

OPTIONAL READINGS

Challenge to Wives and Mothers

The following facts were taken from resources in the 1980's including: *Daycare: Hard Realities – Tough Choices* which was created as the result of an extensive review of daycare literature, its supporting research, and a conference of international authorities on daycare and child development held February 1988 in Philadelphia. Items (8) and (10), however, were taken from articles in the *Atlanta Journal and Constitution*.)

1. Money cannot buy well-adjusted kids. Make the kids a priority.
2. The emotional relationship (bond) established between the infant and mother, and among the infant, mother and father, is the basis for the formation of personality, and for those essentially human qualities – the capacity to love and the exercise of conscience.
3. The child's primary task in its early psychological development is to attach to the mother and through her to the father and the group beyond.
4. The care of the child under three is *care of the developing personality*, not of the formed child-person. Trauma, conflict, and deprivation introduced during this period affect the ultimate fate of the personality in more profound and radical ways. Personality disorder can be corrected or rectified only with the greatest expenditure of time, effort, love, and financial resources.
5. One of the central tasks of the earliest period of development is the creation of a stable inner world of values, morals, and ideals that reflects a healthy, caring experience of love in the context of a loving family.
6. Daycare research (specifically that which was organized and cited by Jay Belsky, psychologist on faculty of Penn State University) has begun to show a consistent pattern of problematic outcomes for infants who have been placed in non-maternal and non-parental care before the first birthday and who have received twenty or more hours of daycare a week.
7. A child who has known shifting or unstable partnerships in the formative period of personality may have permanent impairment in his capacity to love, to learn, to judge, and to abide by the laws of human community.
8. A study released by University of Texas-Dallas researchers Deborah Lowe Vandell and Mary Anne Corsasaniti reveals that children placed in non-maternal care at an early age are less cooperative, less popular, and less confident than their peers. The study also noted that these children have poorer study skills and make lower grades.¹
9. The mother is the primary love figure for the infant, and as such cannot be substituted for without introducing the risk of substantial disturbance.

The mother/child relationship is crucial. Research dramatizes the need to restore prestige to the role of motherhood and to help mothers to stay at home.

¹ Sandra Evans, "Study Shows Negative Effects of Full-Time Child Care," *Washington Post*, April 23, 1988.