

The Basic Needs of Children*

The Preparatory Commission, studying and evaluating the factors which affect the child's ability to become a responsible and integral part of society as a whole, considers the basic needs of the child to be the following:

A. THE PHYSICAL NEEDS OF THE CHILD

The physical needs of the child should be recognized and met. They imply the right and the need for health protection before birth, in infancy, and in childhood. The essential objectives are:

Adequate Shelter

Good housing is recognized as one of the major needs to community and individual health. Congestion and inadequate sanitary facilities, all of which are component parts of bad housing, obviously are excellent sources for breeding and spreading disease.

Protection and Preventive Care against Infection

Preventive health services have been of unquestioned value in reducing mortality rates and in eliminating hazards of childhood diseases which would otherwise result in permanent physical handicaps. Immunization programs and broader sanitary programs have resulted in the improved control of tuberculosis, small-pox, typhoid fever, and similar decimating diseases. We recognize the efforts being made on community, national, and international levels toward raising the

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standards of health services. We recommend that these efforts be given full encouragement for their continuation and expansion.

Facilities for Medical Treatment

Concomitant with the importance of the preventive field is the need for expanded facilities for medical care in order to insure the proper treatment of acute and chronic conditions and the therapeutic procedures for the rehabilitation of defects and impairments.

Nutrition

Adequate nourishment is a prerequisite for good mental and physical health. The growing body of the child must have a constant supply of its specific needs in dietary essentials, and such essential food factors should be present in sufficient amounts and on a continuous basis.

The Need for Protection

Technological improvements and changing patterns of educational emphasis, along with current trends in laws regarding compulsory education, have been vital factors in establishing minimum regulations governing the employment of children. However, continuing emphasis must be placed upon the expansion and improvement of child labor legislation as a means of protecting children against economic and physical abuses. Although statutory and administrative controls are essential as a protection against child labor, a further essential is the implementation of such controls by the education of parents regarding their responsibilities toward their children and their role in safeguarding the basic rights of children.

During the Twentieth Century, acceptance of still another basic right of children has gained recognition and national usage. The Aid to Dependent Children Program, based upon national and state governmental responsibility for meeting the economic and physical needs of dependent children has been established in the United States in order to maintain and stabilize, insofar as possible, normal family existence. This program represents the rejection of antiquated ideas that dependent children have few, if any, rights, and is a major step forward in establishing the concept that the basic needs and welfare of children, regardless of their social or legal status, are the concern of all members of the community.

B. THE FOUNDATION OF ADEQUATE PERSONAL AND SOCIAL DEVELOPMENT

We shall present the concept of SOCIAL INTEREST, as defined by Alfred Adler, as the basis for proper social functioning. "Social Interest" is not inborn, but it is an innate potentiality which has to be consciously developed. It implies the feeling of belonging, the ability to cooperate, to participate and to contribute, to recognize the fundamental equality of all human beings, and to solve all personal problems in accordance with the common welfare.

Factors Stimulating Social Interest in the Child

Whatever increases the child's feeling of belonging, of his equal social status and significance, increases his social interest. Conversely, whatever makes him feel inferior, inadequate, humiliated or slighted, decreases his social interest. The constructive approaches for stimulating his social interest are:

The maintenance of order without conflict within the family is of fundamental importance. Through learning to accept this order willingly, the child learns to cooperate with others. To this end, it is essential that the atmosphere within the family be one of kindness, mutual respect, and tolerance for mistakes and failures, but firmness, the maintenance of order and regularity are equally essential. Domestic responsibilities should be established through family conferences. Following the assumption of these responsibilities, parents and other adults in the home should set the example in regard to their discharge.

Reward and punishment, as methods of education, should be avoided. While they may secure temporary conformity, they do not stimulate the desire to cooperate and, hence, hinder the development of social interest. Training should be rather in terms of natural consequences, in which the failure to observe order is followed by some natural and not arbitrarily imposed event which establishes logically for the child the need to subscribe to order.

The establishment of an atmosphere of peace and order is necessary if the child is to learn that it is important and possible for individuals to live together harmoniously. Conflicts with the child hamper the development of his sense of belonging and should be settled peaceably without fighting or yielding. Generally, these conflicts may be avoided if the family attitude is to win the child to the observance of order rather than to force him to obey.

The significance of the child's contribution as a member of the family should be recognized. But the child must not receive the impression that he has any special rights or exemptions from duty. Special praise to one child fosters competition and diminishes social interest.

Optimism and encouragement should be the keynote. Through the avoidance of criticism and pessimistic predictions, the family can encourage the child to expect to be able to fulfill his obligations.

Constructive and Detrimental Aspects of Parental Love

The tiny helpless child cannot survive without parental *care*. He cannot develop a satisfactory personality without parental *love*. Important as love is, it is not enough. It must be so expressed as to permit the child to grow into an adequate independent individual. Otherwise love leads to a feeling of insecurity.

Love should be manifest by unreserved affection and acceptance. The child needs the experience of complete acceptance even though he may not always behave in such fashion that his parents unreservedly accept his acts. They must always make him feel that he is a worthwhile person. There is never need for withdrawal of affection.

The parent who expresses his love wisely permits the child to develop his independence and provides an environment and creates situations where this is possible. At the same time the child has to learn that others must also be granted this privilege. Sibling rivalry often prevents the child from realizing that others have their rights, too, but that they are not more loved and appreciated than he is. Such rivalry grows out of the tensions prevalent in our present family set-up, in which each member desires to be of greater value and importance than the others. It is a problem created by our present society, not by the individual parent alone.

Punishment and/or loss of affection tend to shake the child's faith in the parent and, therefore, threaten the child's emotional security. Both provoke hostility, which often leads to socially unacceptable behavior. The child may express his antagonism openly and actively, or in a more passive, but just as effective way. In either case, he is showing his rebellion against what he conceives of as being unloved and unaccepted. Actually, the parent may love the child deeply, but does not know how to express it.

Often parents who love their children express their love by pam-

pering them. Pampering has as serious an effect on the child as punishment and rejection. This parent may give the child everything he desires and more, thereby robbing him of most of his self-reliance and of his ability and willingness to face unpleasant situations and to participate unreservedly. A pampered child is deprived of the necessary experiences of his own strength. Often the pampering is due to a desire to spare the child unpleasant aspects of living and growing up. Sometimes it is used to express the parent's own importance. Or it might be used as a futile means to gain the child's cooperation.

Worse than punishment or pampering is a combination of both. Such inconsistent behavior undermines the child's feeling of security. If he is pampered one moment and punished the next, if certain acts are punished at one time and ignored at another, he either has to succumb to confusion, or ignore his parents to protect himself.

Parents are likely to wonder how a child can become socially adjusted if he is never punished. The use of the method of natural consequences will further the process more than anything else, as it permits the parents to guide the child without anger and force. By the method of natural consequences, we mean letting the consequences of an act determine whether or not that act is desirable. It takes time for parents to learn the technique of logical consequences and to appreciate the resulting satisfactions.

To summarize: Parental love can be properly evaluated by the confidence which it instills in the child: confidence in his parents and confidence in his own strength and ability to take care of himself. Parents must appear first of all as true and reliable friends. Children who grow up with confidence in their parents stand the best chance of developing stable, happy, and well integrated personalities.

The Dynamics of Security

It is generally accepted that the child needs a feeling of security in order to develop socially. However, in regard to what constitutes security and which factors enhance the feeling of security or inhibit it, opinions differ. One school of thought states that love is the basis of security in the child. Give him sufficient love, they say, and he will be a secure, well-adjusted individual. Conversely, deprive him of love, and he will be a maladjusted, insecure individual. Another states that security in children is brought about by satisfying their instinctual or

biological needs. Still another believes that a proper environment with definite rules and regulations will make the child secure. There are also those who believe that strict discipline is necessary in developing a secure child. Others feel that indulgence is a prerequisite.

While we can find some justification for some of these postulations, it seems to us that *what happens* to the individual is not so important as *how he interprets* the situation. The same situation experienced by two different children may have different results, depending on the interpretation which the child makes. Love may permit a child to feel secure, or it may make him feel dependent on others. Satisfaction of emotional needs may satiate them or increase the demand for more satisfaction to the point where satisfaction is impossible. An environment with high standards may stimulate social attitudes or create an anti-social zest for perfection, moral or intellectual snobbishness. Definite values or strict discipline may lead a child to conformity or to rebellion; indulgence also may win a child's cooperation or excite him to undue demands followed by rebellion if the demands are not met. This indicates that the feeling of security cannot be imposed upon the child but depends on his self-evaluation. It is in inverse proportion to his inferiority feelings. As the inferiority feeling opposes the development of social interest, so social interest depends on the realization of one's value and strength and one's equality with others. This alone gives a feeling of security. It is the realization that one can cope with life, trust one's own ability and, therefore, can have confidence in others. This seems to be the only basis for inner security. Children and adults who lack self-confidence look for compensations from the outside, either through love, pleasure, power, beauty, glory, or money, without ever finding a sense of security.

This in no way minimizes the importance of love, a good environment or other factors mentioned above; but they are not *per se* the *basis* for security. Sometimes they may even increase insecurity, apprehension, and fear, as one becomes afraid of losing what one has obtained.

The Importance of Self Confidence and Proper Self Evaluation

Proper self evaluation of a child—and of any adult individual—implies the realization of one's own status as an equal among his fellows, regardless of individual differences of any kind. If one's in-

terpretation of his role and position is warped in such a manner that he is unsure of his equality, we find him unable to attain a proper social interest and to participate fully for the good of the group.

The realization of the fundamental equality of human beings is difficult to conceive. Man is predisposed to inferiority feelings by reason of the biological and cosmic inferiority of the human race. Furthermore, he has experienced as a child a personal, social, and physical inferiority, sometimes augmented by organ inferiorities. Our present methods of child rearing contribute to increased inferiority feeling, thereby developing dependent, resentful and rebellious individuals. If from earliest childhood the child is made to feel his inequality and inadequacy, how can he mature with a feeling of equality and adequacy?

The child develops his basic concept of himself during earliest childhood and maintains his personality pattern throughout life. The guiding principles of his personality are based on his mistaken concept of being inferior. His intellectual and mental qualities are not sufficiently developed at this age to correct the mistaken interpretation he is bound to make in his childhood situation; his proper self evaluation, which would permit an adequate development, becomes, therefore, almost impossible. "Proper self evaluation" is not limited to the realization of one's faults and abilities, but of one's value and usefulness despite all shortcomings and faults.

The Relationship between Concern for Social Status and Social Participation

Desire for social status and significance grows out of the natural need of the child to experience the feeling of "belonging." As a child questions his own value and gets the impression of being at a great disadvantage, either to his parents or to other siblings—not feeling equal to them—he becomes over-concerned with his significance and ability to achieve acceptance by others. The effects of such concern are to be seen in the attempt to overcome feelings of insignificance by striving for superiority, power, and control over others. This is reflected in the child's exaggerated desire to draw attention to himself. Each child adopts his own particular *kind* of *strivings*. These are his character traits—the expression of how the individual relates himself to and participates in human society.

Character traits growing out of over-concern for social status and significance may be useful or detrimental to social participation. However, even the useful methods employed for the purpose of gaining social status permit only a limited participation. This participation is not based on a feeling of belonging and sincere group interest, but rather on a desire for self-elevation. As soon as such personal superiority is not obtainable, the desire for participation vanishes, and the veiled anti-social attitude becomes apparent. The over-concern for social status and significance leads frequently to compensatory behavior patterns and character traits along the "socially useless" side of life. (Adler) Their degree and kind depend on the discouragement of the child and the extent to which his feeling of belonging is curtailed.

These compensatory character traits may be classified generally as aggressive and nonaggressive. The former are usually recognized by (a) *vanity*—whereby the individual is occupied with what people think, concerned with semblance rather than essence, evaluating the situations in terms of personal gain, attempting to prevent full expression and development of others, depending on alibis to explain lack of great accomplishments, suffering from grave doubts of ability to accomplish that which vanity demands; (b) *jealousy*—which includes mistrust, critical attitudes toward others, the fear of being neglected, obstinacy, attempts to subjugate, setting rules for the conduct of others, the degrading and reproaching of others; (c) *envy*—which includes measuring the success of others, the desire to have more than others, blaming others for failure, lack of sympathy for others' suffering; (d) *avarice*—hoarding of one's self and possessions; (e) *hate*—directed toward tasks, persons, other sex, nations, or races, including criminal negligence, the result of unconscious hostility.

The non-aggressive traits for compensatory protection usually include (a) *seclusiveness*—reflected by the avoidance of contacts, little interest in community activities, the utilizing of differences as evidence of inferiority; (b) *anxiety*—as a mechanism for control of others and the desire to avoid difficulties of life; (c) *timidity and shyness*—evidenced by lack of confidence in one's own ability to accomplish, making every task appear difficult, being occupied with non-essentials and over-concern for safety and preparation; (d) *conservativeness*—evidenced by dependence on fixed sets of rules or principles, narrowly circumscribed interests, and the desire to avoid change; (e) *submissiveness*—evidenced by lack of initiative, dependence on the commands, rules and

sentiments of others, the avoidance of responsibility, of placing responsibility for one's behavior and welfare upon others; (f) *hypersensitivity*—evidenced by hesitation over every situation before making a final approach to it; (g) *over-cheerfulness*—evidenced by approaching the serious situations as if they were games, or seeking to overcome difficulties too easily; (h) *martyrdom*—evidenced by acting as if one were being singled out by life for misfortune, occupying others with one's difficulties or expected calamities, seeking distinction by being the most unfortunate one, while making little attempt to help oneself.

All these methods, be they useful or destructive aggressively or non-aggressively, may be used by a child to gain real or fictitious superiority, out of his concern for social status and fear of insignificance. Instead of the desire to participate unreservedly, we find four other objectives in his dealing with others. The child tries either (1) to attract attention, or (2) to prove his power over others, or (3) to punish and secure revenge for his humiliations and sufferings, or he may (4) give up participation entirely or in certain areas and hide himself behind real or assumed weaknesses. His character traits and behavior patterns must then be recognized as an adequate means to *his* ends.

C. THE STIMULATION OF SOCIAL AND PERSONAL QUALITIES

Education must be equally concerned with the development of social participation and of individual qualities.

Stimulating Participation, Cooperation, and Conformity

As soon as he is born, the infant responds to his environment. Although he is not able to verbalize or realize rationally the influence to which he is exposed, he is aware of the atmosphere around him, of tension or harmony, and particularly of the types of relationships within his family. The child's interest in his environment can be directed toward the recognition of the value of proper inter-personal relationships. Such a direction may be accomplished through satisfying experiences in dealing with others, accompanied by encouragement. A child is keenly sensitive to reactions on the part of adults and responds with cooperative attitudes to sincere interest, warmth and friendliness, unless he is already in opposition.

In stimulating participation, parents must recognize and appreciate the skills, interests and capacity of each individual child. Keen sensitivity is necessary in detecting these potentialities and care must be taken in directing a child to develop to his fullest capacity by inner volition. All too often parents are overly anxious about the development of their child and have a tendency to *push* him beyond his capacity. All too often a child does not receive due respect as a human being with his own rights and privileges, nor for his contributions. A child needs the feeling of satisfaction in being able to participate and to contribute.

After a child experiences the satisfaction derived from participation, he is ready to take the next step toward social integration, namely, cooperation. Realization of the implications and *benefits* of cooperation is also necessary before a child is ready for it. In every instance, there must be mutual respect for each other and a willingness to "give and take." Sincere cooperation is possible only upon mutual agreement.

So long as a child is to live in society, there are rules and regulations to which he must conform. However, merely setting limitations and imposing them upon a child does not stimulate conformity. Parents must be willing to set the example because a child readily senses inconsistency and separate standards for parents and children. Very often parents rationalize by saying, "Just this one time won't matter," or postpone conformity to a later date. However, indulgence followed by rigidity is not conducive to conformity. If regulations and limitations are to be observed, a child must be stimulated to *want to conform*; and this may be possible when the child realizes it is far more satisfying to conform than to go counter to regulations. Foresight and thought are necessary before parents set regulations, because regulations must be reasonable and applicable, and within the child's capacity. When a child is hostile to the regulations which are within reason, he must be taught to experience the *natural* consequences rather than an arbitrary punishment. At no time need there be conflict or hostility between the child and his parents. Peaceful attitudes and encouragement are more effective ways of stimulating conformity.

Stimulating Interest in Social Improvement

The dynamic nature of society makes it necessary that the solution of the individual's own problems should contribute to the progress of his culture.

Personal initiative, a sense of responsibility and the ability for leadership are essential for promoting progress. The attitude of the parents can encourage or discourage such qualities. If their interest in raising their children is only to make them obey and to conform to obligations imposed upon them, then leadership and progress are discouraged or only permitted in rebellion against the parents' rules. Parents who give their children an opportunity to take on responsibility for themselves, who respect their children's opinions, who are willing to listen to their children and to learn from them, can promote constructive attitudes without impeding participation and cooperation. The balance between conformity and change is not always easy to find. It requires a great amount of courage, sensitivity, and social interest to realize when conformity to existing patterns is socially desirable or detrimental. The ability of the parents to evaluate properly such subtle differences facilitates the child's constructive attitudes.

Children look upon life, society, and the universe as their parents do, at least originally, before they form their own opinions, unless they are in rebellion against their parents. Parents who accept their responsibility as world citizens and regard human and social problems with an eye to progress and improvement stimulate their children to accept similar attitudes. Constructive attitudes are always based on optimism, belief in mankind and evolution, in democratic procedure which implies the equality of men. Realization of the dignity of man or prejudice and intolerance are instilled in children early in life. One expresses a constructive attitude, the other a lack of it. Discussion of social and human problems, of literature and art, transmits to the children a constructive spirit. Shutting them out from each discussion or treating them as if they were stupid and ignorant prevents children from accepting a sense of responsibility for what is going on around them.

The Role of Play in Social and Individual Development

From the earliest moments of the child's life, play is perhaps the most important medium through which he gains experiences that set the pattern of his future behavior.

As an infant, his first movements and explorations of himself and his environment may be classified as play. During this period he experiments with toys, objects, his extremities, etc. His very first experiences with play occur when mother fondles him in the course of his

daily routine. This is the beginning of his social awareness. This early activity is an important factor in distinguishing his mother from any other member of the family. He learns from this play long before he can comprehend the spoken word.

His first valuable lessons in group-play stem from activity within the family circle. His degree of acceptance of the members of the family and their acceptance of him establishes his role in future relationships to society.

Much of his recognition of his individual worth results from the pleasurable experiences of his childhood accomplishments. The pre-school group play becomes a proving ground for his independence in thought and action. A feeling of accomplishment is born within the child upon the completion of his first responsible task in play. Learning then becomes a source of pleasure when the child can make practical constructive application of those abilities. His future happiness as a well-integrated personality and successful contributor to the social order depends upon his attitude toward work-play.

As the child begins to verbalize, he should be able to join in group-play with his contemporaries. He has reached a point where he is able to comprehend himself as an individual and must establish himself as a part of his group. Otherwise, his concepts of society as an integrated unit will be delayed and his ability to adjust and to learn to be a participant will be seriously threatened. From this participation he derives innumerable benefits. Of prime importance to him is the discovery of his social status. According to the degree to which he is able to participate and to adjust to play situations within the group will he feel a sense of acceptance or rejection.

Thus we see the important role of the nursery and pre-kindergarten schools in giving the child the opportunity to learn the valuable lessons taught by group-play. When he reaches school age, it is almost too late for the child to benefit from these experiences, as his attitudes and habits have been formed by that time, and much of his time is involved with more formal learning and the development of educational skills.

His group-play experiences must prepare him to accept others and develop the ability to share with others; he must learn that "I" cannot always hold the limelight and that "another one" may be a more logical leader at the moment. At other times he must learn to assume leader-

ship. His world and his experiences are enlarged by the participation in social play within a heterosexual group.

In our culture, physical play has an essential place. The athlete is always assured of a position in society by virtue of his accomplishments. This does not necessarily make him a well-integrated personality, but it is a definite part of his development. Physical play in games and exercises enables the child to develop his body and gives him the feeling of strength and worthiness in participation with the members of his group.

Certain intrinsic values are developed through the medium of games. Logic, sportsmanship or conforming to the rules of the game, acceptance of others, responsibility for self, sharing the responsibility, and the feeling of being accepted and respected by the group for his ability to contribute, are qualities thus developed.

Among the most important gains the child derives from play are the achievements of self-reliance and the ability to stand up to the rules of fair competition without depending upon the various members of the family. His self-confidence is strengthened by his achievements in physical play, in the esteem and appreciation of his playmates, and in his realization that he is capable of accomplishment. All this plays a necessary role in his finding a desirable position within his social setting. His self-reliance displays itself in his work-play as well as in the physical and social activities. At this time he is usually on his own and success is dependent upon his own ability.

Stimulating Intellectual Qualities

The development of intellectual qualities tends naturally to keep pace with the physical growth of the child. Children are born with an adequate amount of intelligence, provided there is no inherited or acquired deficiency of the central nervous system. The infant relies on his ability to observe and to draw conclusions in his attempt to find his place in a strange world. Exposure to experience is the chief requisite for mental growth. Children who are over-protected are deprived of the use of their mental abilities as they become dependent on others for the solution of their own problems. On the other hand, giving them responsibility to find their own solutions—a procedure which can already be applied within the first year—stimulates mental activity. While avoidance of discouragement is in itself sufficient to

guarantee intellectual development, additional stimulation is advisable through the arrangement of new impressions which widen the scope of the child's experience. Early recognition of the child's discouragement and deliberate efforts to provide stimulating impressions are the main tasks of parents, teachers and other adults who are concerned with the child's intellectual development.

The chief source of the child's discouragement is first, the parents' lack of faith in his abilities. This leads to over-protection, ridicule, humiliation and impatience, coaxing and pressure. Sibling rivalry is another frequent source of intellectual discouragement. The success of one child is taken by another one as convincing evidence of his own inability. Once such a conclusion is reached, the normal development is interrupted. Teachers often contribute unwittingly to the discouragement of a child in intellectual endeavors. Their criticism may be prompted by a desire to evoke better efforts on the part of the child, but it leads to his discouragement and rebellion and giving up. Discouragement can also result from over-ambition either on the part of the child or the parent who expects too much. It results in the ceasing of efforts as the goal seems unobtainable. As soon as the discouragement is noticed, its cause found and removed, further intellectual development can be resumed.

Stimulating Creative and Aesthetic Qualities

Aesthetic achievements may be one of the forms in which the creative desire manifests itself. It produces pleasure sensations in the activity as well as in reception. Every individual derives pleasure from the act of creating and composing. The degree of this pleasure depends greatly on the associative process. We enjoy a work of art or any experiences more if we associate it with pleasant and happy memories.

The child's early experiences are lasting. The conclusions he draws from them are the basis of his character and his general attitude to life. Therefore, it is of great importance to provide an environment which will give the young child such experiences as will foster healthy development and satisfactory adjustment. One of these experiences is the enjoyment of art and the pleasurable responses to beauty. All activities provided for this purpose should, therefore, be evaluated in terms of whether they do or do not contribute toward this end.

Children have creative minds. We need but watch their play to realize how rich their imaginations are. They have an urge to express their feelings, and a desire to interpret their new experiences. There is hardly a more satisfying answer to this need than the "artistic" expression. For here the child will find an outlet for his fantasy as well as for his emotions.

It will be the responsibility of the child to further the democratic activities of our social order. With the rapid advance of science, we may assume that the future adult will have more leisure time at his disposal than we do today. It is, therefore, of great significance that he be equipped with the capacity for creative activities.

The attitude parents take toward art, beauty, and creativeness in any field will greatly determine the child's development in this direction. In teaching the child that art is a source of enjoyment, the parents must show enjoyment and enthusiasm themselves. They should frequently join the child in the activity. Doing things "together" is one of the most encouraging factors. However, the activity should be done and enjoyed for the sake of doing, regardless of the final outcome. Many adults still believe that unless the activity results in a finished product, art is only a waste of time. This concept has a retarding effect on the development of the child. So likewise has the imposition of one's taste or measurement on the child's work, or to inject a duty into artistic exercises.

It is desirable to expose the child to the manipulation of creative materials. Many children may have the contact with the materials, but they never have access to them. Parents frequently insist on showing the materials to the child without allowing the latter to touch them out of fear that they may become soiled or broken. This is particularly true of books, pictures, and musical instruments. Children should be allowed to handle the materials in order to be stimulated by them. All materials should be set up in a way that the child can see them and be tempted by them. If possible, the workroom should be arranged functionally, so that the child will not need to fear disordering the room. Many materials are still taboo in some homes for the sake of furniture and rugs. Painting books which require only to be gone over with a wet brush in order to bring out the color have little value. They do not stimulate the child's imagination and initiative. They also produce boredom in the child that may become a stumbling block in the real process of free expression.

It is not implied that every child will follow every art and every experience with satisfaction to himself. Nor is it necessary that every individual should participate in all the above mentioned activities. What we must remember, however, is that exposing the child to various stimuli and giving him meaningful experiences will carry over pleasant associations into his adulthood, and the child may find one art form which in time may play an important role in his adult life. We should keep in mind that creativeness is related to future initiative and courage.

The following points are important for the educator to keep in mind.

1. He must remember that children seldom respond to things they cannot understand. All activities should, therefore, be adjusted to the child's current level of understanding.

2. Children are very sensitive. The slightest criticism may be a discouraging factor. Adults so often belittle children's work and make it seem unimportant. The child does not feel that way. To him it is the most important thing. Therefore, the attitude taken by his parents or teachers may either inhibit or encourage him.

3. Another gross and dangerous mistake is the insistence of parents that the child "do something" or "finish."

4. Children feel discouraged when adults compare them with other more accomplished children.

5. By overemphasizing the prestige an activity may bring some day, as "someday you will be a great artist," etc., the wrong value may be put on the activity. We must keep in mind that our purpose is to develop "appreciation" and "enjoyment" in creative activities as such.

Stimulating Moral Qualities

Moral qualities may be defined as the recognition of the rules of the human community and a concern for the welfare of one's fellow man. By this definition is implied that such qualities involve not only awareness that such laws and regulations exist, but that the individual is willing to accept and abide by them. Some persons, by their personality pattern, either do not acknowledge the existence of such laws, or, if they do, refuse to live by them and so embark on a career involving habits of lying, stealing, and other forms of anti-social behavior.

Such qualities, of course, are learned and are therefore an integral part of character formation. And since the child begins learning, social or otherwise, from the family, it is within this constellation that the foundations for these habits are laid down. To inaugurate the stimulation of these qualities, then, it is necessary that the child be accepted as a fundamental and full-fledged member of the family group. Not only that, but if he is made aware of his acceptance, if he is made to feel that his wants and desires are respected, it will not be necessary for him to adopt his own peculiar, possibly selfish, methods to attain status. Thus, such patterns as lying and stealing will not be likely to develop.

On the other hand, if the child feels unappreciated by the family, if he is not made to believe himself a part of this unit, then it can be expected that such undesirable qualities will develop. For then it will be necessary for him to achieve from other sources the concern and attention he feels is his right.

The family also plays a part in the development of these qualities by allowing the child to express himself in his own way, and then using such expressions to teach him the rules of social order. Most children make small trials at lying and stealing, and these trials provide special opportunities for teaching the rules of social behavior. Therefore, if a child lies or steals, faulty treatment by parents or guardians who dishearten him about such shortcomings or who deny that he has any good intentions or feelings whatever, helps him on the path toward delinquency. On the other hand, even when an anti-social attitude has already been developed, love, encouragement and understanding of the child's problems can awaken the latent spirit of cooperation in the child.

Another important aspect is the role played by the family and community in setting a proper example for the child in the development of such qualities. If the child grows up in an environment where the moral aspects of behavior are held at a minimum; if the family pays no heed to the rules and regulations of the social order; if the community itself is hostile to their development—then it can hardly be expected the child will acquire them. Children learn by example; whether the learning process will take place depends on such example.

The child must be taught that it is easy and enjoyable to be "good." In addition, he must be given the opportunity to be "good." This may seem like a paradox, but it sometimes happens that parents, teachers

and others in authority, by the means of discipline and severity they select, never afford him this opportunity. Whenever he is good it is taken for granted and the child is not impressed with it. Thus, even though he wants to show socially acceptable behavior, he does not feel he has a chance. Scolding, punishment, or any similar techniques do not impress through logical consequences and, therefore, are useless. The ultimate goal, of course, is the realization that acceptable behavior is socially convenient, that it reduces tension, and, in effect, makes life more pleasant. Thus, to the child, being "good" must become an end in itself, not just a means of satisfying desires and wants of those in a position of authority.

Religion, too, plays a part in the development of these qualities. Not "religion" in the sense of setting up some awesome deity who demands worship and whose punishment is swift and sure unless placated, nor "religion" so mystical and abstract that its principles cannot be understood and demand only blind obedience, but a religion that serves to fit man into the human community, that teaches simple principles of good living easily understood by the most simple minds and that gives a focal point from which common interests radiate. If all that religion teaches a child is the principle of the Golden Rule, then that child will have a basic guide for becoming a responsible and integral part of society.

The final step in the stimulation of moral qualities is the realization on the part of the child of their implications for mankind as a whole. If the aforementioned factors are brought into play, then the child will realize he is not a lone individual living in a hostile world, but that he is a member of an ever-growing and expanding social relationship. He is first of all, of course, an individual with an individual's wishes and desires, But he is part of a community, and to live in that community he must *feel* he is part of it, he must contribute and cooperate. Furthermore, this community is not just his family, or the town in which he lives, or even his native country. It is the world as a whole, and he has interests in common with every person in that world. When this is seen and accepted, then stimulation of moral qualities is no longer a problem.

Stimulating Proper Attitudes toward Sex

Sexual behavior is the result of a training which occurs either with or without deliberate guidance. The attitude toward sex depends on

three independent and yet correlated concepts developed in early childhood. One is the concept of the role which sex is supposed to play, and the child's attitude toward his own sexual role; the second is the child's impression toward sex *per se*; and the third is the way with which the child uses emotions. Proper sexual development requires the parents' understanding and ability to stimulate proper attitudes in all three spheres.

The role of each sex is presented to the child by father and mother as the representatives of both sexes. The parents' concept of masculine and feminine behavior patterns depends on cultural factors and reflects the attitudes prevalent in the cultural, religious, national and economic group to which they belong. The child perceives the behavior patterns and the difference in the functions required of each sex much earlier than he does the physical differences.

The main factor in stimulating a proper development is the child's acceptance of his own sex. If he considers his own sex as being undesirable or the assignments connected with his proper role as too difficult or humiliating, this resentment or fear creates a "Masculine Protest" (Alfred Adler) and prevents the child from functioning adequately later on as a man or as a woman. Parents should be careful in presenting the obligations and privileges of each sex in such a manner as not to provoke resentment in either boys or girls. Parents should attempt to overcome their own bias and resentment if they want to avoid similar disturbing attitudes in their children. Children sense any preference to boys or girls. This impairs whole-hearted acceptance of one's own sexual role.

For the child, father and mother not only indicate what a man or a woman ought to do and be, but—even more important—the relationship between both sexes, what each can expect from the other. If their relationship is friendly and harmonious, children grow up with the conviction that the opposite sex can be trusted. Conversely, an antagonism, competition, and suspicion between the parents is more than an incidental conflict between two individuals; it sets the pattern for intersexual relationships which the child accepts and follows. Relationships with a particular sister or brother may equally tend to stimulate generalized concepts in regard to the opposite sex, which may last through adult life. The hostile, friendly or protective brother or sister may then set the pattern for any relationship with a person of the opposite sex. It requires careful observation of the child's concept and deliberate

efforts to correct any misconception concerning the opposite sex, to prepare the child for proper functioning as a man or as a woman.

The *problem of sex* is often interlinked with the attitude toward one's own sexual role. A girl who considers the destiny of a woman as being man-abused, or being obliged to serve and to satisfy man, or to suffer from any sexual activity (pregnancy, pain, shame) will naturally develop an antagonistic attitude toward the function and implication of sex. Also, many other impressions may provoke a wrong and detrimental concept of sex. It is probably difficult for our contemporary parents to stimulate healthy attitudes toward sex in their children, since they themselves had not been stimulated to such attitudes by their own parents. The problem is complicated further by conflicting cultural patterns as to what constitutes a healthy attitude toward sex. In a patriarchal society where women were relegated to a secondary role as being subservient to men, sexual patterns were different than in a democratic society where men and women are considered as equals. The subjugation of women implied stricter regulations as necessary means to keep them subjugated, personally as well as sexually. As women gained social status, such strict restrictions became detrimental to a healthy sexual functioning of an independent and equal human being. Parents who grow up under cultural conditions lagging in democratic equality sometimes have moral standards different from those prevalent in the social groups of their children. What could be a "healthy" attitude toward sex in their children may appear to them as being merely immoral. Even those parents who recognize the need for enlightenment, for open and frank discussion with their children, may be unable to do so due to the restraints and prescriptions to which they were subjected in their own childhood.

Sexual enlightenment, like any other information and instruction on the part of the parents should be natural and casual. Whenever the child asks a pertinent question, the parents should answer frankly and openly. However, many parents feel self-conscious and bashful about sexual matters, especially in discussions with their own child. They are inclined either to withhold information, to give wrong or evasive answers, or to answer much more than is asked for, as they often read more into the question than the child wishes to learn. It is generally advisable to adhere strictly to the literal meaning of the child's question and to answer simply and briefly what is asked. In this way the information will meet the child's requirements and keep in line with his

intellectual growth. Otherwise, more information is provided than the child can understand. One must carefully avoid instilling fear or shame in the child. Neither of these is a safeguard against licentiousness and immorality.

The only basis for acceptable sexual behavior, preventing abuse, license and indulgence, is a sense of responsibility. The proper training for adequate dealing with sexual stimulations and desires is part of the training for *emotional stability*.

Sexual desires are part of general emotional desires. A person who as a child has learned to take on responsibility, to use his personal abilities in a constructive manner, to consider others and to accept his obligations, will use his sexual urges equally in a constructive way, as a means of regulated participation, not for his own advantage for mere pleasure, power, or revenge, but as a means to closest unity with a mate.

D. GUIDING THE CHILD

Given the necessary requirements for the proper development of the child, the basic needs of the child will be fulfilled and children may grow into well adjusted, socially integrated and useful adults. As the situation is, these requirements are too seldom fulfilled. For this reason the basic needs for the child of today must include provisions for preventive, remedial, and corrective efforts in regard to existing and almost unavoidable maladjustments.

Parent Education

The present generations of parents need help from the outside. Their position today is more difficult than ever. In previous times, families were larger and children grew up as members of a natural group of siblings, taking care of each other, assuming functions and adjusting themselves to group living and participation. Parents had no time to devote to each individual child. Few bore the brunt of their parents' attention, and the parents' lack of educational training did not matter so much. Today, with the reduction in the size of the family, parents are more concerned and more occupied with each child. Their inadequate training has far-reaching effects. Education is a difficult art. Many parents are not aware that the methods they use in raising their children are often ineffectual and detrimental.

There is another reason for the predicament of the parents in our generation. Social changes imply changes in human relationships, moving from an autocratic relationship of superiors-inferiors to a democratic relationship of equals. The methods which parents learned from generation to generation were those of reward and punishment, bribe and threat, methods which were adequate in keeping the so-called inferior person in line with the demands of his superiors. In the new relationship of equals, these methods no longer function. Parents either try to let the children express themselves as free individuals and consequently tend to indulge and pamper them, or they make futile attempts to keep them in line by punishment and threat. Many parents try to maintain their position of authority and power; but the surrounding atmosphere of our society no longer permits them their unlimited power over their children. Other parents believe in democracy and would like to apply it to their family life, but do not know how to apply democratic principles to every-day living. They become confused, the more so as they themselves are frightened and apprehensive in a world of change and turmoil.

The new principles of depth psychology which explain the emotional reactions of children are not yet known to the majority of parents; consequently, they do not understand their children, do not know the reasons for their behavior and their motivations.

Parent education is an absolute necessity if the basic needs of children are to be met. Parents' study groups meet part of these requirements. But theoretical information is not sufficient, especially when the parents are already confronted with problems with which they cannot cope.

One must think in terms of preparing the next generation for future parenthood. Mental hygiene classes in human relationships should begin early in grammar school. High school children should be taught the methods of understanding and handling children. Such instruction should be not only theoretical but also practical. Instruction in child training is as essential for the welfare and the development of mankind as is the instruction in the three R's.

Training of Teachers

Psychology and mental hygiene are being increasingly recognized as a necessary part of the training of teachers. New methods of instruc-

tion are being developed, facilitating the learning process of children. General psychological principles are helpful for the process of teaching; these principles should be taught in such a way as to permit practical application to any individual child. The curricula in teachers' colleges should include more training in the dynamics of the personality. The methods which are used by many teachers are adequate in dealing with the average or above average student, but need revision if applied to a child with difficulties in learning or in behavior.

There is a tendency to abandon autocratic approaches in schools, especially in democratic countries. However, this tendency often leads to the opposite extreme, to an indulgence which is neither stimulating to progress nor conducive to social adjustment. In most school systems, a highly competitive atmosphere still prevails which aids the progress of the few who succeed in the competition at the expense of the many who fail and become further discouraged. A revision of educational methods, of class room atmosphere, of grading and placing children is indicated.

Each school system needs sufficient child guidance facilities to provide service to all children who have difficulties in either academic progress or social adjustment. These facilities based on clinical observation and not merely on the results of standardized tests would provide information and recommendations to the teacher of each child and instruction in understanding of children's problems for the whole teaching staff as well as for the parents.

Unless the schools include mental hygiene and child guidance as part of their normal curriculum, it would be difficult for them to offset the present deficiencies in the family training of children. The schools should increasingly recognize their obligation to take part in the personality development of each child and to confine themselves even less to his academic progress and general social participation.

Child Guidance Centers

Psychiatric and psychological services through child guidance centers are needed in each community, within the school system and outside of it. Such centers must be decentralized so that the parents have these services available within their immediate small community. Neither parents nor teachers are at this moment sufficiently trained to understand the goals and motivations of normal children who do not

function adequately, let alone emotionally disturbed children. And the number of children who need aid and assistance beyond the help which parents and teachers can yet provide is considerable, and increasing steadily.

Private psychiatric care is not accessible to the majority of people. Therefore, through examination and interview in a properly equipped and staffed child guidance center, it would be possible to study and correct defects in the child's personality. These centers could give treatment to children and their parents and could function as a parents' education center for the community, thereby influencing the prevalent methods of child training.

As by necessity child guidance work takes cognizance of all the physical aspects, social factors, and educational influences converging on the one child under treatment, so the child guidance center could become one of the agencies in the community to promote an understanding of the basic needs of children and to stimulate the whole community to meet these needs more adequately.