



The Journal of the

CSPCC

Canadian Society for the Prevention of Cruelty to Children

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

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THE PREVENTION OF CRUELTY TO CHILDREN

Cruelty to children. means different things to different people. To most, it has become synonymous with child abuse, and most commonly, abuse of children physically.

Our use of the words "Cruelty to Children" is different. To us, those words mean the raising of children in such a way that permanent psychological damage is done. To be more specific, the cruelty to children. that concerns us most is the creation in a child of unconscious mechanisms of self-defeat which remain unmodified and essentially unmodifiable for a lifetime. Or to say it differently: instilling in a child obligatory patterns of thought, feeling or behaviour that have a pervasive influence, be it mild or severe, forever denying that child the achievement of his full potential. That we do not yet know in precise detail the ways the damage is done, in no way lessens our concern over the resulting disability.

Prevention too is a word that has several meanings. With regard to physical abuse of children, prevention is most often seen as involving identification and diagnosis of individual cases, treatment for the parents (to reduce the chance of recurrence), and treatment for the child (to limit the damage done).

With regard to our concern for the maiming of children emotionally, prevention for us means: improved support for all families with young children, improvement in prenatal and perinatal care, and better preparation for pregnancy prior to. conception. It means a modification of the broad cultural forces that impinge in a negative way on child rearing: for example the low status of parenting and family life, the influence of excessive materialism and television. Finally, prevention means placing a higher value on the capacity for trust, affection, and empathy.

In the work-place, concern for the prevention of direct physical injury is widely accepted and relatively straight-forward. Where the damaging factors are subtle, however, and the resulting disease surfaces only years later, as with radiation or asbestosis, prevention is more complex. We see the same kind of complexity involved in The Prevention of Cruelty to Children.

E.T. Barker, M.D., D. Psych., C.R.C.P. (C)
President, Canadian Society for the
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Table of Contents

Letters	2-3
Dramatic Initiative in Prevention	4-7
A Canadian Senator Indicts T.V.	8-10
Putting Down Kids	11-18
Parent Preschool Resource. Centre	19-23
Maternal-Infant Bonding	24-26
The Real Danger of. Permissiveness	27-30
A CSPCC Member Speaks Out	31-32

Poems: Courtesy Ann Johnstone from her copyrighted booklet of poems, **I need you when I need you Mom.** Also available soon from Ann (57 Bercy Street, Barrie,. Ontario) the companion volume: **I need you when I need you Dad.**

Front Cover: The cover photo is printed on 85 line screen. It may be reproduced and used at any time as the symbol of the CSPCC for reporting matters related to the Society, provided the credit line 'Courtesy Miller Services Ltd., Toronto' is included.

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Photos: Courtesy Mark Klemensowicz, Ontario Ministry of Community and Social Services

Letters

Dear Sir:

I fully embrace the need for the CSPCC and recognize the herculean task before it. I want to support your efforts and to encourage others to do likewise. You can, in the light of that, perhaps appreciate my dismay on reading the inside front cover of the CSPCC Fall 1978 issue. You are making a grave error when you succumb to political rhetoric on the matter which serves only to alienate and to aggravate.

I have yet to hear a businessman say that we don't need to help those in need. Yet I do hear them groan at the unbelievable waste and inept management of the available funds by paying monies to people whether they need it or not. Those of us who work and pay crippling taxes to support social programs ask that that money go to those truly in need rather than to the lazy, "the world owes me" types who perhaps could make more of an effort in some cases.

I think the CSPCC would be very wise to stay out of partisan politics.

Wishing you well,
Endla Gilmour,
Islington, Ont.

Dear Dr. Barker;

I am very interested in your society and what it stands for. I'm enclosing a cheque for \$10 as I wish to become a member. I feel as a member I will be able to contribute much of my own experience as a child, as when I was young many things happened to me that I wish no one else will have to experience. I feel with proper education in child-rearing parents can bring up healthy children and not ones that will be emotionally unbalanced where a higher propensity towards violent acts in and against society will occur.

I am a patient in a mental health centre and every day I must deal with my illness and that of others. One thing I have discovered in my insanity that is the same as other patients in this institution is much of our illnesses stem from the way we were brought up and how our parents affected us. I think a good emotional relationship with one's parents during the early years is very important as this will affect the child in later years.

Sincerely,
Ray _____

Dear Dr. Barker;

...This whole issue of child abuse, parenting, social violence etc. has been well dissected and illuminated by experts;

I really can't add anything to it, except perhaps myself. I know I'm a victim. Even today as an adult person there are often periods in my emotional life, I feel helpless in trying to alter or make a significant change. I'm speaking of this heavily masked terror which has existed within me for my lifetime; this labyrinth of tortured conditioned responses which I label 'me!' has defeated all the efforts of the finest professionals and disappointed and tortured my friends, my wife and parents.

The path of chaotic destruction in my wake is indescribable. Thank god, I'm not a parent. But what am I? - a victim? A battery of psychiatrists and a Supreme Court, did not view me as a victim. They were more concerned with my victims and appropriately so!

And so now, I exist in limbo; paying my debt, an inmate in a federal prison; incurring costs of some \$25,000 per annum. In serving an indefinite sentence, the court has assured society I will not be paroled, until I'm absolutely safe. I'm eligible for parole every year, however the chance of parole in the next ten years is very remote - so - \$250,000. Now I'm in this position because, and I firmly believe this, because significant helpful intervention in my early development did not and was not encouraged to occur.

...I don't believe the psychiatric community knows really, but a few of its members are discovering where to look. However in their pursuit, the facts, the events of abuse, become obscure, unobservable, unmeasurable and unfortunately - probably un-correctable.

Perhaps it's not such a black picture, but I and many others feel strongly that it is. Our mental health and penal systems' expenses are not only excessive, but wasteful. The incidence of violence, suicide and recidivism is soaring. I think it's time to get very concerned about the origin of all this - I mean the community at large - and yet the vast majority fly in

Letters

the face of all the facts - indisputable truths and simply just anaesthetise themselves. They feel it's none of their business, does not make good copy, or would require difficult and unpopular legislation etc.!

But beware! we are not speaking here only of violence, or child abuse - we are speaking of the entire fabric of a socio-economic culture, which creates a climate which sustains and encourages the emotional and intellectual rape and mystification of its members. Do you wonder there are victims. I don't know where it begins to end, certainly not with incarceration - but I have a hunch the community wants to become actively concerned with the origins of violence. The 70's are just the tip of the ice-berg...

Eric _____, No. 2692

Dear Sir:

I have just become a new member, and I would like to do a little more promoting for the CSPCC.

I am the Chairperson for the Block Parent Organization in my area, and I feel that some of your literature, preferably the Journal, should be distributed in the schools, so that the students could take them home with a registration form for their parents to view and then, hopefully, become new members.

If it is not possible to send out so many Journals due to lack of funds, etc., surely just one sheet of paper with pertinent information could be xeroxed at very little cost.

I think someone in each community should be approached, i.e. myself in Riverside Park in Ottawa, and other Block Parent reps., in other areas of the city etc., to go to the schools, speak to the principals, and ask that these information sheets be given out to the children along with other newsletters, notices, etc.

If I have naively overlooked a lot of red tape, legal or otherwise, please let me know. It just seems an easy, inexpensive way to promote the CSPCC.

I might add, I did not know of the existence of this organization until I read an article about it in the newspaper. I am sure there are many like myself who would like to do something but don't know how.

Yours truly,
Darienne Elver
Ottawa, Ontario

Dear Dr. Barker:

...every front line worker that I have encountered can cite several cases of emotional abuse and neglect that they are unable to deal with, both legally and professionally.

I feel that community initiated response and internal education from various local resources is potentially the most effective way of dealing with this problem. The resources even in this rural area are available, the interest could be generated and then the task would be to channel the energies into some productive results.

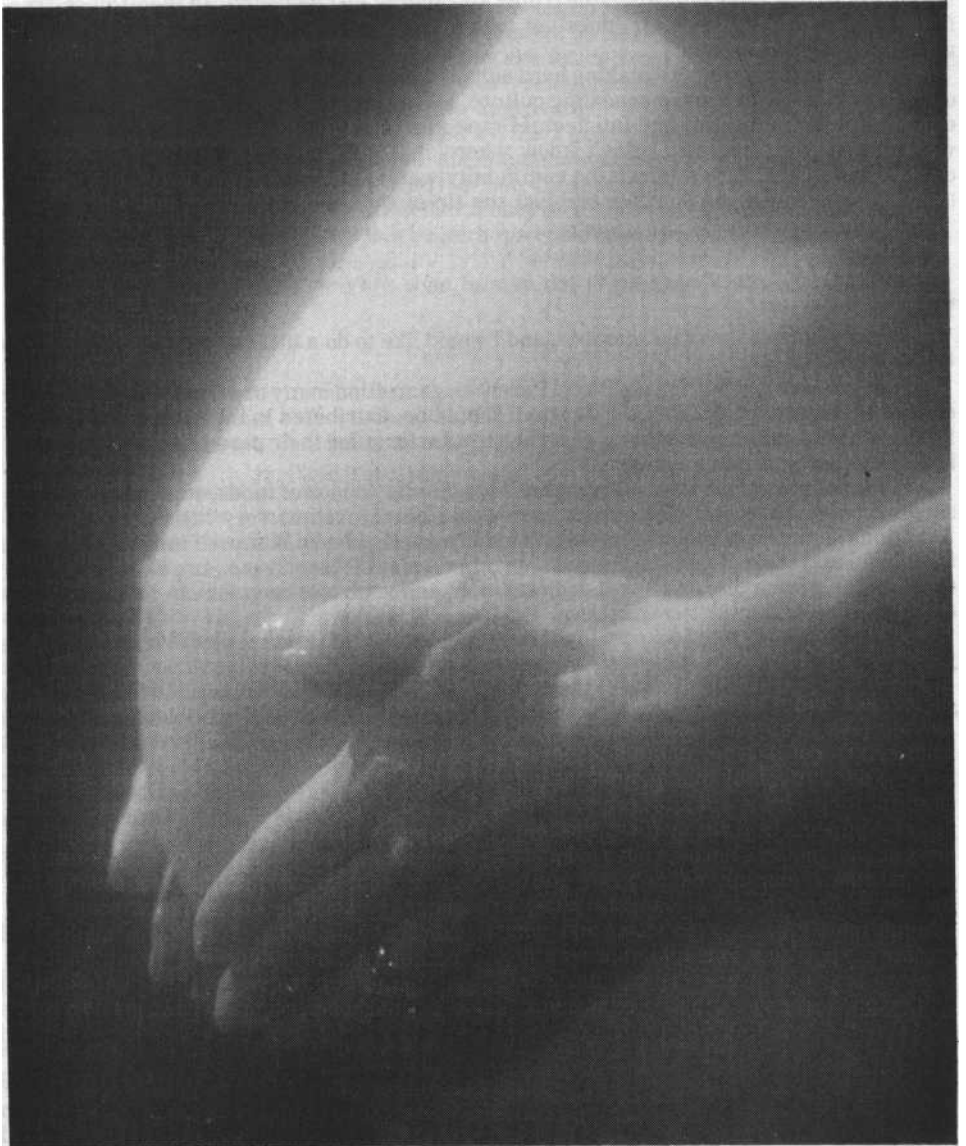
Academically most professionals are aware of the necessity of inter-agency cooperation and intensive educational programs to deal with the problem of abuse, but I am convinced that there is a great source of expertise and commitment in the non-professional sector of the community.

In discussing branches of the Society with you, I think that having the umbrella of an established group with 'professional' credentials, might just give various committed individuals the added impetus and credibility to become more actively involved in the areas of community education. Obviously building awareness and preventive education must be carried on from 'within' and I am a firm believer in the fact that active participation and commitment comes from those with a vested interest.

Concerned parents and community members have infinitely more time and energy to tackle an on-going community project and they would provide a source of manpower and interest given the right stimulus that would surpass that of any given agency. With the appropriate direction and backing of your Society, it may be that a local branch could at a grass roots level, begin to effect some direction in change and prevention..."

Paula David
Simcoe, Ontario

DRAMATIC INITIATIVE IN PREVENTION



Through the first three months of 1979, the Ontario Ministry of Community and Social Services is sponsoring a television advertising campaign designed to encourage the primary prevention of mental retardation in children. Two brief ads have been developed to underline the fact that women who abstain from tobacco, alcohol

and drugs during pregnancy, substantially reduce the one in thirty-three chance of producing a mentally-handicapped child. Keith Norton, the Minister of ComSoc, has observed that "proper pre- and post-natal care can eliminate or greatly reduce the effects in no less than two out of every four cases of retardation."

Photo from Ontario Government television advertisement aimed at prevention of mental retardation by better care during pregnancy.

Organizers within ComSoc's Communications Branch note that the prevention of even one institutionalization of a child for life at a cost of \$750,000 will more than pay for the campaign, which is budgeted at \$320,000. Interviews conducted before and after the campaign are being used to find out whether or not the ads have helped to increase public awareness that primary prevention is both possible and highly effective. The CSPCC Journal plans to present these findings as they become available later in the year.

In conjunction with the advertising, copies of the internationally-respected book, **Prevention of Mental Retardation,**

by John Fotheringham and Mary Morrison, have been sent out to 6,000 Ontario doctors. The book has six chapters covering the various causes of retardation (social environment, genetic disorders, peri natal care, accidents, disease, poor nutrition) and suggesting practical individual and community steps for counteraction. We have re-printed part of chapter one: "Causes of Mental Retardation Related to the Social Environment", with the permission of the publisher the National Institute on Mental Retardation. This excellent 142 page book is available for only \$2.50 from : NIMR, Kinsmen NIMR Bldg., York University, Downsview, Ont. Canada, M3J 1P3.

The infant who fails to respond normally is all too often not simply the victim of a congenital defect, poor health, or brain injury but of an environment that fails to meet his emotional and sensory needs. This is particularly true in the first year or two of life, when the child lacks physical mobility and is almost totally dependent on others for physical care and for mental stimulation.

Very early, the infant generally learns to manipulate his environment in a way that will bring him not just physical but also emotional satisfaction. He cries when he is wet or hungry — but also when he wants attention. He discovers that when he mimics a smile, people will often stay near him and keep him entertained. He finds that shaking his rattle creates an interesting noise. Gradually, vague sensations of colour, sound, touch and movement become connected with objects and actions, coalescing into notions of cause and effect, provided that people behave toward him in a reasonably consistent fashion, and he begins to show the first primitive ability to organize information. He has begun to think.

But what of the child who is given little sensory input, who is confined to his crib, with only brief interruptions when he is changed, bathed, and fed? Or the one cut off from the world around him because of defective sight or hearing? Or the one who is simply slow to respond to new information? In other words, to the child who lacks sufficient stimulation? Such a child is doubly handicapped. Not only will his own thinking processes develop more slowly, but his aptitude for encouraging others to respond to him and to provide positive reinforcement will suffer.

Innumerable studies of animals and humans have demonstrated the close connection between concentration and

problem-solving abilities and the level of sensory stimulation. Even in adults, prolonged isolation and monotony have been shown to disrupt thought processes and produce personality changes. Experiences of people who have been kept in solitary confinement, been "brain-washed" in a prison camp, spent long periods on a DEW-line station or in a submerged atomic submarine, or been volunteers for experiments in sensory deprivation give ample proof of how total that disruption can be. The effects range from disorientation and an inability to maintain normal sleeping patterns to paranoid tendencies and hallucinations.

Is it any wonder, then, that with little sensory input the small child, who as yet has few internal resources to fall back on, fails to develop normally?

Parents or parent substitutes are at first almost the infant's sole resource for information. These significant adults present stimuli, organize events that facilitate associative learning, act as behavioural models for imitation, and signal successes and failures. Much of this teaching goes on unconsciously, but from it the child acquires basic information and develops techniques and strategies for learning. While this development of reasoning skills continues from birth, the process accelerates rapidly from the age of two or thereabouts, when the child learns to symbolize — a stage signalled by

the increasing use of language as a medium of communication.

In countless ways, those in closest contact with the child foster the child's ability to learn. But to develop this capacity, he must trust and be willing to model, imitate, and identify with his parents and to see them as a source of reinforcement — particularly of social rewards and punishments.

As the child grows older and becomes more mobile, he is open to other competing or confirming sources of information and emotional gratification — to other children, to teachers in school, to television and the books he reads. He will be able to assimilate much new information, following the basic patterns he internalized in infancy and early

childhood. The school-age child is already very much an individual — with his own unique sets of needs, perceptions, and ways of functioning. These may be modified later in life, but the early parental imprint will remain.

There are three interlocking elements in psychological deprivation that have a pronounced effect on the child's prospects: the kinds of problems involved, their severity, and the stage in his development at which they intervene. The problems arise, in essence, because of the child himself, the characteristics of those who look after him, and the responses of people he encounters socially. The first two, because they are present from the very beginning of life, exert the greatest influence.

The disruption of the mother-child relationship early in life, or worse still, its failure to develop, has lasting effects on the child's physical, emotional, and intellectual development.

This has been demonstrated in studies of children who experienced unstimulating institutional settings early in life and also in experimental studies using primates which have a fairly highly developed social organization. Lasting reactions of a maladaptive nature in social relationships can be produced simply by deprivation of maternal care.

The care provided can be inadequate for various reasons. One is that the mothering fails to be consistent. Particularly in the first few years, the infant does much of his learning through identification with his mother or mother substitute. Separation from her, whether because of death, illness, or divorce, can interfere seriously with the infant's development of a logical and coherent intellectual framework by presenting him with differing or conflicting sets of responses and expectations.

Those caring for the child may also neglect his emotional and psychological needs. If the amount of attention the child gets is restricted to physical care because of the mother's ill health, preoccupation with other concerns, or emotional instability, the child's intellectual development is likely to suffer. Even more

so if the child has a special handicap requiring extra reinforcement, patience, and guidance. Learning requires time, energy and a relatively stressfree atmosphere.

Parental rejection presents a major problem, whether that rejection is overt or is communicated in more subtle ways. In his first attempts to master new skills, the child needs reassurance that he will be accepted, even if he should fail. If he senses disapproval or fears reprisal and loss of love, all he may learn is to resist making efforts that may only result in failure.

Care is also often inadequate because the mother simply lacks the resources for the child's needs. The impoverishment of an environment can be physical or intellectual or both. The infant's growth can be equally as stunted by the lack of space in which to play and explore, of materials to play with, or of information to draw on, as by 'poor health and a poor diet. Frequently families who have a handicapped child find that the stress of such an event interferes with their relationship to the child and their handling of him, which can further impair the child's functioning.

Most of us tend to regard child care as an unskilled occupation that anyone can perform. This is far from true. A knowledge of health care, resourcefulness, maturity, and the ability to love are not innate characteristics; they are ones that must be learned. Most parents want to do well by their children, but all too often they lack the skills that will make their task easier, help their children more, and offer the reward of seeing them do well.

Various kinds of programs have been designed to help people improve their parenting skills. The most effective are those that anticipate and head off problems in the parent-child relationship before they arise.

The preventive approach...attempts to provide the child with an optimal environment from conception onward....What will be dealt with here is the provision of a loving and stimulating psychological environment.

Social attitudes towards having children are beginning to change, but there is still considerable social pressure on young couples to have children, whether they genuinely want them or not. Having children should not be regarded as a duty or a right, but as a privilege carrying with it substantial obligations and requiring some sacrifices.

Formal education dealing with the responsibilities of parenthood and with the emotional and psychological, as well as the physical demands that children make, should begin in the early school years. Probably the best way of learning to be good parents, though, is through experiencing positive relationships with one's own parents and with other adults, such as teachers. For this reason, measures to strengthen family life are of great importance.

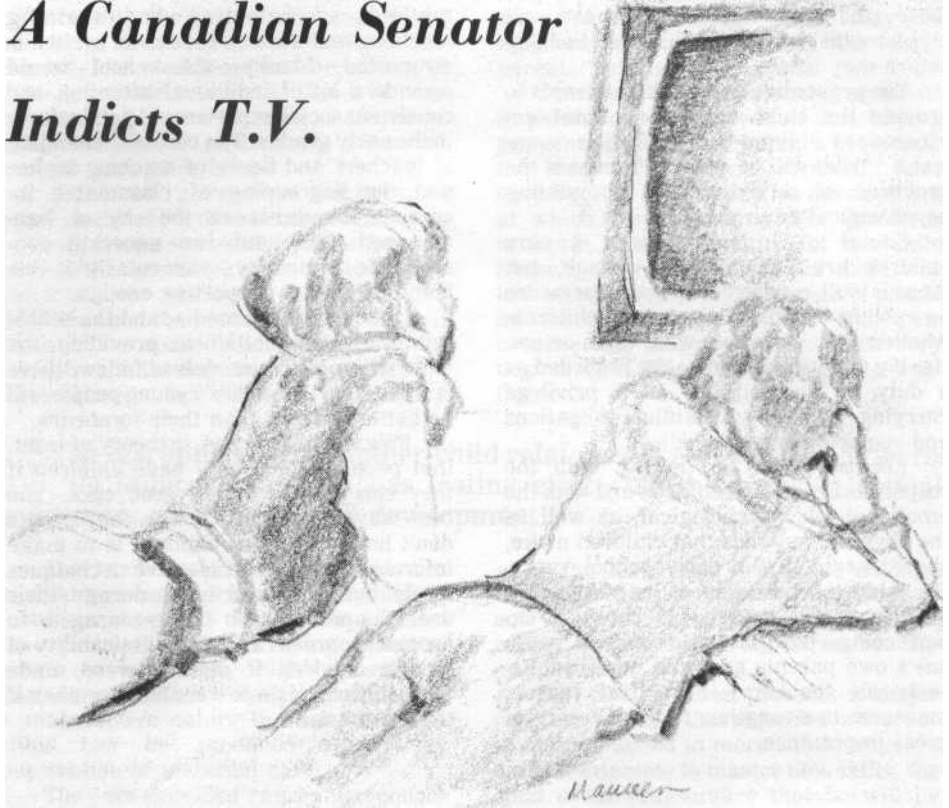
More attention also needs to be directed to the kind of social experiences the child has in school. Key factors are the methods of selecting and training teachers, and the way the school system is structured. Ideally, the school would provide a lot of individual attention and consistent social experiences, particularly in the early grades. The constant changing of teachers and hence of teaching styles, and the regrouping of classmates increases the stress on the shy or handicapped child and can generate considerable insecurity, particularly if his home life is not supportive enough.

If the home, the media, and the school reinforce one another in providing the child with positive models to follow, there is some hope that today's young people will be better parents than their forebears.

Few would disagree, in theory at least, that people should only have children if they can provide really good care. The best way of making certain that people don't have unwanted children is to make information on contraceptive techniques freely available and to encourage their use. Couples might be encouraged to consider more seriously the desirability of having children if divorce were made more difficult if there were children than if there were not.



A Canadian Senator Indicts T.V.



Ottawa, Tuesday, November 28, 1978

The Standing Senate Committee on Health, Welfare and Science, Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, met this day at 4 p.m. to inquire into such experiences in prenatal life and early childhood as may cause personality disorders or criminal behaviour in later life.

Senator Fred A. McGrand (Chairman) in the Chair.

Senator McElman: I thought the new religion was greed rather than science.

Senator Thompson: Is that new?

Senator McElman: Not new, but there is an emphasis in the society we now have that there has never been before in the whole of mankind's development, I suggest.

Professor Luker: You mean the materialism that is so rampant?

Senator McElman: Yes.

Mr. Chairman, may I ask Professor Luker how he and others who are dedicated to developing values in young people today, believe they can compete with the real element of education that has come into our society over the last 25 years, namely, television, when it teaches all of the things that are contrary to what the church taught, when it teaches values that are totally contrary to the values the clergy are trying to teach? You have the child, Professor, quite aside from the regular curriculum, for minutes of each day, no matter whether it is at the kindergarten level, or the level you spoke of, of junior highschool, and you have your input as to the sense of values they may develop. But television has them daily for ten times the period you have them for, and I need not describe what is on television. You know what is there. Do you sometimes feel you are playing a losing game?

Professor Luker: Very frequently, Mr. Chairman.

Senator McElman: Do you believe in censorship?

Professor Luker: I am caught in a logical dilemma there. I am appalled by the quality of the programming. I have read the research, and I believe that the violence on television does influence young people, males in particular, to be violent. I am opposed to censorship also, so I am left in a very difficult situation.

I must admit, Mr. Chairman, that I get discouraged. I watch television myself, and it is so easy to become hooked on it. It is a worrisome thing.

Senator McElman: If you believe in preventive education, which is what you are talking about — developing values that will prevent at least the majority of our younger people from becoming antisocial, violent, and so on - have you any doubt in your mind about the value of censorship? I use the word "censorship" in a very broad way. We have X-rated films today, but we have little of that with respect to television or very little. As to the values of the society in which we are living, should we let the thing run on in competition with the excellent work you and others are doing in the education field, knowing that it is damaging the whole of society and the environment in which we are living; or do we do something about it.

A child today, if it is simply watching the news on television, has placed upon it a morally destructive force. When I was younger, when I saw the victims of a motor vehicle accident or, as I did a couple of times when I was quite young, the victims of a murder, I was abhorred. That stayed with me for a long time — the blood, the gore and the horror of the whole thing. Yet today, I find that when I watch the news splits of what happened in Jonestown, for instance, as when I shared with the young people of the on-coming generation the daily body count of Vietnam, I do not find the same horror and revulsion staying with me. I am revolted at the moment I view it, but I find I am becoming inured to this kind of thing, and I am ashamed.

The Chairman: What about the younger people?

Senator McElman: Just let me carry on to that, if you would, Mr. Chairman. That is exactly what I am coming to. What of the 15 to 20-year-olds today who, during those most formative years, when, as Stanfield said, their minds are as blubber, who had television as the babysitter, who watched it for hours of the day? What kind of moral values do they have today .

We are spending something of the order of 25 to 30 per cent

of all government revenues in Canada on education, and we are losing, so I am very much against, as you have indicated you are, censorship per se. However, I wonder if the state can any longer sit by and let this whole pervasive influence continue to change society as dramatically as it has done in the last twenty years, on the whole not to the good. When a quarter of all the revenues are going into a given field which is being negated at a tremendous profit, and the people involved are being permitted to reap those profits without control — I use the awful word— of any kind, can society continue to let it happen?

Professor Luker: No, Mr. Chairman, I do not believe I am gaining. If anything, I am falling farther behind. The people I have seen, do not seem to be any better than they were a few years ago in terms of teachability. They seem to be more intractable, if anything, and part of that blame has to be given to television.

I come back to this matter, even if we should have this power, would the public allow it, would they give up their "bread and circuses"? My answer is no. They have been so well conditioned, they have been given an artificial hunger for television that is not satiated. Unless we can offer something within the family, and I am back talking about the family as the alternative — outings or whatever — and unless this is done well, we will not see a decrease in the violence on television.

The President's committee in the United States on violence in the media came out strongly, as I recall, with a number of recommendations. How many of those have been implemented, including prime time programs? Because the money to be made is so astronomical, there is no way the moguls will back off on that one, and they have their powerful lobbies to enforce it.

Senator McElman: The only ones that have been implemented there, as well as the voluntary ones here in Canada, and they are the encouraging ones, are those that affect advertising directed primarily to the infant and the young child. Those are coming under a major control and it is most encouraging. I do not call it censorship, although I am sure it falls in the broad scheme of that word.

I think we are going to have to make a choice and make it very quickly if we are to turn this thing around before it gets too far. You, in the direct education of children, have to take on some of that battle in dealing head-on with television. Your profession, I suggest, also has to start dealing with government to ensure that it plays its part in this. We do have an organization called the CRTC. I think it

has been doing just superbly awful job in this field.

It is not just for legislators. Legislators really cannot lead. Legislators cannot make laws in things of this nature if the public are not prepared to accept those laws. Legislators cannot be leaders of public opinion very often, so I am simply suggesting that although there is a job to be done by legislators, there is also a job to be done by legislators and people in your profession to ensure the government does its part of the job, if society, if parliaments, if people can be developed to a frame of mind where they are ready to accept it.

The Chairman: May I ask you a question, Senator McElman?

Senator McElman: I am not here to answer questions.

The Chairman: Well, I am going to ask it.

Senator McElman: You may not get an answer.

The Chairman: You mentioned television. You emphasized television. Apart from violence on television, you have no other criticism. Is that it?

Senator McElman: The materialism taught by television is the worst violence on the dreadful box.

The Chairman: It is the sale of violence. What we pay for violent entertainment would certainly more than buy all of the clothes we wear in a year. It might not buy all the food we would eat, but would buy more than the clothes we wear.

Senator McElman: If you will permit me, Mr. Chairman, I would say the worst violence of television is the continuous teaching of materialism, the teaching that unless you have this or that, or unless you drink this kind of beer, or, if you are a lady, unless you use this type of cosmetic, you are not "with it".

The Chairman: I never regarded that as violence. I regarded it as immorality.

Senator McElman: It is destructive of values. It is destructive of the values our excellent witness in trying to imprint on young minds today. It is totally destructive of such values, if it goes too far. I am sorry I answered your question, Mr. Chairman. I should not have done so.

Professor Samuel Luker is a professor in the College of Family and Consumer Studies at the University of Guelph, and lectures in the areas of marriage and the family, human sexuality and values education.



"The most dangerous put-down of all, everybody agreed, goes something like this: "You're stupid," or "You're clumsy," or "You're bad," or "You never do anything right."

PUTTING DOWN KIDS

***Psychologists call it hidden abuse:
what it is and how to avoid doing it.***

by Teddi Brown

Reprinted with permission from the July issue of Quest magazine, 1978.

"Kids who are the victims of persistent put-downs don't walk around with bruises on their arms and legs, but often they're damaged just as much as if they'd been physically assaulted".

Remember when you were six or seven years old and your father lost his temper with you when you were tying your shoes and said: "Damn it, you're useless!" Seconds later he forgot he'd said it, but you didn't. It hurt — all put-downs hurt kids — but, well, that's all part of growing up.

Or is it? Most parents put down kids too much, and the results can often be just as damaging as hitting a child. Kids who are the victims of persistent put-downs don't walk around with bruises on their arms and legs, but often they're damaged just as much as if they'd been physically assaulted. Increasingly, child psychologists are calling this "hidden abuse".

Some of it isn't so hidden, either. We all know about paperboys who have to go back to the same houses again and again to collect the money that's coming to them. One paperboy even told me that some people don't answer the door when he comes to collect, and they don't even try to make it look as though nobody's home.

We take out our anger on kids — any kids, not just our own. Listen to what happened to a 13-year-old boy I know. The boy, whose name is Roger, was at a friend's house when the friend started griping about how lucky Roger was because he didn't have to sweep floors or make his bed. The friend's mother got angry, naturally. She should have told her son to stop whining but, instead, she told him: "Never mind about Roger. He'll probably wind up stuck in an apartment with some broad and a couple of kids and not even married!"

We put down kids to make ourselves look good. In a supermarket, I noticed a little boy dutifully hanging onto a shopping cart as his mother pushed it down an aisle. Along came another woman and before the boy could move left or right or anywhere to make room, his mother pounced on him: "Get out of the way," she snapped, loud enough for everyone to hear and admire. "Why don't you ever watch where you're going?" The little boy hung back in embarrassment.

Two Halloweens ago, when my daughter was 11, she came home terribly embarrassed. She was making the rounds with another 11-year-old, and some neighbour decided she was too old for Halloween (she's tall) and told her: "You shouldn't be out collecting. You should be home handing out treats." She ruined my daughter's Halloween and proved once again how ready we are to tell off a kid when we wouldn't dare treat an adult that way. It's true. Adults always receive more courteous treatment than children and we all know it. Look at the current television commercial promising children that the service they get at the Ponderosa Steak House will be just as polite and courteous as the service the adults get there: "We won't treat you like a kid," the ad promises. Wouldn't it be awful if they did?

Kids run up against put-downs everywhere they run up against adults: home, neighbourhood and school. Dr. Thomas Gordon says that most schools are just like the army, just as authoritarian: "Get in line and stay in line, no back talk." Dr. Gordon is an American psychologist who wrote Parent Effectiveness Training,

or P.E.T. (McKay, \$10.95; paperback, New American Library, \$4.95), to show parents a whole new sensible approach to training their kids, not too strict and not too permissive. He says teachers hassle and harangue and shame and put down children just the way parents do. Teachers still call kids up in front of the class and criticize them until they're reduced to tears. You remember the feeling. Even when you're not in front making a fool of yourself, you're sitting there petrified that the teacher might finger you and make it all happen.

Some teachers label kids with signs that say "good" or "dumb" or "troublemaker". A 12-year-old boy told me about a new grade five teacher who labelled him a trouble-maker right off, even though he had never been put in that category before. She went after the boy every time he moved and finally topped off her campaign one day with this:

"Did you ever get the strap?"

"No," he said.

"You're lying!"

The boy was telling the truth, but he said nothing. What's the use? In fact, kids will often choose to say nothing to the accusations of some teachers because they know these teachers never give children a fair hearing. The most outrageous put-down in the classroom I ever came across involved a teacher in Smiths Falls, Ontario, who taped up the mouths of children who were talking too much.

Everybody seems to have his own idea of which put-downs are especially humiliating for a child. Dr. Helen Doan, a child psychologist at York University, hates to see a parent standing beside his child and discussing him as though he weren't there. Some adults impose on children and embarrass them with excessive affection. The uncle of one of my girlhood friends used to grab and hug me every time I met him and I hated it. Robert Homme has spent 20 years on CBC Television saying kind, intelligent things to children as *The Friendly Giant*, and he thinks it's dreadful for an adult to offer the comment, "Well...finally" to a child who has just learned to bat a ball or add fractions or dry the dishes. Professor Joan Grusec, a child psychologist at the University of Toronto, says put-downs such as "You make me sick," or "I'm fed up with you" really smart, particularly when a mom or dad says them to a child, because they imply a withdrawal of love, and children depend desperately on parents for love and support.

The most dangerous put-down of all, everybody agreed, goes something like this: "You're stupid," or "You're clumsy," or "You're bad," or "You never do anything right." They're the sorts of put-down that attack a child's self-concept, the image each human has of himself — who he is, what he is, what he's worth. Keep up the verbal abuse and you can destroy a child's self-image.

GROWING

I start out tender as a chick, as open as a flower
Your love can make me fly and bloom, it's all within your power.
But if you call me bad and dumb no doubt I'll turn out tough
I'll grow a shell and close my ears for I can't bear that stuff.
Please praise my goods and make me feel OK when'ere I fail
If I can't know I'll grow and learn I'll build a mental jail
Yes I'll retreat I'll fear all things that challenge me to try
Encourage hope and confidence and I will love my I.

Ann Johnstone

"A child who is put down again and again, stands a very good chance of winding up emotionally disturbed. It's so terribly sad."

Dr. Michael Grapko is director of the Institute of Child Study (it's a teachers' training centre and experimental school at the University of Toronto), and he explains why the constant put-down of children is so destructive. An adult's self-image is grown up and comfortably solid, but a child's is in the developing stage, delicate and vulnerable. Call an adult "Stupid!" (the all-time, popular put-down) and he'll probably shrug it off as just one more sample of your bad temper. Say it often enough to a child, and he begins to believe it, especially if it's coming from the people he respects and loves, such as his parents or his teacher. A child who is put down again and again, stands a very good chance of winding up emotionally disturbed. It's so terribly sad.

Dr. Mary Sue McCarthy, a family counsellor and professor of education at York University, is the first to confirm that there certainly is a problem with some of today's kids. They're sassy and they're mouthy. Fair enough, but who made them sassy? We did. We showed them how. We did a good job, too, because there is so much put-down and sarcasm and rudeness around now that you'd almost think it's only natural and normal for us to shove it at anybody who'll take it.

It isn't a natural instinct, is it? The U of T's Joan Grusec says not: a child who has never learned verbal abuse will not use it on others, not even to get his own way, not even with children who are younger and weaker than he is.

You'd think there would be less put-down around in the 1970s with better educated, better informed parents. There may even be more, says Dr. Michael Grapko.

Sure, most adults have a warmth and love for children, but so many people today are so tense and frustrated and trapped in a stream of activity that they simply don't

have much patience with the kids. Another thing, he says: We are all encouraged now to express our emotions openly, and that's fine as long as you don't express them at the top of your voice whenever you feel a little frustrated.

Dr. Grapko feels the snappy, one-liner put-down is practically a trademark of today's style of humor. "Television shows like Sanford and Son and All In The Family are an accumulation of verbal violence," he says. Archie Bunker is forever trying to make the other guy feel small and unnecessary.

Robert Homme of The Friendly Giant, thinks television blares out all kinds of verbal violence. But, says Homme, TV programming for children is not the put-down it once was. "Early programs were an insult to the kids' intelligence. Today's shows are a lot better, a lot more realistic." Homme admires the lessons in kindness and consideration that Sesame Street sells so softly and so well.

Most put-downs happen right around home. It's supposed to be a loving, safe shelter for children, but so many families are in some kind of crisis today, says Dr. McCarthy — marriages breaking up, the economic crunch. It's so tough on the kids, especially in poorer homes where the crunch is greatest.

Dr. McCarthy feels times are better for children in the classroom. Teachers simply can't get away with a lot of put-downs today, she says. Too many parents are involved with the schools and know what goes on there. Teachers are better trained too, she says, and know more about how children think and feel and learn than the average parent does. "They also know verbal abuse doesn't work. That's one of the best arguments against it."

Dr. William Purkey of the University of Florida explains why it doesn't work in a little book he wrote called **Self-Concept**

"It isn't a natural instinct is it? The U of T's Joan Grusec says not: a child who has never learned verbal abuse will not use it on others, not even to get his own way, not even with children who are younger and weaker than he is."

and School Achievement (Prentice-Hall, \$4.50). He says successful students are the children who stand high in their own self-regard and feel confident they can cope with life. They have to feel good about themselves or they won't learn.

Parents often become impatient with a younger child because they don't understand how differently he thinks. For instance, four-to-six-year-olds cannot grasp abstract ideas and don't really understand when you talk about compassion and fair play. Dr. Helen Doan says they aren't as flexible as older children at solving problems. If you show your young child how to pile up oranges, don't assume he'll be able to do the same thing with apples.

Considering how mean and vicious the put-down can be, it makes you wonder why any adult would use it on another adult, let alone a child. "Well, it gets fast results," Professor Grusec says. "It produces a quick suppression of the other person's behavior." Right. There's no squelcher quite like "shut up and sit down" to get you a little sullen silence.

But the results of a put-down are only

short-term, Grusec adds, and you're stuck with all the bad side effects — hostility, hurt feelings. Still, some adults will use the put-down all the time and they're the people who probably got it all the time from their parents. Verbal abuse, physical abuse — they both have the same roots. If you grow up with abuse, you think that's the way things are done, says Professor Grusec.

Just as there are types of Adults who abuse, there are types of children who are special targets of abuse. "There are kids who are good and sweet and others who are just plain rotten," says Professor Grusec. "They're hard to manage and boy, are they stubborn!" She pointed to some case histories of physical abuse that show that one child in a family got it and not the others. And, very occasionally, a battered child was placed in a respected foster home and was battered there too.

"Certainly, it's not the child's fault," she says. "He may be especially difficult but he needs help, not battering."

Both Professor Grusec and Dr. Grapko also indicated that an unattractive child — fat, small eyes, big ears, etc. —

"Television shows like Sanford and Son and All In The Family are an accumulation of verbal violence"

will likely attract more put-downs than an attractive one.

But all kids get verbal abuse from adults just because they are kids and make such easy, helpless targets. Children can't even think of the words to fight back, says Dr. Doan. "A child may drop and break a dish right in front of you and then say, 'I didn't do it'. Mother immediately flares up at both the broken dish and the blatant lie. But the child is not lying.. He was trying to say 'I didn't mean to do it' but he couldn't get the right words out."

Dr. Doan feels we confuse kids and put them down with double messages too. One minute we're saying "You're a smart kid, Freddie," and the next minute, we're saying "No, you can't help me clean the garage, Freddie. You don't know how."

So what can we do? Is there anything we can do?

John Holt, an American author and champion of children's rights, thinks the kids' only hope is a complete overhaul job on the whole institution of childhood. Adults see it as a walled garden, but a lot

of children see it as a prison. The institution outlives the fact of childhood, he argues in his book. **Escape From Childhood** (Ballantine, \$1.75). For instance, a 15-year-old has no more rights under the law than a two-year-old.

Holt feels children will be free of abuse only when they are free of adult domination. Give kids their rights, he says. Let them work for money. Let them manage their own education. Let them choose their own guardians and live where they want and enjoy all the other rights adults enjoy. Preposterous? Maybe not. John Holt makes some very convincing arguments, and he's bang-on when he observes that most children probably wouldn't take advantage of all these rights anyway.

Unless adults change their patronizing attitude toward kids, Holt admits, children's rights haven't got a prayer. A change in attitude. That's a tall order for society. But Mary Sue McCarthy says she's hopeful. She says more and more parents are trying to break the hand-me-

"Shirley Camper Soman has written a book called Let's Stop Destroying Our Children, and she wants mandatory parent education for all newlyweds or about-to-be parents."

down patterns of abuse, and going to more and more classes that teach people how to be good, effective parents. There's hope there, she says. At some schools, teachers are involving kids in the actual running of the classroom by holding class meetings to work out, say, a discipline problem.

What really counts is that many adults now realize that we do put down kids. And that we shouldn't. The Mormon Church has been sponsoring a commercial on television that features three typical scenes of put-down of kids : Scene 1 — a little girl bounces happily into the kitchen proud of the shopping she's done for mom, and mom's voice (all adults are off-camera) squelches her: "I hope you got everything!" Scene 2 — a boy runs in shouting "I got 20 in the test" and dad yells back, "How many times have I told you, don't slam the door!" Scene 3 — a girl calls up from the kitchen, "I finished the dishes" and a woman's voice answers, "Did you clean the sink?" You see the happiness shrivel in the children and your heart aches for them. It's a good commercial.

Good ideas on how to make things better for kids are getting more attention now. Shirley Camper Soman has written a book called **Let's Stop Destroying Our Children**, and she wants mandatory parent education for all newlyweds or about-to-be parents. For years, Dr. McCarthy has wanted to see high schools teaching parent education. That's where we should train people to work at human relationships and deal with frustration and express anger appropriately. "You know," she says, "most people never learn how to handle anger."

And nobody is about to suggest that adults are never going to get angry with kids. "We all get tired and irritable," says Dr. Doan. "But at least let the kids know you're bushed so they'll realize, if any put-downs come, that it's not all their fault."

"Ask children for help," Dr. McCarthy says. "I certainly needed my children to help me. It's no good for us to do all the loving. They have to love too."

Listen, please listen to children, Dr. Doan advises. Not listening is a put-down in itself because it tells a child: you are not important enough for my attention. Dr.

Thomas Gordon of Parent Effectiveness Training wants more parents to listen to their children when they come home and complain about the way they've been treated by adults.

Does that mean you should march over to school every time your child comes home and says, "I hate that place?" Of course not. Most children don't want that anyway. They must want to tell their troubles to someone who will listen to their side of the story, and that doesn't happen nearly enough at school or anywhere else.

But what does a parent do, say, if a child comes home and says that the neighbour down the street called him a stupid brat because he ran through the petunias. Once it's happened, there is little you can do except lend a sympathetic ear. Before it happens is the time to prepare children for these kinds of inevitable neighbourhood upsets.

It would be just great, Professor Grusec thinks, if you could teach your child to answer a complaining neighbour with something like: "I'm sorry. I didn't think. I don't do it all the time and I won't do it again." If a neighbour keeps piling on the abuse — and some of them will — the only advice you can give your child is "Come home and we'll talk about it." Professor Grusec emphasizes: "You certainly don't want to teach your child to respond to verbal abuse with more verbal abuse."

Anyway, these now-and-then incidents around a neighbourhood don't do the damage that constant abuse at home does. The incidents hurt kids every bit as much as they hurt adults, but children bounce back fast. "You know how they can cry one minute and laugh the next," Dr. Grapko says. They are not emotionally mature and so their feelings don't linger like an adult's do.

Good thing, too. Because a lot of adults feel no obligation whatsoever to treat children with any kind of courtesy or respect for their feelings.

Professor Joan Grusec gets right to the guts of it: "If we nattered at friends, we would lose them. If we insulted or yelled at them, they'd just take off. But we do all these things to kids!

"It doesn't make sense."



WOUNDS WITHOUT A MARK

"Bad" "dumb" "mean" "stupid" names cut in
Much deeper than two swords
The hurt spreads over all of me
Oh don't you know that words
Can make a wound so deep in me
That blood won't ever spill
But scars will grow, and I'll get tough
I will oh Mom, I will!
Please please don't call me down so much
You've got to stop these wars
Or I'll grow up to be the type
Humanity abhors
I'll lie and hurt, destroy and steal
I'll cultivate my dark
And all because you gave so many
Wounds without a mark.

Ann Johnstone

Yelling and hitting

I am a child of 13 and I have parents, and I realize that all parents put down their children at one time in their life. What do you do if they keep on yelling and sometimes start hitting? What are us children supposed to do? I am sure no one wants to stand around and get hit for nothing, and you can't say anything, otherwise they will hit you more, so what are we supposed to do?

Mark _____, Winnipeg, Man.

None of your business

I am 13 years old and I think that I am verbally abused. Of course when I try to tell my mother anything, she doesn't believe me. I can't say anything in my defense!

My mum and dad are separated and we might have to sell the house we are living in. I personally told mother it was a mistake. She turned around and said that I would do what she would do, meaning that it was none of my business. I know that I am getting to be a real complainer, and my mother complains about me complaining. Where does she think I get it from in the first place?

Laura Anne _____, Scarborough, Ont.

A bit of courtesy, please

I went to the supermarket to buy some milk. The cashier seemed pleasant enough. She said the usual "please" and "thank you". She even made light conversation to the lady ahead of me, but when I handed her my purchase, her whole attitude changed. She said "That'll be \$2.24." I gave her \$3 and she handed me back 76 cents, only she missed my hand, and a quarter fell through the crack in the counter. I looked up at her and she started ringing up another customer, so I just left....

My friends and I are always talking about kids' rights. Not stuff like saying when to go to bed or when to be home, but things like being treated with a bit of courtesy, not like adults, but like people! Nancy _____, North Vancouver, B.C.

Where are perfect parents?

...My mother has taught me to look at myself in the same negative way she looks at me, and I frequently recede into periods of deep depression. Her approach to me has affected my schooling and job-hunting.

No matter how much I have done, there is always something more important that I haven't done. I love my parents dearly. I only wish that I could live comfortably with them. Someday, somewhere, someone will invent a set of parents who don't expect their children to be perfect. Valerie-Jane _____, Ottawa, Ont.

Instant mood changes

...I think that most of the time when adults insult us, we just take it differently than they expect us to. We feel like running into a corner and staying there, but the adults expect us to forget about what they said and for our moods to change instantly...

Caroline _____, Toronto, Ont.

Shocking cover-up

...When I read part of your article to my mum, the response she gave me was that "people who write articles like this, don't have kids!" I was shocked that she would cover it up like that.

Denise _____, Pointe Claire, Que.

No faith in myself

...According to my mother, I'm lazy, clumsy, stupid, sloppy, fat, and I have two left feet and hands. The amazing thing is that my mother wonders why I have no faith in myself.

Judi _____, Toronto, Ont.

Adults forget quickly

I am 15 years old, and the thing that I am afraid of most is waking and finding out that I am five years old and will have to start growing up again...I am sure that every adult had to go through "growing pains" and hated it. What puzzles me is, why do they seem to forget it so quickly?

Christina _____, Toronto, Ont.

These letters were written in response to Teddi Brown's article Putting Down Kids, and are reprinted with permission from the September issue of Quest magazine, 1978.

PARENT PRESCHOOL RESOURCE CENTRE

The following are excerpts from **Somebody Else's Place**, a booklet on the creation and growth of the Ottawa Parent Preschool Resource Centre. Attractively laid out and easy to read, it contains extensive information on the concrete steps and difficulties involved in organizing and administering such a Centre. Copies of the booklet are available for five dollars from the Centre's director Joan Gawn, care of Lady Evelyn Public School, 63 Evelyn Street, Ottawa, K1S 0C6; or from Health and Welfare Canada, Demonstration Grants, Tunney's Pasture Ottawa.

The Parent Preschool Resource Centre could be called an investment in families.

More than a library, an information service, a play centre or a classroom, it offers to parents, children and pre-school teachers many of the supports that earlier generations had within an extended family or closely-knit community.

It's a place to go during the day where mothers can take off their children's snowsuits and boots and relax. It's a place to feel like an adult among other adults rather than the presiding giant in a land of little people.

Although it's been called a preventive service - helping to ease some of the tensions brought to bear on young parents totally responsible for the physical, mental and emotional well-being of their children - the Parent Preschool Resource Centre provides opportunities for growth rather than answers to problems.

At a time in our society when achievement for women appears to be valued more highly when linked to a career in the work-force, and the mother who stays at home to care for pre-schoolers can feel isolated and unsure of the effectiveness of her parenting role, the resource centre gives an opportunity to share these concerns.

It's a place to visit when everything is going beautifully and a place to visit when child-rearing seems a total drag. A place to observe how other parents relate to their children, and how children relate to each other.

The centre offers an opportunity to discuss and debate the sometimes conflicting opinions of child development experts. Parents increasingly aware of the crucial importance of their children's early years can draw on the resources of an up-to-date library, well-informed staff and workshop leaders and other mothers and fathers of pre-schoolers.

It's not a one-way street. The expertise of parents is shared in workshop sessions and informal drop-in discussions. Because voluntary help is vital to maintain the wide variety of activities and services, many mothers take advantage of the chance to use their talents to regain a sense of self-worth that may have become a little frayed by youngsters' needs and demands.

This handbook outlines the evolution of the Parent Preschool Resource Centre of the National Capital Region from its beginning as a dream of a small group of parents and nursery school teachers through three years of growth as a Demonstration Project supported by the Ministry of National Health and Welfare.

It is still growing and changing - as will any similar centre in any other community - to meet the needs of those parents and pre-school teachers it serves and on whom it relies.

Who Comes and Why?

"...One of my favorite places in the city. Great for me - I feel like an adult..."

"...Provides a much needed source of education on how to be an informed parent. Very few are natural born parents. We all need guidance..."

"...I like to be able to borrow toys for my child. I could never be able to afford such toys myself..."

"...Enfin un centre ou et les parents et les enfants sont les bienvenues!..."

"...Makes it easy for Mom to sit, relax, talk with other mothers and obtain information on activities around Ottawa for families and children. The only place that makes being a parent easier..."

These comments from the Centre's visitors' book show that there are almost

as many reasons for coming to the Centre as there are families who come. As one mother put it, "it's a great place to cure cabin fever and still be with the children."

Just knowing that the Centre is there has been a help to mothers who find they can't get out to activities as often as they would like. "I know there's a place to go when I feel that I really need to get out of the house so sometimes that even makes me feel happier about staying home," one said.

Another mother who dropped in with her two-year old just a few days before Christmas said: "We're just not getting along well together this morning so I decided to come to the place that makes both of us happy."

Structured Programs

Workshops for parents with their children were the most popular feature of the Parent Preschool Centre according to use surveys in 1976 and 1977.

The format evolved as parents made their wishes known. The original plan was

to have several evening sessions each month for parents alone or for parents and preschool teachers. Poor attendance at these early sessions indicated this wasn't what was needed. It soon became clear that daytime scheduling was far better for preschool parents - mainly mothers - and that the preferred activity was a joint parent and child workshop.

...One of the most successful activities - messy play - was suggested and organized by one mother who then recruited others as leaders when it became obvious that the waiting list was never-ending.

The newsletter described the activity in this way: "Water, cornmeal, oatmeal, finger paint, clay, playdough all provide an essential and enjoyable form of play for young children. Yet it is play that too many parents tend to leave out because they think it's too messy. So come and see how much fun messing around can be at someone else's place!"

...Family brown bag lunch : Invite Dad to join you for lunch at the Resource



Centre. Most fathers are away all day and aren't able to join us for lunch at home. So, for all those dads downtown this can be a time for togetherness and enjoyment they don't usually have. Please bring your lunch, your Dad and join the fun.

Drop-Ins

"Resource Centre has been a wonderful place to drop in to and relax after weekly grocery or other shopping with two small children. It's something to look forward to and a place to recharge ourselves. There is no place I know of with equivalent facilities for an out-of-town person with little children who has to take them on regular trips to the city."

"The Centre is an invaluable source of knowledge, emotional support and fun."

Informal drop-ins weren't even mentioned in the proposal for a Parent Preschool Resource Centre but within a few months of its opening, they had become an established feature.

...A relaxed and friendly atmosphere in which mothers can share concerns with others or play or read happily with their own child(ren) brings many families who appreciate a place to go during the day.

It is a supportive environment for mothers who want to be with adults but don't want to leave their children.

..."More sharing of ideas and experience has come out in drop-ins than in workshops sessions in many cases - and many of these mothers said they didn't know they had anything to share," Centre coordinator Joan Gawn observed.

Whether they sit down and chat or not, mothers coming to drop-ins can't help but observe the techniques used by others in encouraging their children to try out a puzzle or a toy, put one thing back on the shelf before taking another, wait until a child has finished playing with a toy before snatching it to play with, or get ready to go home again. Being told in a class that children respond to gentle, firm guidance is not as effective a lesson as having an example on which to model your own behavior.

Mothers who are in a minority language or culture group appreciate the informality of a drop-in situation and the fact that you don't have to say anything much to anyone unless you want to.

They prefer looking through the library and playing with or watching their own children at first rather than turning up at a workshop or seminar session which could indicate that they may be looking for some guidance or help. The informal atmosphere of a drop-in visit gives them a chance to get out of the house and do

something that is interesting and worthwhile for themselves while at the same time providing a happy time for their children. This is particularly important for mothers who have neither the inclination nor opportunity of leaving their children occasionally with a babysitter and taking time-off during the day. "Most of us would feel very guilty leaving the children during the day and anyway, where would you go?" one mother said.

Informal drop-ins give parents and children and other visitors a chance to browse through the library, choose toys to take home and perhaps decide to become involved as a volunteer in some aspect of the Centre's activities.

Library

The library was begun as strictly a reference library for use by parents, teachers, community workers and workshop leaders. When Centre users began asking for borrowing privileges a system of cataloguing and a borrowing procedure had to be initiated.

Initially, the cataloguing was done by a library service. Once it was set up and organized - by a volunteer - borrowers were able to help themselves either by browsing or looking through the card catalogue. They fill in cards for any books borrowed and have them date-stamped at the secretary's desk.

Volunteers on library duty replace books on the shelves and phone those with overdue books, mailing cards to borrowers who can't be contacted by phone or who haven't responded to two telephoned requests to bring back a book.

The library of more than 500 books covers the areas of play, nutrition, child development, psychology, child safety, creativity and recreation.

The books in the French language are separate from those in English making it easier for readers to find those they are looking for and a consideration appreciated by both language groups.

The most borrowed books are:

Child development and child management

Child behavior, by Francis L. Ilg and Louise Bates Ames, Harper, 1955.

Children: the challenge, by Rudolf Dreikurs and Vicki Soltz. Duell: distributed by Hawthorn Books, 1964.

Loving and learning, by Norma McDiarmid, Marie A. Peterson, James R. Sutherland, Longman, 1975.

The mother's almanac, by Marguerite Kelly and Elia Parsons, Doubleday, 1975.

Parent effectiveness training, by Thomas Gordon, Wyden, 1970.

Your child's self-esteem, by Dorothy Corkville Briggs, Doubleday, 1975.

Play

I saw a purple cow, by Ann Cole (and others), Little, 1972.

Learning through play, by Jean Marzollo and Janice Lloyd, Harper, 1972.

The power of play, by Frank Caplan, Doubleday, 1974.

Preschool play, by Kenneth Jameson and Pat Kidd, Cassel and Colljer Macmillan, 1974.

Infant stimulation

Baby learning through baby play, by Ira J. Gordon, St. Martin's, 1970.

Exercises for your baby, by Janine Levy, Collins, 1974.

Nutrition

Help! My child won't eat right, Acropolis Books, 1973.

Playgroups

How to form a playgroup, by Eileen Molony, B.B.C., 1970.

The playgroup book, by Marie Winn and Mary Ann Porcher, Macmillan, 1967.

Toy Lending Library

The toy-lending library, which began a year after the Parent Preschool Resource Centre opened, has not only provided an opportunity for each child to carry home a toy.

It has meant toy shelves as an immediate focus of fun for children when they first come into the Centre. During casual drop-ins with their parents children are able to try out several toys before settling on the one they want to borrow.

Those who come for a workshop or other structured program often stop to choose a toy before heading for home, and some parents say they use the Centre primarily as a source of toys that they can't afford to buy but feel their children will enjoy for a short time.

Volunteers

"My little boy enjoys coming here so I can feel good about volunteering my time without leaving him with a babysitter or taking him with me to a boring place."

"...It's nice to work for a worthwhile cause and to get a feeling of being involved..."

"Volunteering gives me an excuse to visit the centre on a regular basis and that gives me a chance to discuss topics of personal concern."

"...I like the feeling of usefulness that the staff gives me..."

"...It's not anything like housework..."

The Centre's volunteers are the Centre's members and users. This means that the programs, services and activities offered reflect the wishes of the parents and preschool community workers who help to make them happen.

Spin-offs

"When I was pregnant, I attended prenatal classes. While I was nursing my babies, I attended meetings of La Leche League. Although transportation problems limit my use of the Centre, there is no other place like it for a family with preschoolers..."

"When I come, I obtain information for my friends and neighbours and even my sister in Calgary. This year as a non-professional president of a co-op playgroup, I have found the Centre of great value for information, a night course, ideas, books and speakers."

"Every town and every neighbourhood should have a Parent Preschool Resource Centre."



MATERNAL INFANT BONDING

by John Powell

When discovering Dr. Kennell's work for the first time, a person could well become shocked, amazed, and quite excited.

Dr. Kennell has extensively researched and investigated the short and long term effects of the hospital policy controlling mothers and their new-born babies during the first few days after delivery.

On hearing Dr. Kennell's findings, people could easily be shocked when they realize just how far from natural our delivery practises are. Instead of allowing new-born babies and their moms to be together and get to know each other, babies and mothers are shipped off to their respective rooms, and see each other very little during their hospital stay.

The greatest shock of all, however, comes with the realization of the full consequences of such a policy of keeping mothers and their babies separated during the first few days after delivery. The important and first steps of bonding of baby to mother and mother to baby should take place during the first few days of the baby's life, because of the "quiet-alert" state of the baby, and the potentially ecstatic state of the baby's mom. If this period of time is missed because of the hospital's policy of keeping babies and their moms apart, proper bonding may not ever take place, with disastrous results to the baby's well-being. Babies then often are treated as objects to be changed, clothed, and fed, but not loved. They are abused verbally or physically, or not cared for as much, so that accidents are much more likely to happen to them. Too often, they fail to thrive at all.

What is so amazing about Dr. Kennell's work is that it shows how easily the

problems mentioned in the previous paragraph can be lessened or eradicated. All that has to be done is to let moms be with their babies "skin to skin" for a few extra hours each day during the first two days after delivery! Moms who are given this "privilege" spend more time with their babies, communicate with them much more often and with richer language, and are very likely to have thriving, accident-free, happy babies.

Even moms who did a poor job with their first child can turn around their lives, and be good moms with their second child, if they are allowed this extra period of contact with their babies!

It seems amazing that two or three hours in the life of a woman who has lived about a hundred and sixty thousand hours can make such a difference to her future behavior, especially when expert advice often has little effect on a mother's behavior.

All of us should be excited by Dr. Kennell's work because it shows just how easily we can brighten the future of tomorrow's children merely by changing hospital policy to allow mothers to have their babies with them during the time when they are in the hospital.

Hopefully, hospitals will begin to act on this proven information. Surely, any country which wishes to have happy, healthy citizens would look upon this type of research as being of utmost importance, and seek the quickest way possible to implement better hospital policy in line with the good doctor's findings.

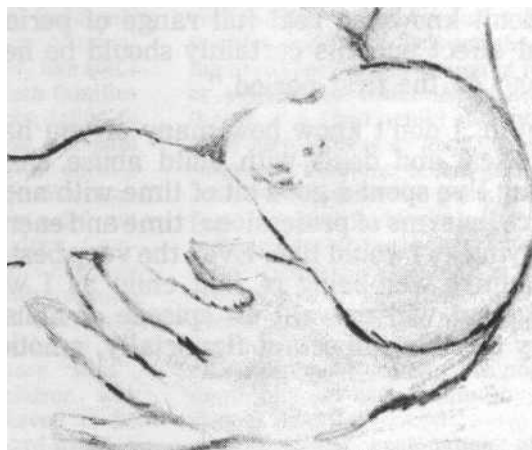
Undoubtedly, more articles on Dr. Kennell's work will have to come in future issues of the Journal.

John is a first-year university student who heard Dr. Kennell speak at the Annual Conference of the Canadian Association for Young Children. Although an honours high school graduate (and valedictorian) he had not previously heard about bonding.

The following are excerpts from Dr. John Kennell's slide presentation at the Annual Conference of the Canadian Association for Young Children, held in Winnipeg, October 12-15, 1978. Dr. Kennell works with the Rainbow Babies' and Children's Hospital in Cleveland.

"For the last thirty or forty years there has been great interest in how infants get attached to their mothers or their parents, and it's only in the last ten to twelve years that there's been interest in attachment in the other direction."

"We are getting a strong reminder from many, many areas that there's tremendous potential for good or for bad in this event of the birth of a new baby and what happens, what experiences the mother and father have during that time may have life-long effects on their relationship to that baby."

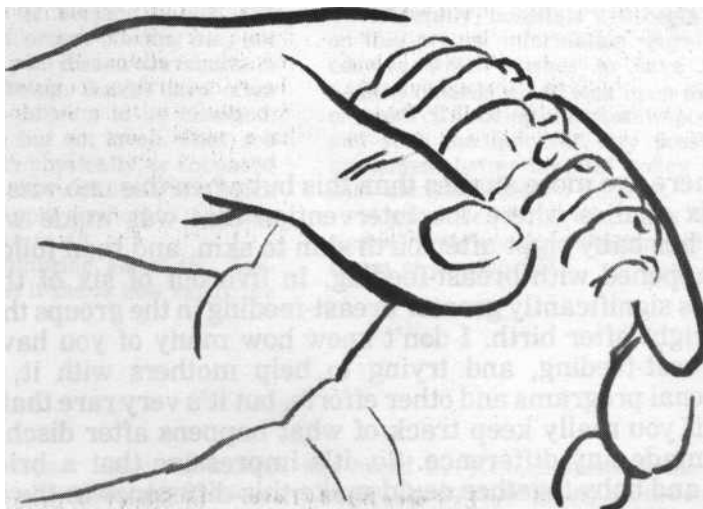


"There are more studies than this but when this one was made there were six studies where the intervention that was made was giving a mother her baby right after birth skin to skin, and then following to see what happened with breast-feeding. In five out of six of these studies there was significantly greater breast-feeding in the groups that had their babies right after birth. I don't know how many of you have struggled with breast-feeding, and trying to help mothers with it, and giving educational programs and other efforts, but it's very rare that you get the feeling if you really keep track of what happens after discharge,....that you've made any difference. So, it's impressive that a brief period of mother and baby together could make this difference in the incidence of breast-feeding."

"In Nashville, Tennessee, Susan O'Connor was dealing with a population that was remarkable in that there were very many babies that were battered, very many babies that failed to thrive. And she was not able in her study to get the mothers and babies together in the first two or three hours. The routine there had been to separate mothers and babies for twelve hours and then the baby could go to the mother, but if that occurred, say, at two a.m., you'd have to wait until the next morning to start the baby visiting the mother. She was able in her experimental group to get the mother and baby together in some of her cases six hours after delivery. But with most of them, the difference was that there was six extra hours of contact on day one and day two.

She followed these children. really by just keeping track of hospital records. and found that of those that had had the routine care that there were nine mothering disorders: babies that were abandoned, babies that were neglected, babies that failed to thrive, and babies that were battered. Whereas there was only one hospitalization for a mothering disorder in the group that had that extra contact. Now she's also got figures that show the same difference if you take situations where babies were hospitalized for poisonings or accidents. So it would suggest that even if you missed the early period, that there's a very very important effect of mother and baby being together during the first couple of days. So we don't know the real full range of period in which you get this powerful effect but this certainly should be heartening to anyone who misses out on the first period."

"Again, I don't know how many of you have dealt with failure to thrive cases, and dealt with child abuse cases. That happens to be something I've spent a good bit of time with and I know that it's terribly expensive in terms of professional time and energy, and it's never, to me, as gratifying as I would like. Even the very best situations aren't as ideal for the future well-being of that child as I would personally like. So anything that will prevent an episode of abuse or failure to thrive is certainly terribly important financially, emotionally, professionally..."



The Real Danger

of

PERMISSIVENESS

"People have never been surprised to find that many irresponsible, delinquent, drug-addicted, or otherwise troubled children have been raised in very poor home environments. This relationship between the "sick" home and the "sick" child has been known for centuries. It is entirely reasonable to expect, and repeated experience has confirmed, that children raised by parents who are morally defective, infantile, indolent, irresponsible, incompetent, or criminal should turn "bad". (Like father, like son.) We may infer safely that in such families the parents set a poor example, failed to teach proper ethical standards and paid insufficient attention to the child's physical and emotional needs. We may even suspect that such parents did not really want or love their children. Common sense tells us that problem children should arise within such a family context.

However, what has been extremely puzzling to parents for centuries is the problem of how to explain those "wild", irresponsible, delinquent children who were reared by parents believed to be honest, responsible, and hard-working citizens. This opposition between the parents' morality and that of the child has occurred so regularly throughout the period of man's recorded history that it has become part of our folklore. Numerous novels and stage plays center around a prominent person whose son becomes the town's ne'er-do-well or the clergyman's daughter who becomes the town harlot.

Historically, in their attempts to explain this phenomenon, the public has utilized three major theories. The oldest of the three hold that the bad child had been possessed by the devil or some other evil spirit. Common sense then dictated that the proper course of action to cure the condition was to "beat the devil" out of the child. As mankind turned away from this primitive demonology, a new idea more compatible with modern, scientific thinking developed. This was the theory of the hereditary transmission of behavioral or personality traits. According to this theory, if a "bad" child suddenly showed up in the middle of a "good" family, it was suspected that one of his ancestors had possessed a defective gene. Presumably then, this gene suddenly manifested itself in the child who was the carrier of the "bad seed". Gradually this idea, too, came to be discredited by twentieth-century geneticists, biologists, and psychologists. There remained, then, but one widely accepted explanation for this phenomenon which has not been refuted by more advanced thinking.

This third explanation places the blame for delinquent children on permissive treatment by the parents. This theory has always coexisted with the other two. But now, since the other two theories have passed from the scene, this one has emerged as the overwhelming favorite.

Specifically, according to this explanation, the parents of delinquent children have been either too ignorant or

too irresponsible to have punished their children for various of the child's minor and major transgressions. Accordingly, it is the parents' failure or refusal to have used firm, fair, consistent, and even harsh punishment that permitted the child to develop a wild, irresponsible, or antisocial pattern of behavior. Since, according to this theory, the parents' aversion to using punishment as a restraining force permitted the child to develop his delinquent pattern, this particular form of parental failure is known today as permissiveness.

As I said previously, this explanation which holds the parents to blame is no less ancient than the demonic and hereditary

theories that it has survived. The fact that it is labeled with the rather contemporary-sounding word "permissiveness" merely disguises its antiquity. Its roots, however, can be clearly seen in admonitions to parents such as, "As the twig is bent, so grows the tree," and "He who hates not his child, spares not the rod."

Currently, then, warnings against parental permissiveness represent the major theoretical guideline available to parents and responsible authorities in their efforts to understand, prevent, and treat behavioral disorders, including prominently today the excessive use of dangerous drugs."

"IT IS UNLIKELY THAT ANY SUBJECT IN THIS COUNTRY COULD PRODUCE SUCH WIDESPREAD AGREEMENT AS THAT OF THE DANGERS TO THE CHILD OF PARENTAL PERMISSIVENESS."

Yet, what I hope to convince the reader is that the "enemy" of the child is not permissiveness, but rather the fear of being permissive. It is this fear which drives good, middle-class American parents to behave toward their children in those callous, unsympathetic, insensitive ways which ultimately result in youthful delinquency. It is this fear of permissiveness which frightens parents away from demonstrating those humane, constructive, conciliatory forms of behavior which would enhance rather than destroy their relationship with their children. It is the parents' fear of permissiveness that forces them to abandon as the major child-rearing resource their own legitimate Judeo-Christian heritage which stresses gentleness, kindness, trust, faith and forgiveness in one's relationship with others. Having been forced by an antiquated theory to abandon those forms of behavior which could produce loving feelings in their children, the parents must inevitably produce angry feelings with tragic consequences."

The new insight I am trying to present to the reader is that, contrary to what you may now believe, vast numbers of children who become delinquent and turn to the use of dangerous drugs have not been raised permissively. Nor do they come from homes in which the parents have been irresponsible, incompetent, or otherwise derelict in meeting their responsibilities to their children. Rather, these drug-using children have been reared by parents who

are the most well-organized, highly informed, sincere, intelligent, dedicated, and responsible members of the community. It is the average, middle-class parent, being guided primarily by the fear of being permissive, who, during the normal process of responsible child-rearing, produces unknowingly a degree of hostile feelings in the child which in turn produces various forms of antisocial behavior.

For centuries people have been raising their children following the age-old theory that a sufficient degree of punishment judiciously applied would create good character and good behavior. Yet, as I have already indicated, the failures of this technique are so numerous that they have become enshrined in our literature. How does one account for the incredible longevity of this ancient theory in the face of massive, nonsupportive evidence? I should like to discuss several reasons with you in detail so that you will be better able to assess the usefulness of this fear-of-spoiling theory for your own children.

The primary reason for the persistence of public confidence in the effectiveness of punishment is that punishment does affect behavior and the results are almost immediate. Particularly when the child is young, punishment produces

the immediately observable changes in behavior the parent desires. As any parent knows, if a young child's hand is slapped often enough and hard enough, the child will stop doing with that hand what the parent does not want him to do with it. This immediately observable cause-and-effect sequence gives the use of punishment the appearance of indisputable validity. The common sense of the parent inclines him to accept the evidence of his own senses. Thus, logic and common sense backed up by widespread social approval dictate that parents continue to depend on the theory that demands punishment for misbehavior rather than gamble on some more abstract theory which promises good behavior later but provides less immediately observable results in controlling the child's behavior here and now.

"It is the average, middle-class parent, being guided primarily by the fear of being permissive, who, during the normal process of responsible child rearing, produces unknowingly a degree of hostile feelings in the child which in turn produces various forms of antisocial behavior."

Let us look at a case history and see how the parents become increasingly confident that their technique of child-rearing is the correct one.

The parents were able to eliminate their child's tendency at age two and one half, to open certain cabinet doors by slapping his hands. (Punishment worked.) When he was three and one half, they were able to put a stop to his temper tantrums by spanking him. Occasionally, they used a long stick if the bare hand alone was insufficient. (Punishment worked.) When he was five years old, they put a stop to his using "dirty" words by washing his mouth with soap. (Punishment worked.) He presented no problem at the dinner table because he was punished if he showed poor manners. If he "ate like a pig" or refused to try new foods, or if he didn't finish all the food on his plate, he was sent to his room. (Again punishment worked.) At age nine the parents stopped his tendency to come home late for dinner by "grounding" him for one week each time he was late. Thus, all the child's behavior problems were "solved" by the consistent use of mild to moderate degrees of punishment.

Now "suddenly" at age thirteen, the

child becomes apathetic and hostile. He does not work in class and is in constant conflict with school authorities. He uses foul language right to his mother's face. To culminate a sequence of minor delinquent actions, the child is caught "popping" pills in the lavatory at school.

What would any sensible parent believe was called for next? Obviously the same thing that had been successful in "solving" all the child's behavior problems during the preceding years. Only now, because of the seriousness of the child's misbehavior, a more severe punishment than had ever been used before would appear appropriate. In such a situation, the average, sincere, but now terribly alarmed parent might administer the most severe beating the child had ever received.

As you can see, the fact that punishment appeared to work successfully every time it was used makes it impossible for the parent to conceive of using any other technique. Thus, the immediately demonstrable effect of punishment has seduced generations of sensible adults into embracing it as the technique of choice in raising children.

The second factor that accounts for the longevity of this old approach is the overwhelming public belief in its effectiveness. This massive public belief in the usefulness of punishment is itself created by factor number one described above. However, once the nearly universal public acceptance is achieved, the public pressure itself becomes a factor that perpetuates the belief. The individual parent is hopelessly intimidated by the existence of a theory that historically and to the present has achieved the status of an unassailable virtue.

For the individual parent to deviate from this accepted dogma would have the same meaning and social consequences for him as if he had deviated from one of the Ten Commandments. First, of course, he would feel guilty because he would believe that he was contributing to the

destruction of his own child. Secondly, for the individual parent to deviate from the accepted pattern would expose him to public rebuke, ridicule, and condemnation. The parent's belief in the correctness of what he is doing with the child reinforced by the massive societal approval for his actions makes it almost impossible for him to deal with the child in any other manner than is prescribed by the "Don't spoil 'em" approach.

Thus, the responsible parent is trapped by his conscience into alienating the child. But the theory itself maintains its aura of rightness. The blame, if things go wrong, ultimately comes to reside in the child, whose nervous system presumably was so defective that it would not respond correctly to the obviously correct system of discipline."

GOOD ME, BAD ME

Myself says Mom please love me
But the words come out all wrong
I whine and cry and cling to you
It's my "I need you" song.

I start by being well behaved
And you just turn your back
But when I bring the "bad me" out
You give bad me a whack.

But maybe whacks are better
Than no touch, no touch at all
So I'll just let the bad me out
And let good me stay small.

Ann Johnstone

A CSPCC Member Speaks Out

Parenting now in our society is a value which competes with materialism and careers.

The more I think about the general interest and drive for the well-being of society the more I see a modern miracle. If evils persist in society it seems to be due to other limitations and not to motivation for the betterment of society as a whole. If we take a set of values such as trust, empathy and affection, man is limited by time and social skills. I would contend that we have a social conscience but something goes wrong in the mechanics of making it work. Our concern here though is the fact that the child bears the scars and often these scars go from generation to generation.

The evidence in our society of brutality, neglect and rejection of the child in spite of genuine activism for the betterment of society can only baffle one. The answer lies in admitting some obvious findings. The obvious may escape us.

Take the question of the basic social unit, the family, and ask if it can be replaced. Institutions cannot replace it because it (or they) blur one's identity or modifies personhood. Social agencies now see parenting development as crucial and many movements are afoot for breast feeding, father role re-defining and time claims on parenting and parenthood.

If breast feeding is an initial step in parenting and that pre-school years are essential in the nurturing of trust, empathy and affection, then a very different claim must be made on parents. Parents have slipped or drifted into believing that their role centred around diapers, bed wetting, bandaids, kleenex and Santa Claus. In other words, parents were very poor nannies!

It is mainly a matter of time. The time required for the proper nurture of young children in trust, empathy and affection must be impressive. Novelists keep reminding us that preparation for life happens in the home or outside and that schooling prepares one for earning a livelihood. The two approaches are not the same. Schooling cannot nurture a child in trust, empathy, and affection simply because of ratios. Social agencies now would not waste their time on parenting and parenthood if these skills were not, in the end, the more telling in a child's life.



Somehow the place of Parenting is not very high on our list of values.

Parenting is a set of values, roles and patterns of behaviour. These guidelines deal directly with trust, empathy and affection from the moment a mother suckles her child for the first time. Fathers are warned that earning a living is not a role but an excuse to duck out of nurturing chores of the pre-schooler. A parent who becomes suddenly blind, paraplegic or simply unemployed discovers new dimensions in parent-child relationships. Time and actual circumstances make trust, empathy and affection far from abstract for child and adult. Preparation for life is nurture and nurture is demanding in time and experience.

Parenting now in our society is a value which competes with materialism and careers. Somehow the place of parenting is not very high on our list of values, slowly we slipped into believing we could buy parenting along with our groceries. The depression scarred a whole generation with fear of want for necessities so we eagerly worshipped at the altar of affluence. The very claim of childhood has lost much of its place in the general scheme of things. Childhood is still an embarrassment. Adulthood is the gracious, crowning achievement of life. The Good Lord, in his inscrutable wisdom, visited women with labour, children with measles and chicken pox, and men with balky teenagers. The Government sweetened the frill with child allowances for mothers and income tax deductions for fathers.

Our minds are brainwashed into believing that outside expertise excels anything a parent may attempt so why not opt out. Parenting as an extension of breast feeding holds out more promise for childhood than we have had for many a moon. May I pray earnestly for the day every child will experience trust, empathy and affection from both parents as the only imperishable accomplishment of human beings.

Earl K. St. Jean
Auburn, Ontario



Slowly we slipped into believing we could buy Parenting along with our groceries.

Le Journal de la Société Canadienne pour la Prévention de Cruauté aux Enfants

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LA PREVENTION DE LA CRUAUTE AUX ENFANTS

"La cruauté aux enfants," quand on entend ces paroles, quoique beaucoup d'idées différentes surgissent à l'esprit, on a quand même une tendance à considérer que c'est l'abus physique qui est en cause.

Pour notre société les paroles "cruauté aux enfants" ont un sens tout fait différent. Pour nous ce terme signifie n'importe quelle éducation d'enfants qui a comme résultat un dommage psychologique qui est permanent. Pour être plus précis, nous nous occupons surtout de la cruauté qui crée dans l'esprit d'un enfant des mécanismes non-conscients de défaitisme qui restent fixes et essentiellement immuables pour la durée de sa vie. Autrement dit, nous voulons qu'on n'inculque jamais de force aux enfants les façons de penser, de sentir ou d'agir qui auront une influence pénétrante, peu importe que cette influence soit faible ou forte, qui empêche l'enfant, por la durée de sa vie, le réaliser son plein potentiel. Quoique nous avouions que, nous ne savons pas exactement comment le dommage soit accompli, cet aveu ne diminue pas du tout notre inquiétude de l'incapacité qui en provient.

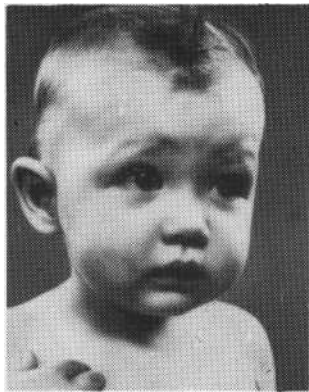
La prévention, c'est un mot qui a beaucoup de sens différents. Quand il s'agit de l'abus physique des enfants, la prévention est considérée comme étant un phénomène qui exige l'identification et la diagnose de cas individuels, le traitement pour les parents (pour que le dommage ne soit jamais refait) et le traitement pour l'enfant (pour réduire le dommage au minimum).

Quant à notre souci de la destruction ou de la mutilation d'un enfant, sur le plan émotif, nous avons une définition du mot prevention. Pour nous, c'est un appui beaucoup plus fort que celui qui existe présent pour chaque famille qui a des jeunes enfants, une amélioration des soins prénataux et périnataux, et une meilleure preparation pour la grossesse avant la conception. Nous voulons une modification des puissantes forces culturelles qui influencent d'une manière négative l'éducation de nos enfants. Par exemple, le peu de prestige accordé la vie familiale et l'art d'être bon parent, l'influence du matérialisme excessif et de la télévision. Enfin, pour nous, la prévention signifie que nous accordons la capacité pour la confiance, pour la tendresse et pour la sensibilité, l'honneur qu'elle mérite.

Dans nos ateliers, dans nos bureaux, ou n'importe ob, nous nous occupons bien de la prévention des blessures physiques. C'est une preoccupation qui est connue et directe. Mais, si les causes de nos blessures sont subtiles, et la maladie n'est évidente qu'après quelques années, comme par exemple dans le cas de la radiation ou de l'amiante, la prevention est plus complexe. C'est exactement la même sorte de complexité qui existe dans la prévention de la cruauté aux enfants.

E.T. Barker, M.D., D.Psych., C.R.C.P. (C)
Président, La Société Canadienne pour
la Prévention de Cruauté aux Enfants

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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.

CSPCC 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.