



EMPATHIC PARENTING

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

Volume 12

Issue 2

Spring 1989

\$2.50

Today's worst addictions are not marijuana, cocaine or even alcohol. They are the addictions to money and self, and in the relentless pursuit of self-satisfaction, it is often children who are the casualties.

**Frank Jones
Toronto Star**

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Re-socialization of Men

The real culprit in all this, of course, is the inflexibility of men. It comes back to that over and over again. Men are inflexible as fathers when they either do not assume more responsibility for care or do not provide support that they are committed to and put women in the position of starving or working outside the home. Then there are men in policy-making positions who are very inflexible and define child care as a woman's problem. Part and parcel of any childcare initiative needs to be a major initiative in male re-socialization. Otherwise, it's women and children who pay the price.

Dr. James Garbarino
President
Erikson Institute for
Advanced Study in Child Development

EMPATHIC PARENTING:

Being willing and able to 'put yourself in your child's shoes' in order to correctly identify his/her feelings, and

Being willing and able to behave toward your child in ways which take those feelings into account.

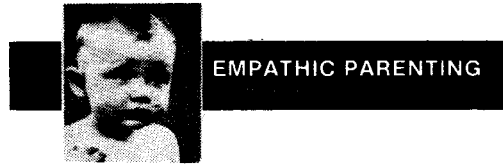
Empathic parenting takes an enormous amount of time and energy and fully involves both parents in a co-operative, sharing way.

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EMPATHIC PARENTING

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Prevention of Cruelty to Children

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Letters

K TO 8 PARENTING EDUCATION THAT YOU SHOULD HAVE IN YOUR LOCAL SCHOOL

Dear Dr. Barker,

I am glad to see by your comments about EDUCATION FOR PARENTING in the Autumn **Empathic Parenting** issue of 1988 that you have not forgotten us. Our program has developed very much since you included us in the Winter 1987 issue. I think you might be interested in knowing that EDUCATION FOR PARENTING now seems to be taking off nationally. It is being taught in Alaska, New York City, Long Island, Vermont and Maryland. We are engaged in preliminary conversations with other states as well. The central base of EDUCATION FOR PARENTING is now in the Philadelphia public schools, as well as in a number of Quaker schools. I hope you might want to look at this tape, which we had professionally made and which shows **clearly** and in **just** 15 minutes how the program works in the school setting. . .

Cordially,

Sally Scattergood
Education for Parenting
31 West Coulter Street
Philadelphia, PA 19144
(215) 438-1255

Video available for rent \$10.00, purchase \$30.00.

PSEUDO-EMPATHY

Dear Dr. Barker,

... I want to make a couple of comments about the Needham show transcript published in the most recent issue of **Empathic Parenting** (which remains the first of the several journals to which I subscribe that I pick up each month!):

- A. Regarding Caller #1: Isn't it revealing that she speaks with such certainty of the absence of any damage done to the children in her charge over the past five years, then acknowledges (perhaps without even noticing the irony of it!) that she has worked in four centers in those five years! Not only does this disqualify her as a scientific observer of the children she alleges have come out just fine, it also makes me wonder about her own attachment problems. (Why does she keep leaving jobs?)
- B. Regarding Caller #2: I think you may have missed an opportunity to describe a risk other than partial psychopathy that lies in the developmental path of institutional daycare children: that of their becoming terrified little placaters/pleasers, so lacking in the basic rudiments of certainty of the availability of loving and consistent care that they must rush to apologize for every misdeed, to make OK any circumstance that might put them in danger of losing the affection of whomever is caring for them at the moment. This is the very image of "insecure attachment", and may sometimes be related to the borderline/schizoid character problems we only see clearly later in life. This two-year-old's behavior does not suggest the development of empathy to **this** clinician. Empathy is not something learned in a context of terror of loss and uncertainty about narcissistic supplies. When pseudo-empathy does appear in this context it is, by definition, manipulative and narcissistic. What such a child may really be saying is:

“I’m so afraid of losing you [the caregiver at the moment] that I will do anything to hold on to you. I will smile or cuddle up to you so sweetly, desperately apologize for any misstep in my behavior, suppress my rage at you and everyone else who has left me (since any expression of that rage would only bring on your retaliation, which would mean I would lose you again), and build whatever false self is necessary for my survival.” Children of that age should not have to worry about these basic security issues, as you so often point out. True empathy arises out of a secure true self that can scarcely contain the joy that is inspired by being well-loved and confident of the continuation of that love. As adults, confident kids turn out to be unusually empathic, but not as a manipulative ploy to get others to like them. (More can be read about these developmental phenomena by looking at nearly any of Alice Miller’s works, but especially **The Drama of the Gifted Child**; much of the adult borderline literature; and, most recently in Stephen Johnson’s fascinating developmental treatise, **Characterological Transformation...**)

Sincerely,
Michael Trout, Director
The Infant-Parent Institute
Champaign, Illinois

Letters

IF A BOND IS FORMED IT IS APPROPRIATE TO SHOW IT

Dear Dr. Barker,

I read with great interest "Objections to Anna's views" and "Anna's Reply" (*Empathic Parenting* 12(1) : 7-12). I found I agreed and disagreed with aspects of both articles.

As with many situations which involve opposing viewpoints or methods, perhaps somewhere in the middle ground lies the answer we search for.

It is indeed inappropriate for us to force affectionate advances onto anyone, at anytime, under the guise of being friendly or sympathetic. However, on the other side of the coin, it is not always inappropriate for teachers to touch, hug, or kiss. If a bond is formed it is appropriate to show it. As a child I recall having very strong bonds with some of my teachers — why else do some pupils return years later to visit an old beloved teacher? Simply because the classroom is not an ideal social situation, and the teacher-pupil relationship has a time constraint upon it, does not mean that nothing of value can come of it or that a teacher shouldn't seek to improve it in some small way.

Some teachers I never hugged or kissed and I certainly would have resisted any signs of forced attention, no matter what my age or their status. We had no bond. But, I did have teachers I felt a kinship to and therefore it felt right — even as a teenager, with a male teacher — to show this affection. Because of the *bond*, it never felt sexual or abusive, but appropriately friendly. Unfortunately, there are those who use this chance for child abuse within the school and church and so we must be wary, but I'm afraid that the tide will turn too far against any signs of affection displayed by anyone except

close relatives (not to say these are always appropriate either!). From my personal observations it appears that children who are closely bonded to their mother and father at home are less inclined to seek the affection elsewhere, but this does not mean it won't happen at all.

There is an inner-city school in Edmonton which actively promotes shows of affection between staff and students. The children, who often have a deprived home base, receive the needed affection at school and this has resulted in such positive effects as student involvement and improved self-esteem. The benefits of such positive actions in a child's life, even if in only a small aspect, is shown to us in the previous article in the same issue of *Empathic Parenting*: "...if at least once in his life he meets a person who clearly realizes...it is his environment which is crazy," a child's pain is eased. The most likely person to fulfil this role in a child's life, other than a close relative, would be a teacher.

Since we cannot expect exemplary behaviour from everyone our child contacts in his life, we need to help the child learn how to cope with the outside world. We cannot protect him forever by forbidding all physical contact. However, I feel we can help him by developing in him a good strong sense of self-esteem, the strength of character to say "no", to feel free to speak out when necessary, and to help him learn to follow his instincts with respect to what feels right (or comfortable) and what feels wrong (or uncomfortable).

We are all individuals, from the day we are born, and we all have different needs and responses to people. Unfortunately, our society cannot be changed overnight and we need to help our children live in the world as it is with as much love, caring, respect, and acceptance of

Letters

individuality as possible.

We do not consider banning the automobile because of the incredible number of deaths it causes, but those who are most concerned about the present state of affairs advocate driver education, remedial courses, and safer road-use guidelines. Thus, we need first of all to educate our own children, and secondly to encourage appropriate

classes in our school systems. Personally, I try to accomplish this, first and foremost, by educating my children, by volunteer community work, and by supporting *Empathic Parenting* and the work that CSPCC does.

Yours sincerely,
Tiina A. Burns
Edmonton, Alberta

Is espousing a minority view worth the effort?

Changing People's Minds

John Holt

...This is part of the larger question, how does one human being change the thinking of another. Our ability to do that is very limited. What I do, practically speaking, is I talk, I give lectures, I speak on radio, TV, I write books. From this I think three things may happen.

There's a kind of spectrum of possibilities and I think at one end, for many people, I just put a pebble in their shoe which they can't get out. I mean, the vast majority of people who hear me speak or read some of my stuff, whether they are parents or teachers, think, "Well, that's utter rubbish," but they can't quite get back to where they were before they first heard it. There it is, it's in their shoe, they cannot altogether escape it. The world looks a little bit different from the way it looked before.

Then there are many people who I think have intuited, as teachers or parents, that there was something not quite right about what they were doing,

that it wasn't working out the way they had hoped. Here they get a sense, perhaps, of "This is why." I like to think I'm shining a light on my own experience which makes them able to see their own experience in a rather different light, perhaps learn something new from it.

Finally, there are those people who had already more or less come to the same conclusion themselves, but were afraid to trust it. I think of my own very good friend James Herndon (author of *How to Survive in Your Native Land* and *The Way It Spozed to Be*). I was at his house once, we were talking about something (not education), drinking a beer and having a good time. He suddenly stopped in the middle of a sentence and looked at me for a second and said, "John, do you know what your first book did for me?" I said, "No Jim, what did it do for you?" He said, "It convinced me that I wasn't crazy." □

*Reprinted from Growing Without Schooling, a bi-monthly magazine for people who have taken - or want to take - their children out of school and have them learn at home. Single issue \$3.50; 1 yr. subscription \$20.00, payable in U.S. funds. Growing Without Schooling, 2269 Massachusetts Ave., Cambridge, MA 02140. John Holt is best known for his books **How Children Fail** and **How Children Learn**.*

Oh for a world of kids raised like this!

Attachment Parenting: A Style That Works

Each day, expectant couples come into my office with eager questions. “this is our first baby. We really want to do right by our child. Can you give us some tips on getting a good start?” I answer these couples by offering a style of parenting that works for most couples most of the time—attachment parenting. Nighttime parenting is one part of this total parenting style. This is what I will share with you in this chapter and throughout the GROWING FAMILY SERIES.

This style of parenting helps a mother and father achieve two main goals:

1. To know their child.
2. To help their child feel right.

A child who feels right acts right and is a joy to parent. I want you as parents to enjoy your child.

What Is Attachment Parenting?

One way to tell you more about attachment parenting is to share with you some attachment tips. This is the advice I give new parents in my practice who are eager to get a good start. These tips can help you know and understand your child so that you can help him feel right.

Make a Commitment

Very early in your parenting career, before the birth of your baby, make a commitment. Promise your faithful attention to two relationships: to yourselves as a married couple and to your child as his parents. One of the greatest gifts you can give your new baby is a home built on the foundation of a stable and fulfilled marriage.

To strengthen these commitments during pregnancy, I advise couples to follow a custom we have enjoyed in our own family. I suggest that each night before going to bed you as a couple lay your hands on the pregnant uterus. Talk about your commitment to each other as a

*Reprinted here, with kind permission of the author, is the whole of Chapter 1 of the book *Nighttime Parenting — How to Get Your Baby and Child to Sleep*, by William Sears, M.D. This superb 200 page soft cover book and others in the GROWING FAMILY SERIES are published by La Leche League International, P.O. Box 1209, Franklin Park, Il. 60131-8209, U.S.A.*

married couple and your commitment to this tiny life inside. This beautiful nighttime ritual gets to be a habit that is likely to continue after your baby arrives. After the birth of our baby, I had become so accustomed to laying my hands on my unborn baby that I couldn't get to sleep at night unless I would go over and lay my hand on the head of our little newborn and reaffirm my commitment to fathering her. I was hooked! I was already attached before our infant was born.

Create a Peaceful Womb Experience

In the past twenty years there have been new and exciting discoveries about the fetus's sensory and emotional awareness. Mother and her unborn baby share emotions. When mother is upset, baby may be upset. If your pregnancy is cluttered with emotional stress (especially the last three months), you have a higher risk of having a child who is anxious, and an anxious child has a high risk of being a difficult sleeper. By creating a peaceful pregnancy experience you begin creating harmony with your baby. This prenatal harmony may well carry over into the baby's sleep patterns.

Prepare Yourself

Many couples spend a lot of time and money preparing the properly appointed nursery. Your baby could care less what his or her room looks like. He wants you, so prepare yourselves. Parent support groups can assist you in this preparation by helping you arrive at a parenting style that best fits your level of commitment and your own family situation. In my opinion, the most effective parent support organization is **La Leche League International**, a worldwide mother-to-mother communication network. La Leche League is especially effective in the concept of attachment parenting for breastfeeding mothers. I advise new mothers to join this organization early in their parenting careers, preferably during pregnancy.

An important part of preparing yourself is to take a good prepared childbirth class and select your birthing options wisely. Choose a birthing environment which encourages you to stay in tune with your body during labor. Mothers who are properly prepared to decode their body's signals (for example, when to move around and when to lie still) and who give birth in an environment which allows them the freedom to do so are more likely to become quickly attached to their babies. Mothers who have a birthing experience where fear and lack of control predominate may have more difficulty forming an immediate attachment. There is also a higher risk of having a difficult sleeper if you have a difficult labor and delivery.

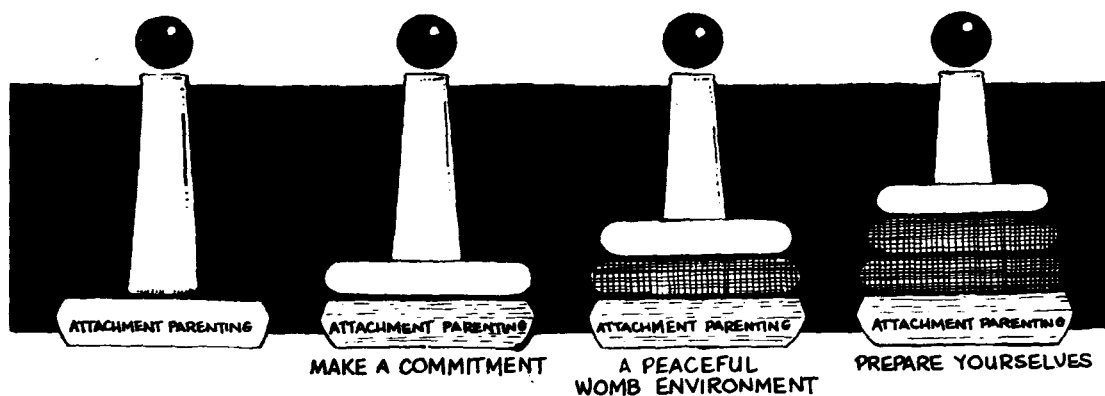
Breastfeed with Child-Led Weaning

Breastfeeding encourages attachment and helps you take cues from your baby. It encourages you to watch your baby for signs of needing food and comfort rather than watching the clock and counting ounces. You and your baby will learn to know each other better and will be more in harmony with one another.

I have a sign in my office that says, "Early weaning not recommended for infants." New mothers are vulnerable to careless comments of well-meaning friends and relatives who exclaim, "What, you're still nursing?" Part of understanding the general philosophy of attachment parenting is understanding the real meaning of the term weaning. Parents often think of weaning as a loss of a relationship, a detachment. Weaning is really not a negative term but a very positive one. In ancient writings, the term weaning meant "to ripen." It is a feeling of fulfillment and readiness whereby a child looks up to his mother and says or feels, "I am filled with this relationship and ready to pass on to another one. Thanks, Mom."

Life is a series of weanings—weaning from the womb, weaning from the breast, weaning from parents' bed or crib, weaning from home to school, from school to work. Whenever a child is weaned from any of these places of security before he is ready, he is at risk for developing what I call behaviors of premature weaning. These stem from an underlying feeling of "not right" and include anger, aggression, and moodiness, all of which can stay with the child through life.

Don't limit your breastfeeding to a predetermined number of months, what I call **calendar parenting**. As long as both parties of the



Build the attachment style of parenting using tips

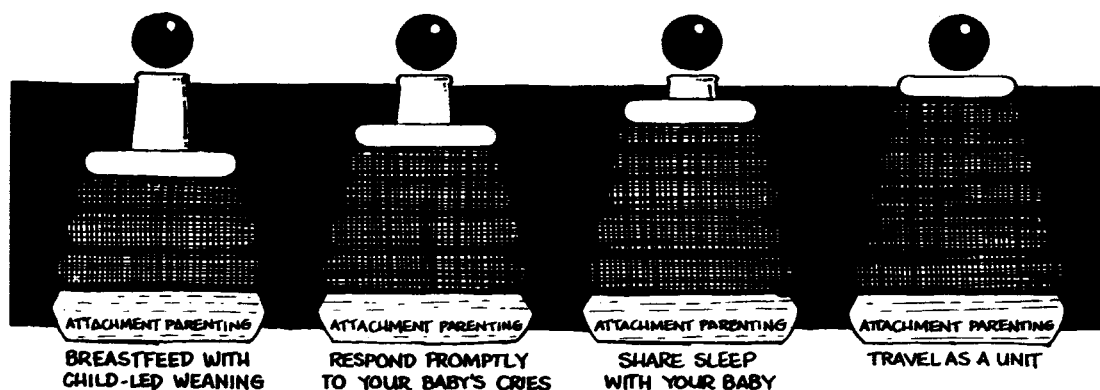
nursing couple enjoy this relationship, then nurse until both of you are filled. Calendar parenting simply does not work, and it often produces a short-term gain for a long-term loss. It is much more realistic for parents to enter their parenting careers without any preconceived expectations of when a child should give up a certain need. The rate at which babies develop physically and emotionally varies tremendously. Having rigid and unrealistic expectations will only lead to frustration which can put a damper on your spontaneous interaction with your child and ultimately lessen your enjoyment. More importantly, imposing restraints on your child's source of security can have longlasting effects on his physical and mental well-being.

Respond Promptly to Your Baby's Cries

Every baby comes wired with an ability to signal his needs. Adults call this unique language the cry. Every mother develops the "wiring" necessary to receive her baby's signal. This is a special communication network designed for the survival of the baby and the development of the mother. Promptly responding to your baby's cries increases your sensitivity to your baby. Sensitivity helps develop your parental intuition.

Be Open to Trying Various Sleeping Arrangements

Babies often give their parents cues as to where they want to sleep. Some babies sleep best in their own rooms; others sleep best in a bed in their parents' room; many babies sleep best in their parents' bed. Parents have varying preferences as well. The sleeping arrangement whereby all three of you (mother, father, and baby) sleep best is the right one for your individual family. Your baby trusts that you are open and receptive to the cues that he is giving you about where he needs to sleep. You are also trusting yourself to respond to your baby's needs for a certain sleeping arrangement even though this may not be in accordance with the norms of your neighborhood. One of the most important pieces



that help you know and understand your child.

of baby furniture I advise new parents to purchase is a king-size bed. Welcoming your baby into your bed is just another part of a parenting style of trust and openness. If sleeping with your baby feels right to you and is working, then it is okay. as with any feature of a parenting style, if it is not working and does not feel right, then drop it.

Travel as a Father-Mother-Baby Unit

While traveling on a speaking tour of Australia I began to appreciate the “marsupial mothering” style of kangaroos, whose babies are nearly always in touch with the mother because they live in a pouch on the mother’s abdomen. I advise couples not to succumb to the usual outside pressure to “get away from your baby,” but instead to become accustomed to “wearing” the baby in an infant sling or baby carrier. as you get used to being a unit you will feel right when you are together and not right when you’re apart. Functioning together by day makes it easier to function together by night.

Beware of Detachment Parenting

This is a restrained style of parenting that warns parents against taking cues from their child. The advocates of detachment parenting preach: “Let the baby cry it out. He has to learn to sleep through the night.” “Don’t be so quick to pick your baby up. You’re spoiling her.” “Get your baby on a schedule. He’s manipulating you.” “Don’t let your baby in your bed. You’re creating a terrible habit.” Besides being full of negatives, this style of parenting also features quick and easy recipes for difficult problems. For example, when a baby repeatedly awakens during the night, detachment parenting advises, “Let him cry one hour the first night, forty-five minutes the second night and by the third night, he’ll sleep through the night.”

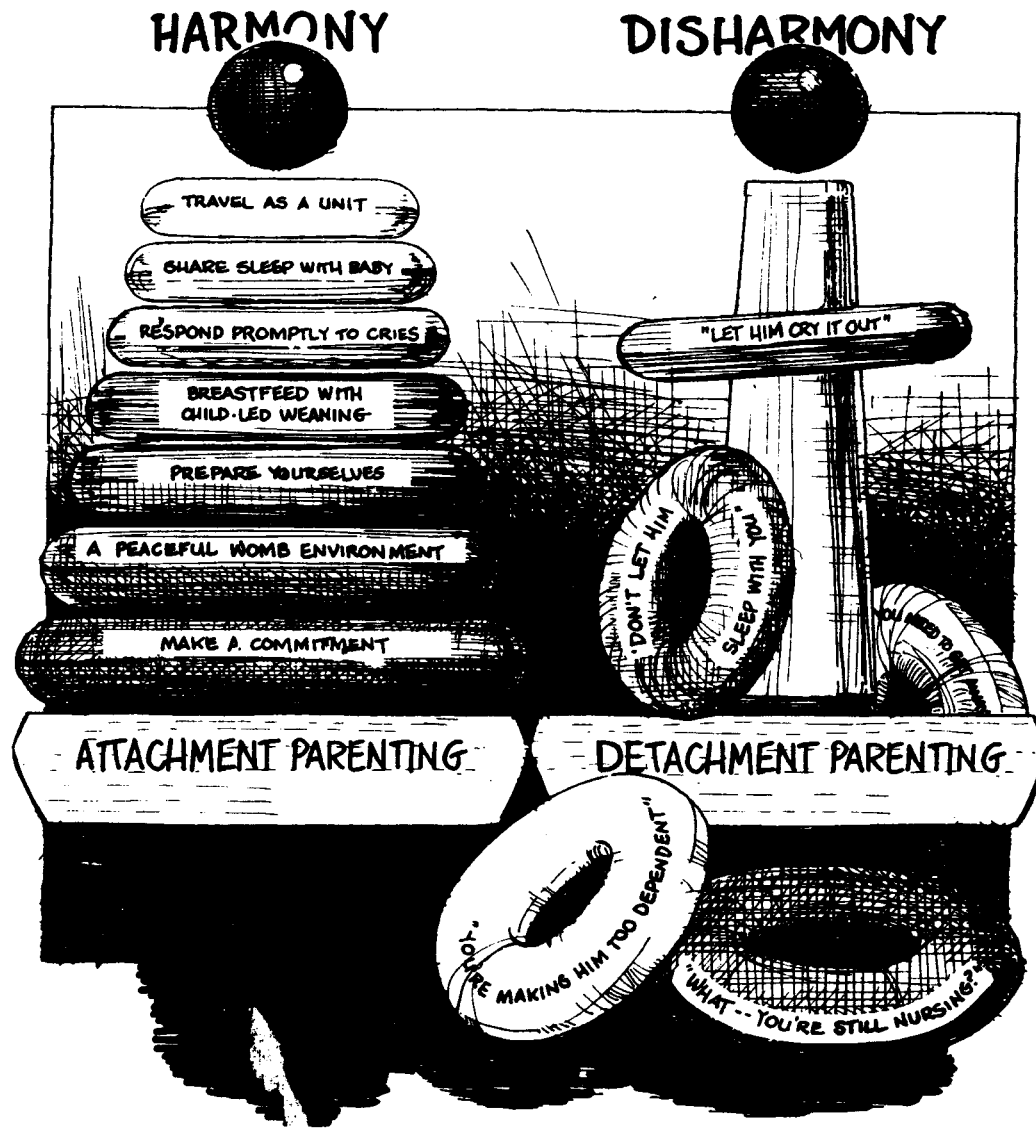
Parents, let me caution you. Difficult problems in child rearing do not have easy answers. Children are too valuable and their needs too important to be made victims of cheap, shallow advice. In my experience, parents who practice detachment parenting are at risk of losing their intuition and confidence and are less likely to achieve those two important goals of parenting, knowing their child and helping their child feel right.

What’s in It for Parents? The Payoff

What difference does the attachment style of parenting make? Will it make you a better parent? I have been sharing the above attachment tips with my patients over the last ten years, and we practice them in our family. It does make a difference. Parents who practice the attachment style of parenting know their child well. They are observant of their infant’s cues, respond to them intuitively, and are confident their responses are appropriate. They have realistic expectations of their

child's behavior at various stages of development, and they know how to convey expected behavior to their child. Their children are a source of joy. The feeling that the attachment style of parenting gives you and your child can be summed up in one word, **harmony**.

Besides a harmonious relationship, the attachment style of parenting also promotes a "hormoneous" relationship. Mothers who practice



*Attachment parenting builds family harmony,
but detachment parenting leads to disharmony.*

these attachment styles of parenting actually undergo chemical changes. The hormone prolactin, often called the “mothering hormone,” may enhance a woman’s ability to mother as well as create a feeling of calmness and well-being during trying times. In experiments where this hormone is injected into male birds, they act like mothers. Mothers who practice the attachment style of parenting actually have more prolactin than mothers who exercise restraint. What makes the prolactin go up? You guessed it: unrestricted breastfeeding, lots of skin-to-skin contact with the baby, and sleeping with the baby. Science is finally catching up with what intuitive mothers have known all along: Good things happens when mothers and babies spend more time with each other.

By now you may be thinking that attachment parenting is all giving, giving, giving. Well, to a certain extent, that is true. Mothers are givers and babies are takers—that is a realistic expectation of a mother-baby relationship. The baby’s ability to give back will come later. Better takers usually become better givers. However, because of the hormone prolactin, as mothers give to babies, babies give something back to mothers. The attachment style of parenting allows mothering to stimulate more mothering.

Why Attachment Parenting Works

Attachment parenting works because it respects the individual temperament of the child. The child comes equipped with a certain level of needs and the ability to give cues about what these needs are. The parents, by first being open to the child’s cues, learn how to read the child and respond. Because the response helps the child feel right, he learns to cue better and parents learn to respond better. In a nutshell, both members of the parent-child communication network participate in the development of each other’s skills. A cue-giving child and a responsive parent bring out the best in each other. On the other hand, detachment parenting with its restrained responses brings out the worst in both. The child’s cries become more disturbing and parents become more angry. Baby and parent learn not to trust each other and eventually become insensitive to each other. Insensitivity gets parents into trouble.

The attachment style of parenting is especially effective when parenting the high need child. This little child goes by many well known names: the fussy baby, the difficult baby, the demanding baby, the challenging child, the strong-willed child. I prefer to call these children **high need children**. It is not only a more positive term, but it also describes the level of parenting these children need. These are the children who most need attachment parenting.

What's in It for Your Child?

Self-Esteem

The infant who is the product of attachment parenting learns that his needs will be met consistently and predictably. The child learns to trust. Trust creates the feeling that "I am a special person." This is the emergence of your child's self-esteem, the feeling of rightness which is so vitally important to the development of personality.

Intimacy

The child learns to bond to persons, not things. The infant who is accustomed to being in arms, at breast, and in mommy and daddy's bed receives security and fulfillment from personal relationships. This infant is more likely to become a child who forms meaningful attachments with peers and in adulthood is more likely to develop a deep intimacy with a mate. The child who is often left by himself in swings, cribs, and playpens is at risk for developing shallow interpersonal relationships and becoming increasingly unfulfilled by a materialistic world.

Nurturing Qualities

The child learns to be sensitive and giving. The child who receives the attachment style of parenting learns to care for others with the sensitive and giving quality that he received from his parents.

Discipline

Practicing the attachment style of parenting actually makes discipline (that magic word you've all been waiting for) easier. Because you know your child better, you are able to read your child's behavior more accurately and respond more appropriately. Because your child feels right, he is more likely to act right. The child who has this inner feeling of rightness is more likely to develop a healthy conscience. He feels right when he does right and feels wrong when he does wrong. This style of parenting makes it easier to create an attitude within your child and an atmosphere within your home that make punishment less necessary. When necessary, it is administered more appropriately. Because of their attachment to one another, parent and child trust each other. Trust is the basis of authority, and a trusted authority figure disciplines more effectively.

Long-Term Benefits

Attachment parenting has long-term benefits, too. Let me share with you a very important concept of child rearing called **modeling**: the parenting style children grow up with is the one they most likely will carry into their own parenting careers. Remember, you are parenting someone else's future husband or future wife, and your grandchildren's

future mother or father.

I will illustrate the importance of modeling by sharing with you two incidents which occurred recently in my practice and my family. One day a new mother brought her newborn baby into my office for a check-up. She also brought along her twenty-two-month-old daughter, Tiffany. When the newborn began to cry, Tiffany rushed to her mother and exclaimed, "Mommy, baby cry. Pick-up, rock-rock, nurse!"

Why had Tiffany responded so quickly to the cries of her sister? Because she had been modeled so. What will Tiffany do when she becomes a mother and her own baby cries? You guessed it! "Pick-up, rock-rock, nurse!"

The importance of modeling parenting styles to teenagers was driven home to my wife and me one day when we heard our nine-month-old daughter, Erin, crying from our bedroom. Since we believe in ministering promptly to our baby's cries, Martha and I started toward the bedroom. But then we heard the cries stop. As we approached the bedroom door we saw our fifteen-year-old, Jim, lying down on our bed next to Erin and gentling her and consoling her. Why did Jim do this? Jim had modeled his behavior after ours. He had learned that when babies cry someone listens and responds. As Martha and I witnessed this beautiful attachment scene we knew that both Erin and Jim felt right. Our hearts also felt right because we knew the attachment style of parenting was paying long-term dividends. □



WILLIAM SEARS, M.D. is the author of *Creative Parenting*, a comprehensive, practical child care book for the 1980s. He is a pediatrician in private practice in Pasadena, California, Assistant Professor of Pediatrics at the University of Southern California, and a frequent speaker on parenting and child care. Dr. Sears and his wife, Martha, an accredited La Leche League Leader, are the parents of five children.

Mothers Speak Out On Child Care

Legislators under pressure to end the nation's child care woes may be rushing to give America's mothers something they do not want. As the political cries for "more quality day care" reach a near-deafening level, millions of women are quietly looking toward another kind of solution to the child care crisis: They are looking for creative work options that allow them to rear their own children. Whether they choose to pull back from full-time work or part-time or flex-time, to open a home-based business, or even to quit work entirely with plans to return later, the motivation for most mothers remains the same—to keep their children out of day care.

Yet, most of the current child care proposals before Congress provide mothers with exactly the kind of care they are trying to avoid. Working under the assumption that an increase in closely-regulated day care will mean a decrease in substandard care and latch-key situations, political leaders have fallen prey to several misguided and potentially dangerous misconceptions:

One:

- The belief that by 1995 almost all mothers will need child care.

Two:

- The belief that mothers' needs are accurately portrayed in the media.

Three:

- The belief that providing more "quality care" is our only realistic option.

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THE BELIEF THAT BY 1995 ALMOST ALL MOTHERS WILL NEED CHILD CARE

For almost a generation now, we have been told that mothers are leaving home. Media reports, quoting statistics from the Department of Labor (DOL), point out that by the turn of the century nearly all mothers will work outside the home, creating a critical shortage of child care. The assumption seems reasonable enough. At a glance, the DOL figures give indisputable evidence that combining a job with motherhood is here to stay.

However, seriously misleading perceptions about mothers and working have risen from the DOL's statistic—not because the numbers themselves are inaccurate, but because of errors in the way they have been presented to the public. When the statistics are examined more closely, it becomes clear that many of the DOL's "working mothers" consider themselves "at home" and have little or no need for child care.

The Department of Labor bases its statistics on a survey of 60,000 "scientifically selected" households, conducted each March by the Bureau of the Census. Because the objective of the survey is to identify trends by comparing labor force participation from year to year, the Department of Labor has had to devise a standardized definition of "employment." This definition reads:

"Employed persons are those who, during the survey week:
(a) did any work at all as paid civilians; (b) worked on their own farms; or (c) worked fifteen hours or more as an unpaid worker in a family-operated enterprise. Also included are those who were temporarily absent from their jobs for such reasons as illness, vacation, bad weather, or labor-management disputes.

In other words, the much talked about statistics of mothers with children under the age of eighteen who "worked outside the home" (as it is often described) are not just the full-time working mothers most readers and viewers have imagined. Labor force participation, according to spokespeople at the Department of Labor, also includes:

- Mothers who work part-time, as little as one hour per week and up.
- Mothers who work seasonally, as little as one week out of the year.
- Mothers who work from their homes, for employers or for themselves.
- Mothers who provide child care in their homes for other mothers.
- Mothers who help with a family business (at least fifteen hours a week), whether paid or unpaid.
- Mothers who work full-time, but have flexible hours to avoid the

need for child care.

- Mothers on maternity leave (or other leave), who may not return to their jobs.

The DOL Statistics Cannot “Prove” The Existence Of A Day Care Shortage

The Current Population Survey on which the DOL statistics are based does not (at this writing) ask respondents any questions about child care. Nor can a respondent's need or desire for child care be inferred from their answers to other questions. Yet, most of the “evidence” cited in support of the contention that America must face up to a major child care shortage is derived from these very statistics.

For example, many news articles proclaim that in 1995 two-thirds of all children, under age six, as well as three-quarters of all school-age children, will have mothers in the labor force. This statement is from a report in the *Journal of Marriage and Family* (Hofferth and Phillips, August 1987), in which the authors explain that the figures were obtained by multiplying the DOL statistics by a carefully-calculated estimate of the average number of children per mother.

In additions, almost all Congressional testimony advising the federal government to fund more day care relies heavily on these statistics. In a February 25, 1988, statement before the House Committee on Education and Labor, the YWCA said: “The Act for Better Child Care Services is long overdue. Our country is faced with a major child care crisis because the number of children with working mothers has grown tremendously. By 1995, two thirds of all preschool children will have mothers in the work force; and four out of five school-age children will have working mothers.”

Statements backed by DOL statistics, where the statistics were misused, were also made by the Association of Junior Leagues, The National Education Association, the National Black Child Development Institute, the Children's Defense Fund, the American Academy of Pediatrics, the Communications Workers of America, the American Association of University Women, the National Council of Jewish Women, and others. Most likely, the representatives for these groups did not understand the statistics they were quoting. Unfortunately, the force of their combined testimony is certain to influence the nation's lawmakers.

Available data simply do not support the claim that most mothers will need child care by 1995. However, it is clear that more mothers than ever before are participating in the labor force in some way. It is equally clear that these mothers are experiencing a deeply emotional crisis concerning the care of their children. As yet, the true nature of that crisis remains largely misunderstood.

THE BELIEF THAT MOTHERS' NEEDS ARE ACCURATELY PORTRAYED IN THE MEDIA

Misinterpretation of the DOL statistics is far from the only barrier to a correct understanding of the child care crisis. The current media portrayal of mothers and their needs is riddled with inaccuracies as well.

For example, media coverage almost universally divides mothers into two distinct camps: mothers who are home with their children (pictured as a shrinking minority) and mothers who "work outside the home" (identified as the growing majority). Mothers at home are supposedly politically conservative, married to a high wage earner, and ideologically committed to the view that women belong in the home. "Working mothers," on the other hand, are depicted as educated women pursuing self-fulfillment in the workplace and single and/or minority mothers forced to work for economic reasons.

The outpouring of letters we have received over the past five years, from mothers of nearly every political, religious, and socio-economic background, completely contradicts this picture. While women who fit the stereotypes do exist, they represent only the extremes. Most mothers, both employed and at home, form a large "middle" group whose political convictions and economic circumstances often belie their work/home choice. In fact, many of them wander in and out of the workforce, seeking support at work or at home from a society that refuses to give it in either place.

The True Story of Today's Mothers and Child Care

The child care needs of this group of mothers differ greatly from those promoted by the media. These mothers are not in the market for bigger and better day-care facilities. They are in the market for spending as much time as possible with their children.

The media's "typical" mother—a woman whose preschoolers are subjected to a nightmare of inferior child care arrangements while on the waiting list for a "good" day-care center—is a mere glimpse of a much larger, much more poignant story. It is the story of a generation of women who were led to believe that motherhood could be "hired out," and that life with children need not differ much from life without them. It is the story of women who had no real idea of what caring for a child would feel like or of the sophisticated skills and the sacrifice of time it would require.

It is the story of women like Kathy Miller Rindock from Allentown, Pennsylvania, who writes: "I have always strongly supported the women's movement and consequently was totally unprepared for the

depth and strength of emotional commitment I felt for my daughter. I never even considered not returning to work, so I wasn't prepared financially when I didn't want to resume my job. I am angry and frustrated and hurt."

Women like Kathy, influenced by the media hype of the seventies and eighties, expected a relatively simple adjustment to motherhood. Supposing that caring for a child somehow "comes naturally," they rarely thought beyond feeding, bathing, and cuddling an infant. Hiring someone to do these things for them while they were at work seemed perfectly reasonable, as did spending "quality time" with a child each evening.

However, these women discovered—whether within moments of childbirth or after years of saying good-bye at the day care door—that children require more than custodial upkeep and that nurturing often demands one's full attention, even during hours that are promised to an employer.

If these women could simply change their minds overnight and stay at home with their children, there would be no child care crisis. However, many—perhaps most—young women today are totally unprepared financially, professionally, socially or emotionally to stay home with a baby. In fact, full-time mothering is currently so low in prestige, so economically difficult, and viewed as such a threat to professional advancement that many women find the obstacles insurmountable.

Pressured by society to return to work and convinced by the media that they will "adjust," many of these mothers begin to experiment with the promised "quality child care." True to the media image, most of them try a variety of substitute care arrangements within a fairly short period of time; indeed, many of them became the familiar anguished mother desperately trying to locate a "better" sitter or a "more loving" day-care center.

The critically important (and often overlooked) question is why mothers who apparently have access to a multitude of child care providers cannot find one that satisfies them; and why, when they have been repeatedly warned that children in day care have an urgent need for consistency, do they jeopardize fulfillment of that need to try "one more" promising child care arrangement? Is their inability to find adequate care truly because there aren't enough clean, safe, and well-regulated day-care spaces to choose from? Or is the answer less simplistic?

We believe that these mothers are not suffering from a lack of child care options. In fact, many who write us feel they have experienced the best there can be. We believe these mothers go from sitter to sitter and center to center because they are continually looking for something that

no substitute caregiver can ever provide: the same love and care a mother would give her own child in her own home.

If the letters we have received by the thousands are typical of mothers across the nation, then the majority of today's mothers either do not need or do not want day care. Firsthand experience with it has shown them that it doesn't do the job; that no matter how "quality" it becomes, it will never do the job.

These mothers do not believe that loving care can be created by legislative mandate, or bought with generous salaries and top-of-the-line play equipment. When they demand "quality care" they are not referring to adequate fire exits and teacher-to-child ratio. They are referring to genuine love, personal and immediate attention to individual need. They are referring to that care which teaches a child that he comes first to somebody—in short, the kind of care that has never been for sale.

Objections to Bringing Mothers Home From the Workplace

Unfortunately, neither the media nor the political arena welcomes the thought that averting the child care crisis might be as simple as helping mothers who want to stay home to do so.

First, such a contention runs counter to twenty-five years worth of education and enlightenment on behalf of all women. Or does it? This generation of mothers is, in a real sense, the product of that enlightenment. If anything, it is their very awareness of their rights, especially in the labor force, that is driving them to finally speak out about their desire to be with their children.

A single mother, trying to stay home with her son in Illinois, reflects: "Although I grew up in the rural Midwest, in a home that preached and practiced equality, the choice to work at home was somehow less than equal—at least in my mind. Ironically, it has taken all of my feminism and activism to find the place where I can parent and be content with my decision—that place is home."

Reporters, activist, and legislators long have equated the progress of women's rights in the workplace with the struggles of mothers who are trying to work. It is a grave error. While women in general DO want to work, most mothers, if given a clear choice, would choose NOT to. It's time we openly recognized the fact that helping mothers stay home to rear their own children does not have to threaten the full and equal participation of all women in the labor force.

A second objection to the idea that America's mothers may want less day care and more time at home is the perception that surveys, studies, and polls prove otherwise. Again, it's time to take a close look.

Several recent polls reflect the desire of many employed mothers to be home with their children. For example, in October 1987, *Family Circle*

published the results of a survey to which more than 50,000 women responded. When asked, "If it were possible, would you quit your job to stay home with your children?" Over 67% of the respondents answered "yes."

Such reports have met with surprise and disbelief. Actually, surveys have hinted at this change in attitude for years. However, few have known how to interpret it. In 1986, the previously-mentioned *Newsweek* poll (by Gallup) asked 1,009 mothers: "What are your current work arrangements, and if you had a choice and finances were not a problem, what work arrangement would you prefer?"

Within the text of the article, the results were summarized this way: "It's not that women don't want to work. They do—in fact, even mothers at home say they would prefer work. . . 71% of the at-home mothers surveyed said they would like to work. A total of 75% of working mothers also said they would work even if they didn't need the money."

Newsweek missed the real message hidden in the results of their own poll. A closer look at the numbers indicated that the huge percentage of mothers (both employed and non-employed) who supposedly "want to work" was calculated by combining totals for mothers who said they would like to work full-time, flex-time, part-time, and from home. However, only 9% of the at-home mothers said they wanted to work full-time, regular hours—and more responded that they preferred not to work at all than any other category.

Even more revealing was the fact that more employed mothers wanted to quit work completely (16%) than work full-time, regular hours (13%). By far the most preferred category was part-time work (34%), followed by working flexible hours.

It's Time To Accurately Assess Mothers' Needs

The truth is, little systematic research on parental preferences concerning child care has been done.

Even more disturbing, the phrasing of survey questions in the research that *has* been done reflects such blind acceptance of the viewpoint currently popular in the media that gathering truly unbiased information may be impossible.

The open expression of feelings about child care that we have received from parents across the nation reveals a need to ask questions few researchers seem to have considered: What do parents believe is best for their children? What do they feel their ideal child care arrangement would be? What would have to happen to make that arrangement possible? What kind of child care options have parents tried in the past and how did they feel about each one? Are there

arrangements that parents recognize as “good” for them, but harmful to their children? What requests have parents made of employers in hopes of preventing or reducing the need for child care, and how were those requests received? Would changing a spouse’s work situation (i.e. flexibility at work or the ability to work from home) make it possible for them to avoid child care completely? Would they prefer this flexibility over “good” substitute care? Would tax credits or a higher exemption rate for dependents make it possible for them to stay home if they wished to do so?

It is time we carefully and openly reviewed the facts surrounding the child care crisis, and demanded an accurate assessment of the nation’s child care needs, as expressed by the *mothers* of the nation’s children.

Misconception #3

THE BELIEF THAT PROVIDING MORE “QUALITY CARE” IS OUR ONLY REALISTIC OPTION

Almost everyone agrees that day care of any kind is not the optimal way to raise a child. Yet, the full-time care of a loving parent—once thought to be every child’s birthright—is now being derided as a Utopian dream. Day care may indeed be a “second choice” way to raise children, assert the “experts,” but we should nonetheless be prepared to face reality. Since so many women work, and since most of them “must” work, child care has become something unavoidable—a necessary evil we must learn to live with, like root canals and taxes.

What experts do not take into account is, that as far as rearing their children is concerned, most mothers believe they should have more choice than second choice. Why, they want to know, are we doggedly heading toward an uncontested, clear second best solution to the current child care crisis in a country that has always pledged that its children deserve the best? If most mothers truly regret their need to work, why do we insist on making it easier for them to do so? Why aren’t we concentrating our efforts, our time, our funds on making it easier for them to do what they want to do instead—spend more time with their children at home?

We believe the child care crisis can be solved without spending billions of dollars annually and without encouraging the kind of child care that mothers do not want. Suggestions have poured into our organization from parents across the country—parents who know firsthand the sorrow of having to leave their children, parents who have thought deeply about what is best for their families, parents who are not afraid of innovation and creativity when it comes to solving a national problem of serious proportions.

We find these suggestions divide into at least six major categories, each of which assumes that mothers should have the right and the choice to spend as much time as they desire nurturing, guiding, and protecting their children. While Mothers At Home does not necessarily support each specific suggestion mentioned, as many ideas as possible have been included, in hopes of stimulating discussion that could lead to other, perhaps even better ideas. (We would also like to note that these ideas are valid for fathers as well as mothers. We choose to speak in terms of mothers because mothers are the group we hear from and therefore the group we truly represent.)

1. ENCOURAGE “FAMILY-FRIENDLY” EMPLOYMENT PRACTICES

Legislators might be surprised at the number of women who say that a more flexible workplace would virtually eliminate their need for child care. If these women are right, perhaps the most cost-effective approach to the child care dilemma is to reduce the need for substitute care by instituting certain helpful business practices. Government should not be afraid to initiate research and discussion on suggestions such as these:

A. *Government could create a commission to encourage “family-friendly” employment practices in the private sector.* A prominent writer and father of nine children suggests the government set up an institution similar to the Equal Employment Opportunity Commission to motivate, rather than force, employers to adopt family-oriented business policies. For instance, qualified businesses could display a “Friend of the Family Employer” logo, to attract capable employees who value a family-friendly atmosphere at work. Companies might qualify for the FEE designation by instituting a minimum number of family-friendly practices from an approved list of benefits and work options.

B. *Government could take the lead as an exemplary employer, by making efforts in the following areas:*

- Full-time hours based on local school hours.
- Increased availability of part-time options, especially in the professions.
- Better benefits for part-time employees.
- More job sharing opportunities.
- Dependent sick leave.

C. *Government could give priority grants to businesses experimenting with creative alternatives to day care and to researchers studying such alternatives.*

D. *Government could give special recognition to model employers.*

- E. *Government could offer special assistance to businesses wishing to institute family-friendly employment practices.*

2. MAKE THE FEDERAL TAX CODE CAREER-NEUTRAL

Of all the suggestions received by our organization, tax relief is mentioned most often by far. Some of the specifics include:

- A. *Reduce the tax burden on families in general.*
- B. *Increase the amount deductible for each dependent.*
- C. *Establish tax advantages for families where a parent stays home to care for the children.*
- D. *Institute an additional tax credit or deduction for each preschool child, regardless of the parents' work status.*
- E. *Abolish the child care tax credit except for families with below poverty-level income.*
- F. *Retain the child care tax credit, but allow mothers at home to receive it for the care of their own children.*
- G. *Institute a tax credit for those providing child care, rather than for those paying for it.*
- H. *Establish a tax-deferred savings account, similar to an IRA, for young couples who want to begin a family.*

3. STRENGTHEN FAMILY ECONOMIC SECURITY

As a nation, we need to investigate the economic forces that are combining to make it nearly impossible to raise a family on one income. Thousands of women have expressed fear that they will not be able to meet the financial challenges that follow the rearing of a child from birth through college. There are at least three areas that merit special attention and analysis: reasonable housing for young families, better insurance packages for families with a spouse at home, and tax-free savings plans for young couples planning to have children.

4. PROMOTE COMMUNITY SERVICES THAT BETTER SUPPORT THE FAMILY

Most community support services, whether government, non-profit, or otherwise, are still addressing the issues for women that were raised twenty years ago. Efforts center around preparing young women for the workforce, helping young mothers obtain child care when they enter the workforce. It is time for the community to address the family issues of the eighties and nineties.

The needs addressed in this paper would benefit from services such as the following:

- *Better preparation of the younger generation, through the school system and support organizations, for the reality of family responsibilities and the skills needed to fulfill them successfully.*

- *More training available to parents on family life and parenting skills.*
- *Increased resources available to women (such as women's centers) where they can seek out advice on how to live on one income, how to find work with flexibility so they can avoid child care.*
- *Businesses, shopping centers, even post offices and other government services that prepare to handle children who come along with their parents.*

5. ESTABLISH BETTER OPPORTUNITIES FOR HOME-BASED WORK

Certainly home-based business is on the upswing. Government could help parents earn money from home and thus avoid child care in several ways:

A. *Cut the red tape for home businesses. Perhaps a commission could be appointed to study the impact of tax procedures, zoning and commercial regulation, and local licensing procedures on home businesses. Recommendations could be made to state, county, and local governments regarding outdated regulations or laws that discourage cottage industry.*

B. *Educate businesses as to the many ways in which they could use home workers.*

C. *Encourage banks to help those starting home businesses, with loans, advice, and other services.*

D. *Motivate women's centers (especially government-affiliated) to offer advice and courses pertaining to earning an income at home.*

E. *Develop opportunities for cooperative and shared business services. Home businesses could possibly join together to purchase supplies, hire consultants, use administrative and computer services, participate in group insurance and other benefit plans, share marketing and advertising expense, and enjoy other advantages that are often too expensive for a single home businessperson.*

F. *Create job banks specializing in jobs which could be done at home.*

6. IMPROVE HOMEMAKER SECURITY AND OPPORTUNITY

A major disincentive for mothers to care for their own children for any amount of time is the lack of recognition of their work both in the paid labor force and in the world of financial planning.

Ideas include:

- *Voluntary social security contribution by homemakers based on what it would cost to replace the tasks they perform in the home.*

- A system of “credits,” so many for each year at home with the children, that could be “cashed in” later for college tuition. Writes a mother from Elkhart, Indiana, “Give education tax credits for mothers staying at home so we can learn new skills or develop the ones we have.”
 - Special, low interest loans for homemakers seeking further education.
 - Encourage insurance companies to offer special homemaker health plans or life insurance options.
 - Increase the amount of tax deductible money a homemaker can contribute to an IRA.
 - Examine the idea of homemaker pension plans.
 - Institute a means of evaluating and crediting men and women for volunteer service in the community. Also, encourage business to recognize the skills that are developed while running a home and caring for children full-time. Unpaid experience should be valued when a person later seeks a paid position.
 - Help mothers who have already reared their children reenter the workforce. “Give minority status to women returning to the workplace after raising a family, to increase their chances of getting a good job then.” □

This paper is excerpted from the Mother-At-Home position paper on child care and summarizes the true needs of today's mothers as we see them after five years of correspondence from thousands of women. A much longer version of this paper, plus a variety of fact sheets and supporting information, has been mailed to mothers' support groups across the country. We have asked those groups which feel our paper accurately represents the feelings of their members to send us a letter of endorsement. These endorsements will accompany our final paper when it is presented to legislators.

We also encourage individuals and small, informal mothers' groups to send us comments, suggestions, or letters of endorsement. Please include a brief summary of your situation and feelings.

Since legislators are particularly concerned with single mothers and low income families where mothers feel they must work to make ends meet, we would appreciate help in passing this paper on to mothers you know who can speak for those groups. (Feel free to make copies of these pages.)

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Working moms can feel anxious about leaving baby

Janet Enright

When my first baby was 2 months old, I was offered my first freelance writing job. It was an important step in my journalism career and even though I was nursing the baby, I took the job. I was only away from him for a few hours each day, but whenever he was out of my sight, I was always a little more hyper and slightly on edge with an unusual dose of nervous energy.

I didn't recognize those feelings as a minor case of separation anxiety. Many mothers experienced this when they first sent their children to school. Today, however, many mothers are having profound anxieties when they return to work and leave their infant in somebody else's care.

This past year, when I was working at the CBC, I had a colleague who came to work with us when her son Benjamin was 4 months old. She had a difficult time and was completely unprepared for the force with which her anxieties hit her. "Being separated from him is painful for me". She recalls now that he is 1 year old. "I had images of Benjamin crying and reaching out for me. I even thought he was purposely anorexic to punish me."

Gail had a general depression all day and sometimes the knot that sat in the pit of her stomach would creep up to sit in a lump at the back of her throat. But

she was hit hardest at the end of the day.

"I was literally in a state of panic until I saw him. Sometimes I was crying in the car as I drove to get him. I had such a sense of urgency - to get him out of the babysitter's house and back safe to me."

It's hardly surprising that Gail felt like that. Bruno Bettelheim, America's leading child psychologist, points out in his book *A GOOD ENOUGH PARENT*, that "separation anxiety is one of man's most basic anxieties." How we deal with it, he says, is a reflection often of how our own parents responded to separation from us. So it is with our own children. And it becomes an endless cycle of anxiety.

"It all depends on the signals the child receives from the mother", he says, adding that "it is much more the mother's anxiety than the child's that keeps the process going."

Marie Algieri Goldgrub is a director at the Canadian Parent and Child Centre. The Centre specializes in helping parents cope with their children. But through this work she became aware of how severe the grief is that women suffer when they return to work and leave their young babies behind - especially their first baby. As a result, their work is also often affected.

The other thing that troubled her was that "this issue wasn't being talked

Reprinted with permission from The Toronto Star. Janet Enright's Parents Today column appears every Tuesday in the Life Section.

Special thanks to Jutta Mason for drawing this article to the attention of the editor.

about. Many women seemed to feel that all those other women were coping and that to have this tremendous anxiety was a sign of weakness or failure." It's okay to talk about stress at work, but not about the pain of leaving your child behind every morning. And yet, she adds, "we degrade each other by not being supportive and not discussing our true feelings."

So she has formed a group-therapy program where families can get together to prepare for and discuss their feelings. "These feelings are inevitable." Mourning won't be alleviated totally, she says, but it can be lessened through awareness and understanding.

Algieri Goldgrub is herself pregnant and expects to have the same feelings as everybody else:

- Guilt is the most common one; "Many mothers ask: 'Why did I have this baby if I am going to leave it?'" I try to convince women that it is all right to want to go back to work. They are used to a certain lifestyle and there's nothing wrong with wanting to continue having that style."

- Grief is a powerful sensation; We often handle it by detaching ourselves from the situation. Don't do this, Goldgrub advises. Get really involved with the child care worker. Talk openly and consistently - about the day's events, or teething problems or what the baby had for lunch.

- Competition and jealousy: When we work full-time, we look after the baby only during the evenings and on weekends. We feel threatened that the caregiver has the premium in our baby's life and on our baby's affections. She doesn't. In fact, what could be better than a caregiver who has a truly loving relationship with our child? It can only add to our peace of mind. An unloving relationship can make you frantic.

- Anger: We are angry that the baby keeps us up at night or gets an ear infection. Or that we have no time to

ourselves. Or perhaps our husband feels angry because he can't afford to maintain this lifestyle without a second income. Or we resent society for making us feel so much pressure to be in the workplace. Anger can be all-consuming and take over our whole lives.

Pull back from these negative feelings and be aware of them. "Adjusting takes a long time." says Algieri Goldgrub. □

I am told that my reaction to this article is excessive and that I should not be unkind to Ms. Enright, Ms. Goldgrub, and all those mothers who leave their babies so they can maintain their lifestyles, and then seek substitute care for their separation anxiety.

My problem is that I have this persistent image of group therapy sessions for those guards who needed assistance in coping with the stresses of their work at Belsen, Dachau, and Auschwitz. I have read somewhere that because the job was so stressful to some, they required frequent reminders that "these feelings are inevitable", and "adjusting takes a long time", but...

Recently a grade 13 student, after reviewing some CSPCC literature, got 96% for her essay, critical of the CSPCC, entitled "Don't Make Mothers Feel Guilty".

As I see it, our real task is to make fathers feel equally guilty — equally sensitive to the emotional needs of their babies. So sensitive that they will no longer be willing to define child care as a woman's problem.

Unfortunately, most men, to continue with my persistent image, are best represented by those guards who didn't need any therapy at all to enable them to continue stuffing human beings into gas chambers.

E. T. B.

PARENTS SENSIBLES

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

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La re-socialisation des hommes

Le vrai coupable dans tout ceci, sans aucun doute, c'est l'inflexibilité des hommes. On y revient toujours. Les hommes sont des pères inflexibles quand ils n'assument pas plus de responsabilité ou quand ils n'accordent pas le soutien qu'ils devraient, forçant les femmes à envisager la famine ou le travail hors du foyer. Il y a aussi des hommes inflexibles occupant des postes ou des politiques sont préparées concernant la garde des enfants. Ils y définissent le soin des enfants comme un problème de femme.

L'apart ou le tout d'une initiative de soins des enfants doit comprendre une initiative de re-socialisation des mâles. Autrement, ce sont les femmes et les enfants qui continueront d'en payer le prix.

Dr. James Garbarino
Président de
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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.

CREDO



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.