



EMPATHIC PARENTING

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

Volume 8

Issue 4

Autumn 1985

\$2.50



“If infants learn what love is, they can go through life with sanity & happiness.”
see page 19



EMPATHIC PARENTING

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

Volume 8

Issue 4

Autumn 1985

No Child Ever Asked to be Born

We have gotten into the habit of considering the baby's sleep as the great liberator for the parent. When the day comes that we have a deep-freeze to accommodate a baby, there will be some who will be more than happy to cache the child out of the way until he is old enough to enter a classroom or kindergarten.

It has been my professional experience that getting the child off to sleep is one of the great preoccupations of the American parent. Immature parents seek the satisfaction of their own adult desires rather than attending to the child's needs. A mother may say, "I don't understand why my baby always gets up at 4 a.m. to break into our sleep." By drawing her out, you may discover that she gets the child to bed at 6 p.m. because she wants a long, free evening to herself. Actually, most of the time we permit ourselves to believe that what we are doing is for the good of the child. Some candid examination of motives, however, will quickly show that for the most part what we do is more for our own benefit than for the child's.

Herbert Ratner, M.D.
see page 19

EMPATHIC PARENTINGJournal of the Canadian Society for the
Prevention of Cruelty to ChildrenVolume 8 Issue 4 Autumn 1985
(Date of Issue - October, 1985)

Editor: E.T.Barker, M.D., D.Psych., F.R.C.P.(C)

Editorial Consultant: Allan Jones

Layout and Composition: John Maxim

Photos: courtesy Betsy, Sarah, and
Stephanie MacDonald

French Translation: Maija B. May

Printing: Bayweb Limited, Elmvale and
Midland Printers Limited, Midland

With Vol. 7, Issue 3, Summer '84, EMPATHIC PARENTING (ISSN 0825-7531) became the official title of what was formerly the Journal of the Canadian Society for the Prevention of Cruelty to Children (ISSN 0705-6591).

EMPATHIC PARENTING, official publication of the Canadian Society for the Prevention of Cruelty to Children, is published four times a year (Winter, Spring, Summer and Fall) and is mailed without charge to all CSPCC members.

EMPATHIC PARENTING is available as part of Membership in the CSPCC.

Annual Associate Membership	\$10.00
Annual Supporting Membership	\$25.00
Annual Sustaining Membership	\$100.00
Annual Endowing Membership	\$250.00
Three Year Associate Membership	\$25.00

All Membership fees and donations are income tax deductible. Registration No. 0457960-09-13.

The Editor welcomes letters, suggestions for content, articles, photos, drawings, etc. for consideration. Opinions expressed in EMPATHIC PARENTING are not necessarily those of the CSPCC or the Editor.

Copyright, Canadian Society for the Prevention of Cruelty to Children 1985.

Requests for permission to reprint will be granted whenever possible.

Second Class Mail registration No. 4947. Return postage guaranteed.

Subscription orders, undeliverable copies, and change of address notices should be sent to CSPCC, Box 700, 246 King Street, Midland, Ontario, L4R 4P4. (705) 526-5647.

Indexed in the Canadian Periodical Index.

The cover photo 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.

EMPATHIC PARENTING/Autumn 1985



EMPATHIC PARENTING

In This Issue...

- Letters 2
 - A Real Father
 - Discipline and Child Abuse
- Satisfying the Adult's Desire for Power 3-7
 - Discipline and child abuse
- Carl Rogers on A.S. Neil and SUMMERHILL 8
 - For those concerned with the reduction of hate and aggression
- Communication With Children 9-10
 - Technique or authentic dialogue
- Early Learning and the Anti-Child Movement 11-18
 - Everyone wants to raise the smartest kid rather than the best adjusted, happiest kid
- The Infant as a Human Being 19-22
 - It takes years of hard work to turn out a juvenile delinquent
- Who Pays for Inadequate Parenting? 23-24
 - When should inadequate parents be put on trial as co-accused?
- On Behalf of Tomorrow's Children, THANKS! 25-26
 - Two Hundred Canadian Corporations supported the CSPCC last year
- The Ultimate Deep-Freeze Father 27
 - Intentional single motherhood
- Intentionally Handicapping Your Own Kid 28
 - Children are not "experiences"

A REAL FATHER

Dear Sir:

Raising children is, and no doubt always has been, a very difficult, often controversial, task. It can be made much more so by well meaning, but insensitive, relatives and friends.

My wife decided during pregnancy that the only way for her to raise our child is to do it full-time at home. I support her fully. She is not helped by those who have the incredible gall to ask why she isn't working as well. As if providing total care to a demanding infant isn't "work"! Besides, I should think there are quite enough of us already thoroughly sucked in by the great get-and-spend conspiracy.

And then there are the ones who say we're "spoiling" our son because we don't let him scream and howl himself to exhaustion when he needs (most would say "wants") attention. We believe that an infant's wants are his needs: we do not feel we are being manipulated or tricked or trained; rather, we feel sensitive and loving when we are able to comfort our child. Selfishness and manipulation are learned later.

We believe that providing our child with total care and commitment from day one will help him become independent and emotionally stable much more quickly. Does it not seem reasonable that a child will be better able to act independently when he knows that he has the full support of two loving parents? Is such a child not more likely to develop a stable emotional makeup? We think so.

Our son will never go to daycare; he may never see a television; and we hope that he will have learned to think before the day when he is forced to choose between starvation and the ultimate indignity of slavery to the all-mighty computer. He will, however, feel loved and, we hope, will be capable of loving. The forest and grass and water will be his playground, the birds, fish and wild animals his respected friends.

Unfortunately, my wife suffers from the criticisms and half-whispers, mainly because she is the primary care-giver, but also because it is still commonly thought that fathers are not interested or should not be involved in child-raising. This father is both interested and involved, and he would like those well intentioned but insensitive purveyors of advice to know that he will re-

main silent and civil no longer!

Yours sincerely,
Dave Brox
Perkins, Que.

DISCIPLINE AND CHILD ABUSE

To whom it may concern:

I am a 20 yr. old Grade 13 student and am looking for some information that could help me do a Sociology research essay.

I have chosen the topic, "Is discipline child abuse?" I understand that your Society would be concerned with this area of child welfare, just as I am. I wish to hear from you some sort of opinion on discipline and child abuse.

As of late, I have read several articles that show instances of when the parents disciplined "just a little too far" and were criminally charged. Personally, I feel discipline is necessary, however a certain set of standards and criteria, must be followed. Could you help suggest what criteria would be most suitable? A good basis, from a knowledgeable source, would be extremely helpful.

Of course, any information that you could give me, will be credited as your information and I will certainly make it available to my sociology teacher and librarian, for use by other students.

This subject area is very important to me, because I realize that this subject of discipline is being smeared with overtones of child abuse. I don't feel that proper, wholesome discipline is child abuse (when it is executed in a loving, non-hatred, parental way where the parents have a desire to raise children that are respectable, well-balanced and stable members of society). I want to share with my classmates, some techniques and criteria that will help us all (in the future) to properly raise our children.

Please sent any information you can regarding this area of child care and welfare, so that we can become more knowledgeable on this subject. I would deeply appreciate any info or support that you could give.

Sincerely yours
Sherry L. McGovaril
Hastings, Ont.

I think the best information on "Discipline and Child Abuse" is contained in the section of A.S. Neill's book SUMMERHILL, entitled "Obedience and Discipline". It is reprinted on pages 3 to 8.
E.T.B.

Obedience and Discipline

An impious question comes up: Why should a child obey? My answer is: He must obey to satisfy the adult's desire for power. Otherwise, why should a child obey?

"Well," you say, "he may get his feet wet if he disobeys the command to put on shoes; he may even fall over the cliff if he disobeys his father's shout." Yes, of course, the child should obey when it is a matter of life and death. But how often is a child punished for disobeying in matters of life and death? Seldom, if ever! He is generally hugged with a "My precious! Thank God, you're safe!" It is for small things that a child is usually punished.

Now it is possible to run a house where obedience is not required. If I say to a child, "Get your books and take a lesson in English," he may refuse if he is not interested in English. His disobedience merely expresses his own desires, which obviously do not intrude on or hurt anyone else. But if I say, "The centre part of the garden is planted; no one is to run over it!" all the children accept what I say in much the same way that they accept Derrick's command, "Nobody is to use my ball unless they ask me first." For obedience should be a matter of give and take. Occasionally, at Summerhill, there is disobedience of a law passed in the General School Meeting. Then the children may themselves take action. However, in the main, Summerhill runs along without any authority or any obedience. Each individual is free to do what he likes as long as he is not trespassing on the freedom of others. And this is a realizable aim in any community.

Under self-regulation, there is no authority in the home. This means that there is no loud voice that declaims, "I say it! You must obey." In actual practice there is, of

course, authority. Such authority might be called protection, care, adult responsibility. Such authority sometimes demands obedience but at other times gives obedience. Thus I can say to my daughter, "You can't bring that mud and water into our parlor." That's no more than her saying to me, "Get out of my room, Daddy. I don't want you here now," a wish that I, of course, obey without a word.

Akin to punishment is the parental demand that a child should not bite off more than it can chew. Literally — for often a child's eye is bigger than his stomach and he will demand a plateful that he cannot consume. To force a child to finish what is on his plate is wrong. Good parenthood is the power of identifying oneself with a child, understanding his motives, realizing his limitations, without harboring ulterior motives or resentment.

One mother wrote me that she wanted her daughter to obey her. I was teaching her daughter to obey herself. The mother finds her disobedient, but I find her always obedient. Five minutes ago, she came into my room to argue about dogs and their train-

Reprinted from "Child Rearing", Chapter II of the book SUMMERHILL by A.S. Neill, Hart Publishing Company, New York City, N.Y.

SUMMERHILL is the small but well known school in Britain founded and directed for forty years by A.S. Neill.

Good parenthood is the power of identifying oneself with a child, understanding his motives, realizing his limitations, without harboring ulterior motives or resentment.

ing. "Buzz off," I said, "I'm busy writing." And she went out — without a word.

Obedience should be social courtesy. Adults should have no right to the obedience of children. It must come from within — not be imposed from without.

Discipline is a means to an end. The discipline of an army is aimed at making for efficiency in fighting. All such discipline subordinates the individual to the cause. In disciplined countries life is cheap.

There is, however, another discipline. In an orchestra, the first violinist obeys the conductor because he is as keen on a good performance as the conductor is. The private who jumps to attention does not, as a rule, care about the efficiency of the army. Every army is ruled mostly by fear, and the soldier knows that if he disobeys he will be punished. School discipline can be of the orchestra type when teachers are good. Too often it is of the army type. The same applies to the home. A happy home is like an orchestra and enjoys the same kind of team spirit. A miserable home is like a barracks that is ruled by hate and discipline.

The odd thing is that homes with team-spirit discipline often tolerate a school with army discipline. Boys are beaten by teachers — boys who are never beaten at home. A visitor from an older and wiser planet would consider the parents of this country morons if he were told that in some elementary schools, even today, small children are punished for mistakes in addition or in spelling. When humane parents protest against the beating discipline of the school and go to court about it, in most cases the law takes the side of the punishing teacher.

Parents could abolish corporal punishment tomorrow — if they wanted to. Apparently the majority do not want to. The

system suits them. It disciplines their boys and girls. The hate of the child is cleverly directed to the punishing teacher and not to the parents who hire him to do the dirty work. The system suits these parents because they themselves were never allowed to live and love. They, too, were made slaves to group discipline, and the poor souls cannot visualize freedom.

It is true that there must be some discipline in the home. Generally, it is the type of discipline that safeguards the individual rights of each member of the family. For example, I do not allow my daughter, Zoe, to play with my typewriter. But in a happy family this kind of discipline usually looks after itself. Life is a pleasant give and take. Parents and children are chums, co-workers.

In the unhappy home, discipline is used as a weapon of hate, and obedience becomes a virtue. Children are chattels, things owned, and they must be a credit to their owners. I find that the parent who worries most about Billy's learning to read and write is one who feels a failure in life because of lack of educational attainment.

It is the self-disapproving parent who believes in strict discipline. The jovial man-about-town with a stock of obscene stories will sternly reprove his son for talking about excrement. The untruthful mother will spank her child for lying. I have seen a man, with pipe in mouth, whipping his son for smoking. I have heard a man say as he hit his son of twelve, "I'll teach you to swear, you little bastard." When I remonstrated, he said glibly, "It's different when I curse. He's just a kid."

Strict discipline in the home is always a projection of self-hate. The adult has striven for perfection in his own life, has failed miserably to reach it, and now at-

Adults should have no right to the obedience of children. It must come from within — not be imposed from without.



**Children are wise. They will react to love
with love, and will react to hate with hate.**

Children are so accustomed to being lied to that when mother says that water is dangerous, they simply don't believe her.

tempts to find it in his children. And all because he cannot love. All because he fears pleasure as the very devil. That, of course, is why man invented the Devil — the fellow who has all the best tunes, who loves life and joy and sex. The aim of perfection is to conquer the Devil. And from this aim derive mysticism and irrationalism, religion and asceticism. From this derives, too, the crucifixion of the flesh in the form of beating and sexual abstinence and impotency.

It might justly be said that strict home discipline aims at castration in its widest sense, castration of life itself. No obedient child can ever become a free man or woman. No child punished for masturbation can ever be fully orgasmically potent.

I have said that the parent wants the child to become what he or she has failed to become. There is more to it than that: every repressed parent is at the same time determined that his child shall not get more out of life than he, the parent, got. Unalive parents won't allow children to be alive. And such a parent always has an exaggerated fear of the future. Discipline, he thinks, will save his children. This same lack of confidence in his inner self makes him postulate an outside God who will compel goodness and truth. Discipline is thus a branch of religion.

The main difference between Summerhill and the typical school is that at Summerhill we have faith in the child's personality. We know that if Tommy wants to be a doctor, he will voluntarily study to pass the entrance examinations. The disciplined school is sure that Tommy will never be a doctor unless he is beaten or pressured or forced to study at prescribed hours.

I grant that in most cases it is easier to eliminate discipline from the school than from the home. In Summerhill, when a child of seven makes himself a social nuisance, the whole community expresses its disap-

proval. Since social approval is something that everyone desires, the child learns to behave well. No discipline is necessary.

In the home, where so many emotional factors and other circumstances enter, things are not so easy. The harassed housewife, cooking the dinner, cannot treat her fractious child with social disapproval. Nor can the tired father when he finds his new seedbed trampled upon. What I wish to emphasize is that in a home where the child has had self-regulation from the start, ordinary demands for discipline do not arise!

Some years ago, I visited my friend Wilhelm Reich in Maine. His son, Peter, was three years old. The lake at the doorstep was deep. Reich and his wife simply told Peter that he should not go near the water. Having had no hateful training and therefore having trust in his parents, Peter did not go near the water. The parents knew that they need not worry. Parents who discipline with fear and authority would have lived on that lakeshore with their nerves on edge. Children are so accustomed to being lied to that when mother says that water is dangerous, they simply don't believe her. They have a defiant wish to go to the water.

The disciplined child will express his hate of authority by annoying his parents. Indeed, much childish misbehaviour is a visible proof of wrong treatment. The average child accepts the parental voice of knowledge — if there is love in the home. If there is hate in the home, he accepts nothing. Or he accepts things negatively: he is destructive and insolent and dishonest.

Children are wise. They will react to love with love, and will react to hate with hate. They will respond easily to discipline of the team type. I aver that badness is not basic in human nature any more than it is basic in rabbit nature or lion nature. Chain a dog and a good dog becomes a bad dog. Discipline a child and a good social child

Strict discipline in the home is always a projection of self-hate.

The average child accepts the parental voice of knowledge — if there is love in the home.

becomes a bad, insincere hater. Sad to say, most people are sure that a bad boy wants to be bad; they believe that with the help of God or a big stick, the child has the power of choosing to be good. And if he refuses to exercise this power, then they'll damn well see to it that he suffers for his contumaciousness.

In a way, the old school spirit symbolizes all that discipline stands for. The principal of a large boys' school said to me not long ago when I asked him what sort of boys he had, "The sort that goes out with neither ideas nor ideals. They would join up as cannon fodder in any war, never stopping to consider what the war was about and why they were fighting."

I haven't hit a child for nearly forty years. Yet as a young teacher, I used the strap vigorously without ever stopping to think about it. I never beat a child now because I have become aware of the dangers in beating and I am quite aware of the hate behind the beating.

At Summerhill we treat children as equals. By and large, we respect the individuality and personality of a child just as we would respect the individuality and personality of an adult, knowing that the child is different from an adult. We adults do not demand that adult Uncle Bill must clear his plate when he dislikes carrots, or that father must wash his hands before he sits down to a meal. By continually correcting children, we make them feel inferior. We injure their natural dignity. It is all a question of relative values. In heaven's name, what does it really matter if Tommy sits down to a meal with unwashed hands?

Children brought up under the wrong type

of discipline live one lifelong lie. They never dare be themselves. They become slaves to established futile customs and manners. They accept their silly Sunday clothes without question. For the mainspring of discipline is fear of censure. Punishment from their playfellows does not involve fear. But when an adult punishes, fear comes automatically. For the adult is big and strong and awe-inspiring. Most important of all, he is a symbol of the feared father or feared mother.

For thirty-eight years, I have seen nasty, cheeky, hateful children come to the freedom of Summerhill. In every case, a gradual change took place. In time, these spoiled children have become happy, social, sincere, and friendly children.

The future of humanity rests with the new parents. If they ruin the life force in their children by arbitrary authority, crime and war and misery will go on flourishing. If they carry on in the footsteps of their disciplinary parents, they will lose the love of their children. For no one can love what he fears.

Neurosis begins with parental discipline — which is the very opposite of parental love. You cannot have a good humanity by treating it with hate and punishment and suppression. The only way is the way of love.

A loving environment, without parental discipline, will take care of most of the troubles of childhood. This is what I want parents to realize. If their children are given an environment of love and approval in the home, nastiness, hate, and destructiveness will never arise. □

If there is hate in the home, he accepts nothing.

Carl Rogers on A.S. Neill and SUMMERHILL...

“Here is a man who has had the courage to *be* what he believes: and what he believes is that children best become self-regulated individuals in an atmosphere of love, trust, understanding and responsible freedom. Consequently he has dropped from his school all such concepts as coercion, compulsion, authority, obedience, assignments, examinations, punishment, and discipline. It is an exciting story of a man who is truly a pioneer. He has the boldness to hold and live his views clear to their logical extremes, an unusual thing in this day of compromise.”

“I wish that every person having to do with children — parents, teachers, psychologists, psychiatrists, social workers — might read this book. It raises profound questions about most of our ways of dealing with children. It pictures an exciting alternative to those procedures. It also gives us a most encouraging realization that when children are given a responsible freedom, in a climate of understanding and non-possessive love, they choose with wisdom, learn with alacrity, and develop genuinely social attitudes. I find that this corresponds with what I have learned in psychotherapy. I commend this book to every open-minded person who is concerned with the reduction of hate and aggression and fear in the world, and who is eager for children and adults to live full lives.”

CARL R. ROGERS Ph. D: Knapp Professor of Psychology and Psychiatry, University of Wisconsin; President of the American Academy of Psychotherapists (1956-1957); President, American Association of Applied Psychology (1944-1945); President, American Psychological Association (1946-1947); Author of “Measuring Personality Adjustment in Children,” “Client-Centered Therapy.”

Empathic Dialogue with Children

brief excerpts from a paper by Vincent L. Schonberger.

Empathic and Sensitive Listening as a Part of Authentic Dialogue

The receiving aspect of communication, especially the problem of how to listen well, is a largely neglected subject. Very few parents receive much training in listening, for listening to the child means trying to see the problem from the child's point of view. It is not simply sympathy, which would mean feeling for the child, but empathy — a deep experiencing with him. Listening to the child requires that the parent actively and imaginatively enter into the world of the child and attempt to understand his frame of reference, which is so different from that of our adult world. Active listening implies a

motivated act of curiosity in the form of clarification questions on the part of the parent.

Parents can come to understand the meanings that experiences have for children through objective and empathic listening and through maintaining an attitude of warmth, acceptance, worth, and trust. Through an unbiased and understanding attitude of seeing and listening to the experiences of the child, parents can discover the attitudes, concepts, and beliefs of the child as they are perceived by him, as they become meaningful to him.



Listening...from the child's point of view

The Recognition of Feelings and the Expression of Emotions in Effective Interpersonal Relationships

Authentic dialogue is not only words, but also the expression of feelings and emotions. It is open to all questions, for questioning and inquiry are the only way to discover truth and reality. It is important that parents recognize the child's feelings and the attitudes peculiar to him. Listening to children without censure as they express their feelings and emotions, without trying to press our feelings and thinking upon them, is the most effective way of promoting a mentally healthy development.

Providing an emotional environment which enables children to grow optimally requires an atmosphere of security, for a great number of emotions can influence the child's attitudes toward himself, toward his parents, toward other children, and toward his experiences. A wide variety of emotions

are capable of exerting an irreversible impact on the child's development...

How, then, can parents better understand the individual child and his emotions? How can they become more aware and more sensitive to the feelings of their children? How can they help their children feel more unique and more worthy of themselves? Patent and generalized answers to such important questions cannot be prescribed, for they would be the denial of the individuality of the child. Each parent must somehow work out for himself a kind of relationship with his children that may help them both become more honest and genuine in their relationship. Parents, in order to foster growth, must provide an emotional atmosphere which permits their children to freely express their feelings... □



Honest and genuine in their relationship

My kid's smarter than your kid

By Ann Pappert

In the rush to make children into tiny perfect adults, some ambitious parents are robbing them of their childhood

Even through the television you can almost feel his enthusiasm — this little boy, barely out of diapers, who sits spell-bound on his father's knee, chortling with glee as they play with their Radio Shack computer. But no video game, no mere toy, is the source of all this delight. As the father beams, the announcer informs us that this is serious stuff — teaching young children reading and math with all-new *Sesame Street* software.

It's the age of superbabies, brainy babies with parents for whom intellectual achievement is all. Even before many of these children have learned to crawl, they're on the fast track. Daily flash-card sessions teach facts and more facts. For their parents, modern child-raising is a serious business. Teaching their children while they're young isn't jumping the gun — if these kids haven't made the grade by the time the average child is just starting school, they're washouts. According to the superbaby theorists, by the time a child is six the ability to take in raw facts begins to decrease, which means that the current

education system misses the boat. To deny a child the opportunity to read at three, they claim, is nothing less than irresponsible — a missed opportunity for the child to get a head start and, by implication, get the jump on everyone else.

"See the new ABC's of babyhood," *Newsweek* magazine wrote in an article on superbabies, "Anxiety, Betterment, Competition." Suddenly, says T. Berry Brazelton of Harvard University, a leading authority on children, "everyone wants to raise the smartest kid...rather than the best adjusted, happiest kid." What has changed is both our knowledge about young children and our attitudes.

For years babies were no more than cuddly little lumps whose routine of feeding, sleep and play was rarely questioned. But recent research has shown that infants are capable of far more. Even a child as young as one week can recognize her mother's voice, and by six months she can distinguish some words. Which has spurred some into thinking that infants are ready to be taught; indeed, that they are starved for

Special thanks to Marylys Brown for drawing this article, which previously appeared in Quest magazine, to the attention of the editor. Ann Pappert is a freelance journalist in Toronto and the mother of a five year old child.

education.

Even earlier, the push toward preschool education in the United States begun by Lyndon Johnson's administration had produced Project Head Start, which strove to teach early skills to preschoolers from poor families. It, in turn, produced such now-entrenched television programs as *Sesame Street*, along with the notion that formal learning should begin well before age six or seven.

Taking their theories from the best of both schools, and mixing them with a heavy dose of their own ideas, the superbaby gurus hold out a promise that, for some parents, is impossible to ignore: superintelligence, and therefore success, can be *created*. Indeed, the dean of superbaby theorists, Glenn Doman, even calls his Philadelphia centre the Better Baby Institute. Doman tells parents who attend a one-week, \$499 course on his methods that every baby is born with the potential of a Leonardo or a Shakespeare.

Doman began developing his methods 29 years ago while working with brain-injured children. The results were so impressive that he began contemplating using his flash-card technique with normal children. In 1964 he wrote *How to Teach Your Baby to Read*, which made the best-seller lists and has been translated into no less than 17 languages. Seven years ago, he opened the Better Baby Institute to satisfy what he calls the infant's "rage to learn". Doman's other books now include *Teach Your Baby Math and How to Multiply Your Baby's Intelligence*.

The basis of Doman's method is the flash card. There are flash cards on almost any subject, from art to agriculture to reading. If, say, culture is the goal, Doman's flash cards on art are flashed for short periods up to eight times daily (although the typical parent usually does less) — and the younger the child the better. Because Doman believes specific information is important, a set of cards would contain paintings not of a variety of artists but of a single artist like Leonardo. Similarly, animal flash cards would picture various breeds of one animal.

Doman exhorts parents not to push, and most of his professional parents, as Doman calls his followers, say the kids don't need pushing — they love it. And when Doman-schooled four-year-olds identify characters from Shakespeare's *Merchant of Venice*, or translate from English to Japanese, results certainly seem impressive.

But in the end, does it really matter whether a child reads at age three or seven? Is this image of young children as little sponges eager to absorb information realistic, or is it merely a handy explanation for parents interested in raising bright, successful children?

At Bayview Glen, an expensive Toronto private school, I listen while Pauline Maxwell, who uses a program incorporating Doman techniques to teach 38 children ages three to five, explains the benefits of the system.

Even Maxwell admits there can be problems. "Everything a child does is a learning experience," she says. "But some parents don't understand that. A lot of parents see a child playing in a sandbox and think that child's not doing anything. The danger with Doman is that the parent must ask, 'Who am I doing it for?'"

"In some ways," she says, "we can facilitate relationships with parents who cannot interact with a young child." She describes the reaction of a grateful father who thanked her for providing a way for him to relate to his son after the child came home with information he learned from Leonardo flash cards.

"What I was looking for," says one Chicago mother interviewed by the CBC's *The Journal* for a documentary on superbabies, "was a bright child who could carry on a conversation."

The Sidney Ledson School is located in a church basement in Don Mills, a middle-class Toronto suburb 15 minutes from downtown by expressway. There, since 1980, Sidney Ledson has taught children as young as two to read.

As he frequently points out, he has no degree or accreditation. What he has is a best-selling book, *Teach Your Child to Read in 60 Days*, and a messianic zeal for his, and

"Everyone wants to raise the smartest kid...rather than the best adjusted, happiest kid."

Brazelton



Everything a child does is a learning experience...

only his, methods.

Ledson's career as an early childhood educator came about, as he readily admits, because he didn't have the time to read to his own two preschoolers. When he was left to raise his daughter alone he improvised a reading program that would relieve him of the task. The results were so encouraging that he published them in book form, and eventually opened a school, originally named the Early Learning Centre. Last fall he published *Raising Brighter Children: A Program for Busy Parents*.

On the phone Ledson is wary of the reasons for my visit; a recent article by a *Globe and Mail* reporter has left him fuming. "I hope," he tells me, "you don't come with any preconceived ideas."

(On arriving at the school, I was handed a folder of information about Ledson, the school and his methods. Later on he asked me pointed questions to see whether I had actually read the material.)

The school is divided into three rankings: junior for children ages two and three; intermediate for three- and four-year-olds; and seniors, for children four and up (the

school also offers elementary education for older children).

It's obvious that this is not a typical preschool. Even in the junior room the walls are devoid of the children's drawings and posters one expects. Two nutrition posters from the provincial health ministry struggle to stay on the wall, and except for a handful of real telephones the room is empty of toys. The result is an area that is sparse, if not stark. "Our children," Ledson tells me, "do not come here to play. What we do is serious business."

Indeed, the children sit at pint-size tables, isolated from one another by table dividers. In front of each child are the exercises for the morning: one or two slips of paper, each with a line of dots they must connect to form shapes, words or numbers. Although it is after 10 o'clock and the children have been tracing since just after their arrival at nine, only a few have managed to complete more than part of one slip. The other children sit alone at their tables, chewing on their pencils or staring off into space.

At the front of the room a teacher sits,

listening to a child read. "Would you like to hear one of the children?" she asks. I sit behind a screen while another teacher and a three-year-old boy go through a series of reading cards. "Wa,ssh,ish," he repeats as the teacher coos words of encouragement. "We don't teach them letters," she explains, "we teach them phonically. They learn the sound of the letter." Both readers seem anxious, concerned, as they go through their paces. The reward is a couple of Shreddies for a job well done. I am suddenly reminded of dog obedience school. (Except for the phonic exercises, Ledson eschews the use of cards, calling the business of flash cards "fringe lunacy".)

In the senior room I listen to Tamara read while Ledson proudly beams. Slowly but surely she recites the tale of barnyard animals frightened by a fox. When I ask how he can be sure the children comprehend what they're reading, he turns to Tamara and asks, "Do you know what this word means," pointing to the word "panic". "Uh-huh," she nods. "It means this." Tamara points to an illustration of a chicken flapping its wings in terror as the teacher holds out the bowl of Shreddies. Tamara skips off grinning, her clenched fist overflowing with Shreddies.

Since a child can spend weeks, even months, on a single story a few pages in length, I ask the teacher how she knows the children haven't just memorized the story, pointing out that at two and a half my own child could recite almost word for word favourite stories he had heard repeatedly.

"Undoubtedly many of them are memorizing," she replies. "But Mr. Ledson says that's okay. That's what we do as adults anyway. But I know for a fact many of these children know the words. I often have them go back to a story they did months ago, and they get it right."

Beyond the reading exercises, there's little else for children at the Ledson school. Motor skills are encouraged by a wood labyrinth through which a metal ball is manipulated, while mazes drawn on paper, which the children pencil their way through, are designed to improve their ability to solve problems (there are at least 30 of them, of varying degrees of difficulty). A

pop-up game called Perfection — small plastic shapes fitting into cutouts — and letters outlined with dots, which the children nail into Styrofoam bricks, are said to encourage hand-eye coordination. The memory game presents children with a small collection of easily recognizable objects. After the child has been given an opportunity to study them they are removed, and the child is asked to recite what he has seen. Many parts of the programs for the three age rankings are virtually identical: the only difference is in the difficulty of each exercise.

Although parents are encouraged to work with their children on the current reading exercises at home each evening, and daily progress reports are sent home with each child, day-to-day involvement in the school is discouraged. If parents wish to visit they must make an appointment with the teacher for a personal session with their child; classroom visits are not allowed. Indeed, parents wishing to see classes in progress are required to stand behind a screen during the last 15 minutes of the day. I watch incredulously as a mother peers anxiously from her hiding place.

When Sondra and Ron Kelly arrive for a visit with an eye toward placing their child in the school, I leap at the opportunity to discover just what the attraction is.

They tell me their four-year-old son is anxious to learn to read and write. After reading Ledson's newest book, *Raising Brighter Children*, they were attracted to the school.

Clearly the Kellys are impressed with what they see. They believe the lack of structure well suited to their son. Mr. Kelly calls the paper mazes "marvellous", while Mrs. Kelly remarks that "the progress we can see here in very young children is remarkable."

Although they worry about the cost (half-day attendance can run to \$2,500 a year), and admit their son's junior kindergarten teacher had tried to warn them about pressuring him, the Kellys are clearly leaning toward enrolling their son.

"We have a very cultured home," they tell

continued on page 15

...the push toward early learning fits right in with the antichild movement.

We live in a decidedly antichild time.

me. "There are lots of interesting people, lots of writing, music. I don't see that mirrored in the public school where our son is now."

Although Ledson claims that intellectual achievement is not his main goal, like Glenn Doman he is not above the kind of hyperbole that builds expectations. "The reading program here," he says, "there's nothing like it. Nowhere else on earth has anyone an approach like ours. Parents know the value of education, they know their children are capable of knowing more."

"Learning to read," he claims, "is more important in an urban child than learning to smell. When the child is outside he can read what's around him, he's safer. The child who reads gets more pleasure out of childhood."

But for both the child and the parents it's more than pleasure that Ledson holds out. "I'd be astonished if any child using my methods doesn't wind up with a genius IQ," he says. "These are the factors that throughout history have produced super-bright achievers. Parents who totally follow my methods have every reason to expect their child will be superbright. Denying a child a brilliant mind would be a shame."

Suddenly uncomfortable with leaving the impression that he's only interested in producing superkids, he implores me to remember that the first goal of the school is to train likable, well-mannered children. Children for whom, as he writes, "doors will open and opportunities arise — now and when they become adults — because other people like to be in their company."

Well-mannered, disciplined, bright children who read to themselves and can carry on intelligent conversation. Suddenly it hits me. What we're really talking about here are little adults.

We live in a decidedly antichild time. The signs are all around us. Children are increasingly unwelcome and barely tolerated in public. Privately, those without children

can hardly conceal their disgust for those with children, and even parents vow that a new baby won't change their lives.

If children have become unwelcome, then surely one way to make them acceptable is to treat them like adults as early as possible and hope they get the message.

"The contemporary parent dwells in a pressure-cooker of competing demands, transitions, role changes, personal and professional uncertainties, over which he or she exerts slight direction," writes American child psychologist David Elkind in his 1981 book *The Hurried Child*, which is now required reading in many universities.

"We seek release from stress whenever we can, and usually the one sure ambit of our control is the home. Here, if nowhere else, we enjoy the fact (or illusion) of playing a determining role. If child-rearing necessarily entails stress, then by hurrying children to grow up, or by treating them as adults, we hope to remove a portion of our burden of...anxiety and to enlist our children's aid in carrying life's load. We do not mean our children harm in acting thus — on the contrary as a society we have come to imagine that it is good for young people to mature rapidly."

Journalist and author Fredelle Maynard, who has been writing about children for more than two decades, agrees that this is a very antichild time, and that the push toward early learning fits right in with the antichild movement.

"Take, for example," she says, "the parents who say they don't want their lives to change just because they've had a child. Often these same people are the most eager to bring their children to something that resembles adulthood as quickly as possible."

Many, if not most parents impressed with early learning and the entire superbabies phenomenon have waited until their own careers are firmly in place before beginning families. Competitive high achievers ac-

...even parents vow that a new baby won't change their lives.

“We try to do the best we can to get rid of children, to make them grow up as fast as possible.”

customed to success, these parents want their children to be as successful at being children as they themselves have been in their professional lives. They see early learning as the gift of success.

And if in the process their children's lives are enriched, indeed changed much for the better, then turning children into little adults through early learning becomes justifiable.

Maynard, who agrees that these parents tend to be upwardly mobile and middle class, adds, “In many cases people are having their children older, and they're not going to have many. You know this whole notion of the premium baby, the superbaby. Well, if you're only going to have two or one, then this kid is going to be perfect.”

But perfection may carry a high price. Elkind is one of several child psychologists who believe that in our rush to make children more acceptable by allowing ourselves to believe they really are just pint-size versions of adults, we imagine a sophistication (Elkind calls this “pseudosophistication”) that does not really exist.

“Children today,” he writes, “know much more than they understand. They are able to talk about nuclear fission, tube worms at 20,000 fathoms, and space shuttles; and they seem knowledgeable about sex, violence and crime [he attributes this to the media, particularly television]. But much of this knowledge is largely verbal. Adults, however, are often taken in by this pseudosophistication and treat children as if they were as knowledgeable as they sound. Ironically, the pseudosophistication...encourages parents and adults to hurry them even more. But children who

sound...and look like adults still feel and think like children.”

“What we're saying in a sense with these kids is that there is no more childhood,” Toronto child psychologist Otto Weininger says. “We have to realize we're putting a whole new set of pressures on them.”

Weininger, who points out that we're even dressing our children as adults, believes we have distorted what childhood is all about. “The business of childhood is play,” he says. “These people don't understand the needs of young children. A Sidney Ledson, for example, cannot take any child and turn him into a genius. You cannot outstretch heredity. It would behoove him to publish his results, because there is no way that we know of to increase a child's intelligence to genius.

“What we do know,” he continues, “is that we can increase the capacity of a child through play. We know what we can do for children. There's a great body of research out there on children.

“We try to do the best we can to get rid of children, to make them grow up as fast as possible.”

That many of these children are decidedly not better off is, for Weininger, a matter of fact. Every week in his clinic he sees children who have been harmed by what he calls the “early child pushers. Some of the kids in the clinic, age four or five, now have headaches, stomach aches, and other psychosomatic problems.”

He tells the story of one boy, two and a half years old, brought in by parents who complained that they didn't know how to handle him. When Weininger asked for specifics, they told him they simply couldn't understand why the child wasn't

...we have come to imagine that it is good for young people to mature rapidly.



What we do know is that we can increase the capacity of a child through play.

doing what they expected him to do.

Among their expectations: the child should look forward to attending the school he had gone to but balked at attending now that he was expected to stay all day; that he share toys and play nicely, and be less aggressive.

When Weininger was asked whether it had occurred to the parents that very few children at two and a half are capable of doing what these parents expected, he smiled and said: "I pointed that out to them. Their response was that he should be different because he's being brought up in a better home."

Parents, he said, are often very upset when they realize they are making demands beyond a child's capabilities. "We talked to parents who tried to do the best for their children, but who now wonder how come in, say, Grade 4, my kid doesn't want to do anything?"

Lee Salk, one of the best known of today's child specialists, is even blunter:

"There are many parents who are very competitive parents, who feel they will rob their children of their potential unless they really push it at an early age. And after many year's experience as a child psychologist I can tell you these children frequently turn out to be neurotic later on because they feel that they have to perform in order to get parental recognition. They feel they have to deliver certain responses or else there's a fear of rejection."

Most early-learning parents, however, scoff at the suggestion that children perform because of pressure, or that if the system produces anything less than a bona fide genius they've been let down.

Toronto broadcaster Dini Petty visited Glenn Doman's Better Baby Institute in Philadelphia to do a story on the Doman method, and got hooked. Although she had read several of Doman's books before her visit, seeing the actual results spurred her to try the system with her son, Nicholas, then two years old.

The Canadian Society for the Prevention of Cruelty to Children

- The basic premise of the CSPCC is that the worst of all possible cruelties is to inflict permanent emotional damage on another human being.
- Given the evidence that such permanent emotional damage can be relatively easily inflicted during the very early years of life, our concern is with ignorance of, or indifference to, the emotional needs of very young children.
- By permanent emotional damage we do not mean only the psychological illnesses of adults which are recognized as having their roots in early childhood. More importantly we mean the (as yet) less recognizable and measurable deficient capacities for trust, empathy and affection.
- To prevent such permanent emotional damage, the CSPCC is working toward higher status for parenting, greater support for parents with young children, increased emphasis on trust, empathy, and affection in the adult world, and vastly improved preparation for parenthood.
- By preparation for parenthood we mean that girls **and boys**, prior to the age when conception is a possibility, should appreciate:
 - the permanent emotional damage that can result if the emotional needs of a child are not met during infancy,
 - the amount of time and energy required to care for an infant empathically,
 - that remaining childless may be the most sensible option, given one's interests and priorities,
 - the wrong reasons for having children: proving one's masculinity or femininity, making or patching up a marriage or relationship, having a son and heir, having a weapon to use against the other parent, obtaining the love and affection they have been unable to get from the adult world, fulfilling a need to dominate and control,
 - the radical ways in which caring for an infant empathically alters the lives of the parents,
 - the hazards of poor nutrition, poor health, inadequate medical care, and substance abuse during pregnancy,
 - all about obstetrical practices which facilitate attachment, bonding and engrossment of babies, mothers and fathers,
 - the basic facts of infant development,
 - why babies who are not breastfed are disadvantaged,
 - the reasons why babies arriving too soon and too often make it more difficult to adequately meet their emotional needs.

They should know the ways in which our appetite for consumer goods and services can become so insatiable by the time children are conceived, that satisfaction of consumer cravings and status and careerism based on these are easily rationalized as having a higher priority than nurturing one's children.

They should know the subtle and damaging ramifications of our tradition of arbitrary male dominance, and the reasons why it will continue to be difficult to adequately nurture children until males become aware of, and change their irrational ways of relating to women.

If Our Credo Makes Sense To You...

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

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

JOIN THE CSPCC TO: Keep in touch with others who share these concerns by receiving the Society's journal EMPATHIC PARENTING regularly.

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

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

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

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

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

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

...as a child psychologist I can tell you these children frequently turn out to be neurotic later on because they feel that they have to perform in order to get parental recognition.

"I agree with Doman's idea that the brain is like a muscle; the more it's used the better it is," she explains. But Petty, who worked with flash cards two to three times a day for six months, is emphatic that she neither pushed her son nor was attracted to the program in hopes of producing a super-baby.

"Doman repeatedly says, if the kid doesn't want to do it, don't do it. If Nicholas didn't feel like working with the flash cards, then we'd skip it that day."

Petty is more than pleased with the results. "I have a child who has a great curiosity. If he has been given a love of learning, then where's the harm?"

But like so many advocates of early learning, part of the payoff for Petty is an increased ability to relate to her child on her terms: "My attitude toward my child and children has changed totally. I used to look at little children as having very limited abilities, as needing to be protected. Now I have far more regard for children, more respect for my son's abilities."

Fredelle Maynard feels parents may be misinterpreting their child's enthusiasm for flash cards. "Children love the attention of their parents," she says. "So if it's flash cards, it's flash cards. But if it were toy trucks or teddy bears, that would be even

better.

"Many parents, alas, are bored by children's concerns," Maynard adds, commenting on the statement that so much of the information early learning teaches kids is useless with their peers. "There is absolutely no intrinsic pleasure for a child in knowing about artist A or B," she says. "But their parents are not thinking about what the child is really learning, they're thinking about showpieces. Of course, parents are terribly vulnerable to the desire to show off a child.

"Furthermore," Maynard continues, "in the long run I think the parents will be disappointed, disenchanted. You know how popular the phrase 'parent burnout' has become. It's a faddy phrase, but it reflects a real phenomenon. Parents who build their hopes so high and invest so much, financially as well as emotionally, get exhausted, cross. Things don't work out as they had hoped.

"It's so dangerous to make self-esteem depend on achievement. I'm reminded of something [American psychologist] Abraham Maslow said," she adds. "'Oh yes, they love me all right, because I'm doing all these things, but would they love me if I didn't?'" □

"It's so dangerous to make self-esteem depend on achievement."

In the parent-infant relationship it is the parents who need to learn how they must grow.

An old Jewish proverb goes something like this: **“If you don’t get up for your crying child when young, you will be getting up for your crying child when old.”** This is to say that if you don’t want to give yourself to the child when he needs you and is most dependent on you, you will end up having to give time to him when he is of an age to be happily self-reliant, but instead finds himself in difficulties he can’t cope with by himself. There is a kind of justice built into nature that cannot be avoided. When nature’s norms are interfered with, she invariably retaliates.

As Americans, we are prone to take a technological approach to our children: we put them on the assembly line of preschool education and expect to take them off the line 18 years later with a baccalaureate.

In this century of progress we have reduced infant mortality and have eliminated or controlled many bodily diseases. But as fast as we have progressed with the physical growth of the child, we have retrogressed in the far more important area of psychic growth. Because of our concentration on somatic medicine we now have a taller and more bodily healthy population, but this gain has been daily offset by the simultaneous production of more people with mental illnesses and emotional problems. With a dim realization that these problems have their roots in childhood, parents have gotten caught up in many movements and activities that will “do something for the child”. Unfortunately, most of these are programmed to permit parents to get away from the home and away from the child.

Twenty or thirty years ago, when mothers promenaded down the street with their baby carriages, they asked one another, “What did your baby eat today?” (This, perhaps, in reference to a six-week-old.) The answers went something like this: “My baby now eats chicken!” with the other responding exultantly, “My child eats steak!” To these mothers the rapidity with which an infant could add solid foods to the diet was the measure of maturity. Now I’m afraid, when mothers query one another about the child’s development, the questions may take this form: “How far along the alphabet is your child now?” or “What words can your baby write?” Though intellectual development is of tremendous importance, emotional development is even more important. If your vision of child rearing loses focus by lopsided emphasis on the academic aspect, you are headed for trouble. Our greatest problem today is the emotional immaturity and insecurity of adults — difficulties which have their genesis in early childhood.

Excerpted from an article by Dr. Herbert Ratner in the Journal Child and Family. Published quarterly by the National Commission on Human Life, Reproduction and Rhythm, Box 508, Oak Park, Illinois. 60303

DR. RATNER, a philosopher of medicine, is Associate Clinical Professor of Family and Community Medicine, Loyola University Stritch School of Medicine, Chicago.

...a mother has difficulty functioning well if she does not have the security of knowing that her husband really cares for her and appreciates her.

In this country, we tend to look upon the newborn as a slightly more complicated Thumbelina doll. Our attention is taken up by the mechanics of keeping babies dry, of getting food into their mouths, and of getting them to sleep. We have gotten into the habit of considering the baby's sleep as the great liberator for the parent. When the day comes that we have a deep-freeze to accommodate a baby, there will be some who will be more than happy to cache the child out of the way until he is old enough to enter a classroom or kindergarten.

It has been my professional experience that getting the child off to sleep is one of the great preoccupations of the American parent. Immature parents seek the satisfaction of their own adult desires rather than attending to the child's needs. A mother may say, "I don't understand why my baby always gets up at 4 a.m. to break into our sleep." By drawing her out, you may discover that she gets the child to bed at 6 p.m. because she wants a long, free evening to herself. Actually, most of the time we permit ourselves to believe that what we are doing is for the good of the child. Some candid examination of motives, however, will quickly show that for the most part what we do is more for our own benefit than for the child's.

The problem of mental illness in this country is overwhelming. The fact is that of the millions of healthy normal babies that nature turns over to us each year, one out of ten will enter a mental institution sometime during the course of his life. We have yet to fully grasp that nature's norms should be our guide and that deviations from nature's script get us into trouble. We will never have enough psychiatrists, paramedical help, nurses, clinics, and institutes to take care of people's mental illnesses. Our one

hope rests in such movements as the natural childbirth associations, which are trying to maintain natural deliveries for normal cases, restricting pathological deliveries to pathological cases, and La Leche League, which is helping mothers rediscover the simplicity and joys of breastfeeding. The former have as their goal the delivery of a wide-awake baby to the arms of a wide-awake mother, and the latter has as its goal the initiation of a lasting bond between them. What newborn infants need is to get into the mother's loving arms and to be kept out of the hands of doctors and nurses and spared the inequities of hospital technologies.

The mental illness problem will only be solved by parents' growth as human beings. In the parent-infant relationship it is the parents who need to learn what they must do, how they must grow. The baby is born knowing where he wants to go and how to grow and, given half a chance, will gain his goal. Nature is resilient, and the child can accommodate to a certain amount of stumbling on the part of his parents. But adults — hopefully adults maturing in the process — have to learn to become parents through the daily exercise of the art of parenting. This learning centres on their total dedication to the needs of an infant totally dependent on them.

There seems to be a rule of nature: God is going to exact a certain measure of time from you as a parent. An old Jewish proverb goes something like this: "If you don't get up for your crying child when young, you will be getting up for your crying child when old." This is to say that if you don't want to give yourself to the child when he needs you and is most dependent on you, you will end up having to give time to him when he is of an age to be happily self-reliant, but in-

Do not do unto your child, what you do not want your husband to do unto you.

“Hell is the absence of love.” I think that the modern pre-school child goes through much hell.

stead finds himself in difficulties he can't cope with by himself. There is a kind of justice built into nature that cannot be avoided. When nature's norms are interfered with, she invariably retaliates.

The baby's fundamental need — precisely because he is a human being — is to be loved. And love centres about a one-to-one relationship. This is why babies don't come in litters, but come one at a time. But it takes a mature person to love a baby, because love takes time, love takes patience, love takes fortitude, love even requires a certain kind of humility: to love another better than one's self. The baby needs time to be understood; he needs time in everything he does.

The emotional formation of the child centres about those who are important to him. Here the mother is the cardinal figure. It doesn't make any difference how competent the teacher is. If the child is uncertain of the mother as the one most important person in his life, he can't function well. Similarly, a mother has difficulty functioning well if she does not have the security of knowing that her husband really cares for her and appreciates her. Analogies are often the simplest way of going from the known to the unknown. Perhaps the best way to understand your child is to put yourself in the infant's place analogically by likening your feelings toward your husband to your infant's feelings toward you. Do not do unto your child, what you do not want your husband to do unto you. I don't think most women could, without crying, tolerate a husband who yelled at them. Yet how often they yell at their children, how often their faces register an expression of hatred.

Your happiness is going to come out of your long span of parenthood. The latter years of life are just as long as the early years of parenthood. And when you enter

those years you will receive the same rewards you gave your children, now adults, in their childhood. You don't receive those rewards unless you gave of yourself when your growing children needed you. For instance, you can't possibly make out well in life if you think of the house as not belonging to the children as well as to yourself, of the living room as not being for them but only for you and your husband and adult guests. You cannot think of your children as people who are constantly threatening, imposing, encroaching on all of your material possessions — your new lamp, your clean sheets, your clean upholstery, your good dishes. You are much better off in this relationship of love to think less about your rights and more about your duties — as you would want your husband to do in relation to you.

In **The Secret of Childhood**, Montessori's notion about sleep and the child is just beautiful. She describes cribs and playpens as prisons with bars. She suggests that a bed for the child should just be a little off the floor so that the pre-school child can climb into it when tired and out of it when rested. This would be revolutionary in the American home. The whole notion of this approach is ordered and dedicated to the needs of the child. Dr. Montessori feels that orderliness is built into the infant — an orderliness that is co-natural with nature's intended prepared environment, the mother. When the baby has the urge to suck, there's a breast to suck on. When the baby has hunger, milk comes out of the breast. When the baby looks up from the breast, a smiling face shines upon him. When the infant is cold, a pair of loving arms envelop him with love. When wet, he is changed. When he cries, somebody picks him up and comforts him. This is a wonderful, orderly world. For every question of need, there is a responsive answer. This

The most important educational need of the child is to feel himself worthy of love and a worthy dispenser of love.

natural orderliness only ends up in chaos nowadays because, from the moment of birth, the baby is presented with a disorderly world.

George Bernanos, the famous French intellectual, said "Hell is the absence of love." I think that the modern pre-school child goes through much hell. The baby starts life by being dedicated to the proposition that he or she wants to grow up. More often than not the parent does everything possible to prevent him. Yet preventing the baby from growing up is hard work. Someone once said, "It takes years of hard work to turn out a juvenile delinquent."

Nature goes out of her way to give each human infant a private tutor. We go out of our way to develop a litter situation: the mass nursery, as if it were more appropriate

for the newborn to be raised in litters like kittens and puppies: the day-care centre for the older child. If we are not careful the Montessori system, under the guise of progress, will also reach down to rob the struggling toddler of his private tutor and place him in the neutral, nondiscriminatory, impartial but foreign, antipathetic environment of litter life.

Yet a private tutor is essential to the preschool child from infancy on. The mother has been ordained by nature to be that tutor. She is the prime educator. And her prime function is to teach her child how to be loved and then how to love. The most important educational need of the child is to feel himself worthy of love and a worthy dispenser of love. If infants learn what love is, they can go through life with sanity and happiness. □



If infants learn what love is, they can go through life with sanity and happiness.

The Victim and the Casualty

by Susan McKee

The tiny girl ran barefoot and carefree across the almost deserted beach. The blanket she hugged firmly to her front was almost as large as she was. In an instant she had spotted us, observed us favourably, and several moments later she was awkwardly trying to spread her blanket on the sand as close to us as possible. She was an unusually attractive child with magnificent auburn hair. A spray of freckles dotted her tiny nose and her eyes danced with life and enthusiasm.

Her father followed eagerly, clutching a food hamper under one arm and balancing an array of beach toys in the other. "This will be fine Elizabeth," he said a bit breathlessly. "Will you help me unpack?" Elizabeth organized her toys and helped her father unpack the food, with a method and determination that seemed beyond her years. Her father's patience and obvious devotion prompted me to ask how old she was. "She's twenty-two months," he said. "She is so bright," I said. "She sure is, and energetic, she goes non-stop from 7:00 in the morning until 9:00 at night. I have just brought her out for a little jaunt so my wife can have the afternoon off. She needs a break every so often. Elizabeth is so interested and keen about learning, that my wife and I don't want to do anything to hold her back."

It was lunch time. Elizabeth chose a sandwich, opened it and with very sandy

fingers pulled out a pickle. She held it high over her head and announced "Pickoill, Ugh," flinging the offending green blob onto a napkin. Slapping her sandwich together with an energetic pat or two she started to eat. "Just a minute Elizabeth I'll wipe your hands for you," her father said. "No!" announced Elizabeth hiding her hands behind her back. "Fine, I'll just leave the cloth beside you, you can use it when you need it." With that Elizabeth proceeded to pick up the cloth and thoroughly wipe the sand from each individual finger, on both hands with a deliberate and concentrated effort, followed by a contented sigh and a fresh attack on the sandwich.

Elizabeth and her father had a magical afternoon. They built castles in the sand, frolicked in the water, searched for pretty stones, shared ice cream and a story and chatted to every amiable passer-by. They were a charmed, affectionate and devoted pair.

I hope that one day by a quirk of fate Elizabeth does not meet Bobby.

He sat cross legged on the concrete floor in front of the rabbit's cage. His short fingers were pushed through the narrow spaces between the wires, reaching in as far as he could, just barely able to stroke the furry shoulder of the large black and white rabbit.

It was an excellent fall fair buzzing with activity. I had stopped in front of a prize

winning rabbit as well. I had my fingers pushed into its cage, trying to determine how much trouble I might cause if I unlatched the door and reached in to stroke the irresistably attractive animal.

The little boy was inwardly still, totally engrossed in the gentle whispered monologue he was having with his rabbit. His mother appeared charging down the isle like an angry bull. Trailing behind her were her own mother and her young daughter. Vigorously she raised the tightly rolled newspaper she was carrying and brought it down on the back of her son's head and neck with a mighty blow. "I told you to keep your hands to yourself," she said angrily. "You get up off that floor this instant." He rapidly got to his feet. His mother spun him around and shouted in his face, "don't you know rabbits bite."

Mother stormed off, grandmother, with an insolent look on her face approved her daughter's behaviour by silently following. The little sister paused for a moment then said, "Come on Bobby."

Bobby stood, stunned and rigid, paralyz-

ed with shame and embarrassment. His eyes darted from left to right, fearfully searching out anyone who might be witness to his humiliation. Finding no apparent person he relaxed long enough to realize that he was about to cry. Obviously crying was unacceptable because it was no sooner that the first tear had spilled onto his cheek than he was overcome with a silent yet powerful rage.

His angry eyes followed in the direction of his sister and grandmother and then settled on his mother's back. The look of detestation and hatred that Bobby aimed at his mother's unforgiving figure was chilling.

Chances are that Bobby's mother, grandmother, or even sister won't be around on the day that all Bobby's accumulated anger, hatred and mixed up thoughts detonate. He might just be wandering through the streets by himself, cursing the world, loathing his mother, when he savagely stabs the first trusting, innocent, easily accessible young woman who comes along.

I hope it isn't Elizabeth. □



**I hope that one day by a quirk of fate
Elizabeth does not meet Bobby.**

On Behalf of Tomorrow's Children, THANKS!

Since October, 1984 the following Canadian Corporations have made donations to assist the work of the CSPCC. There are others who prefer to remain anonymous.

The cynics say, "It's just good PR".

Our experience, reading letters accompanying donations, as well as letters from corporations that do not contribute, indicates that 'cogs in the corporate machine' have kids, and feelings, and common sense, when it comes to the prevention of child abuse.

A & W Food Services of Canada
A.E. LePage Charitable Fdnt.
Accurcast Die Casting Limited
Acro Fundy Services Limited
Aero Environmental Limited
Agfa-Gevaert Canada Ltd.
Agropur Co-Operative
All-Way Transportation Company
Amdahl Limited
Amway of Canada Ltd.
Armada Foundation
Autoport Ltd.
Bally Canada Inc.
Bank of Montreal
Bank of Nova Scotia
Bata Retail
Bibby Ste. Croix Foundries
Bond Architects & Engineers
Bristol-Myers Products Canada
Budd Canada Incorporated
Burroughs Canada
CAE Diecast Limited
Camcheq Services Limited
Canada Dry
Canada Malting Co. Ltd.
Canada Trust
Canada's Wonderland Limited
Canadair Limited
Canadian Astronautics Limited
Canadian Corporate Management
Canadian Gypsum Company Ltd.
Canadian Imp. Bank of Commerce
Canadian Liquid Air Ltd.
Canadian Pacific
Canadian Plastic Containers
Canadian Tire Corporation

Caravelle Foods
Cardinal Coach Lines
Carling O'Keefe Breweries
CBS Records Canada Ltd.
CCL Industries Limited
Chase Manhattan Bank of Can.
Chevron Canada Limited
Ciba-Geigy Canada Ltd.
Clark Equipment of Canada Ltd.
CM Windows & Stained Glass
CNCP Telecommunications
Coca-Cola Ltd.
Commercial Union Assurance
Confederation Life Insur. Co.
Corby Distillers Limited
Corporate Foods Limited
Crouse-Hinds Canada Limited
Crown Cork & Seal Canada Inc.
Crown Tire Services Ltd.
Culinar Inc.
Davis Controls Ltd.
DeSoto Coatings Limited
Dome Petroleum Limited
Du Pont Canada Inc.
Dunwoody & Company
Dustbane Enterprises Limited
Eaton Yale Limited
Ecol Electric Limited
Encyclopaedia Britannica
Esso Resources Canada Ltd.
Estee Lauder Cosmetics Ltd.
Fiberglass Canada Inc.
Fields Stores
First City Financial Corp.
Florence Hallum Prevention Fund
Ford Glass Limited

Freed & Freed of Canada Inc.
G.D. Searle & Company
Global Television Network
Global Upholstery Company Ltd.
Gould Electronics Canada Ltd.
GSL Chevrolet Oldsmobile Ltd.
Guided Investments Limited
Gulf Canada Limited
H.J. Heinz Company Ltd.
Halifax Insurance Company
Harnischfeger Corp. of Canada
Hawker Siddeley Canada Inc.
Highland Farms
Hiway Market Limited
Hoechst Canada Incorporated
Horne & Pitfield Foods Ltd.
IEC-Holden Inc.
Imasco Limited
Imperial Oil Limited
Inland Financial Company Ltd.
Intermetco Limited
Ipsco Incorporated
Jack Cooper Family Foundation
Johnson & Higgins Willis Faber
Johnson & Johnson Baby Products
Kelloggs Salada Canada Inc.
Kovac Manufacturing Inc.
Kraft Limited
Kruger Incorporated
Leigh Instruments Limited
Leisure Dynamics of Canada
Levy Auto Parts Company
Lightolier Canada Inc.
Liquid Carbonic Inc.
Livingston International Inc.
Loeb Incorporated
Manville Canada Inc.
Maple Leaf Mills Limited
Marathon Realty Company Ltd.
Maris Transport Limited
Marks & Spencer
Marshall Macklin Monaghan Ltd.
McCann-Erickson Advertising
McDonald's Restaurants
McGraw-Hill Ryerson Limited
Metropolitan Life
Michael Rosenthal
Midland Bank Canada
Miles Laboratories Ltd.
Minolta Canada Inc.
Molson Company Donations Fund
Montreal Life Insurance Comp.
Morguard Investments Limited
Nacan Products Limited
New-Life Mills Limited
Norcen Energy Resources Ltd.
Northern & Central Gas Corp.
Northwood Pulp & Timber Ltd.
Novopharm Limited
Office Specialty
Parktown Knitting Mills Ltd.
Peerless Rug Limited
Pfizer Canada Inc.
Phillips Cables Limited

Polysar Limited
Power Corporation of Canada
Purolator Courier Ltd.
RCA Inc., Insurance Dept.
RCR International Inc.
Reader's Digest
Reid Crowther & Partners Ltd.
Remai Investment Company Ltd.
Rizzo and Rizzo Shoes Ltd.
Robin Hood Multifoods Inc.
Rohm and Haas Canada Inc.
Rowntree MacKintosh Canada
Royal Bank of Canada
Royal Insurance
Ryder Truck Rental Canada
Sandvik Canada Corp.
Sayers & Associates Limited
Schering Canada Incorporated
Schlumberger of Canada
Seaspan International Ltd.
Sentrol Systems Ltd.
Shell Canada Limited
Shirtmate Canada Inc.
Simplot Chemical Company
Smith International Canada
Sobeys Stores Limited
Sonco Steel Tube Company
SR Telecom Inc.
St. Anne-Nackawic Pulp & Paper
Sterling Drug Ltd.
Sulpetro Limited
Sunshine Sportswear Inc.
Syncrude Canada Limited
Syntex Incorporated
Tannereye Ltd.
Tarxien Company Ltd.
Techform Products Limited
Teleglobe Canada
Tembec Incorporated
Texaco Canada Incorporated
The Co-Operators
The Great A & P Company
The Hampton Service
The Johnston Group
The Ontario Jockey Club
The Prudential Assurance Co.
The Quaker Oats Company
The Toronto Dominion Bank
Thermolec Ltd.
Thomas C. Assaly Corporation
Toronto Hydro Employees Fund
Total Petroleum Canada Ltd.
Tremco Limited
UAP Company
Ultramar Canada Inc.
Union Gas
Vêtements de Sport Primrose
Vickers & Benson Companies
W.C. Wood Company Limited
W.K. Buckley Limited
WCI Canada Limited
William R. Barnes Co. Limited
Xerox of Canada Incorporated
Yamaha Motor Canada Ltd.

Sperm bank established by feminists

OAKLAND, Calif. (AP) — A feminist health collective has opened what its operators say is the first sperm bank run by women.

"Women are not only going to control their bodies and reproduction through abortions, but they will also be able to control when they have children," said Laura Brown, director of the Oakland Feminist Women's Health Centre.

She said the centre will help infertile couples, lesbians and single women who want children. She used herself as an example.

"I am not married," said Miss Brown, who was artificially inseminated nine months ago by a private donor and just had a daughter. "I'm not looking to be married, but I wanted to have a child."

"I wasn't prepared to go to a bar and pick someone up — not only for my own integrity but for the integrity of the man. I would feel just rotten treating a man like that. This seemed like the easy, honourable approach."

Miss Brown said that one in five couples cannot have children, citing radiation, toxic substances, hot tubs, tight clothes and electric blankets as contributors to the infertility rate.

After passing a physical examination, women requesting insemination will choose from a catalogue listing the height, weight, race, blood type and other characteristics of donors, who are identified by numbers.

The men will waive all custody rights to the children.

More than 200 potential donors already are being screened, Miss Brown said. Each must fill out a 10-page medical history form and provide a sperm sample for fertility testing.

"The reason most men have stepped forward is they really care and are concerned enough to take an active role in reproduction," she said. "They really believe in reproductive rights for women."

Miss Brown said the centre will restrict the number of children sired by individual men and will keep records to ensure that half-siblings don't marry.

She said she plans to tell her own newborn daughter how she was conceived. "Being wanted is the concern of most children and artificially inseminated children are not likely to feel unwanted," she said.

Making a case for father

By Carol Towarnicky

There were times when I just couldn't believe he was real and my very own. Would they really let me take him home and keep him? I found myself wondering.

The ultimate puppy.

This month's *Ladies' Home Journal* features a First Person story called "Why I became a single mother." In it, a single, 37-year-old high school counsellor talks about trying to adopt a child, and being offered nothing but handicapped kids or teenagers.

Even kids from overseas require two parents. In desperation, she is artificially inseminated.

The baby boy was born last spring. She spent a "glorious summer" with him, and then found a wonderful babysitter. She's having so much fun, she plans to have a second.

In a society full of weirdness, intentional single motherhood — having a kid for "the experience" — is probably the mid-'80s Worst New Trend. It's hard to take it seriously — that someone would willingly take on the rearing of a child, which can tax the sanity of two people. You can't get babysitters by artificial insemination, after all.

Yet articles like the one in the *Journal* keep cropping up, and last winter there was the book: *And Baby Makes Two*, by Sharyne Merritt and Linda Steiner.

What fascinates me are the assumptions about fathers that these women are willing to risk a human life on.

The woman in *Ladies' Home Journal* had amniocentesis. Presumably, she would have aborted a handicapped child. Apparently she doesn't believe growing up without a father is a handicap.

I do.

Kids do grow up without fathers, of course. Many of them turn out splendidly, but they do so despite the missing piece.

There are kids who cope with physical handicaps, of course. But intentionally con-

ceiving a child without a father seems to me like intentionally handicapping your own kid.

Under the heading "Is it Fair to the Child?" Merritt and Steiner admit that having a child in a happy marriage is better than having a child alone. But then they list the needs that can be met without a dad: "A child does need people other than the mother for love, influence, discipline and attachment. But such needs can in large measure be supplied by adults other than a father: aunts, uncles, grandparents, friends, sitters.

"A child — boy or girl — needs consistent positive male figures," they write, "but again, this could be met by an uncle, grandfather, family friend, or Big Brother."

Coming soon, no doubt: Rent-A-Pop.

There's one thing, though, that a kid can't get someplace else, write Merritt and Steiner. "But even if the child of a single parent suffers no lack of love or positive male images, even if the child is not put into a position of meeting the mother's needs, even if the child feels no discomfort about its origins, something comes from a father that cannot be supplied by anyone else: the symbolic value of having a daddy like everyone else."

Most of the women Merritt and Steiner interviewed had children who were too young to be interviewed, so it was hard to say what effect it has had on the kid to grow up without a father.

Elyce Wakerman knows. Her father died when she was three. When she was 30, she began to realize how profoundly her life had been affected, because she had grown up without a father. She surveyed 500 women without fathers for her book *Father Loss*. They pretty much agreed with her: fathers teach daughters about men, they are the first men they love.

Fathers are not symbols. And children are not "experiences." □

Special thanks to Barbara Graham for drawing this article to the attention of the editor.

PARENTS SENSIBLES

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

Tome 8

Numéro 4

Automne 1985

Nul Enfant n'a Jamais Demandé de Naître

Nous avons pris l'habitude de considérer le sommeil enfantin comme une libération pour les parents. Lorsque le jour arrive où l'on peut congeler un petit enfant, il y en aura qui ne seront que trop heureux de traiter ainsi leur enfant jusqu'à ce qu'il soit d'âge pour aller à la maternelle.

Dans l'exercice de ma profession j'ai remarqué que l'acte de faire endormir l'enfant est parmi les préoccupations les plus significatives du parent américain. Des parents pas encore murs cherchent de satisfaire leurs désirs adultes au lieu de s'occuper des besoins de l'enfant. Une mère peut dire "Je ne comprends pas pourquoi mon enfant se lève toujours à quatre heures et dérange notre sommeil." En lui parlant on peut découvrir qu'elle fait coucher cet enfant à six heures du soir parce qu'elle veut avoir une longue soirée paisible pour elle-même. En fait, la plupart du temps nous nous permettons de croire que ce que nous faisons est pour le bon de l'enfant. Une enquête honnête de nos mobiles révélera, cependant, que pour la plupart ce que nous faisons est plus avantageux pour nous-mêmes que pour nos enfants.

H.J. Ratner, M.D.

*(French courtesy M.B. May,
Erikson Institute, Advanced Study
in Child Development, Chicago)*

**Abonnement Annuel Associé \$10.00 - pour trois ans \$25.00
(incluant le journal trimestriel EMPATHIC PARENTING)
Veuillez faire parvenir votre chèque ou mandat de poste à:
CSPCC**

Box 700, 246 King Street, Midland, Ontario L4R 4P4

**Des reçus pour fin d'impôt seront envoyés
pour les dons et pour les abonnements**



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.