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CHILD MANAGEMENT

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UNITED STATES DEPARTMENT OF LABOR
FRANCES PERKINS, Secretary
CHILDREN'S BUREAU · Katharine F. Lenroot, Chief

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By
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LETTER OF TRANSMITTAL

UNITED STATES DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, December 11, 1936.

MADAM: Transmitted herewith is a revised and enlarged edition of the bulletin Child Management, written for the Children's Bureau by Dr. D. A. Thom, director of the Habit Clinic for Child Guidance of Boston and director of the Division of Mental Hygiene in the Department of Mental Diseases of Massachusetts. This edition has been revised by Dr. Thom to include some discussion of the psychological background of child training and guidance, as well as additional material on specific problems.

Respectfully submitted.

KATHARINE F. LENROOT, *Chief.*

Hon. FRANCES PERKINS,
Secretary of Labor.

INTRODUCTION

CHILD MANAGEMENT, written for the Children's Bureau, has had a large circulation and has been used by parents, teachers, nurses, study groups, and parent-teacher associations. It is the desire of the Children's Bureau, as well as of the author, to keep it up to date, and this second revision is therefore being issued.

Scarcely more than a decade has passed since we first began to talk and write of the mental health of the child; yet during this time no branch of medicine nor any aspect of psychology has received more attention and study. Public interest has been widespread, and the layman has traveled close upon the heels of the specialist in his effort to keep informed of new knowledge and new attitudes in this field. It has been necessary, therefore, from time to time to revise the material that is being used rather generally throughout the country. In doing so it has seemed necessary to present some discussion of the psychological background in the light of which specific problems and situations are interpreted. Some of this material may seem difficult, but it is hoped that it will repay study by giving a clearer understanding of child problems.

Child Management

MENTAL ATTITUDES IN THE APPROACH TO THE PROBLEM

It is only after a period of years that we are beginning to get the true perspective on the whole subject of child management. We started out with definite convictions regarding the necessity of overcoming certain undesirable habits, such as lying, stealing, and truancy. We recognized that certain traits, such as shyness and jealousy, easily become an unhealthy part of the child's personality. We found that there were ofttimes rather well-defined and obvious situations in the child's environment that were in large measure to blame for these undesirable traits and habits. Therefore, in handling instances of conduct disorder, we looked into the child's environment in the effort to find a situation that would explain them. This was accomplished with a fair degree of success, and the results were sufficiently satisfactory to justify the efforts. Parents, teachers, nurses, and others interested in children recognized that this new approach was leading to a better understanding of the child and human relationships in general.

As time went on, however, and we studied more children more intensively, we began to think of the child in a little different way. We realized that many of the difficulties which arise in the life of a so-called "problem" child and cause parents annoyance, worry, and humiliation are rather common in the lives of most normal, healthy children. We became convinced that docility, meekness, and perpetual submissiveness in themselves serve no useful purpose in the life of the child, and are of value only so far as they contribute to his complete development and his social adjustment; that personality traits and mental attitudes of the child toward life should not be developed simply because they serve the convenience of the parents and others responsible for his training.

It would be generally agreed that the objective in training children is the development of a well-rounded personality, of which the physical, intellectual, and emotional aspects are in harmony. To this end adjustments are necessary between the instinctive tendencies of the child and the restraints of civilized society to reduce to a minimum the friction that naturally exists between the child and his environment during the period in which he is being socialized.

In the process of growing up it is obviously essential for the child to acquire certain habits of conduct in order that he may fit into the social scheme of life and avoid conflict with his environment. It is equally important, however, that he also develop certain mental attitudes which are concerned with avoiding conflict within himself. Parents and society are often more concerned with the conduct of the child than with his feelings. But they err when they look upon good habits of conduct as an end in themselves. Actually, habits are but tools which the individual uses in his struggle for achievement.

The child who is outwardly very obedient and absolutely submissive to all those in authority may have a mental attitude associated with this submission which will lead to open, violent rebellion at a moment when it is least expected; or lacking the courage to rebel, he may find only in daydreams and fantasies an adequate outlet for the rebellion within him. In another child the resentment may be relegated to the unconscious; but it may appear later, not too well disguised, as the resentment toward everyone in authority which accounts for many of the misfits in adolescent life. The child who shows his resentment toward life by a temper tantrum that annoys, disrupts, and humiliates the family is much better off emotionally than the child who resorts to fantasies in which revenge is obtained to its utmost limit in the land of unreality.

Experience has taught us that the child's fundamental conflicts with life are often less likely to find expression in conduct disorders than in mental attitudes toward life itself, which, though perhaps not annoying to parents at the moment, are infinitely more important to the development of the child's personality and his general fitness to meet life. For example, a child's conflicts over his sense of security and over his love relationship with his family are more likely to express themselves in crippling emotional attitudes than in bad conduct. The child's feeling of security is almost entirely dependent upon the immediate responses of those to whom he is emotionally attached. Yet we tease, ridicule, humiliate, bully, frighten, and bore the child with such indifference that we are hardly aware of our crudities, which are often cruelties. The reaction of the child to this situation, in which his sense of security is constantly in danger and his love relationship threatened, is more likely to be a sense of inferiority, unusual likes and dislikes, crippling infantile fixations (see p. 3), "crushes", faulty sex adjustments, or other types of subjective maladjustment rather than the more objective conduct disorders.

Again, in many instances, back of undesirable conduct on the part of a child are crippling emotional attitudes in connection with important relationships of life; and it is these rather than the conduct disorder in itself which are of basic importance for the development of the child's personality.

To illustrate this: There are many and varied problems of conduct that have their foundations in the relationship of dependency which exists between parent and child. It is generally recognized that there are periods in the life of the child when he becomes reluctant to grow up to assume the obligations and responsibilities that advancing months and years impose. Then some motivating force must often be introduced from without in order to induce the child to keep pace with his chronological age. This may be done through encouragement and approbation, allowing more freedom in thought and action, and granting privileges that are in keeping with the new responsibilities. Satisfactions of a more mature type are thus substituted for infantile pleasures; and the child moves along toward adult standards, guided and directed but not crippled by parental solicitude.

If, however, the child's parents for one or many reasons find it necessary to get their own emotional satisfaction in the life of the child, to the exclusion of everything else, there may be quite a different result. The child then no longer moves on toward his goal. He remains fixed on one of the many infantile levels—usually the lowest the parents will accept. He is denied the privilege of doing for himself what he desires to do, to say nothing of what he is capable of doing. He gets little of the satisfaction that comes from successful attainment. For his self-esteem he is forced to depend entirely on his early acquired and much exaggerated idea of his own importance. Such a child not only may be considered in no way a problem, but will invariably be the child who is commended and applauded for his unselfishness, good manners, obedience, and all the other favorable qualities. Nevertheless, he is an unadjusted child, because the environment has always been adjusted to him rather than he to the environment.

When school brings this child into contact with a new and untried situation he lacks those habits which are needed to meet and cooperate with others of his age on a plane of equality. In addition, his mental attitude toward the situation is based upon a feeling of inadequacy. He is intolerant of the other fellow's point of view; he not only lacks ability to meet the situation but he has neither interest nor insight as to what he lacks and how it may be obtained; he is also without any appreciation of its value. It is not any undesirable conduct in this situation that need cause a parent or teacher concern but something far more fundamental: a twisted and distorted point of view on one of the important relationships in life, that of dependency.

It is obvious, therefore, that we must not be misled into thinking that conduct disorders are the most important aspect of mental health, nor should we be satisfied with simply directing our efforts to changing the conduct of the child to suit the parent. We must remember that mental attitudes are more fundamental and less easily altered once

they have become fixed than the undesirable habits which we are trying to change.

Conduct disorders, however, like physical symptoms have real value in diagnosis and treatment. How many inflamed appendixes would be discovered if it were not for pain? How many cases of pulmonary tuberculosis would be diagnosed if it were not for a cough? So it is with mental conflicts. If they were permitted to pass unnoticed, they might cause complete breaking down of the personality. Inefficiency and unhappiness would be increased many times. Nature has wisely provided that the individual's conduct shall be our criterion, in part at least, as to the health and stability of his mental content.

Only after evaluating the situation carefully should we think of the child as a problem. It is well to keep in mind that all children have problems to solve in relation to authority, dependency, and the general environmental situation they have to meet. Ideal conduct may be demanded at too high a price.

There seems to be a tendency on the part of parents, teachers, and physicians to feel that a given problem must be solved immediately. An effort is made to straighten out conduct disorders in a week, whereas in a month it could be done far more efficiently. In our haste to correct undesirable habits we may substitute something worse. In place of temper tantrums we may have grudges and hatred. For masturbation we may substitute fear. For truancy we may introduce a life of daydreaming. Homes may be changed to a child's advantage in many of the material things of life but at the cost of his sense of security. Families may be broken up in a most scientific and socially approved way, yet something quite fundamental has been lost when certain love relationships have been dissolved. Obedience may be obtained at the cost of the child's freedom and initiative. Absolute veracity may demand the toll of the child's confidence. We should not minimize, of course, the value of obedience or veracity; nor should we fail to recognize that temper tantrums, faulty sex habits, and broken homes are liabilities which cannot serve any useful purpose in the life of the child. The point to be made is that in our haste and enthusiasm to alter undesirable conduct we may replace it by something fundamentally more destructive and incapacitating to the child.

In brief, the situation must be studied and diagnosed, and sufficient time must be taken to carry out a treatment that will utilize most intelligently the facilities at hand.

THE PARENTS

When we consider parents from the social, cultural, intellectual, moral, and economic points of view, the varied conditions and experiences under which they are reared, and the innumerable kinds of personality that result from the ever-changing admixtures of characteristics due to heredity and to environment, it is not at all strange that parents are infrequently similar and are never found identical.

So much for the parent as an individual. The variations brought out through parental unions, considering father and mother as a unit, are even more complicated and unstable, inasmuch as personality traits of quite a different nature are brought out, depending upon the type of individuals that are mated. When talking with parents separately one may be very favorably impressed with the intellectual equipment and emotional stability of the two parents as individuals. They both seem to have well-defined ideas of their parental obligations. There is no evidence of personality twists that might warp their judgment. They are both frank, honest, ambitious, and apparently unselfish as individuals. But in some cases we find from further investigations and longer acquaintance that as a team they are most difficult. Each seems to bring out all the undesirable qualities in the other. Kindly, considerate, and generous with others, they become selfish, self-centered, thoughtless, and cold when together. They pit themselves against each other to gain the child's affections. Under such conditions the child is buffeted about on a sea of emotionalism, obviously to his disadvantage.

With the demand that is being made by youth for complete emancipation from parental control at a much earlier age than ever before, the whole problem of the child-parent relationship needs more careful consideration.

Parental influence on an intellectual rather than an emotional plane must become effective at a much earlier date. Children will have to be taught to meet life considerably earlier, and the efficiency with which they handle their freedom will depend upon the parental influence of the first decade. No longer can we rely upon the years between 10 and 20 to get acquainted with our children. Rightly or wrongly, youth has taken on the responsibility of social independence at 15 and 16 instead of at 20 and 21.

In spite of the fact that parents cannot be adequately classified into groups, owing to the wide and marked personal deviations in human beings, one can point out some of the more frequent and perhaps harmful situations that arise in the child-parent relationship.

Many parents of average or better intelligence, who are well educated and surprisingly well-informed about current events, fail to meet fully the responsibilities or obligations of parenthood. They fail to see the difference between important and unimportant. They stress manners and forget morals. They struggle hopelessly to gain some nonessential of discipline without realizing that in so doing they are ignoring the most fundamental aspects of child training. Such parents are stumbling over their own emotional conflicts and harming the child during the period when his personality is in the making.

Though father and mother alike play important roles in the development of the child, it is the mother who spends the greater part of her time and energy in actual care and supervision. Interest and love on her part, while of supreme importance, are not enough to assure success in handling the innumerable problems that she meets. Her very love for her child may be the stumbling block that prevents her from fulfilling the obligations of her parenthood successfully. This love is very frequently associated with excessive worry, anxiety, and, at times, definite fear, which prevent the most intelligent approach to many problems of childhood.

Oversolicitude on the part of the parent or parents may put the child in an entirely new setting. Children may become self-centered and develop innumerable imaginary complaints simply because illness is looked for and any existing ill health is exaggerated. We are all familiar with the marked changes in behavior which often take place in children who have met with an accident or undergone some illness. Suppose the boy returns from the hospital or begins to convalesce at home. Everything centers about the youngster, everybody is busy meeting his demands. Under such conditions is he not apt to become selfish and domineering? His whole personality may so change as to cause worry and anxiety to his parents, who erroneously and unfortunately attribute the change to the illness rather than to the changed attitudes in the home. The same situation is repeated in a lesser degree but over a longer period of time by the unreasonable fears and anxieties of the oversolicitous parent. Not infrequently children exploit their illness to avoid an unpleasant duty or to gain extra attention.

Some parents greatly fear that their children will get hurt (which, by the way, is not an unreasonable fear in the modern city) or that they will associate with children of undesirable neighbors and perhaps pick up profane or obscene language. Even so, it may be better to take a chance than to cripple a child's life by allowing him no opportunities to learn independence and develop initiative. The child who is closely tied to mother's apron strings is deprived of any chance of really learning how to live with his neighbors. When the time

comes to break the home ties and enter school he is lacking in strength, courage, and resourcefulness. This may handicap him through life.

There is no greater handicap with which a child has to contend than that of having parents who refuse to allow him the privilege of growing up and who deny him the opportunity of developing his personality from the mental characteristics with which he has been endowed. Mothers especially are so anxious to protect children from the unpleasant things of life—whether it be a fall or a snub from another child—that they sometimes keep them tied physically and emotionally with fetters that prevent normal, healthy development. Much of the fear that we find in adult life is brought about by incessant warnings to the child of danger in every situation. Practically all forms of activity in early life such as running, climbing, riding bicycles, playing games, and going into the water carry with them the possibility of slight physical damage. It is only the thrill of a new experience that stimulates children to venture forth and try out that which is strange and new, but the task is made much more difficult for the child if he is constantly being warned of the danger.

Children, of course, need protection; but to have water associated with drowning, running and climbing with broken legs and skulls, is making the risks of the activities seem out of all proportion to what they actually are.

Another cause for oversolicitude is that parents get so much pleasure out of doing things for children as to forget that children learn only by doing for themselves. Too many children are living on a mental plane far below their capabilities just because parents get so much personal satisfaction from making things easy for them, forgetting entirely the millstone they are tying about their children's necks in years to come.

How many parents dominate the thoughts and actions of their children because they glory in the fact that "My child cannot get along without me!" During the first 6 years such a father and mother feed their child, lie down with him at nap time, respond to his many calls at night, wait on him at every turn. They walk to school with him and back, sympathize with him when in conflict with the teacher, fight his battles against other children, receive him with open arms and oversolicitude when he meets fear and failure in the outside world. If he has any companions, it is mother who does the selecting; they must be well-mannered, clean, neither rough nor active. The intellectual and cultural setting of the family background is never lost sight of; the child's companions must not be noisy nor belong to the "dreadful gang" around the corner, which may be a healthy lot of dirty-faced boys too busy with their own realities to get into either the bathtub or any real trouble.

It is such a mother who later selects the college and the courses, and also the companions, for the boy or girl is no longer thinking in terms of what he would like but of what mother would approve. When thrown upon his own resources such a boy or girl is filled with doubts and indecisions. If his personality has not been entirely submerged by those years of dependence, he will find himself in conflict much of the time. His instinctive cravings and the demands of his particular type of personality will always be meeting the ever-present problem of "What will the family say?" "Will mother approve?" "Will father object?" "Will friends applaud?" It may be selecting a dress, deciding on a college or a club, choosing a husband, or what not. Something has been left out of the training of such an individual; and the result is a void where there should be self-reliance or confidence, resulting in that most pathetic state of mind, a feeling of inferiority. Such is the price the child has to pay for gratifying the desires of parents who have mistaken the child's dependence for obedience, their own selfishness for love and sacrifice. It should make us pause at times and inquire, "Do we as parents cripple our children?"

There is so much real joy for most mothers in the affection they receive from their children that there is grave danger that the child may be "babied" too much. Perhaps in the heart of every mother is reluctance to see her child develop independence, and there may be more satisfaction than she is willing to admit in the fact that he clings to her tenaciously, that he refuses to eat unless fed by her, and that he refuses to go to bed unless she lies down with him. This present enjoyment for the mother will have to be paid for later by the child. It is the normal, natural thing for a child to assert his independence and assume the full limit of responsibility at the earliest possible age. Let him try and fail, if need be; he will learn by mistakes. Often it is easier to do the things for him which he is slow in doing or finds hard. But wait; give him time. The habits of dependence which are fostered by parents often make it well-nigh impossible for the boy or girl to stand alone in years to come.

Very early in life the child must learn that things cannot be his simply because he desires them. Do not try to give him everything he demands or wishes; he must develop the habit of foregoing certain of his wants, of giving when he would like to take, and of dividing and sharing his toys. He will not understand why he should do these things, but even a little child can appreciate that such acts bring approbation and praise and make other people happy. In this way he will grow to manhood with courage to face the disappointments and failures of everyday life.

Always avoid bribing, and do not make promises which you know you cannot or do not intend to keep. So often we hear, "Now, Johnny, be a good boy and mother will buy lots of candy", or "Do this

and mother will give you a penny." Soon Johnny will no longer be satisfied with one penny, and you must give him 2 and then 3. A child with a little determination can easily work this method to his advantage. Or again, if a reward has been promised and the little girl or boy has made a great effort to do as asked, do you carelessly disregard the just demand for the reward?

A child is quick to realize it if he is being cheated or deceived. Frequently parents will misrepresent or lie to a child to keep him quiet or to gain a desired result. Often this is done quite unconsciously; then, suddenly, without realizing how it has happened, the mother awakens to the fact that her child has no regard for the truth and has lost confidence in the statements of others.

Threatening a child is a common method of setting out to obtain control. It is, however, useless and inexcusable. The simple statement of what will follow if a child persists in disobeying cannot be considered a threat if the promised results really follow. But many parents indulge in meaningless threats: "Be good or the doctor will cut your tongue out", "Stop or I'll go for the policeman", "Be quiet or I'll lick you", or "The old man with the bag picks up little girls who don't mind their mothers, and they never come home again." These and many others are in everyday use, with one of two results. Either the child is controlled by terror, which may have a far deeper and more disastrous effect than is apparent, or he realizes that none of the promised happenings takes place and develops an utter disregard for them. Either result is unsatisfactory and should never be brought about.

To the child the parent should be companion, friend, and confidant. The parent whose little child brings all his troubles and doubts to him for solution has established a relationship of tremendous value. This can never be brought about if the parent's attitude is cold and repelling. A mother who is too busy to bother with a little child's nonsense will never be bothered by his real problems.

You may be sure that each event of the day is receiving consideration by the child. The interpretation he is giving the simplest doing may not be known to us and may be far from the correct one. Do not further confuse him by talking "over his head" in partly disguised language about things he should not know. Few parents realize how much children understand of what they hear. Do not talk about him in his presence nor laugh at him. Self-consciousness is quickly developed. He may be hurt by the laughter, which he does not understand, or it may create an unwholesome desire to "show off" and attract further attention.

A child should be treated with as much courtesy as an adult. Children have affairs and plans of their own which they are following. These plans are frequently utterly disregarded by the "grown-up." If

they must be interfered with, let it be with some explanation and consideration for the children.

The small daughter of a young couple was playing contentedly on the hearth by her father's feet when her mother called from upstairs for her to come to bed. Two or three minutes more and Betty could have completed the task she had in hand, and, had mother known this, she would have waited before calling her. With a quivering chin and eyes filled with tears Betty turned to her father, saying, "But, Daddy, I don't want to go. I want to finish." Father could see the little girl's point, and his answer was, "That's too bad, Betty. Mother didn't know how near through you were or she would have let you finish; but never mind, 'orders is orders', so run off to bed." And off she went. In this way he showed that he sympathized with her in her disappointment and that he expected her to meet it bravely; and he also upheld the mother in her request—all in a considerate, understanding way.

It might here be said that one of the fundamental rules of child training should be that parents present a united front to the child. If differences in judgment occur, let them be settled in private.

The relationship between parent and child, which is the basis for obedience, is one that should not be undervalued. It begins at birth and continues until the child has freed himself from parental domination. The adjustment is so delicate, so constantly changing, that it is not surprising that in many instances it becomes twisted and warped, broken and severed. Too often the young person, finding that his parents continually oppose his efforts to establish himself as an individual, gives up the struggle and submits to parental control long after he should be free from such domination. This occurs only when parents cling selfishly to the pleasure and satisfaction that they get from the child's dependence upon them.

Parents who have had unfulfilled wishes and desires are likely to want their child to have what they could not, regardless of whether or not it is in keeping with the instinctive needs of the child. A father who has been extremely anxious for a college education which circumstances did not permit, pushes, crowds, and crams his son in Latin and Greek. The natural inclinations of the boy, his intellectual equipment, and his personality may be such as to have fitted him best for mechanics instead of the classics; but these factors are ignored. The kind, "self-sacrificing" parent quite unconsciously forces the boy to the breaking point mentally or to open rebellion socially, and then wonders what it is all about.

The parent who looks back on his early days with resentment and bitterness because he was subjected to the iron rod of discipline may let down all the bars of discipline in his efforts to prevent a like catastrophe in the life of his child, saying, "My boy is going to have the freedom that was denied me." The child is given freedom without guidance. He soon gets a false idea of his relationship to others,

becomes disobedient, defiant, a rebel within the household. As long as he remains in the protected environment of the home, which is altered to suit his whims, things go well, but when he has to get out and deal with the problems of life in company with other people he is in conflict with society at once.

Parental ambitions are ofttimes the shoal upon which many children are wrecked. Parents who set standards so high that failure is inevitable are obviously developing in the child the beginning of a deep-seated feeling of inferiority that may last throughout his life. One is very dependent upon the opinions of others for his own feeling of self-esteem. Success is essential as a driving force to renew or continue the effort necessary to attainment. The child who is always falling short of attaining the standard set by parents soon becomes an unhappy, inefficient person.

Parents must keep in mind that the child has other functions in life than to satisfy parental hopes and ambitions, and they must not forget that there are great individual differences in children which determine the intellectual load they are capable of carrying and wide variations in their motor coordination which in a measure determine their ability and skill in athletic activities. Curb your parental ambitions until you find out whether they are in keeping with the intellectual equipment of the child and suited to his personality make-up.

There are parents who rarely have any intimate contact with their children except in matters of discipline. In this respect fathers are the worst offenders. Rarely do they recognize the daily efforts the child is making to "put himself across" in a satisfactory way. All this is taken for granted or possibly criticized; but when he comes home late from school or has had bad marks, or if they say he has done wrong and the child has been cross and irritable, then father is introduced into the picture as the mighty avenger of wrongdoing. This type of relationship between father and child is one to avoid at all costs, for quite justly it builds up feelings of bitterness and resentment on the part of the child. The older the child gets the more he rebels against this type of authority, and often this attitude spills over and affects authority wherever it is met, even in adult life.

Many people are industrial misfits because they cannot submit to authority. They constantly feel that they are being imposed upon, not given a fair deal, or bullied and browbeaten. The origin of such a conflict is often found in the early parental relationships. Children should be allowed the same praise and rewards for their efforts in the home that they would naturally receive in the outside world. We are all struggling for reward in some form or other—it may be money, fame, or power.

Not only do we have to deal with the personal relationship between parent and child and the particular methods that are used to obtain

satisfactory behavior, but we have to think in terms of the broader aspects of the home and what each member has to contribute to create a healthy mental atmosphere. All too frequently the home becomes a reservoir into which are poured all the worry, grief, and disappointments which are associated with the day's work, whether it be that of the mother in the home, the father at the shop, or the child in school. A tired, overworked, harassed mother quite unconsciously takes advantage of the family circle and recites the troubles and trials associated with her day at home. A father who has had a busy and hurried day associated with numerous irritating situations finds in the home a place where he can settle down and give up the effort of putting on a good front. Here he can express his grievances against those in authority, his petty jealousies toward his colleagues, and often his own feelings of inadequacy. Anxieties, both real and imagined, find uncontrolled expression in such a home. It is not surprising that children living under such conditions, surrounded by all these unhappy and unhealthy adult emotional expressions, are affected by this atmosphere and that such a home often cannot compete with interests and activities that can be built up outside. Such a dull and depressing home atmosphere does not leave happy memories nor inspire children to imitate their parents. As they grow older it drives them to the street corners and to undesirable commercialized amusements.

The relationship between parent and child is a most delicate one, and should be based not only upon love and devotion but upon a clear understanding of what the child needs and what the parent has a right to expect in the way of responses during different stages of growth and development. A home that encourages repression, where stern, rigid disciplinary measures are used in an effort to obtain obedience, invariably twists the mental outlook of the child and often leads to resentment toward authority later on. On the other hand, parents who overindulge the child, preventing him from meeting the ordinary difficulties associated with growing up, anticipating his wants and catering to his moods, are likely to produce an overdependent attitude, an exaggerated idea of self, and an inability to make an adjustment to the demands of life outside the home.

There is no finer nor more important job than being a parent. This generation or the next will not handle it perfectly. There is a great deal to learn, but much will be accomplished if the approach to the problems of childhood is not blocked or impeded by anger, fear, oversolicitude, or the idea that being a parent means being obeyed at all times. Kindness, common sense, and an effort to understand the child's own attitude toward his difficulties will do much to bring about an intelligent solution of most of the problems.

THE ENVIRONMENT

THE QUESTION, Which is the more important, heredity or environment? has provoked endless discussion. "He's just like his father, and you can't do a thing with him", accounts to some people, frequently the mother's people, for all the bad traits a child may show. Others are sure that, no matter what his parents may have been, every child starts fresh and the conditions which surround him determine absolutely what he will be. Everyone knows that children from degraded homes who have been adopted by well-to-do families and have been given every advantage have turned out some disgracefully and some so as to make worth while everything that has been done for them. What made the difference in results? Heredity? Perhaps. As the proverb has it, "You can't make a silk purse out of a sow's ear." Environment? Perhaps, also, some children who were surrounded by bad conditions during their early years were already started in unfortunate habits before they were transplanted. Moreover, the new conditions, supposedly better, may have been better in lodging, food, and clothing only. The child may have been brought up, in fact, by a feeble-minded nurse and the friends she met in the park, or may have led a lonely life starved of affection and been seen by his foster mother only when her social engagements permitted her to play with the child for a little while as she might with a doll.

After all it is useless to attempt to settle whether heredity or environment is the more important. Every living being is affected by both. The practical question is, What may be done to control both so as to get the best results—in good corn, good pigs, or good people?

Experience in raising corn may be used as an illustration. It is a well-known fact that corn grown in fertile soil—that is, in good environment—produces a much greater yield than corn grown in poor soil. Also, in a given soil the yield depends largely on the variety of corn used for seed; that is, on the heredity the corn has back of it. There are varieties which in fair soil will yield over 100 bushels per acre; others under the same conditions produce only miserable nubbins yielding less than 5 bushels per acre, or even no seed at all. There is no use in arguing which is the more important in raising corn—good seed or good soil and climate. It *is* important to make the best choice of seed we can and to plant it in the best soil we can find, or, if either one is necessarily poor, to make the most out of what we have.

Growing boys and girls involve somewhat the same problem. Their heredity is fixed, but the environment can often be improved. The importance of a living wage in maintaining a home in which children can be brought up successfully cannot be overestimated. Crowded,

insanitary quarters may make pale, stunted children, neither physically well nor mentally alert. A poor home drives the child for amusement to the streets and alleys, where he often meets, in the activities of a "gang" bent on mischief, much temptation from which a better home could have protected him. Even within the home, when there is no money to pay rent for sufficient rooms to give the family adequate privacy in sleeping quarters, little children are early aroused to sex interest and experiences, which they should have been spared until old enough to meet them normally. Not all children in such environments become criminals, paupers, or psychoneurotics, but environment has much to do with the production of these types.

The problems of the home environment in the congested districts are many, and frequently the fact must be faced that for one reason or another conditions cannot be made satisfactory. Fortunately resources outside the home are gradually being developed which are helping to solve the difficulties. The nursery schools and kindergartens are providing a place where little children under the school age may come together and slowly, by experience, learn how to live with the group. The Boy Scouts, Girl Scouts, Young Men's Christian Association, and Young Women's Christian Association continue for the older boys and girls the opportunity for social contacts and a chance to give and take that the schools have started.

There are also handicaps for children who are brought up in the apartments of the well-to-do. Often the parents' fear of the landlord's displeasure over injury to walls and woodwork and the complaints from neighbors because of noise may cause the children to be continually repressed. As in the poorer districts, there is little opportunity for play and social life. However, the economic pressure is less, and the parents should be free to devote more time and thought to the training of the young ones. Possibly the children of friends may be gathered together in small groups for play or stories or excursions to park and zoo. The community's resources for social activity should be utilized for all children as they grow older.

The home is the workshop which often makes a fine product out of apparently unpromising material and which, unfortunately, often spoils much good material. The parents control the destiny of the child and make his environment to a large extent. Their mental ability, their emotional control, their interests, particularly their interest in the child, their ambitions, their moral standards—these all determine what the child shall make out of the endowment that nature has given him. Some parents who read to their children or tell them stories and answer their questions in an interesting and intelligent manner, though they do not alter the children's intellectual equipment, do furnish a rich soil in which the children may develop, and thus affect very much the point which their development may reach.

Parents can even determine what kind of atmosphere the child's mind shall grow in—one of discontent, wrangling, deceit, and hate, or one of cheerfulness, sincerity, and love.

So many common environmental factors result in disobedience, lying, stealing, and other forms of nonsocial conduct at a very early age that it is rare to find one type of delinquency alone. It would be impossible to enumerate in detail, even were time and space to permit, the factors, both inherent and acquired, tending to make the child a nonconformer. One can only hope to set parents thinking in terms of motives for undesirable conduct and attempting to ascertain the purpose served by this conduct in the life of the child.

Following are suggestions with regard to early delinquencies:

The oversolicitous parent stuffs and overfeeds the emotional life of the child, whereas the stern, cold, forbidding parent deprives the child of mental nourishment, leaving him hungry and resentful. There is plenty of room between these two extremes to give a fair degree of assurance of strength and stability to the emotional life of the child so that he will neither suffer from hunger pains nor be nauseated by overstimulation.

There is a lamentable ignorance and an inexcusable lack of interest on the part of many parents as to the resources available and utilized by the child to gratify his pleasure-seeking tendencies.

So long as children are trained and dominated by personalities inadequate because of intellectual defects or an unhealthy outlook on life, so long shall we have children with characters twisted and warped through suggestion and imitation of these parents.

The environment which many a normal child has the misfortune to inherit produces an unhealthy, antagonistic reaction on his part in an effort to improve it.

There is no reason why we should expect a normal child to adapt himself to an abnormal environment. The impulse to rebel in such situations is an indication of stability.

All too frequently it is the conduct which annoys and inconveniences parents that causes most concern and not the conduct representing fundamental handicaps to the child in later life.

Hyperactivity, mischievousness, and curiosity are more apt to bring the child into conflict with parental authority than submissiveness, self-centeredness, and daydreaming, all of which indicate that the child is getting out of touch with reality.

Very often inadequacy, inferiority, and delinquency are suggested to the child by family and neighborhood gossip regarding his difficulty in getting along at home or in school.

The parent who depends on threats and punishment to bring about the desired conduct on the part of the child is often making a great deal of work for the judge and the police court.

When cheating the child is held in the same contempt as cheating the adult, children will have a higher regard for truth and honesty.

No greater affliction can be thrust upon the child than that of inheriting the type of parents who refuse to allow him to grow up.

THE CHILD

THERE IS no more important aspect of any problem than to determine just what constitutes the problem. In helping parents to meet adequately the responsibilities and obligations of parenthood it is essential to define as clearly as possible some of the problems that every normal child has to meet in the process of growing up.

The child at birth is already equipped with appetites, reflexes, and tendencies which are essential in sustaining life. During the early months this is a full-time job, as eating, sleeping, and elimination occupy most of his time. Under ordinary conditions he is adequately protected from the stresses of his environment, so that the dangers to his physical well-being are reduced to a minimum.

The child at birth is not endowed with either manners or morals. He has no ready-made standards of truth, honesty, courtesy, or obedience. Neither is he born selfish, dishonest, mean, jealous, or cruel. The time soon comes, however, when the child has to make some compromises between the desire to satisfy self and the demands made upon him by the environment in which he is being reared. It is at this time that he comes in contact and frequently in conflict with certain barriers which are set up for the purpose of making him conform to the habits and usages of a social group. That is, he must begin building into his personality those habits and traits which will tend to make him ultimately a conforming individual.

It is not surprising that these restraining influences put in operation by the parents inevitably create opposition and a certain amount of rebellion. These must be overcome before the parents can successfully accomplish their purpose. Conflict under the existing conditions is but to be expected when we consider how fundamentally self-centered the infant child is. Self is forever in the foreground during these early months, demanding in its crude, instinctive way all the creature comforts of life, playing for attention, and devising ways and means of exerting power. This immature, self-centered individual is constantly seeking pleasure and protection. He has no feeling of obligation and no sense of responsibility toward those upon whom he is so entirely dependent. It is quite obvious that such a state cannot exist indefinitely. If it were not for this process of socialization, with all its restraining influences, society would soon have a generation of defiant young rebels with whom to deal. The child must meet and successfully adjust his own life to the opposing forces set up in the environment. That is, his behavior must be modified, certain compromises made between what he desires and what he is permitted to have, so

that he may move on with success and satisfaction to the next step in development. If he fails at this point his conflicts and rebellious attitudes will leave him emotionally crippled, hampered by inhibitions and feelings of inadequacy, thinking that he must not do this and is incapable of doing that. Such feelings invariably lead to unhappiness and inefficiency.

It is in the process of acquiring adequate ways of meeting the restraints and barriers set up by the environment that the child develops habits, personality traits, and the more complex patterns of conduct and mental attitudes toward the world in which he lives. Whether these habits and attitudes be of the type that will permit him to make the necessary adjustments to life and become a socialized individual depends largely upon his experience during these early years. It is during this period that the inherent tendencies with which the child is endowed at birth and those which he acquires in the process of development, his ways of thinking and feeling, all become woven into a common fabric called personality. This is the sum total of all those mental and physical attributes which go to make up, not any individual, but one particular individual with well-defined traits all his own; this is known as individuality. It is this total personality with which we have to deal in all problems of human relationship.

In spite of the factors common to all children, there are very marked individual differences. It is because there are such wide diversities in the constitutional make-up of every individual and because these individuals are called upon to adjust themselves to environments that are varied and constantly changing that the problems and situations created are so complex. One need only mention the differences that exist in the inherent intellectual endowment of children. Not only do we have to deal with the bright and the stupid child, but also with the genius and the idiot. There is no common pattern for the physical make-up of the child. Height, weight, muscular coordination, and susceptibility to fatigue are all important in giving one child an inherent advantage or disadvantage over another. Emotional stability, concentration, and will power are all aspects of the individual make-up, which fluctuates as widely as does intelligence. These are frequently the factors which ultimately determine how adequately the child may utilize his inherent mental ability and his physical stamina.

The outward expression of what one thinks and feels is action. Conduct, therefore, has become the all-important standard by which people are judged. We are prone to accept it at its face value as being either good or bad, according to its impression upon us individually. The same type of conduct that is approved by one group would not be sanctioned by another. Conduct that would not be taken seriously in a child of 6 years would cause parents great concern if it occurred a few years later.

Notwithstanding the fact that we have no set standards for conduct, there are fairly well-defined rules, regulations, customs, and traditions recognized and approved by society that must be adhered to or we fail to receive social approval. So in the task of helping the child to become socialized we follow certain standards of the social group in which we live to measure the degree of success or failure. This being true, it is important to get a broad perspective of just how the conduct of the developing child is affected by the world in which he lives.

In the light of what we have already said, conduct may be defined as being the result of the child's reaction to his environment. It follows that if we are to understand conduct we must study the child and carefully investigate his environment, keeping in mind that no two children are identical in their native endowment and that environments vary tremendously. Rarely do we find two individuals meeting similar environments in the same way. Besides these individual differences there are marked variations in some individuals as to the way they respond to the same environment at different times. Standards of conduct likewise vary according to age, sex, race, and community.

Before discussing the child and his environment let us consider for a moment a few of the important aspects of conduct which will be helpful in our efforts to understand the child. Any mere descriptive account of conduct is of value only so far as it helps to determine what may be the driving force or motive of the conduct. For example, cruelty is a type of conduct. It may be induced by jealousy, a feeling of inferiority, an unhealthy desire for power, or one of many other causes. Stealing may be an end in itself or simply a means to an end. The approach to the problem of altering conduct depends upon the motive of the conduct. Undesirable conduct is only a symptom and not the fundamental condition, and, like temperature or headache, it may have numerous and varied causes.

Any serious effort to understand conduct must take into consideration the child's experiences. No fair evaluation of what the conduct means or how it can be altered can be arrived at without adequate information as to the child's early life. Conduct is the expression of certain well-defined instinctive forces in the child that are striving for an outlet in a world in which adult standards prevail. It is not surprising, therefore, that there is much conflict between the child and society during the period when he is learning his own ways of meeting life. He has to learn to control certain physical mechanisms, such as bowels and bladder, and to develop the mechanics necessary for talking, walking, feeding, handling objects, and other such activities. He must learn to control his anger, fear, and jealousy. He must restrain impulsiveness that would be a source of danger to physical well-being. Finally, he must assume certain social obligations concerned with what adults term "morals"—honesty, truth, approved sex standards.

Important as all these habits and conduct patterns really are to the child and to the social group, they are of permanent value only if the child has developed a healthy mental attitude toward them. It is obvious that in our effort to help the child develop habits that will prove useful in later life and that will be socially approved as he is growing up we must do all we can to make him understand our aim. It is easy for the child to get the idea firmly fixed in his mind that parents are simply trying to superimpose a strong will upon a weake one. Conformity to standards because of outside pressure and fear will probably not last very long after the pressure has been removed. Conduct, whether good or bad, socially approved or disapproved, finds its source in the same fountain. It is the same struggle for satisfaction that makes one boy a bully and another a champion and protector of the weak. It is our task as parents to direct the child's activity, as far as possible, so that he will acquire his satisfactions in ways that are socially approved.

The child, as has been stated, is not born with morals nor equipped with the habits necessary for meeting life adequately. These are all acquired processes. The infant is decidedly primitive and instinctive in all his reactions to life. Self is all-important, and he has little or no regard for the environment in which he lives, except as it contributes to his creature comforts, adds to his sense of importance and power, or perhaps inflicts upon him some painful experience. However, the child is well endowed with the mental characteristics essential for the acquisition of knowledge. He is curious, and he is ill at ease until his curiosity is satisfied. He is imitative and extremely suggestible—a fact that tends to make learning easy and pleasant. Plasticity is one of his outstanding mental characteristics, so that he acquires new habits and relinquishes the old with comparative ease.

However, in spite of the fact that the child is well equipped to learn from his environment, his job is a most complicated one. Much confusion exists as to what is actually right or wrong. More difficulty arises over social customs and manners which are simply approved or disapproved.

Grown-ups unconsciously add to the child's troubles by taking much for granted, assuming that he must know or should know things that he has never had an opportunity of learning. It is very important that we as parents consider carefully the material with which we have to deal in making plans for our children. We must lay aside our preconceived ideas of what we wish our child to be and must develop to the best advantage what our child is. All too frequently we are swayed by our unfulfilled wishes, hopes, and ambitions, giving too little attention to the child and the needs of his own personality. We frequently force him into situations in which failure is inevitable. Parental hopes and ambitions should not stand in the way of permitting the child to

find those normal, healthy outlets, whether at work or at play, which satisfy his emotional needs. "Problem children" as such are comparatively rare, but in the process of growing the child encounters numerous problems, many of which are simply incidents of the phase through which he is passing. Most of the undesirable ways of thinking and acting which children develop, are indications that the environment—particularly those aspects of the environment for which the parents are responsible—represents the real problem.

Children represent the raw material from which the future generation is to be produced. The number of queer, peculiar, eccentric, unhappy, maladjusted adults in any generation that will be turned out from the infants of that generation will depend to a very large extent upon the wisdom which their parents have exercised. They must see that these children have the training, discipline, and education best suited to their needs. If the personalities of parents are inadequate through intellectual defect, or if their outlook on life is twisted and warped by their own distorted ambitions, it will not be surprising if these inadequacies are reflected in the child's personality.

In an effort to alter undesirable habits and to establish others that are better suited to the child's needs we must consider certain mental characteristics of child life that are particularly useful at this period. We must ask ourselves, "Is the child especially suggestible, imitative, plastic, affectionate?" We must determine his responses to praise, blame, reward, and punishment, and try to understand his hopes, desires, and interests as well as his fears, doubts, and misgivings. Not only must we have information regarding his intelligence but we must carefully investigate those emotional disturbances which interfere with his ability to use it. Undesirable habits and personality defects not only must be eradicated; they must be replaced by some new interest. It is not sufficient to build up barriers which will thwart desires, block the emotional driving forces, and thus leave the child in a state of frustration. These forces must find new outlets in ways that are acceptable to the social group and also give satisfaction to the child.

It may be a comparatively simple matter for the nursery-school or kindergarten teacher to make the casual observation that a certain child is suffering from a feeling of inferiority. It will require a thorough investigation into the family history and a complete understanding of the circumstances, conditions, and personalities with which the child has had to contend to determine whether this feeling of inferiority is based upon some physical handicap or is due to mental retardation. The answer to the problem may be found in the home—unfavorable comparison with a superior brother or sister, a dominant, intolerant parent who sets standards so high that the child never attains success in the parent's eyes, or criticism that is more or less constant and savors of injustice. The child may be the product of

an oversolicitous mother who has refused to allow her child to grow up or a mother who is too preoccupied with her social functions to give the child his due share of attention. Habits such as masturbation and enuresis, especially when the child is made to feel that he is in the grip of some terrible habit, are occasionally responsible for a feeling of inferiority. These are just a few suggestions indicating how varied may be the underlying factors that lead to just one of the many personality problems.

We must also keep in mind that children with feelings of inadequacy do not all meet their problem in the same way. One child may become rebellious and resentful toward criticism—a state of mind which leads to defiance, disobedience, and truancy. Another may be completely subdued and retreat to a life of daydreaming and fantasy. Another may develop a defensive attitude by blaming his troubles on his environment, his parent, his teacher, or his playmates. He takes the position that he is right and the world is wrong. Many children find an outlet for their inferiority in the classroom and on the playground by a life of delinquency.

Whatever form asocial or undesirable behavior may take, it can be understood only in terms of the child's experiences. One must make a real effort to determine the forces lying behind the conduct and the particular purpose the conduct is serving in the life of the child. Only by making thorough investigations and taking the attitude that behavior is but a symptom and not a cause shall we ultimately reach an understanding of child behavior. We shall then be able to introduce methods, not only to overcome that which is undesirable but also to perpetuate those habits and mental attitudes which are essential to a well-adjusted existence.

The job of growing up, even under favorable conditions, is one that is beset by many pitfalls. Well-intentioned adults ofttimes confuse the child by their everchanging standards. They are altogether too erratic in their demands upon him. Parental discipline is likely to depend upon their whims and moods, rather than upon a well-defined plan of child training. Under such conditions the child is tossed about upon the wave of emotionalism. He is without compass, rudder, or pilot, and it is not surprising that he fails to reach his harbor or goal. He flounders about on a sea of immaturity, insecurity, and dependence. The parents have failed to understand him and have neglected to utilize his inherent mental characteristics for the development of those habits and personality traits which are necessary to the health, happiness, and efficiency of the normal individual, whether he be in the nursery, school, or college, or engaged in some other constructive pursuit.

HABITS

THE HEALTH, happiness, and efficiency of the adult man and woman depend to a very large extent upon the type of habits they acquire from their training and experience during early life. Any information which gives the interested parent a better idea of the mental life of the child, methods that may be utilized in developing desirable habits, and suggestions for overcoming undesirable habits may be considered well worth while.

"Habit" is such a common, everyday sort of term, with which everyone is more or less familiar, that it hardly seems necessary to discuss it at all. However, it is in this very fact—that habits are commonplace and ordinary in the minds of the great mass of individuals—that the danger lies. All too frequently the fundamental importance of forming right habits in early life is minimized or overlooked altogether.

Without any attempt to give a strictly scientific definition, it may be said that habit is the tendency to repeat what has been done before. One develops not only habits of acting but habits of thinking and feeling in certain ways. Habits in regard to the care of the body—eating, sleeping, eliminating, bathing—are easily formed and vitally affect health. Our manners are a collection of habits; we do a rude or a courteous thing almost without stopping to think. If we did not learn the muscular movements which become habitual through repetition we could never play the piano, run a typewriter, or gain skill in athletics. Of course, children must learn the simpler motions first—the use of knife and fork, the buttoning of clothes, and the tying of knots.

The morals of most of us are, to a large extent, the result of habits of thinking formed in early life—our attitude toward the drinking of alcoholic liquors or the taking of others' property, or the problem of sex, as well as our attitude toward other people, whether sincere or deceitful, friendly or antagonistic. Most of our prejudices are the outcome of habits of thinking formed in childhood. Many persons, as children, develop a feeling about racial and religious differences which may lead in later life to intolerance and hatred toward their fellow men. This same attitude of mind is seen in children toward their playmates who have the misfortune of being orphans or toward those who are boarded under the care of a child-placing agency. Care should be taken to see that children are early taught kindness and consideration for those less fortunate, for unconsciously they will form their attitudes from the home atmosphere.

All these tendencies toward thinking and acting in certain ways, which are called habitual, are the outgrowth of training and experience. They are not inherited. We begin to form habits at birth and go on through life, forming them quickly and easily in youth and more slowly and with difficulty as the years advance. The oftener the act is repeated or the thought is indulged in the more lasting the habit becomes. Since habit formation begins early and is more or less constant throughout life it is of great importance that emphasis be placed upon establishment of desirable habits.

A young child has certain characteristics that make the acquisition of new habits easy. For one thing, he is suggestible; that is, he accepts without reasoning about it anything which comes from a person he looks up to. "My father said so" or "My mother did it" makes a thing absolutely right for a little child. Again, a child naturally tends to imitate the words, actions, and attitudes of the people around him, and this makes it of the greatest importance that older people furnish him the kind of models they want copied. A child wants to please those whom he loves and wants to have them say they are pleased. At first it is only father or mother or some one else in the immediate family whose good opinion he wants. Then it is the kindergarten or school teacher. Finally, at 9 or 10, the praise or blame of his playmates or of the gang leader concerns him more than anything else. When this stage is reached parents should not be disheartened and think that their boy is developing into a black sheep. It is a perfectly natural stage which children pass through and which calls only for greater care in the selection of wholesome companions.

This attitude of concern regarding what other people think is a force that parents may use in developing right conduct. Rarely is a child found who does not care for the approval of some one, and training should make a child realize that it is to his advantage to win approbation for desirable acts. Praise for unselfishness, kindness, and general consideration for others tends to perpetuate that type of conduct.

Some parents play upon a child's natural sympathy for others until it becomes like a worn-out elastic band which has been stretched till it is useless. "Don't make a noise; mother's head aches", may make a child sorry for mother at first, but if it interferes with every bit of happy play he has he soon learns to be hard-hearted about it. On the other hand, real sympathy for others, which is one of the finest qualities of personality, may be developed by training and form the basis of a habit of kindness and understanding which will last throughout life.

Plasticity, which, as William James states, means "the possession of a structure weak enough to yield, yet strong enough not to yield all at once", is a mental characteristic in a child's life which permits him to adjust himself to the numerous and varied changes necessary during

the early years of life. It is the same characteristic which permits the adaptations in adult life that promote happiness and efficiency. It is this plastic state of the child's mind which prompts him to develop new methods of reacting from day to day. It is the characteristic that is absolutely essential to the formation of new and the giving up of old habits. It is this instinctive tendency with which the child is born that facilitates habit formation.

A child must be thought of as something more than arms and legs which are always tearing clothes and getting into trouble, eyes and ears which are seeing and listening when it is inconvenient for adults to have them, and a stomach and other internal organs which get out of order sometimes. A child has a mental life far more delicate and complex than his physical body, far more difficult to keep in order, and much more easily put out of adjustment. A child lives a real mental life, full of hopes, ambitions, doubts, misgivings, joys, sorrows, and strivings that are being gratified or thwarted much the same at 3 years of age as they will be at 30. The home is the workshop in which the character and personality of this individual are being molded by the formation of habits into the person he will be in adult life.

FEEDING

One of the first tasks which confronts the mother is that of supplying proper nourishment to the newborn child. Because of the delicate organism which must be dealt with and the close relationship between the emotional and the physical life of the child the problem may be handled best by a physician who is skilled in the treatment of children's diseases. Not infrequently difficulties regarding the feeding of the child and the child's attitude toward his food cannot be explained on any physical basis. It may be that diagnosis, treatment, and cure have taken place with regard to some physical condition which might well have been the cause of a given feeding difficulty, and still the problem is unsolved. It is with this group of cases in which every physical basis for trouble has been eliminated that this discussion is particularly concerned. The common complaints in these cases are absolute refusal of food, refusal to swallow, the sucking of food after it has been taken into the mouth, and vomiting if the child is forced to eat. Experience has shown that many of these habits are easily explained by situations in the home. The attitude of the parent toward the child, unwise selection of food, making the meal too important, and creating scenes to which there is attached unpleasant emotion—all increase the difficulty.

In the minds of many parents poor appetite is associated with poor health, and it is therefore only natural that a poor appetite in a child should arouse worry, anxiety, and oversolicitude in the parent. In the type of cases under consideration there is frequently no relation between faulty food habits and poor appetite; in fact, it is quite noticeable that many of these children with faulty feeding habits are by no means poorly nourished, underweight, anemic individuals. The problem usually resolves itself into the quality of food taken, the method of taking it, and the necessary outlay of energy and effort on the mother's part to force adequate nourishment upon the child.

One of the most common mistakes the mother makes is brought about by her preconceived notion that every child requires the same amount of food and that every child must necessarily eat every meal. With this idea in mind she becomes fretful and emotionally upset if the child fails to meet her standards. Notwithstanding the fact that the state of nutrition is one of the most important indicators of the child's well-being, it does not hold true that all children require the same amount of food, that they must necessarily be of the same height or weight at a certain age, or that any particular harm will follow if they miss a meal or two. It is frequently this undue anxiety on the

part of the parent that tends to make the meal hour an event rather than an incident in the daily life of the child.

The result of such oversolicitude on the part of one father is seen in the case of a bright little girl of 6. Her mother died of tuberculosis, and the father is haunted by a fear of the child's having contracted the disease. His one desire is to see her fat and rosy. Three large meals a day are forced upon this child by an overwrought father, who in his anxiety creates such a tense atmosphere in the home that Sally loses all appetite or bolts her food in fear of the wrath to come, or, in a different mood, waits to be coaxed and bribed to swallow a single mouthful. Instead of being a simple routine, mealtime offers an opportunity, which the child sees and grasps, for staging a little drama in which she is the principal figure, the object of solicitude and concern. The meal itself has lost importance, and all depends upon the child's wishes.

Who does not like to feel his own importance and power? Small Tommy, by eating or not eating, can pretty well control his parents and make them bow to his will. Mother herself may unconsciously defeat her own desires. She may start the meal by reminding Tommy that he did not eat his breakfast. There may follow a period of teasing and coaxing or threatening and bribing, all of which, if Tommy has a will of his own, may make him determined not to give way, or he may compromise and eat if mother will sit down to feed him, even though he can well perform this task for himself. Then, the meal over, Tommy hears the whole situation reviewed to a neighbor who drops in and to whom mother turns for sympathy. Most people like to be "unusual" or "different", and, according to mother, Tommy is decidedly so. Is there any wonder he should strive to maintain the role?

The relation between functions of digestion and emotional states of mind is a close one. Desire for food is greatly affected by feelings of anger, jealousy, sorrow, or joy. As the emotions in children are much more unstable and more quickly aroused than in later years, it is easy to understand why a child who has been forced to eat some particular article of food for which he had no desire, or to eat more food than there was a physiological demand for, should reward his mother for her efforts in feeding him by rejecting the entire meal.

This habit of vomiting food may start as a purely physiological process, as described. If, however, the act produces on the part of the parent undue care and attention, it may be repeated on other occasions for quite a different reason; that is, as a definite demand for attention.

Every effort should be made to have the child in a calm and cheerful state of mind at mealtime. If he is tired or sulky or greatly excited, he probably will show a lack of appetite and food may be distasteful to him.

Until good habits of eating are well established, have the child eat alone, where, without an interested audience, he may learn to feed himself and slop and spill if need be while he learns. In this way there

will be less to distract him, and he will not see and desire things which are provided for the adults and which he is better off without. If mother sits with him for company, she should have something to take up part of her interest—some sewing, for instance. The child will not then feel her entire interest focused on him. Nothing can be worse for the child than to feel that it is of vital interest whether or not he eats his food. Conceal your anxiety, and treat the meal hour as a pleasant but incidental part of the day's program.

If for some reason the child cannot or will not eat the meal before him, do not force him or talk the matter over before him. There is grave danger of arousing an antagonistic attitude toward a particular type of food by insisting that it be eaten the first time it is presented. There is probably a certain resentment on the mother's part if her command is disputed, and perhaps there is some feeling, though it is entirely unjustified, that if she cannot make Johnny eat spinach or carrots the first time they appear on the table he will never eat them. As a matter of fact, there is more danger in creating an unpleasant scene which the child will remember when next he sees these foods and which will thus prevent him from eating or enjoying them.

Dainty serving of food goes a long way in arousing appetite. A small table and china "all his own" or being allowed to sit in mother's place at the table may have a great appeal. Let the child know that when he learns to feed himself in a quiet, efficient manner he may then come to the table with the "grown-ups." This may give him incentive to strive for perfection. Occasionally consult the child's preference about his food, but never let him feel he is free to dictate as to what he will and will not eat. Teach him that certain foods are required if he is to grow big and strong and rugged like the "Daddy" he adores. Do not insist on pushing him; lead him once in a while. Little harm will result from his missing a meal now and then. There are times when food is repulsive to children for no apparent reason. There are other occasions when their mood is such that they enjoy arousing anxiety, worry, and solicitude in the parent. You will find when this is the case and the child says he does not want any lunch that it is wise to reply that it is quite all right and if he is not hungry he may run out to play. You have thus removed every resistance which he hoped to battle against, and if this is just an emotional attitude it is unlikely that he will take any chances on missing a meal in the future.

Remember that children are quick to copy and if, for instance, grandma is on a limited diet and cannot eat this or that, or if father frankly emphasizes his likes and dislikes, the child is apt to become finicky and notional in his eating. The child who early learns to eat with a good appetite whatever is set before him will be saved much discomfort and embarrassment in later life.

Of course, the child should have plain, nourishing, easily digested food that is well cooked and served in small quantities. Regularity in serving meals is of great importance, not only for physiological reasons, such as keeping the intake of food evenly regulated in order that the digestive apparatus may work smoothly, but for other reasons as well. Obviously, if a child learns that food is available at any hour of the day he will not be greatly concerned in eating at any definite time. It should be understood by the children and strictly adhered to by the parent that if the youngster does not eat at the allotted hour he gets nothing until the following meal. Care must be taken, however, that he is not fed between meals by other members of the family or supplied with pennies with which he can buy sweets to appease his hunger during the interval. The child should not be hurried during the meal, nor should he be given sufficient time to play and dabble with his food. The ordinary meal for a child should not require over 30 minutes at the most. If by that time he has not finished, remove the food without any comment. And again, remember, the meal hour must not be at a time when the child has an opportunity of "putting himself across" as an individual of importance because of his attitude toward taking his food.

SEX INSTRUCTION

A LARGE percentage of all mental conflicts and abnormalities in adults and children either are directly caused or are colored by unfortunate attitudes or experiences with the ever-present force called sex. There is no force in all mental life that is more urgent in its demands for some form of expression and none to which society, the family, and the individual will allow less freedom.

Whether parents recognize it or not, the child's sex life and sex interest begins its development at an early age. It need not be looked upon as a problem and certainly should not be approached from a moral point of view. An effort should be made to understand what it all means to the child and to help him gain the same unemotional attitude toward that subject as toward eating, bathing, or sleeping.

Sex activity of some type is so common in most children of the preschool age that one begins to think of masturbation, sex curiosity, and interest in excretions as the rule rather than as the exception. These phases of interest do not represent problems any more than teething, learning to talk, or learning to walk. They are but normal expressions of intellectual and emotional development. The curiosity that a preschool boy has about the anatomical difference between himself and his little sister has little or no significance beyond indicating normal interest until the unwise parent endows the situation with much mystery by hastily covering up the little girl when the brother appears in the bathroom unexpectedly, causing him to sneak away as though he had committed some crime by his intrusion. It is the mother's emotional attitude that creates unhealthy curiosity in the child, when the nude body and a few short explanations would have soon satisfied the boy's normal interest without harm either to him or to his sister.

Any lasting curiosity or interest in the excretions is invariably the result of the child's having been told that such interest is bad or nasty or that these things are never talked about. Rarely do we find this interest prolonged after the child has been told just why these functions are necessary to health. The excretions may be likened to the waste in the garbage pail or to the ashes in the furnace. They can be explained in terms of health and good bodily functioning, so that there remains nothing more for the child to be curious about. But if these natural functions are associated with things "good" and "bad" there is immediately created a mystery which the child quite naturally tries to solve. There are enough mysteries that are beyond the child's intellectual understanding. Life is very complicated and confusing at best, and parents should endeavor to simplify it by explaining all that

the child is capable of grasping rather than making it more difficult for him by an emotional attitude toward life's simplest, natural, normal, and healthy activities.

The very fact that sex as a subject for discussion is always taboo in the presence of the child accounts for the intense curiosity which many children develop at an early age regarding the subject. All too frequently the child's natural desire to be enlightened on this subject just as freely as on any other is met by cold reserve, a sharp rebuff, or a dishonest answer from one who in all other ways is a considerate and wise parent. It is therefore not surprising that the child soon learns to keep to himself the knowledge he has gained from his own investigations or has gathered from some more sophisticated playmate, and soon becomes as self-conscious about his sex life as the parents are themselves.

A little child quickly senses a tense atmosphere and embarrassment on the part of the adults when faced with his eager questions, and because of this he is apt to follow one of two lines. This way of disconcerting those with whom he comes in contact may please him, so that he will continue his questioning at most inopportune times, or he may be made so ill at ease and self-conscious that he determines never to be placed in such a position again if he can help it, and therefore ceases to bring his puzzles and problems to his parents, who should stand ready to help him over the hard places. Because he stops his questioning and seems uninterested is no sign that he is no longer filled with curiosity over these mysterious things which seem to be so shocking. He may be quietly using every means available to find out in other ways the answers for which he will no longer ask.

The parents must free themselves so far as possible from self-consciousness when the subject is mentioned. Clear, frank answers suited to the child's intelligence and development will satisfy his interest for the moment, whereas emphasizing the matter by "hushing the child up" and telling him it is "naughty" to talk of such things will make him only the more determined to find out why, and what it is all about.

Of course, care must be used in educating the child on these matters. Do not rush in and give him a mass of details far beyond his grasp. Go slowly and frankly from day to day, and as the questions arise meet them with thought and consideration. Do not tell the child fanciful tales about the stork and the doctor's bag when the new baby arrives; this will soon become an insult to his intelligence. Instead tell him beforehand, in simple language, that he is going to have a baby brother or sister, and let him take part in the joy of anticipation. It is a far greater mystery to the child to hear the stork story than to be told that a baby lives and grows within the mother just as a flower does that has been planted in the ground; that it takes nine months for the baby to grow, and during this time it is kept warm and well nourished by the mother. Such simple facts are readily accepted.

One of the most hampering things in regard to early sex instruction is the attitude of society in general to such matters. The parents may be ever so careful and may try to give the child a normal, wholesome view of the subject, meeting him frankly and showing no embarrassment. If, however, he makes a slip in public their thoughtful training may be largely undone.

This was the case with a youngster of 6 who had recently had a little sister. His parents had confided in him and he had taken part in the preparations and anticipation. He had a clear but simple idea where babies come from and had no feelings of shame on the subject. One day, on the porch with his mother and several of her friends, he said quite clearly, pointing at one of the women, "Mother, don't you think that lady is going to have a baby, too, pretty soon?" The group freely showed their consternation and disapproval. To the little boy this was a most humiliating situation, producing self-consciousness and diffidence with outsiders for some time afterward.

Care must be taken to teach the child that such subjects are talked over only with father and mother in private, just as many matters are not subjects of general conversation. At this point there is danger, however, that the child will associate all matters of sex with those of elimination. Never tell a child that his questions are "bad" or "dirty" or "shameful." If he does ask them at an embarrassing moment quietly say with no show of emotion that you will tell him all about that later when you have more time to talk with him.

Children may early develop a sensitiveness in regard to their bodies and a curiosity to see themselves and others nude. Some even resort to tricks of hiding and peeping through keyholes to gain opportunities of seeing members of the household undressing. On the other hand, they may become overmodest and prudish. Try never to arouse special interest or attract the child's attention to his body.

One little girl of 3, having just learned the art of dressing and undressing herself, was experimenting one morning, having nothing else to do. Her mother, finding her in the parlor with all her clothing off, was shocked, and because she was shocked impressed upon the child that what she had done was "naughty" and "not nice", and that people must never see her without her clothes on. The whole matter was overemphasized, and the youngster took it to heart and became sensitive and unduly modest. She would cry if a passing stranger happened to see her at the window in her nightgown, and she lost all pleasure in playing about the beach in her bathing suit if she thought she was under observation. She has been made so conscious of her body that she is meeting one difficulty after another in regard to the subject when she should have been spared all thought and worry.

Although crowded living conditions at times are necessary in these days of high rents and apartment life, the child should have a room separate from his parents whenever possible. Adults little realize how early children begin to take in what is done and said in their presence. If their curiosity is aroused by half-disguised conversation over their

heads, they will make it their business to try to learn more and clear up the mystery. Many a child has "played possum" and pretended to sleep when he was listening to what was going on, and he may brood and puzzle for some time over the things he does not undertsand.

Often children who have heard much talk of medical matters and operations, or have spent time in hospitals and have been subjected to physical examinations, will try out on each other in their play things they have heard or seen. If, when youngsters are found indulging in such experimentation, the situation is ignored and the interest of the children is diverted instead of being focused on the matter by swift and drastic punishment it is far less likely to leave a lasting memory.

There are two important things for parents to remember with reference to the subject of sex. The *first* is that frequently at an early age—sometimes as early as 6 months—children may become aware that certain pleasurable sensations can be aroused by handling or rubbing the genitals, squeezing the thighs together tightly, straddling stair rails or the arms of chairs, riding on some one's foot, and in many other ways that have been discovered accidentally or have been demonstrated to them by other children or unscrupulous nursemaids or attendants. Often visits to the toilet are occasions of great interest to the child, and many times it is only then that the child indulges in masturbation. The *second* point to remember is that this early period of what may be called sex awareness is transitory, unless emphasized by unwise treatment, and should play no larger part in the child's life than does the early habit of bed wetting. Little children have no thought of wrongdoing when first practicing masturbation, and care should be taken that they are not shamed and severely punished, as this may injure their pride, make them self-conscious, focus their interest, and make them cling tenaciously to the habit.

In every case in which a child is found to indulge in this practice a careful examination should be made to determine whether there is any physical cause, such as irritation, constipation, intestinal worms, local adhesions, or other abnormalities. The urine should be examined for hyperacidity and bacteria which might indicate inflammation.

The genitals must be kept free from the accumulation of any foreign matter. This entails daily observation on the part of the mother. With the boy, the long projecting skin must be pulled back over the penis and the parts carefully cleansed with absorbent cotton. Equal care must be given to the girl, for local irritation is more often the starting point of masturbation in girls than in boys.

Parents should be sure that the child's trousers and underwear are well-fitting. Too tight or irritating clothing is a source of much annoyance to children and draws their attention to their bodies.

Know as intimately as possible every individual with whom the child comes in contact. Keep informed as to what is taking place when a group of children is spending long periods of time in the barn, the basement, or the attic. It often happens that a younger child has been initiated into certain sex activities by one of the older children in the family who never has been suspected. Try to keep yourself in touch with all the activities and interests of the children through personal contact. Know the teachers, the neighbors, and the playmates of your child, and above all things win and keep his confidence.

Most young children are not secretive about masturbation. Where they do it openly occupation and diversion are perhaps as useful as any more elaborate methods of treatment, such as physical restraint, rewards and punishment, charts to show achievement, and other things of this sort. If, when seen indulging in this practice, the child is given something to interest him, a book or pictures to look at, or a definite errand to do, or is told a story, his attention will not be drawn to the habit, and it will soon drop into the background and be forgotten with his lesser interests. Some children when put to bed at night or for a day nap may learn to resort to this habit until sleep overtakes them. If such is the case it may help to give the child a well-loved doll or toy animal to hold after he is tucked in at night or to tell him stories until he falls asleep; with the child of 4 or 5 who is outgrowing his customary day nap and to whom sleep comes with difficulty it may be better to give up the nap and put him to bed earlier at night rather than make him stay in bed when he cannot sleep and so give him an opportunity, unwatched, to indulge in this practice.

There is, however, a group of children with whom masturbation is only a symptom of an unhappy state of mind, and the habit comes to represent a retreat when life, with its manifold problems, becomes too complicated and lacking in satisfaction. It may be compared to the situation of the adult who turns to drink for momentary relief. The child who is moody or lonely or who has been punished may resort to the practice for consolation and comfort. If this is the case, the problem is quite different and far more difficult. The personality of the individual needs careful investigation, and no generalization will be of value.

Those in charge of the child must know him well and must understand his moods and their causes. They should know his interests, plans, and hopes, and what brings happiness and satisfaction to him.

Above all things, parents must not allow undue fear and anxiety to sway them and make them give the habit more weight than it should have. The important thing to remember is that the dangers to the physical and mental well-being of the child are more apt to come from the parents' own attitude and unwise treatment than from the habit itself.

INDEPENDENCE

PARENTS, teachers, and nurses recognize the fact that both self-confidence and independence appear at a very early age if the child is given an opportunity of demonstrating what he can do with his environment, the extent to which he may control it, and the limitations which it imposes upon him. During late childhood, adolescence, and adult life we are constantly meeting with a large number of individuals who are sorely handicapped by their lack of self-assurance. Our schools, colleges, shops, and offices all bear witness to the fact that sound bodily health and good intellectual equipment are no assurance of success when an individual is handicapped by fears of failure and is constantly dependent upon others for reassurance and encouragement. It is, therefore, of greatest importance that parents start out with a program for training that will permit the child to assume such responsibilities as his intellectual equipment and physical development will permit.

Certain obvious dangers and pitfalls confront parents in the task of training children toward the goal of independence. Perhaps the greatest stumbling block in carrying out this task successfully is the fact that many parents get so much pleasure and satisfaction in serving their children that they cater to them slavishly. They not only supply all the children's actual wants, and therefore do many things which the children are perfectly capable of doing for themselves, but often even anticipate their desires and create appetites and demands which would be better left to develop slowly and at a later date. Naturally, such an attitude relieves the child of the necessity of thinking and planning for himself.

During the first 6 months of life many fundamental habits are being formed, ofttimes without obvious evidence that much in the way of real development is taking place. For example, the kicking, reaching, crawling, and handling activities of children during this early period are all-important in the later development of a well-coordinated nervous system. It is therefore important that these movements be not restricted by fear or by having everything so well within the reach of the child as to protect him from the necessity of reaching and stretching and even of planning how to obtain the desired object. A little later in life many children are inhibited and acquire fears by living in the presence of adults who are constantly worried themselves and therefore warn the child of the dangers surrounding practically every situation in life with which he makes contact. On the other hand, we see parents who bravely but injudiciously subject their children to situations in which fear and failure are both inevitable.

It may be well to stress the point that children should be very carefully led into each situation which is strange and new, whether it be the first attempt on a new swing or paddling in the water. A tendency inherent in most of us makes us cautious in facing new experiences, and many times the fear that is attached to the primary experience carries over into adult life. In the same way the satisfaction and pleasure that come from successfully meeting these new situations act as the force which tends to make us repeat them. Success is by all means the strongest motive in keeping the child experimenting with his environment. The fact that he can start and stop certain movable objects, that he can build and tear down, that he can dig valleys and create hills in his sand box are the earliest tangible evidence of how he can modify the world in which he lives, and it is the emotional satisfaction that is derived from these childish pursuits that ultimately results in self-confidence and independence. It is most desirable to give the child all the available opportunities of demonstrating his ability. Rubber balls, shovels, hoes, rakes, wheelbarrows, carts, large building blocks, hammer and nails, with suitable material with which to work, are all much more useful in developing independence than mechanical toys, which amuse for the moment and perhaps keep the child well entertained but do little to educate or train him.

Parents ofttimes foster a dependent attitude on the part of the child by failing to appreciate just what he is capable of doing for himself. It is not unusual to find mothers feeding their 3-year-old, dressing him when he is 5, going to school with him at the age of 8, planning all his playtime at 12, looking after his personal hygiene at 14, selecting all his friends and companions at 18, and finally picking out a marriageable mate at 21. This type of parent, who has selfishly dominated the entire life of the child under the pretense of having made a great personal sacrifice, is simply practicing self-deception. This oversolicitous attitude on the part of the parent is often found when the child has had in early life a prolonged sickness or an accident—the practice of doing everything for the child starting from necessity and continued from habit or for parental satisfaction long after the child's need had passed. It is not surprising that the child clings tenaciously to such attention, for he, like all human beings, finds satisfaction in being sufficiently important to gain it.

One can only mention in passing a few of these outstanding situations in the parent-child relationship that lead to dependency and lack of self-assurance on the part of the child. They all spring from the innate tendency with which human beings are endowed to seek pleasure and avoid pain. The great mass of children hesitate to venture forth and experiment with the unknown. This is due to fear of failure, humiliation, and ridicule. Yet they all desire to keep their self-esteem and self-regard at the highest possible point. Children

therefore must have tasks presented to them which will challenge their intellectual equipment. Motives for accomplishment must be given which will spur them on to attainment.

At the present time we are passing through a most interesting and frequently baffling situation in relation to parents and children during the adolescent period. Young people today are confronted with an environment quite different from that which their parents had to face 20 years ago. The automobile, the telephone, and the radio have presented new opportunities for gratifying the ever-increasing demand for amusement. Parents are rather confused as to how this new demand for freedom can best be met. They hesitate about making their discipline too rigorous. They are, on the whole, not quite satisfied with the order of things which they had to meet in their early days. Yet they are extremely panicky and filled with honest doubts as to whether or not the average youth can manage his own affairs with wisdom. Youth is not slow to appreciate the fact that parents have lost confidence in their own ability to make decisions wisely for their children. So these boys and girls are boldly usurping all the authority possible and following, so far as conditions permit, their own desires.

It is perhaps at this point that the wisdom displayed by parents in the early training of their children will do much for the children's future. The child who has been allowed to develop, in his preadolescent years, self-confidence, assurance, and independence will be less likely to abuse the privileges and opportunities that come with adolescence when he suddenly awakens to the fact that much of his conduct, whether it be good or bad, is necessarily based on his own decisions. This early adolescent period is the time when youth has to kick off the shackles of parental domination in order to develop into manhood and womanhood unhampered by dependence on family. It is during the preadolescent years that the child should build up habits, lay down patterns of conduct, and develop will power that will permit him to postpone the desires of the moment for the more worth-while things that the future has in store. In other words, what may be expected in the way of personality, emotional stability, and independence from a boy or girl at 18 depends upon the habits he or she has acquired during earlier years. Training and education begin at birth, and the habits acquired during the early years are utilized for a lifetime.

OBEDIENCE

OBEDIENCE is more than what is generally implied when casually used in relation to children. Mere submission to the control of others who happen to be in authority or who through prestige, power, or leadership hold positions of influence is a kind of obedience, but of a very low order.

Obedience is not an end in itself; it is only a means through which we attain greater efficiency and happiness. It is not merely a series of responses which are looked upon as being satisfactory by parents to varied situations that are constantly being presented by the child's environment. It is a more complicated conduct pattern which has become part of the individual's personality, prompting him to react adequately to all stimuli arising from both within and without.

Adults are too likely to overlook those impulses within the child which demand attention and which the child is called upon to obey. One of the dominant forces of the young child's life is curiosity. It is stimulated by practically everything that is strange and new, or such things as are in motion or can be set in motion or controlled by the child. The child, responding to this inner urge and obeying the impulse to investigate, to demonstrate his power, and to satisfy his curiosity, may disobey—may not even hear—a command coming from without.

Adults must beware of the danger of checking normal responses to fundamental impulses in order to gain obedience to some unimportant demand of their own. If the child finds that obedience to these impulses is associated with pleasure and satisfaction, he will continue to obey them. It does not matter whether we are dealing with the physical demands of eating, sleeping, and elimination or the mental urges for power, for satisfaction of curiosity, and for the approbation that comes from socially approved moral standards. The impulse that comes from within must be taken into consideration.

Parents usually think of obedience in children as the immediate and proper response to their commands. They invariably endow this kind of obedience with much virtue it does not possess. The obedient child's submissiveness to parental authority in itself gives parents a satisfying sense of power, as the obedient child is a living memorial to their own achievements. This attitude might be justified if obedience were an end in itself, but this is not so. Obedience is only a means through which self-control, independence, and conformity to social standards may be attained.

Fear as a motive for obedience as well as disobedience is worthy of consideration. Through fear of punishment the child may disobey the

impulse from within to tell the truth. Fear may restrain him from obeying the impulse to talk, to run, to investigate, and to venture beyond the narrow limits of what an oversolicitous parent considers safe. The fear may be of punishment or of loss of approbation, and at times it is perfectly justified. Nevertheless fear is utilized all too frequently by parents as the easiest way to assure themselves of obedience. Fear as an influence on social behavior must be recognized as a vital force—probably, as society is organized today, an essential force. Nevertheless it is very much abused in our efforts to train children to be obedient. Fear of consequences often helps to prevent a particular act of misconduct, but it does not help the child to test the value of his varied impulses and to obey those which are most worth while and which will work out to his advantage in later life.

The parents who "cannot understand" why the child disobeys, why he fails to live up to their preconceived ideas of what he should do and be, who are continually making a great mystery of the child's disobedience, invariably destroy the confidence the child should have in those whom he respects.

One of the goals that children struggle to attain is power, and there is little satisfaction in this power unless the child has an opportunity to exhibit it. Many adults never learn, either by training or by experience, the disadvantages of being dominated by this particular urge, and much of the difficulty arising between parent and child is found in the parents' unconscious striving to show their power. It leads them to most drastic and unfair measures in their efforts to be obeyed by those over whom they have authority, whether it be in home, shop, or office. Punishments out of all proportion to the demands of the situation are introduced, and a feeling of fear—later, resentment and hostility—results. When authority is abused by parents in order to gain obedience, the antagonism aroused in the child may become a very harmful and handicapping influence in later life, leading to an unconscious resentment toward every one in authority.

Temporary periods of disobedience are most commonly caused by poor physical health. The child who is acutely sick, who suffers from chronic colds and coughs, malnutrition, or some ill-defined disturbance of the ductless glands, or who is otherwise not up to par, is a more difficult child to train. A careful physical examination should always be the first step in an effort to understand any change in the child's mental attitude toward life. Individual instances of disobedience are most often due to fatigue. Let the average normal, well-behaved child get unduly fatigued by loss of sleep or too much work or play, or be overstimulated by a shopping trip, a visit, or a party, and he is likely to be a little more irritable and a little less likely to meet adequately the ordinary tasks of his daily routine. Fatigue can always be treated by giving the child longer rest periods and shorter daily duties.

The child's mental attitude toward life may be affected by rather trivial and apparently unimportant situations, which often pass by unnoticed. Adults are very apt to concern themselves only with the obvious factors that might account for disobedience. Jealousy, shyness, fear, and feelings of inferiority are often unnoticed or ignored.

The child who has the stern-disciplinarian type of father, who believes that children have no rights in the family circle, who is constantly keeping them repressed by his forbidding attitude, may often seek self-expression at school or on the playground outside that which is socially approved. The child who is failing in school and getting very little satisfaction from personal contacts may use the home as the place where self-assertion can be practiced without fear. This simply represents an effort at compensation on the part of the child.

In the effort to understand why the child is disobedient we must look beyond the incident which is causing us concern at the moment. It is often an expression of discontent and unhappiness which has been in the making for a long time. The child who is worried, anxious, and fearful about some common problem, such as masturbation, jealousy, shyness, failure to get on with the group or to make a place for himself in school, will invariably be a difficult child to manage in the home. It is the parents' job to know so far as possible just what mental burdens the child is carrying.

If parents are to be a constructive influence in the life of the child, it is essential that they be acquainted with him, that they know something about the problems with which he is confronted in meeting the obligations of his everyday life. They must try to share in his joys and help him to meet his difficulties. Trivial and unimportant as they may seem to us, they are very real to the child. It is only by means of such a relationship that obedience of a constructive and continually developing type can be gained. Obedience, like respect, is something to be given; that which comes only because it is demanded or through fear will be of short duration and, being the result of undue submissiveness, will prove to be only a handicap.

Whether children are obedient or disobedient is to a great extent dependent on the standards and requirements of the environment and the attitude of those in authority. If the ideal of conduct is too high and the goal of attainment too far distant, effort may appear futile. The method used in attempting to gain obedience is frequently the cause of failure to accomplish the desired result.

Often there is such an apparent lack of interest on the part of the adults in the task expected of the child that he may well feel it is not worthy of his effort.

While Tommy is deeply engrossed in play with his toys or in a new book the carelessly shouted orders of his mother, busy with her dishwashing, may pass unheeded, such commands having become so

familiar that he has developed the same negative adaptation to them as the stenographer develops toward the hammering of typewriters in a busy office. He may have heard the command and appreciated what was wanted, but experience may have taught him that a command ignored by him is one forgotten by his mother—so why should he worry?

There may, however, be some doubt in his mind what to expect, for on one day mother allows her unheeded request to drop unnoticed, while on the next she may take time from her work to administer swift and sure punishment. Inconsistency in discipline keeps the child in a most upset state of mind, and soon his response to any request comes to depend on his interest in his immediate occupation and his willingness to take a chance.

It may be that Tommy is capitalizing his disobedience. Often he has heard mother say, after coaxing and pleading a while, "Now, if you eat your dinner like a nice boy, you may have some candy", or "If you stop making so much noise, you may have a penny." If Tommy has learned that such offers follow a lack of response to the first request, it is only natural he should wait until they are made before complying. By holding out, he may obtain greater material gain and also far more attention and interest. It is something to be distinguished, if only as the "despair" of the family.

Threats of action by policemen, "bogy men", and doctors are a most unfortunate method to use in obtaining obedience. Either they cause hampering fear and timidity, or else at an early age the child comes to realize that they are idle and meaningless and turns them to his immediate advantage. Tommy may learn to play up fear of doctors, for instance, so that by an outburst of yelling and kicking he may avoid having his teeth cared for or his eyes examined.

The importance of honesty in handling children cannot be overemphasized. If the early trust and confidence which they have in their parents is carelessly broken down, the props are knocked out of their world, for if what father and mother say is not true, what may be believed? Many times it has a direct bearing on whether or not obedience is obtained. Some parents will deliberately deceive their children in an attempt to gain obedience or in the hope of making an unpleasant task or duty less painful in anticipation.

One small lad, though he had considerable fear of pain under the dentist's hands, went through the first session manfully, shedding only a tear or two. He dreaded the second visit, however, and continually fretted about it. In order to calm him, his mother assured him, "This time he will not hurt you at all." Up to this point the mother had always been right, so he believed her. The shock was a severe one when it happened that he was hurt more than on the previous visit. His implicit confidence was shattered, and he became timid and fearful in new situations and showed an evident lack of trust in the statements

made to him. This was clearly shown on another occasion at the dentist's several months later. There had been some question of extracting one tooth, but his mother definitely promised him that it should not be done on this particular day and that he need have no fear. If it proved necessary, arrangements would be made later to have it done under gas. He understood this clearly, yet, when actually in the dentist's chair, he became panic-stricken and could not be pacified. All reassuring statements were met with "You told me before that it wouldn't hurt, and it did. I want to go home. He shan't touch my teeth." It will be a long time, if ever, before this child regains his confidence.

In dealing even with very young children one should make an effort to find out their reasons and motives. Many times what seems like flagrant disregard for the parents' requests is to the child only an earnest desire to help mother or father, as the case may be.

A little girl of 4, who had been told time and again not to play with water, when found in the kitchen dripping wet, having spilt water all over herself, was punished for her disobedience. Later it was learned that what she had done was to climb up on the sink to get a basin of water and a cloth with which to wash the finger marks off the doorway as she had seen mother do. She slipped, the water spilled, and punishment followed. To her it must have looked as if she were punished for trying to help.

Another child had learned that he must never pull up the plants in the garden. He watched his father at work getting out the little weeds in the flower bed, and a few days later, in an attempt to be helpful, he pulled up all the little new growth of carrots and left standing the tall, well-developed ragweed.

Some restrictions are placed on children that it is nearly a physical impossibility for them to carry out. "Sit still" and "Be quiet" are very easy to say, and yet to a healthy youngster, full of life and vigor, such commands are extremely hard to carry out for more than a few minutes at a time. Little children are growing and developing new muscle power all the time, and they must have freedom to run, jump, shout, and play. Nature demands it. Perhaps some special part of the house or yard may be set apart as theirs—a place with few dangers or hampering restrictions where they may safely "work off their steam" unchecked by continual nagging.

If a habit of obedience is to be built up, first of all *study* your child. Know what he thinks and how he reacts.

Give a few well-thought-out commands and see that they are fulfilled; a command worth giving is worth carrying out. Avoid overcorrection and an autocratic manner; children are as quick to resent domination as adults.

Gain the child's attention, then make the directions clear and simple and, if possible, explain the reason for the request. The child who has learned by experience to expect only reasonable requests will be prepared to act in an emergency when immediate response may be a vital matter.

Gain the child's interest, show him the value of the desired action, be interested in his accomplishment and in the outcome.

Make requests positive instead of negative—"Do" rather than "Do not." Give a suggestion which will draw the child's interest away from the forbidden act and focus it on something else.

Consider promises carefully before making them. Once they are made keep them or explain the reason for failure to do so. Do not break trust.

Be consistent; have one set of rules. Do not allow at one time what is forbidden at another. In this way the child will know what to expect.

Be generous with praise and appreciation of effort. Too often children receive attention only when they disobey. Let them learn to obey because the request is reasonable and because compliance brings pleasure and approbation rather than because it brings material reward.

Above all things expect obedience. Do not let the child feel that you are uncertain as to his response or that you are sure he will disobey. Everyone likes to live up to what is expected of him—particularly the child. He may as easily live up to your pride and confidence in him as to his reputation of being the most undisciplined little scamp in the neighborhood.

REWARDS AND PUNISHMENTS

REWARDS and punishments are powerful forces which affect conduct, and it is of vital importance to those who are charged with the responsibility of modifying behavior by stimulating desirable impulses and restraining or inhibiting undesirable ones, to recognize the dangers of injudicious use of these forces. Rewards and punishments play an important role in the development of personality during childhood and continue to operate more or less during the lifetime of the individual.

It does not matter whether the reward be in the form of praise, approbation, or widespread recognition, such as comes from fame, glory, and power, or whether it be of a more material nature, such as money, treasures, or other tangible assets, which tend to satisfy our acquisitive longings. Either kind of reward satisfies that desire, oftentimes secret in the heart of man, which makes him struggle onward to achieve his goal. Many times the highest types of rewards are postponed and are to be attained only by indirect measures and by the use of someone other than ourselves as the instrument to attainment. That sense of security which comes to a man in leaving his family well protected after his death; the pride of the illiterate mother who has found her reward in the education of her son, though she may be quite aware of the barrier that it puts between them; the ideals of men who have served and sacrificed, believing that sometime, even though it be in the far distant future, these ideals will benefit mankind, are all simply examples of how rewards of a vague and intangible nature dominate our conduct. Such rewards necessitate planning, forethought, foregoing the desires of the moment in order that the ultimate goal may finally be reached. The control of those primitive impulses, which are centered about self-satisfaction without due consideration of others, should be the basis of all rewards, regardless of how simple they may be or how early they are applied.

Punishment as a means of making man conform to his self-made laws, as well as to those of a higher order, is as old as the world itself. Fear is the basis of all punishment, and as a factor in controlling conduct it cannot be ignored. Yet its influence has been limited indeed in all attempts to socialize mankind.

Penologists, criminologists, and sociologists are all quite in agreement that as a deterrent of crime, punishment, as such, has been a failure. Intelligent parents and specialists in the field of child training are practically all in accord with the opinion that punishments deliberately inflicted rarely serve the purpose of helping the child to struggle persistently toward a desired goal.

Punishment makes many children contemptuous, rebellious, and resentful. It may dull their finer sensibilities and bring out cruelty, brutality, and other primitive traits. It may lead to evasiveness, trickery, and lying in the effort to avoid meeting a painful situation.

The question may now be asked: In our effort to affect conduct is it better to appeal to the fear of punishment or to the hope of reward? The reward method says to the child, as it does to the adult, "If you conform to certain rules and regulations, if you control certain impulses and desires, if you follow the biddings of the parent or the one in authority, you will be happy." The punishment method says, "If you do not conform, if you do not forego the pleasures of the moment, if you yield to those temptations which make you break rules and regulations of community or home, you will be unhappy." One lures the child toward the desired goal by the promise of pleasure. The other attempts to attain the same end through fear.

It is important that children learn to forego the pleasures of the moment—to control natural impulses—in order that they may make satisfactory adjustments to a life of reality later. In the child's effort to attain reward, whether it be praise or something more material, the necessity of making certain sacrifices, of giving up certain pleasures, of controlling certain impulses, is very much a part of the plan. All reward should have as its objective the development of self-control.

Another aspect of the subject of punishment and reward that must be considered is the mental attitude of the person who is to inflict the punishment or dispense the rewards. Punishment, of whatever type it may be, is very likely to be administered hurriedly, impulsively, and ofttimes unjustly, without all the essential facts of the case at hand. There is invariably an element of retribution associated with punishment; something has already been done—some rule disobeyed, somebody angered, humiliated, or hurt. Under such conditions it is not unlikely that the one who has charge of the punishment will be dominated by an emotion of an unpleasant type. The emotional attitude will dominate the situation, and the thoughtful approach to the problem will be forgotten in the turmoil. On the other hand, rewards are intended to prevent undesirable conduct. They are usually talked over and planned, so that time and thought can be given to them. Therefore they have a better chance of being weighed and valued beforehand. Intellect is more likely to prevail. One might look upon punishment as an unsuccessful attempt to cure undesirable habits; rewards are a fairly successful way to prevent them.

These generalizations regarding rewards and punishments may perhaps serve as a formulation of policy with regard to assisting the child in the development of habits which will be of value in later life. Not only is the habit important but the attitude toward the habit needs careful consideration if the habit is to endure.

The child who is truthful and honest simply because he is afraid of punishment is in a very dangerous situation when that fear is removed. Fear may be applied again when the case demands; but even so, it is pretty much like a weathervane that has to be set as the wind changes.

The child whose experience has taught him that honesty is associated with a satisfying sense of security; that his conduct is socially approved; that in being trusted and respected he gains in freedom and acquires a sense of responsibility which stimulates his self-esteem is quite unlikely to give up such a trait, tendency, or habit, because it is so much a part of his whole personality.

With reference to both rewards and punishments too many artificial methods have been introduced unnecessarily into the field of child training with the idea of making the child conform. He is called upon to adjust his early life to so many parental whims that many children by the age of 4 have a well-developed authority complex (see p. 11) with the result of either repression or rebellion. A well-thought-out plan for the welfare of both the child and the parent is essential, but it is not necessary to make the child build his life around the peculiarities and general atmosphere caused by the mental indigestion that many parents suffer. Nature itself will provide a large percentage of the punishments and many of the rewards needed to teach the child the type of conduct which pays and that which does not.

One must keep in mind that generalizations are dangerous. Children differ in their emotional make-up as they do in their intellectual equipment and strength. Their reactions to praise, blame, rewards, and punishments differ widely, and we as parents are very apt to use the method to which the child responds most readily, regardless of whether it is going to serve best his future needs. The intense desire for praise that we develop in some children makes them spineless; their chief concern is to find out what others desire and to follow the path of least resistance for the sake of praise. Fear of punishment develops cowards, while indifference toward rewards and approbation makes futile an attempt to affect conduct through these channels.

This problem of rewards and punishments, like many other problems of human relationships, we have not wholly solved. At least, however, we have recognized the importance of these two forces, rewards and punishments, in affecting conduct. We have recognized that there are wide variations, in both quality and intensity, as to the response shown by different children toward the methods which adults use to make them conform. Finally, we have acknowledged that parental emotions are ofttimes substituted for a well-thought-out plan in the administration especially of punishments. This clearer vision of the problem is quite essential to training the child with greater wisdom and justice.

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STUTTERING

STUTTERING is one of the most common and one of the most incapacitating handicaps of early life. Many theories which prevail as to prevention and treatment bear witness to the fact that we are without knowledge as to its exact cause. Moreover, there is probably no one definite cause. Like fever, for example, or any other symptom, it has a multiplicity of causes. This means the treatment cannot be carried out wisely unless an effort is first made to determine the factor or factors which lie behind the stuttering.

Stuttering is looked upon by many workers interested in this problem as a personality disorder; others are inclined to think of it in terms of a disorganized neuromuscular mechanism, a lack of coordination between one's ideas and one's power of motor speech. Whether it be primarily a personality disorder or a physical disorder, the stammerer invariably develops an emotional attitude toward his stammering and toward life in general, which is more serious and frequently more of a handicap than the stammering itself. Fear, anxiety, feelings of inferiority, anger, and depression are all common emotional reactions toward stuttering. It is probable that this secondary group of symptoms is the result rather than the cause of the stammering, for children during the preschool years are less likely to be affected in this way than are older children and adults.

Yet it is common knowledge among parents, teachers, and others who have had an opportunity to observe the stuttering child that there are certain situations and conditions which invariably precipitate or aggravate the difficulty. Thus excitement of any kind and situations that call for rapidity of speech, such as the confession of wrongdoing or telling of other experiences with which considerable emotion is associated, tend to increase the stuttering. Fatigue is a very noticeable aggravating factor; in fact, many of the younger children who have just begun to stammer show marked improvement when they have had an enforced rest in bed on account of some acute illness.

It appears also that certain people have a very definite effect on the child who stammers. The child may find it absolutely impossible to recite before certain teachers, while he does very well with others; or in conversing with one parent he may appear "hopeless and helpless", as one father stated, while in talking to the other parent he hardly stutters at all. These reactions to people are exactly what one would expect with a disorder of an emotional nature.

If we take the view that stammering is an emotional disorder we are faced with the important factor which many parents and teachers overlook; that is, the emotional tension back of the stammering is

the result of certain conflicts of which the child is quite unconscious and which, therefore, are beyond his control. In such a case if one wishes to eliminate the fundamental cause the ordinary methods of speech correction are not adequate; frequently they even exaggerate the difficulty. In other words, it is the individual and not his symptom which must be treated, and the cause of the stress and strain is to be sought in his emotional life.

The really important aspect of the problem of stuttering with which we are concerned here is prevention. The preschool years hold opportunities not present later on, for the proper development of speech and the correction of any defects which may arise. Children learn to talk during the first 5 or 6 years of life, the earliest attempts being made at 12 to 18 months. Although the mechanism of speech, like most other motor activities, is put into operation involuntarily and quite without effort on the part of the speaker, it is one of the activities which require the finest coordination of the muscles involved in the process. Furthermore, the motor part of speech is but the vehicle by which ideas are conveyed. Anything that occurs, of either a physical or an emotional nature, which affects proper coordination between the development of ideas and their expression by the speech apparatus, results in disordered speech. If there is a complete break between the mental and the physical or between ideas and their expression, we get what is termed aphonia or complete loss of voice. If there is but an inhibition or irritation resulting in spasms of the muscles making up the speech apparatus, it results in stuttering or some similar defect. This is important because during the early years the factors resulting in a lack of coordination of the muscles which are concerned with speech are frequently obvious and correctable. There are innumerable causes, both mental and physical, which may interfere with the speech apparatus. Fatigue, infections, accidents, fear, grief, worry, excitements, concussions—in fact any and all of those experiences which increase tension and prevent relaxation—are such causes.

When the child is first learning to talk, it is well not to make too much of this newly acquired habit, either by effort to stimulate more speech or to effect a better quality. Let him have the same freedom with speech apparatus as he has with other muscles. We encourage kicking and crawling; let us not interfere with babbling. Avoid everything that would in any way direct the child's attention to the fact that he is learning to talk. When the child becomes conscious of the fact that he is making an effort to carry out an act which is naturally automatic, an undesirable factor is introduced.

It is a mistake for parents to interrupt the child in order to get their own ideas across, to criticize his hesitations when he is reaching out for ideas or better ways of expressing his ideas, to hurry the child and

make him feel that what he has to say is not worth the parents' time. All these everyday commonplace situations create in certain children inhibitions with regard to speech which may result in stuttering, if the children are predisposed to this particular handicap.

Keep in mind that all children are not driven by the same type of motor. There are those whose muscular apparatus is so geared that their entire motor activity is naturally slow. They talk and walk slowly; they wash, dress, eat, work, and play in leisurely fashion. They represent one of the most misunderstood groups of children that exist. They are harassed, worried, nagged, ridiculed, and oftentimes punished because they have neither inherited nor acquired the speed in performing the ordinary chores of life which permits them to keep pace with others in the household. One would not think of trying to get race-track speed out of a truck horse regardless of his size, health, and heredity; but it is a fact that many of us not only expect but demand that children all move along at about the same rate with reference to both their mental and their physical activities.

It is a common observation of parents and teachers that not infrequently stuttering begins when an attempt is made to make the normally left-handed child use his right hand. Much research has been done in this particular field within recent years. It is sufficient to say here that neither parent nor teacher should, under ordinary conditions, consider trying to change the handedness of the child. Such interference is commonly associated with the development of stuttering.

A tendency toward stuttering is frequently observed in children who are rather superior intellectually but who present evidence that the motor part of their nervous systems has not kept pace with the mental development. It appears that with these children the ideas get ahead of the physical ability to express the ideas. Therefore there is almost constant pressure exerted from the mental side which cannot find adequate relief in expression. This situation leads to certain disorganization, inhibitions, and spasms of the muscles of the motor apparatus, which result in stuttering.

In these cases treatment is approached from two angles: First, the child's environment should be so modified that the mental side of his life will not be overstimulated. He should not be subjected to situations in which his emotions and imagination will be played upon unduly, and, in a general way, his environment should be made simple. Secondly, every effort should be made to see that the child has the opportunity of improving his general motor coordination. His attention should be turned from being overstimulated by seeing and hearing too many stimulating things to the doing of things calling for motor activity. Such activities as climbing, building with large blocks, throwing balls, kicking, skipping rope, using the larger muscles of the arms in drawing on the blackboard, and other types of

exercise which bring about better muscular coordination will be helpful in overcoming a tendency to stutter.

A regular, routine type of life is a valuable asset during the developmental period of the child's life. Especially in the neurotic child, stuttering may be only one symptom. These children need more hours in bed than the average child, and naps should be continued later in their lives. Recreation and definite periods of leisure time should be part of the child's daily routine. The lives of these emotionally unstable individuals must not be complicated with too many activities. Have a simple program and stick to it. Do not clutter up their lives with too many events of a social nature. These children, being intellectually keen, will invariably try to carry out a program far beyond what their emotional stability justifies. For such children it is especially important to eliminate exciting bedtime stories, violent frolicking before retiring, tickling, and other experiences that may be overstimulating on the sensory side of the child's life.

The most critical and important period in the life of the stutterer is probably that when the parents first become aware of the defective speech. When a child begins to stutter, we have no way of knowing whether we are dealing with a rather trivial and temporary problem or with the beginning of an affliction that will continue through life. We do know, however, that the most important aspect of any handicap or problem which the child has to face in life—whether it be a weak arm, a shortened leg due to infantile paralysis, a damaged heart due to rheumatic fever, or stuttering due to a poorly organized nervous system—is the mental attitude which the child develops toward the handicap rather than the handicap itself, and it is this mental factor which accounts for much of the resulting incapacity. We know that it is not wise to build the life of the individual around his weaknesses, abnormalities, and handicaps. This does not mean that we can ignore defects that have been either inherited or acquired; on the contrary the best available medical skill must be used for their correction, but these handicaps should not be emphasized. The attitudes which children sometimes develop are but a reflection of the wisdom or lack of wisdom which parents have used in dealing with the problem. The handicapped child should get a frank, healthy outlook on life as a whole; by so doing, he can turn some of the apparent liabilities into assets.

Parents, therefore, should make a point of not focusing the attention of the child upon his difficulty. They should not stop him every time he stutters and make him repeat, and impress him with all the difficulties which are going to occur later on in life if he continues to stutter. This method not only is irritating and confusing to the child but lays the foundation for the unhappy and unfortunate mental attitude just referred to. In our efforts to cure the stuttering we may so

twist and distort the personality of the child that he is more unfitted for life by virtue of his undesirable personality than he is from his stuttering. It has been found wise during the early period of stuttering for the parents slowly, clearly, and unemotionally to repeat the word, sentence, or phrase over which the child has had difficulty without even commenting on the reason for so doing. Further than that, nothing should be done at the moment when the child is having difficulty with speaking.

So many factors contribute toward the precipitation of stuttering and under certain conditions stuttering is exaggerated for so many reasons that it is wise for parents when confronted with this problem to consult with a child-guidance clinic whenever one is available, or the specialist in speech if one is associated with the school. A psychologist or a psychiatrist will have helpful suggestions if his advice can be obtained. A personal contact with one of these agencies or individuals gives the parents the opportunity to present in detail the development and the course of their particular child's difficulty with speech, so that the child may receive the individual attention indicated and the parents may be helped in getting an attitude toward the child's problem which will avoid complications later on. In many communities where there is no child-guidance clinic the department of psychology in a college or a State university will be in a position to advise parents as to methods of procedure in any particular case.

By following out the foregoing generalizations parents can, however, do much to eliminate some of the common errors which tend to increase the actual speech difficulties of the stutterer, and they can avoid building up in the child's mind emotional attitudes toward his speech which in themselves are most incapacitating.

ENURESIS

STRESS must be laid on the importance of a careful physical examination in order that so far as possible the various physical causes for bed wetting may be eliminated. There is grave danger in overlooking this warning. To treat a child who is suffering from some disease of the genito-urinary tract, which may cause bed wetting, on the assumption that the trouble is simply a matter of poor habit training is a calamity. To prevent the child from obtaining relief through proper medical and surgical means might even result fatally; and to make demands on the child to overcome a condition that it is beyond his power to control is obviously futile. Many rather minor physical conditions act as the exciting factor in bed wetting. Local irritations in the genital region and adherent prepuce, phimosis, narrow meatus, rectal irritations due to worms, and other physical conditions are all important. Bed wetting is frequently associated with a highly concentrated acid urine, especially where the fluid intake has been insufficient. The more general conditions of anemia, malnutrition, and a constitutionally unstable nervous system may all cause enuresis and should receive proper treatment.

After cases with these organic conditions have been eliminated there still remains a large group of cases that depend upon faulty habit formation for their cause and persistence. And one must bear in mind that even in those cases where definite physical causes have been found and eliminated the enuresis may persist simply from habit.

Enuresis may occur either in the day or at night or at both times. In some cases it occurs only at night, and in others only during the daytime. It is found in both sexes with about the same frequency. The child may reach the sixth or seventh year, and occasionally an even later age, before he overcomes the habit of bed wetting, which is normal in infancy. Other children become perfectly trained in bladder control before the end of the second year, only to develop the "wet habit" later on. After the child has once been trained to the dry habit and the enuresis has returned it may last only a few days or it may go on indefinitely.

"In most cases," says Doctor Holt, "the condition is purely habit, often associated with other habits which indicate an unstable or highly susceptible nervous system."[1] It is with this group of cases that we are concerned. In the great majority of cases in which the child is not properly trained at 2½ years of age the fault can be attributed directly to the parents. They have failed to establish the dry habit in

[1] Holt, L. Emmett, M. D., and John Howland, M. D.: The Diseases of Infancy and Childhood, p. 665. D. Appleton & Co., New York, 1919.

the child. This may have been because they were ignorant of the importance of habit training. Often it is because of indifference or laziness, the parents feeling that it is too much work to take the child up at inconvenient hours and therefore permitting him to become accustomed to wet diapers.

It is often true, too, that parents attribute the child's difficulty to inheritance. They say that they, too, had the same trouble until late childhood or early adolescence and that they are simply waiting for the child to outgrow the habit as they did. Parents are inclined to accept such parts of their own childhood experiences as they remember as being fair guides for what to expect of their children. Unfortunately, many of the memories carried over consciously into adult life are deeply charged with emotions, which may be either pleasant or unpleasant. So the mother who because of enuresis was shamed, humiliated, punished, and frightened through the efforts of those concerned to overcome the habit will probably be very sympathetic toward her own children who have the same trouble. The mother's fear of subjecting the child to the emotional experiences of her own childhood is often the real reason why she seeks explanations for the enuresis on physical grounds where none exist, and why she clings firmly to her plan of letting the child "outgrow it." If it were true that fear, humiliation, and punishment are essential to treatment, this parent would be quite right in avoiding it, but fortunately they play no part in the proper treatment of enuresis. In fact, the most important feature of the treatment is to prevent the child from developing a feeling of inferiority because of the habit.

In the treatment of enuresis it is because a general improvement in the child's behavior and attitude accompanies improvement in this habit that one is led to believe that the feelings of inferiority and shame associated in many cases with enuresis frequently color the entire mental life of the child. It is therefore of practical importance in the treatment of mental problems in children, where enuresis happens to be one of the symptoms, to institute treatment for the enuresis at the earliest possible date.

Although it was impossible in the case of the little girl described in the following paragraphs to determine the underlying cause of her terrifying wakeful periods, it is of interest to note that many favorable changes in her behavior took place during the treatment of the enuresis and subsequent to it.

M. A., aged 3 years and 9 months, was brought to the clinic by her mother, who said that about a month before she had begun to wake up in the night frightened, crying out, and talking about soldiers. There was the further problem of enuresis, which had persisted since birth and occurred both at night and in the daytime. She had always been finicky about her food. She was very shy and would say nothing in the presence of strangers, but would cling to her mother. Although a very quiet child, the mother stated, she was capable of

entertaining herself. When younger she had a severe temper and frequently went into tantrums. She was extremely jealous of her younger brother. This jealousy was carried to the extent that when her mother first began to nurse him the child would lose no opportunity of slapping or quarreling with him. She did not care to play with other children and was self-centered and retiring. She was obedient and rarely had to be disciplined. Her play life was occupied largely with her dolls, occasionally with her brother, but she rarely associated with other children. She was more attached to her father than to her mother and lacked a normal interest in her brother.

For a long time there had been some difficulty about sleeping. The child was put to bed at 7:30 in a room by herself, and usually went to sleep within half an hour. Then she would wake up at 1 or 2 o'clock and every hour thereafter until 7 o'clock, when she insisted upon getting up. This wakefulness, accompanied by crying, much disturbed the household. For 3 weeks she had had an unusual fear of soldiers, and upon waking cried out in fear, saying "Don't let the soldier get me!" The story was that some weeks earlier she had been taken to Boston Common by the mother and had seen soldiers drilling. This, for some unknown reason, alarmed her, and since that time she had talked continually about soldiers, saying that they were going to take her away. When she waked at night she would cry out to her mother, "Close the door; the soldiers are coming!" She refused to go into any room alone since the occurrence and wanted her mother constantly by her side. She had become very much afraid of the dark.

At her first visit to the clinic she was extremely shy and would have nothing whatever to do with the examiner, and spoke only to her mother in whispers. She resented any attempt on the part of the doctor to become friendly and seemed unusually timid.

Routine measures for the enuresis were instituted. The child was permitted to go to bed at the usual hour of 7:30, was waked at 10, and then was permitted to sleep until morning. The mother was instructed to take her to Boston Common every day when the soldiers were drilling and to allow her to make such advances as her fear would permit, while constantly reassuring her and instructing her about the soldiers as intelligently as her years would allow.

At the end of a month the mother reported that the child had shown considerable improvement and had gone 2 weeks without wetting the bed, had slept better, and was no longer afraid of soldiers. The fact that the mother had taken her to Boston Common every day had seemed to dissipate her fears. The child was more friendly toward the doctor but was still shy and bashful.

Improvement continued during the summer months. In September the child entered the kindergarten. She got along well and showed a normal interest in the school work. She enjoyed the association with other children, and was quite unselfish, well-mannered, and obedient. The mother reported that she was getting along splendidly, no longer wetting the bed, and having no difficulty about her eating. She no longer had any fears that disturbed her, either by day or at night.

This little girl since coming to the clinic had shown marked ability to adapt herself in a satisfactory way to both home and school conditions. She is no longer wholly dependent on her mother, and has become interested in her little brother and affectionate toward him. She is sleeping well, her appetite is good, there is no difficulty with enuresis, and she is no longer disturbed by fears and terrifying dreams.

Although there are marked differences in the ways in which children respond to training and the ease with which habits are estab-

lished, there is no reason to believe that any child who is free from physical defects cannot be trained to proper toilet habits by persistent and conscientious effort on the part of the parents. If the child has gone beyond the age of 3 without developing the dry habit, the matter should be given serious consideration.

The first and most important step in the treatment is to interest the child in making an effort to overcome the habit. This attitude is never brought about through punishment. Present the problem to the child as a thing capable of achievement, something that is well within his grasp. Make him feel that he is bigger than the habit and capable of conquering it. All this adds to the enthusiasm with which he will undertake the task. To humiliate the child serves no useful purpose and does not help him overcome the habit.

One may point out, however, all the disadvantages that the habit entails, not only to himself but to his parents. Project these disadvantages into the future and impress him with the importance of growing up so that he can participate in the various activities of life without danger of being humiliated. Point out that the advantages to be gained are worth the extra effort needed to succeed in overcoming the habit. Boys are always interested in going away with their parents on pleasure trips, or going off to summer camps, or making other excursions away from home, which would be quite impossible unless they overcame the habit of bed wetting. This interest can often be made an effective argument.

After all the advantages and disadvantages and the various motives for making the effort have been presented to the child, so that he is eager and anxious to start out to conquer this undesirable habit, it is well to introduce some help from outside. A regime should be established which eliminates, as far as possible, excessive mental strain. The child should have definite hours for getting up and going to bed. If he is still of preschool age, his hours in bed should be increased both at night and at nap time. Two or three hours can be added to his rest time by putting him to bed one hour earlier than usual and keeping him in bed half an hour later in the morning, and by increasing the length of his mid-day rest period by an hour. For the child who was getting 12 hours at night and a 1-hour nap, this will add 2½ hours of rest, which means much to the active child with a highly organized nervous system. It at least conserves his output of energy, even if he only rests and does not sleep. It is important that some amusement, such as pictures or reading, be provided for such hours when the child is not sleeping.

The child with the habit of enuresis should have a simple, bland diet and should always avoid highly seasoned food. Routine measures should be established to prevent constipation and stimulate free elimination through sources other than the kidneys. Water and milk

should be eliminated from his diet after 5 o'clock at night. The parents should make an attempt, by trips of inspection, to find out at what time the wetting occurs. When the critical hour has been determined, the child should be taken up and thoroughly awakened on his visit to the bathroom. He should be wakened again early in the morning, if that is necessary. A careful record should be kept of his failures and successes. A simple chart serves a useful purpose not only for a record but as tangible evidence of the child's success.

This device was used with success in the following case:

O. J., 5 years old, gave no trouble until, at the age of 2, he was very ill with pneumonia. Following this illness he would soil himself and wet his clothes and his bed. This condition persisted for 2 years, but for a year and a half he had been troubled with enuresis only at night, about 5 nights out of 7. His mother said she spanked him, rubbed his nose in the urine, deprived him of things, and refused to give him clean pajamas over long periods of time, trying to impress him with the idea that he must learn not to wet his bed.

The child was generous and friendly, liked other people, and played with other children. He was inclined to be obstinate and could not be driven, but could be easily persuaded. He had no particular fears, and enjoyed playing outdoors with other children, but, on the other hand, he spent much of his time with his little sister playing dolls.

The fact that the patient had been treated at numerous clinics led the mother to believe that the case was hopeless. She claimed to have carried out all the directions given her by the physicians, but in spite of this the enuresis continued.

The boy, as seen at the clinic, was attractive and bright, interested in his environment, anxious to demonstrate his ability in printing and drawing. He discussed his problem openly and frankly, without any apparent embarrassment, and expressed a willingness to cooperate. Physical examination and laboratory tests on urine were both negative.

The routine treatment for enuresis was outlined as follows: The child's diet was to be simple, free from spices and sweets, and was to include only a moderate amount of meat; his evening meal to be served at 5 o'clock, after which he should have no fluids. He was to go to bed at 7 and to be taken up, thoroughly awakened, and sent to the toilet at 8:30, again at 10, and then was to be permitted to sleep until 6 in the morning. Stress was laid on the fact that he must be thoroughly wakened and made to realize why he was being aroused; and the mother was warned to be sure that the child voided when he was taken up. A chart was then brought forth and given to the child, and it was carefully explained how the record should be kept.

The child responded to his part of the program with much enthusiasm, but the mother showed considerable skepticism about the routine outlined for the patient. The patient was returned to the clinic one week later, and at that time it was apparent that she had not carried out directions, in spite of her statements to the contrary. She had instituted her own treatment with patented kidney pills. She was prevailed upon, however, to follow the routine outlined for a month and was requested to visit the clinic every week. At the end of the first month the mother said that she was much pleased with the change in the boy and thought the chart had brought it about. She was anxious that the younger child, of 2½ years, should be admitted to the clinic as a patient for the same trouble. In another month she said the bed wetting had completely stopped, and she was relieved of a great burden.

The only comment that need be made on this case is in reference to the tactfulness that is necessary in getting cooperation from the parents and in making them feel that although they have tried various remedies at different times, perhaps they have never put any plan into operation which took into consideration all the aspects of the individual case. The matter of enuresis in this case was uncomplicated by any other nervous symptoms or undesirable habits, and the enthusiasm that the child showed in keeping the chart was, in itself, favorable from a prognostic point of view.

In efforts not to create an unpleasant and lasting emotional reaction toward the habit of wetting there is danger of being too casual about it and in this way making the child feel that he has no responsibility for overcoming the habit. The child is apt to get this idea when he hears his mother tell other members of the family that John has inherited his trouble, that he has weak kidneys and nothing can be done about it. "In time he will outgrow it, just as I did, but for the present we must make it easy for him, poor boy." One mother carried her solicitude to the extent of changing her boy's bed when he was presumably asleep and hoping he would think the next morning that he had been dry all night.

With many children there is danger of taking away the responsibility from the child in quite a different way; that is, by making him feel that so many people are already concerned about this problem of wetting that there is little for him to contribute. Certainly mother and father are doing all they can, and from what he hears they think of little else. The nurse has it ever on her mind, and under the doctor's orders she is planning all the time to institute helpful measures. The foot of the bed is raised, fluids are restricted, food is selected carefully, and the child is awakened at all hours to go to the toilet. Just as has been suggested, these and other ingenious devices are tried out but without much effect. The important aspect of the treatment has been neglected. The child has not grasped the idea that the wetting is his problem and responsibility, and that the parents, nurse, and doctors cannot do more than help him after he has made up his mind to overcome the habit.

T. G. was a well-developed specimen of American boy, 8 years old, belonging to a well-balanced, sturdy family of New England stock, who were most comfortably situated financially and socially. This boy had been troubled with bed wetting at night and during his naps (which had been discontinued 2 years before) through all his life except in brief intervals, varying from a few days to 3 weeks.

He had been treated by a reputable pediatrist, who, having failed to find any physical cause for the child's difficulty, began to utilize every conceivable method that is ordinarily used for these habit cases. In spite of special nurse, charts, urinals mechanically applied, medicine, washing out the bladder, rewards, and

punishments, the boy continued to wet the bed practically every night. Every conceivable device had been tried, first alone and later in combination; and there seemed to be nothing to suggest for treatment that had not already failed except absolutely ignoring the problem. The boy was seen on two occasions when the bed wetting was not even mentioned. He talked of his school work and companions and his interest in games and books; he told of stories he had read and of things he had seen; he discussed details of his everyday life and touched on his hopes and ambitions and how he expected to attain them. Everything that one could think of that might interest a boy of his age was taken up as a matter of conversation except the bed wetting. In the meantime all the therapeutic measures were discarded without comment. During the third visit the boy finally broke out with the remark, "I thought you were going to cure me of wetting the bed, and you haven't said a thing about it." The doctor replied in a rather casual and indifferent way as follows, "Why, I had almost forgotten that. Now that you speak of it, I remember your mother mentioned it to me. But, of course, that is your job. Any boy who stands as well in his class as you do, who plays baseball and football, and rides a horse like a man, who has so many friends and gets on so well with people can get over a simple habit of wetting the bed just as soon as he makes up his mind that it is worth the effort. And medicine, charts, and doctors can't do it for you." Nothing more was said about it; the conversation continued about the best way to throw a particular curve with a baseball. The boy was told to return in a week, and his first remark was, "I haven't wet the bed since I was in here the last time." And except for an occasional accident he continued to be dry. In this particular case the only possible thing to do was to do absolutely nothing but put the responsibility upon the child, and it worked.

In what might be termed "a therapeutic talk with a child" it is important to present clearly and concisely all the motives possible for getting over the habit and at the same time through suggestion make him feel that the task is well within his power of accomplishment. Impress upon him by repetition that you have every confidence that he will succeed. This type of suggestion can often be given best by someone outside the family, particularly by the physician in whom the child has confidence. Do not set a mark for the child to strive for that means perfection at first. Let him have the opportunity of exceeding what you expect of him; for example, if he is wetting the bed every night let him understand that you will consider three dry nights success for the first week. Then if he attains three or four successes he will start out the second week with real enthusiasm and not as one defeated in his first efforts.

Another type of suggestion, which the mother can administer and which is extremely helpful as a therapeutic measure, is the practice of sitting down by the bedside just after the patient has retired for the night and having him repeat over and over again the phrase, "A dry bed in the morning." Tell him how comfortable it is going to be to wake up dry and how happy he will feel all day at having won the battle at night. This tends to keep the importance of being dry in the child's mind; and probably these associations make the sensations from

the bladder register more keenly on the brain, which gives the child a greater awareness of his need to urinate.

Much of the wetting that occurs during the day in children over 3 years of age is found in the busy, active, excitable youngster who is so engrossed with the outside world that he is hardly aware of the calls of nature, whether it be to empty his bladder or to fill his stomach. Children have not the voluntary control of the sphincter muscles that the adult possesses, and when they wait to urinate beyond a reasonable period they are lost, regardless of their good intentions and will power.

In dealing with this particular group of cases something must be done to impress the children with the importance of attending to their physical demands. They must learn by experience that wetting their clothes is not a paying proposition, that it will invariably work out to their own disadvantage. Inasmuch as these children are greatly concerned with the outside world there is no more effective punishment than isolation. Being kept by themselves after an accident, not in bed but at rest without companionship, works wonders in a short time. If the child is prone to look upon this isolation with resentment it can always be carried out on a medical basis, the child being told, perfectly truthfully, that much of his trouble is due to excitement and excessive fatigue and that he needs absolute rest. This takes away any feeling of injustice that he may entertain about being cut off from companionship, and the experience still serves as a motive for greater effort in developing the dry habit.

A few children wet their clothes with what parents consider "malice aforethought." They will wait until they have been changed and cleaned up, then deliberately urinate. Each one of these cases is a study in itself. The routine measures for the ordinary habit cases and the punishment by isolation have no value with these children. Invariably we find by investigating the situation with care that the child's conduct is the result of some well-defined conflict which is operating just below the level of consciousness.

Mary, aged 5 years, with an excellent family background and without any evidence of neurotic instability, who was easily trained at the age of 2, suddenly, to the utter dismay and alarm of her parents, began wetting and soiling her clothes during the day. A study of the case revealed almost at once that this conduct was probably in response to her jealousy of her little brother, aged 15 months. This presumption was substantiated by the therapeutic measures, which consisted in explaining to the parents that Mary had been somewhat neglected since the arrival of the new baby, and in giving Mary some very definite responsibilities for his care. Within a week the problem ceased to exist.

Each one of these cases needs to be carefully studied, if possible, by some one particularly interested in the mental life of the child. But if such a person is not available, do not feel that there is nothing to be done, for often in a study of the situation as a whole (that is, the

child, his environment, and the people with whom he comes in contact), some very obvious cause will reveal itself and the parents will be surprised that it had not occurred to them before. Often we see only the outstanding problem, which inconveniences, annoys, or worries us, and overlook entirely the situation that produces it.

It would be hardly fair to close this subject without saying that occasionally the habit of enuresis fails to respond to any of the simple methods suggested, that in spite of intensive study and treatment the habit occasionally persists. This may be due to an inherent weakness of the urinary system, which there is no way of measuring at the present time. It may be that the habit serves some very useful purpose in the scheme of things in the life of the particular individual. Or it may be that the person treating the case has failed to determine the cause and therefore cannot apply the necessary therapeutic measures.

SELFISHNESS

SELFISHNESS is one of those personality traits that need careful consideration, inasmuch as it is a definite part of every child's original make-up. It should be looked upon as an inborn rather than an acquired attitude toward life, which must be overcome or at least modified as the child develops. Otherwise unhappiness cannot be avoided. From the moment the child is born life just naturally begins to evolve around self. Self must be pleased, protected, praised, and served at all costs. All the child's earlier reactions toward life are expressed in terms of what the world has to contribute toward his pleasures and what factors in his environment can be utilized to help him avoid pain and discomfort. These primitive attitudes toward life are obviously the very essence of selfishness and are changed only through training, education, and experience. The modification of these asocial inborn tendencies, of which selfishness is an example, is what is commonly called socializing the child.

It must be kept in mind that every child embarks upon life with these tendencies strongly influencing his attitudes and reactions to the varied situations with which he is confronted. There is no doubt that the strength of these tendencies varies greatly in different individuals. Fortunately, most of these primitive urges may be modified, in some degree at least, by the influences of the environment in which the child is developing. Jealousy and selfishness may be traits that certain children must battle more or less continuously in order to overcome. Selfishness is a personality trait which may express itself so subtly that, like weeds in a garden, it may pass by unnoticed for a long time quite overshadowed by gracious manners, honesty, and efficiency. Yet in the course of time it becomes so dominant in the personality that it leads to much unhappiness for the individual as well as those with whom he comes in contact.

Selfishness is a term not easily defined. Someone has said, "A man is called selfish not for pursuing his own good but for neglecting his neighbor." In other words, the selfish person is one whose own satisfactions in life are obtained without due consideration for the needs or satisfactions of others. The statement is often made that everyone is bent on doing those things which will bring him the most pleasure, and if it so happens that one does not find pleasure in doing things for others it is just "too bad." However that may be, as Henry Ward Beecher has said, "Selfishness is a distasteful vice which no one will forgive in others and no one is without himself."

Certain parental attitudes and methods of training tend to foster selfishness. They prevent the child from arriving at a mature attitude

toward life, embracing in his code of living consideration for others. Contradictory as it may sound, it is nevertheless true that the most unselfish parents frequently have the most selfish children. This situation is brought about by the fact that these parents, in their apparently unselfish efforts to do everything possible for the child, all too frequently deny him opportunity of doing things for himself and for others. When a child, on the one hand, has every wish gratified and most of his desires anticipated and, on the other hand, is never confronted with the necessity of foregoing any of his personal pleasures for the convenience, happiness, or welfare of anyone else, he is being denied a privilege to which every child is entitled. He is not being confronted with the ordinary everyday situations that would help him to overcome those inborn selfish tendencies with which he embarked upon life. It may even be necessary for parents to create situations and opportunities that will give the child a chance to exercise his newly acquired attitudes of thoughtfulness and consideration.

It is well to keep in mind that some children need more training and experience of this sort than others. Perhaps the only child in the family, the child who is very much younger than the others, the child who has had but little opportunity of mingling with other children, the overdependent child, all may need special attention. The child who is failing to develop thoughtfulness for others not infrequently obtains a new outlook on life from nursery school, kindergarten, camp, or a visit away from home to relatives and friends.

It is frequently necessary for parents to use all their skill and ingenuity in creating situations within the home itself which require the child to forego certain pleasures and be subjected to certain deprivations and occasionally to disappointments in order that he may learn to meet these situations in a satisfactory way. Parents must not be satisfied with what appear to be unselfish and generous impulses in children when they are merely expressed in words or carried out without any effort or sacrifice on the part of the child. Such expressions of concern for others have but little meaning or value unless the child puts something into the situation in the way of time, effort, and sacrifice.

For example, Billy comes home from school several days before Thanksgiving very enthusiastic over the idea that his class is to make some contributions in the way of food to the poor families in the neighborhood. He just cannot wait to do his part. The idea is fine and highly commendable. What actually happens, however, is that he gets a dollar from his father, who helps him to look over the food ads in the daily papers and mark off what can be purchased for his dollar. A little later the boy gives the note to the maid. She orders the groceries, and as far as he is concerned nothing else happens. On the day before Thanksgiving he goes thoughtlessly off to school, having entirely forgotten his gift for the needy and his concern for their wel-

fare. Had Billy used some of his own money, made a little sacrifice in one way or another, given up some of his play time to go to the store, and made a real effort in preparing his gift for delivery, it would have been an experience very much worth while and one that undoubtedly would be repeated with pleasure and satisfaction.

Selfishness may be related to an unwise system of rewards. One must keep in mind that there is a real difference between bribes and rewards. A bribe implies payment by one individual to another in order to insure the rendering of a service which should have been performed without compensation or which should not have been rendered under any condition. In dealing with children, bribes are invariably handed out in an effort to influence them to behave as the family and society have a right to expect them to behave simply because it is the thing to do. Rewards, however, should imply no obligation on the part of the parent. They are dispensed by the parent without any persuasion on the part of the child, as a recognition of some effort or service already rendered by the child. Therefore the conduct has not been directly influenced by the reward. The element of reward cannot be entirely eliminated in the lives of either children or adults. It will undoubtedly always be a factor in stabilizing conduct. Rewards that are dispensed carelessly and thoughtlessly may soon take on all the undesirable qualities of bribes.

The earliest evidences of selfishness—that is, those which first attract the attention of the parents—occur when the child is old enough to realize that he has a valuable service to sell to the family or that he has a real contribution to make to the home life. This service may be measured in terms of saving time for the parents, avoiding irritations and humiliations, or contributing something in a positive way—doing something useful. It is the age when the child begins to appreciate that the manner in which he conducts himself is of vital importance to the parents. It is at about this time that the child also begins to recognize the fact that money has a value outside itself. In other words, money is a means and an ever-ready dispenser of comfort in the social scheme of things. Money may be used to acquire standing with a group and may render companionship more accessible.

It is therefore important that by the time the child reaches 7 or 8 years of age he should have begun to acquire, either by habit or preferably by the normal growth and development of the altruistic tendencies, what may be termed an unselfish outlook on life. This means that the child is beginning to realize that he is not living a life unto himself—that by the very nature of the social structure his conduct naturally affects and is a matter of concern to those with whom he comes in contact in the home, school, playground, and elsewhere. Parents should try to see that their particular methods of training are not producing a selfish attitude in the personality development of

the child. They should keep in mind that certain methods, desirable as their results may be for the moment, are but forces that are operating from without and do but little to help the child to develop as an individual. Bribes, ill-advised rewards, and praise or approval that is unwisely dispensed are all very apt to lead the child selfishly to expect applause and recognition for doing the ordinary routine chores of life—things which the family and society have a right to expect and which are accepted without comment in the outside world. This attitude of expectancy quite obviously will lead to disappointments later in life. There are, of course, many other bad features about bribes and about rewards and praise utilized unwisely, but those mentioned relate to development of selfish attitudes in later life.

Illness also has its relation to selfishness. A prolonged illness may be a critical period in the life of the child, for here the stage is all set for making him self-centered. This may be the first step in the development of selfishness. An overanxious attitude on the part of the parents, leading to indulgence, is very likely to give the child a distorted idea of his importance and to twist his ideas regarding his own obligations and responsibility toward others. It is very easy for the sick person, especially the child, to develop an exaggerated idea of his own importance and to become very demanding upon the time and attention of others. If the illness or the convalescent period is unduly prolonged and the situation is not wisely managed, many of these children become filled with self-pity, feel neglected and misunderstood, and later develop a miserably selfish attitude toward life, which leads to much unhappiness.

The outlook upon life with which the child will resume activity after a prolonged illness or the results of a serious accident will depend very largely upon the attitude which the parents take toward the child and his illness during this trying period. So far as it is possible every effort must be made to introduce interests and occupations in order that the child will be thinking in terms of health rather than illness. The important thing is to impress the child with the fact that sickness, after all, is just a period of partial incapacity which must be taken as an incident in life rather than a disaster. This period of incapacity, annoying as it may be, should not be looked upon as an excuse for laying aside all responsibilities and obligations. A normal, healthy, unemotional attitude on the part of the parents and the provision of interesting occupations and constructive periods of recreation are the answer to many of the difficulties arising during periods of illness.

One should mention in passing that selfishness is frequently found assuming a rather important place in the personality make-up of children who have special abilities. This may be due to the fact that parents and others with whom the child comes in contact are unwise in making too much of these particular talents. They overlook the

training that is essential to the development of the more ordinary, everyday traits of character. Under such conditions the child may soon learn to take advantage of his abilities. The special consideration that the prospective artist gets because he plays the piano, sings, recites, or has some other method of showing off especially well, may so please him and his parents that he evades some of the household responsibilities. In other words, his importance eventually becomes exaggerated if measured in terms of his particular talent.

This same situation may arise in a family where one child stands out as being intellectually superior. Here again, this is the child who reflects credit upon the family. His enthusiasm for pursuing intellectual tasks and the results which are gratifying to the parents, the attainment of high marks, give him a rather special and unique position in the family circle. He may avoid some of the arduous tasks, such as setting the table or washing the dishes, so that he can have a better opportunity to pursue his intellectual tasks. Notwithstanding the fact that such an attitude on the part of the parents may lead to resentment and jealousy on the part of the other children, it gives the child, for the moment at least, a false sense of his own security. He may be able to maintain this security within the home, but he loses it as soon as he has to compete in the world outside. This type of youngster later in life develops a feeling of not being understood or appreciated, a rather characteristic attitude of most selfish people.

We should be very careful not to build the life of the child around some apparent or perhaps passing ability at the expense of including in the total personality make-up such traits as selfishness, jealousy, and feelings of inferiority. Neither an example set by the parents nor the teaching of the gospel of unselfishness is sufficient to overcome the inborn tendency to safeguard self-interest at all costs, an attitude with which the child is endowed at birth. The child must learn from the experience of meeting life as it actually exists. The situations which, to a large extent, are provided by the parents must be real situations. The parent must not so modify them by creating a false impression of what he wants or what the child needs that he makes them highly artificial and unlike anything the child will meet in the outside world.

The child living in a world of reality will soon learn the advantages of including in his personality make-up tendencies which are known as unselfish; that is, a philosophy of life which does not center around self but takes the other fellow into consideration. It may sound a little contradictory in discussing selfishness to say that the unselfish attitude pays, but that is exactly what the growing child must learn. It may not always pay in terms of the material things of life, and it may not pay in terms of comfort or freedom from struggle; but it is generally acknowledged that unselfishness does pay in terms of peace and contentment, and these are great sources of satisfaction in life.

Probably the most effective method of safeguarding the child from becoming a selfish, self-concerned individual is to present him with opportunities of rendering service to others and to see that such services are recognized and approved. The satisfaction thus derived will be likely to stimulate further activity in the same direction. It may be that parents will have to create situations by directing the child's attention to the desirability of serving others without material reward. Parents should make it clear to children that, whatever their social or economic level may be, there is always some service that they can render not only to those who are less fortunate but to those who are more affluent. The idea of many adults that nothing can be done for their friends and neighbors because they are well endowed with the material things in life is false. A bunch of wild flowers to the rich old lady who lives in luxury may mean quite as much to her as a basket of food to a poor family around the corner. Children should be encouraged to gather up their old toys and some of the new ones, if the spirit moves, and see that they get into the hands of some less happily situated youngster.

Many unselfish impulses on the part of the child are curbed by the thoughtless parent. It may be that it is inconvenient to allow the child to carry out this impulse, or the parent is afraid that the impulsive gift may be followed by regret, or that the child is not in a position to go through with what he attempts. Every effort should be made to encourage rather than discourage such activity. It is only through the satisfaction of actually doing that habits are established and perpetuated.

We as parents should be extremely careful to set examples of unselfishness in our personal relationship with children. We are in a position, by virtue of our power, to be intolerantly selfish in the eyes of children. It must seem to them at times that our wills are being exerted on all occasions with utter lack of consideration of their needs or desires, and the only excuse that we feel called upon to give the child is that it is for his own good.

It is unfortunate but perhaps necessary that the home be built around the adults; but it is not necessary that these adult attitudes be domineering, selfish, and intolerant. Quite unconsciously we may humiliate, tease, ridicule, and, perhaps worst of all, bore the child with our superior and self-satisfied outlook upon life. It must be part of the training routine of parents to see that a healthy mental atmosphere is created and that a relationship is built up which tends toward developing cooperation rather than resentful submission.

SELF-DECEPTION

STRANGE as it may seem, one of the most difficult tasks in life is being honest with oneself. All human beings have a tendency to evade, avoid, deny, and reject that which is unpleasant or painful. With most of us there is an equally strong tendency to see life and its varied situations as we would like to have them. The individual is inclined to guard and protect his self-esteem by refusing to face situations and facts frankly that do not fit in with his ideals. Jealousy, selfishness, timidity, and other undesirable personality traits can all exist in marked degrees in an individual without being recognized by him. The means and the methods that permit this process of self-deception to continue may become habitual and a definite part of the personality make-up. Hence any intimation by the family or by friends that such traits exist is met with a dignified attitude of righteous indignation, and not infrequently with violent resentment.

This tendency to see life as we would have it rather than as it actually exists; to build up our own self-esteem by attributing all our conduct to high and lofty motives; to find excuses for our own faults and failures in some defect in the other fellow's character or conduct; to bury our heads like the proverbial ostrich, and deny the existence of failure, danger, or defeat is an attitude of human beings with which most of us are familiar. By using such methods we have all found ourselves in difficult, embarrassing, and unnecessarily humiliating situations, refusing to face the facts of a given situation frankly, proceeding without doing so, and failing to reach the desired goal. Success, of course, is not always attained by logical methods of thought and action, but they make the chances of success greater; and failure or defeat is less painful when it has not been brought about by our self-imposed unwillingness to deal honestly with ourselves.

The reader may now remark, "That is all very true. We recognize these frailties of character in our friends and neighbors who meet all of life's situations in the way described, but why discuss the obvious? What about it? Who can help it? People are born that way and that's that."

This attitude toward self-deception is neither valid nor helpful. There well may be certain inherent tendencies like timidity, sensitiveness, shyness, limitations of resources and abilities that create motives and reasons why one adopts this self-deceptive and protective armor. It is a fact, however, that the personality traits and general attitudes toward life which make for frankness, honesty, courage, and independence are, on the whole, acquired in the process of development.

Childhood plays as important a role in the development of character as it does in the process of physical growth. Much of the child's life is lived in a world of unreality. It is just as natural for the child to have faith in the make-believe world as it is for him to eat and sleep. The normal child is quite indifferent to the world as it actually exists. His life of fantasy must not be disturbed by the realities of a situation. He dreams dreams and has visions. He is quite unperturbed by the fact that the grown-up world in which he lives fails to appreciate how simple and carefree life may be if one does not take it too seriously. A couple of chairs may be a span of beautiful horses and an old apron makes a golden harness. A few pieces of bric-a-brac, a doll, and a teddy bear, and the old shawl thrown over the same old chairs, make a wonderful circus. The teddy bear and the doll may be endowed with all the reality and animation which the child's imagination can give them. Playmates without shape or form may assume a place of importance in the life of such a child, even surpassing for the time being interest in his parents. How easy it is for him to identify himself with the characters of the stories which he is told in early life. Little Black Sambo, Tom Sawyer, and Robinson Crusoe have all been reincarnated over and over again in the lives of American children.

Of course, children cannot continue to live in this world of fantasy and daydreams and at the same time keep step with those who are living in a world of reality. Here success or even survival depends upon meeting frankly and fearlessly the problems with which they are confronted. Furthermore, they must learn to anticipate and prepare for these struggles in a world where competition is keen and where sentiment is all too frequently looked upon as weakness. One must be as adequately prepared to meet failure, disappointment, and defeat as he is to enjoy success, approval, and victory. These are the realities of life which cannot be solved by evasion or flight into a make-believe world. Yet this is frequently what is done by the child in times of trouble.

Again, I hear the reader remark that there can be nothing very abnormal in a method of thinking and acting that is so frequently encountered in the average everyday child. All of us know or can remember some child whose play life was lived very much in this fantastic way. It is quite true that daydreams become a menace to the child or the adult only when they play too important a part in the individual's life. For then he is deterred from making the necessary effort to find his satisfaction in the stimuli which spur many men on to real achievements. A large number of the best and most practical things in life had their origin in some fantastic mood of the dreamer well-endowed with an active imagination; but let us keep in

mind that this type of individual did not stop there. He took his dreams and worked months and years over a story, a poem, an object of art, a piece of music, or an intricate mechanical device which was essential to make his dream a reality. A life of passive enjoyment must not be substituted for one of active effort. When this happens one is truly living in a fool's paradise.

Growing up implies that the child is gradually taking on the responsibilities which are in keeping with his age; that he is acquiring an outlook on life which permits him to see himself in relation to and as part of the total situation, whether it be home, school, or playground. At times this self-evaluation leads to certain realizations about self that are not altogether pleasant or easy to accept. At home he learns that he cannot have all the attention which he would like. He must share his mother's time with father or perhaps with another child in the family. He realizes that he is not so attractive nor so popular as his playmates; or perhaps he is less well equipped physically to participate in all the activities of the group.

The school situation brings out certain intellectual differences, and, try as he may, he cannot show up well in competition with his chum. Perhaps he does class work well but is a failure on the playground. No one selects him when choosing sides for a game. It may be that because of shyness, freshness, selfishness, or domineering attitudes he is ostracized socially, not invited to the parties, not accepted by the group. These are just a few of the painfully pathetic and not infrequently tragic situations which the growing child has to meet. The attitude which he develops and the understanding which he acquires through the careful guidance of parents and teachers may avert much unhappiness at the moment and real misery in later life.

It is perfectly true that not all children embark upon life free and equal. A certain group of children are, from the beginning, in bondage to oversolicitous parents or to a crushing economic and social situation. There is lack of equality in intellectual endowment, and the child who falls below average in intellectual equipment cannot compete scholastically with those who are above the average intellectually. No amount of protection on the part of parents or teachers will deceive his contemporaries. The dull child may get by for the time being, but sooner or later he must face the fact that in dealing with abstract material he is at an obvious disadvantage.

Yet this relatively inferior child may have ways and means of reducing his handicap to a minimum. Special mechanical abilities, unusual skill in athletics or music, developed with persistency and tenacity of purpose, may permit him to go a long way in compensating for his mediocre scholastic ability. It is not fair to assume that because a child is not intellectual he is dull or stupid. Many intelligent children would not belong to the intellectual group. When these chil-

dren are understood and so guided and helped that they may understand themselves, their ambitions and their abilities will not be constantly coming in conflict. It is then possible for them to develop into efficient adolescents and adults. All too frequently, however, these children flounder about and are subjected to situations where failure is inevitable. They seek to explain this failure in terms of conditions and situations which are beyond their control, such as poor health, the fact that they have not been given a fair chance, that the parents or the teacher or the boss does not like them. At the moment many such failures are being explained on the basis that the individual is a victim of the depression, social and economic discriminations, and various other excuses which only serve the purpose of self-deception.

Jealousy is a personality trait that masquerades unrecognized by the one in whom it exists. It is looked upon as a fault or a weakness that one is loath to admit. It is characteristic for the jealous person to be intolerant of jealousy. Most children at some time or other pass through a stage when jealousy is a predominating emotional response, and unfortunately this undesirable trait is often fostered by parents. It may be that the new brother or sister who has been suddenly and unexpectedly introduced into the family life has usurped the throne, so to speak, and is getting all the attention. Less frequently children become jealous of the mother or the father, who seems to interfere with their own intimate and often unhealthy emotional relationships. Praise unwisely distributed or punishment unjustly meted out may be the cause of a disposition on the part of the child to be jealous. Wise parents recognizing the existence of any of these situations will, of course, institute measures at once to correct them and to reestablish happy, wholesome relationships in the family.

Jealousy may be introduced into the home from the school when the child finds himself in unsuccessful competition with his colleagues socially, scholastically, or on the playground. Here the source of trouble is the child's feeling of insecurity and inferiority. These children all need encouragement. Every effort should be made to build up their self-esteem and give them that feeling of importance which comes from being wanted and needed. Furthermore, they should be helped in every way to understand the nature of this undesirable emotional response to many of their everyday experiences. Just as the wise parent would take infinite pains to overcome the tendency to lie or steal, so should he be concerned over the problem of jealousy. The grievances of the jealous child should be carefully analyzed and explained.

A frank, honest acceptance of the fact that the individual has a tendency to be jealous is the first step in helping the child to manage his own problem with wisdom. It is too much to expect that children as a group will reach the school age without having incorporated

into their personality make-up some undesirable trait. It may be shyness, jealousy, pugnacity, selfishness, or evasiveness. Whatever the undesirable tendency may be, the child invariably will not recognize it as such. The difficulties which arise on account of this defect in personality should not be explained in some way which permits the child to avoid his own responsibility.

Parents are in a position to help the child face his problem honestly, to see clearly how such a trait leads to unfairness toward others and unhappiness for himself. In order to do this parents must have the courage themselves not to allow flimsy excuses on the part of the child to be accepted as adequate reasons for undesirable conduct or emotional outbursts. Parents are frequently inclined to deceive themselves in regard to the defects in their children which are obvious to others. It is a protection against criticism and an unwillingness to admit failure.

Another personality trait causes untold trouble to the one afflicted. It is the basis of friction with neighbors and associates and is an obstacle in building up friendships. It is the disposition to be critical, sharp-tongued, and intolerant. There is a group of individuals who quite unconsciously resort to ridicule and sarcasm and have a feeling of animosity toward all mankind. The unfortunate aspect of the whole situation is that these individuals are rarely aware of just what they are doing or why they are doing it. When they are aware of their lack of popularity and the fact that they are avoided and shunned they are quite honest in denying that they know the reason for this attitude of others toward them. They claim in all sincerity that they would be the last to say an unkind word or an untrue thing of anyone. Their ungraciousness of speech and manner, if recognized and defended at all, is defended on the ground that they are simply frank, tell the truth at all times, or do not believe in being hypocrites. They offer other and similar excuses which on the whole appeal to them as being rather praiseworthy and for this reason to be commended rather than condemned. How these overzealously honest individuals deceive themselves and how much they sting and bore their neighbors they never know. The reasons for this mental attitude toward society and life in general are numerous and varied. It may be a play for attention, a defense against a world that has not been sympathetic, or a reaction to a home environment that has been too critical.

Whatever the particular cause may be, it is evident that the individual has failed to make those adjustments to life which are essential to happiness. The unhappy results due to this lack of adjustment can invariably be modified if the unfortunate victim is given help in understanding the motives and reasons that lie behind such attitudes. Of course, this attitude toward life, the feeling of inadequacy, with

the accompanying sense of insecurity, may become habitual and a definite part of the individual's personality. It frequently has its beginning in early life. It is but the response of an unhappy child, a thwarted adolescent, or a defeated adult. Treatment, as well as prevention, can best be undertaken before these attitudes have become fixed. It is during the formative years, when the mind is plastic, that the child should learn that honesty is not incompatible with kindness, sincerity and graciousness may go hand in hand, and truthfulness and frankness need not be associated with pain. Many individuals fail to think straight with reference to these important attitudes which mean so much in their personal relationships. Suffering from a marked feeling of inferiority, they cover themselves with this armor of sarcasm, ridicule, and intolerance so that their weaknesses may pass by unnoticed. These individuals would rather be thought tough than weak. They would rather be looked upon as cynics than as sentimentalists. Obviously these are the unconscious defenses of timid individuals who are afraid of themselves and consequently afraid of life itself.

One might mention in passing the child or the adult who learns to avoid his obligations and responsibilities by continually resorting to "alibis." This type of individual is not necessarily jealous, critical, inadequate, or lazy. He simply has never acquired the habit of actually going through to the finish. He tires, loses interest, becomes distracted, or slips away to escape putting in the necessary effort to continue beyond the point which his natural inclinations dictate. The will power has never been developed which is essential if he is to push on after the initial enthusiasm has passed. Such an individual, either child or adult, will unconsciously spend much time in thinking up excuses for not completing a task. There is always some reason quite satisfactory to himself why he should not carry on; one unfinished job has interfered with another, for some reason it would be wise to start over at a later date, the job is too hard, there is not enough time, or it is not worth while. The child claims that he thought the parent or teacher had decided to have the lessons done in some other way or at some other time, he failed to understand the directions, somebody told him this or that which changed his plans.

The individual who has established the "alibi" habit will attempt to evade by this method not only tasks that are unpleasant but practically everything that entails endurance and persistence. Such a child naturally develops into an adult who is absolutely dependent upon direction and supervision in all relationships that involve responsibility. Even then we find him drifting and shifting from one task to another like a ship without a rudder. Such irresponsible attitudes are all too frequently the result of lack of training or poor training. From the very beginning the child has been permitted to meet the

ordinary everyday situations of life with these evasive methods. We all know from experience that it becomes very easy for the child to incorporate into his personality make-up another method of self-deception.

"Know thyself" may be interpreted as meaning that human beings should take account of stock and get a proper evaluation of their personality make-up, of their liabilities as well as their assets. It is important to recognize undesirable traits and habits while they are in the making and prevent their development so far as possible. Rarely is perfection attained even by methods of prevention. This being true, the individual can only hope to avoid becoming the victim of his own weaknesses by appreciating the fact that they are very much a part of his total make-up. As such they are entitled to serious consideration. He need not focus his attention on the so-called sterling qualities of character; they will look after themselves. Much of the success attained in guiding and directing those traits of personality which cause trouble in social relationships will depend upon the frankness with which the individual faces his problem and the courage and efficiency with which he sets out either to control or to change these attitudes. Jealousy, intolerance, vindictiveness can cause untold damage if permitted to exert an uncontrolled influence—if their existence is not recognized and acknowledged, and if their influence is not modified. Most individuals are afraid of discovering in their personality make-up certain traits which do not fit into the picture of themselves that they have built up. They cling to the false ideal, denying the reality as it actually exists.

Children develop at an early age this tendency toward self-deception which permits them to evade facing certain life situations because they are painful, unpleasant, or difficult or because their conduct in relation to these situations reflects unfavorably on certain recognized standards which they have accepted. It is frequently acquired by contact with adults through imitation. Children are quick to see how easy it is for mother to avoid some unpleasant obligation by having a sick headache, how frequently father offers unreasonable excuses which the child is forced to accept as adequate reason for his failure to keep a promise, and how tenaciously father sometimes clings to his decisions and opinions in spite of evidence indicating that he is in error. It is not surprising that children soon learn to evade responsibility and to dodge their obligations if such methods are practiced by the parents. It is easier, for the moment at least, to evade an issue, especially if it is likely to be associated with unpleasantness, than to meet it frankly. Children learn to believe that evasion is likely to "get them by." Unfortunately, by the time they are old enough to appreciate fully how

inadequate such evasions really are and how frequently they lead to failure and disappointment, the habit has become firmly fixed.

Parents have a grave responsibility in setting an example for children not only in matters pertaining to manners and morals but with reference to attitudes toward life that are less well defined, such as frankness, sincerity, courage, loyalty, and dependability. Such personality traits all become interwoven into a common fabric which ultimately sets the standards, creates the ideals of the particular child. Fear, ambition, and a sense of insecurity about life in general are the three most important pitfalls which prevent parents from helping their children to meet frankly and courageously the problems with which they are confronted. Parents who are afraid to recognize the fact that their children are developing undesirable habits and mental attitudes, avoiding and evading responsibility, parents who become indignant at any criticism directed toward their children regardless of whence this criticism comes or how just it may be are simply creating difficult situations which they must inevitably meet later. They are giving the child a false sense of his own security and importance in relation to the outside world and depriving the child of the opportunity of correcting these undesirable tendencies at a time and under conditions which are most favorable. Oversensitive children are not infrequently the product of the home which has failed to give honest, frank, constructive criticism. It is essential that every individual, whether he be child or adult, develop an attitude toward self which will permit him to recognize his own faults as well as his virtues.

JEALOUSY

Few emotions are experienced by man which from a social point of view are more important than jealousy, and perhaps no emotion is so dependent upon early environmental conditions for its development. It arouses anger, and frequently hatred, toward the object of jealousy. It causes the jealous individual to feel disregarded and inferior to his friends and neighbors, it damages his pride, and it lowers his self-respect. This may produce a desire for revenge and retaliation or may cause him to withdraw and hide his true feelings under a mask of indifference.

We are all familiar with one or more of our friends or acquaintances who have what we call a jealous disposition. Not only are they jealous in reference to their love and friendships but also of good fortune which falls to others. Pleasure and happiness can be only temporary for this type of individual. Their satisfaction with life is constantly being interrupted by their attitude toward the achievement and happiness of others.

One of the most common situations which stimulate jealousy in the child is the birth of a new baby. This is not surprising when quite suddenly and unexpectedly a child of 3 or 4 finds his mother devoting practically all her time to the intruder. It may be that the child has been through a period of worry and upset. Often the older child is sent away during the mother's confinement. This may be the first time he has ever been away from home, and adults can little appreciate what this may mean to him, even though he be with the most well-meaning of relatives. His entire world is in upheaval. How can he know that it will ever come right again? He puzzles his little head over this, is told time and again that he is going back to mother and daddy, but when he gets there he appears to be supplanted. Or it may be that he stays at home, and mother is taken away to the hospital with little or no explanation to him. Again he is faced with an upset world. Why has mother left him? Will she really come home again? Then she comes, but not with undivided attention for him. Mother's love and attention must be shared; small wonder that feelings of hatred for the baby are aroused.

However, this attitude toward the newborn baby can invariably be overcome if the older child is confided in and told that he may expect a new little brother or sister. He then awaits its arrival with interest and pleasant anticipation. Handled wisely, what might be a most unpleasant event in his life becomes a real pleasure which will mean companionship and a new playmate—someone to care for and protect. This sense of responsibility will work out to the advantage of

both children. If in the course of events the older child does become jealous of the baby, never foster this attitude by teasing or encouraging it or by looking upon it as something that is "funny" or "cunning." The emotions of childhood are far too dangerous to be toyed with in this way. Intelligent parents will find numerous ingenious ways to convince the child that he is still just as much loved and as important a member of the household as he was before the "usurper" arrived. It is simply a matter of giving the older child a little more time and attention and a little assurance that he still holds the affection of those he loves.

Often a child will become markedly jealous when the parents show affection for each other or for children outside the family circle. Unfortunately parents not appreciating the gravity of such a demonstration are frequently flattered by the child's resentment. This interesting and unusual display of emotion appeals to them, and they term it "cute", making every effort to perpetuate and exaggerate it and even arousing it for show purposes when visitors come in. In one case the daily delight of the father of a little girl of 2 was to incite her to wrath on his return from work by cuddling the baby sister and ignoring the older child. This continued treatment has so warped her outlook that at 5 she stands at odds with the world, disliked by family and playmates, defiant, belligerent, and frequently making vicious attacks upon the sister by whom she feels she has been supplanted. This, of course, is an exaggerated instance, but situations of this sort are far more common than most people suspect.

Again, jealousy is aroused in one child by the constant praising and holding up of brother or sister as a model or persistently pointing out shortcomings and defects in the child who is inclined to be jealous. Nothing is more disastrous than playing the merits and abilities of one child against those of another. It causes feelings of bitterness, resentment, inferiority, and inadequacy. No family is big enough to play favorites or show partiality.

In order to avoid as far as possible the development of jealousy in the child it is necessary to deal with that common characteristic of childhood called selfishness.

The child must learn that he has certain obligations toward his family and later toward the community in which he lives. As early as possible he must begin to think of what he does and what he says in relation to other individuals and how his words and acts affect them. He will be repeatedly told that such and such an attitude in a given time or place is right or wrong. He will live in an environment where he can see that his pleasures and those of others are being considered by each member of the household. Thus, long before he can reason why, he will have acquired certain habits, developed largely through suggestion and imitation.

The jealous child is apt to be one who in early life has not had the opportunity of developing interests outside himself. The only child is in a position to become self-centered. This is especially true if this child has been brought up in a crowded section of the city where he is confined to limited quarters, with no companionship except that of his mother. He is, to be sure, monarch of all that is within his reach, but his field is far too limited. He has no knowledge nor chance to gain knowledge of the interests and activities of other children.

The same holds true in a greater or less degree with a child who, by illness or accident, has been prevented from making early contacts with other children and has had only the companionship of an oversolicitous mother. He, too, becomes impressed with his own importance. Not infrequently one child in a family is especially favored by one parent or the other, being protected not from experiences but from the natural consequences of those experiences. Such children in later life are of the type who fail to recognize superiority in others and are intolerant and resentful toward authority.

It is fairly safe to assume that if a child can be taught habits of unselfishness in the home, where his personal attachments are strongest and where he would naturally have more provocation to jealousy, and can learn to meet successfully the situations which develop there, he will encounter little or no difficulty from this emotional handicap when he gets outside.

If it so happens that there are no other children in the home, every effort should be made to bring the child into association with children outside, even at the risk of physical dangers in the street and the chance of picking up some of the vocabulary of the alley.

The child should be taught to share his toys and playthings, his candy, books, and pennies with other children. In games he must learn to strive for the good of the group and not for personal achievement. If defeated, he must learn to acknowledge better playing and take it with a smile. Children should learn to play many games with fair ability rather than to excel in one particular game. There is a great tendency, not only on the part of children but on the part of adults as well, to cling to the things they do exceptionally well and retire from the field of activity where they do not excel. Unselfish conduct should always be rewarded by commendation and occasionally by something of a material nature. There is certainly no disadvantage in the child's learning from experience that unselfishness is a paying proposition.

It is the jealous child who becomes the jealous man or woman. As a child he encounters innumerable difficulties in getting on with his playmates. Because of this he develops a sense of failure and shame, which is a tremendous handicap. He feels wronged and neglected;

he has missed a "square deal." His self-centeredness becomes more marked and he draws away from his playmates and the activities of life thoroughly discouraged; or he may become domineering and pugnacious in an effort to gain attention for himself. Later in life this emotion causes an inability to share in the joys of others and makes it impossible to see others succeed without manifesting open resentment. The jealous person becomes an object of dislike. Often he develops the idea that he is unjustly treated or persecuted, and all too frequently this idea causes uncontrolled resentment and disastrous results.

Study your child. Find out why he behaves as he does. Is he aggressive, belligerent, and defiant? Is he sullen and resentful, or does he explode in outbursts of temper which clear the atmosphere? It may be that he is shy, quiet, and always a model of good behavior, letting life slip past him without taking an active part. Think the thing over; try to see his reasoning. Remember that the attitude he is showing may be the very opposite of what he really feels. Aggressiveness and defiance may be a mask for feelings of failure and discouragement; passive indifference may cover deeply wounded feelings. On the other hand, the child's conduct may be only the result of imitation and may be patterned after an admired "grown-up" or child with whom he comes in contact. Take time to know your boy or girl; it will prove in later years to be time well spent.

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FEAR

FEAR is perhaps the most common emotion which human beings experience, yet it is extremely doubtful if the child has any inherent fears at birth. Most fears are produced by some experience through which the individual has had to pass in early life.

In dealing with children we are very prone to speak of their foolish fears, yet they are foolish and unreasonable to us as adults simply because of our inability to understand how certain experiences have left upon the mind of the child impressions and feelings which govern conduct for a long time. A large number of parents frighten children either as a punishment or as a means of obtaining desired conduct, and perhaps only a very few parents take the fears experienced by their children seriously enough. They do not make inquiry into their cause nor make efforts to eradicate them by careful explanation.

There appear to be two distinct types of fear—what might be called objective and subjective fears. The first are fears of things which can be seen or heard, like animals, policemen, doctors, lightning, guns, and high places. The subjective fears are more intangible and the causes are very hard to find. They are based on the feelings and attitudes of the child to something which he has heard and upon which he has brooded without daring to express his fear.

Objective fears are usually more easily recognized and comparatively easy to overcome. Sometimes the child has forgotten the experience with which the fear was first associated; but if it can be recalled, the fear can be taken out of it by a straightforward explanation.

Some children are afraid of anything new or strange, but they soon become accustomed to it if they are allowed to do so gradually. It is a mistaken notion that a child should be pushed into a situation where he is afraid in an effort to "train him." A little child who cries at his first experience of bathing in the big ocean is not helped by being thrown in but, on the contrary, gets an experience of dread and fear of water which may not be easily overcome.

Fear of animals may occur at a very early age but usually passes off as soon as the child becomes accustomed to the sight of them, unless he has been so unfortunate as to be frightened by an animal or by threats that the animal will get him if he is not a good boy.

Many children are threatened with the policeman or the "bogy man." Sometimes mother speaks to the ragman and asks him to take a naughty boy away in his bag. It is particularly unfortunate when mothers use a threat of the doctor to frighten their children into obedience, for the time may come when a child's life may depend on a doctor's ability to get him to take treatment without crying or

struggling. "The doctor cuts the fingers of little boys who touch things" is not good preparation for such an emergency.

Often fears are due to unpleasant experiences for which the parents are in no way to blame, and may even extend to things which are merely associated with the unpleasant experience. For instance, a child who has been hurt in a doctor's office may be afraid to enter any place which looks like a doctor's office. A book agent, with his black bag, may be a terrifying figure to such a child. This is very different from fears produced by threats. The fears based on a real experience can be overcome by gradually associating pleasanter things with the same situation or by appealing to the child to face his fears bravely.

Children quickly adopt their parents' attitude, be it one of bravery or one of fear. Many mothers wonder where their children get fear of lightning or of animals, forgetting that they themselves have shown fear when they thought the children were not noticing.

Such was the case with little Ellen. Her mother thought the child inherited from her a fear of the dark and everything strange. Ellen would awake screaming at night, saying some one was climbing in at the window. Her mother compared this in the child's hearing to her own fear of being left alone of an evening when she thought every sound meant a lurking marauder. The mother had heard many ghost stories in childhood, and though she denied that she had ever told them to Ellen, she talked quite freely about them in her presence. It is not hard to see where this child's "inherited" fears originated.

If the child develops a fear of loud noises and flashes of light, such as thunder and lightning and firing of guns, he can overcome it only with the help of intelligent suggestion from the parents. He must see from their attitude that there is no occasion for fear. The mother who is terrified by these situations and whose fear is openly demonstrated before the child can be of no assistance to him. Imitation clearly plays an important part in the development and control of fear. This may be seen, for instance, if things go wrong at sea and a ship is in danger. One panic-stricken person may start a stampede for the lifeboats, whereas one calm and fearless officer can quell the impending panic and control the situation.

The subjective fears are very hard to trace back to their cause and to overcome. They are often so vague and intangible that an adult would not dream that a child could be thinking of such things. As Victor Hugo says in his Recollections of Childhood, "But a thing once said sinks in the mind; that which has struck the brain often from time to time comes back again, and in the breast of simple infancy lives unexplained full many a mystery."

For example, vague and poorly formulated ideas about death are the basis of more mental anxiety in children than is generally supposed. To one child death meant being buried in a hole, another child had a fear of being buried alive, and many children are disturbed by the line in the evening prayer which is familiar to most children,

"If I should die before I wake." It would be impossible to state all the vague fantasies of childhood about this ever-present problem of death, but it should not be difficult to give the average child a conception of death and the hereafter which will do much to allay the common fears surrounding this mystery.

Another common fear which children have is that of being deserted by their parents. This undoubtedly is brought about in many instances by their having been told at some time or other that if they were not good their parents would go away and leave them. Some parents even wrap them up and say they are going to give them away.

One mother, who had to go to a hospital for a week's treatment, told her little girl, 3 years old, that she was going out to buy a loaf of bread. The child watched at the window for her mother to come back, and when hour after hour passed she became terrified. Once she was taken past a huge building where she saw her mother in a bathrobe sitting at a window but could not speak to her. Weeks later, when mother was at home and well, this child could not sleep at night, fearing that her mother would go away again if she closed her eyes.

Fear of being deserted is not often expressed in words, but more often in the attitude of the child toward the mother, so that separation, even for a moment, produces an unpleasant scene. A child with this hidden dread may give up games with other children in order to stay close to mother's side, and, even up to the age of 10 or 12, may return home frequently to make sure that mother is there.

Things said in jest may cause great anxiety to a little child. A man, now a college professor, relates how he suffered for weeks in boyhood because someone told him that if he ate bread and molasses horns would grow on his head. He at once gave up eating that delicacy without explaining to anyone through fear that he would be laughed at. Then he imagined that he had lumps on his forehead. In a frenzy of anxiety he asked his mother if she could feel the horns, and she, thinking it was a part of some game, said, "Yes. I believe I do." The grown man still feels the pain of that experience.

Fear is a driving force in human conduct. It makes us do things; it keeps us from doing them. It protects from danger, and without a reasonable amount of fear mankind could not live. It is useless to talk about eradicating fear; but in training the child every effort should be made to see that fear does not become a curse instead of a means of protection. A child should fear punishment, danger, loss of the approval of those he cares for, and, when he becomes old enough to appreciate it, loss of the approval of his own conscience. He should not have to spend his early years weighed down by fears which make him nervous and sleepless at times, afraid to play happily or work with enthusiasm, all because someone got him to obey through fear or failed to help him by wise understanding and explanation at the right time to get rid of the scars of unpleasant experiences.

ANGER

ANGER is an emotion which practically every individual experiences from time to time. It is an intense emotion and one which often leads to undesirable conduct. This is particularly true in children who, because of their limited training and experience, have not developed adequate self-control and are therefore apt to show a vicious attitude toward the object which has aroused their anger.

Anger is frequently stimulated when any of the instinctive tendencies are thwarted or obstructed. How often the little child is seen to turn in wrath on the blocks that will not stay one on another or the train of cars that will not go. He strives to break and destroy them because he cannot construct or operate them as he wishes. Again, the child, and the adult, too, is seen to show anger when personal wants are obstructed or pride and self-importance are injured. Fear, with no outlet for flight or escape, may arouse anger, as in the animal at bay. It is produced, therefore, by innumerable causes that may operate in the environment in which the individual is living, and it may express itself in many different ways.

In dealing with this emotion in children it is necessary not only to be sure that a certain act was an expression of anger but to determine, so far as possible, how the anger was aroused. For example, a solution is sought for the problem of a child who for 2 weeks has been breaking window glass. Among other things investigation may show that he was always angry when he broke the glass. The next step of importance is to find out the circumstances and conditions of the environment which produced this emotion of anger. In this particular case it so happens that it was the result of jealousy; but it might well have been stimulated by many other feelings, such as resentment at punishment felt to be undeserved or failure in school or at games.

The reason for the anger is particularly important in dealing with the problems of children when anger colors the picture. The vital thing is not the anger; this is only a danger signal which warns us to look deeper for the fundamental cause from which it arises.

The emotion of anger is dependent for control upon the development of certain inhibitions or restraints, and if the child is to grow into a self-controlled and useful adult it is essential that they be established early in life. The important thing for him to learn is that the natural tendency to react to this emotion by retaliation does not at all times work out to his advantage.

One of the common manifestations of anger in children is the so-called temper tantrum, an uncontrolled outburst of kicking and screaming, which is a dramatic physical demonstration of the child's

resentment. On the other hand, some children when angered become sullen and moody. Of the two attitudes the latter may result in more harm to the child. It frequently leads to brooding and unhealthy fantasy formation of a revengeful nature, which gradually may cause the child's interests to "turn in" and his energy to be wasted in living a "dream life" of things as he would have them and not as they really are. A temper tantrum, however, may result in undesirable conduct for the moment, and then the atmosphere may be cleared until the next occasion for anger arises. In a great majority of children the emotion shown is not out of proportion to the stimulation, is of short duration, and is a normal, healthy reaction. In fact, it might be said that there is something wrong with the child who never becomes angry. However, the child who meets all difficult situations in life with chronic irritability or a temper tantrum is in grave danger of developing other personality defects later which will make him an unhappy, inadequate individual in adult life.

Almost invariably one learns that the temper tantrums manifested by children work out, either directly or indirectly, to their advantage, for the moment at least. It may be that the child is determined to have his own way or craves attention, no matter how it is gained, or feels that he can obtain a bribe if he holds out long enough. The demonstration the youngster makes of his anger is so spectacular and impressive to those who have denied him his desires that they surrender and agree to his demands in order to avoid further unpleasant scenes. It is quite amazing to see the acuteness with which a child can choose the time and place where giving in to him will seem almost a necessity. In this way the child quickly learns that he can partly control his surroundings. Soon the tantrums which originally were produced by situations calling for intense emotion are produced to dodge any situation requiring submission to the will of others. The temper has become out of all proportion to the demands of the occasion, and the child will as readily stage a violent tantrum if the mother has brought him home a red lollipop when he desired a green one as he would if the tantrum were the result of some real grievance.

One small boy of 4 cleverly used this method to gain attention from the family whenever he felt slighted or left out. If corrected or if things did not suit him, the response was immediate. First, Johnny would burst into tears, then would follow piercing screams; if this failed to bring results, he would cast himself on the floor, kicking and striking whatever came in his way. By this time the family as a rule relented, knowing what would follow. If, however, they held out, Johnny was not discouraged. He had a final card to play. The kicking and screaming would stop; he would become rigid; because he held his breath he would begin to turn blue about the mouth. That was the end. He had brought them to his feet. Wet cloths were dashed in his face and he was comforted and promised whatever he desired, however impossible. Having achieved his desires for the moment, he would return to his own affairs.

To one who is not familiar with these outbursts this account may sound exaggerated, but it is not. They are truly terrifying, and it requires a cool head and strong determination to hold out against a child under such conditions.

These are only a few of the most obvious causes of temper outbursts. It must be remembered that there are more subtle reasons for them which may not always stand out so clearly. Suppose, for instance, the boy in his play is quietly following out a line of action he has planned and is eager to finish. At a word from an uninterested "grown-up" all his plans and efforts must be stopped or be tossed aside, whether he can see any reason for this or not. Is there any cause for surprise that he should show his resentment in the most emphatic way possible to him? Or it may be that these temperamental youngsters are but a reflection of the instability of their parents. Do you lose your temper? Does it make you angry when your child misbehaves? Do you endlessly say, "Stop!" "Don't!" when there is no real need to do so? Don't try to gain obedience by shouting at the child, as many parents do; it only irritates him and makes him more excitable and therefore harder to control. It does not take a child long to learn his parents' limitations and to measure with great accuracy the amount of kicking, screaming, and yelling necessary to bring about the desired ends. If the parents are ready to take a firm and united stand and if they have the courage to admit, if such be the case, that they, too, need to learn self-control, the battle is soon won.

In the first place, the child who has these explosions of temper is likely to be emotionally unstable by nature, the type of child who is not capable of withstanding the average amount of stress and strain without undue fatigue. Temper tantrums are only one of the many symptoms of nervous fatigue in childhood. They are often preceded by restless sleep, capricious habits regarding food, faultfinding and complaints of being "picked upon" by playmates and unjustly treated by parents and teachers. This means that the child needs more rest and sleep as well as more energetic play during his waking hours. He should not be confined to the house and cut off from playmates, a situation which in itself makes him self-centered, cross, and hard to please, and keeps him in a chronic state of tension, ready to explode at any moment. Neither should he be dragged on shopping trips, nor taken to the movies or to parades where he will be excited and overstimulated.

Temper tantrums in each instance must be considered in relation to the exciting cause and the personality of the child. If they represent an unconscious protest against the thwarting of some fundamental desire, every effort should be made to determine the cause and remove it or alter the child's attitude toward it. On the other hand, if they have become habitual—that is, a crude method of gaining an end—or

if they are utilized to attract attention or obtain bribes, then it must be definitely decided that they will no longer work out to the child's advantage. Once a definite stand is adopted it will not take the child long to see that his former methods of gaining his ends are no longer tolerated—that he is making no material gain and is losing approbation by his conduct. When once he senses this the temper tantrums will be discarded.

Anger is not always expressed by such explosive reactions. There is a group of cases in which the individual is so overcome by anger that temporarily action is quite impossible. Common expressions, such as "being paralyzed by rage" and "so mad I could not speak", convey well the idea. This type of reaction is not so common in children, yet it is sometimes found. The emotion may be pent up and repressed from day to day until it reaches the breaking point. Then suddenly and without apparent reason or perhaps for some trivial cause the explosion takes place, and it is quite beyond those with whom the child comes in daily contact to understand how this hitherto quiet, reserved youngster could suddenly have produced such an outburst.

Many of these periodic and apparently unexplainable outbursts might be avoided if the parents would stop now and then and "take account of stock." Look into the child's general condition. Are there any evidences of nervous fatigue, such as twitching or jerking of the larger muscles or blinking of the eyes? Is he eating and sleeping well, and is his elimination good? What about school and playmates? Is he getting on well? Does he mix well with other children or do they tease him; and if so, why? Does he play with older or younger children? Is he inclined to be a bully? Does he take his part in games? What are his duties outside of school? Is he being tutored to make a higher grade or to keep him in his class? Does he have too much to do—music and dancing lessons, which keep him from having sufficient outdoor exercise?

Find out what he is thinking about. What are his problems, hopes, and disappointments? If he seems unhappy, find the cause of his discontent. He may be jealous or troubled by some ill-defined fear or worried by the problem of sex. He may feel inferior to others. Help him to see things clearly and in their true light. Appreciate the fact that the obligations of parenthood mean something more than to see that the child has enough to eat and wear and does not steal, lie, or set fires. The big task is to see that the boy or girl is happy and that he or she is learning how to meet the problems of everyday life successfully.

LYING

Although deliberate lying, misrepresenting the facts of the case, and tendencies to "make believe", sometimes with marked elaborations, are extremely common in children, these deviations from absolute truth are much less well defined as abnormal conduct than stealing. Lying is almost universally connected with stealing as a means of defense, an effort on the part of the child to avoid the humiliation of confession and subsequent punishment. It is exactly what one would expect the child to do in his effort to protect himself. Successful lying which goes undetected gives the child, consciously or unconsciously, a sense of power and satisfaction owing to the fact that he has attained his end by his effort. This is especially true with the group of misrepresentations that are consciously utilized to cover up other misdemeanors.

The most vicious type of lying is that usually prompted by jealousy or by resentment toward members of the family or intimate acquaintances. This might be termed slanderous lying, the object of which is to misrepresent or place in an uncomfortable situation the individual about whom the lies are told.

Less offensive and not particularly serious is the lying of the child who is inclined to "put himself across" in a big way by exaggerating his achievements. Fabrications which tend to reflect to the credit of the child are normal mental processes in early life. Many children live in a make-believe world, and parents are apt to interpret the child's descriptions of his dream world as deliberate lying. But the whole motive is quite different, and except for making the child understand that he is not dealing with the real world and that everyone to whom he tells the tales understands that fact too, nothing need be done. Fantasies which are the products of daydreaming often serve a very useful purpose in the development of the child's mental life.

One little youngster, when about 4 years of age, having been deceived by his mother regarding the death of his grandmother to whom he was much attached, took refuge in his imagination to lessen, for the moment at least, the severe sting he felt at the loss of his grandmother. He began to tell the other children that his grandmother was not dead but had gone to New York and was going to have him and all the other children down there, and went on to describe the pleasures of the trip. One can easily see that this process of self-deception served to make his loss more tolerable

Imaginary playmates and daydreams can be considered perfectly normal psychological mechanisms in the life of the child. It is only when these daydreams satisfy to an abnormal degree the emotional

life of the child that they become serious, although they often stimulate the child to activity in order to make the dreams come true. One must guard against allowing the habit of daydreaming to be substituted for the effort necessary to get enjoyment and satisfaction out of reality.

In dealing with the fabrications that have no basis in fact or that serve no apparent useful purpose—that is, the so-called products of daydreaming—it is neither necessary nor desirable to make the child admit the lack of reality in his dreams. It is much better simply to impress him with the fact that you, as an adult, are taking it for granted that he is making up an interesting story, which amuses you as any story might, and that the possibility of accepting it as the truth has never occurred to you. There is less danger in encouraging these make-believe stories in children if they are given to understand that you accept them as such than there is in trying to inhibit them by constantly denying their existence or by punishing the narrator. Such punishment is apt to increase the romance the child derives from his stories, fill him with self-pity, make him introspective, and drive him further away from reality.

Pathological lying, a condition described by Dr. Healy,[1] can be seen developing very early in life. In this particular group of cases deviation from the normal is so pronounced that only the most careful study by a well-trained specialist is of real value. When such a condition exists every effort should be made to get the child to some private physician or clinic.

Lying is not infrequently a part of the general picture seen in the undisciplined, poorly trained child, and is almost always associated with stealing, destructiveness, temper tantrums, exaggerated jealousy, fears, and the deceitfulness involving misrepresentation, not only by words but by deeds as well.

A tendency to deceit is often fostered by parents who worry over it, attempt to verify every statement the child makes, and force him into a corner from which, it seems to him, there is no escape except through lying.

Such a situation is illustrated by the case of a lad of 7 years of age, being treated for enuresis, who had been advised to drink less before going to bed. For some time he deceived his mother by going to the sink, apparently to wash his face, while at the same time he managed to swallow considerable water. He would take every opportunity to convey by his actions the wrong impression to his mother and lied whenever he felt it would work out to his advantage. Although the mother was endeavoring to bring up the lad to be honest and upright, she was much worried lest he might develop after the same moral pattern as his father, who had deserted the family about the time the child was born and who was said to have been immoral, alcoholic, and absolutely un-

[1] Healy, William: The Individual Delinquent, p. 729. Little, Brown & Co., Boston, 1915.

trustworthy because of his lying and deceitful ways. The danger lay in the fact that the mother, because of her extreme anxiety, was prone to see deceitfulness in many situations in which the boy was involved when it really did not exist. She tried to verify every statement and held him to strict accountability for the slightest deviation from the truth.

This not infrequent practice, on the part of parents, of forcing children into situations where lying will almost inevitably follow, has always a bad effect. The child feels that he has been driven to lie and is not only humiliated but resentful. It is very much better for the child to feel that he makes a free choice of truth or falsehood, but he should be made to learn from experience that he is most unlikely to lie successfully and that the attempt to do so is always going to work out to his disadvantage.

Parents must be particularly careful not to take advantage of the mental and physical immaturity of the child by a careless and indifferent attitude toward their promises to him. Children have keen memories for many of the petty deceptions to which parents resort in an attempt to get desirable conduct with a minimum amount of effort on their part. If, when the time comes for a child to make his first trip to the dentist, he is told he is going to the park to see the animals, or going to visit his aunt, or on some other outing which he would naturally anticipate with pleasure, and then finds himself in a dentist's chair, the chances are that besides the temporary pain there will be resentment not only toward the dentist but also toward his mother, which may cause a great deal of trouble later.

The doctor, the policeman, and the dog should not be used as objects of fear by parents in order to get the desired conduct. These threats work effectively once or twice, but soon the child learns that on the whole doctors are kindly and friendly, the policemen protect rather than punish, and dogs are good playmates. Furthermore, he learns that the parent's word cannot be depended upon. He also comes to realize that from this method of instilling fear in other individuals one derives a sense of power, and he uses it on his younger brother or his neighborhood friends. Cheating the child in this way not only destroys the child's affection for the parent but gives the child an undesirable habit to imitate.

Punishment which is too frequent, severe, and often out of all proportion to what the situation demands leads to lying as a means of protection. This fact needs no comment other than the statement that frequently the punishment itself defeats the very purpose it was meant to accomplish. Many children use lying impulsively as an instinctive way of protecting themselves from disciplinary measures, especially when the corrective measures are unjustly severe or when the child realizes that his having been honest and frank will not be considered a mitigating circumstance.

There is no better, more logical, nor surer way of developing the habit of truth in the child than by permitting him to live in an environment where he may have truth as an example to imitate.

Moralizing in an abstract way about the beauty and value of truth has but little effect in establishing the habit of truthfulness during the early years of childhood. Parents should avoid letting a child develop the habit of lying merely because it is easier for them to avoid the issue than to meet it squarely. The lying of children is not infrequently the imitation of the same practice by other members of the family who themselves are inclined to meet every issue in life either by self-deception or by deception of others. The ever-useful headache, saying that one is out when an undesirable neighbor calls, lack of frankness between the parents in simple household matters, and warnings to the children of "Don't tell your father" or "Don't tell your mother" tend to give the child an idea that evading the truth is perhaps a very useful bit of technique in dodging new, untried, and difficult situations.

It is not difficult to teach most children that telling the truth is worthy of effort, inasmuch as it brings them the approbation of those with whom they have to live and adds to their material pleasure. This may be accomplished by giving them an environment of truthtelling and by demonstrating to them that lying will invariably work out to their disadvantage.

STEALING

STEALING is a harsh word to apply to the acts of children. It is associated so closely with a criminal career, and one so naturally thinks of jails and prisons, highwaymen and robbers, that childhood and this type of delinquency seem almost incompatible.

On the other hand, problems are never solved by dodging the issue. "Of course, we don't consider it stealing when Johnny takes things belonging to me or to other members of the family", said one mother in defense of her 8-year-old boy, and another mother argued that "taking food or pennies is not considered pilfering." Sometimes the juvenile offender is acquitted by the parent on the ground that "he does it in such a cute way" or that "he is so unselfish—he never uses for himself the things he takes but always gives them away"—or "you can't expect a child so young to understand what he is doing."

These are only a few of the numerous excuses by which parents permit themselves to be deceived. Stealing must be considered stealing as soon as the child has developed mentally and socially to the point where he is capable of differentiating his property rights from those of the people with whom he comes in contact. It must not be forgotten that most children are warned at an early age that such acts are against the wishes of their parents without being given any appreciation of the social code called honesty. In such cases the act of stealing is nothing more than disobedience and must be treated as such.

Children naturally absorb from the environment in which they are living a tendency to conform to the social customs of that environment, and they can also give an intelligent reason why such social customs are enforced. When a child reaches this stage in his development he must be held responsible for his conduct, and it is grossly unfair for parents to minimize its significance by refusing to face the issue.

Stealing is a dangerous habit because it is very apt to work out temporarily to the advantage of the child, and it can be utilized as a means of gratifying, for the moment at least, many of the desires that would otherwise have to go unfulfilled. To the child it seems a short cut to prosperity, and it is perfectly natural that he should use this method and continue it until he learns that it works out to his disadvantage.

When one considers that all children are born into the world uncivilized, nonmoral individuals, dominated entirely by selfish motives and with the sum total of their physical and mental activities directed toward seeking pleasure and avoiding pain, and that certain natural tendencies are constantly operating in early life, unchallenged by train-

ing, experience, and education, it is not surprising that pilfering among children is very common. Stealing is but a deviation from the tendency to acquisition that is normal and instinctive. Storing away for future needs permits the individual to indulge in a feeling of security against poverty, starvation, and other calamities. It is one of the instinctive tendencies that need to be inhibited and directed by training and experience. It varies in intensity in different individuals, but to deny its existence is not solving the problem.

As with any other aspect of human conduct, it is the underlying forces that must be considered rather than the act itself. Only by studying the motives for the conduct and the purpose that it serves can we intelligently understand and treat the individual. The basic factors leading to this undesirable type of conduct are so numerous and varied that it is difficult to group these individuals or to discuss them in terms of types. Yet certain definite environmental factors are more or less common to the group as a whole, and consideration of a few of these elements is worth while.

Perhaps habit has not been sufficiently stressed in its relation to stealing in children. The child who during his early years of development has not acquired through his home training the idea of respecting the rights and property of the family group is not likely to be a better conformer at school. As his environment broadens and the number of personalities with whom he comes in contact increases, the greater will be the demands on his powers of adaptation, and it is not unlikely that the technique he used and found successful in the home will be practiced at school. But the delinquencies which were considered "cute" in the home may be considered evidences of criminal tendencies at school. What the mother excuses on the ground of his immature years the teacher looks upon as abnormal compared with the group, and in the social code of his playmates the child is "crooked." It does not take schoolmates long to recognize nonsocial traits in a child, and their criticism is invariably harsh.

It therefore behooves every parent to instill into the mind of the child at an early age the importance of respecting the rights of others in the group in which he lives. This cannot be done through a process of moralizing. The child must learn from actual experience that conduct which disregards the rights and property of others invariably works out to his disadvantage. There is no better way for the child to learn during these immature years than to appreciate the relationship between cause and effect, desirable conduct bringing pleasure and satisfaction and undesirable conduct evoking unhappiness and pain. No task requires a higher degree of intelligence from parents than the distribution of rewards and punishments, which is most important in the development of conduct that is going to work out to the advantage of the child in later life. The handicaps that some children

acquire from ignorance and from poor training or lack of training during the first 6 years of life are rarely overcome.

There are situations, such as the following, in which the home shares with the outside environment the responsibility for early delinquencies.

Mary was an apathetic but friendly little girl, who vigorously denied, even before the subject was broached, the thefts of which she was accused. She did not have to be prompted to discuss her interests, her play life, and the movies which she occasionally attended. She said that she hated dolls, liked to play ball, and enjoyed the play life on the street. Mary volunteered no complaint of her home life, but it was not difficult to see that she was far from happy. Just before the interview was ended the child returned to the matter of stealing, stating quite openly and frankly that she had stolen. Without being questioned she confided, "Nobody likes me. I don't know why. The girls don't like me—they knock me down and tease me. I stole only from the people who teased me and from those I don't like."

Stealing was Mary's way of "getting even" and served as a rather crude instinctive reaction toward those who had hurt her by their teasing and their ridicule. The fact that she would destroy or hide the things she took indicated that, although only 6 years of age, she appreciated keenly the social significance of her acts. She knew what happened to older people who stole, and she associated stealing with policemen and jails. Mary had a very definite fear of being found out and was quite ingenious in concealing her offenses.

Revenge and jealousy are not uncommon motives for stealing, especially with girls, even up to the college age. A girl of 16 years was brought to court on a charge of breaking and entering. Investigation showed that on three occasions she had gone to the house of her best friend and stolen wearing apparel, skates, and a ring, all of which she carefully hid away and made no attempt to use or sell. A rather long, detailed story of the case revealed the fact that, in spite of her extreme fondness for her girl friend, there were times when she became intensely jealous of her, especially when the other girl appeared in new clothes such as her own parents could not afford to buy. It was after such periods of jealousy that she committed the thefts.

One must here assume that jealousy was a strong personality trait in the mental make-up of the girl, and it is extremely doubtful whether any treatment would completely eradicate it at her age. It is important, however, to give such an individual a better insight into her personality make-up so that she may battle with her handicaps openly.

Not infrequently one finds stealing associated with certain worries concerning the sex life of the child, especially following masturbation. Although it is rather difficult to connect the two psychologically, it is found that the depression and the sense of degradation which many

children develop with their sex conflicts lead to a feeling that nothing is worth while and that there is nothing to lose by one more delinquent act. Then, too, they derive not only material gain from this act but a certain sense of excitement and a feeling of satisfaction in "putting it over on the other fellow." In three cases of this type, involving boys from good homes, the father of one being a professor and those of the other two physicians, the relationship between the sex life of the child and the stealing could not be denied.

Stealing merely as a means to an end is commonly encountered.

A boy of 9 years, from an excellent family of culture and education, suddenly began to steal money from other members of the family, using it to purchase candy and other delicacies which he distributed among his boy companions. In this particular case the boy's intellectual, social, and athletic activities were very much overshadowed by those of a superior and rather arrogant brother, who was constantly humiliating him. In athletics especially the boy was not so efficient as most boys of his age, and for this reason he was cut off, more or less, from his companions. He did find, however, that his popularity could be established, in a measure at least, by supplying the boys with gum and candy and treating them generously. In order to do this he resorted to thefts. A temporary separation of the boy from his older brother by a summer at camp, explaining the underlying motives for his difficulty, and laying special stress on the development of his physical life, proved to be a satisfactory solution of the problem.

Another case of this kind was that of a rather undernourished, poorly developed, anemic-looking lad 7 years of age, with a rather superior intellectual equipment, who about a year ago committed his first, and what fortunately proved to be his only, theft.

It so happened that his mother, a hard-working, conscientious woman, whose husband had died a few years previously, was making a heroic struggle to keep together a family consisting of the boy and his two sisters, one older and one younger than he. It seemed a bit more than the mother's limited finances would permit to allow Frederick to have 20 cents a week with which to buy milk at school. The boy not only needed and wanted the milk but he was deeply humiliated when, at the recess period, all the boys except him and two others left the classroom to get their milk.

This was the situation which tempted him to plan to steal $5 from his mother's pocketbook. He had the bill changed and gave the two other boys who were in the same situation 20 cents each to buy their milk, keeping the same amount himself and secreting the rest of the money in the bathroom at home. His presence in the group buying milk was noticed by the teacher, who reported it to the mother. Meanwhile the mother discovered her loss. Upon being questioned, Frederick immediately admitted the theft and returned $4.40 to his mother. He appreciated fully the nonsocial nature of his act and the consequences which might follow if this type of conduct became a habit.

Except for making arrangements whereby the boy might receive milk regularly at school, as his poor physical condition demanded, and allaying the worry and anxiety of an overwrought mother, nothing in the way of treatment was instituted. Although 8 months have already passed, no further difficulties have been reported.

Sometimes the fantasies of children stimulate desires and ambitions to be like some one whom they admire and lead to temporary delinquencies in the attempt to carry out these ambitions.

One lad of 10 stole $5 from his mother. A few days later he told her that he had obtained a job as errand boy after school hours. For an entire week he came home each evening just in time to meet his father and have supper with the family. At the end of the week he turned in five $1 bills to his mother with a great deal of pride in the fact that he was helping to support the family. A short time later the mother discovered her loss and the fact that the lad had not been working. When questioned he confessed that he had taken the money and had it changed into dollar bills. His only reason for the act was his desire to imitate his father and contribute to the support of the household.

Sometimes stealing is resorted to purely as a means of excitement or adventure. And it may later become a habit as a result of poor training in the home.

A boy of 7 years, living in a foster home, began stealing before he was 5 years old. He was not particular what he appropriated, but preferred money—anything from pennies to $5 bills. He seemed to get a great deal of pleasure and satisfaction from the adventure itself; in fact, short-changing his parents and cheating the storekeepers when he was sent on errands were favorite pastimes. The foster mother did not take seriously his petty thefts until he finally stole $5. She found considerable amusement in telling, before the boy, how he had cheated a storekeeper, and was likely to excuse his delinquencies on the ground that "it was born right in him." It is true, to be sure, that the hereditary background was poor. His father was spoken of as a "worthless character", and little was known of the mother except that she died when the boy was 2 years of age. The foster mother was oversolicitous, "bending over backward", so to speak, in her efforts to be kind and just to the lad, and excusing the results of her poor training by the fact that "nothing could be expected of a boy with parents like that."

The fatalistic attitude shown by this foster mother toward the undesirable habit, coupled with her lack of appreciation of its future significance, made the prognosis in this case, even at the early age of the child, very grave. There is no reason to doubt, however, that this boy, had he fallen into more intelligent hands, might have developed, in spite of his bad heredity, a social code to serve him in good stead in later life. Under the existing conditions one might write with a fair degree of assurance the future history of this lad's career, which undoubtedly will be highly colored by his delinquent traits.

Another boy resorted to stealing merely as a means of adventure. He was finally apprehended after climbing in one of the windows on the street floor of a large apartment house and secreting himself in the closet. During the examination he stated, "My mother thinks I do these things because I got hit in the head", referring to an accident which he had had 2 years before, and went on to say, "But that's not the reason. I do it because I want these things and I want to get money to spend." The boy ordinarily would have been quite satisfied to allow his injury of 2 years before to account for his delinquency, as

his mother insisted upon doing, but it so happened at the moment he was being interviewed he had the desire to appear as a normal lad and not as one who was the victim of a disordered brain.

Parents may ordinarily expect such suggestions and excuses for delinquency to be accepted by the child and to act as mitigating circumstances for his misdemeanors.

The foregoing cases indicate in a very general way how varied may be the motives for stealing, even without considering the lad who may be regarded as mentally defective and is always the tool of the gang. His responsibilities are limited by his inferior intellectual equipment. Such children as these, to a very large extent, present problems that have to be adjusted in an institution where they may receive training and supervision over a long period of time. As a result of such training they are allowed in many instances to go out into the community again and make very satisfactory adaptations.

The problems cited have been taken from cases of children in various stations of life—the rich, the poor, the educated, and the ignorant. Almost all are problems which could be solved effectively by a careful study of the personality of the child and the environment in which he lives.

THE ROLE OF INTELLIGENCE

THE PRECEDING chapters have dealt largely with the adjustments between the child and his environment and have stressed the importance of habits, mental attitudes, and emotional stability. Unless the contrary was specified, it has been presumed that the problem under discussion was not due to inadequate intellectual development, nor that the child was poorly adjusted because the environment was offering an insufficient challenge to a superior intellect. It is important, however, to discuss briefly what part intelligence plays in guiding everyday conduct and how essential it is to recognize at the earliest possible date any deviations from the normal.

It is probably a conservative estimate to say that not more than 60 percent of all types of mental deficiency can be explained on a hereditary basis and that the remaining 40 percent can be attributed to various causes which may arise any time after conception up to the fifth or sixth year of life. The importance of the physical condition of the mother during pregnancy is now receiving proper recognition. Accidents and injuries to the child during birth are no longer passed by unnoticed. Acute inflammatory conditions affecting the brain and its coverings frequently leave scars which retard intellectual development. There are, however, undoubtedly many minor infections which also do much damage but which pass by unrecognized. Injuries to the nervous system, which may result from innumerable causes, are factors to be considered in arrested mental development.

The establishment of fixed standards for normal child activity in the first 5 years of life is difficult and carries with it the danger of unnecessarily worrying many parents, especially those who are oversolicitous. It is important to recognize the fact that so-called "normal children" develop with varying degrees of rapidity, which have little significance in their ultimate intellectual achievement. In general, however, one can say that there are certain physical and mental accomplishments which we have a right to expect at definite age periods of the average child who has been brought up under what may be considered average conditions. The following objective criteria may help parents to measure the progress of the growing child. Only the simplest achievements of the child, which can be readily observed in his everyday behavior, have been recorded.

Before 4 months:
- Kicks feet while in bath.
- Tries to sit up.
- Plays with his hands.
- Turns his head to voice.

4 to 6 months:
- Splashes water with his hands while in bath.
- Reaches out intentionally to grasp what he sees.
- Begins to pick up his spoon.
- Plays with objects.
- Laughs aloud.
- Vocalizes two or more sounds.

9 to 12 months:
- Stands with help.
- Continually reaches for things.
- Waves "bye-bye."
- Plays "pat-a-cake" or "peek."
- Says "mama", "dada", or the like.

12 to 18 months:
- Stands alone.
- Walks with help.
- Climbs.
- Tries to do little things for himself, such as trying to put on his shoes.
- Points for things at the table.
- Laughs or coos to music.
- Has a vocabulary of about five words.

18 to 24 months:
- Is able to walk, sit down, get up, climb stairs, and so forth—all the simple motor processes.
- Uses a spoon well.
- Drinks from a glass.
- Asks to go to toilet.
- Has bowel control.
- Begins to take interest in picture books.
- Can point to one or more objects.
- Can point to one part of body.
- Begins to combine words—relating of two words is about the average.

24 to 36 months:
- Begins to use hands now for finer motor coordinations, such as:
  - Imitates drawing of circle.
  - Imitates vertical stroke.
  - Cuts with scissors.
  - Is talking in short sentences.
  - Asks for things at the table.
  - Engages in dramatic play (mimicry).
  - Tells experiences.
  - Can tell his first name.
  - Can repeat three syllables.

36 to 48 months:
- Can tell his name.
- Knows his sex.
- Asks questions of elders.
- Recognizes tunes.
- Can name four objects in pictures.
- Uses pronouns and plurals.
- Can repeat six syllables.

48 to 60 months:
- Laces shoes.
- Buttons clothes.
- Brushes teeth.
- Washes himself.
- Does simple errands outside.
- Can use at least one or more descriptive words.
- Can repeat 11 or 12 syllables.
- Can draw a square.
- Can count four fingers or has a number concept of four.

60 months:
- Puts toys in order in box.
- Should have dropped infantile articulations—"baby talk."
- Can count 10 pennies or has a number concept of 10.
- Can tell his age.
- Names four colors.
- Can give the meaning in terms of use of such simple objects as chair, table, horse.

It must be stressed that we cannot be too inflexible in our attitude toward these general standards of so-called normality, but it is well that parents having a child who fails to live up to the achievements expected at his age should at least seek assistance in determining the importance of any particular lack of ability. This, of course, does not

necessarily mean that if a child 3 years of age is unable to do all that has been listed as normal for a child of 3 he is mentally deficient; but if a deviation is at all marked it does indicate that he is retarded in this particular aspect of his mental life.

It often happens that because a child is failing in school, is unable to compete with his fellows on the playground, depends too much upon his parents for help, and is incapable of doing the ordinary, everyday tasks which we have a right to expect of a lad of his age, we begin to think of him as being backward, subnormal, or retarded. Yet when we measure this lad's inherent intelligence and compare it with that of the group in general we find that his backwardness, dullness, or stupidity—call it what you will—is more apparent than real. Ofttimes the fact that children have been considered and treated as dull is responsible for their attitude of failure toward any task that is a challenge to their intelligence.

There are many and varied reasons why children appear dull when there is no actual defect of intelligence. Only a few examples can be given, but such cases are so common that they will undoubtedly explain a fairly large percentage of these dull-appearing children.

For one or many reasons parents may develop an oversolicitous attitude toward a child. It may follow a serious illness when solicitude was demanded, or perhaps in the event of the death of one child another is called upon to absorb all the emotion and sentiment the mother had been spending on the two. Some mothers just "love to do for their children" and rejoice that their children cannot get on for a moment without them. Actually it may be that the child is denied the opportunity of doing for himself. All his wants in life are anticipated and gratified, ofttimes before he realizes them himself. He is never allowed to wiggle, struggle, kick, reach, and battle for that which is just beyond his grasp. He has never had the opportunity of finding out just what his capabilities really are, and consequently he sits back and expects some one else to cater to his whims. These children are much sinned against by parents who do not realize what they are doing, and unless their problem is recognized and corrected early they are likely to go stumbling along through life, living on a much lower level than their intellectual equipment justifies.

Again, there is danger of making a child feel inferior if he is constantly being subjected to nagging and criticism. The child is quite dependent upon other people for the esteem in which he holds himself. If the parents in their efforts to train the child set standards so high that he always fails, or if the training routine is overweighted by so many details that incessant nagging follows, the child just naturally feels inadequate. It is much better for parents to be satisfied with a lower level of achievement and stress only the essentials of good conduct. This attitude permits the child to enjoy a much happier rela-

tionship with his parents and will lay the foundation for security and confidence in himself. No one can use his intellect to best advantage who is handicapped by doubts and misgivings as to his own ability.

It is not unusual to find that the apparent dullness of a child is due to physical factors, past or present. The child is often held back in his school work on account of some subacute or chronic illness, such as infantile paralysis, encephalitis lethargica (so-called "sleeping sickness"), or circulatory deficiencies following some of the acute infections. Nervous disorders such as mannerisms, stammering, and St. Vitus' dance are also important. Such illnesses and the subsequent period of convalescence often keep the child from advancing in his school work and social adjustment for one or more years.

Illness may play a part in affecting the relationship between achievement and intellectual endowment in two distinct ways: First, the handicaps imposed by the illness itself keep the child away from normal, stimulating contacts. Secondly, the mental attitude the child develops toward the illness is often more important than actual illness, for it lasts longer and affects the child's mental attitude toward life. Nothing renders a child or an adult quite so impotent and inadequate as to begin building his life around some minor incapacity. Parents can usually be held directly responsible for the way the child meets adversity. Whether a physical handicap is minimized or magnified depends largely upon the wisdom and judgment with which the situation is handled by the older members of the household.

Superior children comprise a relatively small percentage of the mass of children, yet in actual numbers they represent a fairly large group, and in every community, school, or college probably one or more children will fall into this group. Because of their intellectual superiority these children should represent the choicest material from which leaders for the future generation may be selected, and for this very reason it is important that they be not unwisely exploited and allowed to become victims of their own superiority, as frequently happens. Precocious children are often used by the overambitious parent or teacher for demonstration purposes in the home or the classroom. They become exhibits brought out on festive occasions and allowed to do their "stunts" to the satisfaction and applause of an audience. Under such conditions they learn to expect rewards and praise for every act, and they are unhappy unless they are in the limelight, occupying the center of the stage.

It is quite obvious that the child's contacts with reality will soon become artificial under such guidance and that he will find it difficult to get along and be happy in the future without constant praise and rewards.

Many times we find a superior intellect going hungry for some task which offers a sufficient challenge to real effort. In those cases, where there seems to be a wide gulf between the child's achievements in school and outside school, a psychological test is indicated, which will undoubtedly be helpful in the analysis of his difficulty.

As has been pointed out elsewhere, the child of average ability frequently suffers by comparison with his superior brother and sister, and consequently develops a feeling of inferiority. This situation should be recognized by parents and an attempt made, in cooperation with the school, not to let the superior child be held back in order to keep pace with his less well-endowed brother, nor the latter suffer from unfair criticism. An attempt should be made to allow the child to find his own intellectual level, whatever that may be.

A good intellectual equipment is of value only so far as it is well directed and operating unimpaired by emotional stresses, which frequently take the form of fear and worry. As has been stated, individual difficulties must receive careful consideration, and an attempt must be made to fit the individual for the task for which his personality make-up and intellectual endowment best adapt him.

THE CHILD DURING SICKNESS AND CONVALESCENCE

RARELY does a child reach his third or fourth year without having some illness or becoming the victim of an accident. It is true that the illness may be short or the accident trivial; nevertheless, it will represent his introduction to an experience which is likely to be repeated many times during his life. The mental attitudes which the child develops toward illness and the methods which he learns to use in meeting the resulting incapacity, whether it be long or short, mild or severe, are extremely important.

Fortunately the great majority of illnesses to which the average child is subjected during the first 5 years of life will in themselves be neither severe nor prolonged. Nevertheless, discomforts and restrictions are of necessity imposed upon the child's normal everyday activities. He is cut off from the usual channels which act as safety valves for mental tension and motor activity. These situations may produce conduct on the part of the child of a most baffling type and present a real challenge to the parent. It is the relatively mild illness and that period known as convalescence following severe illness or serious accidents that usually present the most difficult problems for parental management. The child and the situation in which he finds himself need most careful consideration in order that the mental attitudes built around the illness by both the parent and the child may not become more serious in their after effects than the illness itself.

The attitude of the parents, particularly the mother, upon whom most of the responsibility for the care of the sick child falls, is probably the most important aspect of the whole situation. Children are sensitive to the moods of those with whom they live and those with whom they come into intimate contact. It is not at all surprising that the concern and anxiety which the parent shows about the everyday health of the various members of the household are reflected in the behavior of the child, even when he is enjoying good health. When this parental anxiety is increased and replaced by fear due to illness, it is certain to make a deep impression upon the ailing one. Parents cannot help being worried over their children when they are sick. However, they need not discuss their anxieties before the child so that he gets an exaggerated idea of the seriousness of his illness. Such statements as "I am worried to death over Mary", "She had a raging fever all last night", "There is so much infantile paralysis about", "If she is not better by midday I must call in the doctor", and the grave and serious expressions worn by parents when in personal contact with the child only increase the child's anxiety. Obviously unwise are such remarks—so obviously unwise that it seems hardly necessary to

mention them were it not for the fact that they are commonly observed by the practicing physician. It is far better to take the attitude that health itself is only a relative condition, that temporary upsets are common, and that uncomfortable symptoms in many instances are just warnings that perhaps one has been unwise or unfortunate in getting a cold, eating indiscreetly, getting overtired, or perhaps acquiring one of the various ailments associated with childhood. The wise attitude to take toward calling the doctor is not to impress the child with the fact that it is an emergency measure, but simply that it is the custom to call in the physician for advice and guidance under the existing conditions. In other words, so far as it is possible and justified, minimize the importance of the illness. This is at least an intelligent attitude with which to start upon an illness that may incapacitate the child for an indefinite period.

We must keep in mind that even under the best of conditions and with the wisest precautions an illness invariably places the child in an entirely new relationship with the rest of the family, especially when that illness is severe or prolonged. The normal, well-adjusted child enjoys good health and a feeling of well-being. Carefree and unrestrained, he meets life and its obligations according to the demands imposed upon him by his particular group. He has learned that not all of life's experiences are happy and that associated with approbation, privileges, and rewards are responsibilities. If he fails to live up to the standards set up by the family and the group outside the home he is criticized, scolded, or perhaps punished. Life to him, after all, is a game of give and take. If he has not had the misfortune of being brought up with an exaggerated idea of his own importance, he soon learns that it is not wise to expect special consideration for his particular whims. The family as a whole conforms to the diet of the household without grumbling. The various members have their jobs. Chores are continually popping up at inconvenient times. The stress that is put on cleanliness and manners is a bit of a bore. However, all these are part of the routine of the household and the school. The child learns to do definite things at definite times. He learns that conformity pays. He learns that in the long run he gets more fun out of life by playing the game fairly and squarely and earnestly, as the others do. If parents have not achieved just this end, it is at least the objective of their effort to help the child acquire those attitudes and habits which will make him a useful citizen.

Now comes the illness or the injury which almost at once places the child in quite a different situation. It is difficult for many adults to appreciate how suddenly and completely the child's relationship with the entire household changes when he becomes sufficiently ill to cause parents real anxiety. Immediately he takes the center of the stage. From being just one of the group, another "kid" in the family,

he becomes the monarch of all he surveys, and the world begins to revolve around him. Not only are his whims immediately gratified but every effort is made to anticipate his wishes. Whatever may be in his environment is his to accept or reject.

The child is not slow to recognize the fact that he is in rather a unique and interesting position. No longer is he being held responsible for his conduct. He has no obligations in relation to the rest of the family. Privileges, so far as he is able to enjoy them, are increased. The irritating and annoying conduct and the selfish attitudes which used to bring forth criticism and punishment are now overlooked. Nagging and complaints on the part of the parents cease. All his virtues, many heretofore undiscovered by the parents, are brought into the limelight, and his sins of omission and commission are overlooked. Not only is his relationship with the parents affected but also his responsibility toward other children. The younger members of the family are repeatedly warned that "Johnny is sick and he must not be crossed or irritated." The reasonable demands and complaints of the other children are likely to be minimized or ignored. The sick child is quick to dominate the household. He clings fast to this position acquired by virtue of the anxiety of his oversolicitous parents.

This new power which the child has acquired because of his illness is, of course, relative. It depends upon the insight and wisdom with which the situation is handled by the parents at the outset. It is safe to say that the picture as painted occurs to some degree in every case of illness, because this struggle for power is one of the fundamental goals for which children strive. The amount of power which they gain by taking advantage of their illness may play a very important part in later life. These undesirable methods that children learn to utilize under abnormal situations become woven into their personalities. They represent real handicaps in later years when the child is trying to make a place for himself in the social scheme of things.

At the onset of the illness and during its acute stages it is wise to keep the ailing member of the family isolated from the others. The sick child has but little inclination for entertainment, and he needs but little diversion other than that of helping mother or the nurse carry out the routine essential to getting well. Dad drops in, of course, before going to work and at the end of the day. Others who are concerned with his care and comfort come and go, but visits from younger members of the family and outsiders serve no useful purpose.

The sick child should not be showered with attention or gifts, nor should the attitude of those looking after the child be one of maudlin sympathy. If parents are not careful, it is all too easy for the child to develop the idea that he has really achieved something important by getting sick. Certainly he has never before received so much attention, and nothing he has ever done has received such recognition.

In spite of all precautions, both young and old are likely to get an exaggerated idea of their own importance if illness is long continued.

As soon as the acute stage of the illness has passed and that period known as convalescence or recuperation begins, every effort should be made to outline an intelligent plan of occupying the child's time. Here the skill and ingenuity of the parents or the nurse may be taxed to the utmost. The program should be a constructive one. It should include work, recreation, and amusement, and, so far as possible, these activities should be carried out in an orderly way. In other words, there should be a routine of procedure. The school child should have some very definite task assigned, well within the limits of his ability, with appreciation of the fact that attention and concentration will be a bit more difficult because of the illness. The younger children should be encouraged to do something constructive with household articles, such as clothespins, or with blocks or mechanical toys. Or, perhaps, they could be urged to engage in some special hobby of their own. After a period of rest the child may read, or be read to, or listen to a radio program. Before starting the amusement period, when he may play with games and puzzles—which may be home-made—the child should again be left alone for a period of quiet and rest.

For those children whose convalescence occupies months rather than days, occupational therapy has much to offer. Parents may get valuable suggestions from a physician, from a children's hospital, or from an occupational-therapy center, as to just what type of activity would be best suited to the particular child when his emotional needs as well as his physical incapacities are taken into consideration. Children who have developed hobbies, such as collecting stamps or coins, woodworking, drawing, building boats or airplanes, and the like, are fortunate indeed. Many an interesting hour can be whiled away in these activities. It is also well to keep in mind that this period of convalescence may provide just the opportunity for introducing into the life of the child some hobby or interest which will be a source of pleasure and satisfaction all the rest of his life All too frequently the normal, healthy, active child has considered himself too busy with the ordinary affairs of everyday life to indulge in any of these interesting diversions. The leisure time which he now has, because of his limitations and enforced inactivity, allows him to delve into many fascinating and heretofore undiscovered pastimes. An illness with its period of convalescence may be by no means an entire loss to either the child or the adult if his routine is wisely managed. The fact must not be lost sight of that most of the occupations and diversions, hobbies, and achievements developed during this time can be utilized to advantage in broadening the outlook on life after recovery is complete.

Let us keep in mind that when the convalescent child is well enough to participate in card games, checkers, and other activities which

bring him in contact with other children he must be encouraged to be a good sport whether he wins or loses. He must not be permitted to use illness as an excuse for getting special privileges and receiving undue consideration. It should be pointed out to him very clearly that if he is not well enough to be a good sport he is not well enough to enjoy companionship.

The study of one little girl demonstrates what may happen afterward if a child has everything her own way during an illness:

Mary, at 7, dominated the entire household. Mother faithfully fulfilled her slightest wish, fearing to cross her lest she become ill. Her sisters patiently shouldered her share of home duties and quietly gave way to her at every point in order to avoid, if possible, the almost inevitable outburst of temper which was so upsetting to the household. Her ready excuse for all occasions was, "You musn't mind what I do; you see, I've been sick", or "I'm not strong enough to do that 'cause I've had paralysis."

It is true that she had lived through more than her share of illness and was accustomed to admiration and interest from doctors to whom she was frequently shown as an unusual case.

Her "alibi" of ill health helped her over many difficult places in school, and at home special concessions were made for her and she was excused at every turn. Her life seemed built about this desire to hold the center of the stage.

Through a radical change of attitude on the mother's part this little girl, who was fast developing into a chronic complainer, has now become a hearty, normal youngster, gayly competing with her sisters in "helping mother", trying each week to learn to do one new task independently and striving toward an ideal of robust good health rather than desiring the role in life of "interesting invalid."

After a little judicious neglect and ignoring, the alarming physical symptoms which so greatly troubled the mother vanished. The marked tremor of Mary's hands, which made it seem necessary that the mother feed her each mouthful she ate, disappeared, as also did the tremor of voice. After determination by physical examination of the child's actual condition an appeal was made to her ambition and pride. Her desire for attention and wish to excel were turned away from the goal of ill health. With encouragement on the part of the physician and her mother, and with faith in her ability to make good, she is now taking her part in home and school, standing on her own feet and learning to face life as it is.

It is safe to say that the attitude which the sick child develops toward his illness and those with whom he has to live will depend very largely upon the wisdom with which the whole situation is handled in the home. If he becomes self-centered, domineering, demanding, critical, and selfish, he has learned to utilize his illness in order to avoid responsibility and receive special privileges. All too frequently many of these undesirable personality traits and attitudes toward life cling to the child long after recovery has taken place. Many a life has been marred by building it around some trivial incapacity following an illness or an accident. On the other hand, illness has provided many an individual with the opportunity of building up courage, confidence, and fortitude that have proved invaluable in later life.

THE MENTALLY DEFECTIVE CHILD AS A FAMILY PROBLEM

THE VAST number of individuals who are excluded from a life of what might be termed average efficiency because of inadequate mental development represent one of the big social, industrial, and educational problems of the day.

The magnitude of this problem and the frequency with which it is met were brought to public attention during the World War. At this time it was shown by the report of the Surgeon General of the Army that 12 out of every 1,000 men examined by the local medical boards were considered to be unfitted for Army service because of their inferior mental equipment.

In our school population the presence of mental deficiency is discovered very largely through psychological examinations, actual achievement in school work, and general ability to meet the ordinary everyday obligations of life at any given age. It is found that there are approximately 20 mentally defective children out of every 1,000 examined.

This large group of mentally defective individuals gives rise to many social and economic problems. These individuals are unable to keep pace with others of the same age in the school room or to compete industrially on an equal basis. They are incapable of so regulating and adjusting their conduct that they can get along without infringing upon the rights of others. Thus defective mental development is frequently found in association with juvenile delinquency and crimes committed by adults. Mental deficiency as a social problem is receiving much attention from the eugenist, sociologist, educator, penologist, psychologist, psychiatrist, and others who have a broad interest in the individual and his adjustment to society at large.

Our particular interest at the moment is not so much the broad social problem as the individual defective and his relation to the home and the community in general. The primary and outstanding cause of mental deficiency is still regarded by authorities on this subject as defective germ plasm. This covers the so-called group of hereditary cases. Yet within the past few decades we have realized more and more that heredity as such cannot be held accountable for all the cases of mental deficiency. There are innumerable conditions, beginning at the time of conception and continuing during the early years of life, which may act as the causative factors in preventing normal intellectual development.

It is usually much easier to recognize the condition than it is to determine the exact cause, and, so far as the individual is concerned,

an early diagnosis is by far the most important aspect of the situation. Nothing can be done for that portion of the brain which has been damaged by accident or disease or prevented from developing beyond a certain point because of defective germ plasm. The problem resolves itself into developing to the highest degree, through wise and adequate methods of training, that part which is unimpaired. Probably no situation with which parents are confronted is more difficult to face frankly than that of having brought into the world a defective child. Death with its bitter, uncompromising finality is far less difficult to meet courageously than is the long-lingering grief which surrounds this tragic situation. Death is ofttimes the logical result of illness and accidents. It falls within the grasp of human understanding. A tragedy though it is, it is final, and the parents have a chance of assimilating the sorrow into the total experience of their lives and carrying on with courage and fortitude.

The mentally defective child, however, is a living memorial to the parents of some cruel trick that nature has played upon them. They have doubts and misgivings as to just how much they themselves are to blame and frequently live a life of self-condemnation because of a situation for which they were no more responsible than the wind and the waves. This attitude or state of mind often leads to an ever present pursuit of a cure for that which is incurable. These emotionally overwrought parents feel that there must be an operation, a drug, some bit of medical magic to create or restore that which never existed. The tragedy and pathos of such an attitude on the part of parents are revealed in the following situation:

Mr. and Mrs. A brought their 8-year-old son, David, to the clinic to be advised about the education of the boy. He had had 2 years in the first grade and had not accomplished the work required for a promotion. It was quite obvious from a very casual examination of the boy that he was definitely retarded. His developmental history, both physical and mental, his social adjustments, school achievements, and psychological examination, all bore witness to the fact that he was more than 3 years retarded.

The parents recognized the immaturity of his mental development when he was about 3 years old, but the family doctor had said to them: "Stop worrying; the child will grow out of it." Later, after seeing but little improvement, they visited a specialist. He recognized at once that the child was backward and advised "gland treatment" and a companion or tutor who would give the boy special instruction. He sent the parents away feeling much encouraged in the thought that their child would be all right in time. The father's salary was not adequate to pay for such instruction, but he cheerfully drew from his savings account and finally mortgaged his home to keep the teacher for a period of more than 2 years. The parents noticed some improvement, and the teacher was quite enthusiastic over her success. The child learned to count, to tell colors, to recognize all the letters and numbers, and to recite a few nursery rhymes. Yet he remained totally inadequate to compete with other children

or to do things for himself like others of his age. Finally the family funds were exhausted, the teacher had to be dismissed, and the child's failure in school was so obvious that these misguided parents sought help elsewhere.

There were two other children in this family—one a girl of 4 years and the other a boy of 10. The mother was frank in admitting that most of her time was spent with David. The father was so devoted to this defective boy that the other two children were becoming extremely jealous, and the older brother, because of this jealousy, was getting to be a real problem.

Time and money had been literally wasted on this child, and the whole family life had been built around that which was abnormal rather than that which was normal. Two children, physically and mentally excellent specimens of good health with potentialities for worth-while achievements, were being shamefully neglected, and preventable problems of a serious nature were being created. The lives of four people were being demoralized in an attempt to improve in an emotional and sentimental way a fundamental organic defect which was obviously incurable. This may, perhaps, seem a rather harsh statement; it may appear to be lacking in that characteristic trait which we call human kindness; but when the whole family situation is taken into consideration there can be no question as to how this serious problem should have been managed. Those who advise the parents should study the defective child carefully. Nothing should be left undone in an attempt to determine whether there are factors accounting for the retardation which can be remedied. After these factors are eliminated and the diagnosis of mental deficiency is made, parents must be treated with absolute frankness. Telling them will be hard for the doctor and hearing the truth will be hard for the parents. Nevertheless it will save them repeated disappointments and heartaches and permit them to meet the situation frankly at the outset.

This approach to the problem gives the other members of the family, especially the children, the time and attention from parents which they need. The children have the opportunities to which they are entitled. The household is happier and better adjusted. At the same time the unfortunate one has not been denied anything that would be of material aid.

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