



SEPTEMBER '82

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"We must be willing to face the hard reality that preventing child abuse and neglect is possible only when we are ready to attack its sources in the fabric of our society and culture, rather than merely provide social and medical services to its victims..."



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

Developmental Psychopaths

Without exception, the histories of our patients reveal trauma during their early years, e.g., separation from mother-figures; uncaring, neglect and deprivation; inconsistent disorganized family patterns. Real separations are rather easy to determine. Their invalidating influence during the first years of life is abundantly proven. The most severe consequence is the feeling of the unreliability of others and of the self. The resulting prejudice is difficult to correct, and impresses itself as a delusion: "I am unacceptable and unworthy of being loved by anyone. Other people must be distrusted." The basic assumptions are: basic insecurity and basic distrust, and this disturbs the process of socialization.

Jacobus W. Reicher
see page 15

"I am worried about millions of children who are being served by Child Care Industries Incorporated. I worry about babies and small children who are delivered like packages to neighbours, to strangers, to storage houses like Merry Mites. In the years when a baby and his parents make their first enduring human partnerships, when love, trust, joy, and self-valuation emerge through the nurturing love of human partners, millions of small children in our land may be learning values for survival in our baby banks. They may learn the rude justice of the communal playpen. They may learn that the world outside of the home is an indifferent world, or even a hostile world. Or they may learn that all adults are interchangeable, that love is capricious, that human attachment is a perilous investment, and that love should be hoarded for the self in the service of survival."

Selma Fraiberg
Every Child's Birthright
Bantam Books

The Canadian Society for the Prevention of Cruelty to Children

**"TO PREVENT THE PERMANENT EMOTIONAL DAMAGE
CAUSED BY INADEQUATE CHILD CARE"**

- The basic premise of the CSPCC is that the worst of all possible cruelties is to inflict permanent emotional damage on another human being.
- Given the evidence that such permanent emotional damage can be relatively easily inflicted during the very early years of life, our concern is with ignorance of, or indifference to, the emotional needs of very young children.
- By permanent emotional damage we do not mean only the psychological illnesses of adults which are recognized as having their roots in early childhood. More importantly we mean the (as yet) less recognizable and measurable deficient capacities for trust, empathy and affection.
- Better preparation for parenthood, greater concern for proper care during pregnancy, obstetrical practises which facilitate bonding, higher priority for the empathic care of infants, equality for women, and decreased emphasis on consumerism and materialism, are examples of such preventive measures.
- Increasing the number of members in the Society and the readership of the Journal are at present the principal means by which the CSPCC is working to unite those who share a concern for the importance of the Society's objectives.

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

All Membership Fees are Income Tax Deductible

The Journal of the CSPCC, which is published six times a year (January, March, May, July, September and November) is mailed without charge to all CSPCC members. Cheques or money orders should be made out to CSPCC and mailed to CSPCC, 510 Bay Street, Box 700, Midland, Ontario, L4R 4P4.

On receipt of your membership fee, your Membership Certificate, Official Receipt for income tax purposes and first copy of the Journal, beginning with the current issue, will be sent to you.

THE JOURNAL OF THE CSPCC

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Letters

SPECIAL THANKS FOR 'MY FRIEND'

Dear Dr. Barker,

Thanks for the CSPCC Journals Winter '81 through July '82. Of course I haven't read everything in them yet. (Perhaps I don't need to for I am certainly converted and have been for many years.) One of the most impressive aspects of the journal itself is the fact that it packs more good sense into the least space of any publication that I have read — and I've read more than a few. Imagine — even printing on the inside of the covers both front and back! Wonderful! Obviously a great deal of effort goes into such a conservationist format. And no advertising! I am truly overwhelmed.

The R.D. Laing article **Massacre of the Innocents**, was of particular interest to me, both as parent and teacher.

So I am sending along a piece following the theme '**Love lets the other be, but with affection and concern**'. The article enclosed, **In Praise of Young Children** is a recorded talk by Alice Yardley. I have been fortunate to have some personal contact with this very inspirational lady, and I'm sure she won't mind my passing it along. Of course she assumes in her talk that our young children are for the most part coming from warm emotional home environments, I think. Nevertheless there is much importance in what she is saying for both teachers and parents. Alice lives in England, was for many years principal lecturer at Nottingham College of Ed. She has written several books on the subject of Early Childhood Education, and comes to Toronto every now and then to visit.

The delightful little piece of writing entitled **My Friend** in the Spring '81 Journal, I tore right out of the book and passed along to my sister who is mother of a two-year-old — just in case she is harbouring any inclinations to go back to work before her little daughter is at least three (one more small step in the giant preventative cause). Special thanks to the young mother who wrote **My Friend**...

My plan is to do some advertising in the schools in the fall to round up some new subscribers to this excellent cause, and also to send further donations when I get my budget organized. You will be hearing from me, and can count on my support.

In the meantime, I wish you and the staff continued strength in your endeavours.

Sincerely,
Bette Broderick
Scarborough, Ont.

SOME READERS WRITE THE NICEST THINGS!

"Thank you for your Magazine. I like the way it supports parents. Along with Child and Family and La Leche League News I find it shores me up in my trying to be a good parent."
M.A., Toronto, Ont.

"...I sincerely believe that the Foundation you created is one of the best and most important things for a better life and healthier people..."
B.A., Peterborough, Ont.

"...By the way — the Autumn, 1981 issue was and is a gem! Thank you so much for the wonderful inspiration and affirmation. I look forward to each succeeding issue..."
N.G., Winnipeg, Man.

"...With thanks — keep up the great work! I really enjoy the Journal..."
L.W., Brantford, Ont.

"...The articles which you are publishing are very challenging to our present forms of the family..."
E.M., Fort Erie, Ont.

"...I am pleased to see the work you are doing to make the public aware of the pitfalls facing our society as it seeks solutions to the growing problems of child-care in the direction of divorce, materialism, and parental irresponsibility..."
W.D., Brandon, Man.

"...There is hope for our nation's children! With a Magazine and a Society like this, more mothers and families will be brought to their senses. I will pass this Magazine around to everyone I can to help recruit memberships. Keep up the good work!..."
B.F., Dartmouth, N.S.

"...Many thanks for the enriching and encouraging contents of the Journal..."
R.D., Saint John, N.B.

"...Thank you for the work you are doing..."
S.F. McBride, B.C.

"...I am very pleased to find that there is an actively involved group in this country that realizes the true focus of creating a better future for our planet..."
D.C., Vancouver, B.C.

Mother queries daycare subsidy

by Patricia Dyer

Reprinted with permission from the Ottawa Citizen.

At the risk of offending almost every "progressive" amongst The Citizen's readership, I would like to take issue with the way two of our major political parties, the labour movement and the women's movement, are currently attempting to reshape and influence our society's attitude towards children.

The NDP, labour and the women's movement are all currently espousing something called universal access to daycare. Their basic premise is that society as a whole has an obligation to look after the children of any parents who choose to work outside their home — note the operative word: choose.

Labour, through individual contract negotiations such as the last CUPW one, buttresses that vision of child-rearing by fighting for and winning paid maternity benefits which encourage women to give birth, care for their children for six months, then arrange for alternate care so they themselves can return to the work force.

The Ontario Federation of Labour is also busy calling for employer-supplied work-site daycare centres. Madame Jeanne Sauve, the Liberal speaker of the House of Commons, has given them a working model, a daycare centre on Parliament Hill.

The women's movement has eagerly attached itself to the cause of giving women the right to choose between staying home to raise their own children or pursuing their own "career fulfillment".

As a taxpayer and mother of two children I'm having a great deal of difficulty understanding these concepts.

First of all I don't understand why I should subsidize the institutionalization of other people's pre-school children. I understand why single parents have to work. I understand the plight of the working poor and of families who are victims of Canada's unemployment. I realize their children are better off in government-licensed institutions than in private homes located through a newspaper ad lottery. I am happy to subsidize their daycare needs.

I don't, however, understand why I should either encourage or financially support women who know they have to work or are committed to long-term careers but have children anyway.

I don't understand why employers should have to pay people who elect to have babies, care for them six months, then abandon them to other people's care so they can return to work.

Furthermore, I don't understand why labour wants to bring their children to steel mills or factories, through downtown traffic to the Banting Building or Place de la "Shoddy Air". Why does Jeanne Sauve want to subject defenceless children to cold, draughty buildings and the endless ringing of bells?

And the children's welfare aside, why would workers who have fought for dignity and independence for 50 years want to increase their own dependency on employers by tying their children's sense of security to their own job tenure?

Am I missing the point somewhere? As a parent I've read enough to know that babies do not thrive in the impersonal setting of an infant care centre. They need a one-on-one relationship. That is an accepted fact. So too is the emotional incapability of very small children to play together; to relate. Canadian daycare centres are not kibbutzim, they're not run by mothers taking turns. Mums cannot drop in several times a day to breast-feed or play with babies in Canadian daycare centres as they do on the kibbutzim of Israel.

However much people rationalize daycare, it is quite simply second best to a good home environment. We turn our kids over to virtual strangers for six hours a day when they are six years of age. People we don't know well enough to lend our car keys to, shape our children's values and opinions. Isn't six soon enough?

Medical advances over the past two decades have made it possible to plan parenthood. Is planning to give your own flesh and blood a commitment of five full years of your life unreasonable?

The aforementioned groups would be better occupied concentrating on helping those working against their will than fighting to allow people to half-raise their own children and abdicate their own responsibility as parents. Children don't ask to be born, we choose to have them. They, of all the groups in our society, deserve a little more consideration and a lot more thought. ■

Trish Dyer, 29, is a political columnist with the Arnprior Chronicle in Arnprior, Ontario. In her spare time she contributes on a freelance basis to various Eastern Ontario publications. Amongst those publications is the Ottawa Citizen where this article was originally published.

Once active in partisan politics Trish came to the conclusion two years ago that none of our major political parties are committed to serving the real interests of children and native peoples — the groups she feels are most in need of defence in Canadian society. In an effort to illuminate her concerns she left her political activities and began to write.

Trish is the mother of two sons, aged four and a half and nine months. Both she and her husband Jamie have become increasingly aware of the vulnerability of children and the disadvantages with which they are forced to cope in today's society, as they raise their own children.

She believes that fundamental changes in both our economic structure and our judicial and legal systems, including the much touted, newly minted Canadian Charter of Rights, are the necessary starting points for a real change in society's treatment of all our children.

Special thanks to Cindy Butler of Ottawa for sending along the above article.

PLAYCENTRES

A growing alternative

Playcentres are an exciting new solution to the problems resulting from a long overdue emancipation of women, social values too heavily weighted towards consumerism and materialism and the low priority given to the real needs of infants.

Much has been heard about the idea that, in order to develop as equal human beings, women must be liberated from the traditional role of primary child care-givers. The resulting necessity for faith in, and demand for, daycare facilities, is ever increasing. Much discussion of the value of trained child care workers and a few hours of "quality time" with parents rather than full-time parental care has been generated by the increased use of daycare. One might even say that the role of Mothering in today's consumer oriented, nuclear, mobile society is not only discouraged and unrewarded, but actively penalized.

Some visible advantages of good daycare over bad home-care are everywhere interpreted as a need for more daycare rather than improved home-care. The strident demands for universal daycare seem to get more press coverage than the quiet cries for help from parents giving home-based care to their children.

Recent educational research has excited interest in the tremendous capacity of the infant — especially the very young infant — for learning. (1) Society has responded with increasing numbers of educational toys, teaching aids, nursery schools and classes for preschoolers, and early education programs to train specialists in infant development. One result of this burgeoning of knowledge about infancy is that parents are feeling less competent than ever to provide adequate care for their young children without professional help. This acts as

another factor in encouraging mothers to enroll their young children in early education programs and to view their main role as that of another wage earner rather than vital contributor to their child's early learning experiences.

Complicating the situation further the contemporary home has all too often become such a work of art that the exploration and play of an infant is experienced as destructive to the perfection of the decor and the effort the parents have put into its creation. It is understandable that the child-oriented setting of nurseries and daycare centres have tremendous appeal to the active and curious child. Many children wake up and ask if this is a "nursery day", contributing further to the parents lack of confidence in their own parental self-worth, further fostering a dependence on professional programs.

What is not often discussed is the fact that babies still protest as violently as they can when they are first separated from their mothers.

A child's dependence and clinging to Mother is interpreted as a weakness to be overcome as soon as possible rather than an indication of an awareness of his own real needs. (2)

What never seems to be newsworthy are the many instances of parents and professionals who have seen and felt that the institutional experiences of their infants have been detrimental not only to the happiness and healthy development of their infants,

but that the resulting unhappiness has affected the parents as well.

An infant's protests at being "taught" are often interpreted as examples of childish stubbornness and/or undesirable willfulness, rather than a valid criticism of the methodology and assumptions underlying traditional teaching methods of older children. To complicate things further the child's inclination to self-directed play is often restricted by the isolation of the

private home and the over-organization of structured learning programs with many children and few professional teachers. (3)

And finally, a Mother's sadness at the separation from her child when she goes to work, or intense feelings of low esteem if she stays home with her child, elicit little concern from society, or are accepted as a necessary evil in today's grim economic setting.

"If you want to know what is to be done, look into the eyes of the children.
If you want to know why it is to be done, ask the old folks.
If you want to know how it is to be done, take the hand of your partner."

Rudolf Steiner

A New Direction

Against the background of these forces which make it difficult for parents to meet the emotional and intellectual needs of their young children, it is refreshing for those who have always believed that raising an emotionally healthy and competent child is the most important task any of us will ever hope to accomplish, that a resolution of the conflicts outlined above is emerging.

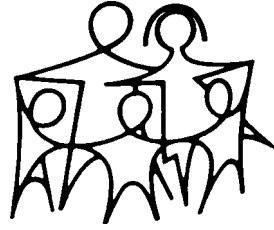
More and more women are accepting motherhood as a valid and exciting role within their community and fathers are increasingly sharing the responsibilities of the infant years with enthusiasm. (4) Parents and children everywhere are now creating programs that are meeting the needs of both infants and parents happily and together, and turning the preschool years into a stimulating time emotionally and intellectually for both. (5)

The International Scene

NEW ZEALAND

Many countries are providing examples of a solution to the difficulties in providing quality infant care in a modern industrial society. In New Zealand, for example, the Playcentre movement now has a national organization and Journal with provincial and county substructure and newsletters. Playcentres, if not on every block, are generally accessible throughout the country. The New Zealand organization has compiled excellent resource books for parents

which emphasize the importance of parents understanding child development and the value of play in order to enjoy their children and be successful in the job of parenting. They also see their education programs as being useful to the self-development of the parents involved, and provide several levels of study which can lead to both voluntary and paid positions of leadership for parents who find themselves especially interested in this area of community work after their own children reach school age. (6)



The Playcentre movement recognizes that children reach their full potential most successfully when their parents understand their development and take part in the learning process.”

Alisa Denssen
“The Playcentre Way”

ENGLAND

In England, groups involving parents and children together are organized through the Preschool Playgroups Association. The PPA holds playgroups for children three to five years of age, mother and toddler groups for mothers and under three's, and courses for parents. They involve child-minders, teenagers and grandparents in their groups, extend their services to hospitals, and utilize mobile Play Buses.

The PPA sets out their “raison d’etre” as follows: “It is within their families that young children do their first and most important learning; discovering by experience the kind of world they live in and the values and attitudes of the people around them. If we are concerned for the well being of the next generation, we must ensure that parents are supported in their efforts to meet their children’s needs during these formative years..” (7)



“Nobody should try and take over parents’ responsibilities for them. Parents must be enabled to fulfill them for themselves.”

Pre-School Playgroups Association

U.S.A.

Five years ago in the United States family resource programs were a new phenomenon located in only a few communities. Today they can be found in hundreds of neighbourhoods and in response to this growing grass roots movement, Family Focus has organized an exciting new national network of family resource programs called the Family Resource Coali-

tion with the objectives of encouraging the growth of additional programs, creating networks between programs at the local and state level, articulating, developing and promoting attitudes that support families, educating the public regarding the aims and accomplishments of family resource programs, and stimulating research to evaluate the impact of preventive support services. (8, 9)



“The earliest years of childrearing are a crucial period for families. The assistance parents received from the extended family of earlier generations is seldom present today and community services, with the exception of those for the handicapped, are virtually non-existent.

**Bernice Weisbourd
Family Focus**

The Canadian Scene

During the past few years in Canada there has been a marked increase in opportunities for parents and infants to find companionship and activities together within their community. YMCA and public library programs, “Mom and Me” activities, drop-in centres, Playcentres, Playgroups, and Playschools are all welcoming **parents and preschoolers** with programs especially designed to meet the needs of both groups — together.

In May of this year a national forum for those involved with and concerned about family support was held in Ottawa. Jointly sponsored by the Parent Preschool Resource Centre and the School of Social

Work, Carlton University, this forum was successful in gathering over 100 delegates from across Canada. (10) They represented a great variety of parent and child groups, from a pilot mobile project serving rural P.E.I. to an established community centre called “Family Place” serving urban Vancouver.

This conference ended with a unanimous call for continued development of resources for parents and playcentres, and increased public awareness of the assistance and value of such programs.

To this end, there is a need for greater understanding of the special nature and benefits of parent and child groups. We

need to focus on the basic needs of families that can be met by playcentres and encourage the variety of forms which this support can take. As always in the development of a new social form it is prudent to be ever watchful for any detrimental influences that might arise in such groups as they expand and become more "institutionalized".

Playcentres: Preserving the Parent/Child Bond

It is now over seventy years since Freud discovered that the most severe and crippling emotional disorders of adult life have their genesis in early childhood. During the past thirty years our studies have led us deeper and deeper into the unknown territories of childhood, into infancy and early childhood and the origins of personality. We now know that those qualities that we call "human" — the capacity for enduring love and the exercise of conscience — are not given in human biology; they are the achievement of the earliest human partnership, that between a child and his parents.

"And we now know that a child who is deprived of human partners in the early years of life, or who has known shifting or unstable partnerships in the formative period of personality, may suffer permanent impairment in his capacity to love, to learn, to judge, and to abide by the laws of the human community. This child, in effect, has been deprived of his humanity." (11)

Some parent support groups, after attempting to include both parent and child reverted to the more traditional separation of the two groups, the adults enjoying discussions and workshops in one room while the children are playing in a nursery next door. The real challenge, however, that is being met by playcentres is the exploration of the range of activities which can be enjoyed by both adults and children **together** — in order to preserve the parent/child bond. To do this one must face the challenge presented by the child's preference for spontaneous and self-directed play and the adult's greater familiarity with structured teaching. A growing success of these combined groupings demonstrates that it is possible to meet adult and infant needs together at the same time. In fact many activities can be more freely enjoyed by the children because there are so many adult helpers. More adults mean more social interaction and communication and more skills and interests to be observed and imitated by the children. In a playcentre the child has the

security of his special "care-giver" and the parent can observe the subtleties of events experienced by the child which are beyond the child's language capacity to describe. These shared experiences serve to strengthen the parent/child relationship rather than supplant it.

Playcentres: Providing More for Less

It is possible to operate a playcentre on a very small budget. The families of stay-at-home mothers must watch their expenses carefully in order to manage on a single salary. Perhaps it is a combination of the emphasis on the **relationship** between the parent and the child, and the minimum of funds and storage space available, that have enabled some playcentre programs to set up quickly and with very little burden to the parents financially.

For centuries children have enjoyed playing and learning with their parents' tools, (pots and pans, building tools) earth, water, and other "natural resources". Nature provides an abundance of objects and living creatures and plants for play, exploration and conversation. Sophisticated toys and materials are not necessary for the infant. In fact home-made and improvised play things may be far superior if we can overcome our conditioned bias that expensive things that are bought are better. One playcentre regularly creates a centre-piece called "Mother Nature's Play House" on the snack table. The children love to sort through the box of treasures collected over the years and set them up around the birch bark "house" with many questions and comments as they do so.

If the playcentre aims to supplement the home, the use of household objects and activities in the centre will inspire parents with ideas for providing play times for their children at home. A few ideas picked up from other mothers at the centre can lead to hours of satisfying activity and play at home especially when there is an emphasis on simple materials which can give the child the freedom and power to create his own play things.

There are facilities that are very beneficial to parents and young children which are too expensive and difficult to provide in the home or small playgroup. Public parks have long been enjoyed by children and their care-givers. In our climate with its long and often severe winters the house-bound months are the time of greatest need for parents and children. A parent support program in Alberta has chosen to call itself

the "Indoor Playground Society" providing lots of space and equipment for the active play that toddlers thrive on. Large spaces (such as school and church gymnasias) and the provision of large play equipment does require public financial support, and rightly

so, for it can be used by many children for many years. Such costs are minimal in comparison to the costs of full-time daycare and professional support to families who have not been able to cope with child rearing on their own.

Playcentres: A Variety of Settings

A few buildings have been designed for playcentre use, but most programs utilize existing buildings and/or share facilities with other community groups. A playcentre need not be large or elaborate. It can function in a variety of settings and each one lends itself to a particular size and range of activities. A few neighbours can meet in private homes or 50 mothers and children can enjoy the facilities of a large church or community centre. A medium size group of about a dozen mothers with one or two children each (the atmosphere changes

when a number of mothers bring three or more children, especially if the children are not all their own) allows for a stimulating group even if a few are absent on a given day. An important advantage of having numerous centres of this size is that families can walk to their group, giving both adults and children support within their own neighbourhood. A liaison of a number of small groups can provide sufficient participants to warrant speakers, films and workshops for parent education.



Playcentres: Meeting the Needs of Parents

To succeed, parents need their importance to their children to be recognized by society. Parenting in today's industrialized mobile society with its nuclear family is an especially difficult job. It is especially so for the large number of parents who have themselves experienced parental absence and substitute management in their own early years. What is more, we have the peculiar notion in our culture that, although everything else requires careful preparation, parenting does not; so that parenting education is only very slowly becoming a priority in the public educational system.

The playcentre can provide a valuable in-service training program for parents — all the more strengthening to their sense of self-worth by the fact that they can do much of it themselves. Child care experts have their place as guides to the parents, but playcentre programs are not dependent upon professionals.

Much is learned during the programs with the children if the parents join in the activities and observe what others are doing. But in addition, evening meetings can provide more formal adult oriented learning experiences and an added opportunity to make friends and find help and support from other mothers and fathers whose lives are similarly focussed on the child rearing process. If a parent attends a playcentre once or twice a week for the four or five preschool years there are a great number of opportunities to encounter information pertinent to parenting. As society increasingly provides help and recognition for parenting through such centres, families will be strengthened in their contribution to the society of tomorrow.

Meeting the Needs of Children

It is ironic that in our educated and industrialized society many parents experience more difficulty trying to meet the needs of their children than their counterparts in more primitive tribes. (12) Many of our children have their physical needs (food and shelter) met in overabundance at the same time that we are ignoring or only reluctantly acknowledging their cries for emotional support.

Basically, children need to grow, and parents control the quality of nurturing for that growth. In order to grow to be a loving, trusting, and sympathetic human being, a child needs the continuous loving care of at least one and hopefully more adults. A child especially thrives on the interest and involvement of his own parents in his growth and learning. As he gains confidence he will be able to further grow through contact with more and more members of his community.

He needs to develop a strong and healthy body. Lots of activity and nutritious food are vital to this growth. Children need skills in order to take their place in the social and productive life of their community. Language provides the basic tool for gaining life skills. Observation, imitation and play are a child's built-in techniques for learning, and language plays a part in each. Children need to hear language and have lots of opportunity for practice. The isolation of the nuclear home has proved detrimental to providing these needs in many families. The extra contacts with both adults and children that occur in a playcentre have been greatly appreciated by families who have been able to participate in these parent and child groups. (13)

“In order to grow to be a loving, trusting, and sympathetic human being, a child needs the continuous loving care of at least one and hopefully more adults.”

Playcentres: Playing Together

Play has been described as the "work" of children. It is the self-initiated activity by which a child is able to satisfy his own immediate developmental needs - with the added bonus of being fun! A number of books have been written recently exploring the nature and value of play, not just for children but for people of all ages.

Playcentres provide the ingredients for play, a variety of playmates and playthings, and usually more playspace than is available in the private home. They provide a unique setting for the exploration of activities that genuinely appeal to the playful needs of both adults and children. Seasonal projects such as seed planting, Christmas baking and Easter egg colouring as well as song and dance activities are but a few examples. Playcentres are places where adults and children can work at play and play at work while gaining increased enjoyment and understanding of each other through playing together.

Playcentres: Learning Together

The best learning situation has been described by some educators as being one in which the "teacher" and "pupil" learn together. (14) Perhaps it is this phenomenon that underlies the development of parent and child groups in industrialized society. On the one hand children are new to the world and parents are new to parenting. On the other, parent self-help groups are a new venture in child care during the first few years. By looking to each other for guidance, parents, children, professionals, and playcentres can be "teachers" and "pupils" to each other, guiding each other in the work of fulfilling infant and societal needs.

Playcentres are an exciting new solution to the problems resulting from a long overdue emancipation of women, social values too heavily weighted towards consumerism and materialism and the low priority given to the real needs of infants. ■

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Special thanks to Julie Barker of Wyevale, Ontario for her work in preparation of this article.



THE
CANADIAN SOCIETY
FOR THE
PREVENTION OF CRUELTY
TO
CHILDREN

CSPCC CREDO

- 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,

We Believe That:

- I. 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.
- II. 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.
- III. 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:

- I. Re-evaluate all our institutions, traditions and beliefs from this perspective.
- II. Oppose and weaken all forces which undermine the desire or ability of parents to successfully carry out a task which ultimately affects us all.
- III. 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.

“Some day, maybe there will exist a well considered and yet fervent public conviction that the most deadly of all possible sins is the mutilation of a child’s spirit . . .”

Erik H. Erikson

If Our Credo Makes Sense To You . . .

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

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

JOIN THE CSPCC TO: Keep in touch with others who share these concerns by receiving the CSPCC Journal regularly.

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

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

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

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

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

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

Developmental Psychopaths

by Jacobus W. Reicher*

...Without exception, the histories of our patients reveal trauma during their early years, e.g., separation from mother-figures; uncaring, neglect and deprivation; inconsistent disorganized family patterns. Real separations are rather easy to determine. Their invalidating influence during the first years of life is abundantly proven. The most severe consequence is the feeling of the unreliability of others and of the self. The resulting prejudice is difficult to correct, and impresses itself as a delusion: "I am unacceptable and unworthy of being loved by anyone. Other people must be distrusted." The basic assumptions are: basic insecurity and basic distrust, and this disturbs the process of socialization.

Real separation followed by threats of renewed separation is still more invalidating. The protest and despair at separation is then complicated by a more detrimental anxiety than that experienced during the original separation, particularly during the transitional period from symbiosis to separation-individuation as described by Mahler. In these cases the separation-protests contain much narcissistic rage which is directed to those who threaten separation. These are, in general, those to whom the separated one is attached. The annihilative character of this kind of rage is anxiety-provoking for the patient, as well as for the partner. It also makes substitution of the partner difficult. Relations with substitutes take a very long time to establish; this is relevant for treat-

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Special thanks to Dr. Wood Hill for sending along the article from which the above has been excerpted

ment. Aggressive family patterns are reinforced by one's learning to use aggression as a conflict-solver. Frustration generates rage and aggression rather than distress, and depression. Inhibition of rage is usually lacking, as impulse-regulation is weak. Impulse-discharge thereby lessens discomfort, with the consequence that acting-on-impulse becomes reinforced.

It is almost a hard rule that there are indications of affective deprivation. The mothering figures who were explicitly present failed to appreciate the child's need for attention, fondling, approval and recognition. The reactions of the child to this are very similar to those of separation. The child has been let down, and the so-called ego-needs have, as a rule, been unacknowledged. Postponement of wish-fulfillment, delayed gratification, guided deprivation, limitation and restriction, support the development of the ego, and of above all the reality-principle. Like the super-ego-functions this can only be learned a little at a time, with the help of the adults who act as a kind of ego-protheses. Many of our patients' parents have failed in this respect. They did not prevent the development of an habitual pattern of acting-on-impulse, but more or less extenuated their child's unadaptive behaviour and sometimes even aggravated and

embellished it. Other patients had parents who restricted them too early, or unremittingly. Those patients show super-ego-organizations which express themselves as external sets of directions for use, which they cannot understand, and which are too severe to be fulfilled.

Inconsistency and disorganization of family patterns, (when there are no other signs of family pathology present), are difficult to diagnose. In particular, when we see an outward "Mask of Sanity", we have learned to look for this kind of psychotraumatic environment in the history of the patient. We then encounter the confounding presence of other adults than the parents, of derelict housing standards, and other micro- and meso-social variables. Unpredictable behaviour among the adults, specifically the mother, rendered the milieu emotionally and affectively confusing. Inconsistency of the objects precluded the gain of object-constancy, which is obligatory to establish object-relations. Unpredictability may be seen to have blocked the learning of anticipation, with devastating effects on the development of the concept of time.

Nevertheless, primitive identifications take place, and make the whole personality inconsistent, fickle, and unreliable, both for others as well as for the patient himself.

They have learned to observe, to assess and to appraise people and situations and are talented in evaluating the needs and wishes of other people. They are capable of discovering the fears and weaknesses of their fellow-beings. As children they are clever, precocious, lively and roguish, and develop into quick appraisers, first-class judges of human nature and cunning manipulators of the situation-at-hand. At first sight one is impressed by their apparent adaptability. This alertness, reactivity and switchability is related to an inability to form attachments and relationships. Their reality-testing seems excellent, in that they rapidly change their attitudes. Their distorted judgement is not readily observable. Relationships last as long as the partner continues to remain interested, attentive and admiring. They do not attach themselves out of fear for separation, and feel safer as loners, choosing to trust no one, rather than to risk the anticipated vulnerability which a relationship brings. They show pseudoadaptation, which attracts short term gains.

Separation and threats of separation have their strongest influence between the ages of six months and three years.

Separation and threats of separation have their strongest influence between the ages of six months and three years. The symptoms of developmental psychopathy can be traced back to fixations in the first half of the second year of life. Such fixations have severe consequences. Impulsive behaviour remains habitual. The motor and visual apparatuses remain the principal communication-pathways, and talking remains a way of doing (a motor-activity). Thinking remains concrete and bound to matter. The symbol-function of language does not sufficiently develop and cannot serve as a regulating force. Causality remains magical. Integration of different stimuli fails, especially under stress. Learning disabilities (consequences of retardation in the language and of the inability to use time as an important abstract category) sometimes lead to pseudodebility. Yet, in everyday life they are smart children, who have a start in motor skills and a feeling for situations. Their personal tragedy is being overestimated and then falling short of expectations. One thinks the world of them and they are feared. As children, their play deteriorates into bloody seriousness. In play and everyday life they do not observe the rules of the game. Early in life they had already become scapegoats. However, their cleverness encourages admiration and envy, which supports their illusions of grandiosity. Their opportunism and assessments of people make partners in relationships lenient. They remain unattached people, thus encouraging engagement and intermeddling. Unattached people are evidently a challenge, demonstrably to those who consider themselves as helpers (for example, social workers, psychologists, psychiatrists, and nurses). Detailed examination shows that impulse-riddenness, ego-weakness, and the disturbances in object-relations, etc., are the consequences of an early acquired disorder in the nucleus of the personality...■

The symptoms of developmental psychopathy can be traced back to fixations in the first half of the second year of life.

Fear of the Lord



H. Gordon Green

There is a sombre little television commercial coming into our living rooms these days courtesy of the people who are very concerned about the incidence of child abuse today, and who are now organizing themselves to combat it. And this week's commercial carried a statement so shocking as to be almost beyond belief. It was this:

"Five children die every day in America, the victims of child abuse." And most of those who heard that statement probably wondered if there could really be that many parents today with severe mental or drinking problems. It must have seemed incredible that parents in their right minds would vent such fury on defenceless children. But for those of us whose memories go back a half century or more it should not come as a complete surprise to learn that there is a rapidly growing body of parents now who have been convinced that whippings and other painful kinds of discipline may be a necessary part of bringing up a child in the fear of the Lord.

In other words back in the days when religion played an important role in a majority of our homes, trouncing a wayward child soundly was simply carrying out a directive from God himself. "Spare the rod and spoil the child" was one bit of scripture which was quoted in almost every house where there were growing children.

And I know from personal experience that such trouncings could be quite severe, although I can never recall any of the condemned culprits amongst my brothers and sisters coming out of the woodshed with welts or cuts on their anatomy. Devout as they were, our parents were apparently not so zealous in the faith as another father of

our acquaintance who kept a two foot lash of braided inner-tube rubber hanging behind the stove, and who used it with such savagery that on one occasion when an eight-year-old son of his brought that dreadful instrument down from the wall, the boy vomited afterwards and ate practically nothing for the next two days.

My own parents were concerned about that beating because the father was one of the pillars of our Fundamentalist church, and they were sure that the man had gone considerably beyond what the Good Book required.

Well it seems that with the alarming resurgence of Fundamentalists we have a resurgence of the rod as well, and this is causing genuine concern among those agencies which are trying to protect the physical welfare and the mental health of America's children. Down in the Bible belt state of Indiana, Lt. Jerry Barker, supervisor of the child abuse section of the Indianapolis Police Department is now carrying on a heated battle with those who champion the copious use of the rod or the whip in the training of children, and he is not sure that he is winning.

One of his chief enemies is the Reverend Greg Dixon of his own state - a preacher of no mean stature in evangelical circles. Dixon not only heads an 8,000 member Baptist "temple" in Indianapolis but he is also national secretary of Moral Majority and a close friend of the Reverend Jerry Falwell.

Dixon seems to have an obsession about corporal punishment in the home. And he has repeatedly declared that, "If you haven't left any mark, you probably haven't really whipped your children!"

And how often should the child be so

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Special thanks to Noella Redditt for sending along this article.

disciplined? Dixon suggested the answer one Sunday morning on his television program "In His Labour", when he told his audience they should display bumper stickers reading "Have You Whipped Your Child Today?"

Extolling the virtues of beatings, Dixon brags that his mother "nearly beat me to death" and he thinks that was just what he needed. Which prompts this comment from Paul Messplay of the Indiana Mental Health Association: "When a child has been abused, he is likely to perform acts of violence on his own children."

If Dixon's ideas about child training were unique, it wouldn't be so bad, but his attitudes seem to be shared by most of the leaders of the "New Right". Furthermore the severe disciplining of pupils in the so-called "Christian" schools run by these groups has brought them into court time and time again in the last five years. In Madison, Wisconsin the Rev. Wayne

Dillabaugh was hailed into court for paddling a five-year old student in a church affiliated (Baptist) school with an 18-inch redwood paddle until his whole bottom was livid, and was left black and blue for days after.

In Durham, N.C. the principal of the Fellowship Christian School was charged with child abuse for paddling a six-year-old boy with a 17-inch paddle. In Grand Rapids, Michigan the Rev. Dwight Wymer built a small electric chair which he had been using to "shock the pupils who hadn't been listening into hearing the word of God".

The saddest part of these incidents is that none of the above mentioned men were found guilty by the courts which tried them.

There are now nearly a half million children enrolled in those "Christian" schools, some of them only five years old.

Thinking of sending yours there too? Just to make sure he grows up in the fear of the Lord? ■



When the minority Liberal government introduced the bill to ban parents from spanking, Justice Minister Sven Romantus said it means "our society has taken an increasingly negative view of beating or spanking as a means of bringing up children."

"Violence breeds violence. If a parent beats his child, there is a risk that the child will use violence in his future life to achieve his aims. Corporal punishment shapes the child to an authoritative pattern and seems unfitting in a society which aims to develop the child into a peace-loving independent individual."

With these thoughts in mind, an overwhelming majority of the Riksdag (259 to 6) recently outlawed corporal punishment in Sweden by adding a new clause to the Parenthood and Guardianship Code (Foraldrabalken):

"The parent or guardian should exercise the necessary supervision in accordance with the child's age and other circumstances. The child should not be subjected to corporal punishment or other

humiliating treatment."

The Commission on Children's Rights proposed this clause to clarify that society can no longer accept the use of violence as a method of upbringing.

"Some Members of Parliament opposed the new law arguing that it was "unnecessary and even dangerous", because by removing the biblical right of the father to chastise his child, "many well-meaning parents would be stamped as criminals and many children would never learn how to behave." Sixten Pettersson (Cons.) put them right. "In a free democracy like our own we use words as arguments not blows," he said during the debate. "We talk to people not beat them. If we cannot convince our children with words, we shall never convince them with a beating."

BEYOND GUILT TO REPRESSION

Sheldon Kopp*

...In each of us a good deal of psychic energy is consumed in maintaining the bastion needed to contain the parts of ourselves that we have learned to disavow. The more rigidly divided any of us is, the more compulsive the vigilance required to ward off the threat of losing control. This exaggerated posture of defense by one part of the self against another may be seen in any of us from time to time.

The extent of this division depends on our upbringing. All children begin in a natural, un-self-conscious state of spontaneity. Bodily tensions and frustration are not tolerated. Those under the infant's control (such as urination and bowel movement) are immediately relieved. Tensions that the child cannot relieve on his or her own (such as hunger) are signaled by outcry that begins as a simple expression of discomfort and soon becomes a means for soliciting mother's care in alleviating that discomfort. Gradually the range of spontaneous behaviors for relieving instinctual tensions is extended beyond these simple primitive bodily functions. For a long while very young children continue to act on impulse much of the time. They simply do what they do without stopping to evaluate what they are doing, or what it means about who they are, or what they are worth.

Out of some amalgam of personality and cultural background, parents and significant others soon interrupt this natural spontaneity. Their reactions being to shape a child's behavior, attitudes, and sense of self-worth. Praise and rewards may be offered for "good" behavior. Punishment or angry threats may be meted out for transgressions. Disapproval and contempt may be expressed if the child fails to live up to parental expectations.

Acceptance and praise foster a feeling of well-being in the child. They encourage confidence, spontaneity, and a sense of being worthwhile. Punishment and threat induce guilt feelings, moralistic self-restriction, and pressure to atone. Guilt is the anxiety that accompanies transgressions, carrying with it the feelings of having done bad things and the fear of parents' angry retaliation.

In the interests of self-protection, the child learns to deal preemptively with this anticipated punishment by turning it into the internalized threat of a sense of guilt. **If the expected punishment is sufficiently harsh as to seem unbearably painful, threatening mutilation or destruction, the child may go beyond constraining the impulse and feeling guilty about it.** When guilt evokes sufficient anxiety, the child will have to repress even the thought of having such an impulse. Whole segments of the self may have to be so totally denied, discredited, and disowned, that those of us whose painful childhood experiences encouraged such radical disavowal of instinctual impulses become caricatures of self-control. Our defensive intellectualizations, stiff body posture, and stilted social manner combine to make us seem like windup toys driven to persist in courses of action already clearly irrelevant or even absurd.

All the while we insist on thinking of our actions and attitudes as "reasonable". It is more than obvious to those about us just how dogmatic, stubbornly opinionated, and pedantic we really are. It's not that we are openly argumentative or disagreeable. Instead, by concentrating attention on irrelevant details, we ignore the personal aspect of our exchanges with other people. Rightly enough, they experience the veiled

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When guilt evokes sufficient anxiety, the child will have to repress even the thought of having such an impulse.

criticism implicit in our seemingly reasonable postures.

Our natural impulses are unavailable and our feelings are constrained. We are not likely to have much fun. Nor are we likely to be much fun. Our studied, effortful self-conscious manner leaves little space for lightness or spontaneity. If not altogether humorless, we confine our wit to dry or cutting comments. Dignified and deliberate, we experience our own simplest wishes for ease and pleasure as temptations that must be avoided or ignored. We try our best to behave as we should. We dare not do just as we please. We might lose control, or even go crazy. Then everything could fall apart.

Unfortunately, our self-control is limited to saying no to our impulses. Paradoxically, the more we insist on maintaining the illusion of mastery, the less in charge of our lives we find ourselves. Tidying up the details of an ultimately unmanageable life is an endlessly exasperating effort. Whatever energy remains we invest in attempts to parallel our external ordering with an illusion of inner certainty. We imagine that if only we carefully considered every alternative, then we could be sure that everything would turn out perfectly.

This impossible chore adds an element of reassuring reluctance and procrastination to our every action. We add to our indecisiveness by attempting to resolve unanswerable questions. What is reasonable, fair, normal, and right? we ask. Unrelenting ruminations and abstract worries can serve to keep us out of more active trouble. Pondering the profundities of the role of aggression in the survival of the species, we are unlikely to bother with the pettiness of expressing momentary anger in a personal confrontation. At times these abstract, idealized distractions offer the reassuring illusion that we are above the muddle of everyday irritations and disappointments. Ultimately, insistence on unattainable goals of complete mastery and perfect order takes us back full circle. Again and again we are threatened with

awareness of the unresolvable contradictions in our selves.

Our immediate reaction is to become anxious about losing control. We seek even greater distance from our unacceptable emotional aspect. Even when things are going well, obsessional characters tend to think elaborately rather than simply feel.

Ordinarily, thinking about feeling is enough to dampen passion. Under pressure, this detachment may have to be escalated into the rather desperate refinement of confining attention to thinking only about thinking. Even that more elegant defensive manoeuvre may prove insufficient for totally suppressing the tumultuous emotional life that we are attempting to disown.

Desperate times call for desperate measures. It is then that generalized character style may have to be supplemented by particularized neurotic symptoms. Failing efforts to avoid uncontrolled feelings may be supported by draining away escaping energy and excitement into a morass of debilitating depression. Increased security efforts may be justified by the proliferation of irrational fears that require still further restriction of opportunities for unexpected experiences. Or we may immerse ourselves in isolating addictions that quiet our secret longings without acknowledging the emotional hunger they represent.

It is possible to maintain this division of self into conscious thought and ignored emotion, but the cost is exorbitant. Avoiding risky impulsive actions requires an un-lived life of protracted procrastination, each move dogged by doubt and indecision. The compulsive search for perfect order leaves us chronically critical of every experience. Nothing is good enough to warrant joy. Our own insufficiencies leave us ever expectant of criticism. We may hold ourselves detachedly aloof from hurt and humiliation, but we will have walled ourselves off from acceptance and tenderness as well... ■

Special thanks to Al Farthing for drawing the attention of the Editor to the book from which the above article has been excerpted.

PSYCHIC PROBE

The Psychologist digs
Into memory traces;
Under hypnosis,
the hysteric talks;
First the doctor lifts away
A broken toy,
A broken promise,
A broken heart.
Then come layers
of guilt
of self-hate
of repressed anger!
Finally he turfs out
parental neglect
parental abuse
parental denial.
And in the end
Psychic elements coalesce,
the patient owns his anger
His guilt, his hate,
He is made whole!

Floyd Dean

Parental Assault on the Child's Mind

By Keith Taylor (Pseudonym)

This short essay is an attempt to discuss some aspects of harmful parent-child relationships. My thoughts have been inspired by three specific sources:

- (1) The statement of a criminally insane murderer, written in Penetang in 1979, and published by the CSPCC.
- (2) **Soul Murder, Persecution in the Family**, by Morton Schatzman, M.D., Mentor Books, New American Library of Canada Limited, Scarborough, Ontario, 1974. (Originally published by Random House in 1973.)
- (3) Recollections from my own childhood.

My first source is by a young man who writes succinctly and with great insight about the "systematic mental crippling of children". It is necessary that I quote him at some length:

...the brutalization of innocent minds often appears as VIRTUE to the assaulter, CARE to the victim, and as a strong sense of DUTY to any witnesses. No one sees a crime; the consequences appear years later...

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

The foregoing is part of an amazingly concise and precise statement regarding improper parent-child relationships that are all too common. In fact, such impropriety is so common one wonders if the human species is on the whole losing the capability of raising offspring who are destined for what Bronowski calls "The Long Childhood".

Special thanks to 'Keith Taylor' who wrote this article to share his experience with other Journal readers.

My second source of inspiration is a book that is a detailed analysis of two other sources. The first of these is **Memoirs of My Nervous Illness** by Daniel Paul Schreber (1842-1911), who was a well-known judge in Germany and who suffered two prolonged periods of illness that required hospitalization. He never recovered. In fact, his book is still regarded as a classic description, from the patient's viewpoint, of paranoid schizophrenia. Dr. Schatzman's other source for **Soul Murder** was some of the writings of Daniel Paul Schreber's father, Dr. Daniel Gottlieb Moritz Schreber, a prominent, well-regarded 19th century "authority" on child-rearing. The latter advocated, (and used on his own children), strict discipline, absolute obedience, corporal punishment, tough gymnastics, cold baths, postural devices made of straps and metal and, worst of all, the convincing of the child that this way of life was natural, born of love, and came from God. The father wrote that without these measures being used, a child would most certainly become soft, weak and effeminate. Daniel Paul went mad at age 42, recovered after eight years but became psychotic again for the last decade of his life. His older brother, Daniel Gustav, shot himself. His sisters were neurotic.

The essential madness that Daniel Paul Schreber developed consisted largely of delusions that God was causing him to undergo mental and physical tortures that were similar to the effects of his father's methods. He felt that God was trying to murder his soul and was making an effeminate person out of him. The victim was never able to make the connection between his delusions and his childhood miseries. Also, neither his therapists nor Sigmund Freud were able to spot the association. Apparently the Bismarkian father's reputation was too strong. One cannot too highly recommend a study of Dr. Schatzman's book to anyone concerned with the problem of mental cruelty to children.

My own brief contribution consists of partial but vivid memories of my Victorian father's harsh disciplinary methods: the ter-

rifying, commanding voice; the piercing, unloving eyes; the occasional but relentlessly severe strappings; the ambivalence that ranged haphazardly from caring through indifference to outbursts of outright hating that verged on panic. He was regarded, outside of our family, as a well-mannered, respectable businessman. He seriously professed in his later years that "A child's spirit has to be broken like an animal's".

From sources such as the above three, which bear remarkable similarities, and out of much reading and thinking and discussion, and out of having lived for some fifty years, I have come to appreciate the fact that the particular and extremely vulnerable state of the human infant is the source of most human troubles, ranging from neurosis to crime and possibly even to war. This may seem to be a radical statement, but if one considers the precarious state of the newborn human which Bronowski terms our "neotenus" condition, one can begin to perceive the ramifications of the potential stunting and blatant damage that can be done by unfit parents. Our enlarged brains necessitate "premature" birth for all of us, premature in comparison with the relatively quick readiness for adult life of most other species. By endowing us with large brains, evolution has made us relatively free from the seemingly programmed "instincts" of the lesser animals, and has opened the way for vast flexibility and mental growth and independence. But this great advantage has left us prone to such possible damages as those referred to above.

It is apparent that at times a mentally ill adult can unknowingly use his (her) child as a receptacle for his (her) illness. This becomes more obvious on those occasions when an adolescent is able to depart or mature. The parent then often succumbs to his (her) original illness or to physical illnesses brought on by stress. There is an appalling lack of attention paid by Psychiatry to those mentally ill persons, who appear to be normal, and who indeed function as normal, at the expense of available child-scapegoats.

“There is an appalling lack of attention paid by Psychiatry to those mentally ill persons, who appear to be normal, and who indeed function as normal, at the expense of available child-scapegoats.”

I have, of course, condensed and over-simplified the total picture of my upbringing, but my father's peculiar character was largely responsible for the following developments that I incurred:

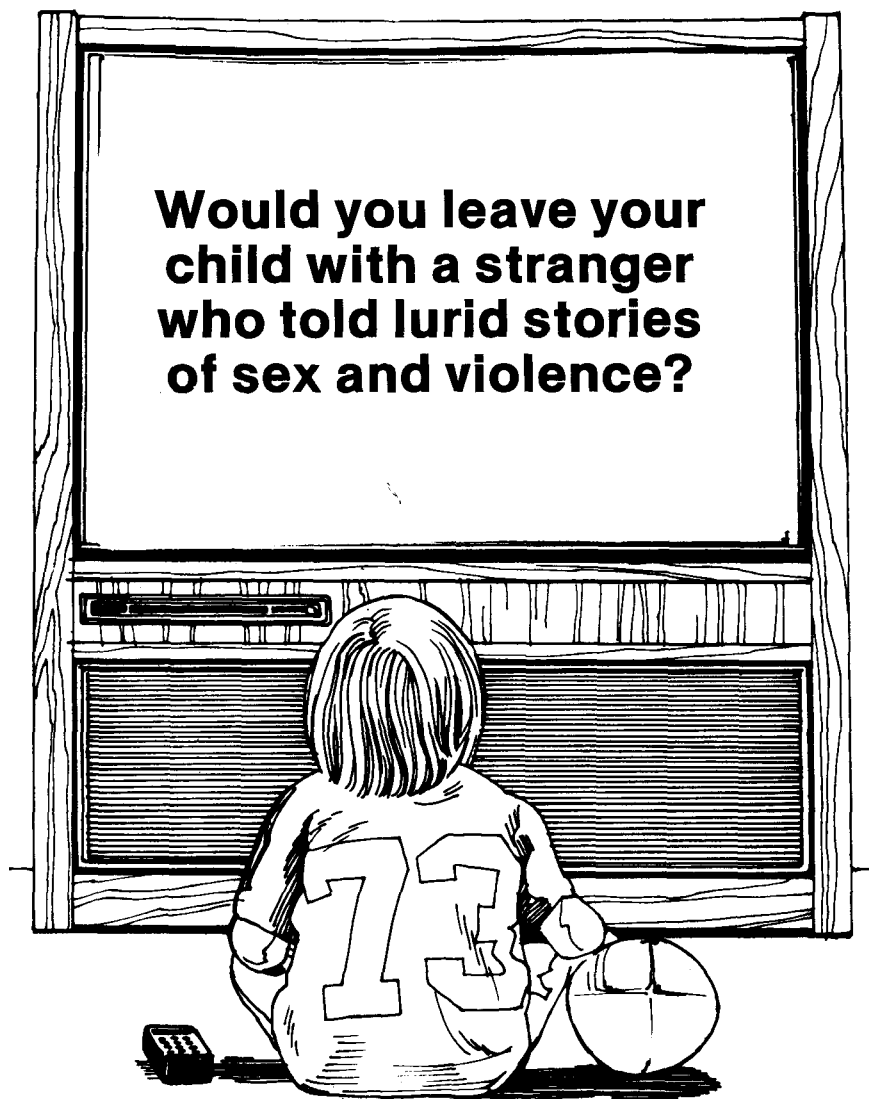
- instant childhood obedience coupled with a lack of spirit or daring.
- many years of timidity and awkwardness.
- the notion that I was stupid. (I am a member of Mensa.)
- agonizing feelings of anxiety and guilt that were often incapacitating.
- bedwetting to age 14, which brought on further punishment and shaming.
- an adolescence and young manhood marred by many failures.
- intense but impotent and exhausting feelings of rage and despair.
- in spite of having strong heterosexual desires, being plagued with obsessive aberrant phantasies that for many years restricted or precluded normal sexual relationships.

I do not list the above as a tale of woe. Because I was blessed with intelligence and considerable insight and because of the help of a few therapists, I have been able to largely overcome much of the childhood damage. Many are not so fortunate. Lack of spiritedness is no longer a problem!

In concluding, I would like to put forth the hope that one of the ultimate aims of the CSPCC will be to encourage, promote and even to sponsor intensive research into the various methods of child-raising among all peoples and throughout history. This should be eventually expanded to include studies of infant-raising by all mammals, with special attention to the Pongidae. I

have a gut-feeling that some of the methods used by some of our so-called civilizations are definitely inferior to those used by some of the so-called primitive societies. Perhaps we can learn enough to be able to educate our species to the degree that “systematic mental crippling” of helpless children will cease to occur. ■

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A child sits in front of a window to another world, a strange surrogate parent with few values except hard sell. In the evening, many neighbourhoods are devoid of children playing in yards and parks. Instead, they're busy having their minds moulded by television.

Most parents wouldn't allow another adult to sit with their child on a park bench and graphically describe war, violence or sex with such detail. Yet many parents turn their child over to television for hours.

Marshall McLuhan called television a "hot" medium because it plays on both the senses of sight and sound. A healthy child may work to read the details of a killing in a book or newspaper but if the details become too gory, he will likely skip a paragraph or move to another story.

With television, a child may avert his eyes to keep from see-

ing something particularly gruesome and unpleasant but a television fills the room with the sound of its message. Even with his eyes closed, a child is still fighting against a medium as potent as radio.

The unthinking adult who turns a child over to such a reckless surrogate parent need only look to older children to see what is returned. Many teenagers now walk about with portable cassette players and earphones, drowning out the noises of the rest of the world. They have been taught that life needs theme music.

A child watching television develops a bond with the machine. Lifestyles are portrayed in advertising that rarely involve hard work or struggle. Members of one generation don't interact with members of other generations. There are rarely children and seniors communicating. Parents are often the butt of ridicule in situation comedies. In police stories they are either cops or criminals, white or black. Average citizens are gray — faces in the crowd. They are not exciting. Their stories aren't worth telling.

And the world always has a happy ending. Nothing takes too long to settle. Children are shown problems arising and being settled in a short, set period of time, no more than two hours.

Not all television is like this, of course. But the parent who neglects to monitor what a child sees or leaves the child in the custody of a television set is gambling that the values shown to an impressionable mind will be a set of values the parent would want the child to live by. The gamble continues to be lost because children pick up bits and pieces of all the values shown, be they the lifestyle of a beer commercial or the lifestyle gleaned from a police show or sitcom.

Television is extremely harmful to a child who is low on empathy. Killers rarely show remorse.

When a representative of the forces of good kills an evil doer, there is rarely any sadness for the lost life. Death by violence is rarely shown to be bloody and painful. Bullets are shown leaving small entrance wounds and no exit hole. People die quietly. There are no maimed or critically wounded. It is all so sanitary.

Would you leave your child with a stranger who teaches that killing is quite often the best way of solving problems? Would you leave your child with a stranger who told lurid stories of sex and violence?

And would you make this stranger a surrogate parent, the custodian of your child for two, three or four hours every evening?

Of course not. But take a good look in your living room because he may be there now. Your child is laughing at him, talking back to him and always learning from him. ■

Special thanks to Mark Bourrie, Midland area Journalist for writing this article for the Journal.



Mary Denise

"You could always look at the bad side of things instead of the good."



Mary Jane Cameron

"It's kind of what makes somebody."



Mary Lynne Black

"It would be your whole outlook on life, wouldn't it?"

Why Do You Think Little Babies Need Love?

Dr. Barker — How serious do you think it is if a kid doesn't get love when it's young? Is that a big deal, really?

Mary — Yeah!

Mary Jane — Yeah!

Dr. Barker — Well, why do you think it's such a big deal?

Mary — Well, sometimes like in court cases they have shown that the child has maybe been abused or abandoned during his childhood and he ends up being (I'm exaggerating this) a psychotic killer or something like that. It's true this has a big effect on us.

Dr. Barker — But if you come right down to it and someone says, "Well, why do you think little babies need love." What would you fall back on as a reason to try and convince a Martian or somebody that it's true?

Mary Jane — It's kind of what makes somebody. Like determines whether they're happy. Like whether they can care for someone else type of thing.

Mary — It has a lot to do with dependency too because a child that young is more or less helpless and they really have to depend on parents. If the parents aren't there then it really has to fight for itself. And then fighting would be the only way to survive. That would be their only outlet.

Mary Jane — I think the first years are the most important. It gives them a basis. If when you're little you're not treated right or you're not loved enough it shows up later on in whatever you do. And if you're raised right in the beginning, if you're given enough love and that, then that also shows up later too. Your personality and how you will be with your kids. I don't know. How you are with other people. Everything really.

Mary Lynne — It would be your whole outlook on life, wouldn't it?

Mary Jane — I would think so. Like if you're lacking something you don't see things right.

Mary — You could always look at the bad side of things instead of the good... ■

Special thanks to John Hansler and Rolf Staude, Sociology teachers at the Midland Secondary School for facilitating these student interviews.

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

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La Psychopathie Developmentale

Sans aucune exception, l'histoire de chacun de nos patients démontre un traumatisme subit en bas-âge, par exemple, à la séparation de la mère; au manque de soin, négligence et privation; à l'inconsistance et à la désorganisation de la vie familiale. Les vraies ruptures sont facilement identifiables. Leurs influences, destructives durant les premières années de la vie d'un enfant, sont prouvées et reconnues. L'impossibilité de se fier aux autres et à soi-même est la conséquence la plus grave. L'attitude qui en résulte, et qui est difficile à corriger, est la délusion de la personne: "Je ne peux et ne suis pas assez bon pour être aimé par qui que ce soit, donc je ne peux faire confiance à personne."

Les idées fondamentales de ces individus sont: insécurité et manque de confiance envers les autres, ce qui bouleverse tout le processus de socialisation.

Jacobus W. Reicher
voir page 15

Je m'inquiète au sujet des millions d'enfants qui sont maintenant à la charge de "Child Care Industries Incorporated". Je m'inquiète au sujet des bébés et des jeunes enfants qui sont délivrés chez les voisins comme des paquets, chez des étrangers et dans des entrepôts comme "Merry Mites".

Durant les années où un enfant et ses parents développent leurs liens humains permanents, quand l'amour, la confiance, la joie et l'appréciation de soi fait surface grâce à l'amour apporté par ces parents, des millions d'enfants sont peut-être en train d'apprendre les valeurs de la survie dans nos "banques de bébés".

Ils vont peut-être apprendre la justice brutale des terrains de jeux communautaires. Ils vont peut-être apprendre que le monde, à l'extérieur de la maison, est indifférent et peut-être même hostile. Ou ils vont peut-être apprendre que tous les adultes sont interchangeable, que l'amour est capricieux, que les liens humains sont un investissement dangereux, et que l'amour devrait être jalousement gardé pour soi au service de la survie.

traduis après Selma Fraiberg
Every Child's Birthright
Bantam Books

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

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

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

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.