



# EMPATHIC PARENTING

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

Volume 13

Issue 3

Summer 1990

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**It Shouldn't Hurt to be a Child**

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## Paid Friendship

...I think (or at least I do so far, always open to other arguments), that the Western tendency in all "social caring difficulties" is to look for solutions that pay money to professionals. Care of the elderly, the sick, people with special needs (don't keep them at home ruining your self-fulfillment. They will be better off with professional care). The homeless (donate to shelters). Babies with AIDS (make quilts to cheer up their hospital cribs). Adolescents on drugs/making babies etc. - not more parent care or more parental influence in high schools, but more counselling programs...

Don't you think that the whole counselling idea is part of this? In the sense that, whether it is marriage counselling or teenage guidance or bereavement counselling, we really are approaching paid friendship? What I cannot stand is the extent to which that denigrates individual people, by suggesting that their personal relationships (whether with a baby or an aged mother) are replaceable by a salaried relationship.

How can people realize how important they are to each other if mere money can provide someone else who will be equally good or (sometimes it is implied) better? To me, professionalization is part of our worship at the feet of Paid Work: anything that would hamper your paid work can make a paid job for somebody else...

Penelope Leach  
see page 28

### 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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Prevention of Cruelty to Children

Volume 13 Issue 3 Summer 1990

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The poem *Somebody's Mother* (pages 26-27) is reprinted from the Ontario Readers Second Book - 1923



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### About the Cover

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# Letters

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## FULLBRIGHT 'MOTHERSHIPS'?

Dear Dr. Barker

...Twice in my life the government has supported me: once in 1965/66 as a Fulbright scholar, to study medieval French literature at the Sorbonne in Paris. This was considered an honour. The second time, as a single parent of two young children in the 70's to be able to be at home raising my family, called welfare; this was not considered by most people an honour. I considered it being underpaid to do my work, one of the most important jobs I could have been doing. (My ex-husband at that time was living on \$50 a week unemployment, later he was able to help us.) I did hold various part time jobs and also did some work at home.

But time to be with my children was much more important than having more money. I support full equality for women in the workplace, the freedom to exercise talent and ability in any field, including raising a family. And if a woman chooses to have a child then she should be able to be at home full time for the early years. Fulbright "motherships"? or "parentships"? Hmmm...take parent training and be eligible for support?

I look forward to reading Empathic Parenting.

Sincerely  
Mary Spoerer  
San Francisco

## IT'S A COWARDLY THING THAT I DID

Dear Dr. Barker

...In keeping with your talk about a cover-up, you might be interested in this quotation from Benjamin Spock, where he explicitly admits that he concealed his opinions on day care. His reasons are just what Penelope Leach describes.

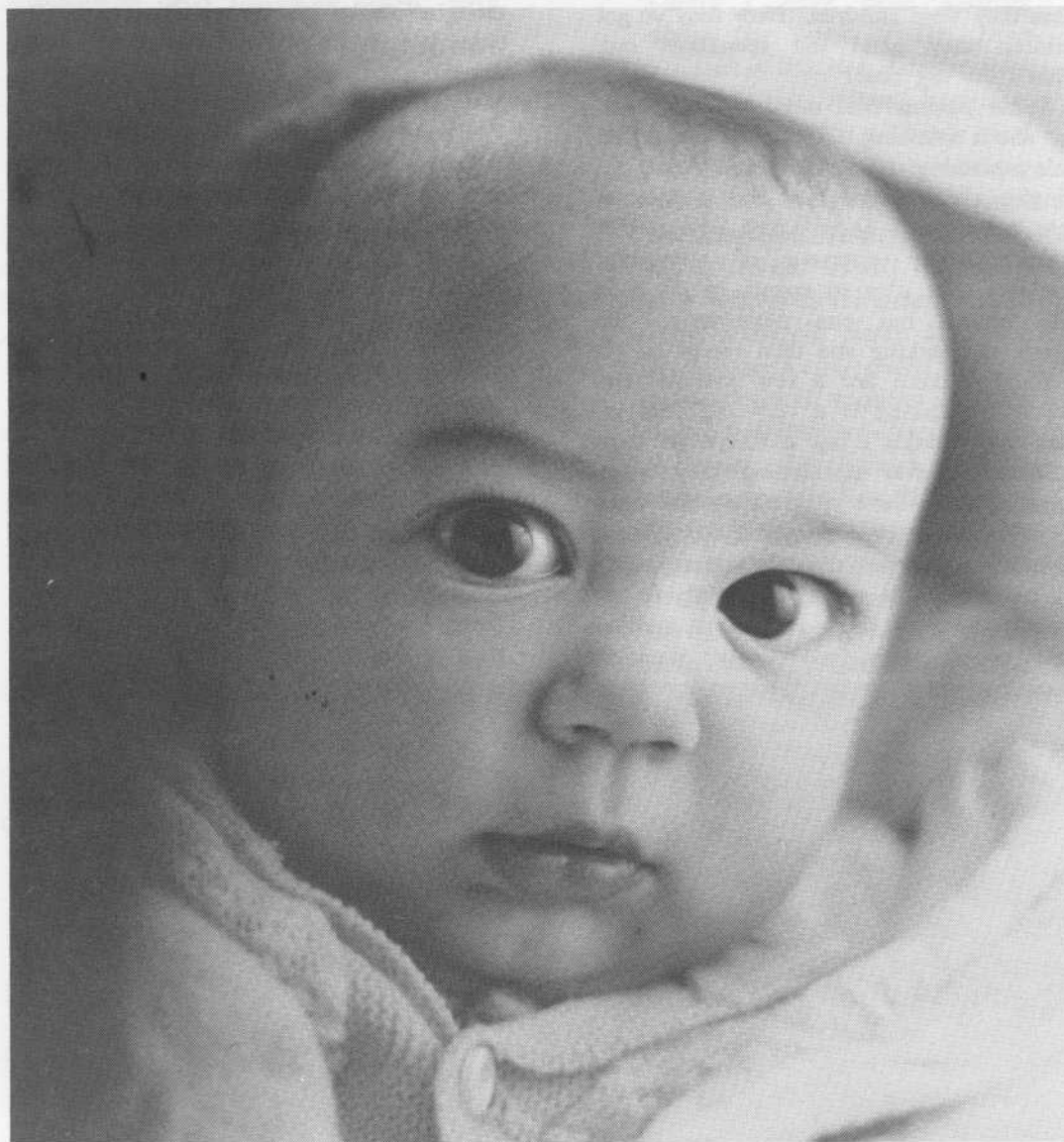
Yours  
Charles Siegel  
Berkeley, California

"...I'm scared of going too strongly for "You should stay home!" because in the early editions of **Baby and Child Care**, I hinted at that by saying, "The early years are very crucial, and maybe you should postpone the advantages of earning a living." And women pounced on me. They said, "You made me feel very guilty!" But I noticed they went to work anyway, even if they felt guilty, and that's no good. That's the worst of all possible arrangements! So I just tossed it. It's a cowardly thing that I did, I just tossed it in subsequent editions."

Benjamin Spock  
San Francisco Chronicle  
May 3, 1990

# **SPANKING**

**- a short-cut to nowhere...**



**To get where we want to go with our children we need to take a longer route, teaching them with our heads and hearts rather than with our hands and belts.**

**Penelope Leach**

## SPANKING AND NON-SPANKING PARENTS

### Most parents in Canada spank their children.

A lot of parents take spanking for granted and don't give it much thought. They got spanked for being naughty when they were children. Now they've got children they hand the spankings out. What's the big deal?

Some parents feel more strongly than that about spanking. There's a group that feels spanking is an important part of bringing children up: not only a parental right, but a duty. There's also a group that doesn't really approve of spanking; wouldn't ever plan to spank, or do it in cold blood, but can nevertheless be driven to spanking and then regret it.

Finally, there are a few parents who feel that spanking is a very big deal indeed and wouldn't lay a finger on their children however maddening they were. Some of them have spanked a child once or twice and never forgotten it. Some have literally never done it. Non-spanking parents aren't especially saintly or especially patient; they aren't all middle-class people with (or without) nannies;

they don't all have loving partners, supportive families, nice homes or good jobs and they don't only have little girls or just one child each. In fact there isn't anything special at all about parents who don't spank. They are just people who have thought about hitting children and decided it's got no place in their family relationships, because it's unjust, and because it doesn't help 'discipline' either.

Those parents care just as much as everyone else about their children's behaviour. In fact a lot of them are rather strict parents who set clear limits.

I am part of that non-spanking group, both as a mother and as a psychologist. I believe that spanking - or tapping, or slapping, or cuffing, or shaking, or beating or whipping - children is actually wrong. I also believe (and hope to show) that far from producing better disciplined people, spanking makes it much more difficult to teach children how to behave.

Spanking is a short-cut to nowhere. To get where we want to go with our children we need to take a longer route, teaching them with our heads and hearts rather than with our hands and belts.



## SPANKING IS WRONG AND DOESN'T HELP DISCIPLINE

*Spanking has to be wrong because we all agree that hitting people is wrong and children are people - aren't they?*

When a bigger child hits a smaller one in the playground, to get his candy or his turn, we call him a bully...

When a youth hits an old lady to get her purse, we call him a mugger...

When a parent hits a child to make him or her obey, is it really any different?

Maybe you will say it is different because that parent's motive is good. She spansks her child 'for good reason'; maybe even 'she does it for the child's sake'. But our society doesn't accept that 'good motives' can make hitting people right. A policeman who hits a suspect behaves wrongly, however keen he may be to solve a crime.

Maybe you will say that spanking children is different because it's in the family and therefore part of a relationship which is both loving and stressful. But that would make it perfectly alright for your partner to end arguments with you by giving you a good slap. And that isn't all right at all. If your partner did that he'd be called a 'wife-beater'.

Under Canadian law, parents (and other caregivers) can hit children as much as they like, short of doing them serious injury, but hitting anyone else is a criminal assault.

*If any spanking is wrong, all spanking must be wrong. Lots of parents agree that hitting children and causing real pain is wrong but believe that what they do doesn't count because 'I only give a little tap'.*

Of course there are degrees of wrongness. It's worse to murder someone than to mug her and worse to thrash a child with a belt than to spank with your hand. But that doesn't make the 'little tap' all right because it isn't the degree of pain that makes the difference, it's inflicting any pain (or 'sting' or 'smart') on purpose.

Every parent will sometimes have to grab a child at the edge of the road or snatch a small hand before it can touch the iron. Sometimes that kind of safety action will hurt a child and lead to tears. But it wasn't meant to hurt, it was meant to prevent hurt.

One mother said, 'Don't talk about hitting and pain. You're making an ordinary slap sound cruel and horrible on purpose...' But when her two year old bothered her while we were talking she slapped him, and she chose his bare legs rather than his diaper-padded bottom. She did hurt him on purpose and it was horrible.

### SO WHY DO PARENTS SPANK?

Bringing up children is the most important job in the world and one of the most difficult. Teaching children how to behave is a vital part of that job and parents spank because they think short sharp punishments will teach children not to do things that are forbidden; stop them short when they are being generally tiresome and encourage them to do what they should.

Children cannot be allowed to endanger themselves or other people or things. They have to be persuaded to behave in ways their parents can stand because if parents can't stand their children's behaviour, homes are full of frustration and anger and nobody has any fun. By the time they are through the toddler stage and mixing with other children at nursery and at school they have to learn the social rules that will make them acceptable to people outside the family as well. It's part of good parenting to make sure that a child can be a beloved playmate, welcome visitor and eager member of a class. So clear limits on the one hand, and positive discipline on the other, are so important that if spanking really did help them along we should all have to ask ourselves whether those unjust means were justified by desirable ends. The fact is though, that spanking doesn't help but makes that vital learning much more difficult.

## THE EVIDENCE THAT SPANKING DOESN'T HELP

If spanking and other physical punishments worked, you'd expect children who are slapped or spanked 'when they need it' to learn to behave better and better so that they needed punishing less and less often. But that's not the case.

Families who start spanking babies before they are a year old (and 63% of mothers surveyed in 1985 said they did this) are just as likely to spank them very frequently when they are four year olds as families which don't start spanking until later. In fact almost all four year olds are spanked (97% of a big random sample of British children), so spanking babies and toddlers clearly does not produce better-behaved pre-school children.

Plenty of spankings at four don't make for better behaved seven year olds either. Although some children are spanked less by that age, three quarters of that British sample were still spanked regularly 1 - 6 times a week and one in eight were spanked at least once a day. For some, 'ordinary spanking' has clearly not produced behaviour the parents found acceptable because by their seventh birthday a quarter of all boys and nearly as many girls have been hit with a belt or a strap, a cane or stick, or with any 'suitable' object that came to hand such as a slipper or a wooden spoon.

Whatever lessons those parents are trying to teach, their children clearly are not learning them. There is even some evidence from the British study that they may be less able to learn because physical punishments reduce children's IQ.

If caning or strapping in school had worked as the 'last resort' or 'final sanction' which teachers argued that they needed, you'd expect that one or two beatings would have been enough to 'teach a lesson' to any child. But until physical

punishments were banned by law in state schools in 1987, their own punishment books told the opposite story. In every school that used the cane it was the same handful of pupils who were hit with it, again and again, sometimes as often as 10 times over a school year. Even if those were the 'naughtiest' pupils who 'needed the cane' most, being beaten with it certainly did not make them into better pupils who 'needed' it less.

But the clearest evidence that physical punishments don't help to produce well-behaved, socialized people comes from studies of murderers, rapists, muggers and other violent criminals who threaten the lives and security of ordinary people. The life histories of notorious individuals - Adolf Hitler amongst them - record excessive physical discipline in childhood. Studies of whole prison populations all over the Western world show that criminals who use violence against their victims almost invariably had violence used against them when they were children. If our society is becoming increasingly violent it is certainly not because parents 'spare the rod'.

### TRY SOME RESEARCH OF YOUR OWN

If you still feel all that is somewhat different from what goes on in your family and that spanking, as you do it, really does help your children learn how to behave, try a small piece of research for yourself. Next time you spank a child who is old enough to talk fluently, wait until the row is over and then ask what the spanking was for. You will almost certainly find that s/he hasn't the least idea. The child will remember every detail of what happened, for weeks and maybe for life, but the nearest s/he will get to why it happened will be "you were cross" or perhaps "I was bad".



However carefully you tell a child why you are spanking, reason always gets lost in the feelings the punishment produces. A baby or toddler is as amazed and horrified when a beloved parent spansks as you would be if the family dog suddenly turned around and took a chunk out of your leg. At that age a child will often turn to you to make the hurt better.

A child of four or five is overwhelmed with rage which s/he dare not show to you and must bury until it can be taken out on someone or something else.

An older child is angry too but also deeply humiliated. The blow may hurt self-esteem much more than it hurts a backside.

Those feelings leave no room for remorse or determination to do better in future. Spanked or beaten children cannot think about what they have done because they are full of what parents have done to them.

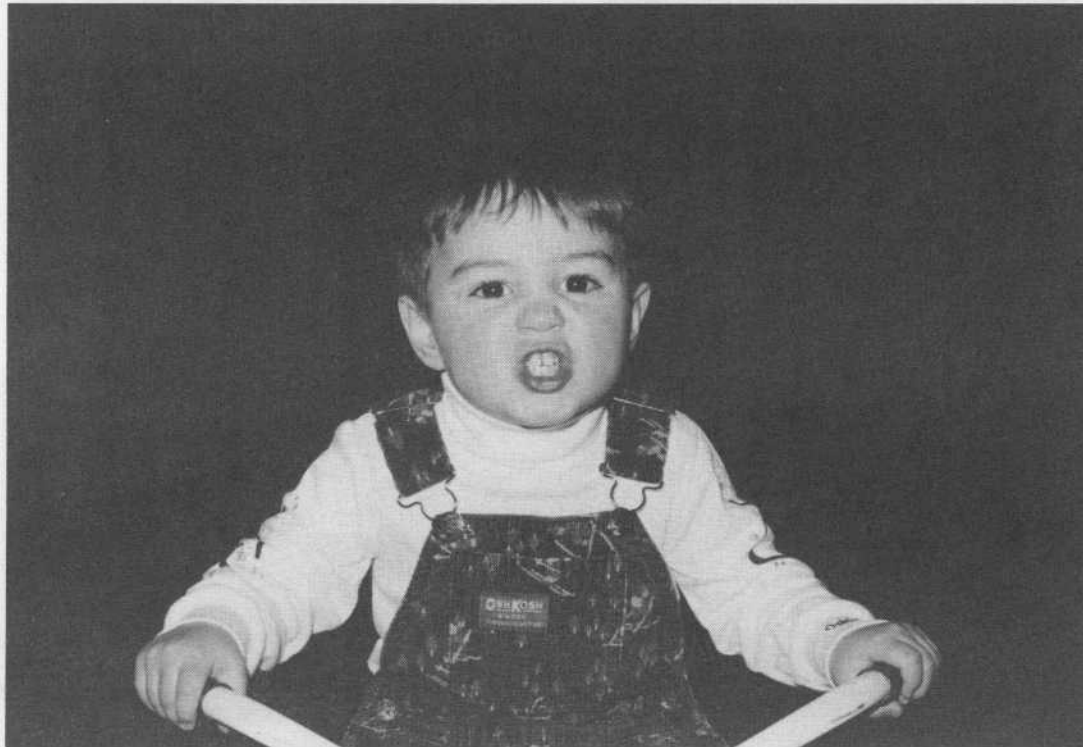
*Do you, in fact, always know what you spanked your child for?*

*In a lot of families most slaps are not really given to punish one behaviour or encourage another. They are given to relieve the feeling of parents who have been driven "too far"...*

*See if you recognize these as spanking situations:*

A couple with a tired four year old are shopping. She whines, clings to her mother's coat and gets in her father's way. The third time he trips over her she bursts into tears and her mother's patience snaps. She grabs the child's arm and slaps her legs.

We all know how maddening it can be to try to finish a chore against a child's whining. But could that child possibly understand that she was hit for "being maddening"? As far as she was concerned, she got hurt for crying. And of course her parents didn't get what they wanted either. Stinging legs didn't turn that child into a cheerful, trouble-free companion. They made her bawl.



A mother with a five year old and a toddler struggles onto a crowded train. She finally gets children, bags and coats organized into seats but neither child gives her a moment to relax. The older one asks a stream of loud excited questions while her embarrassed mother tries to hush her. The toddler explores everything including the arm-rest ashtray. Suddenly the ashtray turns itself upside down; ash spills everywhere and the mother wallops the toddler on the hand.

That child wasn't really slapped for touching the ashtray. He couldn't possibly have known that it was an ashtray, let alone that it would spill. He was slapped because the ash was the last straw for a harassed parent. Understandable? Oh yes. A useful piece of 'discipline'? Oh no.

If whining can be maddening, so can the particular noise brothers and sisters make when they are squabbling and fight-

ing. That noise is often the real reason for slaps that parents think of as "punishment" for hurting little sister..."A lot of parents who don't spank often do think it's right to spank when children hurt each other, or hurt animals, so:

Pinned under his father's arm, the seven year old gets a spanking and as he spansks the father says "I will not have you hitting people..."

Does that child really get the message 'hitting people is wrong'? Or does he get a different message such as 'hitting people is a good way to make them do what you want but you'd better be sure they're littler than you...?'

A mother tells me: 'I used to spank Joe quite a lot but once the baby was born I found that every time I spanked him, he spanked her. I spanked him for that too, for a bit, but then I realized I was doing to him exactly what I was telling him not to do to her. So I changed my tune. I said, 'nobody in this house is to hit anyone'.



## THE DANGERS OF SLAPPING AND SPANKING

Parents who take 'a little tap' for granted, or use 'a quick slap' as part of their planned discipline, naturally don't like to think that their behaviour has any connection with the behaviour of cruel parents who actually abuse their children. But like it or not, we all have to face the truth which is that hurting a child on purpose is hurting a child on purpose, whether it's a little bit occasionally or a lot, quite often.

The difference between 'reasonable punishment' and 'cruel abuse' is only a matter of degree. It's a thin line and, wherever you choose to draw that line in your family, it is easily overstepped.

The risk of overstepping that line lies in the ineffectiveness of slapping as a means of teaching your child, combined with its effectiveness in relieving your feelings.

A 'little tap' doesn't stop your child doing whatever is irritating you so you give a 'quick slap'. One slap doesn't work for more than a minute or two so you try a couple and it's because those slaps don't work either that they can so easily become the spankings which then tip you over that line into beatings or whippings and the headline horrors that turn all our stomachs.

You probably feel that it simply could not happen to you: that there is no way you could ever seriously hurt or injure your child. But do remember that even 'mild' punishment can cause serious injury simply because your child is so much smaller and more fragile than you and because young children's heads are big and heavy in relation to their bodies. A blow aimed at a bottom can catch a child off balance so that s/he falls and hits that head on something. A boxed ear can mean a burst eardrum. A good shaking can rattle the brain inside the skull so that the child you never meant to hurt ends up with concussion. It happens somewhere every day.

Do also remember that most of the par-

ents who are prosecuted for cruelty would once have rejected the suggestion that they might 'go too far' as indignantly as you do now. They saw themselves as ordinary parents. They meant to do a good job for their children. They got caught up in a vicious circle of trying to discipline those children by force, failing and trying more force. A spiral of violence within the family, along with varying stresses outside it and within themselves, eventually pushed them over that thin line so that now they find themselves beyond the pale.



## HOW CHILDREN DO LEARN HOW TO BEHAVE

Babies are born human but they aren't born knowing what it takes to be people. To find that out they need a long apprenticeship to people who have already made the grade as adults: parents or the permanent caregivers who stand in for parents.

Like other kinds of apprentices, children learn by being with you; watching and listening to you, imitating you, trying things out and getting them wrong, trying again and getting them right.... One day each of your children will have learned so much that s/he will be ready to function as an independent adult and maybe pass all that learning on to your grandchildren.

Bringing up a child to be a socially acceptable adult is harder work than teaching a youth to be a Master Carpenter because you've got to teach your child everything you know or feel about everything, rather than just your craft skills. But it's easier and more rewarding as well because you don't have to prove yourself to earn your child's love and loyalty.

From the earliest months when s/he learns to tell you apart from everyone else, your baby will take it for granted that you are perfect.

Indeed you can't help being perfect for your own child because you're the only Mom or Dad s/he is ever going to have. You don't have to earn his or her love: you have it. You don't even have to work at hanging on to it because, during the first years at least, it's almost impossible to lose it. Your child is totally dependent on you emotionally as well as physically and that gives you such enormous power that you can, and must, use it gently.

Children want to learn because wanting to know is built into them. They particularly want to learn how they should behave because (whether it looks that way today or not!) they want to please you. But children can only learn at the pace their individual development, mental, physical and emotional, allows. So trying to teach them to behave in ways they can't yet manage, or expecting them to grow up faster than they can, stores up unnecessary misery for everyone. The very quickest way to lose the co-operation which is the foundation of good and easy discipline is to ask the impossible of your child and imply that unless s/he performs it s/he will lose your love.



Photo: Sally & Richard Greenhill

## Babies

Your baby cannot learn any social behaviour because she does not yet know that there is a world full of people who are separate from her. She cannot learn to respect your feelings (such as your desire to spend the night asleep!) because she can't understand that you might feel differently from her. Her waking and crying, her desire to play or suck at 3:00 a.m. certainly will displease you but equally certainly are not meant to. Whatever your baby does or does not do, it is not to get at you.

## Toddlers

A young toddler finds it difficult to learn rules and regulations, like leaving the TV alone or not dabbling in his food, because the curiosity which he needs to keep him finding things out is much more developed than his memory. If you keep showing him and telling him what he must do, he will learn. But don't expect him to learn from ten tellings in a day. It may take hundreds of tellings over months.

At two or three your child does know that you and he are separate people but he isn't at all sure that he welcomes that. One bit of him wants to get on with growing up and become independent but another bit of him finds it scary and wishes he were still a babe in your arms. That's why you get shouts of 'me do it' one moment, and floods of tears the next because you've taken him at his word and left him to struggle on his own. Giving him room to grow up but not enough space to feel lonely makes this a difficult stage for you, but it's much worse for him. He gets angry and frustrated and afraid. He may throw tantrums, bite and kick. But it's himself he's angry with: his own smallness, incompetence and fearfulness. The more competent, in control and able to manage he can feel, the calmer and easier to handle he will be. And it's your con-

stant calm and kindly control that will give him those feelings.

Two-year olds cannot be 'good' or 'naughty' on purpose because they do not yet know right from wrong or understand what makes the difference.

Why is it clever to turn out a sandcastle and naughty to turn out your pudding? Why is it 'dirty' to dabble in wee in a potty and 'clean' to dabble in soapy water in a basin?

Your toddler will be 'good' whenever you can arrange for her to want to do what you want her to do. Want those toys picked up? Tell her she must and she may easily refuse because she doesn't want to pick them up nor understand that she should do things just because you want them done. If she says 'No!' you can scold, shout, slap, reduce her to a jelly of misery, but you'll still have to pick up the toys yourself. But say 'I bet you can't pick all those up before I've tidied your bed...' and there's a good chance she'll do the job with no tears for either of you. And while she's doing it, she's learning that toys live in the toy cupboard rather than on the floor.



## Pre-school children

The payoff for helping toddlers want to do as they ought is a pleasanter time for all of you. And that's enormously important. But the payoff later on is more important still.

Toddlers grow up. By the time yours is three or four s/he will be capable of understanding most of your feelings and your rights, will be able to remember most of your instructions, and will be able to foresee the results of many actions. When s/he reaches that stage s/he will be able to be 'good' or 'naughty' on purpose

but which s/he chooses will mostly depend on how s/he feels about you.

If your child reaches that stage of development feeling that you are basically loving, approving, and on his side, he will want (most of the time) to please you and he will behave (with many lapses) as you wish. But if he reaches that stage feeling that you are overpowering, incomprehensible and against him, he may decide that trying to please you is hopeless because you never are pleased; that minding when you are cross is too painful because you are cross too often and that loving you is too dangerous because you have so often seemed not to love him.



## Schoolchildren

At five, six, or seven your child can 'behave', but don't expect that s/he'll always do so because s/he isn't a saint. Children have periods of moodiness - don't you? They make mistakes, as we all do. And they sometimes do what they want, rather than what they know they should, just as everybody does. In fact children are people, just like the rest of us, but people with a lot still to learn about being grown up.

This is often an age for filthy clothes and filthy language, for defiance, and dumb insolence as well as for real sympathy, generosity and caring. Your child needs you to sort out the bad bits from the

good bits and to tell him or her which is which. S/he doesn't just know that 'f...' is worse than 'fiddle' or that calling an adult a 'silly cow' is quite different from yelling it in the playground. Tell him or her. S/he doesn't just know that the trouble s/he took over your Mother's Day card lit up your whole week either. Tell him or her that, too.

Children need parents to explain to them about grown-up behaviours and feelings but they still need to be allowed to be children. They need assurance that one day they will graduate from apprentice to adult person but that in the meantime, however idiotic their behaviour may be, they themselves are loved and valued and everything you could want in a child.

## POSITIVE DISCIPLINE -- WITHOUT VIOLENCE

Positive discipline requires confidence from parents: confidence that you really are the most important people in your children's lives; confidence that you can measure up to that as 'good enough parents' and therefore confidence to see bringing children up as a matter of family co-operation rather than adult authority and childish obedience to it.

### REWARDS AND PUNISHMENTS

People learn much more through co-operation and rewards than through coercion and punishments. Think of adults at work. A stake in the management together with piecework raises productivity because people understand why they're doing what they're doing, and the more they do the more they earn. But a bossy boss who docks wages every time some-

one is late or goes to the dentist doesn't have at all the same effect. Punishments don't motivate people to try harder or do more; they make people angry and obstinate instead.

Your child is a person and also learns more from rewards than punishments. The rewards don't have to be tangible things like money or sweets because what children really want is parental attention. They want you to notice them, talk to them, share your life with them.

At some stages, of course, a child will want all your attention and whine and cling because s/he can't have it, but at almost every stage children will do whatever they must to get your attention, and if certain behaviours guarantee that you'll ignore the child until they stop, they will stop pretty quickly.



## Your attention is your child's reward

Unfortunately parents don't always use their own attention to encourage 'good' behaviour and discourage 'naughtiness'. In fact parents quite often get it all the wrong way around. While children aren't doing anything bothersome parents leave them alone on a sort of 'let sleeping dogs lie' principle. They don't volunteer companionship. They don't even join in with any enthusiasm when the children try to share a game or a joke. Eventually those children begin to feel lonely and neglected so they make a bid for attention by interrupting, reciting rude words or fighting. They're right, of course; that's when the parents do pay attention. Perhaps they don't realize that children would always rather have cross attention than be ignored.

Who gets not just attention but candy in the supermarket: the child who is whining or the one who is helping? It's usually the tiresome child who is bribed to cooperate but if there are sweets on offer at all, they should really go to the one who is cooperating already. Who gets taken out to play football on Sunday afternoon: the child who plays quietly while you read the paper or the child who will not give Dad a moment's peace? It's usually the child who is being a pain but it should be the child who is being a pleasure.

Some parents deliberately ration attention and treats for 'fear of spoiling'. And that's sad because it's impossible to 'spoil' a child with too much talk, play and laughter, too many hugs or even too many presents, provided you give them because you want to. "Spoiling" isn't about indulgence and fun, it's about power backed by blackmail. The child who may be at risk of turning into a selfish, 'spoiled' person with no consideration for others isn't necessarily the one who is given a great deal but the one who gets whatever s/he does get by bullying parents to give in against their better judgment. So if you enjoy playing with your children and enjoy their pleasure in the things you do for them and give to them, don't hold back. You only have to think about 'spoiling'

when you give in to prevent a scene or give things to make up for a shortage of love or time.

Your child-apprentice makes good use of all the time you can possibly give because as well as enjoying your company, s/he learns from being with you. However busy you are, try not to take shortcuts all the time.

It's quicker to suggest TV to a bored nine-year old than to play a board game with him. It's quicker to close a five-year old's mouth with candy than to listen to her story. It's quicker to give them a slap instead of explanations, too. But while all those shortcuts may help you through a rushed and stressful evening, they will not advance the real journey you are making with your children.

Teaching children how to behave doesn't really mean ensuring that they obey you and behave as you want while you are watching them; it means helping them grow into people who will one day do as they should and behave as they ought when there's nobody watching them and no chance that they will be found out if they do wrong. That means that you aren't just disciplining them from outside, but trying to help them build the kind of self-discipline we call 'conscience'. To build that, children need to understand each tiny everyday instruction or scolding so that they can fit it into the bigger pattern of how people should 'behave' which is forming inside them.

While you keep children safe, and protect others from them, you are teaching them to keep themselves safe and to care for other people. While you control them, you are helping them to control themselves. And while you explain the moral values - like honesty, justice or respect for others - that lie behind your orders and exhortations, you are offering those values to your children so that they can take them in and make them part of themselves.



## Children model themselves on parents

Young children are so focused on parents that even if they spend a lot of time in daycare, or don't see much of one parent, they still do most of their social learning from parents. Your child - let's say a son - will take in every detail of what you are like as a person. He won't only take notice of what you say and do to him but of how you are with everybody else. And he won't only do what you say, he'll do what you do. So don't expect to operate a double-standard, just because you're a grownup and he's only a child.

### **Do as you would be done by:**

You will not get much more politeness, co-operation and honesty from your child than he sees you giving.

### **Be honest:**

He needs to know when and why you are angry or distracted. When there is a row he needs to know what really caused it. When you are wrong, he needs you to



admit it and, far from losing respect for you if you say "I'm sorry I was cross, it wasn't really your fault", he'll respect you more and be the more inclined to apologize himself when he does wrong.

### **Always explain:**

Unless it's an emergency, it's an insult to a child's intelligence to expect him to carry out unexplained orders and it's a waste of opportunities for learning, too. It's only knowing why you want him to do something today that lets him apply the same idea tomorrow, so he can only learn if you will explain.

### **Be positive:**

Just as rewards work better than punishments, so 'do' works better than 'don't' and requests for action work better than forbidding any. 'Don't take that cookie in there' makes him bristle with argument; 'please stay at the table until you've finished your cookie' gives him a positive course of action that he controls and you approve.

### **Ration 'dont's':**

Or he simply will stop hearing them. "Don't" works best for actual rules that you want him to keep whatever the circumstances, like 'Don't climb in that tree; it's dangerous. Try not to make rules that vary with circumstances and therefore sometimes have to be broken. "Don't interrupt while I'm talking," for example, is a silly rule because you'd want him to interrupt if he needed the toilet or the baby was crying. Turn it into a positive request instead: 'please wait a minute until I've finished talking'.

### **Remember:**

He can't keep your rules if you don't. "Never cross the road without a grownup" is an excellent safety rule until the day you ask him to 'run over and get my paper...'

## PRACTICAL IDEAS FOR AVOIDING SPANKING

### Babies

Remind yourselves that you spend half your time trying to stop your baby crying so causing crying is against your own interests.

\* **You don't have to slap hands** that get into danger. Grabbing them is quicker and attracts just as much attention.

\* **Force isn't the best way** to get something from a baby who will hold on tighter the more you pull. You don't need a slap, though. Offering a swap always works.

\* **Baby-proofing living space** is really worthwhile. In Sweden all young families get free safety-gadgets to 'reduce family friction'. In North America you'll have to buy and fit them yourself but every stair-gate, fire-guard or cupboard lock is worthwhile. If there's nothing dangerous or breakable in reach, there's not much to quarrel about.

\* **If you ever feel your temper going**, make sure the baby's in a safe place like a cot or playpen and leave the room until you've cooled down. The baby may cry at being left but that's better than crying at being hit...\*

### Toddlers

Try to avoid direct clashes. They teach toddlers nothing and bring you down to toddler level. Stay adult and remember that you are much cleverer than your child. You can almost always find a diversion or distraction.

\* **Use your superior size and strength** to defuse situations rather than to hurt. A child who won't come out of the bath can be lifted. A child who won't walk with you can be carried. A child who hits out at you or the dog can be safely held and told 'No. That hurts...hitting's horrid...'

\* **If you're driven to distraction**, your child will not listen to you and you've started to deliver a slap, divert the blow to the table or your own knee. The sound will interrupt the behaviour and the child will hear what you say far better than if s/he was crying.

\* **Try not to join in tantrums.** If you are at home, try turning your back to the child and ignoring the scene. Singing to yourself may help distract you from the noise and your own desire to yell back. If you're in public and embarrassed, bodily remove the child to the nearest private screaming place. Do be ready with comfort when the yells change to tears, though. Real tantrums terrify toddlers.

\* **Don't even hope** that your toddler will play safely without adult attention for more than a few minutes. Instead, cultivate eyes in the back of your head, the ability to do two (or five) things at the same time and at least some adult company for yourself. Then ask yourself 'Has today had any fun bits in it? How often have I heard that gurgly laugh?'

### Older children

Everybody gets angry or fed up with children sometimes. Keeping your hands off your child doesn't mean that you have to bottle up your feelings. If a child's driving you crazy, try clapping your hands together as loudly as you can. The noise will interrupt whatever's going on and the only person you may hurt is you!

\* **If you've started** to say 'stop that this minute or I'll...' you may have time to substitute 'scream' for slap you'. Do it, as loudly as you can. Your child will be surprised and impressed and your tension will vanish.

\* **If you're child is being silly-teasing, provoking, going too far, and refusing to listen or take you seriously**, don't waste energy on a crescendo of unheeded shouts that end up in a slap. Crouch down

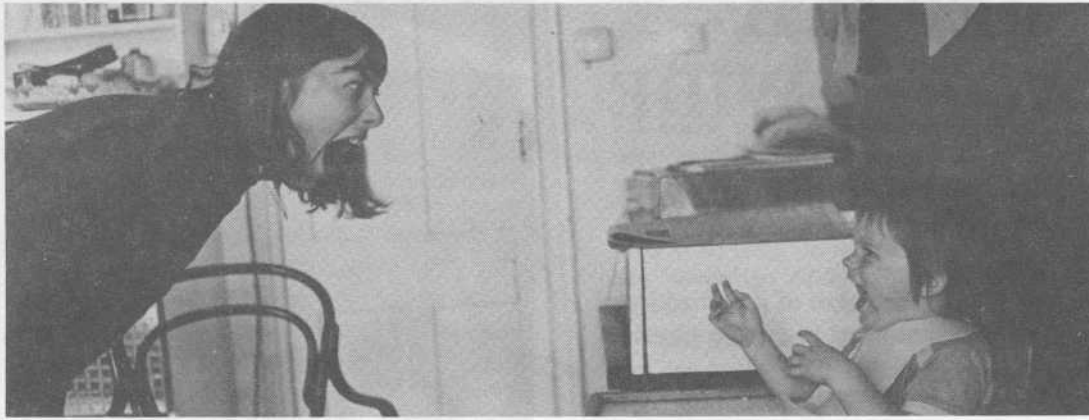


Photo: Sally & Richard Greenhill

so your two faces are on the same level; grasp the child firmly by the upper arms so s/he cannot avoid looking at you and then talk. If the 'conversation' starts out with a yell, well, that's a lot better than a blow.

**\* If you feel irritation** building inside you but your child hasn't really done anything, try removing yourself for five minutes' peace and self-indulgence. You could turn on the radio, put on some makeup, gaze out of the window or run around the garden. It doesn't matter what you do as long as it enables you to simmer down into a 'let's start again' frame of mind.

Removing yourself means that your child loses your attention so unless s/he's playing with friends that may be a kind of punishment just as it is with younger children. You're saying 'I just don't want to be in here with you until you can be nicer/quieter/gentler or whatever.'

**\* If you still feel** you must punish your child, do make sure that it follows directly from the 'crime' so s/he has a chance to learn the lesson you mean to teach. If a child rides a bike onto a road you've forbidden, it's logical to take the bike away for the afternoon or longer. You're teaching that bikes can be dangerous, that you're concerned for the child's safety, and that you'll enforce safety rules for as long as they're needed. A different

punishment, such as 'no TV' has nothing to do with safety or bikes. Hours later when the programmes begin and the row is forgotten, the punishment will teach nothing. As for a spanking, nothing will make your child believe that you do it for his or her sake. "I hurt you because I don't want you hurt" is too devious a message for any child or adult.

You won't often need these formal punishments, though. When your child's being tiresome, you ignore him or her. When you can't ignore the behaviour it makes you cross and you say so. Children want your approval, so honest disapproval is usually effective, especially if you follow it with a chance for the child to wipe the slate clean and start again: 'All right then, let's clear up the mess together and then we'll say no more about it....'

**Above all - do talk.** The people who say that children prefer quick slaps to boring lectures don't realize that children aren't bored when parents tell them what they think and feel and want. They want adults to treat them the way other people treat each other - and they don't want to be hurt any more than adults do. Much is made of the fact that other animals control their young with nips and blows, but are you rearing a lion cub or a person? Human beings have the unique advantage of being able to talk. Let's do it.

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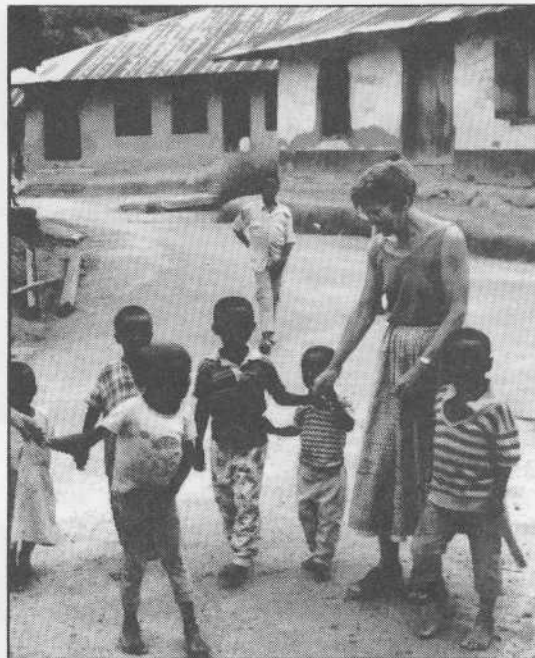
1. Children and young people are not  
subjected to physical punishment,  
whether in their home by their parents or  
otherwise; and
2. Legislation is passed which makes all  
forms of physical punishment of children  
and young people illegal, whether the  
punishment be inflicted by their parents  
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education videos. She is Vice-President  
of the Health Visitors' Association.

Her books (all available in Penguin)  
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A-Z* as well as the international bestseller  
*Baby and Child* of which a new and ex-  
panded edition has been published in  
1989.

**Help us start a new EPOCH for children now!**

# THE BIBLE AND THE ROD

Adah Maurer and James S. Wallerstein

**There is no authority in the Bible for the corporal punishment of children with rod or otherwise, except in the Proverbs of Solomon. It is only Solomon who recommends childbeating. Never the Lord.**

Solomon's child-rearing methods worked very badly for his own son, Prince Rehoboam. Solomon has an undeserved reputation for wisdom. In reality, he left his country oppressed and impoverished. In his later years, he turned to idol worship and practiced "the abomination of Chemosh and Molech".

**There is no support for the beating of youth outside of Solomon's Proverbs. Solomon's views are controverted both by Jesus and the Apostle John.**

"He that spareth the rod hateth his son, but he who loveth him chastiseth him be-times" (Prov. 13:24). "Chasten thy son while there is still hope and let not thy soul spare for his crying" (Prov. 19:18).

These are quotations from the Book of Proverbs, the twentieth book of the Holy Bible. There are some who hold that these proverbs are the Word of God - that the Lord sanctions and indeed advocates the corporal punishment of youth. But the Holy Bible tells us otherwise. Proverbs is the word of a mortal man, "Solomon, the son of David, King of Israel" (Proverbs 1:1). The tenth chapter tells us again, these are "The Proverbs of Solomon" (Prov. 10:1).

God's voice appears frequently in the Old Testament. From the first stunning

phrase, "Let there be light" and "It is not good that man should be alone", the words that God speaks are labelled clearly...

...At other times, He sends an Angel, that is a Divine Messenger. But the Holy Bible also records the words and thoughts of men. Some of these human sayings are wise and inspiring. Some are foolish and wrongful. But these human words are quite different from the Words of the Lord.

God does also talk to Solomon - twice to bless him (1 Kings 3:11-14, 9:2-9), and later to condemn Solomon for his evil-doing (1 Kings 11:11-13), but never to approve using "the rod" on youth. The words of Proverbs are Solomon's only. Never the Lord's.

*Excerpted from the booklet **The Bible and the Rod**, issued by **The Committee to End Violence Against the Next Generation**, 977 Keeler Avenue, Berkeley, California 94708 (415) 527 0454*

## THE PROVERBS OF SOLOMON

Exclusively in the Book of Proverbs is the rod recommended for child rearing. "Withhold not correction from the child, for if thou beatest him with the rod, he will not die. Thou shalt beat him with the rod and deliver his soul from Hell (Prov. 23:13, 14).

The Biblical authority for the whipping of youths in school and home rests solely on King Solomon's Proverbs and has no other Biblical support.

## AN OVERRATED KING

Tradition has attributed great wisdom to King Solomon. The Encyclopedia Britannica, however, terms him "perhaps the most overrated figure in the Old Testament". He accumulated great wealth and treasure and erected the magnificent Temple. But ordinary people were oppressed and impoverished by his crushing taxation and forced labour.

So great was Solomon's passion for wealth that he "gave away" "twenty cities in Galilee" to the King of Tyre (I Kings 9:11). The King of Tyre, we are told, was displeased and thought he got stung.

In his later years, Solomon "did evil in the sight of God". He turned to idol worship. To "Chemosh, the abomination of Moab, and Molech, the abomination of the children of Anmon, and to Ashoreth, the goddess of the Zidonians" (I Kings 11:4-8). These were not just a passing fancy. Solomon built temples to the three abominations which stood throughout his lifetime. Later, King Josiah tore these "mounds of corruption" down (II Kings 23:13)

Ashtoreth was a Semitic goddess of love and fertility. Chemosh may have been her mate and a god of war.

Most nasty and evil of all was the bloody Molech to whom children were sacrificed, and who became one of the chief devils in the Christian Hell. Molech is cited by Milton in Paradise Lost: "Horrid king...besmeared with blood and parents' tears...".

One might forgive Solomon's dalliance with the sexy Ashtoreth, who was relatively harmless. But should we take advice on child-rearing from one who followed the abominations of Molech?

Perhaps the abominations and the Proverbs were not altogether unrelated. Gibson and others have shown that youth floggings involve deep subconscious drives, both sexual impulses (Ashtoreth) and violent impulses (Chemosh, Molech).

## ROD INSPIRED WISDOM

"The rod and reproof bring wisdom." (Proverbs 29:15) Now King Solomon, we are told, had seven hundred wives and thus must have had a goodly number of children. Presumably he practices what he preached and all were raised by the rod.

How did his own children turn out? Did they honour their father and grow in wisdom? Perhaps the story of Solomon's sons carries the real message of what happens to families when children are beaten with rods.

When Solomon died, his son Rehoboam succeeded him as king. At the coronation, the people petitioned for a redress of

## The Encyclopedia Britanica terms Solomon "perhaps the most overrated figure in the Old Testament".

grievances. Led by Jeroboam, once Solomon's chief executive officer but later an exile in Egypt, they came before the new king and said,

"Your father put a heavy yoke on us, but now lighten the harsh labour and the heavy yoke he put on us and we will serve you." (II Chronicles 10:4)

Rehoboam was unsure of how to answer. He told them to come back in three days and sought counsel, first from the elder statesmen among his father Solomon's wise men. They advised that he agree to lighten the load.

Their counsel was: "If you will be kind to these people and please them and give them a favorable answer, they will always be loyal subjects."

But Rehoboam rejected the advice from the elder statesmen and turned instead to the young men who had grown up with him - the horde of half brothers who were also Solomon's sons. From them he heard the ultimate insult to the memory of their father. They said to tell the people:

"My little finger is thicker than my father's loins." (II Chronicles 10:10).

What Solomon's son said of their father

remains in the private and vulgar language of junior high age boys to this day. To say that a man has a thin, small organ is to say that he lacks what it takes to be a man, that he is a wimp with no real guts at all. To growing boys, this is the ultimate insult.

Solomon's sons advised their elder brother to tell the people - as some might express it today, "You ain't seen nothing yet!" They told him to say: "My father laid on you a heavy yoke; I will make it even heavier. My father scourged you with whips; I will scourge you with scorpions." (I Kings 12: 14) What were scorpions? It sounds like they may have been whips with multiple strips with stingers at the tips, perhaps something like a cat-o-nine-tails used to flog sailors in the days of sail. Whatever scorpions were, they were dreaded by the people.

King Rehoboam followed the advice of the young men who had been raised with him under the rod of correction. The people who had come to him in good faith listened to his insulting threats and went home to their tents. But they were so angry that the next time the King and his foreman in charge of forced labour came to conscript laborers, they stoned the foreman to death and Rehoboam himself barely escaped in his chariot back to

**"My little finger is thicker than my father's loins."**

town. (II Chronicles 10: 18)

Ten of the tribes, led by Jeroboam revolted. Many years of devastating civil war followed. "There was war between Rehoboam and Jeroboam all the days of his life" (I Kings 15: 6). Rehoboam forsook the Lord and turned to idol worship. Jerusalem was raided by the Egyptians who carried off much of Solomon's treasure. Rehoboam "did evil because he prepared not his heart to seek the Lord" (II Chronicles 12:9,14)

The civil war continued after Rehoboam's death and after Jeroboam's death. At length the divided and weakened Jewish kingdom, first Israel in the north, then Judah in the south, was overrun and conquered. .

Rehoboam and his half-brothers, indeed seemed far more like abused children than an example of rod-inspired wisdom.

Nowhere in the Bible does God approve the hitting of kids. When the Lord stops the sacrifice of Isaac, He tells Abraham, "Lay not your hands upon the lad and do nothing to him" (Genesis 22:12). God doesn't say, "Don't kill the lad, but it's all right to beat him."

**FORCE AND FEAR ARE EVIL.  
LOVE IS DIVINE**

Nowhere is there a more sublime statement of Christianity than in the Pastoral Letter of the Apostle John (6). He urges Love rather than Force and Fear - in education and in life.

We urge all Christians next time to reach for the Bible instead of the rod or paddle, and read the words of John.

"Ye are of God, little children, and have overcome them (fear and evil), because greater is He that is in you than he that is in the world (I John 4:4).

"God is love and he that dwelleth in love dwelleth in God..."

"There is no fear in love. But perfect love casteth out fear. Fear is torment. He that feareth is not made perfect in love. (I John 4:16,18)..."

...Paul warned Fathers against the anger and resentment that might be aroused in their children by corporal punishments. The way of love was better.

St. Paul deplored the punishment of youth by human fathers who chastised youth "for their own pleasure". Only divine chastisements were righteous.

Jesus and John saw children as being close to God and urged love rather than fear in education.

If a Christian henceforth grabs for a rod or paddle because "the Bible says so", he is heeding the words of an idol-worshipping king, rather than the words of Christ.



Standing in the check-out line  
Chubby fingers from the buggy in front  
Reach out  
To touch, feel, explore  
Irresistible and exciting  
Parcels  
Of the fascinating world  
In my buggy.

Our eyes meet across the jumble  
His a "May I?" query,  
Mine smiling "go ahead."  
Chubby fingers  
Gently stroke a grapefruit,  
Tighten grip on cool crispness of  
A lettuce head.  
Suddenly from behind him,  
SLAP!  
"Hands off other people's things."  
Tears. And a  
Lesson in  
Confusion.  
TLC from Supermarket Mom.

Oh baby, I'm so sorry.  
My fault.  
I told you "yes".  
I forgot  
This supermarket world is  
Only for the meek.  
I'll back up now  
So you won't be tempted  
To reach out again,  
Ever.  
It's too painful.

Saralaine Millet

# People Are Not for Hitting

Dr. John Valusek

Human violence takes many forms, but the vast majority of all personal violent interactions make use of painful force inflicted upon another person against his will. The most common means of exercising that force can be described as some form or variation of hitting. It is obvious that "hittings" regularly occur during rapes, riots, wife-battering, child abuse, school violence against teachers and students, and is regularly employed by violent delinquents and adults through the use of fists, knives, murder by guns, and/or other instruments.

If we could teach all people never to hit anyone under any circumstances at any time, violence and its impact on mental health would, of course, cease to be a major problem. But, in order to begin that process, we first need to eliminate all the approved methods by which we presently inflict intentional pain upon our children. If we succeed in this task, we will simultaneously destroy the major root of violence learnings in our society, for adult violence is essentially a reflection of early childhood training and experiences.

Please note that at present we can hit any or all of our children in our homes, schools, churches and in most child care

institutions any time we wish to do so, provided we call our hittings "spankings," perform them with good intentions, and do not break any bones or bruise the flesh to excess in the process. It is my contention that this historically approved and presently sanctioned practice of hitting children throughout our society provides the initial impetus for teaching them how to become hitters themselves. When and if that teaching is reinforced by other factors, many of the novice hitters move on to become users of more extreme forms of violence, up to and including the killing of other persons. Extensive research data is now available to lend support to these observations.

**Therefore, to cry out against the horrors of child abuse, to demand protection against rapists, wife-batterers, violent teenagers, and destructive adults is entirely meaningless. You cannot logically expect these forms of hitting will ever disappear from a society which preaches and teaches the value and rightness of hitting children. And not only**

*Since the late 1960's, John Valusek has been doing what he could to stop the dangerous but socially acceptable practice of hitting children - and he still travels widely speaking on the issue. Hopefully he will live to see the day when his simple but profound message has permeated public consciousness. For his 75 page book *People Are Not For Hitting* and a bumper sticker *People Are Not For Hitting and Children Are People Too* (in English, French or German), send \$6.00 U.S. to Dr. John Valusek, 3629 Mossman, Wichita, Kansas 67208*

# Children Are People Too

**preaches and teaches such, but also smiles with approval when that preaching and teaching are converted into actual use.**

We must therefore learn to stop the practice of hitting children in our homes, in our schools, and throughout society in general. To continue using this unnecessary, thoughtless, and unkind practice is inconsistent with our proclaimed concerns about human rights, human respect and human dignity. And we don't have to wait until tomorrow; we can start right now.

The means for bringing about a significant reduction in violence is already within our grasp. It can be accomplished by creating and developing a new national ethic which is simply stated as a two-fold proposition: **People Are Not For Hitting and Children Are People, Too.** But, in order to bring this ethic into national awareness, we need to mount a massive national campaign which will reach into every level of our society. Once national awareness has been achieved, all those who are able and willing to subscribe to this viewpoint will then need help to develop new learning which can assist them in relating more effectively with children and adults without ever again resorting to hitting. All of this can come about within a relatively short period of time (a few years at most) if a host of national groups and organizations simultaneously promote the new ethic.¶¶

*Lately I have been hearing about the work of Dr. John Valusek of Wichita, Kansas, who inspired this recent headline: "Psychologist has a 'simple cure' for U.S. violence: Stop spanking children." He means stop whipping, slapping, beating and striking children; in all likelihood they will repay the investment to some innocent party later on. He has been confronted with arguments about spoiling children and administering discipline to the youth. But through his book, **People Are Not For Hitting**, and thorough many speeches, his message is getting through. His work is being described as: superb, important, highly desirable, vital, revolutionary, wise, humane."*

I wrote a book ten years ago called **The Crime of Punishment** in which I was as hard-hitting as I knew how. Valusek makes the point clearly and forcibly and simply in a few words. Children attacked by any method are likely to carry the seeds of revenge all their lives and plant them in unexpected places to produce strange fruit.

**Karl Menninger**

## SOMEBODY'S MOTHER

The woman was old, and ragged, and gray,  
And bent with the chill of the winter's day;

The street was wet with a recent snow,  
And the woman's feet were aged and slow

She stood at the crossing, and waited long,  
Alone, uncared for, amid the throng

Of human beings who passed her by,  
Nor heeded the glance of her anxious eye.

Down the street, with laughter and shout,  
Glad in the freedom of "school let out,"

Came the boys, like a flock of sheep,  
Hailing the snow, piled white and deep.

Past the woman so old and gray  
Hastened the children on their way;

Nor offered a helping hand to her,  
So meek, so timid, afraid to stir,

Lest the carriage wheels or the horses' feet  
Should knock her down in the slippery street.

At last came one of the merry troop--  
The gayest laddie of the group;

He paused beside her and whispered low:  
"I'll help you across if you wish to go."

Her aged hand on his strong young arm  
She placed, and so, without hurt or harm,

He guided the trembling feet along,  
Proud that his own were firm and strong.

Then back to his friends again he went,  
His young heart happy and well content.

“She’s somebody’s mother, boys, you know,  
For all she’s aged, and poor, and slow;

“And I hope some fellow will lend a hand  
To help my mother, you understand,

“If ever she’s poor, and old, and gray,  
When her own dear boy is far away.”

And “somebody’s mother” bowed low her head  
In her home that night, and the prayer she said

Was, “God be kind to the noble boy,  
Who is somebody’s son, and pride, and joy.”

Author Unknown



*from USA TODAY...*

## **Let's Stop the Rush to More Daycare**

**by Karl Zinsmeister**

Washington - A noisy group of activists has nearly convinced the nation we are in the midst of a child-care crisis. Mothers and fathers have all retired from the field, they'd have us think, so the government must organize an army of "specialists" to do the dirty work of acculturating our very youngest citizens.

But can kids be adequately launched into life by hired hands? More than common sense says no. Worrisome research evidence suggests that when very young children go into full-time day care, a significant number will suffer emotional and intellectual harm. Symptoms may include aggression, insecurities, academic problems, difficulty getting along with peers, weak bonds with parents.

Authorities like Penelope Leach, Selma Fraiberg and Lee Salk have cautioned against prolonged separation of the very young from their parents. Burton White put it bluntly: "After 30 years of research on how children develop well, I would not think offputting an infant or toddler of my own into any substitute care program on a fulltime basis." Sensing these things themselves, most parents who have a choice have behaved quite sensibly.

Activists, with mocking references to "Ozzie and Harriet" and June Cleaver, have tried to make us believe that parents who actually take care of their children themselves are a nearly extinct anthropological oddity. That's rubbish.

Government figures show 55% of all mothers with children under three are not working. Add in the ones employed only part time or part of the year, plus families

where the father provides child-care while the mother works, and in three out of four families, one or the other parent still devotes all or most of his/her time to child-raising during the vulnerable first three years.

In an ugly example of materialism triumphing over human feeling, a wacky coalition ranging from big-business grinds to militant feminists argues that while selling vacuum cleaners or writing editorials is "real work," molding the consciences of tiny new beings to whom we are linked by blood and destiny is a chore best assigned to the service economy. The day-care lobby insists mothers and fathers need only set the fuzzy outline for their children's lives, leaving the daily details to low-wage stand-ins.

Parental care is by far the healthiest for children, and it's what most families continue to vote for by their behaviour. Those families face very real economic strains - their incomes are tens of thousands of dollars lower than those of two-earner families. Why are politicians jumping through billion-dollar hoops to help dual working couples while ignoring at-home parents who are providing a higher standard of care while being more hard pinched financially. They are responding to naked political muscle.

Single parents are a special case. They are exactly the group to whom we should target our best day-care slots, instead of all those with the "Child Care Now!" stickers on their Volvos.

Attention, parents not using full-time day care - you are about to get skinned. I suggest you start screaming.

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# PARENTS SENSIBLES

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pour la Prévention de la Cruauté envers les Enfants

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## Les Amitiés Payées

...Je pense, (au moins je l'ai pensé jusqu'à maintenant - je suis toujours ouverte à d'autres arguments), que la tendance occidentale est de chercher des solutions à nos "difficultés de soins sociaux" chez des professionnels que l'on paie. Le soin des aînés, des malades, et des personnes aux besoins spéciaux (ne les garder pas à la maison... vous ruineriez votre réalisation personnelle - ils sont bien mieux entre les mains de professionnels), les sans-abris (faites des dons aux refuges), les bébés qui souffrent de SIDA (fabriquez des couvertures pour enjoliver leur lit d'hôpital), les adolescents abusant des drogues, qui ont des bébés, etc., - non pas de soins aux parents ou en stressant l'influence parentale dans les écoles secondaires, mais plus de programmes de consultation...

Ne croyez-vous pas que l'idée de consultation fait partie de cela? Ce qui veut dire que, quelle que soit la consultation, dans le mariage, pour adolescents, lors d'un décès, n'approchons-nous pas de l'amitié payée? Ce que je ne tolère pas c'est à quel point ceci dénigre les individus en intimant que leurs rapports personnels (que ce soit ceux que l'on entretient avec un bébé ou avec une mère âgée), que ces rapports sont remplaçables par des rapports avec des personnes salariées.

Comment les gens peuvent-ils comprendre l'importance qu'ils ont, les uns pour les autres si l'argent à lui seul peut fournir quelqu'un d'aussi bien (et comme on l'implique parfois, quelqu'un de mieux). Pour moi, le professionnalisme fait partie de notre adoration au chevet du TRAVAIL PAYÉ; tout ce qui peut contrecarrer votre travail payé peut être un emploi pour quelqu'un d'autre...

Penelope Leach  
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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.