. North Americans watch TV every day at least two hours. Viewing peaks at grade 6. This evening, 10 to 15 per cent of our grade one children will still be watching television at 9:30 p.m. Of these watching at this time, one-half will stay up to watch the late show (Anderson, 1978). Watch anything for 12,000+ hours and the information presented will probably be true.

The TV set has altered the organization of daily habits more than any other discovery that can be remembered; because of it, children spend less time with other activities, on family chores and in play. Adults have altered sleeping patterns, meal times and there has been a significant decrease in listening to the radio, reading of books, going to the movies, in social gatherings away from home and other leisure activities such as correspondence and sewing. Engineers in large metropolitan centres have been forced to redesign water systems to accommodate the drop in pressure associated with the use of toilets during prime time commercials. In 1968, "Dr. Kildare" was so popular in Poland that Communist Party meetings were no longer held on Wednesday nights (Leibert, 1973).

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The Social World Portrayed

Through television programming, consuming is emphasized where the happy life is one in which commodities, fashionable for a short time, are bought, discarded and exchanged for new ones. On any Saturday of watching, countless "brief" solutions are given to obviously very complex problems. A character's self indulgence is rewarded where possessions and social status provide the necessary and sufficient formula for happiness. Goals are more often of the short range variety and the initial presence of discontent provides the motivational fire for the standard story. On TV sexual stereotypes abound with women who are scheming, frivolous and more often brainless than wifful. Career women are cast in a neurotic light and youth is idealiz-

ed beyond measure. Family life moves from crises to crises with fathers basically incompetent, controlled entirely by either scheming women or their own limited cache of sensible options. The TV character appearing most frequently is a white American male who is usually married. He is more often the aggressor than the victim and he outdrinks both victim and villain 5 to 1. Women are subservient; they represent less than half of all TV characters who usually appear in a sexual context in a family or a romantic role. Women are less law abiding than men, even heroines are portrayed as deviant from community values. The social world portrayed shows a highly stylized view of what the actual world is like.

Occupational Roles Portrayed

Of the occupational roles blue-collar workers are usually presented in a negative light. Those watchers who share similar circumstances get their own sense of worthlessness reinforced. Their frustration at the daily trial of reporting to mechanical, automatized jobs which require limited levels of skill afford little personal satisfaction. Paradoxically, TV is their escape, however, it also affords further affirmation through identification of the futility of their lives. The parents of many of the children watching are blue-collar workers and, so, the reinforcing mechanisms the parents respond to also extend exponentially to the children. Even the worst villains are seldom in good physical condition. Doctors, teachers, entertainers or protectors of the law appear most frequently. Smythe (1954) analyzed the TV occupations according to how much they conformed to social values. On the shows studied, teachers were the cleanest, kindest, and fairest. Journalists were the most honest and scientists were least honest, least kind and most unfair (DeFleur, 1954). Clearly, TV does not mirror

the real world, but it may reflect real world values.

To paraphrase George Gerbner (1972), Dean of the University of Pennsylvania's School of Communications, society's values and forces come into play through TV characterizations; good is a certain type of attractiveness, evil is a personality defect, and right is the might that wins. "Several times a day, seven days a week the dramatic pattern defines situations and cultivates premises about power, people, and issues" (p. 44). The practice of assigning "typical" roles and fates to "typical" groups of characters provides an inescapable formula of life risks which according to Gerbner limits the chances for a world of different people aware of and tolerant of their differences. The sex typing of the characters, the touting of upper middle class values and property and the view that right is a might that wins, constitutes the substance of the video child's viewing menu. A host of effects not fully understood remain. Some will be explored in the pages that follow.

Attending to TV and the Consciousness of the Child

Heavy TV viewing may have a significant impact on the child's mechanisms for attending to material presented. Here the child's systems for selecting, sequencing and planning actions which predicate his interactions with people, things and events gets shifted. Fowles (1973) argues convincingly that the watching behavior is, for the viewer, a passive activity. Within the child's brain, physiologists tell us, reside two principal centers for triggering his attention and capturing interest. One, the reticulory formation, lies within the lower brain stem and the other is housed within the upper recesses of the cerebral cortex. Color, the beat in music, visual images and rapid movement engage the lower center. For personal survival, this lower area must be triggered by strong stimulation. Its proximity to the nerves and muscles of the physionomic system assure quick and thorough survival reactions to the threatened system. Visual experiences of television

programming activate this lower center, whereas a catchy tune, a phrase filled with contrasting ideas, a complex argument or a subtle joke triggers both the lower and the upper cortical areas. Close attention to these events is required to fill in the gaps in meaning, and create, in our thinking, links that put meaning to witnessed events. Television watching activities include the engagement of both receptor centers; however, because television must capture the viewer quickly and sustain his interest through the next commercial, the activation of the lower system is used most often. The saturation effects produced by a heavy bombardment of colorfully intense visual displays, may be preventing children from forming well developed receptors capable of sensitive and competent exchanges. Children unable to concentrate on subtle dimensions of facts and ideas may well plague our schools of tomorrow.

Learning to Distinguish Between Fantasy and Reality

It may be possible that the sequencing of normal fantasy systems of children is being modified by television. As fantasy and reality are not separate for young children, things, events and ideas take on a special power unto themselves. It is normal for children to think magically where they bubble with ideas cued by exciting sounds, smells, sights and feels and a plethora of intuitively formulated wishes. They resolve their suspicions of Santa at about the age of five. To question the tie between the real and not real becomes important. The teacher's wearing of a hideous mask on Halloween can be very frightening to a 5-year-old who bases his reality on what he sees. As the bystanders in the decline of a marriage, children often feel that they have caused the breakdown because much of their thinking is made up of what they view

happening. They have trouble separating thoughts from actions and their consequences, so think they have caused the events and feel guilty about them. Young children must continually test the reality of the world they apprehend so that a good sense of fantasy and reality will form. Many different contexts are necessary for this which the TV viewing experience does not provide.

Saturday morning cartoons are packed with countless five second exposures of cartoon characters whose physical status is sound and thriving. For the next twenty seconds the child views these characters totally and inanelly destroyed, followed in the next instant by their complete recovery. Such shifts in well-being as agents of entertainment challenge the child's sense of what is real (Lieber, 1973). The constant

pounding of material presented hour after hour, Saturday after Saturday, cannot help but confuse for many, the boundaries between fantasy and reality. Reality becomes a dimension of entertainment whose base gets shifted from something felt and understood to fragmentary traces of images seen.

Themes of shifts in the physical well-being and status of characters (role reversal) of stories normally comprise the fantasy processes of 4, 5 and 6 year old children (Peller, 1967). When young, thinking magically is essential for the production of a sound reality base (Bettleheim, 1976). However, when older, for example 8, 9 and 10 years old children should be reading and watching adventure stories, and in their play riding spaceships, finding buried treasure, and conquering the Martian hoards. Older children watching cartoons have their fantasy/reality systems distorted. Children watching hot grease being spilled over a fry cook in the movie *Ear-*

thquake laugh uproariously. Children witnessing the fall and injury of an older person slipping on ice may laugh rather than gasp in fear thereby rejecting any attempt to understand and to care. Children witnessing the torment of a weaker child at the hands of a bully may identify not with the victim but with the tormentor. They also select and remember his actions rather than the fear and pain shown by the victim (Liebert, op. cit.). Children may learn to find pleasure in the suffering of others.

Children with a distorted grasp of reality and a limited facility for heeding the complex may have difficulty learning the social skills for knowing and understanding themselves and others. These are tasks which may lie beyond the grasp of our current generation of TV viewers. Because of TV, certain aspects of our social reality, for example, mixing with people of different ages, identifying with them and caring for their concerns may never be learned.

TV as a Teacher of Language

What impact does TV have on the ways language is taught, learned and used? In 1971, 5 million Canadians were functionally illiterate according to a study conducted by Cairns (See Nowland 1978). In addition, the standards in grade 8 English a half century ago were higher than those in the first year university today and it has been reported that the illiteracy rate in the U.S. is three times that of the Soviet Union. While statistics such as these may alarm us, it goes without saying that the demand for greater excellence in all forms of communication has never been more evident.

The new core curriculum for Harvard University states as its first priority the creation of an educated person who can think and write clearly. Joseph God! (1978) of the University of Waterloo argues convincingly that language and thought enhance one another and are so closely linked that isolation of one or the other becomes difficult. Vygotsky (1962) shows this as well. Good thinking reflects good language and the misuse of language threatens the foundations upon which trust and understanding are based (Lock 1979).

As has been shown, TV watching is largely a visual rather than a linguistic activity

and the viewing endeavor is passive. According to McCall (1979) the average hour-long "educational" documentary has less than eight double-spaced typed pages of written language within it. Those who watch are called viewers and as they watch visual meaning is communicated. Symbols, both auditory and vocal, are transconscious, cutting across both the intuitive and the intellectual modes of apprehending reality, whereas images with minimal language utilize a more seductive approach to the intuitive mode of thinking. Rapidly presented visual displays become imbedded in the sensing process itself. Meaning is not built from auditory language but from images, hence, there is less of the more planful or careful or rationally circumspect aspects of consciousness involved. Broudy (1979) compounds the importance of viewing further by pointing out that images form the basis upon which the word is formed and meaning is elaborated. He warns us that children experiencing images, devoid of meaning, e.g. verbal meaning, in other words, TV images formed with limited language may transmit limited meaning and that language devoid of images may, as well, transmit limited meaning.

According to the formulations of Basil Bernstein (1962), TV may indeed cast a restricted language code. Of course, this code is set into a verbal medium; add the visual medium and the issue is not so simple. As Broudy points out, the image presented wisely has the potential for enhancing viewing and meaning. The moving images catch the eyes of the child before printed words do and the information presented is meant to entertain, inform and change behavior not to increase the powers of rational thought. The TV industry has yet to address the problem of enhancing meaning in other than its educational programming and here only indirectly (De Mott, 1979). Because most of TV's program material is formulated to entertain, any efforts to extend thought are lacking. Advertising is determined to convince. It employs language predicated to influence impulsive decisions rather than to clarify issues and enhance critical judgement. Contrast an hour of viewing with an hour of reading. As Wain (1974) so beautifully writes... "Literature indeed orchestrates the emotions and ultimately calms them by importing order into the nervous system; but it begins by stirring them up" (p. 261).

In any language experience, some ambiguity abounds in the relationships between words, their arrangement and the meaning conveyed. However, the language of TV is particularly curt and imprecise and because of its pervasiveness, the quality of our language may decline. For example, here are some samples of TV jargon fre-

quently appearing on the networks: "Portions of this program were filmed before a live audience." Are there dead audiences? It may be more precise to say that portions were filmed before an audience. "The trouble is not with your receiver. We are experiencing video difficulty." Would it not be more precise to say that, due to electrical or mechanical difficulty, our signal is faulty. Does machinery experience anything? "This program was filmed on location." Are not all programs filmed at some location? "She will do fine on the next time slot." Do they mean that she will do well appearing at another time? And lastly, "He was cancelled." The meaning of this is anybody's guess. Kanfer (1979) expands the issue in referring to the bureaucratic jargon used by the U.S. Government. "Governments prioritize, runners marathoned, technocrats moduled, diplomats biased with their colleagues, vans slept six." It was that sort of verbage that once prompted James Thurber to inquire about a restaurant meal - "How many does it eat?" Because of the pervasiveness of the TV image, its impact on setting trends for style, recreation and language cannot be under-estimated. Its impact on fluency and clarity in language may be astounding.

With limited facilities for heeding the subtle or the complex; with a distorted view of reality; with an image repertoire devoid of meaning and a language banal, the educability of tomorrow's child may indeed be wanting. As a teacher, TV may promote poor learning and use of language.

TV Violence and Aggression

Violence is usually defined as a swift and intense force injurious to life and the human spirit. Included in this definition would be acts of terror, fighting, murder, beating, the degradation of people and their ways of living. Bandura and associates (1963) studied the effects on children watching a film where an adult aggressed against another adult dressed as a clown. The behavior displayed by this symbolic model included sharp and unprovoked verbal insults to the clown, shooting him with a toy machine gun, and beating the clown vigorously with a plastic mallet. Half the group saw no such film. Later, both groups were permitted to play in a room where they found the clown. Not surprisingly, the brief film increased children's aggression

toward the human clown, including one swat with the mallet hard enough that the victim showed a red mark on her arm several hours later. Hanratty and associates (1972) also found that films of aggression would lead children to physically assault human victims. They conclude that under some circumstances, children will directly imitate filmed aggression against other people.

Aside from these studies done in laboratories we have community conducted research of equal importance in our understanding of the relationship between violence on TV and aggression in children. Lefkowitz et al. (1972), completed the longitudinal phase of their study ten years later by obtaining data from more than 400

youngsters whom they had initially observed. The results of this ten year follow-up showed that, for boys, the amount of TV violence they watched at age nine was significantly related to how aggressive they were at age nineteen. This study greatly strengthens the argument that viewing TV violence is linked to aggressive behavior.

Gerbner and Gross (1976) found that those children who watched violence during prime time considered the outside world more dangerous than those not watching at this time. The reasons for this finding are indeed complex. Perhaps the presence of the parent during the viewing provided tacit approval of the violent content. Fraizer (1976) suggests that the impact of violent material on the news is more devastating to children than is the violence on the forbidden programs. He points out that news coverage involves real people and real events. With the TV news no one sees the aggressor being punished as is usually done on regular programs. Younger children may react differently to aggressive TV material than those older. Children 5 to 7 tend to remember acts alone whereas children over 10 appreciate the motives behind the acts. Feshback and Singer (1971) found that older children may indeed

react to fictional violence differently than to instances of real-life aggression. Televised aggression may affect children already predisposed toward aggression but in different ways. Younger children may become more overtly aggressive where the older children may become more covertly aggressive or more prosocial.

Certainly, the link between violence on TV and the action of viewers is not fully understood. The impact of the media has been so pervasive for so long that our reference base for controlling effects for scientific study may have been lost. Aside from the challenge to honor the canons of science, certainly the need for a more empathic public conscience is called for and the mandate for more responsible action on the part of those selecting, arranging, and producing television material ought to be obvious. TV is much too powerful a force to allow decision making from the economic or give-them-what-they-want perspectives to prevail. Human concerns must transcend those of glitter, flash, the prostituting of human flesh and the degradation of the human spirit in all forms of communication. In the beginning was the image, not the word and the roots of violence go deep into the affairs of human kind.

Conclusions

Indeed, the issues are vast and the problems complex. The child may be a victim of a destructive form of entertainment. Values may be hardened and the image of the authority figure destroyed. Crime shows with intense action will predominate as they have the highest arousal/cost ratio of any show produced. They can be technically sloppy, predicated to capture audiences and sell products. As such they destroy both our and the industries' models of quality rather than hone further our writing, producing the viewing skills of excellence. Economic issues predominate. Canada cannot afford to produce the content it seeks to assure for its citizens. It takes \$60,000 to produce one hour of **King of Kensington** and only \$10,000 to buy 30 minutes of **All in the Family** (Posner 1978). The U.S. produces more and cheaper shows than any other country on earth and it exports them everywhere (Liebert op. cit.). In Canadian cities, one out of every two homes is a cable subscriber. Our children, here in

Canada as in other countries are being reared by shows touting American things, characters, plots and values. CTV and CBC garner less than 25% of the Canadian viewers (Posner op. cit.) so that U.S. generated crime show content figures prominently in the growing child's viewing diet.

Parents who discourage children's watching of violent fare and watch fewer shows themselves do effect reduced watching on their children's part. The children of parents who buy TV sets for them are more unhappy and aggressive (Fouts, 1976). Children who watch TV in order to avoid doing homework are more susceptible than those watching without circumspection. These reflective children seem to have better marks in school and can recognize TV violence as entertainment (Fouts, 1978).

Regarding the benefits of television, children do seem to be learning victim-like behavior while watching. When being robbed themselves, they rarely panic, put their hands in the air before being told, and, after

the event, provide the police with well organized and accurate details of the robbery. Likewise, children experiencing a full swill of the **Emergency** and **CHIPS** TV shows are likely to know something about injuries, rescue operations and the humane and proper treatment of the victims and their loved ones (Swarun, 1977).

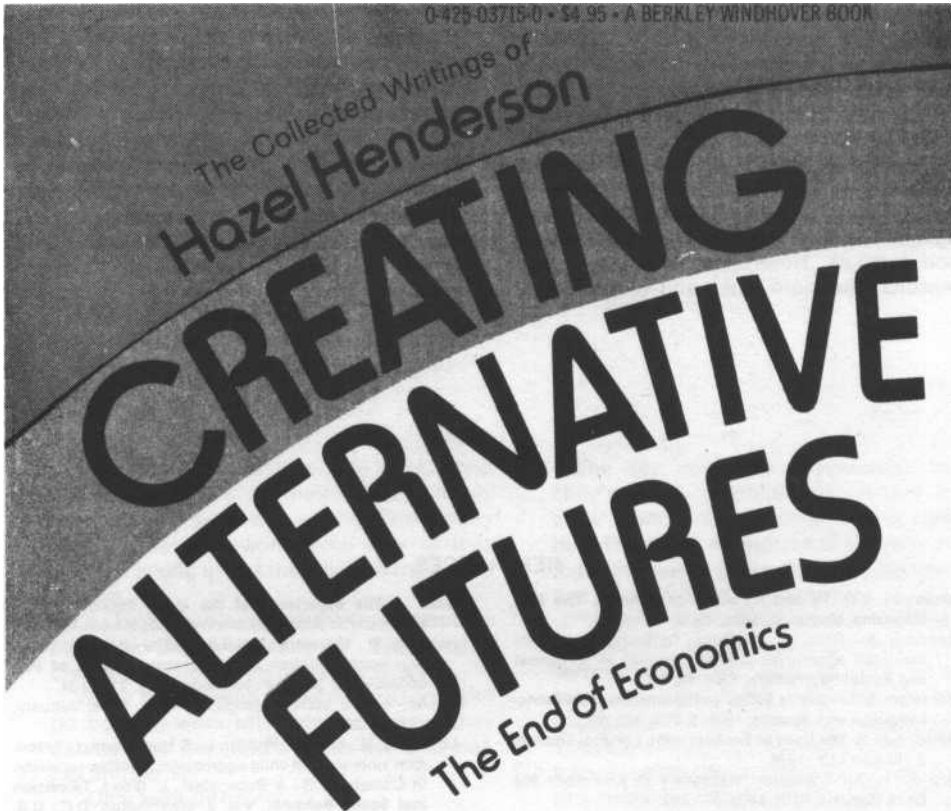
The siren or warbling sounds of an approaching emergency vehicle no longer transfix our attention as they once did. Children vicariously experience emergency, pain and violence from an early age, in the sanctuary of their own homes and families. How bitter-sweet are these lessons. The more crime and violence they

watch, the more they believe that this is what the world is made of, the less likely they are to critically evaluate their view, and so the problem compounds itself.

The limiting facilities for heeding the complex and for feeling worthwhile, the distorted view of the relations between reality and fantasy, and the impoverished meaning base for language development have been considered. Now top this with the growing child's emerging expectations that the world is a violent place. Other conclusions are possible, however, these may be some of the things TV is doing to children.■

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with a foreword by E.F. Schumacher

author of SMALL IS BEAUTIFUL

"At a time when conventional economics is tottering into senility, a handful of thinkers are forging imaginative alternatives. Hazel Henderson is among the most eloquent, original—and readable—of the 'econo-clasts.'"

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EPILOGUE

In our hardware-loving industrial cultures it is exciting to see new "software" emerging. These vital software technologies include institutional redesign, more open political processes, conflict resolution mechanisms, world-order modelling, daring scientific speculation and new hypotheses. Besides, we need a new appreciation for the importance of psychic structures, myths, taboos and other internalized methods of behavior harmonization and self-regulation and for the role of self-expression in art, crafts and production as the best paths to inner, personal growth and the development of evolutionary imagination.

So let us not look backwards at our exhausted, confused cultures, but learn to scan them with new eyes and imagination for all their signs that the old instrumental "yang" is now turning into a re-emergence of the subtler "yin", intuitive consciousness, to restore the balance. As L.S. Stavrianos states in *The Promise of the Coming Dark Age*:

The Dark Age following the collapse of Rome was anything but dark. Rather, it was an age of epochal creativity, when values and institutions were evolved that constituted the bedrock foundation of modern civilization. It is true that this creativity was preceded by imperial disintegration — by the shrinkage of commerce and cities, the disappearance of bureaucracies and standing armies, and the crumbling of roads and aqueducts and palaces. This imperial wreckage explains, but scarcely justifies, the traditional characterization of the early medieval period as "dark". It was an age of birth, as well as death, and to concentrate on the latter is to miss the dynamism and significance of a seminal phase of human history.

Stavrianos points out that the crumbling of the imperial order was due in large part to its particular form of technological stagnation, since slavery devalued the notion of work and blunted the impulse to ingenuity and innovation. The devolution of this slave- and conquest-based imperial system created new frontier conditions, which, in turn, stimulated the invention of labor-saving devices and endowed manual labor with the respect it had lost. Thus, he adds, the Dark Age's advances included the "three-field" system of rotation farming, the heavy-wheeled plough, a new harness that multiplied five-fold the tractive performance of the horse, and the all-important windmill and water mill. These mill technologies were known in Greco-Roman times but were little used due to the abundance of slaves, whereas England's Domesday Book of 1086 documents 5,000 mills, one for every 50 households, sufficient to raise living standards substantially.

Now the wheel of time turns again. It is said that Minerva's owl only flies at dusk, and we only see the age in which we have lived at its twilight. We are now beginning to see more clearly the brief 200-year era of industrialism, its myths, ideologies, intellectual paraphernalia and emotional themes. In order to transcend our industrial perspectives and learn the new survival skills of reimagining and reconceptualizing, we must remember that all humans, including the most "rigorous" of our scientists, in a sense, create their own reality. To use a poetic metaphor based on physicist John Everett's "many worlds" interpretation of quantum mechanics, we all "keyword" our way through the universal computer, "Tarzans of rationality" as poet Ira Einhorn has written, "swinging along, creating our own universes as we go." We must never underestimate the power of the human mind and our unexplored capabilities.



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So as I have talked of breakdown and the exhaustion of industrial cultures' metaphysics of "progress", reductionism, compulsive quantification and its profane, manipulative view of nature, I have tried also to celebrate what is being born; the overlooked shoots of a more benign technology, less materialistic goals, more holistic, reintegrated vision, a gentler metaphysic, a humbler, more realistic view of ourselves and an acceptance of our own finiteness and physical death.

But in our new strivings, we must avoid losing our balance when faced with inevitable frustrations. We must avoid the dual traps of escapism or becoming destructively apocalyptic. Today's escapists are dreaming of pristine new paradises in space, where the "high frontier" of space colonies can accommodate our expansionism and competitive spirit. I have commented on these gleaming evasions in the Co-Evolution Quarterly of Spring, 1976. We already live on a spaceship more wondrous than we know, and our present task, it seems to me, is first to tune in to its operating principles, which are peacefulness, humility, honesty, cooperation and love. Only then will we be a species fit to be loosed into the universe. The other trap is that of the apocalypse. In our frustration, there is a tendency (like a child losing a chess game who sweeps the pieces off the board) almost to welcome the awful catharsis of apocalypse — where the Gordian knot is cut with a swift blow and the deck is swept clean, as by the mighty, cleansing tidal wave, in Lawrence Ferlinghetti's chilling, beautiful poem, *Wild Dreams of a New Beginning*. Both of these traps are derailments of what I believe must be a long and faithful march, understanding that we, each of us, are bearers of a small, unique package of evolutionary potential, but, all the while, remaining humble actors, mindful of our brief little appearance in the grand drama of human emergence.

The incipient expectation I feel at the birth of planetary consciousness is that it augurs the possibility of another step in human evolution toward the eternal vision of our species: a planetary culture where we humans are in harmony with each other and with our ecosystems. This image is now breaking through again and helping relax old rigid, quantitative assumptions in many disciplines and is leading to magnificent new syntheses, such as that of chemists Lynn Margulis and James Lovelock and their adventurous "Gaia" hypothesis: that the entire biosphere may be one living organism. This image of a planetary "garden" is as old as Eden and is reborn with every generation.

My personal commitment, which I know many of us share, is to do what we can, to work wherever we are, in whatever institutions we find ourselves enmeshed, to seek out others and continue on the path to expanded awareness and the cultural mutation that now must come. In a sense, we must all become educators. **More than ever, we all need to teach values for human development and justice and ecological harmony, rather than meaningless, academic, reductionist technique.** Most of all, citizens and educators must teach a broader, more realistic definition of self-interest; as coterminous with group and species interest. Garrett Hardin's "Tragedy of the Commons" is the key riddle of our new, interdependent age. And Kenneth Boulding reminds us that the Commons cannot be managed without fostering community and mastering many modes of conflict resolution.



We humans are self-organizing systems, we do not have to tell our hearts when to beat. We have, in our collective history, also developed many examples of stable, self-organizing communities, based on psychic structures, concepts of reverence, transcendence and the sacred, that permitted voluntary internalizing of restraint in our behavior for the sake of others and the good of the whole community. This ability to self-organize is encoded in our DNA. **We know how it could be — we have always known; the vision of empathy between humans and their harmony with the ecosystem. This vision is our commonest myth; the Garden of Eden, the Kingdom of Heaven, Nirvana, the Elysian Fields, the Great Oneness. We also know the hologram: "Do As You Would Be Done By," the Golden Rule. We can now understand, for the first time in our history, the teachings of our great spiritual leaders (who have always been the real futurists), the edict to serve the people, the values of love, caring, sharing, tolerance and humility. For now, at last, we see our true situation on this interdependent planet. It has been said that ethics is merely the acceptance of human interdependence. Morality, in fact, has, at last, become pragmatic. ■**

The necessity that every new human being develop the capacity for trust, affection and empathy dictates that potential parents re-order their priorities with this in mind.

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Journal de la Société Canadienne pour la Prévention de la Cruauté envers les Enfants

Volume 3

Numéro 3

L'Eté 1980

"...Les gens en ont assez d'entendre parler, chez les adolescent, de drogue, de grossesse, de suicide et d'adhérence chez les enfants à des sectes religieuses. Cependant, ces problèmes ont tous la même origine soit: la dépression et la privation émotionnelle. Ceux-ci s'instaurent dans la personnalité de l'enfant dès les premiers mois de la vie. Ils proviennent d'attachements pauvres, d'affection et de contacts inadéquats dans les premiers mois de l'enfant..."

"...Lorsque la qualité des liens affectifs de l'enfant et son sentiment accepté est pauvre, dans la toute première enfance, ces déficiences se manifestent surtout à l'adolescence. A ce moment, il y'a un sentiment d'abandon alors que l'enfant essaie de se libérer de ses parents. Si ces nouveaux stress éveillent les anciennes blessures, de sentiment de non acceptation, de privation d'amour, l'habileté de l'enfant à traverser cette période sera faible..."

"...Les délinquants juveniles et les personnalités psychopatiques ne sont pas un mystère. Ce sont des gens sans attachements proches. Pour eux les gens n'ont pas d'importance. Il n'ont pas la capacité nécessaire pour réussir s'intégrer, et tôt, n'ont pas eu d'attachement fort à une même personne..."

"...Le danger reste que, lorsque la mère va travailler à l'extérieur l'enfant est souvent confié à des mains étrangères ce qui provoque entre la mère et l'enfant, un bouleversement des liens pré-établis. Et juste au moment où celui-ci commence à créer des liens avec la gardienne, par ironie du sort, on en change.

L'enfant ne peut pas crier: "Mon Dieu, toute tentative que je fais pour avoir l'affection dont j'ai besoin est sabotée! Maudit, qu'es-ce qui se passe ici!"

Vous en verrez peut-être les résultats cinq ans plus tard, quand il sera l'agitateur de sa classe ou de son école ou encore, dix ans plus tard, quand il se droguera.

De tous les travaux, le plus important est de prendre bien soin de nos jeunes enfants. Il est essentiel pour l'enfant que ce soit bien fait, et en même temps gratifiant pour les parents.

Traduit d'après Dr. Jack Raskin
Child psychiatrist
Children's Orthopedic Hosp.
Seattle, Washington

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Recognizing that the capacity to give and receive trust, affection and empathy is fundamental to being human.

Knowing that all of us suffer the consequences when children are raised in a way that makes them affectionless and violent, and;

Realizing that for the first time in History we have definite knowledge that these qualities are determined by the way a child is cared for in the very early years.

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WE BELIEVE THAT:

- The necessity that every new human being develop the capacity for trust, affection and empathy dictates that potential parents re-order their priorities with this in mind.
- Most parents are willing and able to provide their children with the necessary loving empathic care, given support from others, appropriate understanding of the task and the conviction of its absolute importance.
- It is unutterably cruel to permanently maim a human being by failing to provide this quality of care during the first three years of life.

THERE IS AN URGENCY THEREFORE TO:

- Re-evaluate all our institutions, traditions and beliefs from this perspective.
- Oppose and weaken all forces which undermine the desire or ability of parents to successfully carry out a task which ultimately affects us all.
- Support and strengthen all aspects of family and community life which assist parents to meet their obligation to each new member of the human race.