



The Journal of the

CSPCC

Canadian Society for the Prevention of Cruelty to Children

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

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The following statements were made by Monique Begin, National Health and Welfare Minister. They have been excerpted from an article appearing on the front page of the Globe and Mail September 1st, 1978.

"We're (the Federal Government) getting very strong public opinion from small and big business in Toronto and Western Canada that we don't need family allowance, and that social expenditures in Canada don't make any sense...they cost too much...It's coming from groups like the chambers of commerce...They are a very articulate, powerful voice, especially when no other voices are being heard."

"The voices of...families with young children are not being heard."
"I would like to tell the...families with children...that 'you don't know how much power you have. Get organized and speak out.' That's the only way social policy (favouring them) will get implemented."

Can anyone say it better?
Is anyone in a better position to know?

E.T. Barker, M.D., D. Psych., C.R.C.P. (C)
President, Canadian Society for the
Prevention of Cruelty to Children.

The CSPCC is a non-profit corporation. It has been able to exist financially to date solely from Membership Fees and Donations. This policy has had the dual effect of forcing a most careful scrutiny over all expenditures, and making each Membership and Donation very much appreciated. As the Society grows in Membership and financial resources, it will be able to more effectively increase public awareness of the long-term consequences of Child Abuse and Neglect (particularly Emotional Abuse and Neglect) and to encourage Primary Prevention Programs.

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Back Cover: 'Bedtime' courtesy Ann Johnstone, another talented Mom.

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Letters

Dear Dr. Barker,

Parenting Education in School - Answer or Placebo?

Having spent many years as a trustee on two school boards I have to wonder if the current push for courses in parenting education is just the latest educational "hobby-horse" and a "sop" to lull the community into believing the problems surrounding child abuse are about to be solved.

Recently, in response to a request from a school official for endorsement of a well researched proposal to his board advocating establishment of such a school program, I wrote as follows:

"Frankly, I think you have fallen into the same trap as the newspapers, politicians, etc., etc., who seem to think that just because it would be useful to know something, ergo, schools can jump into the breach and effectively teach it (whether it be French or Consumer Education or Brotherhood or whatever).

My own position is that a person cannot be taught anything until he or she is ready to learn it. My second proposition is that, for learning to take hold, it must be put into daily practice and experience. From time to time we hear about some types of learning being more effective when "Caught, not taught" and I think that applies to family living.

In days goneby, parenting was probably learned subliminally in one's growing up - in his or her own family situation. Observations of love, sacrifice, concern, and pulling together in a common cause. To me "caring" is the one element most lacking in problem children - no one really cares about them and they thus don't care about themselves. You can't overcome that by some sort of school subject.

It seems to me that the very elements which will render a marriage or parenting successful are the very elements disparaged by the current social stereotypes. On the television and in the other mass media, who ever hears a good word said about sacrifice.

If you really want to do something about improving the competence of parenting, I think you should attack the value systems of our society".

Those are my concerns.

The implicit goals of our society are surely the seeking of individual pleasures and material trappings - goals unworthy of any higher civilization. Madison Avenue has sold "the good life". "Liberation", "do your own thing", and "push for your rights" have been hailed as the means of achieving "fulfilment".

Clearly, "their god is their belly".

I find it strange - we have historical boards to preserve ancient buildings while, at the same time, we allow the destruction of ancient wisdom which taught us that "it is in giving that we receive". Creative love is what we owe our children. If we could but make them feel it, I believe they would sense their true dignity and pass it on to future generations.

In my opinion, human problems are not going to be solved with some sort of new program. Rather, we should place our confidence in the power of the individual encounter - that empathetic touching of another human spirit. If we truly acknowledge and respect the inherent dignity of every human person we can "move mountains". But, so long as respect is absent from our day to day activities and dealings, it will be absent from our homes.

You see, my view is that we must first work to perfect our own humanity before we can effectively teach others to do the same. Otherwise, we are just so much "sounding brass".

My wife points out that we are in the "people business" and that the worthwhile participants "sparkle like diamonds". There are a lot of "rough diamonds" out there who can be polished by parenting education but, reliance upon massive programs will prove to be a delusion.

The basic philosophical question is "why?" or in this specific context "why do we care about kids anyway?" I am reminded about the city alderman who responded to a motion to put some money away for a rainy day by asking "what has posterity ever done for me?" For myself it is all part of the same question man has always put - "where did I come from and where am I going?"

Solzhenitsyn tried some of this recently at Harvard but few people even bothered to try to understand what he was talking about.

(Judge) John Bennett,
Provincial Court (Family Division)
London, Ontario.

Letters

Dear Dr. Barker,

... Certainly I agree with Rev. James Thomson of Bracebridge (see letter, CSPCC Journal Summer 1978) that we need to communicate the need of love, concern, compassion, and understanding to inform adequately the relationship of people generally. However, I disagree with his assertion that the Children's Aid Society can look after children's rights; the resources which the CAS has at its disposal are grossly inadequate for the problems of our society. Such problems include that of providing loving day-nursery care for children of working mothers.

The whole question turns on the values of our materialistic society. So long as we put material possessions and the struggle for power ahead of human development and well-being, there can only be increasing human misery and unhappiness with attendant crime and destruction.

Yours sincerely,
Floyd Dean, Ph.D.
Mississauga, Ontario.



Let t ers

Dear Friend,

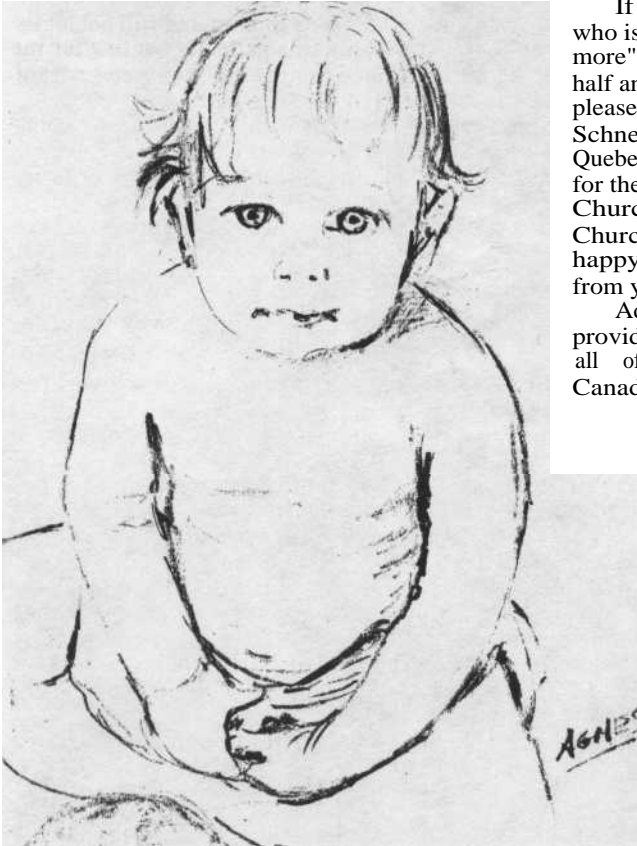
About one year ago, I responded to an appeal to help make the public more aware of the problem of child abuse and neglect. I was happy to become a member of the C.S.P.C.C., yet, I felt I had to do "something more". Being the mother of two small children, I did not want to commit myself to an "out-of-the-house", time demanding project, so I started an "in-the-house" project!

My project. With the help of two friends, I organized a letter-writing group, whose aim is to increase public awareness to the problem of child abuse and neglect, and to encourage public activity in its solution. We are appealing to all of the individual religious congregations across Canada.

Each writer receives a "kit" containing eight names and addresses of the clergymen, a master letter, an instruction sheet and eight sets of accompanying information sheets. The writer hand-copies the master letter, which is addressed to the clergyman, and sends it to him, along with four pages of information. This takes about half an hour. The writer is not obliged to compose a letter, just to copy one. Ideally, one letter a week would be wonderful, and any reply is forwarded to me.

In essence, we are asking the clergymen and their congregations to:

- 1) Approach their provincial and federal government representatives with a concern about child maltreatment and request provisions for more and better prevention services,
- 2) Ask their local representatives to implement the S.C.A.N. (Suspected Child Abuse and Neglect) Programme (or a similar one), which is a volunteer system with an excellent success rate,
- 3) Support the C.S.P.C.C.,
- 4) Provide a few afternoons a week of free day-care (transportation provided) to parents under stress.



If you are a concerned person who is searching for the "something more", and are willing to set aside a half an hour a week to help children, please contact me. I am Mrs. Sharon Schneider, 35 rue Martel, Beloeil, Quebec, J3G 3H1. I have church lists for the United Church, the Anglican Church and the Roman Catholic Church of Canada, but I would be happy to provide you with names from your own denomination.

Additional "kits" will be happily provided until we have appealed to all of the congregations across Canada. Please do some thinking!

I hope to hear from you soon,
Sharon Schneider,
Beloeil, Quebec.

Letters

Dear Dr. Barker,

... I now would like to reply to the letter from H.W. Somerville about daycare. My boy has been in day care since the age of 8 months for the very down to earth reason that I had to work. I was not eligible for mothers allowance because I was still living with my husband. I had to work because I never knew if he was coming home. At first I had a babysitter come to the house and although she was a fine person she didn't have a clue about looking after babies. Then for a month and a half Jason was in a private day care centre. This proved to be very unsatisfactory because they wanted no parental involvement, and provided less than safe conditions. By this time Jason and I were on our own and my job provided very necessary things for me beside the pay cheque. It was not feasible for me to quit. Next he was in a private home for about a month and although the care was very good the woman found that she did not have the emotional stamina for another child. Finally I found a young English nanny who took four children into her house. She had one child of her own and provided a stable, semi-structured and stimulating environment for the kids. This was no child garage. She and I were jointly involved in my boy's upbringing and she provided emotional and "occupational" elements which I was unable to provide at the time.

For the last three years he has been in four daycare centres in Winnipeg and Hamilton. Each had their strong points and their weak points. For the last year he has been in an excellent centre and his teacher has been a man; an added benefit for a boy who has had few men in his life.

My boy has not suffered as a result of his daycare experiences. He has a lot of self-confidence in social situations; he is intelligent; he is well liked by the staff but particularly his peers; he is excitedly anticipating kindergarten next year. He knows that when I go away I also come back. He is comfortable with children, with adults, and enjoys times by himself. I have made a point of letting him know what is happening in his days and of including him in making plans if at all possible so that he feels free to provide input. At the same time he can accept (although not always willingly) when I tell him that some things have to be done even if we don't want to do them.

Contrary to what H. Somerville said, a child always knows its mother and will not let its mother forget what her relationship to him is. One day Jason was patiently waiting for me to read him a book and I put him off by saying I had to make a phone call which was part of my work. He said, "This is part of your work too Mommy". I read him his book.

There is more to being a parent than physically caring for a child and physically being present. If a mother loves her child, shows that love and teaches her child how to show his love, and his other emotions in acceptable, constructive ways, then the child will grow up healthy whether or not he has been in day care centres.

This last is where the crunch comes for children whether they are in day care centres or at home...

Yours truly,
Leslie King.
Hamilton, Ontario.

Dear Sirs:

I am greatly in support of what your organization is doing throughout Canada and feel that there has been a need for Protection of Children for many years.

I must, however, object to the letter written by H. W. Somerville of Toronto Ontario which was printed in Volume 1 Spring 78.

I am tired of having the woes of this society placed on the working mother. When will society realize that more often than not it is necessary for a mother to work. Its either work or go on welfare or turn your children over to the courts because you cannot feed or cloth your children. We know that the courts try - but at best it is a sorry situation.

I have worked for most of my daughter's life. She is now 16 years old and is a very responsible, pleasant child. I do not have to be ashamed of her or of the fact that I work. I resent the implication that because I work my child is deprived. I have shown her stability even though I must work and feel she is better able to cope with the world today because she has had to accept certain responsibilities which very often children who have mothers at home do not.

I am not a "libber" and my daughter was never in the care of any person who did not have her interests at heart.

Yours truly,
(Mrs) M. LeBlanc.
Port Alberni, B.C.

Letters

Just What Was Said (Spring 78)

Dear Dr. Barker:

.....It's been my growing belief that with the proliferation of pre-school and nursery centres, day-care centres and the like, we are already in the process of turning out a generation who in the next couple of decades will erupt on society with a violence that will make the Hippie generation, with its riots and drugs, seem like the serenity of the Edwardian era.

It has been said that it's a wise child that knows its father, but I believe that if these "baby garages" keep spreading, it will take an even wiser child to pick out even its own mother from the confusing crowd of indifferent adults in whose hands it will have spent its most formative years. I say "indifferent", for with the best will in the world no substitute can give real maternal care to twenty or thirty tots simultaneously and it is, moreover, likely that the substitutes themselves will be continually changing, totally bewildering the child. There are reports that this is already happening in Israel's kibbutz.

Looking at the animal world, we see that with few exceptions either one or both parents remain with the young until they are old enough to fend for themselves, or there is a pack or herd with which the young can continually identify and with whom care of the young is the mutual concern of all.

Not only is the human animal far more complex, but it must cope with a far more complex existence than any animal. I find it impossible to see how an infant deprived of the care, stability and example it must have, can avoid growing up "lost" and hence probably anti-social in adulthood. What the child has never known it can hardly be expected to imitate and reproduce.

But what natural example and experience teach, seems to be ignored by the Women's Liberation Movement and politicians too vote-hungry and weak-kneed to resist the incessant screech for more places to dump children, even though as George Gilder pointed out in his book, "Sexual Suicide", Women's Liberation essentially means that the wealthier women pass off their duties as wives and mothers onto poorer women in a kind of economic slavery. The poorer women press relatives into caring for their children, and so on down the line, with the children always being the last thing considered....

Yours truly,
H. W. Somerville,
Toronto, Ontario.



Letters

Dear Dr. Barker:

I applaud you on your effort to induce people to take better care of our country's children. But I think you are missing a major point of history; that being that movements such as your children's rights movement have only made major leaps when they became economically advantageous, or at least when the antithesis to the movement was no longer economically advantageous. The movement for the abolition of slavery in the United States didn't gain acceptance until the northeastern economy no longer needed slaves (when industrialization took place). World socialism doesn't take place until it is advantageous for multi-nationals to move into backward countries and create a solid industrial basis for the country, raising the standard of living.

Getting back to the topic of child abuse, we may want to ask the question "how can we make the raising of children properly an economically feasible possibility?"

First, let us look at the clamour we have heard recently, pushing for pay for mothers. There are a number of reasons why this would be good. It would raise the respect people have towards the "job" of being a mother, since many people in our culture respect wages. Also, it would give some mothers enough money that they could leave other jobs and be with their children full time.

It would give lower income groups enough money to live, and at the same time, it would allow the government to pump money into the economy without having to face the charge of reducing incentive for recipients to work, as welfare and unemployment can readily be accused of, since almost everyone knows that being a good mother is a lot of work!

Secondly, we have heard another clamour recently, not from the media, but from yourself. You have been stating that parenting education is extremely important for the children of tomorrow. All through school we are taught almost nothing about raising children, even though the psychological and physical health of tomorrow's generations will depend upon the parenting skills we learn. Raising kids is a bloody hard job, so some knowledge should be stuffed into our noggins alongside the math and science we are taught.

I have an idea that can combine both of these points of the past couple of paragraphs; pay for mothers and parenting education. In order that mothers receive their pay for being a parent, they must take a course on being a parent. Why not? Many professions have job training for employees, and being a parent is a tough job indeed! Sounds too much like "1984"? Not really, because mothers don't **have** to take the course. But the loss of a possible wage would be enough of an economic incentive that most mothers would take the course. Sound like a good idea? I think so. I hope you do too!

Yours very truly,
John G. Powell,
Perkinsfield, Ontario.



Letters

Dear Dr. Barker:

It was a pleasure to meet you last evening at the Ottawa meeting of CSPCC. I have been extremely interested in the importance of the early years since I was a student, studying child development. There seems to be such a discrepancy between what we know to be necessary for good maturation, and common child care practices.

My first few months as a mother brought me joy, but also great stress as I thrust myself forward to mature myself for the task. That stress and adjustment I have seen repeated by other new mothers, who hopefully were better prepared than I was, because they sought out La Leche League before their babies were born. LLL provides a unique opportunity for expectant mothers to listen to and discuss with new mothers and mothers of older babies and children and learn that adjustment is required - plus practical information on how to cope. LLL provides expectant and new mothers with an excellent model for which to model their own mothering. It is a unique experience which is not provided by any other source.

Ordinary pre-natal classes include only expectant mothers, provide no models in action, and talk mostly about bathing baby, what to buy for baby, maybe some nutrition, and a few exercises and techniques for childbirth. Most simply end at childbirth - providing no ongoing support for the new parents.

In my opinion, a good childbirth Education (ICEA) set of classes, plus at least one series of LLL meetings provides an excellent learning opportunity for expectant parents.

I hope CSPCC will help in our push for more natural childbirth practices. It wouldn't cost an iota more to offer more emotional support to a new mother and father, to provide them with information, and some tools to help each other cope with childbirth, and to keep the three of them together more, in the early minutes, hours, and days of a baby's life. It is well documented that this facilitates a more meaningful relationship, and increases the joy these individuals obtain from one another.

I noticed this morning that the CSPCC meeting did for me what LL meetings have done in the past, increased my joy in my children, and a feeling that my job as a mother is a most responsible and worthy one!

Often as I live day-to-day with my children, a line from Dr. Seuss runs through my head: "A person's a person no matter how small". (Horton Hears a Who, I think).

I wish you well with the goals of CSPCC which I do support. I personally find the viewing of a film like "12 1/2 Cents" and the reading of case histories too disturbing. I hope, as you say, society in general, moves ahead from the sensational, and works to improve the situation for all children.

I have enclosed some literature as well as my application for membership.

Sincerely,
Cynthia Butler, R.N.

La Leche League International

The Name:

LA LECHE (lay-chay) is derived from an old Spanish shrine in St. Augustine, Florida, dedicated to "Nuestra Senora de la Leche y Buen Parto", which translates freely "Our Lady of Happy Delivery and Plentiful Milk". LA LECHE means literally "the milk". Symbolically, it means life, love and the beginning of happiness to a baby. This is the concern of La Leche League, a non-profit, nonsectarian organization.

The Objective:

La Leche League leaders - having happily nursed their own babies - enjoy helping other mothers bring happiness and security to their babies through

breastfeeding. The unique relationship between a mother and her breastfed infant affords a natural and sure start in good mothering. Much more than the best food for baby, breastfeeding is the best start in living.

La Leche League began in 1956 with a conversation between two mothers at a family picnic in Franklin Park, Illinois, just outside of Chicago. Now there are many groups throughout the United States, Canada and in other countries as well. Through these groups, through correspondence, through telephone conversations, the League reaches out to mothers everywhere who want to nurse their babies.



The Need for Such an Organization:

Breastfed is best fed, doctors agree, and fortunately most women are physically able to nurse their babies. The size of a woman's breast has nothing to do with her ability to breastfeed. Mothers who are Rh negative or who have had caesarean deliveries can breastfeed their babies. Mothers of premature babies can nurse them, and the babies thrive on breast milk as on nothing else. Twins, even triplets, can be breastfed.

However, there is a great deal of misunderstanding about these and other matters. Women ask such questions as:

Isn't it true that some women don't have enough milk to nurse?

Are modern women too nervous and high-strung to breastfeed their babies?

Is a nursing mother too "tied-down" to have any social life?

The answer to all these questions is "No indeed!" But women want to know why; and they also have many questions about how to go about breastfeeding their babies. They can get information and encouragement they need from the experienced mothers of La Leche League.

Medical Approval:

La Leche League is fortunate to have ready access to the services of a board of 34 medical consultants with an active interest in and concern for all La Leche activities. All La Leche material of a medical nature is read and approved by medical consultants before publication.

Personal Contact with other nursing mothers is an important help to confident breastfeeding. Though there are now over 3500 LLL Groups throughout the world, there may not be one near you. For this reason, a mother writing La Leche League for breastfeeding help will receive not only useful printed information but the names of experienced League mothers with whom she is welcome to correspond.

Canadian Co-ordinator
La Leche League in Canada
Box 11, Postal Station Z
Toronto, Ontario M5N 2Z3.

La Leche League Canada is a non-profit organization and donations are tax deductible. Charitable organization No. 0391094-19-13. Donations may be sent to the Canadian Treasurer, La Leche League in Canada, at the above address.

Child Abuse Has Many Faces

by **Barbara F. Graham**

My husband and I have been victims of child abuse.

Not in the usual sense, as we both were fortunate to grow up in stable, loving families. But we are child abuse victims none the less. For we spent five years trying, in vain, to erase the abuse and neglect suffered by a little boy we adopted.

We failed.

And we are still victims, for although the child we tried to make our son never accepted us as his parents, we continue to be legally and financially responsible for his care in a foster home, one of the eight or nine he's inhabited in the 10 years since he was abandoned by his mother at the age of four.

What an irony!

There is no legal recourse for us, as adoptions are seldom annulled. His natural mother, however, had no difficulty at all ridding herself of the responsibility of motherhood. She just walked out, knowing the Children's Aid Society would take charge of her child, and any damage she'd inflicted in the four years she kept him would be someone else's problem.

Ours is not an unusual case. Many children placed for adoption have emotional problems, some of which do not surface until they are older. Others, taken into custody at a later age, are never placed in adoption homes at all, but drift from one foster situation to another until they reach the age of majority.

Treatment for children who have been mentally or physically abused is spotty. Unless the youngster exhibits bizarre or criminal behavior, his or her fears, behavioral problems, bouts of depression or anxiety, and episodes of unwarranted aggression do not merit continued or intensive therapy. There are just not enough psychiatric facilities to accommodate these borderline cases.

But prevention of this type of abuse and neglect is possible. The Canadian Society for the Prevention of Cruelty to Children, a non-profit national organization formed in 1975, advocates a program of community action that can make a real impact on the abuse statistics of the future.

Dr. Elliot Barker, a psychiatrist at the

Hospital for the Criminally Insane at Penetanguishene in Ontario, feels the first three years of a child's life are crucial. His involvement with dangerously mentally ill offenders led to the conclusion that violent behavior was often the result of severe abuse or neglect in early childhood.

The founder of the CSPCC, Barker sees the focus of the fledgling organization as education. Young people should be required to take courses in parenting in school, so that they understand the responsibilities and demands of parenthood and do not assume the task lightly.

Prenatal classes in parenting and special counselling for unwanted mothers-to-be would also have an impact on the number of women who decide to keep their babies, rather than giving them up for adoption at birth.

Increased psychiatric facilities for mildly disturbed and pre-delinquent children might prevent destructive and violent behavior patterns from becoming established, and identify potential suicides. Groups like Parents Anonymous and child-abuse hotlines are another way the community can become involved in prevention.

Variety of victims

No one can afford to ignore the problem of child abuse. Its next victim may well be your neighbour, or your grandson, the daughter of a colleague or **an infant you smiled at in the supermarket.**

Or it may be an adult you know, the victim of the hidden backlash of child abuse or neglect — someone like my husband or me.

Barbara F. Graham is a freelance writer and one of the organizers of the Ottawa chapter of the Canadian Society for the Prevention of Cruelty to Children. Join the debate. Citizen Forum thrives on controversy. Typewritten submissions of up to 500 words are welcome. Sorry, but unused articles cannot be returned, although excerpts may be used as letters to the editor.



These things I do despise -
Hypocrisy and lies
And anything at all that dims
The light in children's eyes.

Ruth T. Stamper

ENVIRONMENTAL QUALITY (EQ) LEVELS

An analysis of Social groups according to the level of TRUST EQ level I (low trust) to EQ level X (high trust).

Reprinted from "TRUST: A New View of Personal and Organizational Development", by Jack R. Gibb, copyright 1978. Published by Guild of Tutors Press, International College, 1019 Gayley Ave., Los Angeles, California, 90024.

E Q Level	Phase theme	Definitive nature of phase	Key function best nurtured	Key limitation of the phase	Primary fear-reducing expanded flow	Focus of the energy
I	Punitive	Punishment as a form of control and socialization	Reduces frightening chaos and apparent danger	Produces guilt and residual hostility	Fear of rebellion and loss of control	Survival, retribution
II	Autocratic	Power and authority used to maintain control and order	Provides order and structure	Creates passivity and dependency	Fear of ambiguity, disorder, anarchy	Power, control, obedience
III	Benevolent	Parental nurturing and caring as a primary theme	Provides security and affection	Fosters multiple emotional disorders and apathy	Fear of emotional weaning	Reward and punishment
IV	Advisory	Focus on consultative help and data collection	Expands the data base and enriches communication	Failure to tap energy and action and to distribute responsibility	Fear of conflict, diversity, and action	Communication, validity of data-processing
V	Participative	Focus upon participation, consensual decision-making, and choice	Increases involvement, loyalty, and group strength	Ambiguity of leader role	Fear of leaderlessness and responsibility	Influence, choosing, resolving conflict
VI	Emergent	Rise of group and community as new and leaderless level of reality and interaction	Reduces dependency, adds vitality and functional resources	Overreliance upon rational and verbal processes	Fear of being into non-rational and non-verbal states	Being, freedom, searching
VII	Organic	Rise of major role of emphatic and intuitive modes of being and communicating	Taps intuitive and sublingual sources of creativity and being	Overreliance upon conscious processes	Fear of mysteries of unconscious and primal	Expression, integration, sensing
VIII	Holistic	Integration of unconscious, archetypical and latent processes into enriched living	Releases wellsprings of energy and creativity	Overreliance upon sensory data and experience	Fear of loss of conscious and voluntary control	Creativity, spontaneity
IX	Transcendent	Integration of altered and extra-sensory states into being and consciousness	Taps non-sensory sources of being and energy	Overreliance upon mind and body	Fear of leaving security of bodily and sensory base	Transending sensory and body states
X	Cosmic	Focus on cosmic, universal, and nirvanic states of community and being	Taps into as-yet-little-known universal energy and being	Little or no data available	Fears may be transcended	Cosmic being

"The key to changing environmental quality is the growing trust in ourselves as individuals, and also as groups and communities."

Environmental Quality (EQ) Levels

FROM THE PERSPECTIVE OF ENVIRONMENTAL QUALITY (EQ) ANALYSIS, the world is in more of a fluid state than ever before. In the United States and in certainly the majority of industrial nations, most institutions can be classified as benevolent, advisory, participative, or emergent environments, EQ levels III through VI. There remain vestigial elements of EQ I and II in some families, schools, prisons, and athletic programs, and to a certain extent in all of our institutions. But we also have many images through our reading or our experiences of individuals and groups reaching EQ levels VII through X. Most of us, in our daily lives, live in relationships at levels III through VI.

A number of analysts have pointed out that the dominant themes of our day are fear, distrust, and defense in various guises. We have in recent history passed through times when the dominant themes of EQ levels I and II - punishment, retribution, power, control, obedience, and rebellion - were the key themes of institutions in which and with which we lived.

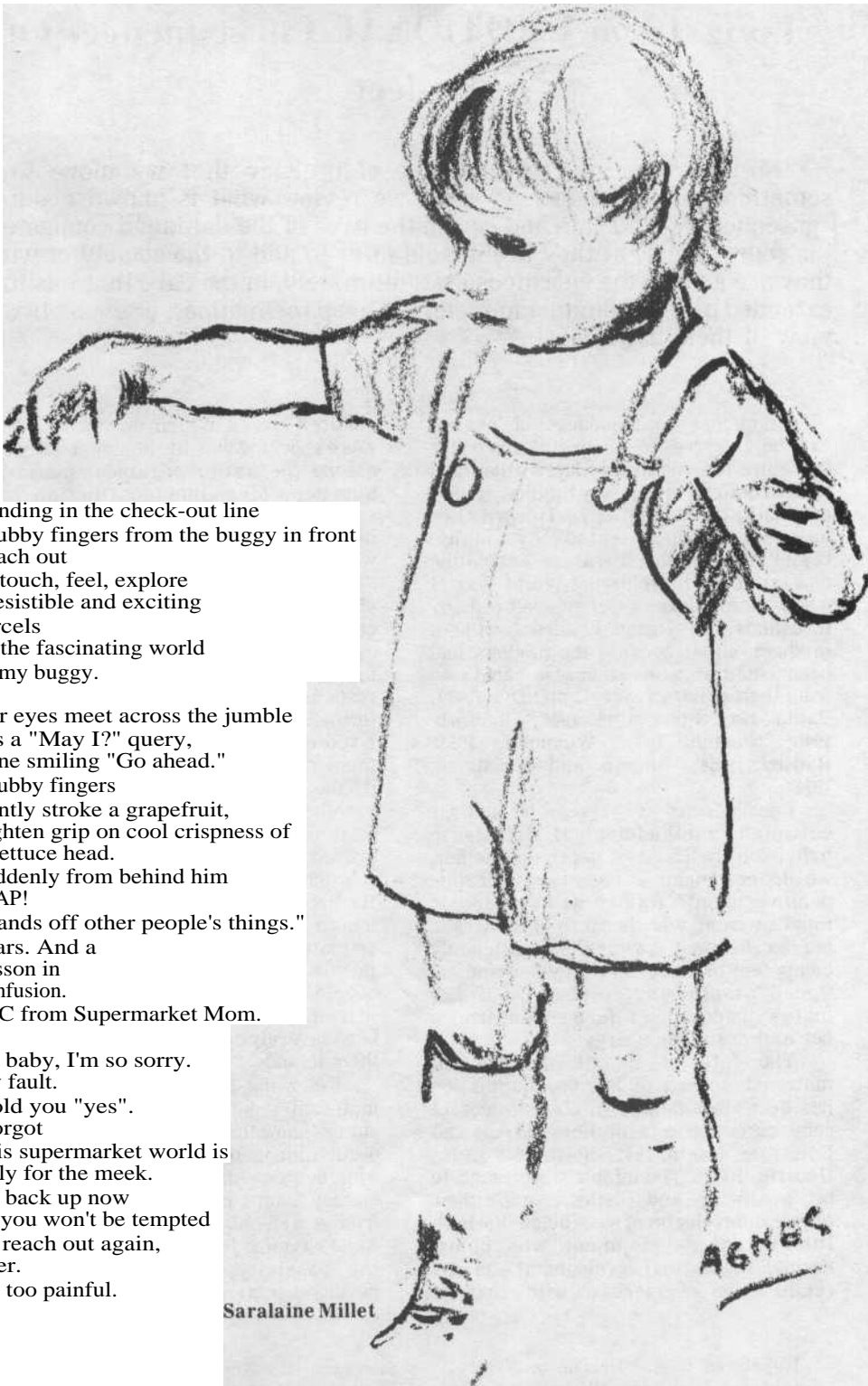
But new consciousness levels bring higher levels of trust, lessening our need for defense and increasing our dissatisfaction with a world of power, punishment, and coercion. Nurturing, participative sharing, communication in depth, and shared search for freedom occur more frequently. These are the marks of EQ levels III through VI.

pp 256-257
Trust: A new view of Personal
and Organizational Development
Jack R. Gibb

JACK GIBB's career as a psychologist spans four decades. He is known for his pioneering work in integrating theory, research, and practice. He has consulted for GM, AT&T, DuPont, Western Electric, TVA, the Department of State, the IRS, the YMCA, the Methodist Church, etc. He holds a Ph.D. in psychology from Stanford and has taught at Brigham Young University, Michigan State, and the University of Colorado, where he also directed the Group Process Laboratory. He has been Director of Research, National Training Laboratories; Vice President for Research, Society for the Advancement of Management; and Research Professor at Fels Group Dynamics Center.

Dr. Gibb is a diplomate of the American Board of Professional Psychology, past president of the Association for Humanistic Psychology, and a fellow of the APA, ASA, the NTL Institute for Applied Behavioral Science, and of the International Association of Applied Social Scientists.

He has contributed chapters to 26 professional books on management, organizational development, group dynamics, human potential, communications, and education, and hundreds of articles to professional journals on those subjects and on learning theory, therapy, and counselling.



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

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

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

Saralaine Millet

Long Term EMOTIONAL Consequences Of Neglect

"Nothing stirs so great a sense of urgency that we move to do something about neglect as when we review what is known about its consequences: the pain and loss in the lives of the damaged youngsters; the regret for what they are unable later to add to the society of which they are a part; the enormous cost, ultimately, in the care that has to be extended by a humanitarian society to keep them afloat, or even alive, in view of their handicaps..."

Emotional consequences of neglect can be inferred to an extent from the literature on maternal deprivation and related deficits in primary mothering. The dreadful effects of maternal deprivation have been documented by many, beginning with the literature antedating and immediately following World War II when the Nazi tyranny left many thousands of young children without mothers, either because the mothers had been killed or were otherwise separated from their children (Skeels and Dye, 1939; Bakin, 1942; Spitz, 1945, 1946; Goldfarb, 1945; Newton, 1951; Winnicott, 1955; Bowlby, 1954; Oliman and Friedman, 1971).

Consistencies of research findings outweigh methodological defects in individual studies. By depriving a mother, we do not mean a consciously hostile, punitive "mom". Rather, we have more in mind a woman who, because of failures in her development, is simply not sufficiently competent to meet the heavy demands of "good" mothering, especially if her mate's inadequacies further undermine her and drain her energy.

The fate of infants deprived of maternal, indeed of human, stimulation has been documented in observations of some cared for in institutions (Skeels and Dye, 1939; Bakin, 1942; Spitz, 1945, 1946; Decarie, 1965). The infants were found to be apathetic and listless, and their physical development was below normal. Intellectual development was below normal. Intellectual development was also retarded in comparison with that of

children reared in their own homes. Even more shocking was the high mortality rate among the institutionalized infants. The absence of human attention and stimulation was thought to lead to a massive form of infantile depression and withdrawal which Spitz labelled "mirasmus". Related reactions to the loss of "mothering" have been examined very closely by Bowlby (1954).

Harlow and colleagues have reported fascinating parallels with humans in the responses of infant monkeys suffering forms of maternal deprivation (1971). Exposed to a dummy - a "surrogate mother" - with cold water flowing through it, the little monkeys recoiled from the "mother" and retreated to a withdrawn fetal position. Monkeys so reared later proved unable to be coaxed into a relationship even by the "warm" mothers Harlow called "therapists". It was as if inborn, fixed action patterns in the infant primates had been massively disrupted by the "cold" mother. All of the instances of severe mother-child aggression observed in humans were found in monkeys who had been severely deprived of maternal care in their infancy.

Following Bowlby's original book on maternal separation, a large number of studies show that similar effects on infants occur among many who remain in their own homes. An interesting example of clumsy infant care is given in a report from a well-baby clinic by a colleague of Anna Freud's. Robertson (1962) described the passivity, flattened affect, and developmental retardation present among

Reprinted from "Profile of Neglect", a Survey of the State of Knowledge of Child Neglect, by Norman A. Polansky, Carolyn Hally, Nancy F. Polansky, U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Public Services Administration; available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

some of the infants. Closer scrutiny revealed these babies to be the products of well-meaning, conscientious, but psychologically obtuse mothers.

The successful mother must be empathetic - sensitive to her baby's momentary needs and to the probable cause of her child's actions and reactions. She must be able to feel and convey pleasure in having the infant. The anxiety that is normal in a woman with a newborn hopefully will not develop into withdrawal or other pathological defenses, but will quickly dissipate so her energies can be invested in "good" infant care.

From direct observation, we know that the neonate in a marginal family is

often cuddled at the whim of the parent rather than in line with his needs. Investigators then report apathetic, flat, affectless, withdrawn little children who exhibit attitudes of hopelessness and defeat (Young, 1964; Loof, 1971; Pavenstedt, 1967; Bullard, et al., 1967; Polansky, Borgman, and DeSaix, 1972). The children appear to have resolved, not with Trust but with Basic Mistrust, what Erikson (1950) labelled the initial "life crisis".

A number of investigators (see also below) have commented on the difficulty of measuring scientifically what is missing in the home environments of children who show apathy, or, a related but perhaps less ominous residual, extreme aggressiveness



(Bullard, et al., 1967; Caldwell 1970; Polansky, et al., 1972). Since identification - or its primitive equivalent, incorporation - starts very early in life, it seems credible that an attitude of futility and/ or despair might be taken over from one's parents, as if futility were in the air one breathes.

The mark of emotional deprivation is highly visible to trained professionals who see the children somewhat older, in day care centres, or the like. A youngster may show what we have called "objectless clinging", meaning that he attaches himself to an adult, but in an unflattering way, since he will, with little differentiation, reattach to almost any other warm person. Even more damaged are children who will not relate at all. They seem to fear attachment or have no ability to achieve it. While inability to relate is

typically not extreme among very young children, it can present a serious block to treatment when a youngster is referred for counselling at age 8, 9, or 10.

Patterns of detachment, of which Bowlby (1969) has thus far written the most extensive theoretical statement, become very concrete in such social work settings as the Bowen Centre Project of the Juvenile Protective Association in Chicago (Sullivan, Spasser, and Penner, 1975). The center encountered markedly greater difficulty in involving the children who had not been reached until their early adolescence. Among these, the pattern of detachment appeared more fixed, and much more aggression was observed than seemed present in younger children from the same families.

A number of obviously necessary



research directions are worth pursuing. For one thing, investigators have acted as though they were entrapped by words. Because early care is called "mothering", they have identified it with the female parent. Hence, we have little or no evidence regarding major deficits in "fathering", and only unsupported generalizations about the ages at which it becomes crucial. Yet Harlow's studies showed that adult monkeys of both sexes responded to advances from the young with protective, cuddling reactions. A high

proportion of all males in our culture have similar responses to children. Should these prove to be instinctive, what survival value has nature locked into this fixed action pattern? Up to now, we have been partly blocked in this search by the relative elusiveness of fathers as research subjects, but that may be changing. More general examples of the same sort of query lie behind the one already raised: **What is specifically lacking in the emotionally depriving home?**

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- (See also, "Maternal Deprivation Reassessed" by Michael Rutter, Penguin Paperback 1972).

Parenting Education

The following article consists of excerpts from a 24 page "Proposal for Parenting Education" about to be presented to the Halton Board of Education(Ontario) by Eric Balkind. Mr. Balkind is an experienced elementary school principal who recently spent a sabbatical year at the Institute of Child Study in Toronto seeking out information, programs, practices and current thinking on parenting education. He would welcome your comments (as would the Journal). His address: 96 Guelph Street, Georgetown, Ontario. L7G 3Z5.

Twenty years of watching and working with children and their parents in elementary schools have taught me the immense significance to the child of the earliest years of life. I have learned that both the teacher and the schoolroom play their parts but that their overall efforts and degrees of success nearly always depend finally upon the start made by the child during those critical years in the primary environment with the prime teachers - the home and the parents. These findings are not, of course, original or

unique ; good, observant teachers have always recognized the significant differences in readiness and development which exist between children at the moment of entry into the formal system of education. Furthermore there are also available considerable research findings which clearly support the critical importance, to both the child and society, of the first years of life. It is then, towards the establishment of parenting education that we must move if tomorrow's children are to obtain a better start of life.

The Evidence

I. United Nations Educational, Scientific and Cultural Organization meeting on Pre-school Education as First Phase of Life-Long Education. (UNESCO Paris 1976). The following major points:

1. that the first three years of life are critical to the development of language, problem-solving behavior, social and emotional growth.

2. that the infant's inherent motivation to learn is influenced by the primary adults in the child's life. "...children learn to learn or learn not to learn as a result of how adults handle their development...(p. 5) "

3. that language is critical to development and that the major basic language acquisitions - especially grammar, syntax and vocabulary are acquired during the first three years.

4. that those most in contact with the child influence language development by the ways in which in which explanations are given and verbal behavior managed.

5. that the child possesses an innate, deep curiosity which may be encouraged or sadly stifled.

6. that positive early social development results in the child learning to use adults as useful resources.

7. that in a favourable environment intelligence is well-developed by four

years of age.

II. Dr. Burton White's research (conducted at Harvard continuously over the past eighteen years) adds strong support to the conclusions drawn by the UNESCO committee. Language development, curiosity, social development and the roots of intelligence form, for Dr. White, the foundations of educational capacity and all are undergoing basic formative development during the first three years of life.

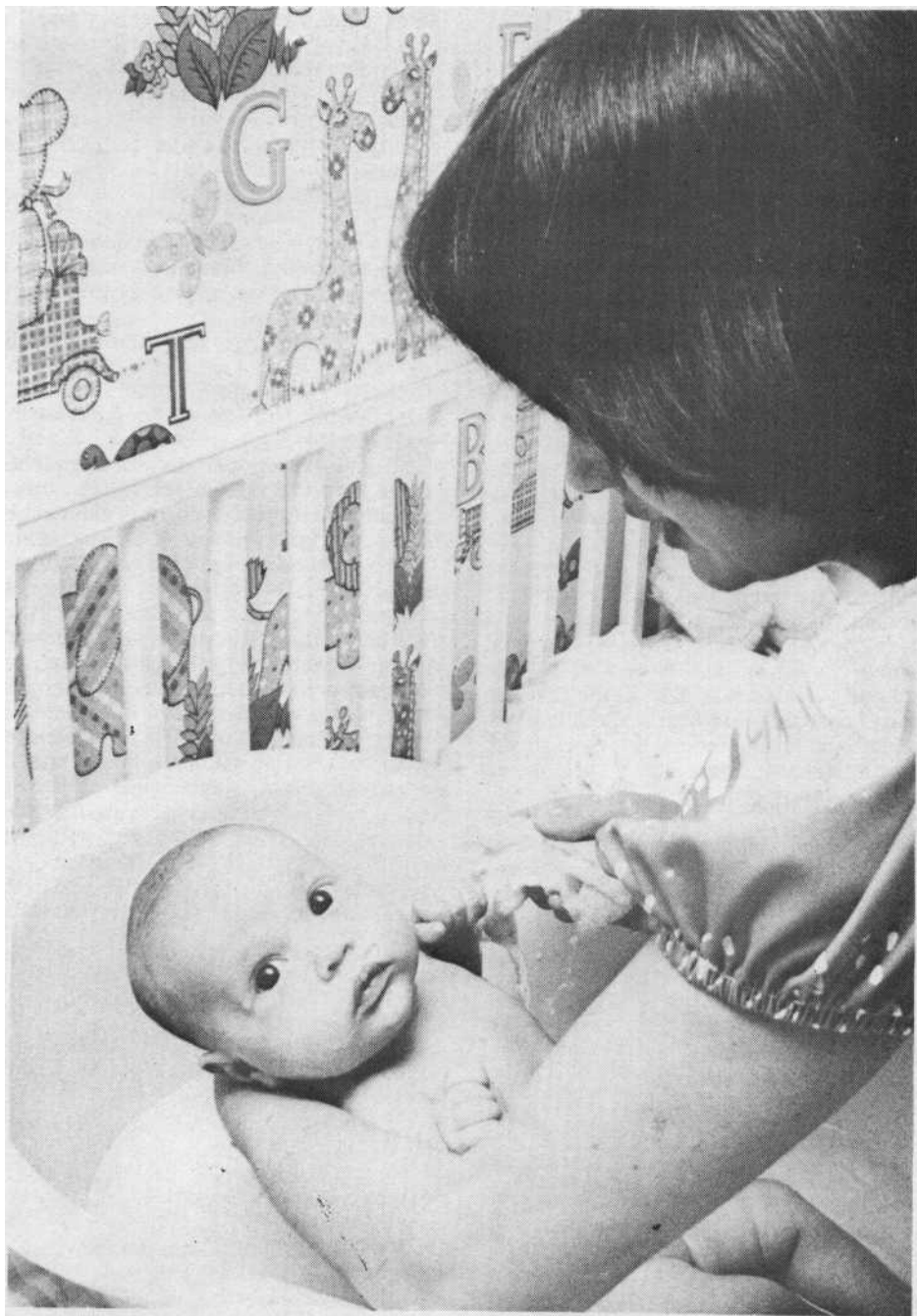
Research has convinced Burton White of three obstacles which most families face during child-rearing and these are:

i) **ignorance** - parents, all too often simply do not know much of the story of infant learning and development.

ii) **stress** - the early years are definitely a dangerous period of life (e.g. the most reported poisonings of young children occur during the period of 10 - 30 months of age). A crawling curious infant means extra work, continuous caution and obviously considerable parental anxiety.

iii) **limited assistance** - the new mother is very frequently left to handle the child-rearing job alone.

* Burton L. White - "The First Three Years of Life" (paperback) Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632.



Dr. White makes a number of suggestions for the preparation and assistance of new families:

- i) teach (via school courses and public television) all potential parents the known and accepted fundamentals of educational development in the first years of life.
- ii) offer regular adult education courses for all actual parents-to-be.
- iii) make available to new parents

further training and information through local resource centres and home-visiting programs.

- iv) provide general assistance for parenting, like: lending toys and books out of a resource centre, make films and pamphlets available, and make opportunities for parents and professionals to talk directly yet formally of their problems.

III. T.H. Bell (1974)+ recently retired Commissioner for Education in the U.S.A. suggests that:

..."few would take exception to the proposition that interested alert parents can provide any child his or her best start in life.....the evidence is now overwhelming that the experiences of the first few months and years in a child's life determine to a great extent, whether he will be equipped to enjoy and profit from the mainstream of..... life. A child's pride and pleasure in himself, his ability to relate to others, to reason, to imagine - all these are largely established characteristics by the time he comes through the school door. It has been shown rather conclusively that these characteristics can be stimulated and developed, or can be stunted, by the experiences of the child in his first three or four years and beginning in the first few months of life (p.1.)"

With this in mind, Dr. Bell proposes that the local elementary school should become a comprehensive child development centre - a role which could evolve naturally as the result of the school's integral position in the neighbourhood and which would allow it to reach out during the early years to the coming generations of students. It would be logical to offer delivery to the home and neighbourhood of comprehensive child development services, and the school is the obvious channel of delivery because:

i) the school building is usually strategically placed in the neighbourhood and can thus become a positive influence in the early development of children.

* Bell, T.H. "The Family, The Young Child and The School. Talk: 10th Annual conference of S.C. School Officials, 7/12/74.

ii) the school can serve as an integrated centre from which appropriate medical and social services can reach out to the community. As Dr. Bell says:

..."the neighbourhood elementary school can provide parents of pre-school children with the principles and techniques of early childhood development...parents should also receive advice and assistance on the health and social aspects of child development with services coming through the school as a child development service centre to the home (p.8.)"

IV. In a thorough and carefully researched article on early intervention Dr. Urie Bronfenbrenner...strongly support(s) the need for parenting education: *

..."all future parents can be reached while they are still in school. Programs should be instituted as early as elementary school in which students of both sexes are given extended opportunities, under supervision, to participate in work with young children, including their own brothers and sisters. Such experience could be facilitated by locating day care centres, pre-schools.... in or near schools, so that they can be utilized as an integral part of the curriculum. The older children would be working with the younger ones on a regular basis...spend some time with them.... visiting.... observing.... helping parents in their activities with the child.... contribute to training for parenthood but also give recognition to the parent as a person of status and expertise (p.51)".

* Bronfenbrenner, U. Is Early Intervention Effective? Vol. II DHEW (OHD) 74-25, 1974.

The Current Situation

As matters now stand, parenting is not (to any real extent) a part of our formal curriculum and by its very absence we are surely suggesting that it is not important and that anyone can be a successful parent. In point of fact, being a biological parent is indeed a straight-forward matter but research clearly suggests that being a successful parent in the full sense of the term is an extremely demanding job. What is hopeful is the knowledge which we now have which tells us clearly that almost all of us can learn to be good and effective parents. Surely, we dare not settle for less!

Within Halton (and in the Province at large) there are knowledgeable teachers already at work in the field of Family Life Education and, within the framework of H.S.I. they have developed programs which attempt to deal with such topics as infant growth and development. There are even courses to be found which include as an integral part of the program some opportunities for working with young children. A few schools have recognized the importance of giving students the chance to work directly with and learn first-hand about younger children and

have established at one time or another an opportunity for direct experience. There are, moreover, several well-constructed programs (dealing with the early childhood area) in operation across the continent, a number of which are listed in the bibliography. "Exploring Childhood" is one such course which has already been widely field-tested and is now in use in many States as well as in the Province of Ontario.

Although alert school areas are already at work it must be admitted that their influence under current conditions is strictly limited. Programs offered are not mandatory, they tend to be clustered in the higher grades (11 and up) and they draw

on an exclusive segment of the school population - senior grade girls; in general, the number of boys involved is strictly limited! Finally, it should be noted that although there are other courses and study areas within the curriculum which also touch upon various aspects of the family life spectrum there is no comprehensive approach; a student could conceivably complete high school education without ever coming into contact with what we may call Education for Family Living and indeed it is probable that many do so in spite of the fact that within a few short years they will be raising families of their own!

Conclusions:

The research and thinking presented in this document clearly establish a new and major direction for the public education system in Ontario - parenting education. This term designates the single, most important area of knowledge and expertise which is virtually absent from our current curriculum but which most of us will require during the first half of our lives. Being a parent is widely acknowledged to be both difficult and challenging, and it is safe to say that most new parents do not feel at all confident, especially during the first years of handling their first child. The great majority of parents begin their roles with extremely limited knowledge of child development and no real understanding of

the critical ways in which they can enhance the quality of their child's first years; they do not understand that what they do (or do not do) with the young child will assuredly affect the child's progress in the formal school system five to six years later on.

It should be noted finally, that another important reason for identifying the grades 7 - 10 range for this program is because a significant number of young people simply do not proceed beyond grade 10 in terms of a formal education; if education for parenting is indeed important then the knowledge base must be made available to all possible future parents.

Recommendations:

In the light of the foregoing it is suggested that the Halton Board of Education create an appropriate position (co-ordinator-consultant) in Early Childhood Education and charge the incumbent with responsibility for implementation of a pilot project involving the following:

1. Development and / or adaptation for use through the grades of an appropriate, comprehensive parenting and human relations programme.

2. Obtaining of Ministry of Education co-operation and approval and work towards acceptance of such a program as a mandatory component of every student's basic education.

3. Investigation and planning for effective training and in-service for classroom teachers.

4. Establishment (within existing facilities) of a Centre for Human Development - a meeting place and resource centre for use with and by the local community.

5. Communication with existing Ministries of Ontario Government (most notably Education, Health and Welfare and Social Services) and with local authorities to investigate possible collaboration and mutual development within existing middle and high schools of :

i) teaching centres (see No. 4 above) ;
and
ii) care and nursery centres for young children.

6. Development of effective and sensitive liaison and communications with the public and with Halton staff.

Women Organize Play School

by Dave Wilson

During the past several months the question of child abuse, which some experts argue is one of our society's most serious problems, has been receiving an increasing amount of attention.

Largely through the work of a group of local doctors, social workers, law enforcement officials and concerned citizens, who have sponsored numerous seminars and information sessions, our awareness of child abuse has grown from a hazy, uninformed misunderstanding of the problem to a real conception of the forces, social and otherwise, that lead to this most disturbing phenomenon.

Beginning in September, the fruits of this group's efforts will begin to show, as the first concrete program aimed at stopping child abuse before it ever gets started will get under way at Midland's Regent School.

Two local women, Cathy Martin and Maureen Bissette, are in the final stages of organizing what is called a Play School, which when in operation will function as a friendship and support centre for mothers and their pre-school aged children.

According to Mrs. Martin, the program should begin by the middle of the month, and will run two days a week, on Mondays and Fridays.

An unused kindergarten room at Regent School will be the scene of the play school, which will operate on a no charge basis.

Noting that the program is an offshoot of the local Child Abuse Foundation and Community Development Committee, Mrs. Martin says the play school sessions will function on a completely informal basis and although not specifically oriented towards child abuse, will give mothers a chance to meet other mothers so they can discuss their feelings towards their families, all in an effort to generate mutual support among mothers, especially those who spend their days alone with their children.

"Although it doesn't have too much to do with child abuse, its purpose is definitely a preventative one," she said, noting that statistics show the most instances of child abuse occur among parents who are left alone with young children.

"The purpose of the school is to be a

friendship and support centre for mothers, a place where moms and kids can learn how to play with each other."

The need for such a centre, Mrs. Martin said, has become increasingly obvious in light of surveys conducted over the last year among young mothers.

"Many mothers can't afford to send their children to nursery school, and although this won't be a nursery school, we hope it will offer some of the things nursery schools have," she said.

During discussions with parents over the last year or so the child abuse group has discovered that many mothers are prone to intense frustrations while caring for their charges, and with no one else at home during the day to absorb these frustrations, they are sometimes taken out, unwittingly, on young children. The theory behind the play school is that if mothers have a chance to share the frustrations and joys of child rearing among themselves, such unfortunate consequences can possibly be averted.

"Sometimes mothers don't know where to turn for support, and we're hoping the play school will be that kind of place," she said.

"Motherhood doesn't have much of a name these days. There are many young women who have opted out of having a family and are pursuing careers and the like. The mother who decides to stay at home and look after children is looked upon as if she's behind some kind of 8-ball. We want to bring mothers together so they can talk about themselves and their kids," Mrs. Martin added.

Besides the informal regular meeting sessions, Mrs. Martin said organizers are hoping to bring in guest speakers.

"We hope to have people from the community, preferably mothers, come in to talk, so that people can look at them and see how they deal with being a mother."

Such speakers, she said, would talk on subjects like child education and nutrition.

The program will operate initially on a three-month trial basis, and if it generates sufficient interest will be continued into 1979.

Article courtesy Markle Community Newspapers Ltd.

This article is re-printed in an attempt to stimulate discussion about the wide variety of "mother-take-a-break", "enjoy-your-pre-school-child" type programs. Hopefully readers who have similar projects in their communities will send newspaper clippings or descriptions. Others might be encouraged to initiate such a project where none exists.

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

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Selon un article du premier septembre, 1978 qui apparut, à la première page du Globe and Mail, Monique Bégin, le Ministre de la Santé et du Bien-Être fit les affirmations suivantes.

“Nous n'avons plus besoin d'allocations familiales et les dépenses sociales ne font pas de bon sens au Canada. Voilà les opinions exprimées d'une manière forte, que nous (le Gouvernement Fédéral) recevons ces idées proviennent du monde des petites entreprises commerciales et du “big business” situé à Toronto et aux provinces canadiennes de l'ouest. Ce sont les idées des groupes comme la chambre de commerce...Elles sont bien exprimées et puissantes, surtout quand les opinions contraires n'arrivent jamais à notre attention.”

“Les voix des familles avec des petits enfants ne sont pas entendues j'aimerais dire aux familles avec des enfants que vous êtes inconscientes de votre pouvoir. Soyez organisées et revendiquez. C'est le seul moyen d'assurer que les polices favorisant les familles avec des enfants, seront implémentées.”

On se demande s'il y a quelqu'un ou quelqu'une qui puisse mieux exprimer ces pensées? Est-ce qu'il y a un être humain qui soit mieux placé pour donner sa voix à ces idées?

E. T. Barker, M.D., Psych., C.R.C.P. (C)
Président, de la Société Protectrice
Canadienne des Enfants.

Le CSPCC est une corporation sans but lucratif. Jusqu'à date elle put exister financièrement, grâce seulement à des dons et à des droits de la société. Cette police eut deux résultats. Nous sommes forcés d'examiner de très près toutes les dépenses, et nous apprécions bien la valeur de chaque don et de chaque abonnement. Au fur et à mesure que la société accroit et que ses ressources financières augmentent, elle sera capable d'une manière plus efficace d'attirer l'attention du monde envers les résultats désastreux à long terme de l'abus et de la négligence des enfants (surtout sur le plan émotif) et d'encourager les Programmes Primaires Protectrices.

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Bedtime

When they put me to bed at night
I ask for many things
Like water, extra kisses,
And a song that Mommy sings.

Please, please don't rush away
and leave

Me lonely in my bed.

A quiet moment in your arms

Can calm my busy head,

And fill my heart

with happy thoughts

To ponder all the night.

Our love-together moments

Can make alone all right.

Ann Johnstone

