

70. In Parts I and II we considered those factors before birth and around the time of birth which may be harmful in the development of the child's personality and which have an effect on future behaviour. In Part III we will consider a number of experiences during the early years after birth which may contribute to the development of antisocial or criminal behaviour. Unquestionably, the most direct link that the Committee found was violence — the psychological violence of emotional privation, the violence experienced as child abuse, or in the streets and playgrounds and the violence witnessed on television. The Committee also investigated the possible influences of minimal brain dysfunction, learning disabilities and hyperactivity as well as of social factors such as poverty, criminal or alcoholic parents.

71. Given all the risk factors of growing up, why is it that a most vulnerable child turns out relatively free of anti-social behaviour? Regretably there is no answer to this question. In the rush to study the weaknesses of the delinquent, little effort has been made to investigate what lies within that shell of the non-delinquent child that protects it from delinquency in a high risk environment. Recently, some research has shifted attention from the risk factors associated with children's vulnerability to the study of the invulnerability in children who appear to be able to stand the most severe disruptions of environment and still emerge unscathed. Invulnerability factors have not yet been sufficiently researched to draw any conclusions, but there is growing interest in this field of enquiry. The Committee is convinced that such studies are a necessary complement to its work and should be strongly encouraged.

72. One of the most important factors in the life of the child is parenting — the influence parents have on their children as they go from infants to the classroom and on to adult life. Bonding is the first stage of parenting, and the values that the child learns from its parents shape its character formation and personality structure. During the learning process, the parent is educator and companion — this is part of parenting. Three things are necessary in the education of a child — curiosity, companionship and self-esteem. The normal child has curiosity. It wants to explore its environment with its hands and its mouth. Each new adventure can have its own reward. The wise parent encourages the child to explore and extend its curiosity. The parent, as guide and instructor, shares the delights with the child. As curiosity and companionship grow, the child's self-esteem is expanded. Most successful adults can remember those happy days as they developed to health and manhood or womanhood under their parents' direction.

73. What about the child who is denied the right to express its curiosity? Its hands and face may be slapped and it can be verbally abused by its parents. Why? Because it requires attention and interferes