

FOREWORD

EXCITING AND AT THE SAME TIME INFORMATIVE, the title of the volume *Childhood and parenting with an impact* brings to our attention three key words for the circumscribed problematic, ready to stimulate curiosity, regardless of the reader's age, occupation, or status. "The lost paradise of parents" (childhood), the parental "mission" – honored or not, acknowledged or not – and also the consequences resulted from any of the styles (demanding, authoritative, permissive, uninvolved), consequences that we could label as an ostentatious print, a "pillar" of personal and social success, a "sign" of failure, a deep "trace" in the child's suffering psychic, up until adulthood....., all these "coexist" in a persuasive "formula" which leads to the necessity of approaching such a theme, to the emergency of debating it (in an editorial form as well), to the effects (results) which are definitely experienced by the child, most certainly noticed by himself, the psychologist, the teacher, the doctor etc., to a constant scientific concern, and why not, to an alarm signal which is aiming decision makers of all ranks and responsibilities. The "bet" undertaken by the coordinator (Assoc. Prof. Patricia Runcan) is **authenticity**, a concept with hermeneutical openings (from a theoretical perspective) and tricky challenges regarding the feelings – confessions of each individual – an actor of this writing.

Structured on three sections (parts), the book starts with 8 **Interviews with professionals and authentic people**, continues with 7 **Descriptive essays** written by master's students who are not afraid of the vulnerability associated with self-revealing, and ends with **Applied academic research** (a result of the collaboration between a professor and two graduate students whose dissertations were based on the topic presented in *Childhood and parenting with an impact*). The seeming "mystery" regarding the preference of the "man with the microphone" for certain authentic interlocutors – despite many others, is at least partially "untangled" by attributes such as: being open to conversations about challenging, delicate, "spiny" subjects; professional experience as teachers, school principals, neurologists, psychotherapists, church or university people; notoriety and reputation in public space; retrieval of common (or similar) values in each person's childhood, but also applying them afterwards in life as a parent, professor, therapist, opinion influencer.

The pre-defined (but nuanced questions, which adjust to the “opponent’s” personality structure), the answers (more concise or more ample) which “betray” colorful “painted” childhoods, confessional wordings, but which also serve as an example, advice, proof, illustration, life lesson, morality tale, **the motto** – one more sought than the other – and, not to be ignored, the echo of every “admirable meeting” within the reader, manage to create altogether a special “spectacle” worthy to be analyzed. **What is authenticity? (How to be authentic?)** gathers, from the professional “area”, “definitions” in a genuine mosaic: “with authority”, “composed”, “who acts according to his way of being”, “authenticity is difficult; it is the only way to self-reconciliation”, “in the absence of honesty there is no authenticity”, “authenticity is not determined on the nature-culture axis”, “to be true”, “to be original”, “to be creative”, “to be valuable”. The master’s students provided similar answers such as: “to be YOURSELF”, “to not be fake”, “to support your beliefs”, “to demand your rights”, “to not judge your parents”, “to accept yourself as you are”, “to always be honest”, “to be serious”, “to inspire confidence”, “to live in life’s purpose, which is eternity”, “to be like mom”, “to be the same person in your private life and in the public one”, “authenticity is the communion between thoughts, words and actions”.

Defining **childhood** implies sensitive differences in terms of meaning, the essence being the same. If mature people opt for “childhood is family”, “joy, playing outside”, “an environment with no rules and rituals”, “the lost paradise of parents”, “a test site for duplicity, hypocrisy, snobbism, imposture, lack of responsibility”, “story”, master’s students call their own childhood: “hope”, “there is no such word as “cannot”, “the mirror that you look at in order to discover something more in you”, “blessing”, “peace”, “a piece of heaven on earth”, “a happy journey in a country filled with emotion and color”... We notice that the speech of experts-adults is dominated by notions like joy, play, freedom while in the “confessions” of the young master’s students the emphasis falls upon the early maturity process especially in “problematic” families with conflictual, alcoholic, and abusive parents, who have a precarious education and are indifferent to the need of affection and reasonable rules needed for shaping a child’s character. This is the reason why the author of this foreword is not pleased by the following: 1. The confirmation found in the first research from the ending of the volume *Childhood and parenting with an impact*, of the “harmony” between the parenting style applied in someone’s childhood and the parenting style internalized by the topic of education and practiced on your own descendant; 2. The conclusion (as a validation of the hypothesis from the final research) according to which the attachment

relationship from childhood influences to a great extent the attachment relationship of a mother with her child.

The happy combination between the authentic parenting and edifying childhood is not found everywhere. Although the values promoted by small or extended families are positive ones (goodness, safety, solidarity, trust, freedom, love and justice, rational limits, principality, correctness, discipline, brotherly sharing, honesty, respect, common sense, love for your peers, patience, truth, modesty, Christian environment etc. – as it can be seen in the confessions found in this book), we often encounter the gap between what is the right thing to do and the evil that occurs in the interpersonal relationships of a family. Sometimes the lack of knowledge is the main cause. Other times it is the broken “architecture” of the parent’s personality. Often, inappropriate influences outside the primary education environment can be a cause. Childhood traumas of the parents, which remained unsolved, represent a terrible disruptive element in the childhood and future adult life of a child. The increased incidence of dysfunctional families makes the following truth to become less and less valid: “Good children come from bad families” (but with a double condition: balance and selectivity proven by the child).

Naturally, theoreticians and practitioners warn and “fix”, collaborate and fight with various hypostases of ignorance and damages caused by the parents. But this is not enough. It is not always on time. It does not cover “the whole world” of affected children. It does not occur with the support of all the parents. It does not always have all the needed resources (professionals, instruments, money) for the best therapies and results. Unfortunately, there are so many things that are not possible in the real world!

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