



# EMPATHIC PARENTING

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

Volume 25

Issue 1

Winter 2002



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## The Capacity for Empathy

Sufficient scientific evidence has been marshaled to refute the notion that some people are just born bad. This absurd myth, encountered in almost all cultures, has been effectively exploded. It is dead, but it refuses to lie down. We know today that the brain we are born with is not the finished product, as once thought. The structuring of the brain depends very much on events experienced in the first hours, days, and weeks of a person's life. And there is mounting evidence that the brain is capable of being modified throughout life, and certainly in the early years. The capacity for empathy, for example, cannot develop in the absence of loving care. The child who grows up neglected, emotionally starved, or subjected to physical cruelty will forfeit this capacity.

Alice Miller

The Truth Will Set You Free

see page 16

### WHAT IS EMPATHIC PARENTING?

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

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

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

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**In this issue...**

- Letters** p 2
- Bullying and School Violence:  
The Tip of the Iceberg** p 3
- The Hidden Elements of the  
Culture of Violence** pp 4-11
- The Kindness Campaign** pp 12-14
- The Truth Will Set You Free  
Alice Miller Book Review** pp 16-17
- Auditors' Report - 2001** pp 18-19
- President's Report - 2001** p 20
- Our Financial Supporters in 2001** p 20

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

<http://www.empathicparenting.org>

**There you will find links to all our sites:**

- Empathic Parenting
- Crime Prevention
- Psychopathy and Consumerism
- Daycare is for Parents Not  
Infants and Toddlers
- The Fastest Growing Religion
- Physical Punishment in the  
Home
- A Certificate for Parenting

## Letters

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These resources will make a valuable addition to our lending library and for parents and child care providers who access our service.

Child Care Resource and Referral  
Program  
Surrey, BC

...Your work inspires me over and over. When I'm feeling alone in my parenting, I read an old issue of Empathic Parenting, and breathe a big sigh. A grateful one.

Sylvia Gerl  
Keswick, ON

Excellent web site. My husband and I are starting to realize that we've been worshipping the false god of consumerism. Credit cards have practically ruined our lives. We are now trying to simplify our lives and just live for the happiness of being with our son and the joy of family.

Thanks for making such an important statement.

Christine Cook,  
Santa Rosa, CA

Have used your booklets and journals for years - they are so worthwhile in our work.

Barbara and Chris Latterner  
Brewster, NY

You are the only voice crying out for the truth of how to protect and nurture our children. Keep up the good work - the light in the midst of increasing darkness. Let me know how I can be involved.

Doris Epstein  
North York, ON

I'm working hard to teach university professors that warmth and humanity should be an equal part of the higher education of our youth (in addition to knowledge growth). I try to instill the idea that responsibility should be considered as important as freedom in our moral education. Yet the sad fact is, so much depends upon those first years.

It's hard to educate a true citizen by the time they've reached late adolescence.

The nurturance of our young is undervalued, and the public display (and even feeling) of affection is stultified today. We need to revalue nurturance, and those who provide it must be valued for that incredible legacy for the future.

I sometimes feel so alone as I say these things - especially since I've moved to Texas from Canada - the back to basics ideas here have more to do with repression and control than love.

I almost wept to read your page on crime prevention. Wonderful. Shout it from the rooftops!

Wendy Duncan-Hewitt  
Amarillo, TX

Keep up the good work - thank you for giving me inspiration and hope for the world.

Susan Lawrence  
Arlington, MA

Many of our federal offenders are, themselves, victims of childhood abuse. Your literature helps them to understand the origins of their own dysfunctional behaviours.

Shelley Hassard  
Toronto, ON

# Bullying and School Violence: The Tip of the Iceberg

*Barry K. Weinhold, Ph.D*

Because the bulk of the iceberg that the Titanic hit on April 14, 1912 was invisible to the ship's captain, that great ship sank to the bottom of the ocean. On April 20, 1999 our great nation also hit a largely invisible iceberg at Columbine High School. Since then the public eye has been focused on this metaphoric iceberg, known as the "culture of violence." Actually, the focus mostly has been on school violence, just the tip of the iceberg, while the rest of the iceberg has continued to grow and flourish. Unless this nation is able to change its course, it is surely headed for more collisions with this iceberg that cause the deaths of innocent people.

Ever since the Columbine tragedy, people have been asking, "How could this have happened?" and "What can we do to prevent this from happening again?" Unfortunately, much of the public commentary about the causes of the Columbine massacre has been focused on assigning blame and finding quick fix solutions. What might be more useful is uncovering the hidden causes of this tragedy that are related to the larger systemic problems caused by the culture of violence and then develop long-range primary prevention strategies that deal with these hidden causes.

## *What is Below the tip of the Iceberg?*

School violence is one of the visible forms of the culture of violence that currently is being addressed. The other visible forms of the iceberg of violence also need to be addressed. They are:

- youth violence,
- domestic violence,
- road rage,
- gang violence,
- hate crimes.

Feeding this rapidly growing culture of violence are television, movies and interactive video games. World Wrestling Federation (WWF) wrestling matches on television particularly glorify violence by portraying these "bullies" as heroes. Teachers report the influence of WWF wrestling on their students, describing a marked increase in the number of children imitating aggressive WWF gestures/behaviors at school. Many of these teachers also report that parents are becoming more threatening/intimidating toward them when they come to school to complain about something they think is unfair.

The important question is: "What are the hidden elements of the culture of violence?"

Edited excerpts from the website: Bullying and School Violence: The Tip of the Iceberg by Barry K. Weinhold Ph.D. P.O. Box 63720, Colorado Springs, CO 80962-3720 Phone: (719) 282-1753; Fax: (719) 282-1853 You can find this site at <http://weinholds.org/bullyingmain.htm> Reprinted by kind permission of the author.

# The Hidden Elements of the Culture of Violence

## ***Hidden Element # 1: The Lack of Understanding of the Systemic Nature of Violence***

Very few people understand the systemic nature of violence. For example, the people who are dealing with school violence aren't able to design programs that address the non-school elements of violence that cause school violence. They may understand abstractly that child abuse, family violence or community violence contributes to school violence, but they only address the violence that occurs at school. This is true of community agencies as well. They focus only on their part of the problem and no one is looking at the big picture. Part of the problem is that the funding streams from national, state and local sources generally carry a mandate that the agencies address only what they are funded to do. No one is funding an effort to address the problem of violence as a systemic problem.

## ***Hidden Element # 2: A Dominator Value System That Supports Violence***

What supports this pervasive culture of violence is a system of dominator values. These values are behind the increase in aggressive and bullying behaviors. Those who live by dominator values:

- use power plays involving violence, threats of violence, intimidation and

exploitation to get their way and to bully others,

- have very little regard for the rights, needs or even the lives of others, particularly if they see them as a threat,

- exploit the needs and rights of others that they perceive as having less power, status or influence, including women, children and minorities,

- are on the defensive and never admit mistakes,

- blame others for causing their problems,

- believe that "might makes right."

Dominator values are so tightly woven into the fabric of our culture that they are virtually invisible.

## **Who profits the most from the dominator value system?**

Dominator values are actively promoted by the sports and entertainment industry. For example, hardly anyone even questions the gratuitous violence in wrestling matches sponsored by the World Wrestling Federation or the World Council on Wrestling. These matches enjoy some of the highest ratings on cable television. Regular television channels are no better, with daytime shows such as Jerry Springer and Jenny Jones commanding huge ratings. Movies such as "The Terminator" glorify violence and pack the theatres. Violent video games such as "Doom" had considerable influence on Eric Harris and Dylan Klebold, the Columbine

killers. Obviously, violence is a very profitable business. Unless these values are changed or supplanted by kinder and more humane values, the culture of violence will continue to grow and flourish in this country, undermining our democratic institutions.

### **The humanistic value system that supports non-violence**

As a counter balance to the dominator values system, there is another value system that some call the “humanistic or democratic value system.” (Eisler, 1987). Those who espouse these values are people who:

- Strive to resolve their conflicts with others in peaceful, non-violent ways so that everyone gets their needs met.
- Use the “rule of law,” and seek common ground to settle racial, cultural, religious and political disputes.
- Understand cultural relativity and are able to show tolerance and respect towards people of different cultures.
- Seek equalitarian relationships based on mutual respect, trust and caring.
- Admit mistakes and strive to learn from them.
- Take responsibility for their actions.

These are the democratic values that we strive to teach our children, but the dominator values are undermining the very foundation of our democracy. The dominator value system lurks behind all domestic violence, child abuse, elder abuse, workplace violence, school violence, road rage, hate crimes and wars.

### ***Hidden Element # 3: The Effects of an Over Focus on Negative Behaviors***

Another hidden aspect of the culture of violence is the over focus on negative behavior. Much of people’s behavior is motivated by a desire to meet the basic need for recognition, attention and approval.

Over the past six years, the author visited over 100 schools asking students and faculty the following question: “Is it easier for you to get noticed or get attention in this school by doing something positive or something negative.” Virtually 100% of them said “negative” (Weinhold, 1999). This consistent feedback from children and faculty indicates that children and adults learn to use negative behaviors to get recognition because their positive behaviors go unnoticed.

This is not just a school problem. If someone were to ask the same question of kids in families or workers in companies or organizations such as the military, they would likely get the same answer. This focus on negativity is buried below the surface of the tip of our social iceberg and supports the visible culture of violence that we see in the media. This culture of negativity in schools, families, the workplace and the highway creates a climate that breeds violence.

A basic law of psychology says: “What you pay attention to is what you are going to get more of.” If we focus too much of our attention on negative behaviors and not enough on positive behaviors, it is easy to see why there is so much negative behavior.

An overwhelmingly negative school climate is very damaging to the self-esteem of kids. For example, when kids in

kindergarten were asked if they like themselves, 95% or more said "yes." By fourth grade, the percentage of these kids who reported liking themselves was down to 60%. By eighth grade, the percentage was down to 40% and by twelfth grade; it was down to 5% (Weinhold, 1999).

Columbine High School was no exception. At this upper middle-class suburban high school, every student who was insecure about himself or herself was worried about being different in some way. A senior girl at Columbine summed it up: "It's a rat race inside the school to see who's going to be more popular. Everybody's thinking: Am I going to look cool for the popular kids? Are they going to accept me?" One student said, "With all the animosity between the various social groups at Columbine, something like this was bound to happen" (Dube, 1999).

#### ***Hidden Element # 4: The Pervasiveness of Bullying.***

Bullying is another hidden element of the culture of violence that contributes to the kind of school violence that happened at Columbine High School. From first hand accounts (Dube, 1999 & Prendergast, 1999) and from the killers own videos (Gibbs & Roche, 1999) we know that Harris and Klebold were repeatedly bullied and subjected to verbal put-downs, leading directly to their plan of violent revenge.

Bullying is the most common form of violence in our society, driving the culture of violence. It is behind all child abuse, domestic violence, workplace violence, hate crimes and road rage. Dominating

men and women bullies bully adults who are weaker and less powerful. Men bully their female partners, women bully children, older children bully younger children and younger children bully their pets.

Bruce Perry calls this phenomenon the "vortex of violence" (Perry, 1996a). He says that violence always travels from the strongest to the weakest or from the most powerful to the least powerful. People who are the object of violence absorb it, modify it and then pass it on. Young children, who are at the bottom of this vortex, often do not have anyone to pass it on to so they absorb it, accumulate it and wait until they are old enough, big enough, or strong enough to erupt in some dramatic way that hurts other people.

#### **Kinds of bullies**

There are several kinds of bullies. "**Proactive bullies**" need no provocation and are naturally more aggressive towards others. This group frequently has poor social and relational skills and compensates for this lack by picking on others. "**Reactive bullies**" have often been victimized by other bullies who then retaliate by becoming a bully. A third group of bullies might be called "**provocative victims.**" These people provoke fights or aggressive encounters with others. They are quick to become oppositional or defiant and cry or display exaggerated responses in conflict situations. This group is the most rejected by peers and has the fewest friends (Marano, H., 1995). Another recent study showed that it is often difficult for even peers to identify who are the bullies and who are the victims because the vortex of violence is so prevalent and so many participate in it. (Paulk, et al., (1999).



## **The role of bullying in the Columbine massacre**

We must learn the lessons of the Columbine massacre if we are to prevent it from happening again. The group of Columbine students identified as the "trench-coat mafia," which included Eric Harris and Dylan Klebold, was harassed, bullied and put-down on a daily basis for years. This was initiated by a clique of student athletes and later joined by many other Columbine students.

Every day when Harris and Klebold came to school, they were met at the door by a gauntlet of students that harassed them by pouring orange juice on their trench coats so they would have to wear the sticky stuff all day. Harris and Klebold and others in this group who were bullied tried to sneak into school through a side or back door to avoid this daily ritual. They were also harassed in the hallways and cafeteria and called names. Frequently the football players would throw a body block on them knocking them into the lockers or the wall and call them "dirt bags" or "dirt balls." One 15 year old Columbine student said, "It must have been hell for them" (Dube, 1999).

Time magazine (Gibbs & Roche, 1999) quotes a 255 lb. defensive lineman at Columbine as saying: "Columbine is a clean, good, place except for those rejects." He added, "Sure we teased them. But what do you expect with kids who come to school with weird hairdos and horns on their hats? It's not just the jocks; the whole school's disgusted with them. They're a bunch of homos, grabbing each other's private parts. If you want to get rid of someone, usually you tease 'em. So the whole school would call them homos, and when they did something sick, we'd tell them, 'You're sick and that's wrong.'"

Even though this happened in front

of many students and teachers, no one tried to stop it. The killers wore weird clothing to call attention to themselves and even wore armbands that said, "I hate people." As they opened fire on their classmates, Harris and Klebold were heard to say, "This is for all the people who made fun of us all these years" (Dube, 1999). Even with their obvious "cries for help," no one gave them the kind of attention they really needed. These boys were very bright and very lonely and yet no one seemed to try to redirect their behavior in more positive ways. Cliques like those that bullied Harris and Klebold at Columbine High School exist in every school in this country. In most schools, the athletes are at the top of the heap. They act out the dominator behaviors that are so valued by many school athletic programs.

## **Bullying is pervasive in most schools:**

- One-half of all violence against teenagers occurs in school buildings, on school property or on the street in the vicinity of the school. Most begins as bullying or put-downs (National Institute for Dispute Resolution, 1999).

- The National School Safety Center estimates that there are over 525,000 attacks, shakedowns, and robberies per month in public secondary schools in this country (Weinhold & Weinhold, 1998).

- The NEA estimates that 160,000 students miss school every day or 28 million missed days per year, due to fear of attack or intimidation by a bully (Fried & Fried, 1996).

- In a survey of 558 students in a Midwestern middle school, the researchers found that 80 percent of the students had engaged in bullying behaviors in the previous 30 days (Espelage, (1999).

- 80 to 90 percent of adolescents report some form of victimization from a bully at school (Espelage, 1999).

- 90 percent of all students felt that bullying caused social, emotional, or academic problems for those students who were bullied (Weinhold & Weinhold, 2000).

- 69 percent of all students believe that schools respond poorly to bullying and victimization (Weinhold & Weinhold, 2000).

### **How pervasive is bullying outside of schools?**

If you remember that bullying is a hidden part of the overall culture of violence that is supported by dominator values, you begin to see that it occurs almost everywhere.

#### ***At home:***

- Older siblings often bully younger children.

- There are over 29 million physical attacks in the home by older siblings on younger siblings each year (Straus & Gelles, 1988).

- 19 million of these attacks were serious enough that they would have been classified as aggravated assaults had they occurred outside the home (Straus & Gelles, 1988).

- Bullies and victims of bullying, grow up and become batterers. Adult perpetrators of domestic violence were often identified as bullies or victims of bullying while they were in school. (Straus & Gelles, 1988).

- Over 6.9 million children are physically assaulted by their parents each year. These children in turn will bully others. (Dickstein & Nadelson, 1989).

#### ***At work:***

- Bullies at school who get away with it, later become serial bullies at work.

- The child who gets bullied at school later becomes a target for bullying at work.

- Over one million U. S. workers are assaulted annually.

- The most common reasons people are bullied on the job are because they are good at their job and they are popular with other employees (the workplace bully is driven by jealousy and envy).

- UK study showed that one in three people leave their job because of bullying.

- The same study showed that 53 percent of UK employees have been bullied during their working life.

#### ***On the highway:***

- Road-rage is just another form of bullying.

- 28,000 Americans died in 1996 because of aggressive driving.

- There are 2 billion episodes of road rage per year in the U. S.

- Violent incidents of road rage have increased 51 percent over the last five years.

#### ***Hidden Element # 5:***

#### ***The Collective Denial About the Effects of Bullying***

The most common way that schools deal with bullying is ignoring it. Many teachers don't see anything wrong with bullying. One Columbine student reported, "Teachers would see them push someone into a locker, and they'd just ignore it" (Prendergast, 1999). A junior at Columbine said, "I can't believe the fac-

ulty couldn't figure it out. It was so obvious that something was wrong" (Dube, 1999). In another study, teachers were only able to identify ten percent of the students who reported being a victim of a bully (Paulk, et. al., 1999). A prevailing attitude among some teachers is that those who get bullied probably had it coming to them.

In families, less than one in ten incidences of bullying involving suspected child abuse or domestic violence ever get reported and of those incidents that are reported, very few are ever investigated and almost none result in any criminal charges (Weinhold, 1997).

### **How does bullying differ from normal peer conflicts?**

The collective denial is supported by misconceptions about how bullying situations differ from normal peer conflicts. There is a big difference between these situations (Weinhold, 1999a).

**In a bullying situation,** there are six defining factors:

- *Intent to harm.* The perpetrator finds pleasure in taunting or trying to dominate the victim and continues even when the victim's distress is obvious.

- *Intensity and duration.* The bullying continues over a long period of time and the degree of bullying is damaging to the self-esteem of the victim.

- *Power of the bully.* The bully has power over the victim because of age, strength, size or gender.

- *Vulnerability of the victim.* The victim is more sensitive to teasing, cannot adequately defend him or herself, and has physical or psychological qualities that make him or her more prone to victimization.

- *Lack of support.* The victim feels isolated and exposed. Often, the victim is afraid to report the bullying for fear of retaliation.

- *Consequences.* The damage to the victim's self-esteem is long-lasting and leads the victims to markedly withdraw from school or become aggressive themselves.

**In a normal peer conflict situation,** none of these elements is present, so those who are involved in a normal peer conflict:

- do not insist on getting their own way,

- give reasons why they disagree,

- apologize or offer win-win suggestions,

- are free to bargain and negotiate to get their needs met,

- can change the topic and walk away.

### **What causes bullying?**

There are a multitude of risk factors that need to be addressed if we are going to eliminate the causes of bullying. Consider the following risk factors:

#### **Family factors:**

- The home is the most violent place in the United States (Straus, 1994).

- Children from violent homes are three to four times more likely to become bullies. Contrary to popular belief, the majority of violence directed at young children in the home comes from the mother and older siblings (Straus & Gelles, 1988).

There are three primary predictive family factors: (Weinhold & Weinhold, 2000)

1. A lack of solid bonding/attachment with the young child.
2. Poor supervision and neglect of the child's needs.
3. Acceptance and modeling of aggressive or bullying behaviors by parents or older siblings.

**Personality factors:**

- Children with an impulsive temperament are more inclined to develop into a bully (Olweus, 1994)
- Bullies often have attachment disorders (Weinhold, 1999).
- Boys who are physically bigger or stronger than peers of the same age are more likely to become bullies (Olweus, 1993)

**School factors:**

- The amount of adult supervision is directly tied to the frequency and severity of bullying in schools (Saunders, 1997).
- A negative school climate where negative behavior gets most of the attention encourages the formation of cliques and bullying (Espelage, et al., 1999).
- Some teachers threaten, tease, shame or intimidate students to maintain control of their classroom (Olweus, 1994).
- 25% of teachers see nothing wrong with bullying and put-downs. Schools condone this behavior and do nothing to prevent bullying and put-downs (Olweus, 1994).
- The learning environment can be poisoned by bullying and put-downs, raising the fear and anxiety of all students (Johnson & Johnson, 1995).
- Lack of early identification and intervention programs. Bullies can be identified as early as pre-school (Olweus, 1994).

**Community Factors:** (Hawkins and Catalano, et al., 1992).

- Schools in poor urban neighborhoods experience more violence in and around the schools.
- People feel less safe in neighborhoods where there is evidence of crack houses and drug dealing and related violence. This spills over into the neighborhood schools where there is more drug dealing related violence.
- Schools located in neighborhoods with high turn over also have more bullying.
- State and local policies about early prevention, identification and intervention.

***Hidden Element # 6:***

***The Role of PTSD and Trauma as a Cause of Violence***

The author's research, (Weinhold & Weinhold, 2000), indicates that most conflict situations involve stimulus conditions that remind the parties involved of previously unresolved conflicts and traumas. In a conflict situation people frequently show symptoms that resemble a post-traumatic stress reaction or when they witness violent conflicts involving others they actually regress back to an earlier trauma or conflict. They are actually existing in two realities at once and they are largely unaware of why they are reacting the way they are.

***Hidden Element # 7:***

***The Parental Neglect and Emotional Abandonment of Our Children***

In psychologist Ken Magid's book, **High Risk: Children Without a Conscience**, (1989) he states that severely abused and

neglected children will grow up to become violence seeking adults unless there is an intervention in their lives before age 16. He estimates up to 20 million adults fall in this category and the numbers are growing more rapidly than the population. He advises that we must do a better job of protecting these children and intervening in the lives of young children exhibiting symptoms of attachment disorder. If we don't, he predicts that "Soon there will be more of them than us and then we will be in real trouble" (Magid, 1992).

### **Developmental Trauma**

As a part of the author's research on conflict resolution he has identified the presence of "developmental traumas" during early childhood as the main cause of later fear of or fascination with violence. These traumas are often caused more by neglect than abuse and are therefore harder to identify because "nothing happened," except the child's needs were neglected and the significant adults disconnected from them (Weinhold & Weinhold, 2000).

### **What causes developmental traumas?**

The following are the usual causes of developmental traumas:

- Child abuse, neglect or emotional abandonment during the first 3 years
- Disruptions in the normal sequence of development
- Prolonged or repeated separations between mother and child during early bonding, due to illness
- Canadian study showed separations from mother of more than 20 hours per week were harmful to the child (Violato & Russell, 1994)\*
- Daily small disconnects between mother & child
- Repeated encroachment of the

child's physical, psychological and emotional boundaries

- A lack of understanding of the needs of the child
- Lack of support for safe exploratory behavior
- Using the child to satisfy the parent's needs

\* Violato & Russell concluded from a meta-analysis of 88 studies on the effects of non-maternal care that the absence of the mother for more than 20 hours per week during infancy and early childhood increases the prevalence of poor mother/child attachments by about 50 percent.

### **The effects of developmental traumas.**

The author's research (Weinhold & Weinhold, 2000) has shown that developmental traumas may be the cause of the following problems:

- Developmental delays - "late-bloomers"
- Attachment disorders (ambivalent or anxious/avoidant)
- Attention Deficit/Hyperactive Disorder
- Cognitive impairment due to cognitive neglect
- Primitive problem-solving strategies that involve use of violence
- Dissociation in females
- Aggressive, impulsive, reactive and hyperactive behaviors in males

Dr. Bruce Perry, a neuropsychologist from Baylor School of Medicine, found that children who are traumatized early in life develop more primitive, less mature styles of conflict resolution. They tend to be more impulsive and more easily triggered by stimulus events. Bullying looked at through this lens can be seen as an adaptation to the effects of early traumas and a protective mechanism the bully uses to try to feel safe again (Perry, 1996b).

# How Can We Prevent Bullying and School Violence?

## The Kindness Campaign

The Kindness Campaign was started in 1994 under the National Program for the Study and Prevention of Youth and Family Violence at the University of Colorado at Colorado Springs as a primary prevention program to address the rising tide of violence among youth, in families and in schools.

The Kindness Campaign is based on the idea that the best way to eliminate a negative behavior (bullying, put-downs, aggressive behaviors) is by focusing everyone's attention on the opposite of these behaviors: "kindness."

The program addresses each of the hidden elements of the culture of violence. Below is a summary of how the Kindness Campaign addresses these hidden elements and what results have been achieved thus far.

### *A systemic approach to violence prevention*

The Kindness Campaign views the problem of violence as a systemic problem. It addresses the underlying causes of the culture of violence. We strive to create programs that impact all the systems that are creating violence.

Another goal is to facilitate a better understanding of the systemic roots of violence. One of the projects of the Kindness Campaign that is designed to do that is the production of the "Rush to Judgment" stage play about the systemic causes of violence that were present in the

Columbine massacre. Through high school students performing this play and with the audience watching the play, we hope to raise everybody's awareness of the systemic roots of violence.

### *Promoting humanistic values*

The predominant message of the Kindness Campaign is that domination and violence can be stopped if schools and communities use their resources to promote humanistic values such as kindness, respect for the law, peaceful resolution of conflicts and understanding and tolerance of differences.

The campaign's co-sponsor, the local CBS television affiliate, conducted a random sample interview of its viewers in 1995 and found that 75% of its viewers believed that it was having a positive impact on the community (Weinhold, 1996). Since then, the Kindness Campaign has co-sponsored many community events designed to build common ground and increase understanding and tolerance. These events include an Annual Interfaith Celebration of Kindness and neighborhood ceremonies to recognize the positive activities of residents. One neighborhood was honored as an All-American neighborhood in 1997. Kindness Campaign programs have been started in over 100 schools reaching over 70,000 students in Colorado Springs. Ten other U.S. cities have adopted the Kindness Campaign in their community and schools. In 1997, the city

of Colorado Springs was one of three U.S. cities to be named a "Community of Kindness."

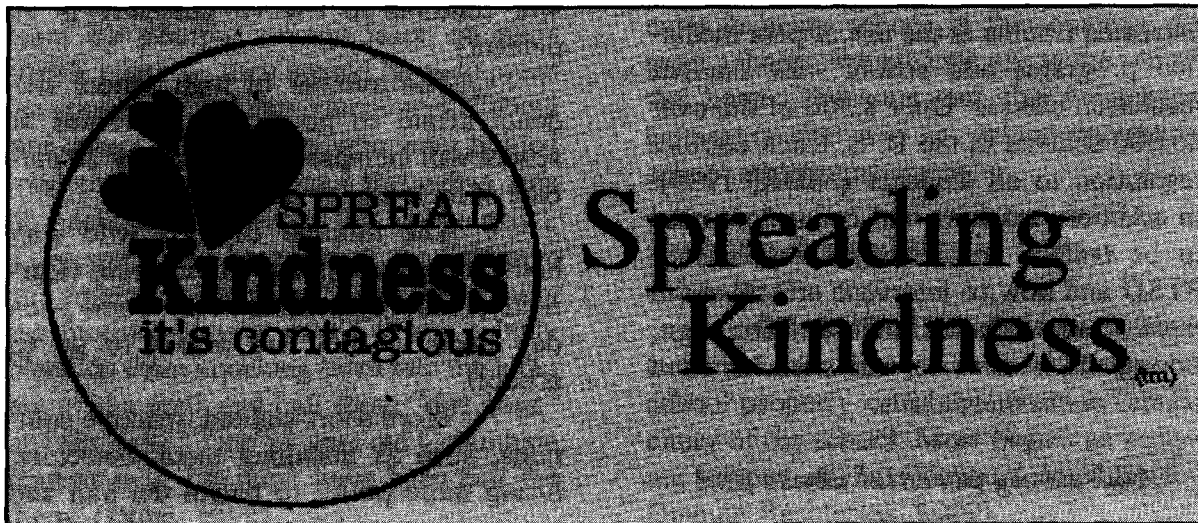
### ***Creating a positive school and community climate***

Over 100 area schools use the Kindness Campaign to improve their school climate. Their results indicate that children who get more recognition for positive behaviors don't have to bully others or wear trench coats to get attention. The

*(3) We will help those who are having trouble being kind."*

In most schools that started the Kindness Campaign, student to student put-downs dropped significantly. One elementary school reduced put-downs by 94% after the Kindness Campaign was introduced (Weinhold, 1999a)

### ***Reducing bullying and aggressive behaviors***



Kindness Campaign has produced, **Spreading Kindness: A Program Guide for Preventing Peer Violence in Schools**, a guide containing activities for schools to use in designing their own program. One suggested activity shows how to develop a school Kindness Code that would include the following:

*(1) "We will say and do kind things to others in this school,*

*(2) We will recognize the kind things that other people say and do, and*

When bullies see other kids getting recognized for positive behaviors, they begin exhibiting more positive behaviors. In three different middle schools where the Kindness Campaign was introduced, discipline referrals to the office dropped by over 30%. The Kindness Campaign's "Creating Kind and Safe Schools" program helps schools develop an anti-bullying policy. Faculty and students learn about the negative effects of bullying and then collaborate to create a school-wide anti-bullying policy. Such a policy might

include the following:

(1) *“Teachers and staff agree to confront all incidents of bullying and put-downs that they see,*

*(2) Students agree to help those being bullied or put-down by speaking out and/or getting adult help and*

*(3) All students, faculty and staff agree to include everyone in their activities. No one is marginalized.”*

### ***Dealing with student traumas***

One of the best ways to deal with untreated trauma is the use of peer mediation programs and school wide conflict resolution classes. Only 8,500 of the over 86,000 schools in the U. S. teach conflict resolution to all students (NIDR, 1999). In addition, teachers and counselors need to be trained to identify symptoms of PTSD and how to intervene effectively in these cases. The Kindness Campaign, through its in-services, trains teachers and counselors in these skills.

### ***Addressing parental abuse and neglect***

The Kindness Campaign has produced an activity guide for parents, **Raising Kind Kids: An Activity Guide for Fostering Kindness in Families** (Weinhold, 1999b). Working through the PTA's in schools, the Kindness Campaign offers in-services to parents who want to increase their ability to relate to their children in positive ways. In addition, The

Kindness Campaign has produced a guide for pre-schools, **Kind Beginnings: An Activity Guide for Fostering Kindness in Pre-schools.**

### ***The Cost of Failure***

Most people can see that the problems discussed in this article are not going to go away very quickly. However, if we fail to develop programs like the Kindness Campaign, these elements will clearly get worse. We will likely see the following:

- The dropout rate due to bullying will continue to rise (It currently is 10 percent).

- The number of high school students afraid to go to the restrooms at school will increase (It is currently 20 percent of high school students).

- The number of kids who stay home to avoid bullying will increase (Currently, 162,000 students stay home each day because they are afraid to go to school).

- More short-sighted, reactive solutions, such as installing metal detectors, hiring more police to patrol the hall and putting in surveillance cameras will be tried with no tangible results.

- More school shootings will occur (64 percent of adults believe a school shooting will occur in their own community).

- The government will be forced to intervene and pass restrictive legislation holding school and parents legally responsible for the destructive actions of their students and children.

Visit the Kindness Campaign's own Web Site at <http://weinholds.org/kindness/> for information on resources to use in schools and the community.

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Fax: (719) 282-1853



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# The Truth Will Set You Free

Alice Miller

A Review by S. Khamisi

...Alice Miller continues to impress and inspire. *The Truth Will Set You Free* (published in Europe as *Eve's Awakening*) challenges us to reflect about our secrets and our shortcomings.

Miller exposes one of society's dirtiest secrets—that we are “emotionally blind” to the abuses suffered by prisoners of childhood. Innocent children—no matter their country, class, or generation—are neglected, humiliated, abused. Small children cannot survive such truths and can only repress them. But, because “the body never forgets,” one's cauldron of pain seethes in the unconscious.

Fortunately for these young victims, psychological defenses offer partial protection against pain and anxiety. But repressing childhood traumas leaves mental barriers, an inner void, and the emotional blindness that prods one to the harm of self and others. These young victims become the suicides and psychopaths, the criminals and killers, the prostitutes and self-mutilators . . . as well as the everyday parents who abuse us “for our own good.” All are trapped in unconscious compulsions to reenact their destructive childhood dramas on themselves and others.

Throughout this work, Miller ques-

tions the Bible. She notes that the Bible contains much that is fine and true, but much “poisonous pedagogy” as well. We must have the courage to eat the apple from the tree of knowledge, to question that which is illogical. Is obedience a virtue? Is curiosity a sin? Is ignorance of good and evil an ideal state? Miller argues that it is our duty to overcome childhood wounds and to acquire knowledge—by overcoming our defenses and our “emotional blindness”—so that we may come to know good from evil, and thereby become more fully responsible for our actions.

We are responsible for future generations, too, so we must love and protect all children, no matter the hostility, condemnation, or ostracism that we may encounter.

But how can we overcome our “emotional blindness”? Not through medication, not through meditation, not through relaxation training. Only by embarking on an indispensable journey of self-discovery, in which we confront our childhood traumas and uncover our early emotions.

Telling the stories of our childhood

My apologies to Ms or Mr Khamisi of San Francisco, CA. I have been unable to contact you for permission to reprint this careful review of Alice Miller's latest book as found on Amazon.com

ALICE MILLER has achieved worldwide recognition for her work on the causes and effects of childhood traumas. Her books include *The Drama of the Gifted Child*, *Banished Knowledge*, *Breaking Down the Wall of Silence*, *Thou Shalt Not Be Aware*, and *For Your Own Good*. She maintains a Web site ([www.alice-miller.com](http://www.alice-miller.com)) and corresponds with readers from all over the world, many of whom credit her with freeing them from the shackles of their childhood suffering. In 1986, Alice Miller was awarded the Janusz Korczak Literary Award by the Anti-Defamation League. She lives in Switzerland.

*The Truth Will Set You Free* is published by Basic Books ISBN 0-465-04584-7

allows us to break down walls and reclaim banished knowledge—but only in the presence of an enlightened witness. We benefit from simple regressions, and even from momentary glimpses, into our childhood experiences. A picture of our childhood gradually emerges. And when we discover personal truths, we regain our vitality, our sensitivity, our ability to love.

Many of these ideas, suggests Miller, are supported by recent brain research. There is new knowledge about psychological defenses, and about the damage caused to individuals by stress, trauma and neglect. She credits Joseph LeDoux, Debra Niehoff, Candace Pert, Daniel Schacter, and Robert Sapolsky for the discovery that early emotions leave “indelible traces” in the body.

But despite these important scientific discoveries, we have yet to change the way we treat children. Miller is optimistic that legislation and parental education can and will reduce violence to children. This “principle of prevention” will cause our mentality, and our society, to change in stages. Such legislation has already advanced in

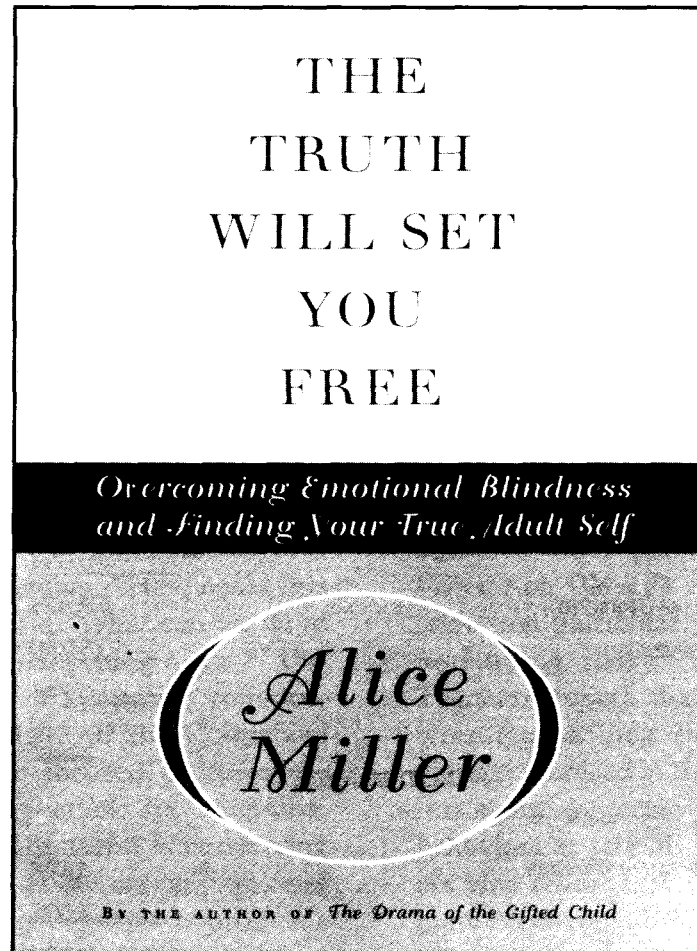
Sweden, Germany, and South Africa.

Throughout this important new book, we are reminded of Miller’s previous and seminal insights: that every criminal was humiliated, neglected or abused in childhood; that only people beaten as children feel the compulsion to beat their own children; and that

the world’s worst tyrants had childhoods marked by extreme cruelty and humiliation. They had no empathic helpers, no enlightened witnesses. Dictators such as Hitler, Stalin, Ceausescu and Mao, for example, unconsciously reenacted their childhood situations on the political stage. They defended against their pain first through denial, and then through the ide-

alization of their parents. They came to glorify violence, and eventually took revenge on whole nations and peoples as a way of getting even for the cruelty they had once experienced.

At one very important level, it is society’s blindness to suppressed childhood pain and rage that makes war possible. ☉



**AUDITORS' REPORT**

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

I have audited the balance sheet of Canadian Society for the Prevention of Cruelty to Children as at April 30, 2001, and the statements of financial activities and cash flow for the year then ended. These financial statements are the responsibility of the company's management. My responsibility is to express an opinion on these financial statements based on my audit.

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

In my opinion, these financial statements present fairly, in all material respects, the financial position of the company as at April 30, 2001 and the results of operations and cash flow for the year then ended, in accordance with generally accepted accounting principles.

Midland, Ontario

July 16, 2001

  
 CHARTERED ACCOUNTANT


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

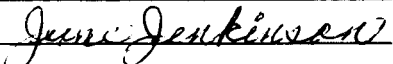
(Incorporated under the laws of Canada)

**BALANCE SHEET AS AT APRIL 30, 2001**

	2001	2000
<b>ASSETS</b>		
<b>CURRENT</b>		
Bank	\$ 7,990	\$ 33,411
Accounts receivable	1,163	658
Prepaid expenses	<u>350</u>	<u>350</u>
	<u>9,503</u>	<u>34,419</u>
<b>CAPITAL ASSETS, at cost (Note 2(b))</b>	8,475	33,744
Less - accumulated amortization	<u>(3,231)</u>	<u>(30,644)</u>
	<u>5,244</u>	<u>3,100</u>
	<b>\$ 14,747</b>	<b>\$ 37,519</b>
<b>LIABILITIES AND EQUITY</b>		
<b>OPERATING SECTION</b>		
Accounts payable and accrued liabilities	\$ 1,614	\$ 1,943
Surplus, operating section	<u>7,888</u>	<u>32,476</u>
	<u>9,502</u>	<u>34,419</u>
<b>EQUITY IN CAPITAL ASSETS (Note 2(b))</b>		
Balance, beginning of year	3,100	3,571
Plus - addition	3,071	270
Less - amortization	<u>(926)</u>	<u>(741)</u>
	<u>5,245</u>	<u>3,100</u>
	<b>\$ 14,747</b>	<b>\$ 37,519</b>

APPROVED ON BEHALF OF THE BOARD:

 Director

 Director

**STATEMENT OF FINANCIAL ACTIVITIES  
OPERATING SECTION  
FOR THE YEAR ENDED APRIL 30, 2001**

	2001	2000
<b>SUPPORT</b>		
Membership fees and donations	\$ 17,682	\$ 33,867
Sale of publications and tapes	3,965	4,427
Internet project grant	41,300	-
Interest and foreign exchange income	<u>2,753</u>	<u>1,584</u>
	<u>65,700</u>	<u>39,878</u>
<b>EXPENSES</b>		
Equipment operating costs	1,764	1,165
GST expense	1,163	559
Internet project costs	49,398	15,929
Legal and audit	1,500	1,777
Office rent	4,548	3,200
Office and general	2,547	2,547
Postage	1,154	1,335
Public information - brochures and tapes	4,715	3,972
Publication costs - journal	15,730	5,148
Publication costs - internet	391	619
Salaries	4,366	4,372
Telephone	<u>1,359</u>	<u>1,242</u>
	<u>90,288</u>	<u>41,865</u>
<b>NET REVENUE (DEFICIENCY)</b>	(24,588)	(1,987)
<b>SURPLUS, beginning of year</b>	<u>32,476</u>	<u>34,463</u>
<b>SURPLUS, end of year</b>	\$ <u><u>7,888</u></u>	\$ <u><u>32,476</u></u>

**STATEMENT OF CASH FLOW  
FOR THE YEAR ENDED APRIL 30, 2001**

	2001	2000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Net revenue (deficiency)	\$ (24,588)	\$ (1,987)
Changes in non-cash working capital components		
Accounts receivable	(504)	411
Prepaid expenses	-	17,770
Increase in current liabilities	<u>(329)</u>	<u>(496)</u>
<b>INCREASE IN CASH</b>	(25,421)	15,698
<b>CASH, beginning of year</b>	<u>33,411</u>	<u>17,713</u>
<b>CASH, end of year</b>	\$ <u><u>7,990</u></u>	\$ <u><u>33,411</u></u>

**NOTES TO THE FINANCIAL STATEMENTS  
AS AT APRIL 30, 2001**

**1. PURPOSE OF THE ORGANIZATION**

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

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

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

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

## **President's Report to the Directors, 2001**

This year marks the 25th year of publication of Empathic Parenting, and I have taken the liberty on this occasion to put a picture of my daughter and grandson on the cover!

For most of those 25 years Jan Hunt has been the Assistant Editor and now she has just written one of the best books I've seen, a compilation of her writings entitled The Natural Child: Parenting from the Heart, New Society Publishers. (see reviews at <http://www.naturalchild.org>)

We continue to distribute the Certificate for Parenting CD to the limit of funds available, and are pleased to see that the Internet version has been accessed from more than 20 countries throughout the world.

As always we do are work with the highly valued support of individual members and the generosity this year, of the corporations listed below. Thank you!



Bata Retail  
Canada's Wonderland  
Castrol Canada Inc.  
CGU Group Canada Ltd.  
Eli Lilly Canada  
Four Seasons Hotels  
George Weston Ltd.  
Gendis Inc.  
Hewlett-Packard (Canada) Ltd.  
Jervis W. Webb  
Kimberly-Clark Inc.  
Lombard Insurance Companies

Metroland Printing  
National Silicates Limited  
Power Corporation of Canada  
Royal Bank of Canada  
Sayers & Associates  
Sensient Flavours Canada Inc.  
The Equitable Life Insurance  
Company of Canada  
The Gillette Company  
Toronto Hydro Employees Fund  
Toyota Canada Inc.

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

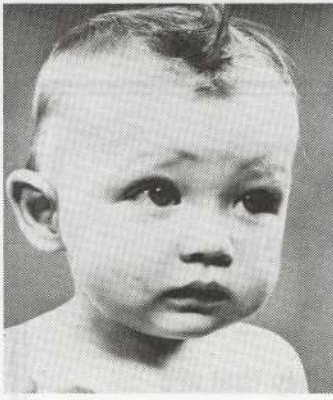
The CSPCC is working to change those things in Canadian society that are making it difficult for parents to give their children the care they need to grow into healthy, confident, non-violent, loving adults.

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

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

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

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



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

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

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

# CREDO



## WE BELIEVE THAT:

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

## THERE IS AN URGENCY THEREFORE TO:

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