

# EMPATHIC PARENTING

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

Volume 23

Issue 1

Winter 2000

**One hundred years from now  
It will not matter  
What kind of car I drove,  
What kind of house I lived in,  
How much money I had in my bank account,  
Nor what my clothes looked like.**

**But one hundred years from now  
The world may be a little better  
Because I was important  
In the life of a child.**

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## Discipline

“Kids who have their needs met early by loving parents ... are subjected totally and thoroughly to the most effective form of ‘discipline’ conceivable: *they don’t do what you don’t want them to do because they love you so much!*”

“If you haven’t cluttered the airwaves between you and your child with a thousand stupid ‘don’ts’ over your Royal Doulton china, or not eating their dessert before the main course, or not finishing their spinach, or not doing this or that, then those few situations where it really matters because of safety and impropriety don’t need anything approaching the connotation of ‘discipline’ to ensure appropriate behavior.”

ETB

### WHAT IS EMPATHIC PARENTING?

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

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

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

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

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Many articles from past issues of Empathic Parenting are now available on the Internet at:

<http://www.empathicparenting.org>

# How Children *Really* React to Control

by Dr. Thomas Gordon

When one person tries to control another, you can always expect some kind of reaction from the controllee.

The use of power involves two people in a special kind of relationship — one wielding power, the other reacting to it.

This seemingly obvious fact usually is not dealt with in the writings of the dare-to-discipline advocates. Invariably they leave the child out of the formula, omitting any reference to how the youngster reacts to the control of his or her parents or teachers.

They insist, "Parents must set limits," but seldom say anything about how children respond to having their needs denied in this way. "Parents should not be afraid to exercise their authority," they counsel, but rarely mention how youngsters react to authority-based coercion. By omitting the child from the interaction, the discipline advocates leave the impression that the child submits willingly and consistently to adults' power and does precisely what is demanded. "Be firm but fair," "Insist that your children obey," "Don't be afraid to express disapproval by spanking," "There are times when you have to say 'no'," "Discipline with love," "Demonstrate your parental right to lead," "The toddler should be taught to obey

and yield to parental leadership." These are actual quotes from the many power-to-the-parent books I've collected along the way. What these books have in common is advocacy of the use of power-based discipline with no mention of how children react to it. In other words, the dare-to-discipline advocates never present power-based discipline in full, as a cause-*and*-effect phenomenon, an action-*and*-reaction event.

This omission is important, for it implies that all children passively submit to adult demands, perfectly content and secure in an obedient role, first in relationships with their parents and teachers and, eventually, with all adult power-wielders they might encounter.

However, I've found not a shred of evidence to support this view. In fact, as most of us remember only too well from our childhood, we did almost anything we could to defend against power-based control. We tried to avoid it, postpone it, weaken it, avert it, escape from it. We lied, put the blame on someone else, tattled, hid, pleaded, begged for mercy, or promised we would never do it again.

We also experienced punitive discipline as embarrassing, demeaning, humiliating, frightening, and painful. To be coerced into doing something against our will was a per-

Excerpted from *Discipline That Works: Promoting Self-Discipline in Children*, New York: Plume/Penguin, 1989. (pp. 78-81). Can be found on Jordan Riak's Project NoSpank site <http://www.nospank.org/>

The **Parent Effectiveness Training (P.E.T.)** course, which he introduced in 1962, is widely recognized as the first skill-based training programs for parents. It spawned the widespread parent training movement in the U.S. and it has been taught in 43 countries worldwide.

For more information about these excellent programs, contact Gordon Training International, 531 Stevens Avenue West, Solana Beach, CA 92075. Tel.: (619) 481-8121 E-mail: [gordontrng@null.net](mailto:gordontrng@null.net) or visit the website <http://www.gordontraining.com/>

sonal insult and an affront to our dignity, an act that devalued the importance of our needs.

Punitive discipline is by definition *need-depriving* as opposed to *need-satisfying*. Recall that punishment will be effective only if it is felt by the child as aversive, painful, unpleasant. When controllers employ punishment they always *intend* for it to cause pain or deprivation.

It seems so obvious, then, that children don't ever *want* punitive discipline, contrary to what its advocates would have us believe. No child "asks for it," "feels a need for it," or is "grateful for it." And it's probably true, too, that no child ever forgets or forgives a punitive parent or teacher. This is why I find it incredible that the authors of power-to-the-parent books try to justify power-based discipline with such statements as:

"Kids not only need punishment, they want it."

"Children basically want what is coming to them, good or bad, because justice is security."

"Punishment will prove to kids that their parents love them."

"The youngster who knows he deserves a spanking appears almost relieved when it finally comes."

"Rather than be insulted by the discipline, [the child] understands its purpose and appreciates the control it gives him over his own impulses."

"Corporal punishment in the hands of a loving parent is entirely different in purpose and practice [from child abuse]....One is an act of love; the other is an act of hostility."

"Some strong-willed children absolutely demand to be spanked, and their wishes should be granted."

"Punishment will make children feel more secure in their relationship."

"Discipline makes for happy families; healthy relationships."

The dare-to-discipline advocates never present power-based discipline in full, as a cause-*and*-effect phenomenon, an action-*and*-reaction event.

Could these be rationalizations intended to relieve the guilt controllers feel after coercing or committing acts of physical violence against their children? It seems possible in view of the repeated insistence that the punishing adult is really a loving adult, doing it only "for the child's own good," or as a dutiful act of "benevolent leadership."

It appears that being firm with children has to be justified by saying, "Be firm but fair"; being tough is acceptable as long as it's "toughlove"; being an autocrat is justifiable as long as you're a "benevolent autocrat"; coercing children is okay as long as you're not a "dictator"; and physically abusing children is not abuse as long as you "do it lovingly."

Disciplinarians' insistence that punishment is benign and constructive might be explained by their desire that children eventually become subservient to a supreme being or higher authority. This can only

be achieved, they believe, if children first learn to obey their parents and other adults. James Dobson stresses this point time and time again:

“While yielding to the loving leadership of their parents, children are also learning to yield to the benevolent leadership of God Himself.”

“With regard to the specific discipline of the strong-willed toddler, mild spankings can begin between 15 and 18 months of age....To repeat, the toddler should be taught to obey and yield to parental leadership, but that end will not be accomplished overnight.”

It's the familiar story of believing that the ends justify the means. Obedience to parental authority first, and then later to some higher authority, is so strongly valued by some advocates of punitive discipline that the *means* they utilize to achieve that end are distorted to appear beneficial to children rather than harmful.

The hope that children eventually will submit to all authority, I think, is wishful thinking. Not all children submit when adults try to control them. In fact, children respond with a wide variety of reactions, an assortment of behaviors. Psychologists call these reactions *coping behaviors* or *coping mechanisms*.

### The Coping Mechanisms Children Use

Over the years I have compiled a long list of the various coping mechanisms youngsters use when adults try to control them. This list comes primarily out of our P.E.T.\* and T.E.T.\*\* classes, where we employ a simple but revealing classroom exercise. Participants are asked to recall the specific ways they themselves coped

with power-based discipline when they were youngsters. The question yields nearly identical lists in every class, which confirms how universal children's coping mechanisms are. The complete list is reproduced below, in no particular order. Note how varied these recurring themes are. (Can you pick out the particular coping methods *you* employed as a youngster?)

1. Resisting, defying, being negative
2. Rebellious, disobeying, being insubordinate, sassing
3. Retaliating, striking back, counterattacking, vandalizing
4. Hitting, being belligerent, combative
5. Breaking rules and laws
6. Throwing temper tantrums, getting angry
7. Lying, deceiving, hiding the truth
8. Blaming others, tattling, telling on others
9. Bossing or bullying others
10. Banding together, forming alliances, organizing against the adult
11. Apple-polishing, buttering up, soft-soaping, bootlicking, currying favor with adults
12. Withdrawing, fantasizing, daydreaming
13. Competing, needing to win, hating to

\*P.E.T. = Parent Effectiveness Training; \*\*T.E.T. = Teacher Effectiveness Training.

lose, needing to look good, making others look bad

14. Giving up, feeling defeated, loafing, goofing off

15. Leaving, escaping, staying away from home, running away, quitting school, cutting classes

16. Not talking, ignoring, using the silent treatment, writing the adult off, keeping one's distance

17. Crying, weeping; feeling depressed or hopeless

18. Becoming fearful, shy, timid, afraid to speak up, hesitant to try anything new

19. Needing reassurance, seeking constant approval, feeling insecure

20. Getting sick, developing psychosomatic ailments

21. Overeating, excessive dieting

22. Being submissive, conforming, complying; being dutiful, docile, apple-polishing, being a goddy-goody, teacher's pet

23. Drinking heavily, using drugs

24. Cheating in school, plagiarizing

As you might expect, after parents and teachers in the class generate *their* list, and realize it was created out of their own experiences, they invariably make such comments as:

"Why would anyone want to use power, if these are the behaviors it pro-

duces?"

"All of these coping mechanisms are behaviors that I wouldn't want to see in my children [or my students]."

"I don't see in the list any *good* effects or positive behaviors."

"If we reacted to power in those ways when *we* were kids, our own children certainly will, too."

After this exercise, some parents and teachers undergo a 180 degree shift in their thinking. They see much more clearly that power creates the very behavior patterns they *most dislike in children*. They begin to understand that as parents and teachers they are paying a terrible price for using power: they are causing their children or students to develop habits, traits, and characteristics considered both unacceptable by most adults and unhealthy by mental health professionals. ☺

# Trauma Demands Repetition

Alice Miller

# It Shouldn't Hurt to be a Child

Jan Hunt, M.Sc.

**“The birch is used only out of bad temper and weakness, for the birch is a servile punishment which degrades the soul even when it corrects, if indeed it corrects, for its usual effect is to harden.”**

Saint John Baptiste de La Salle, *On the Conduct of Christian Schools*, 1570

This is a note to the many parents who defend spanking on the basis of their religious beliefs. I find this argument mystifying, as love is defined in the Bible as being patient and kind<sup>1</sup>. Hitting a child is neither patient nor kind, and does not accomplish the true goal intended. It only produces feelings of anger, resentment, and low self-esteem, not the genuine willing cooperation the parent seeks. Adults too would cooperate with someone who threatened or hit them, but they would do so only through fear, and only if the other person held more power. Genuine cooperation comes from the heart. The only cooperation worth having is that which is given freely by a child, not because he has been frightened into obedience, but because he feels loved, respected, and understood, and consequently wants to treat his parents with love and respect in return.

Sometimes parents justify spanking by saying they do it only when they are “calm”. Although I wish no parent ever hit a child, I would prefer to hear that they spank only when they are angry; at least that would make some logical sense to the child, and be consistent with what

he is learning about human nature. If a parent is indeed “calm”, then he should be able to think clearly enough to discover more creative and positive ways to resolve a problem.

All punishment is emotionally dangerous and mind-warping. Associating so-called “love” with the deliberate infliction of pain is deeply confusing to a child, because *children know in their hearts that love and pain are inconsistent*. This kind of confusion, if experienced often enough, can lead to masochistic, sadistic, or other pathological behavior in adulthood, in which love and pain are associated - hence the strange “spankings wanted” personal ads in some newspapers.

*It may be helpful to consider the most common reasons a child “misbehaves”<sup>2</sup>*

**The child is trying to fulfill a legitimate need which has been ignored too long.** She may be hungry, thirsty, overtired, or may simply need a reassuring hug, or some undistracted respectful listening. Such needs can be met easily if the child has not had to wait too long (indeed most children are

Jan Hunt is a most remarkable woman. A trip through her Internet Site <http://www.naturalchild.com/> says it all. That her homeschooled son designed the site with such sophistication and ease of use says much more. Her dedication and work on behalf of tomorrow's children is phenomenal and an inspiration to us all.



surprisingly patient), but if continually postponed, can lead to a lengthy conflict, with tantrums, crying, hitting, and other kinds of misbehavior. The proverb that "a stitch in time saves nine" is most apt in parenting.

**The child lacks information.** An infant reaches for a hot object because she does not yet know about such hazards; a toddler "takes" an item in a store because he is simply too young to understand about stealing; a child runs into a street because he doesn't fully understand the dangers. If a child misbehaves due to a lack of information, it is our responsibility to provide this, not the child's responsibility to know something he does not know. It is unfair and ineffective to punish a child because she lacked information, and a punished child will be too distracted with feelings of anger, resentment, and fantasies of revenge to learn the lesson intended. In this way, punishment diverts the child's attention from the matter at hand, and thus interferes with learning - at precisely the best time for this learning to take place.

**The child is emotionally upset or physically distressed.** He may be frightened, angry, confused, jealous, disappointed, or he may have other intense feelings because of whatever happened just prior to the misbehavior. He may be misbehaving because of the discomfort of an impending illness or the high histamine levels associated with allergy. It is not really so difficult to understand the reasons for a child's (or an adult's) behavior if we simply put ourselves in their place. *Children are not an alien species*; just like adults, they all behave as well as they are treated.

If we try to change a child's behavior without attending to these natural, universal, and understandable feelings and needs,

we do not help the child, because the underlying problem has not been dealt with. Consequently, the child learns nothing about how to handle similar problems in the future. There is no specific information in a spanking, and any verbal direction - constructive or not - that is given at the time cannot be heard by a frightened, angry, and resentful child. The most timely opportunity for the child to learn something important has been lost.

Simply forcing a child, by means of our greater size and power, to meet our needs does not resolve the real issues which led to the behavior. The unwanted behavior - or another kind of misbehavior - will recur until the child's legitimate needs are met, her feelings are understood and accepted, and she feels truly loved and secure.

It is inevitable that sometimes the child's needs will conflict with our own, but this is not the child's fault any more than when the needs of two adults conflict. The difference is that parents are in a position of superior power which they can - but should not - misuse. It is wrong and unfair for the strong to overcome the weak by force, and there are always other options. If we use our creativity, we can resolve conflicts in a positive and compassionate way. Indeed, any negativity or force in conflict resolution simply creates more conflict. Because of this, punishment and misbehavior can quickly escalate into a vicious cycle, with parent and child locked in a struggle for power. The parent, having more power by virtue of his size, parental role, and one-sided laws that protect adults - but not children - from physical aggression, can always win such a struggle, at least until the child reaches the teenage years and is physically strong enough to rebel.

The only message in punishment is

rejection. The unbearable pain of being rejected by those who are so important to the child's very survival will require him to deny his true feelings. As it is too painful to believe that a loved parent is deliberately hurting him, the child instead begins to believe that punishment is appropriate and proper behavior for a parent, that a child misbehaves because he is "bad", and that "bad" children deserve to be hurt. It is in this way that misconceptions about children's behavior and the proper way to respond to that behavior, continue through the generations.

As children learn most clearly by example, true loving guidance consists of patience, trust, acceptance, and understanding shown to the child by the parents. A child who is punished often enough may appear "cooperative" on the surface, but the hidden anger and resentment - unless it is directly recognized and dealt with - can accumulate over the years until the child feels strong enough to express it to those who have hurt him; angry teenagers do not fall from the sky. Then the parents give up on "discipline" because it no longer

"works". But kind parents who treat their children with respect, understanding, and patient explanations find that this "method" continues to work - through infancy,

toddlerhood, childhood, the teenage years, and beyond into adulthood. When the parent in later years is in need of care, the child will then happily return the love and assistance he was given in childhood.

We can feel confident that the kindnesses we show to our children when they are young will return to us tenfold. Sadly, we can also be confident that punishment will

convey continued anguish to future generations. ☹

<sup>1</sup> I Corinthians 13:4

<sup>2</sup> Adapted from Solter, Aletha, "The Disadvantages of Time-Out," *Mothering* 65 (Winter 1992): 38-43.

Note: The slogan "It Shouldn't Hurt to be a Child" was written by Gary and Sharon Rosenfeldt for a poster by Vincent Sinclair, Victims of Violence Society, Ottawa, Ontario.

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# Mark Lepine Needed Love

*Tom Anderson*

Once again we give special attention to the problem of violence against women, as we remember the shooting in Montreal and, once again, ask why.

What drove Marc Lepine to murder 14 female students? Was he insane, as some believe?

I think Marc Lepine felt cheated. He was rejected by women. All those beautiful sparkling young women he saw every day, and not one would even talk to him. They were completely out of his reach.

He just needed love, that's all. It's not insane to need love.

His problem could not be called unique; but, fortunately, most men are able to deal with the frustrations and disappointments in their lives without lashing out violently at others.

Those who are less able may be victims of abuse, especially the kind of abuse that occurs very early in life, leading to a variety of problems which defy understanding and resist all forms of therapy.

Despite our awareness that the abused tend to abuse, we seem to think that there's an age below which it doesn't apply, as though infants have no feelings. Indeed, some physicians have expressed such a belief, even in relation to circumcision which must be the most excruciating pain a child would ever have to endure.

There is also a belief, among parents as well as doctors, that crying at birth and during infancy is normal and to be expected. "All babies cry, don't worry about it" parents are told.

Yet very few babies born in peaceful surroundings at home ever cry, and it's never the frantic kind of crying that accompanies and follows every hospital birth, indicating extreme distress.

Most Canadian babies are still separated from their mothers at birth, setting a pattern that continues at home. Even during the first few weeks, when babies need constant maternal contact, they are kept in separate beds and even put in separate rooms. They're later pushed around in buggies and strollers -- always kept at a distance.

So it really should be no surprise that a great many kids grow up troubled by a sense of insecurity which can seriously affect their behaviour and, of course, relationships. Pain suffered at an early age can add the distrust and anger that may erupt in violence.

If we're truly serious about tackling poor self-esteem, ending violence against women, perhaps moving toward a more peaceful world, we must go much deeper than just working on attitudes; we must start with our beginnings. ☺

Dr Anderson is a nutritional anthropologist and can be reached at Box 1825 Summerland, B.C. V0H 1Z0 He states: "My own interest in the behaviour of children developed during five years of anthropological field work in remote parts of Mexico and South America. The children I encountered were born in their villages, they were all breastfed, they slept in their parents' bed when young and later with brothers and sisters, they took part in all activities around the home and in the community - often taking on responsibilities without anyone asking them to - and they constantly amazed me with their knowledge and understanding of just about everything. No behaviour problems, not even a hint of one! Why?..."

# The Man Who Listens To Horses and Children

*Barbara Nicholson and Lysa Parker*

“For centuries, humans have said to horses, ‘you do what I tell you or I’ll hurt you.’ Humans still say that to each other, still threaten and force and intimidate.”

When we founded **Attachment Parenting International** in 1994, one of our primary goals was to bring together like-minded professionals in many different fields who shared the same vision for creating a peaceful society through empathic, non-violent parenting methods.

One of the most eloquent and dynamic proponents of non-violent parenting methods is horse trainer, Monty Roberts, author of the best selling book, **The Man Who Listens to Horses**. It is a memoir of his life and his unusual relationship with horses that began in childhood.

Monty’s story is important to us because his remarkable experiences with horses and his experiences of abuse and isolation as a child evolved into a gentle non-violent technique of training horses and rearing children. His horse training technique involves understanding and reading the sounds and body movements of horses, understanding their drives, their fears and their instincts. By putting himself into the mind of the horse and using the “language of Equus” (as he has termed

it) he is able to gain their trust and affection. Once he achieves that, the horse is willing to do what ever is requested of it, including being saddled and ridden. He calls his method “join-up”.

The amazing, almost miraculous, part of this story is that Monty Roberts is able to train a “raw” horse with his technique in less than thirty minutes without using any form of coercion or violence. Having been ridiculed and humiliated by his father and even close friends, Monty kept his unusual training method to himself for fifty years. It wasn’t until Queen Elizabeth read about his technique and invited him to train her horses, that he finally got the attention and respect he deserved. Despite the fact that Monty has demonstrated his training method thousands of times to audiences world wide, his critics still dismiss his success as a continuous series of flukes.

By the time Monty was two years old, he spent most of each day on a horse. He was born and raised on rodeo competition grounds. His father, Marvin, was a

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Monty’s remarkable understanding of nonverbal communication in human relationships has given him opportunities to work with over 250 corporations. He is currently working on his new book called **Human to Human** that deals with improving human relationships in families, corporations and prison systems. For further information regarding “join-up” clinics, conferences, educational videos or other educational material call 1-888-U2-MONTY or visit his website- [www.MontyRoberts.com](http://www.MontyRoberts.com). Monty’s email address is: [admin@MontyRober.com](mailto:admin@MontyRober.com). Flag is Up Farms is located in Solvang, California just 30 minutes north of Santa Barbara. It is open to the public during the week from 9 - 5 pm.

horse trainer and managed the largest rodeo competition facilities in North America at that time. He groomed Monty at a very young age, to be a champion rider and horse trainer. There was no childhood for Monty. His father used the same brutality with him as he did the horses, beating him frequently with a four foot stall chain. On several occasions he was hospitalized after the beatings. They continued until he became a teenager. The only people who believed in Monty were his mother, his teacher and a few friends who provided the positive influences for him that would prove to be the vaccine he would need to overcome a childhood of violence and brutality.

When asked about his father and grandfather's childhood, Monty explained the history of his familial violence. At the age of seventeen, his grandfather was sent to the United States from Wales to deliver horses that were to be used in the building of highways. His father (greatgrandfather) told him to stay in the U.S. and go to the Midwest, as he was needed to train others in how to handle the horses. Essentially, he was forced to stay in the U.S. for the rest of his life. Monty explains, "His life was without parents and without family from that point on. He took an Indian bride. I believe that was in a horse transaction, (which) she came as part of the deal. It was later that he was to learn that she believed that this relationship was only for the production of children. When her youngest child was eleven years old, she walked back to the Indian reservation ... She thought her job was done, the contractual arrangement had been completed. I was only to meet her long after that, as a very bitter woman ... a woman who did not know love of her family ... bonding, care, consideration or concern. None of

those things were a factor. My father was raised by her and this other man, my grandfather, who was basically abandoned by his family."

The lack of love and care in Monty's family created an environment of abuse and violence that was passed down through the generations. It was therefore not unusual that violence was used in the training of horses. Monty's father wrote a book that included photographs showing the use of the same violent training methods with horses. These methods were, and to some degree still are, considered the correct and normal way to train horses. Although it is reasonable to assume that people who are violent towards animals will also be violent towards children, only recently has there been substantial research to confirm this phenomenon. In his book, Monty shares numerous occasions when, while working with someone else's horse, he was able to determine that not only had the horse been abused, he knew, almost intuitively, there was violence in the home. With an enormous amount of courage and compassion he will talk with these families and encourage them to seek help.

We asked him what he has learned personally and professionally about the relationship between animal abuse and human abuse.

*"It is clear that very few people that become violators ever do so straight to the human being. Most of the time they act out against animals before they act out against humans. We have not only ignored this in the past, but we will often encourage it. We will, as a species, laugh at that child who bangs the dog with a golf club or a stick or something. We will laugh at the kid who catches lizards and pulls them apart. .... It desensitizes that*

*child to violence and pain. The child is not taught, oftentimes, about the finality of death. They're not taught about the consequences of causing death or pain or injury or how to sympathize and empathize with those animals going through that. That's just an animal, so it really doesn't feel pain. Children, I think, would be far more apt to live by the rules of hunting, than we actually do. My word, how we break the rules of hunting as it stands right now! We have kids that are taken out by their parents and shoot everything that moves, with no consideration with what's going on with those species at all. We also teach children to bash on horses. The riding instructors of this world will first give a child a crop almost before the child knows anything about riding. Because they are generally riding old quiet horses and that's good, they're told to hit them very hard, that they don't feel it that much. That begins a trip that the child takes into an area whereby oftentimes, they will strike out against people before it's over. Now it doesn't mean they are going to shoot children in the schoolhouse! Only a very few of them will do that. But it's a trip closer to that and they may slap their girlfriend around or their younger brother or sister. They certainly may be abusive to a wife and very often be abusive to their own offspring"*

**Attachment Parenting International** became interested in Monty, not solely for his work with horses, but for his passion for children. He and his wife, Pat, raised three children and forty-seven foster children. Unfamiliar with attachment parenting, we explained to him that the major premise of this style of parenting is that babies also have their own way of communicating through non-verbal language. Babies ex-

press their needs through cries and body language, trusting that their mother or father will lovingly and quickly meet those needs. Our culture, however, tells us to ignore these behaviors out of fear that babies are manipulative and will forever be dependent. We wanted to know if he applied the same philosophy of listening to and caring for horses to the treatment of children. Monty agreed that during infancy and the preverbal stage of development, their needs should be immediately responded to.

*"I do not believe that **any** expression of any infant ought to be ignored, ever, under any conditions. Every expression of an infant has a probable, logical reason behind its expression. To ignore any of that will ultimately... prove to be a mistake. Someday when you know...all about these things, you'll say, 'That was the reason for that! I ignored it at the time because everybody said that didn't mean anything' They (infants) have a very effective communication system."*

In the realm of discipline, Monty believes the same psychology he uses with horses works well with children and adults. His foster children were street kids, victims of physical and emotional abuse, drugs and neglect. By the time they arrived at the Roberts ranch, called Flag Is Up Farms, they were twelve to fourteen years old. Of the forty-seven foster children, forty have gone on to be successful adults. This is an incredible accomplishment by any standard. The key to their success lies in the Roberts' steadfast belief in respecting the dignity of every child.

*"Reward is an absolutely essential part of the development of a relationship with children. Reward is probably the*

*most important part. Discipline falls well below reward in the area of parenting, in my opinion. Discipline, however, should be the words that we use and the actions that we use. It should not be punishment. Punishment takes on a whole different meaning. In the educational aspect of this, discipline should be accomplished without anger, without lashing out, without raising the voice but should be something that you both understand going into the situation."*

Monty's gift of communication transcends the world of animals into the world of humanity. We aren't so different from animals in many respects. What separate us are free will and our capacity for reason, conscience, and compassion. When these are not developed due to lack of love and nurturing, our free will knows no boundaries. We develop insatiable needs and unrelenting anger that, when expressed inappropriately and violently, often characterizes humans as animals, when in fact it puts us in a class unbecoming of the animal kingdom. Monty's work is quietly and quickly gaining momentum. The world is finally ready to listen to what Monty and other's like him have to say.

*"For centuries," says Monty, "humans have said to horses, 'you do what I tell you or I'll hurt you.' Humans still say that to each other, still threaten and force and intimidate. I am convinced that my discoveries with horses also have value in the workplace, in the educational and penal systems, and the raising of children. At heart, I'm saying that no one has the right to say you must to an animal or to another human."*<sup>1</sup> ☺

<sup>1</sup>Roberts, M. (1997), p.244 New York: Random House, *The Man Who Listens To Horses*

# *Attachment Parenting International*



**☺ Peaceful Parenting  
For a Peaceful World ☺**

Affiliating with API to start your own Attachment Parenting support group is helping to establish a network of like-minded parents, professionals, and organizations throughout the world.

There are already support groups in Europe and the USA -- California, Connecticut, Florida, Georgia, Illinois, Massachusetts, New York, Oregon, Pennsylvania, Tennessee, Texas, Washington and Washington, D.C.

Groups usually meet monthly in a library, church, or someone's home, and we have heard wonderful stories about how these groups have helped parents find the information, guidance, and empowerment they need.

**Become a member and start a support group!**

Attachment Parenting International  
1508 Clairmont Place  
Nashville, TN 37215  
(615) 298-4334

**[www.attachmentparenting.org](http://www.attachmentparenting.org)**

**AUDITORS' REPORT**

To the Directors of Canadian Society for the Prevention of Cruelty to Children

We have audited the balance sheet of Canadian Society for the Prevention of Cruelty to Children as at April 30, 1999, and the statement of financial activities and statement of changes in financial position for the year then ended. These financial statements are the responsibility of the company's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the company as at April 30, 1999 and the results of operations and the changes in financial position for the year then ended, in accordance with generally accepted accounting principles.

Midland, Ontario

*McLeady & White*

June 23, 1999

CHARTERED ACCOUNTANTS

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

(Incorporated under the laws of Canada)

**BALANCE SHEET AS AT APRIL 30, 1999**

	1999	1998
<b>ASSETS</b>		
<b>CURRENT</b>		
Bank	\$ 17,713	\$ 682
Accounts receivable	1,069	1,235
Prepaid expenses	<u>18,120</u>	<u>250</u>
	<u>36,902</u>	<u>2,167</u>
<b>CAPITAL ASSETS, at cost (Note 2(b))</b>		
Less - accumulated amortization	<u>(29,903)</u>	<u>(29,213)</u>
	<u>3,571</u>	<u>2,638</u>
	<u>\$ 40,473</u>	<u>\$ 4,805</u>
<b>LIABILITIES AND EQUITY</b>		
<b>OPERATING SECTION</b>		
Accounts payable and accrued liabilities	\$ 2,439	\$ 1,732
Surplus, operating section	<u>34,463</u>	<u>435</u>
	<u>36,902</u>	<u>2,167</u>
<b>EQUITY IN CAPITAL ASSETS (Note 2(b))</b>		
Balance, beginning of year	2,638	3,048
Plus - addition	1,623	238
Less - amortization	<u>(690)</u>	<u>(648)</u>
	<u>3,571</u>	<u>2,638</u>
	<u>\$ 40,473</u>	<u>\$ 4,805</u>

APPROVED ON BEHALF OF THE BOARD:

*E. T. Banker* Director  
*Jane Jenkins* Director



**STATEMENT OF FINANCIAL ACTIVITIES  
OPERATING SECTION  
FOR THE YEAR ENDED APRIL 30, 1999**

	1999		1998
<b>SUPPORT</b>			
Membership fees and donations	\$ 31,520	\$	35,833
Sale of publications and tapes	5,068		1,338
Internet project grant	40,600		-
Interest and foreign exchange income	<u>2,448</u>		<u>1,078</u>
	<u>79,636</u>		<u>38,249</u>
<b>EXPENSES</b>			
Equipment operating costs	810		660
Conference	1,254		-
GST expense	385		892
Internet project costs	24,156		-
Legal and audit	1,350		1,350
Office rent	3,000		3,000
Office and general	2,304		1,682
Postage	1,200		1,200
Public information - brochures and tapes	1,008		803
Publication costs - journal	3,339		19,775
Publication costs - internet	462		514
Salaries	4,386		4,321
Telephone	<u>1,954</u>		<u>1,547</u>
	<u>45,608</u>		<u>35,744</u>
<b>NET REVENUE</b>	34,028		2,505
<b>SURPLUS, (DEFICIT), beginning of year</b>	<u>435</u>		<u>(2,070)</u>
<b>SURPLUS (DEFICIT), end of year</b>	\$ <u>34,463</u>	\$	<u>435</u>

**STATEMENT OF CHANGES IN FINANCIAL POSITION  
FOR THE YEAR ENDED APRIL 30, 1999**

	1999		1998
<b>OPERATING ACTIVITIES</b>			
Cash provided by (used for)			
Net income	\$ 34,028	\$	2,505
Changes in non-cash working capital components			
Accounts receivable	165		(433)
Prepaid expenses	(17,870)		-
Increase (decrease) in current liabilities	<u>708</u>		<u>(1,835)</u>
<b>INCREASE IN CASH</b>	17,031		237
<b>CASH, beginning of year</b>	<u>682</u>		<u>445</u>
<b>CASH, end of year</b>	\$ <u>17,713</u>	\$	<u>682</u>

**NOTES TO THE FINANCIAL STATEMENTS  
AS AT APRIL 30, 1999**

**1. PURPOSE OF THE ORGANIZATION**

CSPCC is a national organization whose primary purpose is to increase public awareness of the long term consequences of child abuse and neglect and encourage primary prevention programs. It was incorporated under the Canada Corporations Act in 1975 as a not-for-profit organization and is a registered charity under the Income Tax Act.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The Society follows generally accepted accounting principles as applied to non-profit organizations which include the following:

- a) Membership fees and donations are taken into revenue in the fiscal year received.
- b) Capital assets are charged to operations in the year acquired. However, to recognize the value of equipment on hand, the equipment is capitalized and amortized on a 20% diminishing balance basis with an offset to "Equity in capital assets".
- c) Volunteers contribute services during the year to assist the CSPCC in carrying out its service delivery activities. Because of the difficulty in determining their fair value, contributed services are not recognized in the financial statements.

## **President's Report to the Directors, 1999**

After more than a year of unexpectedly time consuming work, the Internet Parenting Education Course is up and ready for Beta testing. Two of the nine sections that will comprise the total course are now set up as an evaluation project by Dr. Norm McKinnon, a distance education research specialist. The Internet address:

**<http://parenting.telecampus.com>**

We are hoping for as many people as possible, especially young people who have not yet had children, to complete this short Beta version of the course, giving us the feedback we need to make improvements to the rest of the course.

We are especially grateful to the Office of Learning Technologies, Human Resource Development Canada, who funded this work initially, for their extension of deadline and additional financial support.

A great deal of thanks is also due to the many people who have contributed to the work.

It's entirely possible that this Internet Parenting Course will do more for the health of tomorrow's children than all that the CSPCC has done since its inception in 1975.

As is the case every year we owe our continued existence to the voluntary work and financial contributions of many many people, as well as following corporations and organizations:

**Avon Canada Inc.  
Bata Retail  
Bank of Montreal - Our People Fund  
Bank of Nova Scotia  
Cara Operations Ltd.  
Castrol Canada Inc.  
Compaq Canada Inc.  
Four Seasons Hotels Ltd.  
Gendis Inc.  
George Weston Limited  
Hewlett Packard Canada Ltd.**

**John Deere Foundation  
Leon's Furniture Limited  
Metroland Printing  
National Silicates Ltd.  
Power Corporation of Canada  
Sayers & Associates Limited  
Swing For Kids  
Gillette Canada Inc.  
Toronto Hydro - Employees' Charity Trust  
United Farmers of Alberta  
United Way of Greater Toronto**

## **The Canadian Society for the Prevention of Cruelty to Children**

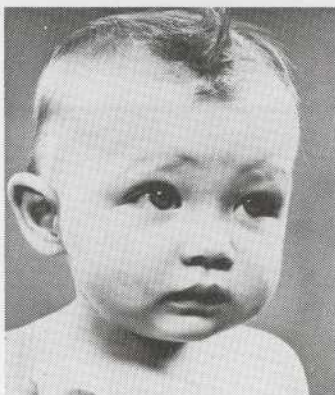
The CSPCC is working to change those things in Canadian society that are making it difficult for parents to give their children the care they need to grow into healthy, confident, non-violent, loving adults.

### **In general we are working for:**

- ◆ a shift from arbitrary male dominance to no-one's arbitrary dominance
- ◆ a shift from the essential beliefs of our society's consumer religion -- envy, selfishness and greed -- to trust, empathy and affection in a community-centred, sustainable society
- ◆ a shift from violence and sexism as the warp and woof of entertainment
- ◆ a shift from treating children as sinful or stupid to empathizing with them and fulfilling their expanding and particular needs

### **In particular we are working to:**

- ◆ raise the status of parenting
- ◆ implement universal parenting education from kindergarten to grade eight
- ◆ encourage parents to make their children's emotional needs their highest priority during the critical first three years
- ◆ facilitate a positive birthing experience for every father, mother and baby
- ◆ promote extended breastfeeding with child-led weaning
- ◆ make it easier for parents to meet the emotional needs of each child by encouraging a minimum three year spacing between siblings
- ◆ increase awareness of the potential long term hazards of separations between children under three and their mothers.



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

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

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

# CREDO



## WE BELIEVE THAT:

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

## THERE IS AN URGENCY THEREFORE TO:

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