Proceedings

of the Midcentury White House Conference on Children and Youth

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PROCEEDINGS

of the Midcentury White House Conference on Children and Youth

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EDWARD A. RICHARDS, *General Editor*

Report of
CONFERENCE SESSIONS
Washington, D. C.
December 3 - 7, 1950

HEALTH PUBLICATIONS INSTITUTE, INC., RALEIGH, N. C.

THE Midcentury White House Conference on Children and Youth represented a typically American approach to furthering one of our national ideals—a fair chance for every child. Dedicated to this ideal, the Conference drew on the experience, professional skill, and knowledge of hundreds of experts and the interest and devotion of thousands of citizens from all walks of our social and economic life. The Conference provided stimulus and inspiration which will bring rich rewards to families and communities throughout the nation.

Oscar R. Ewing

OSCAR R. EWING,
Chairman, National Committee

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THE WHITE HOUSE
WASHINGTON

To Participants in the Conference:

Your response to the call for this Conference has been heartwarming. The devotion with which you and other thousands of our citizens have worked toward this achievement makes me deeply appreciative of the privilege of joining with you in the project.

Invaluable as it is, the work that has already been done is only a prelude to that which must follow. We must not, and I am sure we will not, rest on our accomplishments up to now. We must not lag in our efforts to provide those conditions which would make it possible for all of our children to lead useful, happy lives. It is particularly important in today's troubled times that we continue to move ahead toward our basic objective—improving the well-being of our children. We must bend every effort toward producing in future generations more individuals with the maturity and stability it takes to meet and deal with difficult situations, with new and perplexing problems. Let there be no lapse in bringing action out of these meetings.

There is one more word I am impelled to add. It is good to see that we can pursue a goal of such moment through a conference such as this. In this unique demonstration of our democracy's concern for its children, there is proof again that our American tradition of free exchange of fact and opinion is a living, working force.

Harry Truman

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Foreword

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THESE Proceedings of the Midcentury White House Conference on Children and Youth held in Washington, D. C., December 3-7, 1950, include the background of the Conference; selected addresses given before general sessions by outstanding speakers, who discussed the bearing of what is known about healthy personality development on what is done with and for children; selected technical papers dealing with certain critical aspects of personality development; summaries of the 31 panels and the 35 work groups.

This Conference brought together people of many backgrounds, people with many points of view, people with a great variety of experience and knowledge to consider "how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development."

The Conference was divided into three stages: first, the pre-conference activities to prepare for the meetings and to mobilize citizen action and participation; second, the meetings themselves; third, the follow-up activities.

Thus the work of the Conference was not finished at the end of the last session—it was only well under way. Since the Conference was held, State and local committees, national organizations, federal and state agencies are moving ahead in the follow-up work of the Conference. Hundreds of meetings are being held each month. Thousands of citizens are at work on the task of advancing the well-being of the children and youth of this country.

The White House Conference staff expresses its deep-felt gratitude and appreciation to Edward A. Richards who did the arduous work of editing these Proceedings, and to Dorothy E. Bradbury and Arvilla Singer for their invaluable assistance in getting the manuscript ready for publication.

Melvin A. Glasser

MELVIN A. GLASSER
Executive Director
Midcentury White House Conference
on Children and Youth

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Part 1 Introduction

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The Conference Focus

The Midcentury White House Conference on Children and Youth bases its concern for children on the primacy of spiritual values, democratic practice, and the dignity and worth of every individual. Accordingly, the purpose of the Conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development.

To do this the Conference shall:

(a) bring together in usable form pertinent knowledge related to the development of children and indicate areas in which further knowledge is needed;

(b) examine the environment in which children are growing up, with a view to determining its influence upon them;

(c) study the ways in which the home, the school, the church, the law, health and welfare agencies, and other social institutions, individually and cooperatively, are serving the needs of children;

(d) formulate, through cooperative efforts of laymen and specialists, proposals for the improvement of parental, environmental, and institutional influences on children;

(e) suggest means whereby these proposals may be communicated to the people and put into action.

Background of the Conference

The Midcentury White House Conference on Children and Youth is the largest movement in behalf of children in the history of this country. The nation-wide citizen participation, the cooperation of the major national organizations concerned with children and youth, the development of significant fact finding materials on the emotional and social adjustment of

children, and the attendance of the meetings themselves made this Conference a historic undertaking.

These Proceedings have as their main purpose reporting on the Conference meetings and conclusions. Here, in this introductory chapter, an effort will be made to sketch in the background of the Conference, how it got started, how the theme was chosen, how the various committees were selected, how the groups worked together, and how the program content was developed.

PRE-CONFERENCE DEVELOPMENTS

Each of the four previous White House Conferences had an important impact on child care in this country. Following the 1919, 1930, and 1940 Conferences, follow-up activities were carried on. After the 1940 White House Conference on Children in a Democracy, a National Citizens Committee was formed under the chairmanship of Marshall Field of Chicago. This Committee took responsibility, in cooperation with federal agencies, for providing leadership to a nation-wide effort to put the recommendations of the 1940 Conference into effect.

Many state-wide meetings were held, the Conference publications were widely distributed, and, throughout the decade, the recommendations set the standards for advancing programs for children.

Within a few years, this formal White House Conference follow-up was overshadowed by the need for aiding children and youth in wartime. The work of the National Citizens Committee, however, had laid the foundations for its successor organization, the Wartime Commission on Children and Youth, which came into being in 1942 at the instigation of the Children's Bureau, and which was geared specifically to work for children and young people during the war which this country was then waging.

At the end of the war, the Wartime Commission was succeeded in 1946 by the National Commission on Children and Youth, a group of 140 individuals widely representative of the nation's interests in children and young people. Again, the Children's Bureau provided the stimulus. Its purpose in doing so was to create an effective citizens' organization to work with the Bureau and other federal agencies in planning, coordinating, and developing services for children and young people.

At its December, 1946, meeting, the National Commission first proposed that a 1950 White House Conference be called. The next year, the Commission recommended to the President of the United States that he call such a conference and appoint a committee to organize it. At the same time, the National Commission appointed a special committee from its own membership to develop preliminary conference plans.

By 1948, the proposed White House Conference was beginning to take shape. In January of that year, the National Commission adopted the recommendations of its special committee that the Conference should center

its attention on the child in his relationship to his family and community. At the same time, plans were made for a meeting of state leaders to aid in developing the Conference.

Accordingly, in March, 1948, leaders in the children's field from 46 states, the District of Columbia, and the four territories came to Washington, D. C. In a two-day meeting, they agreed with the proposal of the National Commission for a conference, further defined its purposes, and developed plans for state and local preparatory activities. Two months later in May, at the suggestion of President Truman, a Federal Interdepartmental Committee on Children and Youth was formed. It consisted of representatives of 37 major agencies, departments, and bureaus of the federal government concerned with children and young people, and one of its objectives was to assist in preparing for a White House Conference.

By June, the pace was accelerated. Working together, the National Commission and the new Federal Interdepartmental Committee set up the Joint Interim Committee for the White House Conference under the chairmanship of Willard E. Givens, Executive Vice-President of the National Education Association. This group of 35 eminent professional and lay leaders from the National Commission and the Interdepartmental Committee took primary responsibility for Conference planning in the period immediately following.

Meanwhile, in the spring of 1948, the Children's Bureau, through the Federal Security Agency, requested and obtained from the Congress a $75,000 appropriation to finance White House Conference planning during the fiscal year 1949.

THE CONFERENCE GETS UNDER WAY

During the summer of 1948, Miss Bernice Baxter of the Oakland, California, public schools came to Washington to head the small planning staff which this appropriation made possible. For the next year, Miss Baxter directed the work of refining and adding to the plans already made. Under her leadership, the staff consulted extensively with national organizations in health, education, recreation, and social welfare. Advice was sought also from labor, farm, civic, and church groups, as well as from outstanding individuals on the nature of the Conference to be held, its organization, and what might be its central theme.

Simultaneously, work was initiated with the states in an effort to stimulate them to develop committees which would help to prepare for the Conference. In many states, existing planning bodies agreed to give major attention to Conference preparation in the coming year. The careful preliminary work of these organizations and individuals determined many of the final arrangements for and accomplishments of the Conference meetings.

Throughout the whole period of preparation for the Conference, Miss Katharine F. Lenroot, Chief of the Children's Bureau, was one of the central figures. Not only had she been a key participant in three of the four

earlier Conferences, but her many years of work with the Children's Bureau had given her a knowledge of the background, a perspective and vision, which combined with her imagination and her capacity for sound planning enabled her to make an invaluable contribution to the Conference.

CITIZENSHIP PARTICIPATION

As the National Commission on Children and Youth evaluated previous White House Conferences, it developed the concept of a truly broad-scale citizens' conference.

The membership of previous White House Conferences had been drawn predominantly from professional groups with participation by some leading citizens. Although a great deal of effective work had been accomplished, the National Commission felt, however, that the White House Conference would exert a much stronger impact on the country if the citizens' groups were involved from the very beginning. The emphases of the Conference would become more real and meaningful to the country, and the opportunities for effective follow-up would be far greater.

Labor union representatives on the National Commission were particularly dedicated to this proposition, and to the unions belongs much of the credit for stimulating the development of a plan which would call on the efforts of many thousands of average Americans.

YOUTH PARTICIPATION

While previous White House Conferences had been about and for children and young people, the National Commission recognized that young people themselves had never had an opportunity to participate fully in White House Conferences. In striving for a genuinely democratic effort, therefore, the National Commission took what seemed to be the logical step of seeking the help and advice of young people. The Commission recommended that young people be on the national governing committee for the White House Conference and that they be accepted as full equals in all aspects of the Conference work. To encourage youth participation in advance, a professional staff member was loaned from the Children's Bureau to work with young people and their organizations.

BRIEFLY THEN, BY JUNE, 1949:

1. *Plans for a national committee for the Conference were well under way.*
2. *Considerable work had been developed relating to the Conference theme and organization.*
3. *A large number of national organizations, individual leaders from throughout the country, and state groups were already deeply involved in Conference planning.*
4. *Widespread citizen participation and inclusion of young people in the Conference had been decided upon.*
5. *Limited Congressional funds had been obtained to finance the planning activities.*

DEFINITION OF CONFERENCE FOCUS AND STRUCTURE

In the summer of 1949, Miss Baxter returned to her California position, and Mr. Melvin A. Glasser, a professional social worker and Assistant Administrator of Foreign Operations in charge of international activities programs of the American Red Cross, was loaned to the Conference and became its executive director. At the same time, Dr. Henry F. Helmholz, Chief of Pediatrics of the Mayo Clinic for more than a quarter of a century, was brought to the staff as chief consultant.

The direction of fact finding was placed in the hands of Miss Helen L. Witmer, who had conducted research on various phases of child life for a number of organizations, including the National Committee for Mental Hygiene and the Commonwealth Fund, and who for the past twenty years had been director of research at the Smith College School of Social Work.

This group—Mr. Glasser, Dr. Helmholz, and Miss Witmer—believed that the coming Conference should be truly a Midcentury Conference—not simply the fifth in a decennial series. The Conference should be an event specifically appropriate to the end of the first half century and, at the same time, have particular value for the coming decades. With this in mind—and with the help of consultants from states, national organizations, and the federal government—they surveyed the present situation with regard to children and youth, looked at the work that had been done since 1900, and tried to look into the future with a view to the major requirements of the next half century.

It was evident that among the outstanding advances in the last 50 years were the developments in the field of human behavior and the relationship of people to each other and to their environment. This White House Conference could make its greatest contribution by bringing together, systematizing, and integrating the accumulated knowledge of the behavior of children and young people and by seeing how social institutions and individuals concerned with children were making use of this knowledge. Material factors affecting children, such as physical health and economic needs, for example, would be studied in this context, and would be viewed in their relationship to personality development and social adjustment.

If this kind of approach were to be developed, a truly interdisciplinary effort would be necessary. From the beginning, the Conference staff recognized that such an effort could develop into the major strength of the Conference and, at the same time, would present one of its major problems. Much that had been learned about the growth and development of children and young people was attributable to the increasing specialization of professional workers in the field. The White House Conference would serve as a means of bringing together this specialization of knowledge, of integrating it, and of translating it through citizens into meaningful programs

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and services. Accordingly, it was decided to recommend to the National Committee that a true interdisciplinary method be adopted in staff work and in all committees.

THE NATIONAL COMMITTEE

During the latter part of 1948 and the first part of 1949, the Joint Interim Committee, working with Miss Lenroot, Dr. Martha M. Eliot, then Associate Chief of the Children's Bureau, Oscar R. Ewing, Federal Security Administrator, and the White House, developed criteria for the selection of the National Committee, together with a list of prospective members meeting these criteria.

Early in its deliberations, the Joint Interim Committee decided that members of the committee would be asked to serve as individuals rather than as representatives of organizations. The number of major national organizations concerned with children and young people was so large (eventually the list of national organizations included 464) that it did not seem feasible to establish organization representation. During the course of the work of this committee, and subsequently, it was agreed that the National Committee would represent the major professional and lay interests concerned with children and young people, business and labor, the major minority groups, and the major religious faiths.

As might be expected, the task of selecting a committee of prominent individuals representative of all the major interests proved to be a heavy one. Despite careful and involved considerations and negotiations, even after the committee had been finally appointed, criticism arose from groups, primarily from some of the specialized professional bodies that their interests were not sufficiently represented on the National Committee. There was general agreement, however, that the National Committee, as finally appointed by President Truman on August 31, 1949, was an outstanding representative group of citizens. This committee, in combination with the major technical committees and advisory councils did, in fact, include practically every major interest in the United States concerned with children and youth.

As officially appointed, the National Committee consisted of 52 persons. Only one member, the chairman, Oscar R. Ewing, had an official connection with the federal government. This was by design, for the planning groups had wanted the National Committee and the White House Conference to be citizen groups primarily. Upon his appointment as chairman, Mr. Ewing appointed Katharine F. Lenroot secretary of the committee.

The day following the appointment of the National Committee, the President telegraphed the governors of each of the states and territories, asking them to appoint or designate official White House Conference committees to work with the National Committee in moving the program forward.

Chairman Ewing called the National Committee together for the first time on September 8-9, 1949, and it then adopted a plan of organization which is shown in the following chart. At the same time, the Committee elected an Executive Committee of 18 members, with Leonard W. Mayo, president of the Child Welfare League of America and chairman of the National Commission on Children and Youth, as chairman. The National Committee elected chairmen of the technical committees, assigned members from the National Committee to serve with each of the technical committees and advisory councils, appointed the entire membership of the Program Committee, appointed Mr. Glasser as its Executive Director, and approved a budget of $412,946 for the period from July 1, 1949, through the Conference—this figure to include a second $75,000 Congressional appropriation which had been made available to the Children's Bureau for the continuation of Conference activities. In adopting this budget, the National Committee recognized that most of the funds would have to be obtained from voluntary sources.

The National Committee gave full and intensive consideration to the proposed focus and finally adopted the Conference theme in these words:

"The Midcentury White House Conference on Children and Youth bases its concern for children on the primacy of spiritual values, democratic practice, and the dignity and worth of every individual. Accordingly, the purpose of the Conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development.

"To do this the Conference shall:

"(a) bring together in usable form pertinent knowledge related to the development of children and indicate areas in which further knowledge is needed;

"(b) examine the environment in which children are growing up, with a view to determining its influence upon them;

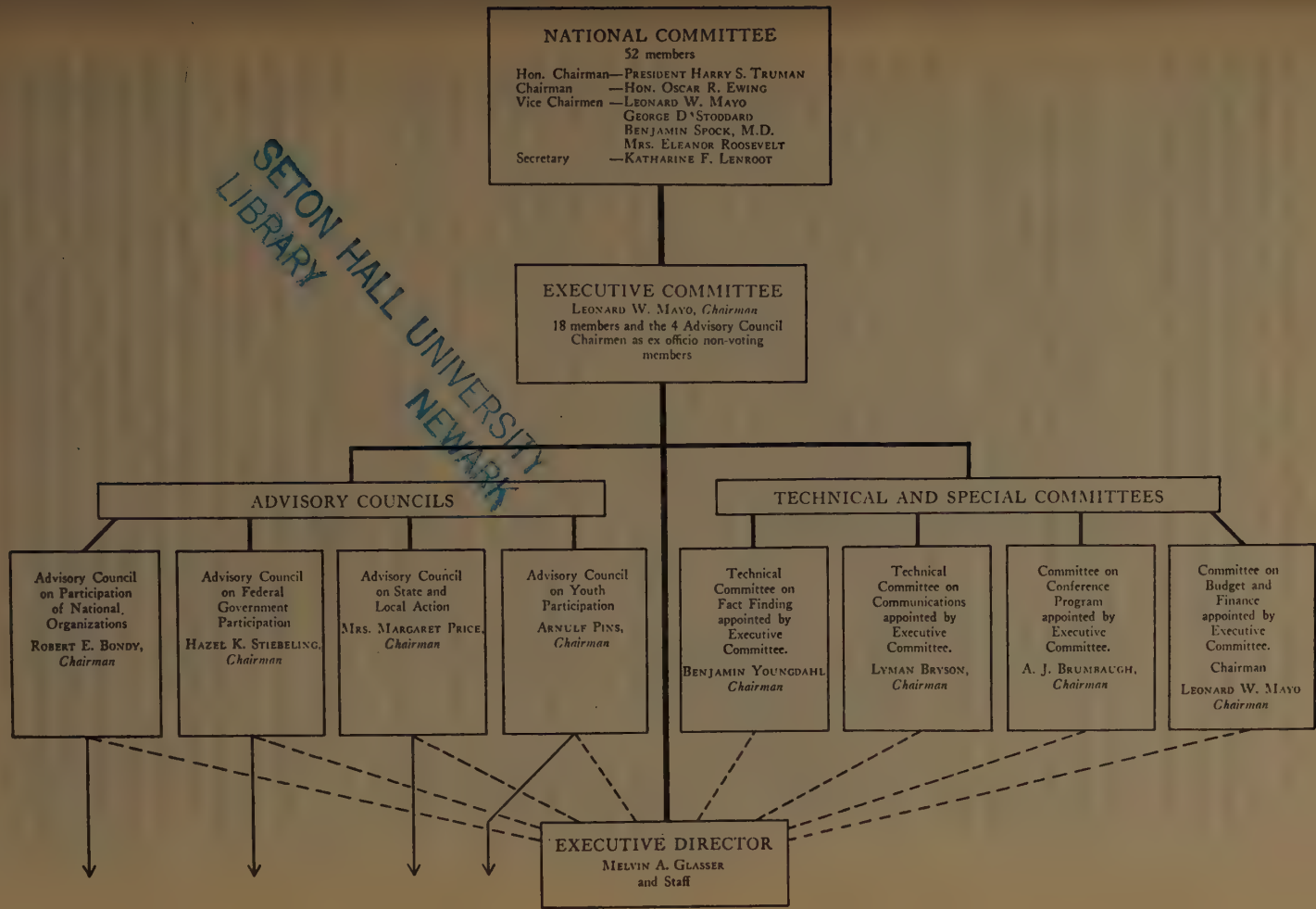
"(c) study the ways in which the home, the school, the church, the law, health and welfare agencies, and other social institutions, individually and cooperatively, are serving the needs of children;

"(d) formulate, through cooperative efforts of laymen and specialists, proposals for the improvement of parental, environmental, and institutional influences on children;

"(e) suggest means whereby these proposals may be communicated to the people and put into action."

CITIZEN ACTION ACCELERATED

From this point, preparations advanced concurrently along a half dozen organized lines, with a small closely knit Conference staff in Washington operating within the newly organized White House Conference structure.



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The four advisory councils were convened and began their work. The Advisory Council on State and Local Action set about working through state committees to appraise and report on needs, services, and programs for children and young people in all the states and territories. In keeping with a true citizens' conference, it developed also the concept of local White House Conference committees which eventually took the form of more than 1,000 county committees.

The Advisory Council on Federal Government Participation undertook to look into the ways in which the federal government was and might be serving children and young people, and developed projects in which the staffs of the federal agencies concerned worked on White House Conference activities in Washington and in the field.

The Advisory Council on Youth Participation, from the beginning, had the exciting experience of encouraging young people and their organizations to look at their own programs, needs, and problems in the light of the Conference theme and to stimulate thinking and action through national and local groups. They also worked with adults to give youth a chance to contribute their perspective and point of view to the developing projects.

The Advisory Council on Participation of National Organizations proved to be an even larger undertaking than was first envisaged. Probably never before in the history of work with children in this country had an effort been made to bring together so many major groups of diverse purposes and interests. Nevertheless, by the time the organization was completed, some 464 organizations, lay and professional, business and labor, education, health and welfare—each and every one of them with a major concern for children—were working together, evaluating programs, developing fact finding materials, and analyzing needs and gaps in programs and services relating to children and youth.

Provision was made for all four councils to review Conference developments and to submit their findings for consideration of the National Committee and eventually of the entire Conference.

THE TECHNICAL COMMITTEES

The technical committees were quickly appointed by the Executive Committee, their rosters being made up of outstanding professional persons, scientists, and practitioners.

The make-up of the Technical Committee on Fact Finding as well as the fact finding staff reflected the acute consciousness on the part of the National Committee that no one discipline had really complete knowledge about what brings about healthy personality development in children. The effort, therefore, was made to assemble a committee and staff which, as a group, would bring to bear the knowledge and experience of psychiatrists, psychologists, sociologists, clergymen, educators, social workers, health workers, and repre-

sentatives of all the other professions whose work touches the lives of children and youth.

The Technical Committee and the fact finding staff concluded that the fact finding job called for three major undertakings:

1. *To integrate and synthesize the present knowledge on healthy personality development*
2. *To examine the status of America's children in their major cultural, economic, and geographical groups, and the social institutions serving them, to determine what the major needs are and how the programs of the social institutions are being conducted—and should be conducted—to further healthy personality development in the light of present-day knowledge*
3. *To identify the gaps in our basic knowledge—the unanswered questions which require further basic research*

Despite a real attempt on the part of the Technical Committee on Fact Finding to set limits to this task, it proved to be a very large undertaking. The major work was carried on by a small fact finding staff as a nucleus with 10 or more persons coming in for limited periods of time to work on special aspects of the studies. In addition, almost 200 individuals and universities, research organizations, private agencies and departments of the federal government contributed working papers and materials which eventually were incorporated in whole or in part in the inclusive report—a digest of which was prepared and given to each Conference participant in advance of the meeting.

The Technical Committee on Fact Finding met five times during a 13-month period, helped the staff to set the scope and direction of the fact finding work, reviewed the materials developed, and acted generally in an advisory and consultative capacity. In addition, individual members of the committee were frequently called upon by the staff for special consultative work within their respective fields.

The Technical Committee on Communications worked on the information and education program of the Conference and was mainly concerned with the question of how the developing Conference materials could be most effectively placed before the American people. It decided early that the primary emphasis should be on information, education, and discussion materials rather than on publicity as such.

The Program Committee began its work in the spring of 1950 and worked through to the end of the Conference meetings. Its activities will be described in more detail toward the end of this chapter.

The Budget and Finance Committee functioned in a very limited way. Because of the difficulty in securing a chairman for this committee, Mr. Mayo was named as acting chairman and worked with the committee in developing plans for financing the Conference—plans which members of the National Committee and staff helped to work out.

A THREE-STAGE CONFERENCE

In a sense, the Midcentury White House Conference on Children and Youth was misnamed when called a "conference." From the beginning, the Conference was seen as a three-stage project: (1) the first stage consisting of the pre-conference activities designed to help in preparing for the meetings and to mobilize citizen participation and action for children and young people; (2) the second, the meetings themselves; and (3) the third, the follow-up activities based upon citizen and professional participation and designed to translate the Conference objectives into action. In every phase of Conference work, from the first meeting of the National Committee in September, 1949, onward, effective follow-up was recognized as an integral part of the Conference.

DEVELOPMENT OF THE CONFERENCE PROGRAM

Every effort was made to achieve the broadest kind of consideration in organizing the specific program to be undertaken at the Conference meetings. The joint efforts of staff, the Program Committee, the Advisory Councils, the Technical Committees, and professional and lay leaders were involved in program development.

It was agreed that the meetings should have a two-fold purpose: to educate and to stimulate. The delegates should have an opportunity to look at the knowledge developed in the Conference preparations, to consider its applications, to exchange experiences, and to face issues; and, it was hoped, they would return to their homes with an inspired determination to put the aims of the Conference into practice.

Early in the planning, the National Committee decided that every effort should be made to secure widespread consensus on the major issues of child life in this country. At the same time, the National Committee resolved to face up to controversial issues and to encourage participating groups to look at them with objectivity, courage, and decisiveness.

The general aim of the Conference content was to provide some general integrated view of how each child might be given a fair chance to achieve a healthy personality, so that a working Conference could be built around this central theme. To prepare the delegates to work effectively, they would be supplied with printed materials in advance. The planners hoped that the delegates with these materials in hand would start from more or less the same point in knowledge despite the variety of backgrounds from which they came. At the meetings, additional materials would be presented in as many ways as possible through discussions, lectures, exhibits, motion pictures.

In view of the widespread citizen participation which by the spring of 1950 was obviously to be the great strength of the Conference, the planners decided that the Midcentury Conference must necessarily be a big con-

ference—the biggest of any to date. Accordingly, plans were based upon an expected attendance of 5,000. The District of Columbia National Guard Armory in Washington, D. C., the only building in Washington of sufficient size, was chosen as the site of the meetings, and the time was set for December 3-7, 1950.

INVITATIONS

By the summer of 1950, preliminary reports indicated that over 100,000 citizens throughout the country were actually at work on White House Conference projects. It quickly became apparent that a substantial proportion of this number would like to come to the meetings and that, for this reason, as many of them as possible should be invited. Hence, a careful invitation policy was worked out by the Program Committee which was approved by the National Committee. In the final arrangement, the 5,000 invitations were primarily allocated to the four major Advisory Councils. Each council then worked out its own plan for nominations for invitations. The largest group of invitations went to the Advisory Council on State and Local Action, which, in turn, partly on a population basis, allocated invitation nominations to the state White House Conference committees. A small group of invitations were retained by the Program Committee for issuance to technical and professional persons who might not ordinarily be invited through the Advisory Council channels.

In addition, special invitations were issued to observers from outside the United States. A special section of these Proceedings is devoted to a full report of the international participation in the meetings.

In all, approximately 7,000 invitations were issued in the name of the President. Persons attending the meetings numbered 5,902 of whom 4,636 were official delegates; the remainder were international observers, the press, and special guests.

ADMISSION FEE

Upon recommendations of the Program Committee, the National Committee decided to charge a $10.00 admission fee to cover the cost of the meetings and the four publications which were to go to the conference participants in advance of the meetings. The fee also made it possible to admit the guests from abroad without charge.

A FOUR-FOLD PLAN FOR MEETINGS

To accomplish the basic purposes of an integrated program around the conference theme, a four-fold plan of meetings was evolved to include:

1. *A limited number of general sessions which would put before the Conference the major issues of child life and report the highlights of the work of the four Advisory Councils*

2. *A series of 31 panels which through a variety of reporting methods would inform the delegates of the major knowledge relating to healthy personality development in children and youth and on the implications and issues deriving from that knowledge.*

3. *A series of 35 work groups were organized into five sections on the basis of related subject matter. The function of the work groups during a period of three half-day discussions was to review their respective subjects and to arrive at conclusions as to where and how action should be taken in the application of present knowledge and in further research. Delegates were asked to express their preference as to which work group they wished to join. Assignments to work groups were made by the staff on the basis of this expressed interest and with the view of obtaining an interdisciplinary point of view in every group—so that all the problems discussed, whether they were related to schools, social welfare, spiritual values or community action, would have the benefit of the judgment of persons from all the disciplines and from the major citizen interest groups.*

4. *Provision for recommendations which the Conference as a whole would consider and adopt as a basis for the on-going program*

RECOMMENDATIONS PROCEDURE

The National Committee appointed the Committee for Conference Recommendations consisting of seven persons from the National Committee, the five section chairmen of the Conference, and four representatives, one from each of the Advisory Councils. The Committee for Conference Recommendations adopted the following statement as a guide to procedure:

> This Conference is a gathering of interested citizens with varying degrees of responsibility, coming from states, territories, organizations, agencies and age groups. These citizens come together at the invitation of the President of the United States.
>
> This Conference assembles to discuss the reports of the Technical Committee on Fact Finding, and of the four Advisory Councils of the Conference, and proposals from individual participants. Its purpose is to further the development of healthy personality in all children and youth. From this study should come recommendations for approval by the Conference as a whole.
>
> This Conference by its very nature does not bind any participant or group to its detailed recommendations. At the same time, its platform will set up the broad basic objectives for work in the years ahead. These recommendations, it is, hoped, will inspire, sustain and guide the American people in intensifying their efforts to assure a better life for all children and youth.

The recommendations procedure worked out in detail as follows: The recommendations which originated with the four Advisory Councils and other sources were sifted to eliminate duplications and were arranged by subject matter. These recommendations were channeled to the appropriate

work groups which could use them as the basis of their own recommendations and could, in addition, originate new recommendations as they saw fit.

The conclusions which issued from the work groups were of two kinds: (1) findings—specific conclusions on subjects primarily technical in character; for example, definition of the kind of activity which makes for genuine recreation; and (2) recommendations which relate to broad issues of child life.

The recommendations and findings from the work groups were referred to section steering committees consisting of the section chairmen and the chairman of each of the work groups in the section. The section steering committees reviewed, revised, and edited the findings, and they were eventually presented to the Conference on the final day for information but not for action. The recommendations, after review and revision by the section steering committees, were sent to the Committee for Conference Recommendations for review, revision, and modification, and so forth, so that an integrated platform of recommendations could be presented for the consideration of the delegates on the final day.

This was a somewhat intricate procedure. It was arrived at after many weeks of discussion. The complexity of the procedure derived almost entirely from the fact that it was necessary to consider such a broad variety of issues with full opportunity for discussion and debate from almost 5,000 persons. The Program Committee and the National Committee insisted that procedures be devised which would provide for this maximum participation.

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A LOOK BACK

Looking back on the Conference preparation and the meetings themselves, the difficulties, the problems, and the accomplishments fall into perspective.

The most acute and ever-present problem was the shortage of funds. Over a period of three years, two $75,000 Congressional appropriations were available. The amount of $300,000 in voluntary funds and services had to be secured to supplement the federal funds. That these funds and services eventually were secured is a tribute to the American people and their organizations as proving their interest in and support of not the Conference primarily but all its objectives in advancing the well-being of the nation's children. Not until the summer of 1950, however, were there sufficient funds on hand to meet the payroll more than 30 days in advance. At no time was it possible to provide a staff of sufficient size to do as adequately as desired the work of fact finding, to take advantage of all the public relations opportunities, to provide full service to the states, and to utilize to the maximum the interest and the cooperation offered.

Every operation had to be most carefully scrutinized from a budget point of view. The limited time of the staff was also used in part to help in

raising funds. Every member of the staff over almost the entire period of preparation worked long extra hours without extra financial compensation in an effort to make up for the additional people who were needed but could not be hired. The Conference ended solvent, but it was a struggle all the way.

The National Guard Armory in Washington is not designed to house conventions which feature such large attendance and so many work groups. "Convention cities" have the facilities to care for such gatherings, but to hold a White House Conference called by the President of the United States anywhere but in the Capital seemed so inappropriate that the decision was made to meet in the only building in Washington which offered enough total space. Nevertheless, the rooms were crowded, and it is to the everlasting credit of the delegates to the Conference that they condoned with remarkably good humor the shortcomings of the facilities in which they found themselves.

More time was needed on the final day for debate on the Conference recommendations. Proportionately more time was spent on this kind of debate at this fifth White House Conference than at any of its predecessors, but even so, more would have been desirable.

A LOOK FORWARD

The careful preparatory work leading to follow-up activities, inaugurated almost a year before the meetings, paid dividends at the Conference and following it. Intense, informed, vigorous interest was demonstrated at the meetings in translating the Conference objectives into action. At this writing, two months after the Conference meetings, state committees, national organizations, and agencies of the federal government are well advanced in the follow-up work. Requests for materials are pouring into the national headquarters. Hundreds of White House Conference follow-up meetings are being held each month throughout the country. Periodicals—lay, professional, and organizational—are publishing a steady stream of reports, articles, and comments about the White House Conference activities. Thousands of our American people are dedicated as they have never been before to advancing the well-being of the children and youth of this country; through the follow-up program of the White House Conference, they have found an important channel for carrying out the hopes and promises of the Conference.

Part 2 Conference Platform

Pledge to Children

TO YOU, our children, who hold within you our most cherished hopes, we, the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

Platform

adopted by

The Midcentury White House Conference on Children and Youth

Believing in the primacy of spiritual values, democratic practice, and the dignity and worth of every human being, and recognizing that these are essential to individual happiness and responsible citizenship, we have come together to inquire

—How the necessary mental, emotional, and spiritual qualities may be developed in children, and

—How the physical, economic, and social conditions favorable to such development may be assured

And having found that children require, for their fullest development,

—Regard for their individual worth and sensitive respect for their feelings, from all who touch their lives

—Loving care and guidance from mothers and fathers, who have a sense of the privilege and responsibility which parenthood involves, and who have confidence in their own capacity to rear a child

—A secure home that is free from want and dread of want, and provides all family members with a satisfying physical, aesthetic, social, and spiritual environment

—A community whose citizens are dedicated to establishing the values and practices that make life meaningful and abundant for children of all colors, creeds and customs, and to cooperating in an endeavor to express these values and practices in daily living

—Full access to health, educational, recreational, social, and religious services and programs, directed toward the well-being of all they serve

—Concern on the part of all citizens for all children

—Devotion to the pursuit of knowledge and the wide application of that which is known

If they are to grow in

—Trust in themselves and others

—Independence and initiative coupled with a true sense of being related to others

—Satisfaction in bringing individual and shared tasks to completion

—A sense of personal destiny and of the responsible roles they will eventually play as parents, workers, citizens

—The capacity for the love that underlies the family and that ideally comes to embrace all mankind

—Creativity that brings into being new life, new relationships, new values, and new things of beauty and usefulness, and cherishes them for their worth

—Integrity that sees each life as personally meaningful within the period of history in which it is lived, and in relation to enduring values

We Therefore Recommend with Respect to

I. Furthering Healthy Personality Development Generally in Children and Youth

1. That research on child development and adjustment be expanded and that such research include longitudinal studies in relations and factors that affect behavior and adjustment, so that a continuing understanding of infants, children, and youth and a sound basis for practice will be provided; that public and private agencies give support to extending research pertaining to healthy personality with attention to the synthesis, interpretation and dissemination of the findings.

2. That greater emphasis be placed by the various professions on utilizing methods and seeking new means of bringing the parents into thinking and planning with and for their children.

3. That education for parenthood be made available to all through educational, health, recreation, religious and welfare agencies maintaining professional standards and staffed by properly qualified individuals.

4. That specialists and agencies take every opportunity to foster and increase parents' feelings of satisfaction and self-confidence in their ability for child rearing; that material concerning the growth and development of children be made as reassuring and non-technical as possible, and that false standards of perfection not be held up.

5. That elementary, secondary, college and community education include such appropriate experiences and studies of childhood and family life as will help young people to achieve the maturity essential to the role of parenthood.

6. That there be further study of the underlying causes of broken homes and the increase in divorce.

7. That children be provided with opportunities that are wide in range and challenging in nature, emphasizing exploration, participation, and social experience in an environment that is rich and stimulating; and that expectations of achievement be in harmony with each child's ability and growth.

8. That all professions dealing with children be given, as an integral

part of their preparation, a common core of experiences dealing with fundamental concepts of human behavior, including the need to consider the total person as well as any specific disorder; the interrelationship of physical, mental, social, religious, and cultural forces; the importance of interpersonal relationships; the role of self-understanding; and emphasis on the positive recognition and production of healthy personalities and the treatment of variations; and that lay people be oriented through formal or informal education to an understanding of the importance of the foregoing concepts.

9. That steps be taken at national, state, and local levels to improve the facilities and increase the output of professional schools preparing persons for services to children.

10. That more energetic efforts be made by both public and private organizations for support of selective recruitment and training of professional workers and for an extensive program of scholarships.

11. That professional workers be trained in such a way that they will understand and respect other professional skills and contributors so that they may work together to further community growth. Some of the ways this might be achieved are:

    a. In all levels of undergraduate education, students should receive broad preparation in the knowledge of human growth, behavior, and motivation which ought to be common knowledge for all students. This would also serve as a background for professional education.

    b. In schools preparing for professional work, there should be included in the curriculum through both the classroom and field experience opportunities for cooperative work on problems common to all professional interests, including study in human growth and change and in family counseling.

    c. The practicing professional worker should further his training by seeking, utilizing and promoting opportunities to relate to and participate with other professional and citizen groups in resolving problems of the individual and the community.

    d. Orientation programs should be planned for all professional persons and inter-professional groups in the community.

12. That ways and means be found for the formal and informal in-service education of professional people and that information on promising practices be widely disseminated.

13. That an inquiring attitude be maintained toward all services, with appropriate provisions at all levels for continuous scientific study of needs, objectives, alternative methods, and effectiveness of programs.

II. Furthering Healthy Personality Development Through the Family, the Church, the School, and Other Social Institutions

14. That prompt action be taken at the national level to provide funds supplementing those of states and localities for the early development

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of adequate local health service throughout the country, such action being particularly needed because of the physical and mental effects of mobilization and war on mothers, children, and youth.

15. That all states establish standards for the hospital care of mothers and children, in order to assure the quality of care which modern science knows how to give; and that these standards take into account the importance of avoiding unnecessary distress and anxiety.

16. That further Federal aid be provided to the states for educational services, in tax-supported public schools, without Federal control, to help equalize educational opportunity; the issue of auxiliary services to be considered on its merits in separate legislation.

17. That racial segregation in education be abolished.

18. That it be made possible for qualified youth to obtain college or university education which would otherwise be denied them because of inability to pay.

19. That as a desirable supplement to home life, nursery schools and kindergartens, provided they meet high professional standards, be included as a part of public educational opportunity for children.

20. That school lunches be provided and that children unable to pay for their lunches be furnished them free, without being differentiated from the children who pay.

21. That local boards of education accept full responsibility for planning and providing adequate educational programs and services, including special services, to meet the needs of children with physical and mental limitations and that state departments of education accept responsibility for leadership service in realizing this objective.

22. That guidance and counseling services in schools, employment offices, and youth-serving agencies be strengthened and extended, and that such services take into account emotional factors involved in vocational adjustment and aptitudes for specific jobs.

23. That, recognizing that knowledge and understanding of religious and ethical concepts are essential to the development of spiritual values, and that nothing is of greater importance to the moral and spiritual health of our nation than the work of religious education in our homes and families, and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and state which has been the keystone of our American democracy, and declare ourselves unalterably opposed to the use of public schools, directly or indirectly, for religious educational purposes.

24. That the churches of various faiths coordinate, strengthen, and expand their religious services and activities with particular respect to rural areas and areas of special economic need.

25. That youth have an equal chance with adults to participate in planning and carrying out recreational activities, and that as a practical aid to such planning, states be encouraged to establish official state recreation agencies to provide counseling, information, and assistance

to communities, particularly small towns and rural areas.

26. That more emphasis be put on the effects of recreational and creative activities on the personality of the individual, and that in all neighborhoods where children and youth reside, recreation centers be provided under professional and voluntary supervision.

27. That, as an aid to the economic stability of children and their mothers, the old age and survivors insurance program be further extended to cover workers not presently included, and benefits made more adequate; and that similar improvements be made in state unemployment insurance laws.

28. That federal grants to states for public assistance be varied with the financial ability of the states but made sufficient to protect children's personalities from the ill effects of inadequate income.

29. That restrictive eligibility provisions be eliminated from public assistance programs so as to provide assistance to all children in need.

30. That there be a comprehensive study of the present body of law relating to children and families and the methods of implementing such laws; the study to include laws that impede the progress of Indians in fields of social and cultural advantage.

31. That law schools include courses on family law and the relation of the law to other professions, and that schools of social work include courses on the law and its philosophy.

32. That, in accordance with state-wide standards, courts of superior jurisdiction, having judges qualified in the law and with an understanding of social and psychological factors, and having qualified probation staff and auxiliary personnel, be available for all cases involving children with problems that require court action, in rural and urban areas.

33. That standards be developed for juvenile services in police departments.

34. That the preventive and treatment functions of social agencies, police, courts, institutions, and after-care agencies be coordinated so as to insure continuity of service.

35. That states and other appropriate public bodies establish and enforce standards covering the employment of youth in all occupations, such standards to include minimum age and wages, as well as hours of work, night work, protection from hazardous occupations and provisions for workmen's compensation; and that, under these conditions, employers, in cooperation with labor, be urged to provide appropriate work experience for youth on a part-time basis.

36. That one department in each state government, whether it be welfare, health, or education, working in close conjunction with the other departments concerned, set up all-inclusive minimum standards for all day-care centers, nursery schools and kindergartens.

37. That appropriate public bodies establish minimum standards for

licensing or authorization with respect to plant, program, and staff for all child-care and preschool groups.

38. That a continuous program of education regarding the role of social service in adoption be carried on for the general public and for the professions involved, to the end that effective safeguards be achieved for the protection of the adopted child, his natural parents, and his adoptive parents; that existing legislation be strengthened and, if need be, new legislation enacted to assure such protection; and that qualified adoption agencies, local and state-wide, voluntary and public, be strengthened and developed to further assure such protection.

39. That appropriate public bodies set minimum standards for agencies and institutions providing foster care for children, whether foster-day care or full-time care, and provide for authorization or licensing and supervision to maintain these standards.

40. That all programs for children and youth with handicaps be expanded to provide for physical, mental, emotional, and occupational needs.

41. That children of migrant and seasonal workers be given all the protections and services available to other children, with special regard to transportation, housing, sanitation, health and educational services, social benefits, and protection under labor laws.

III. Furthering Healthy Personality Development in Relation to the Influence of Certain Social and Economic Forces

42. That all groups concerned develop and maintain programs for protecting the healthy personality of children living under the stress of defense preparation.

43. That the sacrifices demanded in the present emergency be shared by all individuals and groups in the population and that the services of men with physical and other disabilities be utilized in some capacity without the use of categories, such as 4-F.

44. That more and better educational and recreational opportunities be made available for young adults in civilian and military life.

45. That schools, labor, industry, and other community agencies and the military services improve and expand their personnel, evaluation, placement, vocational guidance, and counseling activities to serve the interests of young people and to promote the overall development and efficient utilization of our human resources.

46. That adequate allowances be provided for wives and children of servicemen.

47. That the participation of children and youth in community activities during times of stress be in accordance with their stage of development and designed to minimize their anxieties.

48. That governmental and voluntary agencies work to meet the needs of the wives and children of personnel in the armed forces moving to new communities, in order to insure their absorption into community life and to provide adequate housing, health, educational, recreational, and spiritual services to meet their needs.

49. That specific efforts be made to bring lower income groups up to a higher income level and to increase their real income by providing a greater variety of community services; such expansion of services to include children in all the states and territories and the District of Columbia.

50. That there be authoritative exploration of methods of improving the economic situation of children in families with inadequate incomes, with particular attention to family allowances, tax exemptions for children, and expenses of working mothers.

51. That the full program recommended by the President's Commission on Civil Rights be supported because it represents our faith in and practice of democracy, and further, that prompt steps be taken to eliminate all types of racial and religious segregation, and that this conference through its most appropriate channels appeal immediately to the federal government to abolish segregation in the nation's capital, making Washington an example to the world of a truly working democracy without discriminatory practice on the basis of race, creed, color, or national origin.

52. That to insure the welfare of all children the following specific measures be taken to provide a well-rounded comprehensive housing and community development program:

    a. Maximum emphasis should be placed on maintaining standards adequate for health, comfort, and decency in both private and public housing.

    b. The construction of 810,000 low-rent public housing units should proceed at full speed in order to provide much needed housing for low-income families now living in slums.

    c. A cooperative housing program should be developed, specifically geared to meet the needs of middle-income families who are ineligible for public housing.

    d. Our national housing program should meet the requirements of families not only in every income group, but also in every type of community, rural and urban, and of every size from the largest to the smallest.

    e. The slum clearance and urban development and redevelopment program, now getting under way with Federal assistance, should be supported as an integral part of over-all community planning.

    f. Adequate housing for families of defense workers of middle and lower income should be regarded as an essential criterion in providing defense housing facilities in a period of mobilization.

53. That development of new housing facilities give special attention to health, recreation, and social needs; and, to the extent that private

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industry does not provide suitable housing for low-income families, such housing continue to be developed by governmental agencies.

54. That, in view of television's unprecedented growth and its potential as a medium for mass education, the television industry and all educational, health, and social agencies seeking to use this medium accept their great social responsibility, and, further, that this principle apply also to the other media of mass communication.

55. That the Federal Communications Commission reserve television channels for non-commercial educational television stations so that some part of the limited number of frequencies to be allocated by the Commission may be reserved for educational uses and purposes which contribute to healthy personality development.

IV. Furthering Healthy Personality by Mobilizing Citizens for the Improvement of Conditions Affecting Children and Youth

56. That community groups and community leaders re-examine their attitudes and procedures in the light of this Conference, and make appropriate adaptations and changes.

57. That in order to insure proper assessment, creative planning, and appropriate action with respect to meeting the needs of children and youth, communities undertake the following tasks on a continuing basis:

    a. Developing broad community interests.

    b. Obtaining the broadest possible community sponsorship.

    c. Obtaining where necessary technical assistance in planning and carrying out the program.

    d. Initiating or organizing studies and gathering facts that are focused on specific problems according to priorities.

    e. Interpreting the facts and informing the community as to their significance.

    And that since goals and methods are closely intertwined, in undertaking these tasks the methods used be based on the following principles:

    a. People as individuals and as groups should be helped to help themselves; professional workers should find their role in giving this kind of help.

    b. Differences and stresses that may be present should be recognized and utilized positively.

    c. Broad-based participation of all groups without discrimination as to age, sex, race, creed, national origin, or economic level should be developed.

    d. Fact finding should be used as a part of a total educational process.

    e. Channels of communication between individuals and groups should

be provided for the purpose not only of furthering common social objectives but also of improving relations between groups.

f. Since the community is served by both public and private agencies, which have a common concern for meeting the needs of children and youth, the endeavors of both should be utilized in planning, assessment, and financing.

58. That the citizens of every community accept responsibility for providing and maintaining adequate programs and facilities with professional personnel for education, health, and social services, and that, in the development of such programs, full and appropriate use be made of all voluntary and public resources.

59. That participation in planning in the community begin in the schools and in other institutions, in order that children, youth, and adults learn the importance of voluntary participation and responsibility for community leadership.

60. That all interested groups work in partnership to recruit, train, and use volunteer leaders for community programs, with special attention to using young people in appropriate ways.

61. That, since citizen participation is essential for effective community services for children and youth, citizen advisory boards and similar groups representative of the community, when not already provided, be established for public as well as private services, and that every effort be made to enable and secure participation by a cross section of the citizenry; and further that educational institutions and other groups emphasize the importance of participation by volunteers as a basic factor in citizen responsibility.

62. That communities foster cooperative community bodies representative of all community interests to study and advance better conditions and opportunities for young workers.

63. That citizens be encouraged to support adequate appropriations and qualified staff to administer and enforce basic legislative standards of states and territories, and other appropriate public bodies, covering the employment of youth.

64. That, recognizing that youth has rights and responsibilities for better community living, progressive opportunities be provided for young people to participate vitally in community activities and planning in order that they may have early preparation and experience for leadership and community service; and further, that the professional workers accept their responsibilities to stimulate the community to see that these opportunities are provided for youth.

65. That youth representatives be placed on community boards of various agencies, in order that they may participate in the planning, developmental and operational phases of the total community program.

66. That, in recognition of the importance of cooperative work in behalf of children and youth among the governments and peoples of the world, full support be given to voluntary efforts and governmental programs of an international character.

67. That immediate, vigorous, and continuing work be undertaken to provide for the organization and financing of national, state and local programs which would put the Conference recommendations into action.

Resolution on Follow-Up Program

This resolution adopted by the Conference makes more specific recommendation 67. The content of this resolution is based upon the recommendations on the follow-up program of Section V of the Midcentury White House Conference meetings.

Whereas, the President of the United States who called this Midcentury White House Conference, has stated that "ways to help our children and young people become mentally and morally stronger" and develop into the "self-reliant individuals" which are the strength of our democracy, are "essential for the progress of mankind" and the preservation of "our own liberty as a nation," and

Whereas, the President has stated that "in the days ahead—we will have to make special efforts to see that children get a fair chance at the right start in life" and has asked this Conference to proceed immediately toward such goals, and

Whereas, over 100,000 citizens in all states and territories have studied ways of improving the well-being of children in their own communities, and

Whereas, this White House Conference has so dramatically demonstrated the pressing need for the better application of that which we know and that which we assume to be good as well as the importance of filling by further research the wide gaps in our knowledge of human and social behavior, and

Whereas, the follow-up on the recommendations and implications of the findings of the Midcentury White House Conference depend upon the fullest partnership of voluntary and official effort, and

Whereas, this White House Conference has demonstrated the need for more effective communication between the national, state and local levels, and

Whereas, there is need to establish a continuity of effort in follow-up, and

Whereas, the National Committee of the White House Conference, its advisory councils, and delegates in attendance at the December meetings have recommended that machinery be authorized to implement follow-up,

Be It Resolved That This Conference Recommends Approval of the Following Principles in Effecting Appropriate Action in Follow-Up:

1. That the chief operating groups upon which the responsibility for follow-up should fall will be existing organizations—national, state and local.

2. That the chief purposes of the follow-up effort should be to disseminate the findings of the Conference, stimulate action on its recommendations, and promote research designed to fill the gaps in knowledge which the Conference has brought to light.

3. That the participation of youth and the inter-disciplinary approach demonstrated in this Conference should be maintained and further developed.

4. That a national committee should be formed as an advisory and consultative group. Such a committee should work through all the groups which have a primary concern for the well-being of the nation's children and youth. It should be made up of individual citizens asked to serve in their own right rather than as representatives of organizations or interests and determine its own methods of financing.

5. That provision for continuity should be implemented by

a. including on this new committee five selected members from each of the present advisory councils wishing to participate in follow-up, members from the presently organized National Committee and members at large, and

b. providing for state and local follow-up organization.

6. That ongoing activities should be effected by this National Committee through an advisory council for participation of national organizations and an advisory council for state and local action and through such technical committees as may be indicated and that the Committee should provide for appropriate cooperation with governmental groups at all levels.

7. That the National Committee here proposed should of necessity be allowed discretion, within the framework of the purposes herein set forth, to make such changes as will assure the attainment of the objectives of the Midcentury White House Conference.

8. That authority for setting up this follow-up program should be given to the National Committee of the Midcentury White House Conference.

Consensus

Recognizing that this is a time of crisis, posing the very issue of survival, and desiring to summarize the aspirations embodied in the recommendations and to declare the spirit in which the recommendations will be interpreted and followed, the Conference adopted the following statements as representing a consensus of the group and an expression of its unity of purpose:

1. *The full development of the whole child is the basic philosophy and ultimate aim of all recommendations.*

2. *All services, programs, and facilities for children and young people should be provided without discrimination as to race, creed, color or national origin.*

3. *Continuing emphasis on research and its application is essential.*

4. *Qualified personnel is needed in sufficient number to staff services and programs for children and youth.*
5. *Youth should be included as full participants in all appropriate community activities.*
6. *Effective partnership between voluntary and governmental agencies is needed in the furtherance of this program.*
7. *Effective team work by the professions is essential to the development of the healthy personality.*
8. *Full participation of all citizens is necessary in providing and sustaining all programs and services recommended by this Conference.*

Part 3 Selected Addresses

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EDITOR'S NOTE

Except for the address made by President Truman, no attempt has been made to publish these speeches as delivered. The present text is based on the form given to the press at the time the speech was made. In some instances more or less extensive deletions occur. These have been made according to three criteria: (a) whether the data used were readily available elsewhere; (b) whether the point had been already established for a reader (as distinguished from a listener); (c) whether space could be afforded within the limits of a book containing documents relating to discussion as well as declarations from the platform.

The Midcentury White House Conference An Opportunity and a Responsibility for Americans

OSCAR R. EWING
Chairman, National Committee of the Conference

On behalf of President Truman, and for myself as Chairman of the National Committee of the Midcentury White House Conference on Children and Youth, I welcome you to the fellowship of this great undertaking.

This is your Conference. Your National Committee takes just pride in having set in motion the tremendous efforts and energies which have brought you here. But it did not create those energies. They are yours, as this Conference is yours, and as its successes, in terms of future action, will be yours.

It is yours, and the Nation's, also in a larger sense. For you represent all the people of this country, and in particular, you represent the more than 100,000 people, of all the states and territories, who for nearly two years have been working on White House Conference projects. You represent over 1,000 White House Conference County Committees, 464 of our great national voluntary organizations, the agencies of the federal government, and our young people themselves. You stand for the citizens, the professional workers, the scientists, working together in this common all-out endeavor.

You have poured into it not only your personal energies but your financial resources. In the last 18 months, congressional funds have accounted for only about one-fifth of the cost of Conference projects. All the rest of the money and the services have come from you and your organizations.

This Conference is thus the culmination of effort and interest and dedication that extend far beyond those of us gathered here. But the fact that so many of us are actually here is in itself significant. Indeed, in these dark times, the willingness of more than 5,000 of America's leading citizens to push aside the pressures and demands of their daily lives, in the interest of children, is heartening. It is more than that. You, and the tens of thousands who have worked with you in every state and community to give meaning and direction to this Conference, are the shock troops on one of the great fronts of today's world struggle.

For the goal of this Conference is, in reality, a world goal—a fair chance for a healthy personality. If we win that for our children, if we even

approximate it, we shall have made an immeasurable contribution to world peace. And not in any selfish sense. By the simple act of trying to give youth this opportunity, we are giving life and substance to democracy. And insofar as we help our children to achieve this goal, we are raising our own sights as American citizens and as world citizens. Whatever we gain for our own children's future will by so much bring moral and spiritual health nearer for the world at large.

That is a broad claim for any conference, even this one. But I think that I can justify it, or rather that you will justify it by what you plan here in the next few days, and by what you actually do in your home communities in the years ahead. With that in mind, I would like to examine with you precisely what it is we are aiming at, to pin it down in the practical, unmistakable terms of everyday life.

We have, in fact, set ourselves a task whose scope and difficulty might well have dissuaded any but the most purposeful and toughminded. You have only to measure our job against that of previous White House Conferences to see what we have taken on. For those earlier conferences were concerned with great, but by comparison limited, objectives. To a large extent, as you know, they dealt with child health and welfare, the social and economic status of children, and other more or less tangible problems. They made great, and tangible, gains. They provided tremendous impetus, for instance, in the fight for child labor legislation. Their work led to the establishment of the Children's Bureau, the Child Welfare League of America, and the American Academy of Pediatrics. Most of our present child health and welfare services were, in a sense, mapped and charted in past Conferences. The child care standards developed in the 1930 Conference are still landmarks of progress. Their influence is reflected in the children's provisions of the Social Security Act of 1935 and in much other legislation.

Beyond these things, these Conferences have also affected profoundly two generations of American thought. They have given us ideas, ideas that were once strange and have now achieved the high success of becoming, to us here in the United States at least, a commonplace. Ideas like these:

That all children have a right to childhood

That every child should have a home, and that no child should be separated from his parents save in grave and exceptional circumstances

That what is good for any child is good for all children.

These are some of the ideas, revolutionary in their time, which were hammered out in earlier Conference sessions and have become part and parcel of our everyday thinking. Today, they are still quoted by many who never knew or have long forgotten their origin. What is more important, their validity is daily demonstrated in our children's lives.

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Go down some side street in your home town on some sunny afternoon. That tow-headed little girl skipping rope with a couple of other seven-year-olds—what do these ideas mean in her life? A year ago, perhaps, she was suffering the inconsolable grief and fear of being newly orphaned, the experience of loss and death for which no child and few adults are prepared. How many emotional problems were solved for her, when she found in a new home the love and security and wise discipline of adopted parents who wanted her for their daughter?

In 1950, we look at children with perhaps no greater concern than in previous years, but with increased sensitivity and a new awareness that stems from new understanding.

Watch the crowd when school lets out some afternoon, and pick out the lonely boy, the silent one who stands at the street corner scuffing his toe against the curb, hating and fearing to go home. What sort of a person is he? What sort of a family is he going home to? What are his emotional needs, his yearnings, his hopes, his potential growth?

He has the right to be wanted, to feel that he belongs. Will he find the answer to that need? Or will he go through life rejected and rejecting?

He has the right to grow strong in body and free in spirit. Will that right be recognized? Or will disease and malnutrition take their toll, or spiritual impoverishment twist his outlook?

He has the right to search for truth, to know goodness, to follow after beauty. Will he be fed lies, led in the ways of immorality or crime, surrounded by ugliness and squalor?

He has the right to feel secure. Will his father's steady employment and his mother's homemaking surround him with the physical and spiritual necessities of a home? Or will fear be a possessive lodger in his house, robbing him of childhood's right to a place of his own?

He has the right to feel that his community and his nation belong to him as a citizen, that he is a part of them. Will his only contacts with his government be the threat of its policing powers? Or will he all his life deeply and tenderly echo the words of the popular song: "I love the dear hearts and gentle people that live in my home town"?

These are not easy questions. You have only to read the agenda of this Conference to realize how far they reach and how deep they dig.

Over the next few days we shall be looking for answers in the highways and byways of many professions and much plain living. Our deliberations will range from analysis of the differing concepts of personality development to the effect on that development of housing, social security, job opportunities and employment. We shall discuss the cost of living, and also how our social institutions—our churches, our schools, our welfare, health, and recreation services, and our law enforcement agencies—are living up to their several responsibilities. We shall explore the effect of too much

or too little income, of neighborhood "climate," of prejudices and discriminations. We shall try to analyze the influence of radio, television, and comic books on our children and youth—and also the tensions that beset our children as the nation moves increasingly to mobilize for defense.

In a word, when we talk about children and their needs, we are also talking about ourselves, about the world we have helped to fashion and pass on to the sons and daughters of America. And when we ask ourselves: "What can we do, what must we do to secure for every child a fair chance for a healthy personality?" When we ask that question, we are accepting, in behalf of ourselves and our children, much of the challenge of our troubled times.

You and your state committees and a veritable army of volunteer and professional workers have spent nearly two years gathering the factual background against which this question must be answered. Here in this Conference, you are preparing, 5,000 strong, to devote four days of intensive study to this answer. And that means that you are dedicating to it, at the very least, some 160,000 priceless man-hours of the best and most creative thinking about children in all the world. But that is not all. When this Conference ends, your job, our job, will have just begun.

Here on this opening day, it takes some temerity to express one man's views about this great task. But I would feel even more hesitation if it were not for two things. First, human living—the business of trying to be a healthy personality—is something in which every one of us may claim, at a minimum, the "expertness" of his own experience; and second, expert or not, no one of us can escape this responsibility. What we are and what we do today, each and every one of us, shapes the spiritual and emotional health of some boy or girl. For these two reasons, I here and now state for the record my own profession of faith, my own understanding of this Conference goal.

The Conference theme has been stated in plain, and carefully considered, words. What do they mean?

A healthy personality? Mine is no technical definition. But for my part, I would say a man or woman, a boy or girl, with a healthy personality is:

One who is free to operate at somewhere near top mental and physical capacity, whatever "top" may be for him as an individual

One who can open his heart and mind to all the experiences of human companionship, to the intimate love of the family, the riches of friendship, and the rewards of teamwork at play and on the job

One to whom fear is a healthy danger signal rather than a lifelong nightmare

One who knows he must produce his own passport to success in living; who can meet the inevitable frustrations and disasters and losses without spiritual defeat

One who would always choose the ways of peace, yet, in time of decision, can take his courage in both hands and stand against all odds for what he believes is right

One who can accept with respect and equity those who differ from him, in capacity, in achievement, in custom, or in faith

One who can take the sour with the sweet; who, for better, for worse, for richer, for poorer, is master of his soul

One who, in the strength of this mastery, can accord to his peers these same strengths, and freedoms, and capacities which he experiences and values within himself.

This is no paragon, no Pollyanna. It is, frankly and by intention, an ideal. Human nature being the strange, God-given mixture that it is, no one of us, and no one of our children, will ever achieve a completely healthy personality. But we, and they, can strive for it. And the striving is in itself the essence of what it takes to face up to life in these hard midcentury years, or in any time or place of past or future history.

We cannot guarantee to every child these qualities, which old-fashioned people like me still call character and integrity. Their very essence is that they must be self-won. What we can guarantee is a fair chance to win them on one's own merits, to grow in spiritual stature and in emotional and intellectual experience. No more than that is within our power, and even here, there are limits to our knowledge of the well-springs of human personality which permit no guarantee. All, perhaps, that we can do is to wipe out the most blatant and obvious pitfalls, pitfalls that are deep and dangerous and far-reaching on the paths too many children must tread today. These are:

The pitfall of prejudice and discrimination, which blasts not only the discriminated against, but also the discriminator

The pitfalls of destitution, illness, and ignorance

The pitfall of squalor and the blighting indecencies of bad housing

The pitfall of educational malnutrition, of the virtual starvation that today faces too many of our schools and the young people they should serve

The pitfall of empty time, which confuses true leisure with the dead-on-its-feet vacuum of "nothing to do."

And along with these, their opposite hazards: The pitfalls of overprotection; of overindulgence; of false economic and social standards; of hothouse forcing in education; of mistaking license for self-disciplined freedom; of shoddy moral standards that deny to youth any spiritual foundation for life.

If each child in America can only—and it is not too much to ask—if each can only do his growing up without running afoul of most of these traps and hazards, then each will, I think, make his own "fair chance."

But what do we mean by "each child"? That is the only one of these

questions with an easy answer. The definition is cut and dried, made to order in the national census of this midcentury year.

"Each child" means every single one of the 53,932,000 of us now under the age of 21—and all who will be born in coming years. It is statistically, and morally, impossible to exclude from that count a single integer—not one of the 6,541,000 whom the curious jargon of the census designates as "non-white," and not one of the 10,362,000 who live on farms and in backwoods villages.

Because "each child" represents an all-inclusive mathematical fact, the "grass roots" character of this Conference has a special meaning. No "grass roots" child is too remote to be denied his birthright and no child is too submerged in city crowds. Indeed, I agree a little with the man who stood up in one of your meetings to declare himself sick and tired of "grass roots." "All the kids I know," he protested, "live on the lean ground of city pavements. They wouldn't even know a 'grass root' if they saw one."

Grass roots or pavements, they are America's children. And when we say each child we embrace them all. Like the old hymn, we cannot forsake them —"no not one, no not one."

If we are not to forsake them, what then must we do? As parents and citizens and experts—and don't forget these young people themselves are self-voting members of our partnership—what can we do, what must we do to secure a fair chance for a healthy personality?

Well, first, I think, we must seek to be, in our own hearts and in our acts, the kind of people we want our children to be. Without faith in humanity, without militant convictions of democracy, without humility, whatever we try to do to or for or with young people would be, not bread, but a stone.

What we are still speaks more loudly than what we say. And that, to my mind, is why this Conference has its prime significance as a prelude to action. It is for you to chart the course and set the pace. The voice of this Conference should be a great chorus of many voices, a united call to action by all of us here and by the thousands upon thousands who stand with us throughout every state in the nation.

If we can translate our convictions into action, and we can; if we do what we know needs to be done and should be done—in our homes, our schools, our churches, our health centers, and our communities—then we will have given our children their opportunity to achieve for themselves the mental and moral health which is their birthright.

And we shall have done even more. For by these acts, we shall have demonstrated, for all the world, that our democracy has the courage of its own convictions; that we are not taken in by any smug fantasies of perfection; that, accepting the challenge of our own human frailties and limitations,

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we know, as our forefathers have always known, how profoundly this is a land of promise for youth and for the future.

This is not overoptimism, even in the bleak terms on which the year 1950 is drawing to its close. Today, even more than in the war of which Abraham Lincoln wrote nearly a century ago, we are engaged—and these are Lincoln's words—in a "struggle for maintaining in the world that form and substance of Government whose leading object is . . . to lift artificial weights from all shoulders; to clear the paths of laudable pursuits for all; to afford all an unfettered start and a fair chance in the race of life."

Report to the President

OSCAR R. EWING
Chairman, National Committee of the Conference

MR. PRESIDENT:

The fifth White House Conference on Children and Youth is here assembled at your invitation. More than 5,000 delegates and international guests are gathered in the largest and I believe the greatest meeting about the children of America that this country has ever seen. These delegates, Mr. President, are here as experts and as citizens; they come from every state and territory; they speak for the 100,000 men and women, throughout this land, who have worked for two years in preparation for this Midcentury Conference.

The theme of our Conference is simple yet far-reaching. How to provide each child with a fair chance to achieve a healthy personality. Our purpose is to consider what we need to do in order to develop in children the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship; and how the physical, economic, and social conditions of our society affect this great goal.

We aim to further the development of a healthy personality through the contributions of family life, the church, the school, health services, social services, vocational guidance and placement services. We are exploring, at the same time, economic forces, working conditions, leisure time, and the influence of the law, the courts, and the protective services.

We have to explore the spiritual values of our people and our society, the effect of conflicting standards, the influence of the neighborhood, the effect of family income, the significance of artistic expression, the impact of the mass media of communication, such as the press, radio, television, movies, and the like, and the effect of mobilization and possible war.

We aim to further healthy personality development of children in special situations—children in families with inadequate income, children with part-

time parents, children on the move, children with severe mental and physical limitations, children with serious emotional disorders, and children who rebel.

We aim, finally, to determine how a community can assess what needs to be done in planning creatively for young people; how the energies of business, labor, civic, and other special groups may be enlisted in meeting the needs of children; how democratic leadership functions in such community planning and action; and how best to implement the recommendations and findings that come out of this conference.

All this, Mr. President, is what you set in motion when you issued the call for the fifth White House Conference on Children and Youth.

We are deeply aware, Mr. President, of the implications of current international tensions. We regret the added emphasis they give our work, but the world crisis has brought home to all of us the imperative need to enhance the health and happiness of our children—for this, in truth, is why we stand so firm against those who would destroy every child's right to a free, healthy, happy childhood.

The fact that you are taking the time, at this grave and historic moment in the life of our nation, to come here and discuss some of these problems with us, is a further proof of your deep interest in children.

Ladies and gentlemen, the President of the United States.

Report to the Nation

HARRY S. TRUMAN
The President of the United States

As we meet here today, the serious crisis in world affairs overshadows all that we do. This country of ours, together with other members of the United Nations, is engaged in a critical struggle to uphold the values of peace and justice and freedom.

We are struggling to preserve our own liberty as a nation. More than that, we are striving, in cooperation with the other free nations, to uphold the basic values of freedom—of peace based on justice—which are essential for the progress of mankind.

As we engage in that struggle, we must preserve the elements of our American way of life that are the basic source of our strength. That is the purpose of this Midcentury White House Conference on Children and Youth. You are seeking ways to help our children and young people become mentally and morally stronger, and to make them better citizens. I think you should press right ahead with that work, because it is more important now than ever.

Our thoughts and prayers are with our young men who are fighting in Korea. They are engaged in a battle against tremendous odds. The full effort of the united people of this country is behind them. All of us are aware of the grave risk of general conflict which has been deliberately caused by the Chinese Communist leaders. Their action greatly changes the immediate situation with which we are confronted. It does not change our fundamental purpose to work for the cause of a just and peaceful world.

No matter how the immediate situation may develop, we must remember that the fighting in Korea is but one part of the tremendous struggle of our time—the struggle between freedom and Communist imperialism. This struggle engages all our national life, all our institutions, all our resources. For the effort of the evil forces of Communism to reach out and dominate the world confronts our Nation and our civilization with the greatest challenge in our history.

I believe the single most important thing our young people will need to meet this critical challenge in the years ahead is moral strength—strength of character. And I know that the work of this Conference will be of tremendous assistance in the urgent task of helping our young people achieve the strength of character they will need.

If we are to give our children the training that will enable them to hold fast to the right course in these dangerous times, we must clearly understand the nature of the crisis. We must understand the nature of the threat created by international Communism.

In the first place, it is obviously a military threat. The Communist-dominated countries are maintaining large military forces—far larger than they could possibly need for peaceful purposes. And they have shown by their actions in Korea that they will not hesitate to use these forces in armed aggression whenever it suits their evil purposes.

Because of this military threat, we must strengthen our military defenses. We are now engaged in a great program of rearmament. This will change the lives of our young people. A great many of them will have to devote some part of their lives to service in our armed forces or other defense activities. In no other way can we insure our survival as a nation.

Our objective is not simply to build up our own armed forces. Our objective is rather to help build up the collective strength of the free nations —the nations which share the ideals and aspirations of free men.

As a matter of defense, we need the combined resources and the common determination of the free world to meet the military threat of Communism.

But our problem is more than a military matter. Our problem and our objective is to build a world order based on freedom and justice. We have worked with the free nations to lay the foundations of such a world order in the United Nations, and we must remain firm in our commitment to the United Nations. That is the only way out of an endless circle of force and

retaliation, violence and war—which will carry the human race back to the dark ages if it is not stopped. And this is a point that we must make sure our children and young people understand.

The threat of Communism has other aspects than the military aspect. In some ways, the moral and spiritual dangers that flow from Communism are a more serious threat to freedom than its military power.

The ideology of Communism is a challenge to all the values of our society and our way of life. Some people are most concerned about the Communist threat to our economic system. But, serious as this is, it is only one of the many problems that Communism raises.

Communism attacks our basic values, our belief in God, our belief in the dignity of man and the value of human life, our belief in justice and freedom. It attacks the institutions that are based on these values. It attacks our churches, our guarantees of civil liberty, our courts, our democratic form of government. Communism claims that all these things are merely tools of self-interest and greed—that they are weapons used by one class to oppress another.

We who live in this country know, from our own experience, how false this attack of Communism is. But there are many people in other parts of the world who have suffered injustice, or who have been oppressed, or who stagger under burdens of poverty or disease, to whom the false doctrines of Communism have an appeal. And every time our American institutions fail to live up to their high purposes, every time they fail in the proper administration of justice, the forces of Communism are aided in their attempt to poison the minds of men everywhere.

Our teachers—and all others who deal with our young people—should place uppermost the need for making our young people understand our free institutions and the values on which they rest. We must fight against the moral cynicism—the materialistic view of life—on which Communism feeds. We must teach the objectives that lie behind our institutions, and the duty of all our citizens to make those institutions work more perfectly. Nothing is more important than this. And nothing this Conference can do will have a greater effect on the world struggle against Communism than spelling out the ways in which our young people can better understand our democratic institutions, and why we must fight, when necessary, to defend our democratic institutions, our belief in the rights of the individual, and our fundamental belief in God.

These White House Conferences have done a great deal over the years, to make our people and our government conscious of our social problems, as they affect children, and to help solve those problems. These Conferences have made our democracy work better—have aided it to carry out its promise of a better life for all.

In this fifth conference of this White House series you are carrying

on that great tradition. This year you are mainly concerned with the mental and moral health of our children. And that is exactly what you should be concerned with at this time.

I do not claim to be an expert in these things, and I know that I am addressing a conference of experts, but I think there are certain fundamental factors in the development of the American character. The basis of mental and moral strength for our children lies in spiritual things. It lies first of all in the home. And next, it lies in the religious and moral influences which are brought to bear on the children.

If children have a good home—a home in which they are loved and understood—and if they have good teachers in the first few grades of school, I believe they are well started on the way toward being useful and honorable citizens. And I do not think that I am being old-fashioned when I say that they ought to have religious training when they are young, and that they will be happier for it and better for it the rest of their lives.

In the days ahead, there will be many cases in which we will have to make special efforts to see that children get a fair chance at the right kind of start in life. For as our defense effort is increased, special problems will be created by the disruption of the lives of many families.

When the White House Conference was held in 1940, the nature of the defense problems which lay ahead was not very clear to those who participated. But in the years that followed, we found that the defense program created many problems that affected our children. There were problems of migration, divided families, working mothers, inadequate housing at defense centers and military camps, lack of community services and of facilities for education and child welfare.

Today, we know much more about these problems, and our recent experience in trying to solve them is fresh in our minds. I know that the work of this Conference will give us some important guide lines as to how we can handle these matters best. Our defense effort is all-important, but we must do everything we can to see that it does not handicap the lives of children who are affected by it. The delegates to this Conference can help us do a better job this time in meeting our defense problems. That is a vital part of the work of helping to make a healthier and happier life for all our children in the years ahead.

We must remember, in all that we do at this Conference and afterward, that we cannot insulate our children from the uncertainties of the world in which we live or from the impact of the problems which confront us all. What we can do—and what we must do—is to equip them to meet these problems, to do their part in the total effort, and to build up those inner resources of character which are the main strength of the American people.

Individual self-reliance and independence of spirit are the greatest sources

of strength in our democracy. They mark the difference between free countries and dictatorships.

The great weakness of dictatorships is that they enslave the minds and the characters of the people they rule. And the effects of this enslavement are most serious in the case of children.

I have been told by people who worked in Germany immediately after the last war that the young people in that country were physically among the healthiest in Europe. But they had been enslaved, mentally and morally, by the dictatorship, and when those controls were destroyed—when they were put on their own—they just didn't know what to do. Brought up under dictatorial rule, they were unable to take care of themselves after the dictatorship had fallen. It takes time to correct this. The same weakness is characteristic of the Communist dictatorships where the children are just as much slaves of the state as they were under the Nazis.

Our form of society is strong exactly where dictatorships are weak. We believe in self-reliant individuals. That is the goal of our system of education and training—and that is the goal of this Conference.

I know that this Conference will make important findings concerning the ways we must adopt to meet this goal. I know that its labors will have values for years to come. The country looks to you for guidance, for help, and for inspiration. You have a great role to play in holding up the torch of freedom which this nation has sworn to uphold, and which with God's help we will uphold.

God, Children, and the Present World

THE REVEREND GEORGE A. BUTTRICK, D.D., LL.D.
Pastor, Madison Avenue Presbyterian Church, New York, N. Y.

After the First World War there was a cartoon which showed our planet with blackened eyes, bandaged head, a torn ear, and a bayonet run through it like a skewer. The caption was "Graduation Present." Such a cartoon today might have to show an almost dismembered world with an atom bomb suspended over it by a thread. "Graduation Present!" A college man can understand and need not be utterly dismayed; but a nursery graduate can only feel and fear. So let us list clearly the debit items for children in our present world.. They need not be labored, for we are not in despair, but they should be faced.

We live in a machine civilization. Most people count that fact an advantage. They are right to the extent that the machine has not only conquered drudgery and distance, but also bestowed more positive boons, as witness the printing press and the cardiograph. Yet how much machine

can human nature rightly endure? Is not one mechanic supposed to have said that if he turned nut 31 much longer he himself would become nut 31? Such questions as these are usually greeted by the comment, "You can't turn back the clock." But the machine is not history's clock. It does not necessarily register progress. Monks invented the clock to remind them when to pray. A factory belt timed to a man's highest working capacity is not necessarily progress over that first clock. The machine may be a Frankenstein monster rather than a clock. If it does our chores, all right; but if it threatens life and home, what then? Why then we might better do the chores ourselves. The machine threatens men's free spirits. It makes them uniform, and conditions them to an automatic response—which is just as tyrants wish. Perhaps totalitarianisms could have prospered only in a machine age: soon the uniform people are in uniform.

We live in an urban civilization, and war plants with their trailer-towns increase the threat. Our fathers lived close to the earth and sky, and were not ridden by neuroses. They learned in this way that they and all men are pensioners of the universe; perhaps only city dwellers boast their independence or imagine that they can live on one another by their wits. Most people now live and work in cities; not in small communities where a man counts and is held to account, but among neon lights and sound trucks and explosive headlines. These are minor threats. Low standards of competitive success and the mass anonymity that dwarfs personality are worse antagonists. Brick chasms echoing to a lonely tatoo of multitudinous feet! And we brag about it, forgetting that every Babel has fallen, not of itself but from human pride.

We live in a warring civilization. We are skilled in arms, but fumble like children the strategies of peace. Each new weapon, more fearful than the last, is hailed as defense; and it might be defense for one nation if that one nation could monopolize it. But all weapons are competitive, and each new weapon thus becomes another step in a lockstep towards incineration. The basic cause of war is down among the conflicts in man's mysterious nature. But one widespread reason for it is human wretchedness. Any right-minded man can see that safeguards against Communistic intrigue and agitation must be built. Yet it is also true that the agitator would have small success but for the fact that millions live in wretchedness. Communism thrives on human hunger and bitterness. The First World War gave Communism its start, for it started desolation; the Second World War spread it, because it spread desolation; and the third world war, while defeating it by the sword, might fasten it on us in the resultant desolation. Wretchedness has been a widespread though not the basic reason for our recent wars, and wretchedness has come because comfortable people have not greatly cared. It is not a comfortable thought!

As if these debit items were not enough, there is a heavier debt: we live

in a half-homeless civilization. "Tell me about your home," says a wise psychologist. That approach can be overstressed. There are no perfect parents, even among psychologists; and if all ills are to be made chargeable to parents, we would have on our hands a doctrine of predestination worse than any that Calvin is supposed to have taught. Yet it remains true that home life in our time has signally failed. This boy's explosive indignation comes from a volcano of resentment against parental coercion; that girl's inferiority complex comes of parental blundering and neglect. Even in homes that are not openly broken, there is in many instances a cold war or a chilling indifference that may have an even worse effect. Our mechanistic, urban and warring world has wreaked its worst havoc on the home, which for many people nowadays is only the place they go to from the garage.

Should we add another debit entry? This is a secular civilization. Most people believe fitfully in God, perhaps because they cannot help it. But since the Renaissance, when men turned their eyes from the mystery of God to themselves and their world, belief has been just that, fitful rather than regulative. God does not enter into our standards of success, for success in our present world is a fairly nasty mixture of cash and gadgets. God does not rule our friendships; for, while we there try to keep honor and love, our friendships have no root or ultimate sanction, since our culture is what Elton Trueblood has called "a cutflower civilization." Our education is secular. Believe me, I do not speak in judgment. Many an educator is distressed over the secularism of education, and many overcome through their own fine spirit the pattern in which they are caught. But it is still true that education is secular. No venture can move except by some assumption, and education has made the secular assumption. A religious college on the other hand gives its students a live option, for on campus, as everywhere, there is no shortage of secularism. Thus a religious college offers an alternative of God or secularism. But another kind of college offers only secularism. Such a college, rightly, fears indoctrination; but by its silence, a most powerful indoctrination, it leads pupils to assume that God does not exist and Jesus does not matter. Thus while it condemns "compulsory religion" it deals, perhaps unwillingly, in compulsory secularism. I know our best educators do not like this. But how can we break the pattern? The patterns of an age coming to a close have become so hard as to be almost a determinism.

In such a world it is strange that any child survives. The saplings are out in a raging storm, or consigned to the meager soil and sun of a prison-yard. There must be a special providence watching over fools and children. Perhaps providence uses splendid fools to watch over the children. This Conference has a hard venture because it meets in the midst of a selfishly adult world. My profession is prone to bromides, though probably not more so than other professions, and one of our clichés, with appropriate pulpit

gestures and thunderings, is: "The child is the hope of the world." It might be true, if the child did not have to live with grown-ups. Children and youth comprise roughly half of our race. But how many peace treaties are drawn for children? How often do advertisers remember that children read what advertisers write? How many newspaper owners and editors remember that children read the scandal columns? We have built a selfishly adult world. But Jesus set a little child in the midst, and that is not a sentimentalism; it is a revolution. He meant that the child must be the test and focus of our culture. He meant that the home is central, and that politics and industry and education must all at length be made into the pattern of a wise and loving home.

"Selfishly," we have said. It is a strange, strange term. The use we make of it implies that there are two men in every man. One caters to the body; the other honors the spirit. One makes himself the center of his world; the other says "My neighbor in the truth." The one is discursive, caught up in the unthinking flux of life; the other is contemplative, sees the hurrying self, and says "Be still!" One thinks that the bustle of streets or the latest news bulletin is all important; the other says, "Suppose the thing that was in Jesus is the clue." A few days ago, Dr. George F. Davidson, Canadian Deputy Minister of National Health and Welfare, addressing a group of social workers in our land, said that "unless we have some permanent values to hold aloft" all our social work might become a snare and a delusion. "Permanent values" is a fine phrase. But "permanent" means something or someone above the flux of time and the passing of the generations; and "values" means an abiding life in which our lives can find meaning and worth. I wonder why we do not say God. Perhaps religious dogmatisms are to blame, for they have often tortured the word God. But Dr. Davidson was surely talking about God. So in his fine urgency I also talk to you about God.

Most people believe in God, even though they may be unwilling to use the word. Science does not proceed solely by fact, whatever some pseudo-scientists have claimed. The scientist believes that the universe is a universe (one song), and that it is faithful, and that the outer world and his own mind are held in one bond or spirit so that his mind can search and understand the world. That is a prodigious faith, and certainly not alien to true religion. The scientist's truth is not a formula on a page: it is a living constraint laid on him. It is not essentially different from what the saint calls the inexorable holiness of God.

No venture can move an inch without a prior act of faith, for faith is life's thrust into an always hidden future. This nation began in an act of faith. Faith is not contra reason, or it becomes superstition; but it always goes beyond reason. A doctor believes that leukemia can be cured. Manifestly he cannot prove it, but he believes it; and must, or his reason would

flag and fall. Thus faith carries reason on its strong shoulders. The only creative way to break the almost deterministic patterns of our time is by an act of faith. And, let us add, no act of faith lacks the beckonings of an unseen world.

You are met to discuss personality: that is a key word. I submit that there can be no personal venture without an implicit or explicit personal faith. Edwin Arlington Robinson has compared our generation to a spiritual kindergarten where the children are trying to spell the word God with the wrong blocks. We cannot prove a personal God by logic, for He is not a theorem to be proved; or by scientific experiment; He is not primarily an object to be studied. If He is personal or supra-personal, we shall find Him best (or be found of Him) by a higher kind of friendship—that is, by worship and prayer. Generations of men have thus found Him. I gently suggest that to dismiss this agelong response with words like "projection" or "wishful thinking" is rather more childish than confronting Niagara Falls with the theory that someone forgot to turn off the faucet.

Therefore I plead for faith. We must have faith in God as Authority. How else can our democracy endure? Even politicians know that a democracy must have certain "standards." That word is derived through the French word for banner. Democracy becomes a chaos in which every man is his own law, unless there waves over it a banner to which all men give allegiance. Conscience is like a compass. It may be faulty, and in need of psychological repair. It may be rusty, perhaps through religious stuffiness. It may be biased by its times, as a ship's compass is swung out of true by a cargo of steel. But what use is any compass if there be no magnetic north? There is such authority. How do we prove that? We simply know it: it is God's axiom, not man's devising. We all know that Hitler lied when he said that conscience is a Jewish invention: it is an ultimate bestowal largely through the witness of Jewish faith. Conscience is too disruptive of our comfort, too cauterizing, too stern in its ongoing demands ever to be our child. We are its children—or, rather, God's children. The child who told a lie, and confessed it to his mother, proved to have a mind profounder than hers. For when she said, "Everything is all right now," he answered, "But I still told a lie." Of course. He was under authority. There will be no landmarks in our world except as we keep faith in God's authority.

And in Him as Shelter. That word need not cause anyone here to bridle. The psychological term "escape" is wise as a warning because we easily rationalize, but foolish when used as a denial of human need. We need shelter. The mayor of my city told us by radio eight days ago, when the storm struck, to stay off the streets. He was not advocating cowardice. There are worse storms than the weather; and then the only way to keep the chance of finer ventures is to get in out of the rain. The psychologist

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builds up "confidence," but there can be no confidence if the whole process of life is against us. Man is brief dust, and latterly he has seemed to be demonic dust. How can he have any confidence in himself alone? Forget the storm called death (if we ever could!); forget the storm of remorse (if we ever could: "I still told a lie"); remember only the storm of nihilism that has struck our world. It calls truth by the name of lie, and lie by the name of truth; trampling aggression is its only good, and chaos its only home. Freud called it, I suppose, the subliminal unconscious. What defense against it? Not education! People are not simply reasonable beings who can be trusted to act reasonably when they are trained in reason. German education, built on that theory, went down like a paper wall before emotional unreason. No, we must have faith—faith in an upward shaft in our nature by which a heaven of grace can find us, to defeat the nihilism that erupts along the shaft from our nature into hell. People who have held that faith have been found of great power. If you will, hear the profound New Testament word: "Where sin abounded grace did much more abound."

We must have faith in God as Venture. How otherwise can the crippling patterns of our present world be broken? Dimly we see the way. Our mechanistic culture must yield to handcrafts and the arts, if only by way of hobbies in the new leisure that the machine could bring; our urban civilization must be broken up into garden villages, shut off from the din of main arteries; our wars must yield to the patient processes of peace, not without painful sacrifice; our homes, together with other homes, must become the major concern of our life within the religious community, not a minor concern that we use as bedroom. Dimly we see the way, but only an act of faith can save us: "Thy power will guide." Why should we shrink from that act? There is a Spirit ever on before us: only so could we realize that our world is a threat to children. There is a "Voice as bad as conscience" bidding us seek a new world "beyond the ranges." Why did mothers bring their children to Jesus? He was Authority—the Good. He was Shelter. He was Venture. Children should live in Him; and, whatever the cost, they would have wholeness.

Now this stammering word can take its strangest turn, and thus come back home: Such faith is best taught us by children. This Conference, composed of our best minds in sociology, courts of justice, medicine, education, and social work, can still learn more from children than it can ever give or teach. "Except ye turn and become as this little child." That is the way; there is no other. The candor of children: is not this the reflection of God's authority in truth? The Hans Andersen fable has its present thrust: a naked king asked his court if they did not like the robe he was wearing, and they with one accord fawned on him, admiring its sheen of silk and gold brocade; until a child came and said in simplicity, "There isn't any robe." Surely such truthfulness is a gift from primal springs! We adults

use words to hide the truth, even to hide it from ourselves, rather than to speak it. But children blurt out truth. "How old are you?", I asked Jimmy, in our customary adult prying. "Five years," he said, "how old are you?" I said "Fifty-eight," and would have been a scullion if I had not told him. Incidentally children take to the word God as birds to the air, a fact that may be the best proof of God. Yet they ask questions, such as "Who made God?", as reminder to us that we live in the midst of mystery and should not deceive ourselves that we can fathom it.

The trusting dependence of children: is not this the token of God as Shelter? Children do not long pose as self-sufficient. That is the grown man's folly. He tries to ease his mortal pain by television—and thus adds to it. He tries to ease mortal death by ignoring death—and thus lives a life haunted and hunted by fears. He tries to ease mortal sin by tinkering with his consciousness, and makes his activism and scientism an escape from a wounded conscience—and thus is always at war with himself, and therefore with his neighbors. One mother was eminently wise. When some cruel person asked her concerning her son slain in battle which one hour of life she would like to re-live with him, could he return here for but one hour, she made a magnificently understanding answer. Would it be the hour when he received his Phi Beta Kappa key?, the pest asked; or would it be the time when he received his war medal for valor in action?; or—what hour? The mother said it would be the hour when, as a growing boy, he had deceived her, and then had come and confessed the lie—and they had both knelt to ask God's pardon. That kind of hour is the best hour for a Midcentury White House Conference. Who but God can cleanse away our stains, atomic stains, or the long drab stains of everyday selfishness? What smaller grace can ever avail us? A child's trusting dependence is there our clue. The child knows that there is shelter. Perhaps he subtly knows that the shelter is found through the parents, and not in them.

The wonder and faith of children: do we not find there the token of God leading us in new ventures? Thus He renews the hope adults have locked in self-interest so that it dies. To us the world may seem counsel only for despair. To us, but not to a child. A child can throw an old blanket over two chairs, and pronto there is a covered wagon making its trek across the western plains. He can supply all the details that the history books omit, and with perhaps as much historical truth, for he is verily re-living the experience. The world to a child is filled with promise. "The best is yet to be." God has great things in store. Therefore a child is impatient to grow, to meet the radiant tomorrow. Who dare say that such a faith is naive and pathetic nonsense? In that issue we are pathetic, not children. "Except ye become as this little child." . . . We cannot return to childhood: that would be infantile. We cannot pretend that all the blundering years between us and childhood are not: that would be sheer pretense. But there

is a childhood beyond experience, a new innocence on the other side of folly. It comes of the cleansing found in the venture of prayer. The child was wiser than the man when both stood before the Thorwaldsen statue of Jesus: for the man stood, whereas the child said, "Mister, you can't see it right unless you kneel." Is it strange counsel—that you can help children only as you first let them help you? God renews our life at the springs of childhood.

This Conference need not meet in any despair. True, the atomic bomb may fall, and thus start a war of such utter lack of reverence for life that the mind reels before the prospect. True, there will be those who ask of your deliberations this coming week, "What is the use?" If the world is merely secular, perhaps there is no use. If this puny planet is life's only locale, then "the sooner it's over, the sooner to sleep." But the world is not secular. There is always the secular explanation. The "Air for the G String" can always be described, if we wish, as the scraping of horsehair on catgut. But there is another description, for those who make the choice.

So while other men plot success, you plot a world in which children may live the creative life. While nations prepare for war, you prepare for a children's peace. While other adults are selfish, you surrender time and thought for childhood's sake. You are a portent of hope, a sign of new courage. You are like the orchestra leader in Europe who was told to forget the coming concert because the Nazis were at the gates. His answer was right: "If we must die, let us die to great music." If our age must meet the judgment of God on long selfishness, let the judgment find us planning for children. The judgment could not find us busy at any much better task. Perhaps God, hearing that music, may say: "Even yet they may prove worthy of My patience shown to them on a far-off Hill." Who knows?—this Conference may thus be the music that shall save our world.

What We Know About the Development of Healthy Personalities in Children

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At the meeting in September of the Fact Finding Committee and staff, after we had gone over reports on the complexity of personality growth, on the influences of culture, on the many ways in which the social services can contribute to a troubled family, we came to a frightened realization: "These reports make the development of a healthy personality sound so hazardous. American parents might well conclude that it is hopeless to try to acquire all the knowledge and to find all the facilities necessary to bring up children right." Such a conclusion would, of course, be fatally wrong.

Solemnly, we agreed that the one thing that is vital is that a child have a pair of good parents who love him truly. With such a start he can probably put up with some degree of poverty or other social disadvantage, because his parents stand between him and the world, interpreting it to him in the light of their own wholesomeness and helping him to deal with it. He can probably make the best of mediocre schooling. He can probably get along without social services, and come through with a personality that is capable of achieving individual happiness and responsible citizenship. Such a stable person will have a good chance of picking up an excellent wife and of getting along splendidly with her, without benefit of marriage counseling. When their children come along, these parents will probably be able to do a good job without the help of child study courses or psychiatrists.

Then why do we have to have a White House Conference?

A large percentage of our people are ineffectual or unhappy and they make everyone else miserable. There is too much cruelty and hatred and suspicion and fear. There are too many mentally ill people. The number of marriages that end in divorce suggests a disturbing degree of immaturity in the supposedly adult years. There are too many criminals.

When individual cases are studied carefully, we can usually find clear causes, most often beginning in childhood, which theoretically could have been prevented if the means had been available.

What do we know today about the development of personality in children? I can only give examples.

The baby is quite helpless for a good part of the first year except for the workings of the organs inside his plump abdomen, the loud cry which he uses for any discomfort, and a sucking mechanism that will almost take the skin off your finger. Yet to me the most fascinating fact of infancy is that a baby a couple of months old, at a time when he can't talk, stand, sit, reach with his hand or hold his head steady, still knows how to smile and does so delightedly when his mother greets him. He is clearly intended to love and to evoke love from the beginning. Even stuffy people fall into baby talk with him.

Is this just sentimental talk? No. It is a fact that infants who have long been starved for company and affection, for instance in coldhearted, understaffed institutions, may wither in body and spirit. They lose all joy in doing things and seeing people. At a year of age they may spend their days lying sadly on their backs, rolling their heads from side to side. If the neglect lasts too long, the responsiveness to life may be impossible to resuscitate and they may grow up apathetic, unloving people. A certain form of the insanity called schizophrenia has been seen to develop before the age of one year in babies who have received attention, but of an unfriendly quality. Such tragedies are rare. But they prove that love is as

vital as calories and that the baby's personality is being shaped from the start by the mother's and father's attitudes.

From this it follows that everything which can be done to help parents feel comfortable and loving will be beneficial to the baby, everything which makes them feel tense will be unfortunate. Anyone will recognize this who has talked to a mother who contrasts the devastating feeding conflict in which she became involved with her first child in the days when rigid feeding was the law, with the happy results in a second child when he and she were encouraged to behave more naturally.

This is why physicians are interested in trying the so-called rooming-in arrangement, to see whether an opportunity for the mother and father to be close to and share in the care of the newborn baby, even in the first week of life, will ease some of the sense of strangeness and anxiety that so many parents now feel at first. This is also the explanation for the swing toward flexibility and self-regulation in feeding schedules which has already proved itself practical, healthy, and enjoyable to baby and mother.

Physicians and public health nurses are learning that it is not only good manners but the most concrete sort of mental hygiene to listen understandingly to young parents' worries (which they apologetically call silly questions), to commend them whenever possible and to encourage them to adjust their care to the infant's stage of development.

Erikson has said that in the first year of life the baby acquires his basic sense of trust, trust in his parents' loving ministrations, and through that, trust in himself. In the period from perhaps one to three years he gets his sense of autonomy.

He learns to walk and he never stops walking. He explores, he feels the shapes of things, he climbs, he shakes everything that isn't nailed down, he tastes paper, specks of dust, the dog's tail. He gradually goes longer distances from his mother. He is testing the world, he is testing and exercising his own skills, he is building self-confidence and independenece.

But he is not sailing off into space like a released balloon. He is more like a man learning to swim by pushing himself backward from a dock but holding tightly to a rope with which he jerks himself in at the first twinge of anxiety.

The bold explorer rushes crying for his mother when a stranger approaches too suddenly. This is the age when a mother complains that her baby cries whenever she leaves the room.

When this underlying dependency is ignored the results may be serious. A sensitive two-year-old who is left at a nursery school before he has had time to learn to feel secure with the teacher may become much too frightened even to go back.

Another two-year-old whose mother leaves him in the care of an unfamiliar substitute may become so frantically dependent when she returns

that he cannot let her out of his sight and cries in terror when put to bed.

So the one- to two-year-old is not only acquiring a general sense of autonomy, he is finding the exact degree to which he wants to be separate from and close to his mother.

He becomes arbitrary about his food likes and dislikes. He takes a personal and possessive interest in his bowel movement; he makes a big issue of it if someone else tries to interfere too bossily in this private matter.

He learns to say "no" not only when it is something he doesn't want to do but when it is something he does want to do. We see that he is deliberately practicing autonomy for its own sake, compulsively, like an uneasy man doing exercises—just to get muscles.

Secure parents take this new, this semi-autonomous child, in their stride, sensing that he now requires tactful, imaginative handling.

We know that the child between one and three is terribly vulnerable to the attitudes of his parents. If he is regularly shamed for his accidents, accidents in the general and in the sanitary sense, he acquires a sense of shame and unworthiness. If he is excessively dominated, he becomes defiant or submissive. If he is constantly warned that the parent will no longer love him unless he behaves differently, his whole personality will be poisoned with uneasiness and antagonism.

By the age of three or four the child can afford to fuss less about his independent rights and can turn more positively to people and ideas. He is enthusiastic about the people he loves, the things they do. He wants to feel like them and do things the way they do them. He is curious and intensely creative. Each new experience fires his imagination and he must re-create the drama, with himself playing a major role. His emotional closeness to people makes him not only experience their triumphs but their injuries. The sight of a cripple makes him anxiously imagine the feeling of being crippled.

The boy becomes increasingly aware that his destiny is to become manly, in the pattern of his father and other admired males. He plays at driving cars, shooting guns, building skyscrapers, going to work. The girl who is devoted to her mother takes joy in turning more and more to doll care and other feminine fascinations.

As the boy comes to identify himself with his father and the men, he also takes a more romantic view of his adored mother and is apt to insist when three or four that he will marry her some day. Though this arouses some feeling of rivalry with his old man it does not seriously impair the good relationship when the father is both manly and loving. In fact it seems to help the boy learn to enjoy rather than fear competition. But if the father has been uncomfortable with his son all along and the small boy has been insecure, too tightly tied to his mother, clinical experience indicates that the competitive situation becomes painful for him, accentuating his uneasiness

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with his father and his dependence on his mother. When such attitudes become crystallized, they contribute to many neuroses of later life and impair the growing boy's capacity to compete in the world of men and to become an adequate father in his turn.

Similarly, the little girl who has never gotten along easily with her mother may, in this period, become more hostile to her and turn to her father, not only to adore him romantically but to pattern herself after him, too. The girls whose attachments and ideals become shifted in this manner are apt to have more trouble making stable marriages and to find too little satisfaction in rearing children of their own.

This period, then, from about three to six years, is vital in setting the patterns for each child. The way in which the father and mother get along, the feelings that each parent has for the child will leave a specific imprint on the child's ideals in such matters as what kind of person he or she expects to be, how he or she will make out with his own sex, what he or she will be looking for in marriage, and what his or her attitudes towards sons and daughters will be.

When we add these first three phases of childhood together, the all important common denominator is, of course, the parents, good parents, truly loving parents.

You know why I say truly loving. I mean not only lots of love but the well-rounded, easy-going kind of love. For there are also the lopsided varieties.

We are also concerned with finding good parents for the baby or young child who has no parents.

Much has been done to eradicate gross abuses in adoption practices in America. But many conscientiously planned adoptions still go wrong. The adopted child is often subject to doubts in himself and in his adopted parents. Child-placing agencies are groping for better, surer ways of selecting homes. There is a crying need for careful, scientific studies of the crucial factors.

Then there are the young children in the thousands who are being neglected in their own homes. Every social worker, teacher, physician sees such children regularly. We say, "If only we could find good foster care or a first class nursery school!" Too often none are available. We can see such a child's personality being warped right in front of our eyes. We know that the chances are great he will grow up irresponsible, self-centered, impulsive. He won't be able to hold a job. He will make life miserable for his family. He may become antisocial.

None of us would claim that we could reach or salvage all these children. But we certainly know that some loving care in a stable atmosphere for even a few hours a day would help.

If we are serious about fostering healthy personalities here is a place to begin. Who will speak for these children if we don't? They say that it

costs on the average $30,000.00 to catch, convict, and imprison a felon. Society pays this bill because it believes it has to. We are getting ready to spend tens of billions a year for armament because we now believe it is worth while. But in effect we said we couldn't spend ten million extra last year for mental health and for child welfare because we couldn't afford it.

There are two faults. We who know something about children's needs don't speak up with enough conviction when questions of social services, welfare, social security are being considered. We also have failed to carry out controlled studies and investigations and convincing demonstrations to prove to others that our solutions are worth while, even economical.

In the period from about six to twelve years, the child is no longer satisfied with make-believe grown-up activities. It is an even greater challenge to try to act like the other boys he sees. He wants to dress like them, have his hair cut like them, use the word "ain't" if they do. In order to free himself to follow these new patterns, he seems to have to rebel against his parents' standards. He deliberately turns sloppy in his table manners and in his personal appearance. He says "So what!" When he is out in the world of school or the neighborhood, he is on the lookout for opinions of other authorities to use to provoke arguments with his parents. He wants to prove them wrong not so much for their good as for his own justification.

He and his schoolmates discuss earnestly what is proper behavior according to their own lights. Those who agree form secret clubs, to convince themselves through their solidarity that they must be right, and to bring group pressure to bear on the nonconformers. In other words, they are hard at work practicing social organization, the relations between the individual and the group, which hold society together.

As he strives to become independent of his parents' supervision, the child feels the compulsion to be more conscientious as an individual. He enjoys rules, and turns to games that are all rules and strictness, like hopscotch and mumblety-peg. His conscience is working overtime, and makes him step over cracks in the sidewalk.

Let no one be misled by all this straining on the child's part into thinking that he is really ready for emancipation. Underneath, he still looks to his parents for his basic security and morals.

Nevertheless, he is certainly ready to be influenced strongly by the school, the church, the Scouts, especially in these new areas of group standards, social acceptance and responsibility to the group.

In the olden days it was thought that the job of the school was only to see that the child learned a certain amount of subject matter. Now we realize, through research by educators, psychologists, psychiatrists, that the child is learning much more than this whether for good or evil, whether the school thinks it is teaching other things or not.

Studies of the influence of different types of teacher discipline have shown that the teacher who depends on an excessively authoritarian leadership, in which she does all the bossing and the children merely obey, may make for an orderly classroom, but when she gets out of earshot, there is little discipline left. The work stops. The children take out the hostility, that has been pent up in them, on each other.

On the other hand, the teacher who leads democratically, who encourages the fullest participation of the pupils in planning their projects and in cooperatively carrying them out, can leave the room knowing that the work will go on almost as efficiently as when she is there. In such a classroom the children are learning cooperation, responsibility, self-discipline, not as mottoes but as ways of living.

In the olden days it was often assumed that children are chiefly motivated in their learning by competition for high marks or fear of failure. To be sure, these motives exist, but when they are accentuated they make for hostile rivalry among the top scholars and for a deep conviction of their own inadequacy among those who cannot make the grade. Now we know that children are eager to learn if the work is suited to their ability, and that there must be flexibility in the work of the classroom to give each child his chance to achieve and mature.

Today there is still plenty to learn about the details of how to design school programs at various ages that will best foster intellectual, social, and character development. But it is much more urgent that we make greater use of the wisdom we already have. In schooling, we are knowingly short changing our children.

Our schools are too few and too small. Much of the equipment is antiquated. Most classes throughout the country are shockingly large, so large that the best teachers are frustrated. There are too few teachers. Not enough effort is made to select only those who by temperament are suited to help children. Their training in many colleges still slights the nature of childhood which should be the very core of their preparation. It is futile to talk about selecting the best people for training when too few of any quality are applying. Salaries of competent teachers are too low for the important work they are doing and they are seldom accorded the respect and prestige they deserve.

Can we afford better schools for our children? The proportion of the national income going to public education has been falling in recent decades. The United States spends a smaller proportion than Great Britain, or Russia. The United States spends less for public education than for tobacco, than for liquor, than for cosmetics. We pay for what we want.

Another sad block is the fact that though the citizens of the United States will vote on a questionnaire for more emphasis on character building

in schools, they too easily become alarmed when good educators attempt this very thing, fearing that the "three R's" are being neglected.

There is no point in our getting mad at this inconsistency. It is obvious that we who are interested in good schools must do a better job educating the public in their value.

In adolescence the boy or girl, with an almost new body and new feeling, must find himself all over again. His "grown-upness" brings out his rivalry with his parents. One side of him aspires toward an idealized maturity. The other side, frightened by his inexperience, clings to childhood dependence. This latter side cannot admit his own timidity and loudly protests that it is the parents who will not trust him or let him grow up. Friendship and "crushes" have a new importance and intensity.

Many educators and others who work with adolescents feel that our society has done less to solve the needs of this age group, even on the theoretical basis, than it has the needs of other ages. Anthropologists who have seen how the adolescent is helped to find a proud place in the adult community in many other parts of the world agree. With our justified belief in education, we keep them pupils at least until the age of 16 or 18 years (in the case of psychiatrists till 35). Usually, however, we do this in a fashion that denies them an adequate sense of acceptance into the grown-up world and of dignified participation in it. They are forced to consolidate with each other instead of with us. The more exaggerated manners of the bobby soxers, the zoot suiters and the Joe Colleges are not harmful in themselves, but they should be reproaches to us that we have diverted so much energy and desire to belong away from valuable channels.

There are no good reasons, aside from the immense inertia of our institutions and customs, why we cannot improve this situation.

The prospect that most of our youth will have to enter the armed services makes it even more urgent that we get at this job.

Emotional disturbances are unfortunate enough at any stage of life. In adolescence there is a greater likelihood that they will be "acted out" in anti-social, delinquent behavior. This not only pushes the child outside the pale at an age when acceptance by the group is particularly vital, but often embroils him in the all too undiscriminating processes of the police, the courts and corrective institutions. We know today that delinquent behavior is only a reflection of what the child has received from parents and society. We know that the experience of being branded and of serving time in an institution that is not ideally organized and staffed frequently hardens the heart of the offender. Yet in most parts of this country we show little recognition of our responsibility.

It is only after truly finding himself in the earlier phases of adolescence that the youth is able to reach a more mature level in which he is capable of intimate friendship and love for others. Often it is the friendships formed

in late adolescence that last most intensely through the rest of life, that is through the time when most marriages are made.

Finally, after the other stages have been lived through, comes true maturity. The adult emerges from his absorption in those he loves most closely, and includes wider and wider circles in his concern. The father and mother produce children and love them truly. They will make every necessary sacrifice for them—not the loudly protesting sacrifice nor the forced one—but the spontaneous, uncounted one. Though each parent's devotion is given freely to the children, the other parent does not feel this as subtracted from his share. The good parents' love does not try to possess the child, nor keep him a babyish plaything, nor force him to act out their ambitions. It is a love that, without having to be reminded, naturally respects the child as a person and enjoys seeing his potentialities unfold. True parental love goes further and considers the child as not just its own but as held in trust for the community. This is because mature people have a deep sense of themselves as participants in a wider society and as owing allegiance to the spiritual aspirations of that society.

We know some of the more obvious obstacles that interfere with the development of the final stages of maturity. The inability of the world to achieve peace keeps us all anxious and suspicious. In the United States we have not yet succeeded in stabilizing and integrating our spiritual ideals. Our lack of set traditions has been one of the keys of our progress, but it also robs many of us of the secure enjoyment of life which stable traditions give to other societies.

Some of the ideals that are constantly held up to us by advertisements, by motion pictures, by radio, such as youthfulness, wealth, and sophistication, may not be vicious but they are certainly not the prime parental virtues either.

What are some of the more specific difficulties of parents that we see clinically? There is the anxiety which so many feel, especially when facing the care of their first child. One root of this is inexperience. In simpler societies girls and boys are taking care of their younger brothers and sisters from early childhood right through adolescence. There is never a chance to forget how to hold a baby's head, what to feed him, how to make him behave.

Our respect for scientific authority has also created anxiety in that it has robbed young parents of a natural confidence in their ability to take care of their children and made them vulnerable to every shift of scientific discovery and opinion. In simpler days parents never doubted that they knew what was right. Now they must ask, "What's the latest theory?"

Why are married mothers of even young children going to work in ever increasing numbers? Is it, as they say, because the payments on the new house are stiff? Is it that work in an office is more companionable or excit-

ing than staying home? Is it that caring for children makes them tense and irritable? These questions are important ones and we'd better find some answers.

Anyone who works with parents—as physician, nurse, social worker, teacher—finds mothers who are resentful either frankly or covertly, about their role as housekeeper and child rearer. One root may go back to rivalry with brother or antagonism to mother in early childhood. Another factor may be that most of our schools, from kindergarten through college, focus so largely on the world outside the home (commerce, science, technology, the arts, communication, politics) that it is difficult for a girl not to get the idea that the only contribution the world respects is in these fields. For boys, too, our education neglects, out of all proportion, the importance and the satisfaction of human relations, of family living, of rearing fine children. Incidentally, this failure of schools to sensitize men to human feelings impairs the effectiveness and happiness of men in their roles as lawyers, doctors, factory workers, and husbands, as well as in their roles as fathers.

Have we, with all our proud inventiveness in taking some of the drudgery out of housework and child care, ignored the emotional aspects of the problem and left even the most loving mothers feeling somewhat anchored, isolated and bored when there is a young child to keep her at home. In pictures in the *National Geographic Magazine* and in Margaret Mead's motion pictures the mothers are sitting around in a clearing between their huts enjoying each other's company while they weave, cook, and watch the children. Can't we try the same idea with a glamorized community center, right in the midst of a shopping district, where children are welcome and nursery school teachers are available to help, where mothers can spend a couple of hours gossiping, sewing, modeling clay, watching a style show or an educational motion picture?

In conclusion, I would emphasize that though our knowledge is incomplete in most aspects of personality development, there is enough knowledge to do an infinitely better job than is being done today. The most obvious and immediate needs, to my mind, are to provide more and earlier help for emotionally neglected children, and to improve our schools. I think the most fundamental question is: Why are so many parents unable to enjoy their children? We know what some of the causes are in individuals, and that individual psychotherapy can be effective in certain cases. But we have not studied the problem from a broad public health point of view and we have not begun to think of broad solutions. One of the investigations will be to see what educational methods, from nursery school through college, can do to keep alive the delight in children which is usually present in childhood, and to bring the boy and girl to adulthood with the feeling that there is no more important, honorable, and soul-satisfying job than having and caring for children.

Putting Our Present Knowledge to Work

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The aims of this Conference in terms of the subject of this discussion are to evaluate our present assumptions concerning the growth and development of children and youth by placing those assumptions under the spotlight of objective and searching inquiry, to point out gaps in our present scientific knowledge, and to learn more fully how to apply what has already been found to be good. This is a gigantic task. And the more so because practically every word and phrase in the foregoing sentence is a controversial one; evaluation, objective inquiry, assumptions, present knowledge. We are not in full agreement as to the meaning of those words. They may connote widely different things to each of us. This is simply another way of saying that we enter this Conference with different experiences and conditioning, with different backgrounds and different degrees of understanding.

Although this may be a handicap, it can also be an advantage if we determine to make it so. We are the people, so to speak, with all the differences that exist among a group as large as this. If we can demonstrate, in concentrated fashion in the next few days, how a community of four or five thousand persons should behave with respect to its children and youth, we shall have made at least one contribution to the science and art of application of knowledge. If we are serious about this, the first requisite for success is humility, and the second is the recognition that the common bond that fundamentally unites us is the earnest desire to find, to know, and to apply the truth, that is, the best available knowledge, conducive to the development of healthy personalities.

Our task is to study some of the important aspects of putting our present knowledge to work. Knowledge has been defined as the "clear perception of the truth." This concept implies not only intellectual grasp, but comprehension, and it suggests that we can call no knowledge our own until it has has become a part of our experience. We are discussing that kind and quality of knowledge. We are concerned with the knowledge derived from both the physical and the social sciences and with its application to the understanding and development of children and young people.

Our need is great with regard to comprehending and applying that portion of the truth which is to be found for the seeking in the social sciences. We must test theories and methods we now take for granted and challenge the assumption that the results of our work with children and youth are good simply because our motives are pure. Furthermore, the functional relations

between the physical and social sciences, which are actually much closer than we have yet acknowledged, must be carefully scrutinized.

A group of social scientists was recently discussing the application of knowledge to the solution of problems in human relations. One expressed the view that practitioners are so preoccupied with application that they ignore the wide gaps in present knowledge. Another added that many practitioners have entered dangerous territory in applying untested theories, while a third declared there has been insufficient time, in the face of social crises, for sifting the wheat from the chaff, what is sound from that which is unsound. At the close of the discussion, a member of the group who had been silent, reminded his colleagues that the gaining of knowledge is a process, not an entity. We may add, I judge, that the application as well as the gaining of knowledge are both parts of one process, and that those persons exclusively identified with one part have at least some responsibility to the other.

Though we recognize that those whose primary job is research are frequently too far removed from those who practice or apply knowledge in human relations, we must still come to grips with the reality that problems of human relations persist; that action with respect to many such problems is both necessary and inevitable, and that in the course of that action, some knowledge is applied, either for good or ill. It is fortunate that by and large those charged with the responsibility for the application of knowledge in the social sciences are both moral and teachable. We have a long way to go in insuring skillful and selective application, but the prognosis for progress is good.

The history of child care and development to date, and the temper of the era in which we live, add up to a situation that is ripe for full development. That development will not happen, however; it must be brought about by dint of hard work and study, by analysis of what we who are working with children and youth are actually doing, and why, and by deliberate efforts to bring social science research and application to a level somewhat comparable to that enjoyed by the physical sciences.

Scientific knowledge is derived in large part from the recorded, analyzed, and tested experience of the past and the present. It is based on "the careful systematization of all observed facts, the framing of hypotheses from these facts, the prediction of fresh conclusions from following these hypotheses, and testing these conclusions against further observed facts." [1]

Those words do not have a familiar ring to most of us in the field of applied social sciences. Indeed, in research and application the social sciences have lagged behind the natural sciences. Samuel Stouffer, sociologist of Harvard, commented on this recently. "There are many reasons why the social sciences have not progressed further," he pointed out. "One basic reason is that everyone is entitled to an opinion and few ask for evidence.

[1] Colin Clark in the January 1950 issue of *The Social Work Journal.*

A premium in our society is put on 'ideas' in social science, far greater than that put upon detailed and laborious proof. Moreover, social scientists themselves are not too aware of what constitutes proof."

New knowledge in the social sciences must come in considerable degree through the leads gained from an increasingly skillful testing and application of present knowledge. At the same time, I am convinced that application will be improved as we learn how to conduct research in a more orderly fashion, as opposed to the largely segmental approach that now obtains. It is seldom either in the physical or the social sciences in our universities that research crosses departmental lines, and yet every child born into the world crosses such "lines" at the rate of several times an hour. In other words, a prime problem of the practitioner is that he must attempt to apply as a whole that which comes to him in segments. And this obtains not only among the several social sciences but within each, no one of which has possession of the whole truth about human behavior.

A further explanation of the disparity between research progress in the physical and social sciences is, that the former have been recognized as important to the development of commerce and industry, not to mention our personal comfort and security. The late Frederick Keppel, for some years president of the Carnegie Corporation, often said that "the average man is far from comfortable in the presence of any deep-lying social problems." This may explain why he fails to support the type of steps in the social sciences which he advocates for the solution of problems in the natural sciences. Thus, certain emotional blocks have made it difficult for research in the social sciences to keep pace with the need.

At what points in society does application need to be stressed? First of all, in individual homes where the child is reared and where the parent-child relationship plays a leading role in shaping his personality; in schools where the main emphasis is all too frequently on subject matter, rather than on children and the learning process; in social agencies where professional workers are so engaged in meeting crises and pushing for new programs and expanded facilities that they have not insisted on a thorough testing of their assumptions, nor analysis of their methods; in churches where the spiritual nurture of the child is frequently adversely influenced because of lack of knowledge of his whole personality; in hospitals and clinics; and in the private offices of physicians where there is frequently more knowledge of disease than of people, and of physical change than of total behavior; in business, in industry, in government, and in international relations, where the policies and decisions made by adults profoundly affect every child and family in the nation, if not in the world.

How effectively are we putting our present knowledge to work? The pronoun "we" of course, refers to all of us who deal in any way directly or indirectly with children and youth. This question as to how effective we

actually are in the application of knowledge must eventually be answered by scientifically trained observers. As usual, it is far easier to point to failures than to signal successes; both, however, are observable. We failed for a long while, for example, to apply what we knew about cultures and races to relatively simple problems of cultural and racial relations. Had we worked on that earlier and with some of the zeal that went into atomic research, we would have discovered that here, as in other areas, knowledge is not enough. Our emotions and motivations get in the way of application. The way we feel toward people is one of the strongest factors in determining whether or not we apply what we know in working with them. This has been amply and scientifically demonstrated.

All in all, the record would seem to indicate, however, that the practitioners have not done badly in applying the results of social science research to date. I use the word "badly" advisedly, because, on the whole, what has been done has been carried out thoughtfully, for the most part, with good will and, by and large, with an attitude toward people which has been nonjudgmental in character. Our main problem, of course, is that we do not test our theories sufficiently nor subject them to the spotlight of objective inquiry and we do not cry out to Heaven for more knowledge.

There are substantial examples of intelligent application and not all of them are to be found in the professions. A countless number of parents and teachers do a remarkable job of it. This is partly due, at least, to those colleges and universities which have been effective in teaching young men and women something about the social sciences, and how to apply the knowledge derived therefrom. Such institutions have sharpened the appetites of young people for more knowledge. We are indebted also to those foundations which have supported fundamental research and to a few pioneering organizations and publications which long ago determined to do something about parent education. And that, at its best, turned out to be helping parents to understand themselves and to mature in the process of bearing and bringing up children. We owe a debt of gratitude, furthermore, to some of the institutions for children and youth whose directors and staffs have felt a divine discontent with the status quo and who determined in spite of great handicaps, to establish within the institution a laboratory for the study and treatment of behavior.

Another recent example is the application during World War II of the results of social science research. It has been said that medicine was advanced a full decade during World War I. In all probability, World War II advanced us substantially both in the application and the testing of knowledge in social work and public health. Industry and labor are also beginning to apply the available knowledge of the social sciences; a development which is due in no small measure to the work of the late Elton Mayo, who pioneered in studies of behavior in industrial settings. Groups such as these,

along with many social workers, teachers, physicians, and a substantial number of clergymen, have done a sensitive and skillful job in applying much of what has been found to be good.

What are some of the main problems we confront in application? There is, of course, the well-known cultural lag, but I believe that is only part of the problem, and perhaps only a small part. We must remember, first of all, that application as well as fundamental research in the social sciences is relatively new. The field of application in the social sciences is one wherein professional discipline, a prescribed course of education, and professional personnel are only recent developments. It is a field in which only a short time ago, devotion to a cause and personal commitment were the main, if not the exclusive, criteria for employment. Happily, this is no longer true; for while integrity and personal dedication are as important as they ever were, if not more so, we now require, in addition, professional education and tested competence for the performance of complicated tasks having to do with the problems of behavior. Inadequate personnel, however, has been a block in the past to full and effective application.

Then there is the personality block. Although we may grasp something intellectually, if the truth hurts in the psychological sense, we do not act upon it readily. No one can be a scientist unless he is free; just so, no one can apply scientific knowledge unless he is reasonably free of emotional blocks and biases, of personal prejudices, and of other problems that prevent a full and objective application in the scientific sense.

If we are to make substantial advances in application in the next decade we must work consciously and assiduously to develop the following:

1. A scientific attitude of mind; not an ordinary open mind, but a searching one; not just an inquiring mind, but a mind and a heart that have what Einstein has called "a passion for comprehension"; a mind that does not reject simply because it does not know, which does not let bias rule, nor allow insistence on one point of view to have sway.

2. A far better synthesis of available knowledge than we have at present; and a better collation of the results of current research in both the physical and social sciences. Better synthesis at the points of application will follow if there is better collation of the results of research during and after the research process. The realization that research, application, and more research are all a part of one basic process is of profound importance in advancing the contribution of science to the understanding of human relations.

3. The recognition that there is an art as well as a science of application, and that perhaps 50 percent of both lies in knowing what knowledge to apply as well as how to apply it.

4. An identification with and cultivation of the channels through which knowledge must be disseminated and applied. The individual, of course, is the basic channel; i.e., physicians, social workers, teachers, parents, clergymen, and all who work with children and youth. The school is a channel, the social agency, the church and, indeed, any and all effective and intelligent groups of human beings which can disseminate information and which have an impact on the lives of men and women who are responsible for applying knowledge of human behavior.
5. Intelligent team work. Dr. Charles W. Eliot, when he was a university president, used to say that "the collective ignorance" of the faculty members of a university was colossal. This might be said just as well of us in this hall, and of all those in the country who have daily responsibility for sifting knowledge and applying it. This collective ignorance is, perhaps, the strongest possible argument for team work between those who do research and those who apply it; between the physical scientist and the social scientist; and between all who are applying different parts of the truth, as they see it, to programs and services addressed to various aspects of the needs of children and youth. It is an eloquent argument, furthermore, in favor of seeing human beings as a whole, and of applying what we know as a whole.
6. Foundations and universities which recognize that we have now reached the place where demonstration and experimentation, in the spirit and with the methods of research, are needed at the point of application quite as much as pure research is needed in the acquiring of new knowledge.

I do not need to add that we desperately need new knowledge. The plea I am making for a new emphasis at the point of application does not detract one iota from that. As a matter of fact, however, unless we learn better how to evaluate and apply knowledge, the sources of pure research may well dry up and vast human waste will be continued. Until more of our money, our strength, our intelligence, and our scientific "know how" is applied to application, therefore, we will continue to fall short of our potentialities.

One foundation with a long record of achievement has recently decided to give a major portion of its attention to studies in application. A new foundation has indicated in its early statements that its major resources may be devoted to the social sciences. It is to be hoped, and devoutly so, that this foundation which bears a great American name and whose founders have added immeasurably to the physical comfort and convenience of the American people, will give its attention not only to pure research in the social sciences, but to this crucial matter of application in work with children and youth.

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In like manner, though in a smaller degree, the same kind of opportunity is open to each of us. We can go back to our tasks as volunteers or as professional workers, pledged to ask new and searching questions about our methods and programs. We can return with a determination to bring to our jobs a scientific point of view which will match in its searching qualities the warmth and good will we already bring to our tasks. We can determine to raise our vocies in company with others in demanding that present assumptions be tested, and we can determine to bring to the surface those questions about our work which require basic inquiry.

There is another aspect to this discussion of the scientific approach that must not be omitted. It is that aspect which has to do with moral and spiritual values. There are some who hold that spiritual values and moral ends are not necessarily inherent in the scientific way of life; and there are others who believe that adherence to a religious faith and emphasis on the spiritual in the rearing of children are or may be incompatible with the findings of science.

In these questions and the apparent conflict they raise there is meat for a separate treatise—and certainly a brief paragraph cannot do them justice. It can be said here, however, that if science fulfills its historic promise of sequence, as Eduard Lindeman has put it, "from physics to biology, from biology to psychology, and from psychology to the realm of social relations," as it must if man is ultimately to survive, we have little to fear. For when science deals with social relations it is dealing with values. And finally, we need not fear, if research and application in the social sciences are in the hands of moral men. Moral men do not misuse the scientific method, for they know with Emerson that the "ends pre-exist in the means."

The things said and the conclusions reached at this Conference can throw light in dark places. The publications that will record our findings can help to widen the horizons of our people. And in the continuing work of local committees and national groups lies the promise of new and wider opportunities for the children and youth of this and coming generations.

Not only the well-being but the survival of coming generations may well depend on the emergence in these dark days of young men and women of stature; young men and women whose bodies are strong, whose minds are clear and free, whose hearts are warm with human understanding, and whose talents are devoted to high purposes.

We meet today in the shadow of a world crisis but though disaster strike tomorrow, we shall build for that long future in behalf of the children and youth now living, and as a solemn pledge to those as yet unborn.

Socio-Economic Influences Upon Children's Learning

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The United States at this moment urgently needs, and in the future will require increasingly, all the able people it can get. To meet our spiraling manpower needs both for economic development and for defense, ability must be discovered wherever it exists, and given a fair chance to develop. A large proportion of the ability of our country, however, is wasted in the schools, in the armed services, and in industry.

In our country as a whole, more than 60 out of every 100 children live in families of the lower socio-economic groups. The majority of these children are native white; millions more are from colored groups, or from white foreign-background groups.

From the time that these children begin school—and more than 70 out of every 100 of our elementary school children come from these lower socio-economic groups—most of their ability is misdirected, or wasted, because their teachers do not understand the basic cultural habits of the working groups. As is true of the staff in the armed services and in industry, and of social workers, clinicians, and psychiatrists, more than 95 out of every 100 teachers are from the middle socio-economic groups. The teachers, therefore, come from a cultural way of life markedly different from that of the majority of the pupils. Our teachers do not understand the behavior and goals of the lower socio-economic group of pupils. The lower socio-economic group of pupils, on the other hand, do not understand, and therefore cannot learn, the teachers' culture.

In the public schools of America, we have, then, a great cultural conflict or divide. Teachers, like social workers and clinicians, are trying earnestly to change the culture, the basic ways of life of more than half of the children in America. Yet our teachers do not understand the interests, goals, and culture of these masses of children whom they wish to stimulate to learn.

As a group, teachers are the first to admit that they are chronically anxious or worried people. Their worry is not just the result of their imaginations. Most of them suffer a gnawing anxiety and a deep sense of failure, as a result of their honest but ineffective efforts to help the children of the lower socio-economic levels to learn the school's culture. It is certainly a realistic cause for worry, when the average child from the lower socio-economic group in this country is retarded by two years on achievement tests by the time he reaches the eighth grade. In a Midwestern school population, studied by Eells and others, the lowest socio-economic group,

after it had been in school only four years, was already two grades retarded on the average.

Our teachers also face the extremely difficult task of trying to help children learn an unrealistic and extremely uninteresting curriculum. Ralph W. Tyler, one of the two leading authorities on the curriculum, said in his address upon the occasion of the centennial observance of the founding of the American Association for the Advancement of Science, ". . . American schools and colleges place primary emphasis on memorization of textbook content." With such a curriculum, Mr. Tyler adds, "It is not possible to teach children how to think, or how to learn to solve real-life problems."

The daily effort to teach these uninteresting, memorized materials to children is an experience which would drive most people to the verge of a nervous breakdown—which is where most conscientious teachers seem to be, most of the time. But, it is clear that any other group of human beings, faced with the same task, would be just as anxious and worried as teachers.

When, in addition, the children who have to be taught these lifeless, rote-learned materials are from the lower socio-economic groups, whose habits and culture the teacher does not understand, the teaching process involves at least a 50 percent waste of the children's abilities and of the teachers' efforts.

During the last 20 years, social anthropologists have carried out intensive studies of socio-economic groups in cities in New England, the deep South, and the Mid-West. These studies have shown that the inhabitants recognize three major socio-economic strata, or social classes, in their communities. These levels may be termed upper class, middle class, and lower class. Each of these social-status levels has a way of life, or culture, which differs in many respects from the cultural way of life of the other social classes.

The slum child, whose own parents curse as a routine method of communication, fight, and consider the school unimportant in their futures, lives in a physical, economic, and cultural reality basically unlike that in which the middle-class child is trained. Therefore, if the slum child is to be realistic, many of the habits and attitudes which he learns will inevitably differ from those of the more sheltered, intimidated, and highly supervised middle-class child. That behavior which middle-class teachers, clinicians, and psychiatrists often regard as "delinquent" or "hostile" or "unmotivated" in slum children is usually a perfectly realistic, adaptive, and—in slum life—socially acceptable response to reality.

This social-class, or socio-economic molding of the child's behavior begins in the very first months of life. Robert J. Havighurst, Chairman of the Committee on Human Development of the University of Chicago, and the writer have made a study of the differences between middle-class methods and lower-class methods of rearing young children. This research discovered that, on the average, lower-class infants are nursed more often,

weaned later, allowed more time for the very difficult steps in toilet training, and in general have a better chance for enjoying the basic organic gratifications.

On the other hand, the middle-class child is pressed by parents to learn too early and too fast. Contrary to popular belief, the middle-class child is required to help with chores earlier, and to assume responsibility for other children earlier. As would be expected, he has to come in earlier in the evening, and to work longer on school lessons. Middle-class children are more worried—they suck their thumbs and show other anxiety-symptoms much more (3 to 1) than do lower-class children. But, their family's insistent pressure upon them for early and rapid attainment and for conscientious work habits, makes middle-class children work much harder in school. Thus they please the teacher much more than do the lower-class children.

To understand the socialization of slum children, one must first view the slum adult-world, and trace the motivational system which slum adults exhibit as a group. What are the basic social drives of slum adults? To put this question more carefully, what experiences does the slum individual learn from his group to define as "pleasant," and what experiences does he learn to define as "painful" among the available experiences in his world?

One of the most basic differences in motivation between lower-class and middle-class people is their attitude toward eating. Owing to the greater security of their food supply, middle-class people eat more regularly. They, therefore, have learned to eat more sparingly at any given time, because they know they are certain of their next meal. They have also developed a conscientious taboo upon "overeating"; they feel some guilt about getting fat, about what they call "raiding the icebox."

Slum people, however, have a very uncertain food supply. Their fear that they will not get enough to eat develops soon after the nursing period. Therefore, when the supply is plentiful, they eat as much as they can hold. Basically, the origin of this attitude toward eating is their deep fear of starvation.

Just as food-anxiety is far more urgent in lower-class than it is in middle-class society, so is the anxiety which is aroused by the danger of eviction from shelter, the danger of having too little sleep, the danger of being cold, and the danger of being in the dark. Similarly with light, his anxiety is far more chronic and realistic. His evenings are spent in a gray light; if more than one or two bulbs are used, and those are not of the lowest candle power, he will not be able to pay the light bill. Therefore, the fear of not having so basic a necessity as light—a fear which middle-class people escape after childhood—is recurrent with the slum individual.

Just as slum people have painful anxiety-ridden associations with food, so they have with shelter, sleep, and darkness. To this list must be added

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the fear of being inadequately clothed in winter. Most slum men, Negroes and whites, have no overcoat in normal times. Most sharecroppers' children have no woolen clothes in winter weather.

Thus, lower-class people look upon life as a recurrent series of depressions and peaks, with regard to the gratification of their basic needs. In their lives, it is all or nothing, or next-to-nothing. When they have fire, their homes are stifling hot, and everyone sits as close to the fire as possible. For they remember anxiously what it was to be cold; to be too cold to sit in the house; so cold that the whole family must go to bed to keep warm. Just as their deep anxiety about starvation leads them even in good times to glut themselves, as middle-class people view their eating, so does the learned fear of deprivation drive lower-class people to get all they can of the other physical gratifications, "while the getting is good."

It would be more rational if they saved and budgeted their money but human beings are not rational. They are what their culture teaches them to be. "Man is a reasoning, but not a reasonable animal." Lower-class people cannot learn middle-class foresight and moderation unless they can participate socially with middle-class people, whom they may then learn to imitate. So far, the public school is our only chance to teach lower-class people the middle-class motivational pattern. But the schools do not yet understand how to regard lower-class pupils.

One further instance of lower-class children's cultural behavior. This is their physical aggression, or "fighting." Teachers misunderstand and resent the slum child's fighting, just as they do his cursing, his so-called precocious sexual behavior, and his dialect. In lower-class families, however, the parents themselves have taught their children to fight not only children of either sex but also adults who "make trouble" for them. If the child or adolescent cannot whip a grown opponent, the mother or father will join the fight. In such lower-class groups, an adolescent boy who does not try to be a good fighter will not receive the approval of the father, nor will he be acceptable to any play group or gang. The result of these cultural sanctions is that he learns to fight and to admire fighters. The conception that aggression and hostility are neurotic or maladaptive symptoms of a chronically frustrated adolescent is an ethnocentric view of middle-class psychiatrists. In lower-class families, physical aggression is as much a normal, socially approved, and socially inculcated type of behavior as it is in frontier communities.

The last aspect of personality which I shall consider is intelligence. Using recent research, I should like to point out that socio-economic factors influence the school's diagnosis of a child's intelligence. According to the present "standard" intelligence tests, lower-class children at ages 6 to 10 have an average I.Q. which is 8 to 12 points beneath the average I.Q. of the higher socio-economic group. For children of age 14, the present tests

define the average I.Q. of the lowest socio-economic group as being 20 to 23 I.Q. points beneath that of the higher occupational groups.

In the same way, the present tests define rural children, on the average, as much less intelligent than urban children; southern white children as much less intelligent than northern white children, and so on. There is now clear, scientific evidence, however, that these tests use chiefly problems which are far more frequently met in urban middle-class culture.

On the basis of these culturally biased I.Q.'s pupils are separated into so-called "fast" and "slow" groups in most systems. Moreover, school systems have attached so much importance to those culturally biased tests that they have usually provided poorer buildings and equipment and higher teacher loads for those schools located in the lower socio-economic neighborhoods, because the pupils there are supposed to be "inferior" in mental ability.

During the last five years, at the University of Chicago, an intensive and cooperative study of the present intelligence tests has been carried out, on a grant from the General Education Board of the Rockefeller Foundation. The study revealed:

1. Ten of the most widely used standard tests of intelligence are composed of an overwhelming proportion of questions on which the higher occupational groups are superior.
2. This superiority is found, upon study, to be associated with the type of vocabulary used in these standard tests and with the greater training and motivation of the higher occupational groups with regard to these tests.

These findings resulted from cooperative research by a group of educational psychologists, experimental psychologists, social anthropologists, and specialists in human development. The analysis of these data, gathered by testing more than 5,000 pupils with a battery of tests, and by retesting under an experimentally controlled plan, was carried out by Professor Kenneth Eells and by Professor Ernest A. Haggard.

During the first three years of research, it was found that the low occupational groups and the foreign background groups were not superior on a single one of the 460 problems in the 10 standard tests. They equalled the highest occupational groups on 21 of the 460 problems. But these were less than 5 percent of the problems.

The type of problem in present tests, which is clearly biased, may be illustrated by the following:

A symphony is to a composer as a book is to what?

( ) paper ( ) sculptor ( ) author ( ) musician ( ) man

On this problem, 81 percent of the higher socio-economic groups marked the correct response, but only 51 percent of the lower socio-economic group

did so. In an experiment, designed by Professor Ernest Haggard, we made a problem similar to that just read, but we used words and situations common to all social groups of children. This problem was read to the pupils:

A baker goes with bread, like a carpenter goes with what?
( ) a saw ( ) a house ( ) a spoon ( ) a nail ( ) a man

On this culturally fair problem, 50 percent of each socio-economic group gave the correct answer. Professor Haggard also discovered that when both the top and bottom socio-economic groups were given the same amount of practice on this culturally fair type of problem, both groups improved, but the lowest socio-economic group of children improved more.

New experimental tests, using culturally fair problems, have also been constructed. In these new tests, the authors are not seeking a measure of "cultural background," or of "home background," or of "work habits," or simply of school performance. We wish to measure that ability which underlies, uses, and is used by these economic, social, and home factors. This essentially hereditary ability is what we call "real intelligence," "innate ability," "smartness," or "mother-wit."

One of the new tests is an individual test for children of ages six to nine, inclusive. The test's tentative standardization has been carried out by Mr. Robert D. Hess.

In view of the results obtained with the standard tests, we were ourselves not anticipating the results which have come in from the new test. On the new experimental test, the children from the lower socio-economic white group earned slightly higher average scores at age six than did the higher socio-economic white group, and equalled the performance of the upper socio-economic white group at each of the other three ages.

When one controls the socio-economic cultural factors in a test, therefore, one finds sound statistical evidence that the average real intellectual ability (or what Binet called "capacity" as contrasted to "information") is in general at the same level for all socio-economic groups. Yet, in our public schools, we find the lower socio-economic groups—whether they are native white, colored, or foreign born—segregated into so-called "slow" groups, and given inferior equipment and curricula, and taught by overloaded teachers. What could one logically expect, as a result, except that they would have low achievement?

It is easy in the years of childhood to cripple human ambition and ability. There is now scientific evidence that the children of families in the lower socio-economic group have a great fund of ability, and many new abilities, not recognized or developed by the schools.

If new ability is to be developed, it must be discovered and trained in the public schools. The free school in America must be the ladder of the people. Teachers may think of themselves as unimportant, as mere day-

care-keepers-of-deathly-quiet-in-the-classroom, but in the most realistic sense, the survival of the United States as a major power depends directly and chiefly upon the public schools. These are the reasons.

We are faced by increasing economic competition, and by tremendous demands for defense. We shall need in the next decade a vast increase in the number of skilled, semi-skilled, and white-collar workers. We already are trying to increase our working force by 2,000,000, and that is only a beginning.

How are we going to increase the proportion of our population which has skill? Only by recruiting more children who are poor but smart. That is an urgent national requirement. It means that the schools must discover and train effectively many more of the able children from the lower socio-economic groups.

If we do not find, and train effectively, more of these children with quick minds (good native ability) in the vast lower socio-economic groups in America, we shall be very seriously challenged by the tremendous populations of Asia and Eastern Europe.

To effect this recruiting in the past, the United States has attempted to maintain a "democratic ladder," to make it possible for those who were poor but able to have a fair chance to rise, and to share in the advantages of our society. To the extent that the democratic ladder is open (and it has not been open for all groups, I do not need to remind you) it has served to keep a "way up" open for those who learned new difficult skills, and worked hard. The "democratic ladder" is our system for recruiting ability and ambition.

The public schools have done the recruiting, and have taught some of the skills. Even so, they have overlooked and wasted about half the ability of the school population. Now we can no longer afford to waste this ability. In the next decade, we shall face demands for all the ability we have, in all groups.

In a similar crisis, one of the most highly intelligent men in our history, southern-born of southern-born parents, and coming from the very lowest socio-economic level in America, but a man who honestly believed in the open, democratic ladder, said:

"I have never had a political sentiment which was not inspired by the Declaration of Independence. . . . I have often inquired of myself what great ideal it was that kept this Union so long together. It was not alone the separation of the colonies from the motherland, but that passage in the Declaration of Independence which gave hope, not alone to this country, but to all the world for all future time.

"It was that which promised that . . . the weights should be lifted from the shoulders of all men, and that all should have an equal chance."

The Impact of Culture on Personality Development in the United States Today

MARGARET MEAD
Associate Curator of Ethnology, American Museum of Natural History, New York City

American children are growing up within the most rapidly changing culture of which we have any record in the world, within a culture where for several generations, each generation's experience has differed sharply from the last, and in which the experience of the youngest child in a large family will be extraordinarily different from that of the first born. Mothers can not look back to the experience of their mothers, nor even to that of their older sisters; young husbands and fathers have no guides to the behavior which they are assuming today. So long-standing and so rapid have been these processes of change that expectation of change and anxiety about change have been built into our character as a people. Our homes have become launching platforms from which our children set out on unchartered seas, and we have become correspondingly more anxious that they should be perfectly equipped before they go. Parenthood has become an engrossing commitment to the future; where other people have stored up gold or orchards, our principal treasure today has become the one or two or three children upon whom all the thought and effort of the parents are expended. Without the help of tradition, or with a religious tradition faced by unprecedented conditions of conflict and doubt, we have come to rely more and more upon the new sciences of child development, and the studies of the world around us, on nutrition and pediatrics, on new forms of teaching and therapy. Walking always new roads, with hardly a map of the path before us, awareness and alertness have taken the place of custom and unconscious docility to the ways of the past.

We as a people, parents, teachers, citizens, are rearing unknown children for an unknown world. We cannot guess their needs by remembering our own, we cannot find the answers to their questions by looking into our own hearts. Only by steadily projecting our vision forward, while we keep our observation finely attuned to the needs and fears and hopes of these new children, who walk so sturdily, who must walk more sturdily than any generation has walked before, can we hope to provide the conditions of growth for the next generation who may deal with problems too vast for us, reared in a punier age, even to think about properly. The most that we can do is to think about what thinking about them will be like, to give our children a provisional picture of humility and confidence, an expectation that they, inheriting our pre-vision, may in fact have vision enough to carry on

their task of cherishing and protecting the lives of men and the life of the world.

Where in older cultures children learned, either by admonition or example, to follow unthinkingly the ways of their elders, to laugh and weep, plant and harvest as their fathers had done, in the United States, children have had to learn to love parents whose example they could not follow, to listen to lullabies from the lips of a mother who could not speak the language of the new country well enough to order bread and butter from the shopkeeper, to accept at least partial discipline from a father condemned by his inexperience of the new country to work as an unskilled, often as an exploited, laborer—and still to go on, learning how to live in the new country, treading paths on which no older, wiser hands could guide their footsteps. And so awareness was born, awareness of new situations, the ability to live among strangers and make them into friends, to enter new school rooms where strange languages were spoken and recite without an outward tremor in the voice, to go far away and live in strange cities, turning barren offices and chilly apartment houses into a framework for human relationships. This heritage, brought to the United States by those who spoke a foreign language, was added to the heritage of the first pioneers who, as they ventured into the new storm-ridden, frighteningly vast unsettled country, had also to be ready for anything, expectant of the unexpected. The children of the newer comers have learned from the children of the earlier ones and in turn have taught the children of the earlier ones their hardly learned lessons, how to remain flexible and tentative, ready to settle or ready to move on, ready to look at each new situation as if it were pristine, as on a new Day of Creation. And for this new flexibility, this new awareness, this new capacity to shift and change, to pause and weigh, they have also paid a price, the price of loneliness, of the sense that each ventures alone along a path unguarded by the friendly spirits of past generations who have gone that way. David Reisman has called the new Americans a Lonely Crowd; Erik Erikson has shown how they live poised between rootedness and departure. Once aware of the loneliness which has come with learning to live all alone in a series of changing new worlds, new educational efforts can be directed towards protecting our children, towards striking a new balance in which their closeness to themselves can again become as important as it was to children who shared the same world as their parents, and in which the touch of one's hand on one's own hand will be as steadying and reassuring as the touch of some chance-met age mate's.

We have given our children an incomparable heritage of independence, willingness to go out into new places among new people, willingness to stand on their own feet and answer for their own deeds. Now because the task ahead of them is even more exacting than any task which Americans have yet faced, we must use the knowledge which the new sciences of human be-

havior have given us, to create the conditions of the strength that will be needed, to give protection against loneliness, new sources within the self, new capacities for moving into that future which is the only earthly future to which a democracy can commit itself, a future in which only the general direction of the next step is clear, in which men have the faith to say, although the night is dark, and they are far from home,

"I do not ask to see
The distant scene,
One step enough for me."

Today's Challenge to the Work With Children and Youth

LUIS CARLOS MANCINI
Chief of the Division of Labor and Social Affairs of the Pan American Union

It is opportune to consider, in this Midcentury White House Conference on Children and Youth, the problems facing children and youth in the wake of the urgent conference now going on in Washington between heads of state, and in the light of the debate at Lake Success and Flushing Meadows, and in the light of the newspaper headlines screaming about UN reverses in Korea. What does this portend? What of this generation of youth, and the next, and the next?

As spokesman for the foreign delegates to this Conference, it may be considered presumptuous if I dwell upon the urgent questions of mobilization for protracted war conditions which are so obvious here now. To some of the foreign delegates assembled here, war is no stranger. To other foreign delegates, total war is unknown. But, if we all love and cherish a democratic way of life, and inspire to a better life for our children and ourselves, and I believe we all do, I hope I will be forgiven if I say, "We are all in the same boat together." We all face the same problems sooner or later.

The documents so ably prepared and presented to this Conference, the constructive discussions which have gone on here, have crystallized the optimum conditions thought necessary for the economic, the social, the biological, and the mental development of children and youth. I have no wish to underrate the importance of these factors and the necessity of facilities and services for their successful accomplishment. But one important, one overriding question persistently recurs in my mind: "What is necessary to preserve for our society the atmosphere which makes possible the development of these facilities and services and gives them purpose and meaning?" With-

out the proper atmosphere for their development, do the best of facilities and services for children and youth have constructive purpose and meaning? What is this atmosphere that is basic to the whole problem?

If we accept from sociology the dictum that the child is in large part the product of the elements, in all their aspects that surround him we must be deeply concerned with the responsibility each of us has, individually and collectively, toward new and coming generations, to see to it that we offer them an atmosphere that will give them nourishment and strength to develop as free people in a free society. The degree to which this and coming generations may preserve and reinforce their freedom and that of their society will depend, it seems to me, on the quality of this atmosphere we provide for our children in the present crisis.

There exists, in the world today, in nations and in communities, three types of social organization which can be classified for our purposes as: a cynical society, a totalitarian society, and a democratic society.

It is obvious that these three classifications are not mutually exclusive of each other. One frequently shades into the other as you consider any particular country or community. However, among the social ideas contending for dominance in the world, these three classes are readily discernible.

A cynical society is indifferent to the destiny of an individual child and it bends easily to all stresses and strains of events, regardless of their effect on the human personality, so long as the sources of power and influence are not disturbed. Individuals in a cynical society tend to lack faith in any moral or spiritual values and they are prepared to make all adjustments and concessions necessary for their own preservation. To them, the fate or the future of other persons is a matter of complete indifference.

A totalitarian society absorbs the thoughts, labor and aspirations of all people in it for the exclusive benefit of an all-powerful state. Such societies are also indifferent to the fate of individuals as individuals apart from their usefulness to the state. There is no room for the development of the human personality, as we understand it, in this atmosphere.

A democratic society is one in which conditions are present for the development of the physical, mental, emotional and spiritual qualities essential to individual maturity and responsible citizenship. Instead of a cynical attitude or an absorption of the individual by the state, the democratic society acts dynamically against negative elements which weaken the individual and the social structure. This society is constantly re-vitalizing its elements to perfect their effectiveness for the common good.

The democratic societies, to which most of us belong or subscribe, are facing a struggle for their very existence with totalitarian powers and ideas. In our democratic societies, some voices are crying, with great force, that we should make some adjustments with totalitarian forces so we may preserve as much as possible of what we now have. Others, in tones as loud or louder,

are shouting that, to combat totalitarianism, we must become totalitarian ourselves. In particular places and times, these voices are persuasive and their influence is insidious. Over a protracted period of war alarms and tension, they will be more influential.

Already we can observe instances where, as a result of these tensions, democratic countries have either moved toward a cynical attitude in their social structure or have adopted a totalitarian viewpoint. The question that is raised by such a progress of events is, "Can a democratic society which becomes either cynical or totalitarian in its outlook provide an atmosphere wherein the facilities and services necessary for children and youth have purpose and meaning?"

The challenge of our times is how we can improve and keep vital our democratic societies in a world of mounting tension, facing possible violent explosion and death. When all efforts of democratic societies must be mobilized and made subservient to military ends, how can we provide an atmosphere of security amid a chaos of insecurity? This is the challenge unavoidable, which is and will be present in every home, at every council table, in every community in the years ahead.

The most important step in re-vitalizing our democratic society is to make perfectly sure that every member of that society is permitted the dignity of a free man in a free society and is allowed to contribute to the common welfare to the maximum of his ability. To do this, we must face squarely and courageously our past errors and the injustices and inequities of our present system, and correct them. We must uproot the causes of valid discontent and make certain that a democratic society offers a more equitable and wholesome life than the forces now opposing it. By doing this, we gain strength and moral purpose which is a major step toward ultimate freedom for all people.

The social specialist who represents the social conscience of the community must assume a dynamic role in this necessary social reform. He must use every constructive method to point out, in unmistakable terms, those situations and areas where social injustice impedes our effectiveness as a democratic society. He must arouse community opinion and spearhead community effort in bringing about reforms. No social specialist today can be so preoccupied with the specific problems of individual people that he cannot champion the cause of greater justice for all.

The basic security for any person is that which he has within himself. This is acquired by an individual when he knows the problems with which he is faced, when he has assessed his resources to cope with those problems, when he is actively doing what he can to deal with them in some planned method, and when he is directing his efforts toward a goal that has sound moral purpose. Common security in a community or nation is the sum of the personal securities of the families and of those who compose them. It would seem, therefore, that if we are to make ourselves secure to deal with the

militant forces which threaten us, we must make it possible for everyone to build his personal security.

What are some of the requirements for developing personal security? First, it seems to me, we must all of us know, precisely, the perils with which we are faced. This must be done frankly and openly, without attempting to gloss over unpleasant aspects. Then there must be an individual and collective assessment of what can be done to meet those perils. Also, the individual, as an individual and as a member of a community, must plan and carry out the ways in which he can make his most effective contribution. Lastly, we have to found our society on the existence and presence of a real God, whose providence presides over the national and international life. (Incidentally, it seems to me, personally, to be inconsistent and contradictory if on the one hand we proclaim God's existence and supremacy and on the other hand we close the schools to God's entrance, thus denying the children the right to relate God to their intellectual activities and their everyday life.)

This is democracy in action. Our collective effort would be based upon the ability of the individual and a process of voluntary collective action resulting from group consultation and planning. Moreover, in this process of preparing our security, we are nourishing the ground from which democratic institutions grow. By so doing, we also provide the atmosphere wherein the welfare of children and youth can have direction and purpose.

If we are capable of organizing ourselves individually and collectively so as to provide a sense of personal and collective security directed to a sound democratic purpose and rooted in justice for all people, not only do we halt any drift toward a cynical or totalitarian outlook, but we actually bolster and add to the framework of democracy. The reply to the challenge of our times, then, is to use this present crisis in world affairs as a means to improve our way of life, for ourselves and our children, by democratic living and action, so that its moral values will penetrate the armor of cynicism and dictatorial reaction.

This would be an individual, group, community and national program dedicated to renewing the vital forces of democracy and making them strong enough to resist and overcome conflicting ideologies seeking to destroy them. For our children and youth, to participate in and be part of such a crusade, would be a vital experience. In the dynamic movement herein suggested, we would be providing the atmosphere, wholesome and constructive, in which there would be concern for the welfare and personality of every individual and in which the services suggested by this Conference could have meaning and purpose.

On behalf of the foreign observers to this Conference, I wish to express our admiration of the solicitude for human welfare and personality which motivated this meeting and the painstaking effort with which you are trying to meet your problems in the midst of a world crisis. This meeting is an

inspiration to us and will be translated into similar activities in our countries. To you delegates from the United States, and to the sponsors of this Conference, our thanks for this opportunity to see democracy in action. We feel confident that the recommendations determined here will influence efforts for the welfare of children and youth in your communities and in the world, in the years to come.

Children in the World Today

GENERAL CARLOS P. ROMULO
Secretary of Foreign Affairs of the Philippines and Chief of the Philippine Delegation to the Fifth Session of the United Nations General Assembly

Our world is a harsh place for children to be born in. It is a dangerous world for children to live in.

In the space of fifty years we have had two world wars. A third looms darkly ahead.

At the turn of the century, when the first White House Conference on Children and Youth was held, a bright era of progress and peace seemed to stretch out before mankind. That historic meeting was convened on January 25, 1909, "to overcome serious evils threatening child life." Less than ten years later, thousands of little boys whose welfare was the object of its concern, were in the trenches of Europe, fighting to help save the world for democracy.

Within a generation, the tragic cycle was repeated. By 1941, the children whose health and well-being were the object of earnest study in the White House Conference of 1930 were fighting an even bigger war. Legions of them were to leave their bones in Europe, Africa, the Philippines, Okinawa, and the islands and atolls of the Pacific—mute witness to their effort to help make the world secure for freedom and a better life for all men.

The fourth White House Conference on Children and Youth was held in the spring of 1940. That was the year of Dunkirk, the year of the invasion of Norway and the Low Countries, the year of the fall of France. It was a dark year for the free world.

The late President Franklin D. Roosevelt defined the theme of the Conference thus: "How a democracy can best serve its children; and, the corollary, how children can best be helped to grow into the kind of citizens who will know how to preserve and protect our democracy."

Today these questions are being answered the hard way. Many of the boys of 1940 have grown up into young men of military age. Thousands of them are in training, or actually in service overseas. At this very moment, hundreds of them are fighting and dying in Korea, proving by their supreme

sacrifice that they have learned the lesson that democracy and freedom must be protected and preserved wherever they are attacked.

Against the backdrop of a military disaster and the looming threat of a new war more terrible than any other in history, this Midcentury Conference on Children and Youth has been convened. No place could be more appropriate for a conference of this kind than the capital of the United States, which is carrying the brunt of the defense of the free world against the menace of the new tyranny that seeks to enslave it. No time could be better than the present, when free men are called upon to meet this challenge with a new sense of purpose and dedication.

Two vital questions have been posed to us by this Conference: firstly, "How do children develop the mental, emotional, and spiritual qualities essential for individual happiness and responsible citizenship?" and, secondly, "What physical, social, and economic conditions are necessary for this development?"

These questions suggest the two main aspects of our task. The education of the child is only half the job; it is equally necessary to provide him with an environment suitable for his healthy growth and development as a free man and a responsible member of society.

Today's children live in a world of unequaled prospects—and unprecedented danger. Modern technology has placed within the reach of all mankind the means to a better life. It has also fashioned weapons of destruction that threaten the human race with extinction.

Nowhere is this cruel paradox of our time more vividly demonstrated than in the work of the United Nations. Here is an instrument potentially capable of remaking the world. If the Charter of the United Nations were faithfully complied with, this and succeeding generations would be saved from the scourge of war. Fundamental human rights, the dignity and worth of the human person, and the equal rights of men and women as well as of nations large and small would be secure. A rule of law based on reason and equity would be maintained. Social progress and better standards of life would be attained in a context of larger freedom.

Through the United Nations, its organs, and its specialized agencies, it would be possible—for the first time in history—to give adequate and continuing assistance on a global scale to the needy in all lands; the health of whole populations could be improved; a creative and fruitful cooperation in the fields of education, art, and science could be fostered; new homes could be found for the displaced and the disinherited; underdeveloped areas could be made productive without arousing fears of economic exploitation; non-self-governing peoples could attain independence without recourse to violence; and universal respect for fundamental human rights and freedoms could be firmly established and successfully maintained.

That is the kind of world to which the children of today are entitled. It

is the kind of world which we are trying to build for them through the United Nations.

Recent developments in Korea have brought the United Nations to another cross roads. The menace to international peace and security is rapidly assuming the proportions of a total challenge. An equal response is called for if the United Nations is to be preserved and if the free world is to survive.

The military situation in Korea has caused some to waver in their support of the United Nations and to wish that a course less costly and less risky than the one followed in Korea might be found in dealing with naked and unabashed aggression. We of the Philippines do not share these misgivings. It is our belief that there is nothing in the decision of the United Nations to deal firmly with aggression in Korea which should in the least trouble the conscience of the free world.

Seldom if ever in history has a crusade been undertaken with such purity of motive. When the Republic of Korea was invaded on June 25, 1950, the United States had already withdrawn its troops from that country. American leaders considered Korea untenable in case of war. Moreover, the United States, absorbed in the tasks of peace, was unprepared for armed conflict and sought by every righteous means to avoid it.

Nevertheless, when the Security Council denounced the aggression in Korea and called upon the member states to resist it, the United States responded immediately and 52 other nations followed suit, among them my own country. Beset as we were with grave problems of our own, and knowing full well the magnitude of the task—and the danger of it—we went without hesitation to the support of the United Nations, because we could not have done otherwise without losing our self-respect and compromising our honor as a free people. The reverses suffered by the United Nations' forces have but served to strengthen our resolve to remain loyal to the cause for which they are fighting against such crushing odds.

A cause worth winning is worth upholding even in defeat.

We were loyal to our common cause with America after Pearl Harbor, when American troops fought shoulder to shoulder with Filipino troops in defense of Bataan and Corregidor. We remained loyal to America after the fall of Bataan and the surrender of Corregidor, when Old Glory was down in the dust and the Americans in the Philippines were either hunted fugitives or helpless prisoners of the Japanese.

This is the kind of loyalty with which we support the United Nations.

It is our firm conviction that anything less will be a disservice to international peace and security, without which our way of life cannot thrive and develop.

Unflinching loyalty, no less than eternal vigilance, is the price of freedom.

We cannot build the free and peaceful world which we desire for our children unless we are prepared to pay the cost.

Today's Promise—Tomorrow's Action

KATHARINE F. LENROOT
Chief, Children's Bureau, Social Security Administration, Federal Security Agency

This Conference marks the close of one and the beginning of another half century of work in behalf of children.

Back of the platform we have adopted today, our pledge to children, our plans for follow-up activities, lie five decades marked by increasing understanding of childhood and its needs, and by determination to make our democracy represent love and opportunity for every child. Tremendous advances have been made in saving child life, raising family standards of living, improving child care and education, and providing legal safeguards and community services.

During this same period, family, community, and national life has encountered unimagined perils and suffered unforeseen strains. We are reminded of the trials of the wayfarers in John Bunyan's "Pilgrim's Progress"; "They had not gone far, but a great Mist and a Darkness fell upon them all, so that they could scarce for a great while see the one the other. Wherefore they were forced for some time to feel for one another by Words, for they walked not by Sight. . . . Yet so it was, that through the encouraging words of him that led in the front, and of him that brought them up behind, they made a pretty good shift to wag along."

Note the conservatism of the account. Not with the sound of trumpets, reserved for the end of the journey, but with words of encouragement in the darkness, the Pilgrims "made a pretty good shift to wag along."

We who are gathered here have needed courageous and heartening words from one another, as we have moved ahead during the first five decades of this century. If we are to "wag along" toward a fair chance for every child in the coming decades, our need for encouragement will be even greater.

We are met today in a period of grave international crisis. Even while recognizing the urgency of the immediate measures to deal with the problems facing the entire world, this great Conference has placed its emphasis on the more profound and difficult task of promoting good human relations through building in children full mental, emotional and spiritual health.

The task set before us by this Midcentury Conference is much more far-reaching than that envisioned by any previous Conference. It is concerned less with saving life than with the purpose and meaning of life in the light of the world's needs and the world's problems. Amid the harsh anxieties of the moment, the Conference has dared to adopt a platform and a pledge which sum up in words of eloquence and idealism the aspirations of previous

Conferences and the imperatives drawn out of scientific study and practical experience.

One of the cardinal principles recognized by this Conference is that a child's chance for personal development is largely dependent upon whether his parents "truly love him," to use the words of Dr. Spock. This love, in turn, is dependent upon the moral and spiritual strength and emotional maturity of the mother and father, their knowledge of child development, and the economic stability of the home. With these assets the child's parents can be confident and relaxed in their attitudes toward him.

The principal preoccupation of the first White House Conference was home life. Its declaration that home life is the highest and finest product of civilization, and that a child should not be deprived of it except for urgent and compelling reasons, profoundly influenced developments in succeeding decades. For example, the movement for mothers' aid or mothers' pensions to keep together families deprived of their breadwinners by death, illness or other cause, swept the country during the second decade of the twentieth century.

The years immediately following the First World War and the second White House Conference were of such promise that Julia C. Lathrop, first Chief of the Children's Bureau, thought the abolition of poverty was a practicable goal. Then, in the midst of preparation for the third White House Conference, we were hit by the worst depression of our history, and millions of families lacked the means for supplying the barest necessities for their children. The 1940 Conference devoted major attention to the need for the further development of our economy so as to provide for every child the necessary financial foundation for his health, education and welfare.

We have made substantial economic progress since 1940. The people of the United States have the highest income and the highest level of living in history. Yet one-half of our children living in large cities belong to families with "inadequate income," based on estimated family budget standards. This Midcentury Conference has made more clear than ever before just why poverty, from which many urban and rural families suffer, is disadvantageous to the rearing of children. It is not only the body but the spirit that is affected when in a democratic society that has abundant resources, many of its children lack access to the goods and services they need for the full development of their potentialities. Such deprivations can foster resentment and feelings of inferiority that adversely affect both the individual and society.

The 1930 Conference adopted the "Children's Charter," and the 1940 Conference declared "Our Concern," the concern of our democracy, is "every child." Through the years such affirmations have given inspiration to movements to improve child welfare legislation, reduce maternal and infant mortality, provide care for handicapped children, improve educational oppor-

tunity, eliminate child labor, develop social services, extend and strengthen opportunities for religious development, and achieve everywhere those "irreducible minimum standards" whose universal application Julia Lathrop declared to be "a stern test of our democracy."

At this Midcentury gathering we see more clearly than we have ever seen before how vitally important it is for all children and young people to have full opportunity to develop great breadth of outlook, strength of character, and spiritual fortitude.

In the past decade we have come far both in knowledge about children and in desire to put that knowledge to work. This knowledge has been drawn upon to set before the Conference a conception of children's development and children's needs that makes our task more clear. We understand better what is required if all our children are to have an opportunity to achieve that health of body, mind, and spirit which we desire for them.

We are resolved that everything possible be done to enable the baby to develop a sense of trust in his parents and through them trust in himself, and on that foundation to grow in initiative, imagination, capacity to accomplish real tasks, and later ability to enter fully into friendship and love and to understand his role in the world. Through these stages of development the young person finally achieves integrity, a sense of purpose and of comradeship with men and women dedicated to ideals and goals similar to his own. It is not that civilization marches forward on the feet of little children, as was said in 1930; it is carried within their minds and spirits.

We understand, moreover, that his personality unfolds as the child has the opportunity of making his own the ideals and values developed through centuries of philosophic, scientific, and political insights, and under the inspiration of religious experience. The Conference recognizes the existence, within our own nation as well as throughout the world, of both individual and cultural differences. We know that awareness of these differences is basic if we desire to progress toward the goal of a fair chance and equal opportunity for every child. We are sure that we cannot treat children as if they all felt, evaluated, interpreted, and reacted in the same way. At the same time, we see how important it is to lower barriers between groups and races and to remove the prejudice and discrimination which constitute such serious obstacles to mental, emotional, and spiritual health.

The Conference demonstrates the need for and possibility of bringing together in the service of the child, scientific methods and professional skills in different fields. It gives proof of the ability of young people to share with adults, and adults to share with youth, each bringing his own contribution to the common endeavor.

Above all, the Conference is an expression of the desire of people in country crossroads and in great cities, from many economic and professional

groups, to build homes and communities and shape state and national policies that will make it possible for every child to have full opportunity for personal happiness and growth.

In issuing this call to a crusade in behalf of children and young people, this Conference is aware of means at our disposal unequalled in all human history, as well as of obstacles to surmount which requires great self-dedication, determination, and wisdom. We are not discouraged by these obstacles, for they can be overcome just as in the past we have surmounted great difficulties. We have said that we need greatly expanded resources for research in child life and for evaluation of how our services to children help or hinder their personal growth. Through public and private effort I am certain that greatly increased resources for research will be made available in the coming decade. More difficult to deal with, but for that very reason more challenging to our inner resources, are the confusion and uncertainty, the fears and the tensions of modern life. The impact of mobilization and the threat of war constitute serious burdens on emotional health, family life, and the financial resources of our nation. In the light of present dangers, these burdens are certain to become heavier. The Conference has demonstrated that the citizens of this nation will face these dangers and accept these burdens with the courage and resourcefulness that have always characterized our people.

The age-long struggle between the idea of freedom and the idea of authority is being staged in the arena of the world. The first is based upon the concept of the human soul as having its origin and end in God, and hence of infinite dignity and worth. The second views men only as a means to the temporal power of state, dictator or boss. Victory for the conception of the individual and the society affirmed in our own Declaration of Independence and in the United Nations Declaration of Human Rights will be won in the world struggle as it is won and held in the minds, hearts and spirits of youth. We cannot confer freedom upon youth. They must grow into it. As they develop, our own lives are enriched.

It is more important that young people have clear ideas of freedom, the worth of each individual, and man's relation to God, than that they understand atomic fission. Our best assurance of enduring freedom is to help children develop initiative, imagination, and independence of thought and judgment, and a sense of moral and spiritual values and civic obligations. In developing policies for the utilization of manpower in this time of stress, we must take into consideration not only the importance of allowing sufficient numbers of young people to develop scientific, technical, and professional competence, but also the need of youth to cultivate those qualities that are essential to the growth of a free and liberal spirit.

The fact that our problems must be worked out in the great variety of cultures and national backgrounds that characterize our people should

the better prepare us to be intelligent and sympathetic cooperators with other nations and peoples. Programs of international cooperation, whether in the aid of children, in technical assistance for economic and social development, or in mutual assistance for common defense, can be effective only as they are built upon respect for and understanding of each other's beliefs, customs, and modes of thought. We are grateful to those who have come from other lands to this Conference to share with us in concern for childhood, and to exchange with us their knowledge and experience.

White House Conferences have seen their tasks as beginning, not ending, with a closing session in Washington. This Conference has a more adequate basis for follow-up than any previous conference, because it has involved so many citizens in preparatory work and because it surpasses all others in the number and representative character of its membership. The plan for follow-up adopted today should enlist the continuing activity of all who have contributed to the success of this gathering. Its influence should result in action affecting all of our children and young people, wherever and under whatever circumstances they live.

The Conference will so affect their lives if every person who has had the privilege of participation in it will hold himself or herself personally responsible for a vital share in follow-up work. The Conference findings and recommendations, if they are to be made effective, require renewed emphasis on the privileges and obligations of parenthood; review of the focus and methods of scientific research; reorientation of professional education and professional service in many fields; examination of the ways in which our services are organized; review of the distribution of functions among the different agencies and the manner of their coordination between public and private agencies; more comprehensive and representative community planning; increased financial provision for public and private services; and above all, more effective means of citizen action.

As you report back to your state committees and conferences, and in turn to regional, district and community groups, or work through the channels of national organizations, you in turn will enlist the active interest and support of the many thousands who have already shared in preparation for the Conference, and they will be able to enlist millions in a common endeavor.

Democracy can succeed only as citizens feel personal responsibility for public affairs, and have means for influencing policies and courses of action. It is a cardinal principle of our Republic that government must remain close to the people and be amenable to their conscience and their will. We have had to spread financial responsibility throughout the country for the support of measures essential to the general welfare and the strength of the nation. We shall have to extend further federal and state programs and financial aid in the years to come, as foreshadowed by many of the recom-

mendations of this Conference. It is imperative, however, that citizens shall not wait upon their government, but shall by their own initiative and in volutary association with others, take the steps required to meet more fully the needs of families, children, and youth, and of the sick and the aged as well. It is also essential that they know, evaluate and understand how to utilize the resources and help that in our modern age can be provided only by government.

Today the legislative process alone cannot assure full citizen participation in policy making. Community and state-wide councils and planning bodies drawing together citizens, public officials and representatives of voluntary agencies, should have a share in determining priorities and formulating policies. This is all the more important at a time when an increasing proportion of our strength and our wealth must be devoted to defense work.

We can draw great encouragement from the closing paragraph of the report to this Conference submitted by the Advisory Council on Youth Participation. It reads as follows:

"The day has passed when we can be concerned with ourselves only. What we want for ourselves, we want for all people. We recognize our responsibilities as good citizens. These are the goals we have set for ourselves as young people to achieve in cooperation with adults. Ten years hence, at the 1960 White House Conference on Children and Youth, we expect to review them as adults."

No man can tell what the world will be like ten years from now. We may have to travel through many a Slough of Despond and over many a Hill Difficulty before we and our companions on the way will attain a view of our Delectable Mountains, a free, just and compassionate society at home and a free world united for peace and a fair chance for all. Among us there will be Mr. Despondency, and his daughter, Much-Afraid, Mr. Prejudice and Mr. Feeble Mind, as well as Great Heart and Valiant-for-Truth. Perhaps many a father and mother will be tempted to cry to their sons: "The most dangerous way in the world, is that which the Pilgrims go."

God grant that in 1960 and after, our own young people can say, like John Bunyan's Valiant-for-Truth, these difficulties "seemed but as so many nothings to me." This will be their victory, even their faith. They believed, therefore came out, got into the way, and by believing will have come to that place where the mission of their generation, to defend and advance freedom, justice and peace throughout the earth, will have been accomplished, and all the trumpets will sound to mark their triumph.

Part 4 Selected Technical Papers

EDITOR'S NOTE

Some minor deletions have been made in the technical papers in order to include as many as possible in a volume of this size. In other respects the text given here is the type-script prepared by the speaker before the date at which it was delivered.

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The Dynamics of Personality Development

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Growth and maturation are fundamental attributes of all living organisms. Lifeless machines, no matter how ingenious in performance, become old and rusty with time. But before an organism becomes old and rusty it passes through a cycle which is basically the same in every living thing: growth until maturation, characterized by the faculty of propagation, then decline until death. In the human organism this cycle consists in prenatal growth until birth, infancy, childhood, pubescence, maturity, senescence, and death. One of the features of this cycle specific for man is the prolonged biological helplessness of the infant. For this there is no parallel in the animal kingdom. This comparatively long duration of dependent infancy offers a clue to many riddles of human development. The human infant, unlike most animals at birth, is not fully equipped with inherited automatic behavior patterns needed for independent existence; consequently he must learn these functions through trial and error. The biological symbiosis between the infant and mother continues for awhile after birth, but it gradually yields to independent existence. First in nutrition, later in locomotion, and still later in his orientation in the world, the child becomes more and more independent, an achievement attained through the process of learning. In this process, his identification with adults is of the greatest importance. This comparatively prolonged period of dependence during which the infant, under parental guidance, gradually learns the ways and means of independent existence accounts for the great variety of personalities found in the human species. The infant represents an infinitely pliable yet unfinished substratum upon which environmental influences, primarily the personality of the parents, exert their molding impression.

Although teachers within the Catholic Church and some other educators for a long time have been fully aware of the crucial significance for personality development of the first years after birth, pre-Freudian psychiatry concerned itself chiefly with the problem of heredity. According to this view our later fate is predetermined by our constitutional equipment, by the nature of the genes transmitted through the parents. The most extreme example of this concept is represented by Lombroso's theory that the criminal

personality is recognizable by inherited physical attributes such as a protruding jaw, receding forehead, etc. At present this view still persists in the diagnosis of the so-called constitutional psycopath.

Scientific recognition and precise study of the formative influence of early family life is the contribution of Freud and his followers. Under the influence of these studies, not heredity alone but the conditions of infancy determined our destiny.

It is only recently that students of personality have become impressed by the fact that personality development does not stop at a certain age, that significant changes take place in all phases of the life curve and particularly that the formative experiences of early years do not leave irreversible effects. Many of the adverse influences of early childhood can be corrected by later experiences in life. Indeed, psychoanalytic therapy is based on this view. We try by methodical treatment procedures to bring about changes in personality structure, by undoing those unfavorable patterns which have established themselves in an earlier period. All psychoanalysts conform implicitly to this view in that they practice a therapy by which they endeavor to bring changes into personality structure. Yet many psychoanalysts are strangely inconsistent in that they underestimate the influence of later experiences in life, to which they ascribe only a precipitating significance.

While this may often be the case, profound experiences in later life such as migration from one culture to another, continued contact with certain persons, and also many vicissitudes of life, may produce deep changes in personality. If this were not the case, psychoanalytic therapy, in itself a form of later experience, could not alter a patient's personality.

Today most psychoanalysts have reached a more balanced view which recognizes the significance of three categories of factors on the personality of the individual: heredity, early experiences within the family, and events of later life.

Heredity supplies the ground pattern which determines not only certain basic qualities but the whole rhythm of the life span. With certain variations, the main phases of growth are rather uniformly predetermined by hereditary factors. Dentition, myelinization of certain nerve tracts, learning to speak and walk, later the maturation of the sex glands, and finally the degenerative changes in senescence, take place with some individual variations at about the same age and in the same sequence. This fundamental pattern of the life curve cannot be changed by later influences.

Each phase of biological growth is characterized by well-defined psychological attitudes. Except for oxygen supply, the newborn is completely dependent upon the mother biologically, and consequently seeks gratification for his needs from the mother. His security is based on being loved and cared for. Gradually the child learns to use his biological equipment

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independently. The eye learns to focus, the hands to grab, the legs to walk. Interest in the vegetative functions of the body and curiosity regarding its anatomy are further characteristics of the first six years. Later this curiosity is replaced by investigative interests in the external environment. Now the phase of biological mastery of body functions is followed by a period in which the development of intellectual functions predominates, gradually allowing an independent orientation in the surrounding world.

The next important phase, the period of adolescence, is again determined by biological factors, the maturation of the sex glands. By now the growing organism has developed all its functions to which finally the faculty of propagation is added. Although biologically the adolescent organism has reached the end of its growth, its psychological state can be sharply differentiated from maturity. Biological growth is ahead of psychological maturation. This fact offers a clue for the understanding of most of the peculiarities of the adolescent. The salient feature is the novelty of his new state of being grown-up, particularly in respect to the propagative faculties. In adolescence the biological faculty of propagation is, so to speak, foisted upon an emotionally unprepared and inexperienced organism. A full-grown body is entrusted to an inexperienced mind. The main characteristics of the adolescent follow this discrepancy: his proverbial awkwardness and insecurity. The adolescent impresses us as not knowing what to do with himself in his newly acquired state. Adolescent competitiveness can be retraced to the same basic circumstance. The adolescent feels as if he were constantly in a test situation. He must prove to himself and others that he is already a man or woman. The only way to do this is to measure himself against others.

This competition demands a continuous practice of the adolescent's full-grown capacities. During the period of adolescence the young person gradually grows emotionally into the advanced mature status which biologically he reached several years before. The self-confident attitude of the mature person is based on taking himself and his capacities for granted. This is in sharp contrast to the insecurity of the infant and of the adolescent. As a consequence of this inner security, the mature adult's interest no longer centers around the self. It can now be turned outwards towards the environment.

The psychological attributes of maturity, like those of other age periods, can best be understood from the biological conditions of maturity. As long as the organism grows, intake and retention of substance and energy outweigh their expenditure. Otherwise growth would not be possible. The psychological manifestation of this state of affairs is that in the immature organism the wish to receive outweighs the wish to give. When the organism reaches maturity, it can no longer add anything to its own size—growth has reached its natural limits. The body cannot organize more living matter

within its own system. Therefore, individual growth stops and propagation serves as a means of releasing surplus energy. Propagation in this light can be understood as development beyond the limits of individual growth.

All energy which is not needed to maintain life can be considered as surplus energy. This is the source of all sexual activity; it is also the source of all productive and creative work. This surplus energy shows itself in the mature person in generosity, the result of overflowing strength which the individual can no longer use for further growth and which therefore can be spent in creative pursuits. The mature person is no longer primarily a receiver. He receives but he also gives. His giving is not subordinated primarily to his expectation of return. It is giving for its own sake. Just as for the growing child, receiving love and help are the main sources of pleasure, for the mature person pleasure consists in spending energies productively for the sake of others and for outside aims. This generous outward directed attitude is what in ethics is called altruism. In the light of this view, altruism, the basis of Christian morality, has a biological foundation: it is a natural, healthy expression of the state of maturity.

It is important to emphasize that, for most persons, the platonic ideal of maturity is never reached in its complete form. It is only approached. Individual differences are enormous and account for the existence of the leader and follower types, the latter the most numerous. Whenever life becomes difficult beyond the individual's capacity to deal with its pressing problems, there is a tendency to regress towards less mature attitudes, in which a person may still rely on the help of parents and teachers. In our heart, deep down, we all regret having been expelled from the garden of Eden by eating from the tree of knowledge—which symbolizes maturity. In critical life situations, most persons become insecure and seek help even before they have exhausted all their own resources.

You may ask now, what can we learn from this sketchy outline of personality development for the solution of the questions we are interested in in this Conference: how to raise a generation of healthier and more socially inclined citizens?

Every form of social organization requires of its members the capacity to replace to some degree self-interest with an interest in others—in other words, a certain amount of maturity. This is the reason why no society could be run by children or adolescents. Different forms of social organization, however, require different degrees of maturity. In all authoritarian governments the status of the majority of the people resembles more that of children than of independent adults. Virtue consists in obeying the existing rules and in being subordinate to the rulers, whose obligation is to take care of their subjects. In such societies people express their mature state only by taking care of their progeny. All social manifestations of individual productivity are absent. With the exception of two short periods of

history, humanity has always lived under some form of authoritarian system, be it feudalism, absolute monarchy, fascism, or communism. Free societies existed for a short period in ancient Greece and during the last 300 years in some parts of the western civilization. Most of what we consider human progress in the arts, sciences and literature, most of the creative achievements of the human mind, have been accomplished during these two brief periods. There are portents that under the paralyzing threats of global wars our present experiment with freedom may soon be relegated to history and free societies may be engulfed by the rising tide of authoritarianism.

Social attitudes, however, are not good or bad in themselves; they are organic parts of each culture and can only be evaluated in the framework of different social organizations. Educational attitudes, methods of child rearing, do not develop in a vacuum. They are determined by the total social structure. Recent anthropological studies have shown that national characteristics are primarily due to certain uniform paternal influences and that these paternal attitudes themselves are determined by the total social configuration.

For example, authority worship of the Japanese is the precipitate of century-long feudalism. It was not only the reflection of the feudal ideology in the mind of the individual, but it was also an indispensable guarantee for the survival of the feudal system. Similarly, the American emphasis on individual accomplishment and the depreciation of authority worship are expressions of the American social structure and at the same time the guarantees of its survival. Such attitudes, transmitted to each child by family influences, have a social function. They are adaptations of the individual to the social structure in which he lives. It is clear then that no educational philosophy can be foisted upon a nation which does not spring organically from its own cultural soil. In this perspective the naivete of plans much discussed in postwar years to reeducate foreign nations according to our own ideals becomes transparent. Social attitudes of a nation can be changed only with changing its whole social structure.

Here we are concerned only with the preservation of our own free society. Only self-assured mature citizens withstand in troubled times the regressive urge to trade freedom for the security to be obtained from some form of paternalistic government. Self-governing free democracies require greater mature independence from their citizens than any other form of social system. The question then is how such emotional independence can be achieved—independence which can withstand the regressive pressure of adversity. From what was said before it is obvious that this is achieved gradually during the process of growth. The child will assume independence if he has opportunity in each phase of development for the greatest possible amount of self-expression, by which he learns to make use of the faculties which

correspond to this age. He will learn to assume responsibility for his own activities only if his self-control is not based on fear of external authorities but is rooted in his own conscience. This conscience develops through positive identification with adults. If the socialization of the child is achieved primarily through fear of punishment, only a grudging type of conformity will develop. Rigorous discipline enforced by corporal and other forms of punishment is suited to bringing up a militant aggressive youth, exemplified by ancient Sparta, Hitler Germany and Soviet Russia. All the hatred generated in the punitive atmosphere of the playroom, the school and the military barracks is channelized toward foreign societies or minority groups. It is held in check from being expressed toward the internal authorities of the state by terror. This form of society therefore must always be a police state. It goes with the complete deterioration of internal standards of self-responsibility and independence.

The process of social adjustment in free democracies must be based on favoring the development of internal standards which become integral parts of the personality. In the technical language of psychoanalysis the boundary between ego and superego disappears in such a person. This type of personality structure will develop only if the process of social adjustment is based on positive identification—on love, trust and admiration of the growing child for those who are entrusted with his up-bringing. As Freud has recognized, love is a unifying force, hatred a dividing one. If social adjustment is based on hate and fear, the internal image of the external authorities—the conscience—will remain a foreign body within the personality. Only if the child loves those whose social attitudes he incorporates during his development, only if he has confidence in them, can the internal image of these persons become one with the rest of the personality.

In such education the emphasis is not merely on restraining the original impulses but on directing them into socially valuable creative expression. Full expression of individuality has been the chief source of every step in social progress. The major problem of our time is to produce socially minded, cooperative adults without sacrificing individuality. A more difficult task, more worthy of every effort, man has never faced before.

The Meaning of Citizen Responsibility in Our Society

EARL JAMES McGRATH
United States Commissioner of Education

The basic idea of the child as a citizen is the starting point for the Mid-century White House Conference. But, as the Conference statement of

focus makes clear, we must make a total, rather than segmented view of citizenship if our children and youth are to grow into mature, resourceful adults capable of making their fullest possible contributions to society.

This new, broad approach recognizes that citizenship begins the moment we acquire our first childhood impressions. It is complete social participation—a continual, never-ending process—and by the time a young person reaches the age of 18, he has already formed a good share of the important habits and attitudes of citizenship.

Therefore, in evaluating where we are in citizenship training (so that we might accurately determine where we are heading), it is essential that we ask ourselves the right questions—questions which may be quite painful, but which must be answered nonetheless if an effective action program is to be built. Parents must look at the home, where the citizen-child takes on lifetime habits and attitudes; teachers must assess the role the school plays in shaping a young life; and all adults must survey the community environment and the effect it has on citizenship.

Parents interested in effective citizenship may well ask themselves: Is democracy practiced in our home? Does the whole family share in the making of important decisions? Do we demonstrate respect for the individual dignity and integrity of our children? Do we give their ideas the proper weight? Are they junior partners or submissive subjects?

In a democratic society, citizenship means respect for the rights of others and the supremacy of human values. Parents worried about the intolerance and lack of consideration which their children display toward others might pause and reflect on whether these attitudes were learned in the home. Do we adults set a proper example by judging persons as individuals, rather than as members of a particular group? Are there any habits or attitudes reflecting prejudice and bias toward racial or religious minorities which we might be unconsciously transferring to our children? Do we preach against discrimination at the evening dinner table and then practice it at our place of business the next day?

Many of these same questions apply with equal force to the teacher's role in citizenship education. Educators may well inquire: Are our classrooms democratic or authoritarian? Do teachers show genuine and continuing interest in the real problems of their children? Is every pupil given a chance to participate in the total school program? Do school administrators practice democracy in their staff relationships?

If we are to "educate the whole child," teachers must avoid viewing their role in a narrow, restricted sense. They must guard against paying attention to only a small fraction of the child's personality, when they should be deeply concerned with his full and complete development. The information about children we now have in our schools should be broadened to include more detailed and comprehensive knowledge about such things

as pupils' emotional problems, their social background, their economic status, and their family relationships. As we approach the goal of universal education in America, the need to know more about our children and youth as individuals becomes increasingly urgent. Acting on such knowledge, educators can better perform their primary mission: training responsible citizens.

It has been said that if we want to know what kind of citizens our children are most likely to become, all we have to do is look at our communities. If children are taught one thing in the home and in the school, and then bump into just the opposite thing out in the community, they're going to ask questions. They're going to wonder why their parents and teachers haven't built the kind of community they profess to believe in. Why, our children ask, don't adult community deeds measure up to adult living-room creeds?

In short, to growing children, citizenship comes to mean pretty much what the community shows it means. If a community deprives its minority groups and its economically handicapped of equal educational opportunities, or civil liberties, or normal social development, then that community is setting the stage for bad, irresponsible citizenship. If a locality and a state and the nation each fails, in its turn, to take the steps, legislative and otherwise, necessary to correct economic and social injustice, then our young citizens cannot be expected to act with maturity and resourcefulness.

The real stuff of America's greatness lies in the spiritual qualities found in the Declaration of Independence, the Bill of Rights, the Gettysburg Address, and the Universal Declaration of Human Rights. Those historic documents attest to the basic democratic belief that we are our brother's keeper; that we cannot be unconcerned about the economic and social status of our neighbor; that justice and individual dignity are the things that count; that every person must have an opportunity to develop his talents to the fullest.

These principles must be our guideposts as we explore the meaning of citizenship in our society. By incorporating them into our everyday lives, in the home, in our schools, and in the community, we strengthen the cause of democracy in its struggle against tyranny. If the Midcentury White House Conference on Children and Youth can make the American people fully conscious of the "three R's of democratic citizenship," Rights, Respect, and Responsibilities, it will have contributed measurably to the national welfare at a time when the United States must lead the free world through critical years of peril and tension.

The Meaning of Citizen Responsibility in Our Society

MARQUIS CHILDS
United Features Syndicate

You will be told in the course of this Conference all the splendid things that have been done for children and youth in America. The list is indeed long and impressive. It will not be my purpose here this morning to try to add to it. If we are to talk frankly and honestly about the subject assigned to this panel, I think we must say frankly that here we face a failure and a major failure. Our education is not producing citizen responsibility in our society.

Evidence for this statement is not hard to find. The number of persons who participate in our political life grows smaller each year. Even in our most important election, for President, less than half of our citizens vote. Here in Washington the problem is acute in that it is difficult or impossible to find citizens willing to accept vital government positions.

A great many reasons could be cited to show why this has been increasingly true in recent years. But in my opinion there is one fundamental attitude that expresses the citizen's withdrawal from the obligations of citizenship responsibility. It is the growing conviction that he has no control over his destiny. It is an ever-growing belief that the area of free choice in our society is being narrowed to zero.

Here again we don't have to look far for root causes. The rapidly developing bigness of our institutional life seems to absorb and overwhelm the individual. The phrase of the late Justice Lewis Brandeis comes more and more to mind—"The curse of bigness." Big government, big business, and big unions tend increasingly to dominate the life of the individual and to dictate his every move from the cradle to the grave.

In part this has come about, perhaps inevitably, through the extraordinary development of our modern technology. This technology has been peculiarly the product of America. It is in no small part responsible for the high level of our living standard. The assembly line gave us the low-cost car. It has put radio and now it promises to put television in every home. This technology called into being the ever-expanding corporation with its accumulation of essential capital and managerial capacity. The nation-wide trade union has come into power to match the nation-wide corporation.

We have seen how even on the farm this modern technology has increased the size of the unit of operation and has correspondingly tended to remove the individual from control over his own life. This has been a matter of the

gravest concern to both religious and educational organizations since it strikes at the very root of social stability. The factory farm and the plight of the dispossessed farm worker who travels in search of seasonal work have been the subject of a considerable body of literature and of much soul-searching.

Under the development of gigantism the individual has increasingly surrendered his right of choice. He has done this sometimes with a sense of sullen frustration. Again, and even more ominously, he has done it almost with a sense of relief, as though he were glad to abandon the hazards of individual choice.

It is just here, in my opinion, that we have seen a tragic failure to educate for responsibility. There has been little or no real effort to teach the meaning of the free choice in a free society. Too often the educator has stood aside in an attitude of timid neutrality. The illusion of objectivity has been fostered. The assumption has been that the adolescent youth, against all the competing claims of loud and persuasive commercialism, could make an objective appraisal in the field of the "social sciences."

That has meant that for the most part the young have simply made no appraisal at all. The passivity, the so-called objectivity, the timid neutrality in the teaching of the social and political sciences have resulted in exactly the kind of response that might have been expected: an almost wholly negative response.

This has meant that the basic assumptions of our society have been completely taken for granted. The adolescent youth has been encouraged to accept the fruits of a free society without contributing to its sustenance or its future growth. He takes the privileges of a free society with an almost anarchic indifference and disdain. We will continue to allow this to happen at our imminent peril. The time has come to educate the youth of America in the meaning of a free choice in a free society.

The pessimist will say that it is already too late. He will point to the failure of education in this respect in the past. He will point to the growth in regimentation inevitable in the face of the threat to the free world from Communist imperialism. He will point to the deterioration in our political life which is made evident by the headlines in every day's newspaper.

This kind of pessimism is also defeatism. We still have free choices in our society. The youth of America must be made aware of the meaning of these choices. This must be done on the ordinary level in the day-to-day lives of our young people. I believe it can be done if there is a will to do it.

The very fact that the youth is in a public school, a parochial school or a privately endowed school is the choice of the parents and to some degree the choice of the youth. The fact that he goes to one church or another or to no church at all is a choice. He will make a choice within limits of how

he earns his living. And he, or she, should know how that choice has been increasingly circumscribed by the growth of bigness.

This kind of teaching will take imagination, understanding, and courage. It may be beyond the capacities of an educational system that is far too often treated as though it were merely a kind of luxury that could be curtailed or ignored at will. But I believe that it is possible, and because I believe it is possible I think there is still hope for our society.

The young must also be taught what it means to lose the freedom of choice. They should be taught what it means to live under a totalitarian society. Let me quickly add that this does not mean the teaching of hate or the kind of violent nationalism which in the past has contributed to war.

We have forgotten too quickly the terrible example of how Nazism corrupted and perverted the educational system of Germany. Hate was taught in the Hitler schools. There at the very earliest age the child was conditioned to accept the absolute dictate of the state. The whole base of western civilization in Christianity was perverted and corrupted by the Nazi system which was put into effect in a remarkably brief space of time.

The youth of America should learn what it means to live under today's totalitarianism in Soviet Russia and its satellites. With this teaching should go compassion for and understanding of the Russian people. It should be made clear that they are a great people, as they have demonstrated so often in the past, living today under a despotism more iron and more terrible than that of the Czars because it uses the techniques of science and the media of mass communication. American youth, certainly in the last two years of high school, should be made familiar with the growing literature written by those who have escaped totalitarianism and who have at the cost of great danger and sacrifice made the choice of freedom.

Let me add that I am not talking about the kind of Pollyanna stuff that far too often passes for education in citizenship. The young should be made fully aware of the peril to freedom of choice in a free society, perils both at home and abroad. They should be made to understand what a comparatively new thing freedom of choice is in the world; how it is like a sudden flash of light against the night sky of a long succession of civilizations that have condemned the individual to one condition of life or another on the basis of his birth or color or economic conditioning. Only with complete honesty and candor will we bring our young people to a realization that they are not the indifferent and privileged inheritors of two thousand years of struggle for freedom. Only with courage, imagination, and understanding can we bring them to accept true responsibility growing out of individual choice and to continue to carry on what is a desperate struggle to hold the bastion so narrowly won in the past.

It cannot be done by big government. In fact big government may prove to be one of the chief enemies of free choice, however well-meaning

big government may seem to be. It cannot be superimposed by the kindly ministrations of big business which may or may not have an ulterior motive. It cannot be done by big unions with their preoccupation with material gain. It can be done only if Americans, regardless of prior claims and interests, have the will and the faith to do it.

Many of you have read George Orwell's book, *1984*. That is a terrifying picture of what life can be like under totalitarianism using all the resources of modern technology to keep the individual in a mental prison, reduced to the status of a robot. This is not 1984. It is 1950. But the period given us to preserve our freedom may be measured by just this interval of thirty years. It may be that we have no more time than that.

The Effect of Mobilization and War on Children

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INTRODUCTION

This is the second White House Conference on Children and Youth in which I have participated. The first, for me, was called by President Hoover under the chairmanship of Dr. Ray Lyman Wilbur. That was in 1930. A dedication in the proceedings of those meetings reads (1):

> Dedicated to
> The Children of America
> Whose faces are turned toward the light of a new day
> And who must be prepared to meet a great adventure.

That was twenty years ago. The great adventure for the children of America during the past two decades has been depression and war. But in our discussions in 1930 I could find no mention of depression or war.

This is 1950 and these are serious and troubled days. One does not like to see a topic about war on a program focusing on the welfare of children. For war is not good for children—let us make no mistake about that.

There are three areas of concern that immediately come to mind when we think of war and children. First, their physical safety, in an emergency. Second, their health and education (can we give the services they need). Third, their emotional lives, the effect of war on their developing personalities.

I shall focus attention on the third area: what are the effects of war on the developing personalities of children with special consideration of the development of anxiety and aggression. I shall also give some suggestions for wartime services to meet the needs of children.

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LITERATURE

The literature on the effect of war on children was prolific during the war years, but there has been very little since. There were some 19 or 20 reports submitted to the Preparatory Commission of the International Congress on Mental Health through the special commission on The Effect of War on Children in the United States (2). I have not yet seen these reports, but I hope they are to be made available.

We have all been indebted to Anna Freud and her coworkers in England for their observations and interpretations of children with neurotic symptoms brought on by the war (3). I also am personally indebted to Dr. Anya Maenchen of Berkeley for making available to me unpublished material on anxiety and aggression of children during wartime (4). The pamphlet "A Pound of Prevention" written by James Hymes out of his war experiences with children has been most useful (5). There have been two experimental studies published which were conducted during the war in an effort to understand the effect on the feelings of children of their fathers being away at war. One of these by Sears, Pintler and Sears dealt with 3-, 4-, and 5-year-old children (6). The other by George Bach included children from 6 to 10 years (7).

During the past three years my colleagues and I at Stanford under a grant from the U. S. Public Health Service have been studying a number of families in which the first child was born while the father was away at war (8). Our purpose has been to find out what effect the war absence and subsequent return of the father to his family might have on the relations of the father with his war-born child and also to ascertain whether there are any personality characteristics of these war-born children which seem to differentiate them from other children.

I shall make use of the data from this study and others in this discussion.

INDIVIDUAL DIFFERENCES AMONG CHILDREN

War affects children differently. The effects depend on at least three aspects of a child's experience.

1. Where the war is in relation to the child.
   (Whether it is something he hears about, sees pictures of, finds reflected in his toys; or whether it is close at hand so that he sees, hears, and feels it.)
2. What war does to his family.
   (Whether the family moves from place to place; whether his mother goes to work, his father goes to war; whether the child is

sent away; whether his mother or father are injured or killed.)

3. What kind of child he is.

   (His age, sex, and where he is on the developmental path to maturity; his personal integration, the strength of his ego structure, the dependence-independence balance he has achieved, the anxiety and aggression he has stored within him.)

In this second category of variables note that there is always some form of separation for the child. Separation is one of the basic causes of anxiety in children; and anxiety about one's family is one of the most difficult emotions for a child to live with.

In a short period like this I must talk in generalities, but I hope you will remember that each child's experiences during war are unique to him and each child responds to them in his own personal idiomatic way.

EFFECT OF WAR ON INFANTS

One cannot discuss infants without discussing mothers, for the well-being of one is inextricably tied to the well-being of the other. Mother and baby are really two in one. During the early months of life anxiety is easily aroused, for babies are vulnerable. The infant is in the process of establishing his competence to live as a separate human being in a world very different from the warm, wet, dark, protected world of uterine life in which his mother's body shares the functions of nutrition, oxygenation, and elimination. In these first months after birth the security and well-being of an infant depend on the satisfaction of his physiologic and sensory needs. It is the mother who can develop emotional strength or weakness in her baby. The degree to which food comes when he is hungry, the pleasure he gains from sucking, the warmth and feel of his mother's cuddling, the soft rhythm of her voice—these are the sources of an infant's security. It is in these simple ways that infants learn their first lessons of confidence in people.

But for all infants life is not so peaceful and content. War can mean that a mother is anxious, hurried, or frustrated and transmits her tenseness to her baby. But the most traumatic experience for a baby comes when war separates him from his mother. Even a grossly inadequate mother is less a threat to an infant than no mother.

Anxieties learned in infancy are difficult emotional patterns to undo in later years. Just because these experiences come before an infant understands what is happening and before he can talk about his fears, these emotional tensions are likely to remain a basic part of the developing personality. Many of these war babies will be the fearful, nervous, shy, worried, tense, disturbing children of the future.

WAR PROGRAM FOR INFANTS

Several deductions can be made from this brief discussion regarding a war program:

1. There should be no evacuation of infants from emergency areas without their mothers.
2. Mothers with infants should be the last source of manpower for war.
3. If mothers with infants are employed in war work, provision should be made for substitute care in line with the best principles of mental hygiene.
4. Counseling service should be provided to help mothers understand their own and their baby's needs in wartime.

EARLY CHILDHOOD

With young children the situation becomes somewhat different. Now we are concerned with such questions as: How much does he understand about war? How do the changes brought by war affect him? What outlets does he have for his feelings about war? What can we do to help?

HOW MUCH DO THEY UNDERSTAND?

Children of 3, 4, 5, and 6 know about war. They talk about it. They draw pictures. They dramatize it in their play. But what does this mean to them? Do they really understand what it is all about?

Young children do not understand the stuff of war as adults understand it. A child may use the words, but words have meaning only in terms of first-hand experience. I remember the story of a 5-year-old in the public schools of Oakland. His teacher had explained carefully about the air raid drill they were to have. She reassured them that there was no danger, that this was just a practice and warned them against getting excited about rumors. That day he came home and said to his mother, "Mummy, mummy, a great big rumor flew over our school today and we all fell on our faces, even Miss Johnson."

It is not only that young children understand little about war, but they actually ignore much of what goes on and respond consciously only to that which they can incorporate into their life experience. A little girl looked out of the window at the Kaiser Child Service Centers during the war and saw a tanker in the outfitting dock. "Da's my mummy's ship, da's my mummy's ship," she chanted over and over.

EFFECT ON YOUNG CHILDREN

Certainly a young child will be interested in what he hears and sees

around him and will reflect it in his play, but will he be concerned only if it intrudes into his family life.

If war means for him separation from his mother, there is bound to be anxiety; not the vague apprehension of infancy, but a specific sense of loss and a definite fear that she may not come back. Separation from the father is less disturbing unless the mother transmits her anxiety to her child. In fact, a preschool child will feel proud that his daddy is in the Navy or the shipyards even though he has little conception of what this means except that daddy wears a uniform or a tin hat.

Separation of the father during these years may mean that the child is closer to his mother, has more of her attention, since it no longer must be shared with the father. This can be very satisfying, but it can hamper his development, too. If it interferes with a gradual development in self-competence, if he loses the gift of doing things himself, he may be kept emotionally on an infantile level of dependence and gradually lose some of the incentive for emotional maturity.

Each child during these preschool years is learning that he is a boy or that she is a girl and learning to identify with the appropriate sex. The absence of the father may interfere with or delay the normal psycho-sexual development of the child. This may be hazardous for a boy if he is deferred in accepting his own masculinity and learning appropriate male behavior. When a father returns from war and finds his boy timid, dependent, and "effeminate" he is likely to be disturbed. This can bring strong measures of discipline from a father before he has established a bond of affection with his child. If the father himself falls short of his own ideals of masculinity, the emotional relations between father and son become further complicated. Our studies show that the adjustment of father and child after the war affect the personality structure of many children, leaving a residue of feelings of hostility or uncertainty or of maladjustment to men.

There is another aspect of the effect of war on young children which we have not discussed. It has been said that aggression in young children increases during wartime; there were many reports by parents and nursery school teachers. If one believes that destructive aggression is due to some form of frustration of a general life force inherent in the individual, there are many situations in wartime which tend to bring frustrations and therefore probably increase aggression in young children. Some of these situations are:

1. Limitations of the life space of a child because of crowded living conditions.
2. Increased tempo of family living with consequent
   a. pressure on the child to hurry, to let mother do it, and so forth
   b. lack of overt expressions of needed love and affection

3. Irregular schedules.
4. Adjustments to new neighborhoods and strange children.

There is no use to continue the list. Frustrations can be endless to a little child when war has upset his world. Young children need time, much time, to do things; they need freedom for activity, food when they are hungry, sleep when they are sleepy—they can't wait. They need warm, loving parents who have time to talk and listen and "watch me do" and tell a story and "fix this for me." And when they don't get these things they whine and cry and nag and throw things and kick—yes, and bite too. They hate and love, but they hate most at that moment.

What may happen is that parents retaliate by punishing, and counter-aggression may stop the child's behavior but it doesn't straighten out his emotions. It is more likely to build a reservoir of hate feelings within him which may lead to anxiety or more aggression in the future.

A study was made comparing the aggression of 3-, 4-, and 5-year-olds whose fathers were at war, with the aggression of children the same age whose fathers were at home. Contrary to what we might expect, the children whose fathers were away showed less tendency to aggression than the children whose fathers were at home. Our own studies suggest an explanation of this: with fathers away some mothers are more indulging of their own young children because they have more time and because they need the emotional satisfactions their children bring. With father at home there is the possibility that even in America fathers are more punishing than mothers and the conflicts in mother and father discipline become frustrating for the young child.

The two threats which war can bring to the development of a wholesome personality in early childhood are feelings of anxiety and feelings of aggression. These are emotions which basically interfere with relating to people and are the foundations for fear and strife in later years.

These are the years when a child must come to terms with his world—must learn the many requirements and permissions of his family without too great strain on his own energy for living and without jeopardizing his emerging concept of self. He can only accomplish these tasks if his learning is under the guidance of warm, loving, understanding adults and if the exigencies of his living give some measure of freedom for his growing, expanding, abilities and interests.

OUTLETS FOR EMOTIONAL PROBLEMS

The third question which we raised was, how does a child tell us about his emotional responses? What outlets does he have? Play is the natural outlet for a child's emotions. In play he not only expresses what he feels, but he may also gain release and find a solution for feelings of anxiety or

aggression. A child who can play out "mummy goes away—mommy comes back" gets a reassurance that it will happen. A child who can fight out his own battles in a symbolic war of wooden soldiers may get release from his feelings of aggression and hostility. If a child can kick his doll instead of his frustrating mama or daddy, he can gain release without getting in further trouble with his already harassed parents.

The playing of war games by children should not be forbidden, but viewed as natural outlets for emotional tensions. Adults may often gain clues to the difficulties a child is experiencing through the content of his play.

The wish to hurt people and destroy objects undergoes many changes during the process of human development. If it is suppressed during early childhood, it remains as a source of conflict—unconsciously hidden in personality characteristics of timidity and hesitation, evasiveness, shiftiness, and hyper-activity, or revealed in tics, cruelty, excessive competition, or social antagonism.

If young children are given a chance to work through their disturbed feelings in war games and family play and at the same time are given experiences appropriate to their developmental level, they are more likely to make progress in coming to terms with life during war.

These findings suggest several considerations in planning for young children during a war.

1. These children are too young to be separated from their mothers for long periods of time. Evacuation in an emergency should include both mothers and young children.
2. Children of preschool age can profit by nursery schools for a part of the day under the direction of people trained in education and mental hygiene. But such nursery schools should be located in centers convenient to homes in order that long hours of traveling can be avoided. They should provide all-day and part-day service, 24-hour care and emergency care.
3. Special guidance nursery schools should be developed to help parents and young children who show evidences of developing neurotic tendencies of anxiety or aggression under the strain of war conditions. The work of Anna Freud in England provides an outstanding example of the service such clinical nursery schools could offer.
4. The consultation centers for mothers discussed under infancy should be provided for mothers of young children to help them understand the needs of their children during wartime.
5. It is important that any plan for young children should provide that some one person play the role of substitute parent and that there

be a continuous, integrated relation established with this one person which will provide a security base for the child.

6. And finally, from my own studies, I should like to suggest the importance of a program for families of returning new fathers. This should be begun during the war, through helping both husband and wife to understand the problems a father faces in adjusting to his war-born baby. On the father's return there should be clinical consultations for fathers on problems of father-child relationships. These postwar adjustments of father and child can be more detrimental to the personality development of children than the direct war experiences.

SCHOOL AGE

I have given most of my time in this talk to infants and young children because I believe that war can have deeper and more lasting effects on their personality structure than on older, more mature children. It is not that the older children in elementary school are not affected by war, but rather that they are more mature and therefore relatively better able to handle their psychological problems.

This statement is actually only partially true, for those children who carry with them fears and hostilities from their earlier years will be more vulnerable to the extra pressures of wartime. The boy who did not make his identification with his father during preschool years and who is soft or a "sissy" in the fourth grade will be doubly handicapped as men disappear from scout leadership, boys' clubs, and camps.

These children, on the whole, are realists—more curious than apprehensive about the war. They want to know all about the most minute details—not from a morbid sense, but because their feelings of adequacy come from understanding. And then, they want to do something about it—in feats of heroism far beyond the average adult soldier! This they do by talking "big talk" and by playing realistic war games.

They also want to feel they have a part in the war of the adult world. They will show great energy and enthusiasm for all kinds of "helping with the war" efforts. But these interests cannot be sustained too long, for they must compete with the real child world of doll play and baseball, yes and of the business of learning in school which is important to these children.

There are individual children who regress during wartime because its hazards have touched them deeply through loss or injury of a parent, family upheaval, social isolation. For their security these children depend greatly on their relations with other children and when war mobility interferes with sustaining friendships children can be greatly disturbed.

These children may face after-war problems too. In a study of children 6 to 10 years of age Bach found that the children whose fathers were away

at war had built up an idealistic and feminine picture of the father largely due to the mother's influence. Bach says, "The sterotyped, idealistic picture that the child has of the absent father may initially be a handicap in the re-establishment of a realistic father-child relationship. The child may experience a certain degree of disappointment over the wished-for reunion. The father's resumption of domination and authority would certainly come in conflict with the child's idealistic expectations." (7) In other words, when Santa Claus turns out to be human there is likely to be trouble not only for the child but for Santa Claus as well.

WAR PROGRAM FOR SCHOOL AGE CHILDREN

I have several suggestions to make concerning a war program for later childhood, which emerge from studies in child development as well as our experience in the recent war.

1. The program for children of this age should be centered in the elementary school. The child has a sense of belonging to his grade group and his teacher and this can be an important source of security to him in times of stress. And the elementary school has the only adequate housing in most communities.
2. This implies that the principal of the school will be in charge of the total program and responsible for integrating the usual school program with the new services which must be offered.
3. The staff of the elementary school will need to be supplemented by people trained in social work, group work, and mental hygiene. But this emergency staff must become an integral part of the total school staff.
4. This means a 12-month program for the elementary school, with staff vacations staggered throughout the year, and probably the development of camp facilities for supplementary experiences.
5. It means that in the utilization of manpower people trained to work with children should be assigned to that work and not be drained off into industrial and agricultural war work. This can only be done by making work with children equal in importance and remuneration to work in building ships.
6. We must further protect the schools and school personnel for work with children and not allow their work to be encroached upon by every community war endeavor. Only those war projects in which elementary school children can participate should be the concern of either the regular or emergency school personnel.
7. We need consultation services for parents of older children both during and after the war, to help them meet the problems of adjustment

as they arise. For the more disturbed children with neurotic tendencies clinical facilities should be available.

8. If evacuation is necessary from emergency areas, more of these older children can go without their parents if they are with children they know, if siblings are kept together, and if their teacher goes with them.

ADOLESCENCE

There is always a question when one is asked to discuss children whether the program planners include adolescents in the category. I will therefore only mention briefly some of the more obvious effects which war may have on the development of children during adolescence.

Five characteristics of boys and girls during this period immediately come to mind:

1. Their basic emotional security comes in large part from their peers, their feeling of acceptance and identification with others of the same stage of development.
2. Their codes of behavior are influenced more by their peers and by the general community than by their parents.
3. Many of them are developing goals for the future and setting up ideals towards which they are striving—self-ideals of manhood and womanhood.
4. Their faces are turned toward emerging adulthood and they yearn for status and acceptance as mature, responsible people.
5. In later adolescence their maturity makes them seek relations with the opposite sex and they often strain at the controls for postponement which society imposes.

From our general knowledge of adolescent development and our experiences during the last war I offer these suggestions for a program in wartime:

1. When adolescents are moving into a new community one of their first needs is acceptance into a group of their peers. Each community should plan for this.
2. Young men and young women have great influence on boys and girls emerging into adulthood. Policies for utilization of manpower should provide that some of these natural and trained leaders of youth be retained, especially in new war communities.
3. During a war adolescents want to be related to the community war effort. They want to do something worthwhile that adults consider important. This can be related to both volunteer work and paid war work. The first implies community leadership in which youth participates in planning as well as doing.

4. The labor market already has its eye on 16-, 17-, and 18-year-olds. Plans should be made so that boys and girls can work part time and study part time—the 4-4 plan which operated so successfully in many communities.
5. And finally, the high schools with their marvelous facilities for work and recreation should be the center for the study-work-social life of the adolescents in wartime. Many other organizations and groups will take part and share the responsibility, especially in the area of social activities.

FEDERAL WAR PLANS FOR CHILDREN

At the federal level there is planning for children in wartime which should be a part of any preparedness program. First, there should be a study made of what legislation will be needed in each state to make an expanded program for children possible. This is "in-case-of-emergency legislation" and each state should have such permissive laws ready to open the way before the emergency arises. Second, one of the greatest difficulties in launching a program for infants and young children during a war is housing and equipment. Plans should be made now and stock piles or portable buildings and equipment created. Third, the federal planning agency should consider the possibility of establishing in each state at least one "community pilot service for children." This would be in the nature of a demonstration of what an adequate program is for children and would help other communities to see what can be done. Such communities should be selected now and planning begun so that in an emergency services could begin quickly. The community within each state should be chosen because of the attitude of social welfare, health, and school personnel rather than because of its geographical location. Fourth, there is no question but that federal funds will be neccessary to supplement state and local resources in an expanded war program for children. Advance planning is needed here.

CONCLUSION

The conditions under which children flourish in their development are the conditions of peace and not of war. In past years we heard much of the four freedoms: freedom of speech and expression; freedom of worship; freedom from want; freedom from fear. One might say that although these may be the most important freedoms for adults, for children we need a fifth freedom, one that is the most important of all: freedom to develop to the limit of their potentialities. In wartime what we do is to hold the line and try to avoid the most common and most damaging threats to wholesome development and in the intersticies of the war economy provide children with the best possible opportunity for development.

May the time soon come when we can without embarrassment dedicate our thoughts to the children of America whose faces are turned to the light of a new day.

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Social Security Programs—Their Implications for Children and Youth

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The greatest significance of social security for children lies in its expression of public responsibility. Underlying and supporting the economic responsibility of the individual family is the guarantee against destitution which we have given each other through our government. Transcending in importance particular programs or provisions of the law is the establishment in practice of this great moral concept of mutual responsibility.

Children born in the United States of America in the middle of the twentieth century acquire at birth not only the support of their parents but a right to support enforceable against the rest of us in the event parental support fails. In some respects this right is not all it should be nor is it equally available to all children. Social security as an expression of democracy is far from complete. The principle, however, has been well established—all of us

together have assumed responsibility for seeing that no member of the community shall suffer want and we have organized to accomplish this in ways consistent with the dignity of the individual and with respect for his freedom and integrity.

The establishment of this principle is a spiritual accomplishment of very great proportions. It represents an entirely new level of public morality. So quickly do we become accustomed to new standards and concepts that the revolutionary nature of the changes in our institutions for dealing with dependence are soon lost sight of.

A belief in the organization of society for the benefit of all is new. It separates the twentieth century from the centuries which have proceeded it just as surely as the threat of atomic war separates this century from earlier ones. Our emerging democracy rejects the idea of men as instruments to be used for the fulfillment of the desires of others and holds out the promise of equal opportunity. It proclaims the sacredness of human personality and makes the welfare of the individual its reason for existence.

The social security program is one aspect of this new level of public morality. For children the realization of new goals will mean not only freedom from hunger and cold and suffering, but the values—emotional, psychological, and spiritual—that lie in growing up in a society that cares about the individual and is organized to protect his independence.

If the basic meaning of social security for children is emotional, psychological, and spiritual, its organization is practical. It is a collection of programs designed largely to give cash benefits to individuals who have been determined to be eligible.

The social security program in the United States uses two fundamentally different methods of providing this cash income—insurance and assistance. The difference between the two methods may be seen most readily in the conditions of eligibility for each. Eligibility for social insurance is determined by a record of previous work or contributions—usually by both. Eligibility for assistance is based on individual need and is determined by a means test. The two methods differ also in the way they are financed. Social insurance is financed by premiums paid by or on behalf of the covered worker which, either alone or together with a government contribution, equal the total cost of the benefits paid out. Assistance is usually financed out of legislative appropriations from general tax revenues.

The main social security programs are a federal system of old age and survivors insurance; a federal-state system of unemployment insurance; assistance to the needy aged, the needy dependent children, the needy blind, and the needy totally and permanently disabled, administered by the states with the aid of federal grants. Special federal programs cover railroad employees, veterans, and federal employees for varying benefits, including retirement and survivors' benefits, unemployment benefits for some groups,

and compensation for work-connected disabilities. Apart from these programs, each state has its own system of workmen's compensation, and a few states pay cash benefits to insured industrial workers during sickness. Many states also make some provision for a general assistance or relief program.

Most of the 48 million children under 18 years of age in the United States are dependent on the earnings of their parents—usually the father. In most instances, these earnings are sufficient to meet at least the minimum needs of the family. For these children economic security means the assurance that the family income will continue or, in its absence, that cash income from some other source will, to a substantial degree, make up for the loss of earnings. Security for children means in practically all cases security for the family.

To this more or less normal or average situation, the device of social insurance is admirably suited. Under social insurance, the wage earner or self-employed person earns protection against loss of income as he earns his wages, and should the family income be lost a benefit is paid based on his previous earnings. Social insurance may protect the family income against loss of earnings or an increase in family expenditures caused by birth, sickness, accident, disability, unemployment, old age, and death. All of these programs, of course, are important to children even when the payments are not labeled for children. Unemployment insurance, with or without special benefits for the dependents, is an important measure for the economic security of children. Retirement benefits not only give the older person freedom and independence but make it possible for the middle aged, being relieved of the support of their parents, to spend more on their children. Medical care for the father under workmen's compensation protects the child, and so on.

Although social insurance can protect the great majority of children against economic insecurity by insuring the income of their parents, there will remain children who are in need for other reasons. The income of the wage earner, even while employed, may be insufficient to meet the needs of his family (the result of a combination of low-income and a large family), or parents may fail to live up to their obligation of support. The economic needs of such children cannot be met by the insurance approach. Their needs can be met only by a system of family allowances paying benefits to all children, or through assistance paying all those in need.

Striking as the gain in meeting economic need has been, over the last fifteen years, there has been an equally significant gain in the spirit of administration in public assistance. It is much more difficult to administer the assistance program than it is the insurance program in a way that supports the dignity of the individual and preserves his freedom of action. Many in the community are apt to look on the assistance payment not as something rightfully belonging to the recipient but as a contingent gift from others. They may wish to use the payment in an attempt to influence behavior or

reform the individual. A great contribution to democratic values has been made through the application of the principle of the unrestricted money payment and the insistence that assistance shall not be used as either a weapon or a bribe. The battle is not yet won. The impulse to force others to conform to what one considers desirable behavior is very persistent indeed. Yet protection of the freedom of action of those most vulnerable to the loss of freedom is the best test of our devotion to the cause of democracy. Making security contingent on the surrender of freedom of action is exactly what we want to avoid in a democracy. This issue goes to the heart of the central political problem of our time—how can people obtain economic security in a way which preserves individual freedom and human dignity?

Protection of the freedom of action of the assistance recipient is not, of course, inconsistent with the offer of constructive services which the individual wants and can use. Making skilled welfare services more widely available to both assistance recipients and others is a goal of prime importance.

Related to social security but beyond it in scope is the problem of the distribution of income in relation to children. One of the most disturbing portents for democratic America is that children are concentrated in the larger, low income families and tend to live in the poorest communities. About half the children under 18 in this country are in the 36 states that get only one-third of the national income. Two-thirds of the children are in the 50 percent of the families with the least amount of money to spend per child.

The cities and the wealthier areas have low birthrates and are dependent on the rural and poorer sections for the replenishment of their populations. Those least able to do so have the burden of raising and educating a large proportion of those who will live and pay taxes in other parts of the country. States with the least money and the most children have the fewest adults to share the burden of support. In South Carolina where per capita income in 1949 was $787, 44 percent of the total population were under 18. In New York, with a per capita income of $1758, only 27 percent were under 18.

Educational and general cultural opportunities are less for children in low income families. Individual health care and public medical facilities are inadequate. Nutrition, housing, recreation, and general environmental conditions are less conducive to child development. Yet national leadership in business, government, the professions, the arts and other areas of human activity are drawn from all parts of the nation. No state, race, class or income group has a monopoly on talent. But talent needs discovery and a congenial climate for growth. Everyone is worse off if potential leaders are deprived of the chance to develop.

Losses in leadership are not the only results of inadequate opportunities for children. Education, for example, is necessary today for proper functioning as a rank and file member of economic society and as an ordinary citizen

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in a democracy. Incalculable losses result from the fact that there are 10,000,000 adults in the United States today who are virtual illiterates.

Complete equality of opportunity for children may be an impossible goal but democratic principles demand that we provide access to at least a certain minimum level of opportunity for all children. To accomplish this requires action along several lines—social security cannot do even the major part of the job. It means action to more nearly equalize educational opportunities so that children are not unduly handicapped in education either by the community into which they are born or by the income of their parents. Direct health services for mothers and children and special welfare services for neglected and homeless children need expansion. Action to improve housing and provide recreational opportunities are all part of the same problem. Study and consideration should also be given to the pros and cons of establishing some sort of system of children's allowances in this country.

We have come a long way, and rapidly. We have a new concept of public morality and we have put into practice a high standard of public responsibility. But the realization of democracy is not complete; we are still in the process of applying democratic principles to various aspects of our economic and social life. It will become increasingly clear that these principles cannot continue to tolerate that a child's opportunity in life should depend so much on the fortuitous circumstances of birth.

The Bearing of Law on Child and Family Welfare

ALAN KEITH LUCAS
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Not so long ago, in my hearing, an attorney was protesting that a proposed law would open juvenile judgeships to persons without legal training. He was among social workers, who immediately jumped him. In their opinion legal training wasn't important. Social work training, they thought was.

The incident set me to thinking about the relationship of the legal profession, and of law itself, to the social professions—and in this I include educators, ministers, social workers, physicians, and others concerned with family life. It seemed to me that the social professions have about the same attitude to the law as they might towards a dangerous weapon: useful, certainly, if one has control of it, but otherwise best not played with. Thus, the social professions are always ready to use the law to advance what they see as desirable, but if they can, prefer to work outside it. After this conference is over, hundreds of us will go home to promote legislation to prohibit

abuses of whose danger we are convinced, or to compel some benefit of whose value we are persuaded. We may also go to law when our clients, in our opinion, need an authoritative approach, providing that we are sure that the judge will go along with us in agreeing, for instance, that a child should be removed from his parents. If, however, the parents agree with us and place their child in our care, we shall not consult the court. To do so would introduce an unpleasant note of compulsion and, in addition, there is always the chance that the judge would not agree. Yet, in each case, the child may be in the same need.

This relegation of law and judges to acting as agents of the social professions seems to me to deny the very nature of law itself and to fail to take advantage of its unique contributions to the welfare of our people. I don't doubt that compulsion is sometimes necessary, but I cannot believe that this is the law's first or only function. As a social worker, I have a deep and growing conviction that never has the family, nor the social professions that serve it, been in such need as they are today of the help of the legal profession.

There are two broad areas which have, as a matter of fact, little or nothing to do with compulsion, in which I believe we need to establish partnership with the law. That there are other areas with perhaps wider implications, I am, of course, aware. I can speak empirically only for that segment of the field in which I have been engaged. Within this segment, the areas are, first, the adjudication of conflicting human rights, and second, the establishment of a sound framework of legal relationships within which the personal relationships which are our chief business may be given room to develop.

Both concepts may need some elaboration. To take "adjudication" first, something rather natural, although at first sight conflicting, has happened to the way in which we look at children's and family's problems. We are much more aware of the needs of children than we used to be and much more concerned about them. But, although some of us feel that we have some answers, actually there is far less agreement than there was fifty years ago both about what is right for children and about our own right to insist on what we believe. Out of the turmoil of a depression and of two world wars, out of our growing understanding of human complexity, has come, I hope, to many of us humility as well as knowledge. When, for instance, around 1900 we advocated juvenile courts, I don't think that we were concerned that the personal opinion, however well-informed, of a single official speaking with authority but with little or no well-tried legal procedures to keep him within bounds, was a somewhat dubious way of deciding whether a family should continue to exist. We were concerned perhaps if the judge wasn't social-minded and didn't see things as we did, but the idea that he might be taking away the parents' rights to their child,

or his rights to them, without any semblance of "due process," didn't occur to us too often. We were too sure we knew what was right. For one thing, our social knowledge was largely confined to environment. If the parents didn't provide the kind of environment for their child the community could approve of, then they were either preverse or deficient and the child should be removed. It was almost that simple, and in general, the parents couldn't feel aggrieved. They had failed by community standards which had general currency and which they could understand.

Today it isn't so simple. We have become aware of factors that cannot be judged in terms of reason or moral law. We know, for instance, that there is sometimes a tie between parent and child that makes it impossible to divorce a child emotionally from his parents, whatever we do with his body. More important still, now when we speak as experts on what is good for a child, we have lost contact with any common source of judgment. We may believe, for instance, deeply and with conviction and with professional knowledge, that this child's life is in psychological danger, but in the last analysis this is a professional judgment which may not be shared by ninety-hundredths of the community, and in the formulation of which the community has had no part. Are we then to have judgment by social experts—and if so, who will decide who is a social expert? Or shall it be by a semi-expert, elected or appointed, as appears to be the trend when we advocate for the judgeship of a juvenile court some quasi-social worker? Neither of these systems seems to me consistent with democracy as we know it. Is there not rather a need to distill from our dilemma two different and complementary functions, two different skills? One is that of the social expert, who may advocate plans and to whom will be entrusted the carrying out of any plans on which the court decides; and the other that of the legal expert, who under the discipline of law and his adjudicatory training, will make the decision as to whether the child's rights have been so violated by his parents as to warrant the state's taking a hand in his upbringing. The social professions today are constantly faced with the question as to when a parent is a self-governing individual, subject only to limitations imposed on all of us by law, and when he becomes simply a trustee for his child. To what extent, for instance, may a parent differ from the community pattern and still be within his rights?

We used the term "the child's best interest" in adoption legislation, but does this refer to the choice of adoptive homes or to his parent's home as well? To arrive at answers, either with general application or in an individual case, is not within the scope of the social service professions. It is, I believe, within the scope of those who are skilled in adjudication.

To put the matter baldly, I believe that today the family and indeed democracy itself needs the adjudicatory functions, the system of checks and balances, that the law provides. I would myself extend this adjudicatory

process to many operations which are now not subject to it because they are thought of as voluntary. Where anything as important as the breakdown of a family is involved, I believe in at least a review to protect the parent's interests as well as the child's. We know too much about unconscious and conscious persuasion, to say nothing of the effects of social status on decisions, not to have such decisions subject to review. It was a group of lawyers who, in one state, legally objected to a judge making adoptive placements on the grounds that a man should not be called upon to pass on his own actions.

If then we envisage the function of the legal profession as adjudicatory, protecting the rights of both parent and child, then I think our next step is the creation of a body of family law in accord with our growing understanding of parent-child relationship. This is what I meant by establishing legal relationships within which personal ones could develop. But if the relationship between parent and child needs defining, as I think it does, then even more do we need to define a child's relationship to those who may care for him when his family cannot do so. In many states today, a child who has lost his parents becomes a sort of free agent, belonging in some vague sense to whoever assumes his care. Only if he has an estate is there consideration of his need to have someone legally responsible for him, to make decisions for him and act in the parental role. I suspect that this too is a relic of our belief in environment, and predates our understanding of what the family relationship means. A child needs more than physical care. He needs some fixed star in his sky, someone he can look to for protection, for advice, and for important decisions. This same preoccupation with a child's physical care, instead of full responsibility for him, is inherent in much of our juvenile court law, where the court will assign "custody" to someone, meaning one would think, responsibility for his care and protection, and then turn round and use the same word to describe his relationship with some person who has assumed his care in the most casual way. Agencies find, to their surprise, that foster parents to whom they have delegated the day-to-day care of a child, but not real responsibility for him, have developed presumptive rights to the child. Others, having in care a child whose parents are long gone, find that they are barred from taking responsibility because they have provided a good environment for the child and he is therefore not neglected, although he may be without legal relationship to anyone in the world. Still worse off are those children who pass from one aunt to another, with no suspicion of neglect but with no security either, and with no one to whom to tie. Then there are those children whose parents are divorced and for whom the courts prescribe a divided custody or leave their future to the conflicting wills of two angry parents who use the children against each other. Family law today is too often confined within the small compartments of possession and neglect. It needs to be freed from them, and

to develop into a system whereby the child can be assured of protection whenever his natural protectors fail, and where, on the other hand, his parents and those who assume parental rights may have their interests protected by the democratic process of a basic code of family law.

With full realization of my limited understanding of what might be involved from a legal standpoint, I therefore would like to suggest to this Conference that it initiate a comprehensive study of the relationships of parent and child and how they can be combined in a family code which might be suggested to the states as a model. I realize that this would be a tremendous undertaking that might involve years of hard work by representatives of many professions. Such a code would recognize our growing understanding of the child as an individual, but would balance this with our increased understanding of family relationships and our willingness to allow differences in our culture. It would integrate the present diversity of laws affecting family life, such as juvenile court, divorce and guardianship legislation, and perhaps go beyond them.

Should such a family code be born of this Conference, it would be more than a companion piece to the children's charter that we devised two decades ago. It would signalize the acceptance of the goals of that charter in the fabric of our democracy. It would provide a firm foundation for family life in a changing world.

The Bearing of Law on Child and Family Welfare

KENNETH R. REDDEN
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My brief remarks this morning are going to be along two lines. On the one hand, I shall criticize the law-teaching profession for the ineffective way in which it has attempted to instruct potential lawyers in the important realm of family law. On the other hand, I shall suggest some means of improving the instruction of future law students in this vital field.

You and I, regardless of what profession we may represent, are partners in a great enterprise. Our presence here this morning is the best possible evidence that we are all conscientiously trying to solve different aspects of the common problems of children that beset society. I earnestly hope that one of the by-products of my remarks will be to encourage each of you to take steps to strengthen this partnership by working more closely with the law in our joint labors.

My criticism of present legal instruction does not apply to every law school nor to every professor of domestic relations. We are fortunate

indeed in having as the other members of this panel some men who have done and are doing magnificent work. But the trouble is that they are the exception and not the rule.

My own experience as a teacher of family law is fairly typical of the situation I deplore. After graduation from law school I clerked under a federal judge, spent several years in a large corporate New York City firm, sometimes irreverently referred to as a law factory, had a year of graduate work in law, and then joined the University of Virginia law faculty. As the bottom man on this pedagogical totem pole I was given those courses which no one else wanted to teach. One of these was family law. Having had absolutely no prior experience in the field I was obviously the perfect one to teach it. I could approach the subject with an objective, unbiased and impartial eye.

I soon discovered that the course in domestic relations, or persons as we happen to call it, was the stepchild of the curriculum not only at Virginia but elsewhere too. The attitude seemed to be that anyone could teach the subject and since it wasn't too important anyway, it didn't matter how well it was taught. Regrettably very few schools, if any, even bother today to make it a required subject. Believe it or not, the average law student can practice his chosen profession without first having been exposed to any disciplinary training in family law!

Since while teaching domestic relations I was also teaching other courses at the same time, they, by default, captured my attention. But one year later I realized that the whole thing was wrong. Although lawyers are properly concerned with prosperous business relations, sound financial relations, peaceful international relations, or conciliatory labor relations, what good are all these if we have a failure in our family relations?

I for one am quite concerned by the presence today of certain factors which have been present in the fall or decline of every great civilization. I am thinking particularly about the alarming rise of juvenile delinquency and the tragic disintegration of the family unit. If there were ever a need for a body of preventive law akin to preventive medicine, it is in this ancient but fast-moving field of domestic relations.

If this is so, what can we do to improve our training or budding barristers; what can you do to help us? Two things immediately come to my mind. The first is that we should have an integration of the various professions relating to child and family welfare so that each of us may benefit from the learning and experience of the others. The second is that we must bring the law back to the people. I'll say a few words about each of these.

Although law was once a recognized subject of study in the undergraduate liberal arts curriculum, the current age of specialization has seduced us away from this program. The result is that today, through a

misunderstanding based largely upon incomplete and inaccurate information, too many intelligent people now regard lawyers as shysters and the law as vicious witchcraft. We seem to have forgotten that whether we are doctors or teachers, philosophers or businessmen, ministers or probation officers, we are all simply concerned with the same problems of society relating to youth. Unfortunately, however, we even find lawyers and economists speaking a language foreign to each other, psychiatrists belittling the efforts of psychologists, the latter in turn ignoring social workers, and so on down the line. And all of this is at a time when, more than ever before in our history, we need informed and unified leadership on public matters of primary concern to us all.

Instead of teaching a family law course from a text along conventional lines, why can't the instructor of law have guest lecturers speak on their specialty? For example, the local college professor of sociology or anthropology could well treat the nature and history of marriage. Family law is inextricably interwoven with religious theory and practice. So why not have a minister enlighten the law students by discussing other topics properly within his purview, such as the use and benefits of ministerial marriage counseling as a possible remedy for family differences opposed to a Reno divorce? How about having a psychiatrist point out the problems in emotional instability stemming from the creation of the marital status? Couldn't a social worker show how her field ties in with the law to the mutual benefit of both? Other illustrations will readily occur to your mind. These lectures could be on a reciprocal basis with the law professors talking to non-legal groups on topics of their choice. I have great faith in the efficacy of this exchange of lecturers and cross-fertilization of ideas. I should like to see it become more widespread. If a law professor does not approach you on the matter, I hope that each of you will voluntarily initiate the practice yourself. Let's have a happy harmonious team working in child and family welfare and not a bunch of single shooters.

With respect to the second point of bringing the law back to the people, I should like to see the law school course in family law be a working laboratory in human relations. Too many of our students are being spawned out on an unsuspecting public with too much law in their heads and very little insight into human nature in their hearts. Law, after all, is not a fixed formation inherited from an outmoded past. It is a fluid set of working principles responsive to the fluctuating needs of society. Yet the forgotten man of the modern cold classroom of law is the flesh and blood client—that wayward sixteen-year-old boy, that unwed minor mother, that impoverished deserted wife, that unfortunate nagged husband. Once a law student has been exposed to basic legal relationships and the social and economic philosophy behind them, is there any reason why he cannot put his learning into actual practice while still a student? This is his formative

period when a maximum contribution can be made to his developing craftsmanship. What would happen to medical students if they were denied access to ward patients under proper supervision as part of their medical education? Must law students continue to gain their apprenticeship training after graduation from school largely at the expense of their clients and society?

The teaching technique that I have in mind could be executed by the establishment of something in the nature of a family service center to offer legal guidance and advice to those in need and would accomplish these four worthy aims:

1. Our students would be better trained to become better lawyers. Even law professors are interested in this goal.
2. Our students would be brought into early and intimate contact with those allied fields which are also concerned with child and family welfare. Nothing but good could come of such an alliance.
3. Our students would be inspired to take an affirmative interest in this branch of the law and its future improvements. Who among us cannot readily point to a dozen bad laws which should be changed?
4. Our students would aid the indigent to obtain professional legal assistance which may otherwise not be available to them. Thankfully, charity, as the greatest of all virtues, has survived the atomic age.

Here again if the law professors don't start such reforms voluntarily, each of you should seek them out in an effort to overcome the inertia and put into effect such a plan. This would be a sharp contrast to the present easy but inadequate way of teaching domestic relations to law students. The path is long and the burden is heavy, but as Spinoza said some years ago, all things worthwhile are as difficult as they are rare.

In conclusion, I leave you on a note of good cheer. There are those of us in the law-teaching profession who are deeply concerned with the bearing of law on child and family welfare. We earnestly solicit your assistance in making our work more successful. The fate of society may well hang in the balance.

Making Community Services Responsive to Community Needs

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The special interest or field of service as well as the vantage point of the individual looking at the community colors his determination of the com-

munity needs. The problem of determining total need is indeed a complex one. Some may ask, how can we intelligently go about determining total needs unless we have some assurance of facilities to meet them? On the other hand, must not the development of services relate directly to a comprehension of need?

Suppose the medium for reconciling these different points of view is provided, how do we determine the priorities in meeting these needs? How do we determine how much service the community can afford?

The title of this panel implies that at present community services are not responsive to community needs or not as responsive as they should be. I believe that this condition exists but I would like to start with the services. You see, I think that these services are not fully understood or appreciated by the community. And here are some of the reasons which I believe contribute to misunderstanding.

First, it seems to me that it is traditional in our country to believe that this is a land of opportunity in which everyone can be self-sufficient if he wants to be. Coupled with this is the belief that requests for service indicate that the individual is a weakling or a failure. In some sections a stigma is still attached to asking for and receiving certain community services.

I would be remiss if I did not say quite frankly that selfishness is another reason. This is sometimes attributable to the lack of personal experience. The attitude toward the proposals of professional workers and toward social work as a field of endeavor also makes for misunderstanding.

The next reason is political, economic, religious, or racial cleavage and prejudice. Methods used in the administration of some existing services have raised serious questions. Sectional diversities, that is, urban versus rural and I might add, suburban versus urban, are another factor.

Finally, a factor that has been causing a great deal of controversy and dissension of late is the differences in attitude toward public and private responsibility for community services.

The only way to correct these misunderstandings is to make sure that services are really community services reflecting their stewardship of the entire community. This refers to both public and private services. It is essential that all major interests of the total citizenry be given consideration, and that the administration and boards of the agencies and institutions offering these services reflect this broad representation. This condition would make it possible for the services to be more sensitive to the total fabric of the community and to changing community needs.

What further is required? A medium must be provided through which the great variety of community services can plan jointly. This planning medium will be representative of the community, if community services themselves are representative. What I am talking about is citizen participation—not citizen with a capital "C," but with a small "c."

We have learned a great deal, particularly in the last ten years, about the needs of children and families. We now have a new conception of children's needs and know that even if the recommendations of previous White House Conferences were fully carried out, it would not be enough. We have learned a great deal about human relations.

Why hasn't this knowledge been translated into community services? We all can think of many friends who fancy themselves intelligent parents. They have read all the latest books on child rearing; they know all about aggressions, repressions, complexes, inhibitions, anxieties, guilt, and are almost smug in this knowledge. However, when it comes to pitching this easily acquired knowledge against the strong emotional challenge of everyday living with their children, this book "larnin" doesn't hold up.

What are the obstacles that stand in the way of community services meeting changing community needs? The first obstacle lies in vested interests. I am not restricting this to the vested interests of lay-citizens whose attachment to the status quo stems from a long line of service on the board of an agency created by some illustrious ancestor, an agency which has lost its vital purpose and whose only claim to existence lies in devotion to a memory. I am also referring to the kind of vested interest that has developed among some staffs. For example: I recently visited an institution serving children and was informed that the cottage for older boys was closed because the superintendent frankly admitted that "I'm too old to put up with taking care of those big troublesome fellows." There was no indication that there was any less need for this type of service at the time the decision was made to discontinue it. Here was a person restricting service in order to conform to his own limitations—this is intolerable.

The second block, I believe, is that of interests which are too specialized—the individuals and groups who become engrossed in their own field of service or their own agency to the exclusion of all others. It is true that sometimes highly developed and skillful service grows out of such concentrated pre-occupation. However, many times this limiting point of view stands in the way of developing new and broadening established services. In other words, you might say these groups provide better and better services to fewer and fewer children. I could endorse this if it eventually led to lifting the general level of service.

Political interests would qualify under the heading of both special and vested. We have seen numerous instances where political consideration transcends need as a determining factor in providing community services.

The third block is community tolerance for sub-standard service.

The fourth, and most serious, is the lack of opportunity for wholehearted participation by interested and concerned citizens in planning for community services.

I believe the principle of consumer participation should be applied in our

complex pattern of community services, to help in the removal of the blocks I have mentioned. This idea has shown substantial progress in our educational services. Parent-teacher associations and home-and-school associations have had significant influence on school boards regarding the educational services provided for children. In some youth-serving agencies the consumers have been given the opportunity for active participation in policy making and planning.

Here is an illustration of how effective consumer influence can be in making community services responsive to community needs. Following the discontinuance of federal support of our day care centers through Lanham Act funds, it looked as though the centers would be closed. The fact that women were continuing to work and that the need for the service had not diminished substantially did not seem to affect our city fathers. It remained for the parents using the service, in cooperation with our health and welfare council, to create sufficient informed public opinion to convince the city council that it should appropriate funds to continue the centers. For several subsequent annual city budget hearings it was necessary that these citizen consumers come and make sure that funds were appropriated. Today these centers are a stable and important community service; and we are very fortunate that they exist, in view of the increased need growing out of the uncertain international situation.

I do not mean to imply that pressure methods are the way in which community services can be made more responsive to community needs. However, I do believe that we are missing a good bet if we fail to capitalize upon the interest and concern of consumer groups in keeping our community services dynamic and creative. Community services can become sensitive and grow only as they capture the sustained interest of a large, representative cross-section of our entire community. We must not permit them to become the business of a handful of citizens wielding a power-packed axe in the interest of economy. These services will remain vital if they are the vehicle for expressing moral and spiritual values which are a part of all of us.

We must reach the citizens where they live; we must provide the way for developing neighborhood leadership which could later be the recruiting ground for community-wide leadership.

I want to make it clear that I do not believe that numerous one-shot conferences or meetings on juvenile delinquency, problems of unmarried mothers, mental health, special education, and so forth, are the answer to appraising or meeting changing community needs. I do not believe that large-scale studies with outside experts are the only answer. I think the answer lies in providing an opportunity for the citizens themselves to engage in a continuing process of looking at developments in their community both within individual agencies and in total fields of service.

The health and welfare council organization can provide a unique oppor-

tunity in this connection. The council idea and purpose do not apply to urban and metropolitan areas alone, but to every community. It is possible in the smallest community, with the qualification that perhaps in many instances it would be impossible for the community to support paid professional staff. Still, the principle holds. Community services become limited and static if they become dependent on forces outside the community. If the creative forces within the community are released, then the community services will be limited only by the capacity for growth of community leaders, agency boards, professional personnel, and the citizens at large.

The booklet prepared for this Conference entitled, "Fact Finding Report Digest of Children and Youth at the Midcentury" is a tremendously significant document which goes a long way toward helping us to understand what makes for healthy personality development. However, until every community guarantees the following conditions, we cannot expect community services to be responsive to community needs:

(1) An understanding and awareness of the changing needs of children and families, and of the fundamental importance of children and youth in our society.

(2) Knowledge of the range of services necessary to met the needs of children and youth.

(3) Support for agencies to furnish auspices and continuity for such services and sufficient qualified personnel to man them.

(4) The desire and willingness to create an integrated program of basic public and private social, health, medical, and educational services within which special services for children and youth take their proper place.

(5) Wholehearted interest and participation of all religious services and groups.

(6) Coordination and teamwork on the part of the several professions or disciplines which are needed to insure the well-rounded growth and development of families and children.

(7) A program of scientific research in child care and rearing to keep attuned to what is essential for healthy personality development.

(8) Last and perhaps most important—a civic-minded, honest local government where public officials provide a formal method for keeping continuously attuned to the needs of the people.

Community services will be responsive to community needs if they are motivated and operated on the basis of our belief in the true worth and dignity of every individual in our community, whether he be large or small, young or old, poor or rich, healthy or sick. This is the challenge of these times—this is the strength and efficacy of our way of life.

Principles and Patterns of Community Planning For and With Young People

HERSCHEL ALT
Executive Director, Jewish Board of Guardians

After I accepted the invitation to participate in this program and was considering what aspect of planning would be of greatest interest to this group, it came home to me that the White House Conference itself is one of the most impressive projects in planning for children that has been undertaken in our nation; and as I turned to the reports of the Conference itself, I became convinced more and more that the basic problem in planning which should be faced in this Conference is the conservation of the gains in planning which the Conference represents. We might ask ourselves will this Conference sag as a planning venture a few months after it is over, will it merely become a useful statement of goals for children, as has been substantially true of previous Conferences, or will it continue to be a vital instrument in achieving progressively larger measures of protection for the children of our nation?

To answer this question we would have to make a critical appraisal of the actual achievement of the Conference in its various forms and at various levels, as a planning enterprise, and then, in the light of its unique character and achievement, turn to the question of what kind of follow-up plans will most fully achieve its fundamental purpose. We have begun to think that one of the characteristics of the American culture is to feel that a problem has been met when the machinery for meeting it is set up. It is certainly true that the history of our efforts in planning for children records many unfulfilled promises and shattered hopes. There is a wide gap between what we strive for and what we achieve, and this can be seen in the limited extent to which we have been able to carry out recommendations of previous White House Conferences. A pertinent consideration in facing the issue we have posed is whether a structure set up for a special purpose, such as the mobilization of interest and the listing of indentifiable children's needs, is also an effective one for permanent planning.

Here we see a Conference which in its conception and implementation has drawn fully on our present knowledge and technique of community organization and is consistent with the intrinsic character of our American spirit; witnessed in its acceptance of gradual change, democratic participation, and respect for the dignity and well-being of the individual, and his greatest degree of self-realization as a member of an interdependent social group.

The keynote of the Conference plan is "grass roots" participation. This concept has been broadly conceived and carried out, and accordingly the Conference has involved not only lay and professional people, official and unofficial workers, not only those who might provide leadership and support for change but also those who might be involved in carrying out whatever changes are adopted; and over and beyond these, the Conference has involved those who might benefit from the improved situation in which planning may result.

The importance of educational activities and processes is stressed throughout all the Conference reports. Never before in our planning for children have so many people been involved from so many different walks of life, with so many different personal and professional interests. The Conference report itself points out that the number of people dealing, through organizations, with the lives of children and youths runs into the millions where professional workers are concerned, and into more millions of volunteer assistants. To them should be added the large association of youths whose aim is the betterment of themselves and others; these figures also run into the millions. With all possible allowance for membership duplication among both adults and youths, the net total is impressive. One example is the active participation of 426 national agencies in the development of the Conference program.

The concept of planning itself, which is basic to the work of the Conference, represents the best thinking of our day. Planning is not thought of merely as a process which begins with the awareness of problems, fact finding and recommendations of action to be taken. These are recognized to be the formal and external elements, but not the essential and most important dynamics of the activity. Planning is conceived of as a dynamic process which should, from its inception, uncover, mobilize and channel feelings as well as ideas. Planning as a purely intellectual process can be limited and sterile. It must be an emotional as well as an intellectual experience, and like all positive human experiences, release the strength of the persons involved.

The emphasis on psychological factors is consistent with the total emphasis of the Conference on the development of healthy personality in children. The full recognition of the part which psychological forces play in social change, taken together with the wide range of social issues which the Conference encompasses, might ideally produce a release of powerful forces seeking improvement of child life and human relationships, and a sharpened focus on certain immediate and long-term objectives; the total process from motivation to achievement as one continuum spanning a number of years.

Nor do its planning concepts ignore the values implicit in all planning for children and human beings. Planning and social purpose are synonymous, and whether expressed or implied, planning embraces certain values,

certain kinds of human rights, certain kinds of social organization and inter-relationship between human beings. It implies a collaborative society; any other kind contradicts its basic purpose. Planning must be in the interest of human beings, and the emphasis on the well-being of the individual becomes its central motive and unifying concept. Social measures must be related to the ability of the individual to profit from them, and their impact on him is the test of their utility.

The inter-relationship between various aspects of community life is an important consideration in all planning. The movement of population from rural to urban areas, shifts in employment, changes in the relationship between wages and buying power, all immediately bring consequences in other areas of living. And, to take more simple examples, we know that if we begin to consider the needs of an emotionally disturbed child and how emotional disturbance can be prevented, we cannot stop without a full appraisal of almost our total social structure and values.

It is important that we follow wherever the facts lead. The process of planning must not be short-circuited or prematurely terminated. Otherwise we do not see the inter-relationship between a specific problem and the total situation of which it is a part. We may limit ourselves to symptoms and short-term remedies.

The inter-relationship of many aspects of our social life can be seen not only in the many statements culled from the many state reports dealing with problems to be met, but also in the fundamental limitations upon change which the reports seem to take for granted and accept. Although it is beyond the scope of this discussion, it may be said parenthetically, that the findings of the state committees represent an achievement of a high order in the enumeration of basic problems which have to be met. These are not only comprehensive and cover the whole range of child problems, but are realistically and forthrightly stated and should be regarded as a high achievement of the Conference.

However, here it is important to point to what I consider one of the basic limitations in this section of the report, namely, the failure to grapple with fundamental problems in our social life which constitute obstacles to the fullest realization of the goals for children which the Conference advocates.

The summary of the various state reports shows what parents and groups concerned with family life are up against as they face economic and social pressures beyond their control. The report goes on to illustrate the impact of mass movement, unusual rise in population, shifts from one part of the country to the other, increased employment of women.

My disappointment lies in the fact that while these problems are clearly brought home to us, I do not find any suggestions that we find ways of preventing these social changes which have such a dire impact on the lives

of children. The assumption seems to be that we must wait until social and economic events jeopardize the well-being of children before we undertake remedial measures to minimize and reduce the injury. Remedial measures proposed to take the form of better agencies, schools, day care centers. We still do not have the machinery for fundamental planning which will guide the tempo of change and its impact on the lives of children, rather than repair the damage after it is done.

We now turn to our original question which was how can we assure the continuation of the planning activities which have been initiated by the White House Conference so that, as far as possible, the value of what already has been achieved can be conserved and the fullest potentialities realized? We have identified many positive attributes and values of the Conference. We have commented on one or two limitations. There is little question that the Conference represents signal gains in the building of channels of intercommunication between different organizations, groups and individuals, and this is an essential element in all common effort. While no evaluation of planning activities which have taken place in the various states has been made, it is fair to assume that they have resulted in real gains in understanding, in identification of needs, in clarification of immediate and long-range goals, and in building a broad base for planning.

The issue which we have posed for ourselves in this panel has been one of the major concerns of those responsible for the guidance of the Conference itself, so that there is one whole chapter in the report on state and local action concerned with the problem of "follow through." What I hope may come out of the meetings this week, plenary sessions, panels, round tables, is some crystallization of agreement as to the kind of follow-up machinery which will yield the best results. Everyone agreed that planning must begin with identification of particular needs and should as far as possible proceed in accordance with our present knowledge of processes and techniques. It should not only concern itself with the nature of the problem and the appropriate remedy, but also with certain engineering aspects of planning, such as readiness, timing, and priorities.

The report on state and local action recognizes the importance of continuity of effort and sees the work as just beginning. Certain possibilities for follow-up machinery are referred to but no specific recommendation is made. These possibilities include follow-up through unofficial citizen committees or through established statewide agencies, such as the state conference of social work, or through transfer of responsibilities to continuing agencies, such as a council of social agencies, or through the establishment of a permanent body set up by legislative act or executive order which would have the responsibility for continued fact finding and planning.

Without minimizing the importance of citizen participation, I have grave question about the transfer of responsibility to unofficial citizen's commit-

tees. We have tried to do so in the past with relatively little success. My own preference would be for a statewide official body whose membership would essentially come from the various state departments involved in services to children. I would have a citizen's advisory group and, what I think is most important, a staff exclusively assigned to this task. At the local level there might be established similar official and unofficial groups, or work might be carried on through established local planning machinery, such as the council of social agencies. I would see, as the major responsibility of the kind of state agency proposed, continuous review of the facts which were gathered in the various states as part of this present Conference. I would see continuous process of stock-taking going on and publication of findings. I would also like to see such a permanent state agency offer actual help in the planning process.

Principles and Patterns of Community Planning For and With Children and Youth

VIOLET M. SIEDER
Community Chests and Councils, New York City

In suggesting that the responsibility for planning for youth should rest primarily with official commissions or committees officially made up of governmental officials with citizens serving only in an advisory capacity, Mr. Alt has raised a very fundamental question which I hope will not go unchallenged in the discussion.

Certainly we can all point to many important advances and notable achievements in social welfare made possible only through the leadership of citizens' groups in the community. The White House Conference itself is a citizens' conference directed by a citizens' committee and in large part, supported by voluntary contributions. The role of the layman in the community is especially important in 1950, for until the community through its civic organizations and citizens' groups catches up with the professional developments, further advance in improving social work standards will be retarded because of lack of support. Official planning or planning by experts alone will not suffice. The burden of my paper is the question of how to achieve a partnership between citizens and professionals in carrying responsibility for planning services for children and youth.

I recognize in this distinguished audience many community planning experts who have had first-hand experience with planning for children and youth. As I see it, my role is not to pose as an expert who can present to you a neat blueprint, but rather to raise some questions for discussion and

to point to some general patterns of organization which can be adapted to the needs of a local community.

Granted that we accept Mr. Alt's challenge to make a reality of the goals set by the Midcentury White House Conference, what practical steps can each of us take in our own communities?

Many of you in this audience were busy for months before this Conference gathering facts about needs and assessing the adequacy of the services for children and youth offered by your community. To some, your community meant a large city, to others a rural town or county, and to still others a state, while some were concerned with the nation as a community. Our international guests are bringing to this conference the important perspective of a world community.

These communities not only vary by being international, national, state and local, or rural and urban, but each of them has a personality and characteristics of its own. History, cultural patterns, geographic location, stability of the population, industry, employment patterns, religious influences, racial and ethnic groups all play a part in determining these characteristics. No doubt you became aware of these factors as you probed for the facts about services for children in your community. I suspect many of you were told "Our community is different—it won't work here." That is a familiar refrain to national consultants invited to help communities organize to meet their health, welfare, recreation, and educational needs.

Because communities really are unique in many ways, it follows that patterns for community organization must be especially designed to fit the particular situation if they are to work and produce results. No pattern can be prescribed by a national organization, public or private, which can be neatly applied in every local community. This is true whether it is a planning organization for children or for the community as a whole. What can be applied universally are certain broad principles as a guide to local communities in developing their own community planning organization. What are some of these principles?

Every community should be served by a council or planning organization which enables its citizens to work together to determine needs and develop the resources to meet these needs; bring about an orderly development of a well balanced health and welfare program; work for elimination of social conditions which cause social problems; promote the highest possible quality and efficiency in the operation of services; promote coordination of effort and thus total community efficiency; and make services readily available to people as and when they need these services regardless of their race, creed, or economic status—or the part of town in which they live. Note, I said "served by" a council with these objectives—and not necessarily "have" a separate council for every small community. A neighborhood or a small town, or an area with scattered population, might well be related to a

planning council which serves a larger area, such as a county, a metropolitan community, four or five towns, or some other unit large enough to encompass the agencies serving the community and to support a specialized staff to facilitate the community organization process.

Although limited planning objectives can be accomplished by committees and some planning calls for special commissions, every community needs an on-going permanent planning organization for continuing growth and change of services on a basis that will bring balance between the specialized fields of health, welfare, recreation and education.

A planning organization to be most effective should depend for its authority upon the broadest possible representation of community interests. Experience would show that this is not achieved through a small, hand-picked board, commission, or committee with no roots in or responsibility to the citizenry. Although a small group may arrive more quickly at an agreed-upon plan—and the plan may be good in itself—it carries little weight if it is not understood and accepted by those whom it affects. I refer to the potential users or consumers of the service, the financial supporters, the tax payers, the volunteers and the agency board and staff. How then, can we achieve a planning organization that will assure the desired results? By bringing together all of the organized groups in the community. Each of these can reach out to its members to get participation, give information, and be sensitive to public reactions to proposed plans. The planning body then is built primarily on an organizational membership base—with representatives coming together through an assembly or delegate body. In any such organization there should be room for participation of other interested individuals.

In large cities and metropolitan areas, the council should reach out to the citizenry through district or neighborhood councils to increase the opportunities for participation in planning. Such district councils are effectively operated in Chicago, Cleveland, Detroit, Pittsburgh, Boston and other large cities. This participation attacks the greatest foe of democracy—the apathy of the people. It also has the therapeutic value of making the individual feel important in a society that overwhelms him with the bigness of business, labor, industry, church and social institutions.

A good community planning council exercises no authority or control over its participating organizations. Action depends upon full participation, mutual agreement, and information about the facts.

If action depends on participation, its success will depend in large measure on the scope of the membership. This should include social agencies in all fields of service, public and private: schools, churches, labor, industry, civic organizations, and others. It is also important to keep in mind a balance between sex, age, race, and geographic distribution. All points of view, lay and professional, are needed.

Any pattern designed to meet the needs of children must be an integrated part of a larger design for community living which includes families, of which the children are a part, and must take account of the community influences which affect their lives. We cannot plan for children in a vacuum.

Planning must be focused on needs and problems rather than on just relating services to each other. For example, mental health is a problem which concerns schools, churches, and other agencies such as health, family and child welfare, and group work as well as the civic organizations in the community. Not only must planning be focused on the problem; solving the problem will also require objective, accurate, and comprehensive research into the nature and needs of people. This means fact-gathering, regular statistical reporting, and special research on identified problems.

The community planning organization has a primary responsibility for the promotion of action which will result in the successful application of conclusions reached through its studies, projects, and committees. In promoting action the community planning organization needs to use methods which in the end will result in the most favorable reception of recommendations which require decisions by the groups concerned. Among such methods are the following: maintenance of full and continued channels of communication, active association in the study process by groups and individuals concerned, progress reports to interested groups, preliminary informal clearance of findings, support of legislative proposals and appropriations, and consultation with those who put recommendations into effect.

The geographical area served should be large enough (a) to encompass agencies serving the community and (b) to support specialized staff to facilitate the community organization process. For example, state and county departments of public welfare, health, and recreation, need to be integrated with the planning for the total area, and can be related more easily to a county-wide council than to numerous small councils within the area. This is equally true of private agencies, such as child placement agencies, boy and girl scouts, and Y's. A staff hired to serve the entire area can also assist sub-groups within the county who could not otherwise afford staff service.

Local community planning needs to relate welfare planning to physical, economic, cultural, and social planning, as for example, the location of schools, roads, recreation centers, housing projects.

Local, state, national and increasingly at many points international planning are inter-related and there must be effective channels of communication and productive interaction among them.

Local communities can compare experiences with other local planners in the health and welfare field through Community Chests and Councils of America, a national membership organization for local Community Chest and Community Welfare Councils. This organization, through its national

and regional conferences, publications and consultation service helps local communities to develop planning organizations.

Increasingly statewide planning organizations are being developed, in Massachusetts, Michigan and Ohio—to mention a few. They, too, are brought together through their affiliation with Community Chests and Councils of America.

At the national level, the National Social Welfare Assembly offers a channel through which national agencies and citizens' organizations can plan together with local and state planning organizations to strengthen the welfare services of the nation. In these local, state and national planning organizations, both public and private organizations are active participants. In each there is a device and an opportunity for citizens, through the organizations in which they hold membership, be they civic, religious, labor, industrial, fraternal or professional, to see to it that the findings of this 1950 White House Conference are applied, to the end that every town and hamlet may participate in building a stronger, more democratic America through its children and youth.

In addition, there are many national agencies offering consultative service to communities planning programs for children and youth. These agencies are both public and private, such as the Children's Bureau, the Child Welfare League of America, and many other character building, youth-serving and recreational agencies.

If we accept these basic principles as guides to planning services for children and youth, what are some of the problems which we must keep in mind to make the planning organization really effective? I would like to submit some questions which I hope the panel and the audience will discuss.

Granted that the planning organization achieves a broad and representative membership from all sections and interests in the community, how can we make the planning council a working, democratic body? It isn't enough just to have these groups represented in the membership of a paper organization. The big job is to make it a working reality. How many times have we seen groups struggle and bleed over a constitution to make sure that each organization has its rightful share in authority which is vested in a delegate body, only to find that the delegate group meets once a year to listen to a speech and vote on a single slate? We must find methods for making the delegate body an active and vocal group advising on policy matters which are decided by the board. This can be assured provided that:

1. Representatives have an opportunity to take issues to their membership groups and bring from those groups ideas and points of view which are integrated in the final decision.

2. Opportunity is afforded to representatives of youth groups and other organizations to speak.

3. The actions of the planning body reflect the points of view of its members.
4. Action grows out of education and conviction borne of participation in fact finding and planning.

How can youth best serve in the community planning operation—how much and what kind of responsibility can they or should they take? The National Social Welfare Assembly has published a guide for youth-serving agencies, in evaluating the potentialities and participation of youth in their programs, that should prove helpful to agencies and local planning bodies in finding an answer to this question. Communities throughout the country are experimenting with various forms of youth participation in community planning. The patterns vary from youth councils, such as those in Madison, Wisconsin, and Winston-Salem, North Carolina, to youth representation on the board of the community welfare council such as in Altoona, Pennsylvania, and in the Chicago project in which youth examines the adequacy of public and civic programs in relation to community services affecting child welfare. I hope that the youth in this audience who represent this experience and other experiences in youth planning will participate in the discussion and give us their judgment on the value of their experience. The important thing is that youth is making a contribution through these various forms of participation in community planning.

How can we bring together into a common planning endeavor the many and diverse interests represented by local organizations? How easy it is to be critical of the United Nations and its slowness in accomplishing its vitally important objectives! Have you ever observed local organizations as they have undertaken projects to solve a local problem? How frequently one organization sets itself and its interests above those of the community of interests. The service club or the church won't plan unless it is guaranteed the credit—the agency is afraid that a joint undertaking will minimize its importance in the eyes of contributors. Or how many times have we found communities willing "to take care of our own" with the best possible school, churches, recreation, and other services but feeling no responsibility at all for the fate of folks who happen to live in less privileged areas, cities, counties, or states.

If we honestly believe that there is a chain reaction between our various communities—neighborhood, town, city, county, state, nation, and world—that each is interdependent on the others—then how can we eliminate chauvinism and translate self-interest into community statesmanship? Until we do we have not grasped the basic concepts of the democracy which we hold so dear. A community welfare council which includes in its broad objectives planning for children and youth offers an important method for reaching these objectives which are at the heart of a working democracy.

Part 5 Summaries of Work Group Opinions

EDITOR'S NOTE

This presentation of the work group discussions is based on reports prepared by chairmen and recorders, on the substance of recommendations submitted by section leaders to the Committee for Conference Recommendations, and on notes made by members of the groups. In dealing with this material, an effort has been made to present in compact form the main positions taken and the chief points of concern in each group, and to preserve rather than diminish the variety and inevitable contradictions and differences which occur within and between groups. The essential difference between the Conference Platform and the reports of discussion groups should be clearly understood. The former consists of recommendations approved by majority vote of the delegates in plenary session; the latter as published are made up of the findings agreed upon by whole work groups, and the views expressed by parts of groups and individuals within them on the subjects which were being considered.

Section 1 Furthering Healthy Personality Development in Children and Youth

INFANCY AND EARLY CHILDHOOD

(Work Group 1)

Summary

Work Group One was primarily interested in a subject which was dealt with in different ways by many other groups, namely, education. The education of the infant and the very young child was discussed here, and it was shown that the feelings of the teacher toward the learner, and the relationships between them, are of the first importance in the growth of each. Attitudes are more important than any specific method or technique. This is true not only in parent-child and teacher-child relationships, but is also basic to success in leader-group relationships in such adult education programs as those for expectant parents.

The stability of the family is essential to the development of emotional stability in the child. Concerning the question of whether in a war-like world children should be prepared for peace or for war, it was thought that it was clearly not possible to predict what the world will be like when today's children become adults, and that it was not desirable to educate for peace, for war, or for any circumscribed situation. The goal is rather to support children in developing their strength to accept what comes and their judgment and skill for dealing with it constructively. As a student phrased it, "I would like my parents to help me prepare to face reality as it comes."

EXPECTANT PARENTS

Much attention was given to existing group programs for prenatal education, the need and demand for such education on the part of expectant parents, the educational methods employed in existing programs, and the professional disciplines involved. The group was convinced that whether in education for expectant parents or in any other education for parenthood, the feeling existing between group leader and participants is the most important single factor in bringing about more positive attitudes and practices in child care. Love cannot be taught, but it can be released. Further investigation is needed to learn what parents are seeking in the way of prenatal education, what kind of professional personnel can help them most, and how this personnel can best be prepared.

THE NEWBORN

In a discussion of rooming-in as one approach to supporting early parent-child relationships, it was urged that the new-born infant be recognized as an individual from the moment of birth, and be accorded the dignity due a human being by hospital authorities and society in general, as well as by his parents. Stress was laid on the importance of always more accurately and effectively taking into account the characteristics and needs of the new-born infant, his physical separation from his mother at birth with the beginning of autonomy in certain physiological functions, and his continued relative dependency. It was stated that the needs of the growing infant change in relation to his stage of individual development rather than in relation to his chronological age. The mutual interdependence of mother-infant-father was mentioned in this connection.

The question was raised whether facts are available to show whether or not children reared with self-demand feeding and relaxed parental support in toilet training can be distinguished from those who had strict feeding schedules and more rigid controls in toilet training, when these children are seen in nursery school or kindergarten. Several educators and researchers stated that while they could select from groups of children those whose parents were on their side, the results of child care are not measurable in terms of a one-to-one relationship between a specific technique of care and a resulting healthy, happy personality, or the lack of it.

It was agreed that what one does in relation to a child is not as important as how he does it, and that the latter will be determined by how one feels toward the child. In a true love relationship with her child, the mother with no specific education in child care readily picks up his signals, both those expressing momentary needs and those showing readiness for new learning.

GROUP EXPERIENCE

The following criteria for deciding whether a child should enter a nursery school or other group experience were cited as extremely important: (a) the child's readiness for the contacts involved; (b) the family situation at the time of the child's proposed entrance; (c) the mother's readiness to give her child up to another mother-figure during nursery school hours; and (d) the presence in the available nursery school of well-trained nursery education personnel who are flexible with regard to a, b, and c above, and can show good judgment in timing the entrance of the new child when the group already enrolled is ready to absorb him happily, for his well-being and theirs.

LAWS AND LICENSES

The group concluded that minimal licensing requirements regarding plan, program, and staff should be established for all child care and preschool groups, whether day care centers, nursery schools, kindergartens, or foster

care facilities. It was urged that each state should have in its department of public instruction a fully qualified person with at least four years of training in early childhood education and with teaching experience in nursery schools. The further conclusion was reached that states without permissive legislation for operating nursery schools and kindergartens within the public school system should pass such legislation. Many of the preschool educators and others urged that a conference be called soon by an appropriate national agency inviting representatives from all states and territories to consider existing and prospective legislation on day care of children under six years of age.

HOSPITAL CARE

Great interest was shown in the quality of hospital experience of mothers and children. It was concluded that all states should establish standards in such matters in order to assure mothers and children the best care which modern science can give, and that these standards should be related to actual patient care. Thus, hospital experience would be safer and more humanized. Since physician and nurse have unusual opportunities for influencing the development of babies so that they will have health with adequate personalities, efforts should be increased to provide more balanced training in the healthy emotional development of childhood throughout all phases of graduate and undergraduate medical and nursing education.

RESEARCH

Since there is a paucity of factual data about personality development, existing research in this field, particularly as it relates to infants, children, and youth, should be reviewed to identify gaps. New research should be encouraged to find new data; more varied techniques should be sought for establishing criteria for measuring the validity of new data; and new methods of working with parents should be explored. Data ought to be made available and understandable to professional and lay groups alike, so that they can be properly applied.

MAINTAINING SERVICES

One of the reasons for lags in research and service lies in the inadequate amount of money available for research and for the application of findings. Hence, full support by public and private agencies is urgent in extending research pertaining to healthy personality development of infants, children, and youth, even though the nation is faced with a war emergency.

The mental and physical health of children should be sustained and reinforced by providing and strengthening, from the prenatal, infant and preschool years onward, all those services for children and families that deal with health in its prophylactic and therapeutic aspects; in these areas emphasis should be placed also on extending professional training for all those engaged in work with children and their families.

Findings

The way parents, teachers and other professional persons feel about children is more important in teaching them, giving them guidance and helping them to grow, than the specific methods and techniques used.

A primary goal in educating children is to prepare them to face the world realistically and constructively.

The changing needs of the growing infant and preschool child are related to his individuality, state of development, and previous experience. Recognition of these is basic to considering his readiness for any environmental change which will foster new learning.

The training of all professional persons engaged in the teaching and care of children needs to be evaluated in terms of providing greater insight into the development of children, and the parent-child and other inter-personal relationships.

More knowledge about child development is desired in order that all child care practices may be based increasingly on sound principles.

CHILDHOOD

(Work Group 2)

Summary

The central theme of discussion was the child's development at the time he leaves the complete protectiveness of the family. The challenges which he meets when first making his way in the outside world, whether neighborhood or nursery school, were considered.

CONFLICTS AND CONTROLS

The child feels a conflict between his desire to act confidently outside his home and his fear at finding himself separated from the protection of home. He has an urge toward new social experiences with other children, yet needs a strengthening bridge between these new relationships and those at home. His nature is dynamic, eager for exploration and experiment, but he will meet frustrations for which some counter-balance should be supplied. Ways must be found to help the child integrate his experience as he goes along.

As the child matures and meets successive challenges, he must be given opportunity to react fully to each. He is only in the process of maturing; therefore, he should be respected as a person, and the demands made of him should not be more than his stage of maturity justifies.

The word "natural" is too often used in describing a child's behavior in such a way as to imply that the behavior must be accepted without modifica-

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cation. The different kinds of home atmosphere which modify behavior may be described as those of parental autocracy, parental submission, and genuine democracy. The group concluded that the last is the most desirable, because in such an atmosphere the child is not forced, but is helped to acquire and adjust to the standards of his culture.

A child's developing impulses can be so fostered that they will give him satisfaction and at the same time help him toward mastery at each stage of his life. Materials can be provided which help him to explore the value of his world and experiment with ideas and feelings. The child needs to relate himself to his world of people and things, and the materials assist him in playing experiences out and living in them. This is a process of exposure, interaction, and expression, or of intake and output. In this process a well balanced child can learn that some frustration is to be expected during experiment and exploration.

EDUCATION

Some parents feel that specialists who talk and write about children often use words and concepts which make the parents feel inadequate, uninformed, insecure, and, therefore, anxious. Specialists should consider carefully how to give information in such a way that parents will be put at ease and really helped to learn what they need to know. This will reduce conflict between those who give knowledge and those who use it.

The group concluded that training programs for specialists in education, social work, and health, as well as those for parents, should recognize the strategic value of the child's first emergence from the home into situations outside it, and should foster the effective cooperation of all concerned at that period.

Other important conclusions had to do with helping parents to feel secure, preparing young people to be parents, helping the child feel comfortable about "leaving home," keeping good programs going at all costs, and the need for deeper understanding of children's play and its place in education. It was also stressed that specialists should make a conscientious effort to work in such a way that their contributions will count for something with parents. The group pointed out in addition the importance of providing a complete fulfillment of group life in all its aspects for elementary school children.

NURSERY SCHOOLS

The majority of the group believed that sound nursery school experience should be provided for young children. The minority conclusion, however, opposed the universal extension of formalized education to the prekindergarten group. Although it was acknowledged that supervised nursery schools are important in many situations, it was felt that no consideration of auxiliary services should be allowed to detract from the emphasis on home life and

family relationships as of the first importance in shaping personality in this age group. Any unnecessary subtraction from family living was thought to interfere with healthy personality development.

RELIGIOUS EXPERIENCE

Different statements of belief were arrived at with respect to religious experience. The majority were in favor of declaring that all persons associated with children should be helped to understand the prime importance of spiritual values and of a standard of ethics which would assist in reinforcing the integrity that each child needs. The minority preferred to declare that in the developmental life of the child within the family and society, the fostering of a satisfactory relationship with God through prayer and religious instruction is a means of providing the child with an integrative force in his life experiences, a sense of stability and security within and beyond the home, and an ethical pattern for carrying on satisfying human relations. For these reasons, therefore, religious and educational agencies should work together to aid families in providing the home and community atmosphere conducive to a healthy spiritual and religious life in children.

Findings

The child's play is his natural way of exploring, experimenting, and integrating, in other words, of learning. Hence, he should have stimulating materials that are adaptable to his purpose, guidance from a well trained person who is aware that play serves various functions; and a permissive atmosphere for his play life.

Children are stronger than we think and do not need to live continuously in a perfectly balanced atmosphere. We cannot, and would not if we could, save them from the inevitable frustrations and anxieties implicit in the process of living.

Within the period customarily labelled "childhood" the following stages emerge as the child relates himself to the society outside his home: (a) the child is ready to leave the intimacy of the home scene and try himself out in a larger world; (b) he is ready and eager to learn the ways of acting and understanding that characterize the adults in his particular environment; (c) he is ready and eager to clarify the relations between himself as an individual and the group to which he wants to belong.

Health of personality is not achieved once and for all in early childhood. Parents and teachers, as well as those in other professions dealing with children and parents, continue to affect personality development. There is always the opportunity for constructive modification of the effects of previous experience. Parents should find reassurance in realizing that they are not the sole factor in the maturing of the child's personality.

PRE-ADOLESCENCE

(Work Group 3)

Summary

The group decided that if the conditions and experiences which further healthy personality development in the pre-adolescent period are to be provided those who guide children of this age must know what the child is like during these years—what his characteristics are, his major needs and interests—physically, intellectually, socially, and emotionally. They must also understand the implications of these facts in relation to home, school. and community practices.

GROWTH

It was pointed out that although the foundations for a healthy personality are laid in the earliest years, the personality can be strengthened or weakened at any period of life. The individual must be helped to attain his full potentialities at all ages, but especially during this period of transition between childhood and adolescence. Changes due to logical maturation occur at this time and growth is accelerated. Because of rapid growth the child needs increased food intake and guided opportunities to participate in a balanced program of play and rest. This is a period of good health for most children but rheumatic fever and increased dental caries appear to be special health hazards and postural defects become more obvious with accelerated growth.

DIFFERENCES

Children of this age are acutely aware of differences between themselves and others and are likely to have feelings of inferiority about any deviation from the group. Because of the serious implications for personality development, remediable defects should be corrected as early as possible. This includes speech defects, reading disabilities, and other social or educational handicaps. Children whose defects are not remediable should be given special help in adjusting to these handicaps.

Boys are likely to reach sexual maturity about two years later than girls, but individual differences are great among children of the same sex. Girls are often taller and heavier and intellectually more mature than boys at this stage. These differences greatly affect social maturity and interests. Nevertheless opportunities should be provided for boys and girls to engage in social activities together.

Pre-adolescents have diverse and fluctuating interests. They are greatly interested in acquiring mental as well as physical skills and should have ample opportunities to develop both. There is a growing interest in reading, particularly books of adventure and stories of boys and girls of their own

age. They are passing from the imaginative and symbolic state into a stage of realism, with growing interest in real people and situations, in cultural backgrounds and contributions.

DEPENDENCE AND INDEPENDENCE

Boys and girls of this age want to be recognized as independent individuals, and should be, but they continue to be dependent upon their parents. They need to participate in the family group if they are to have security and status, but they also need to achieve "belongingness" and recognition among their own age mates, first of their own sex and later of the opposite sex. The pre-adolescent strives for group approval; he wants to belong to small, informal groups of his own choosing, and opportunities for this should be provided in the daily activities of school, home, church, and playground.

Children from nine to thirteen may pass through a brief critical, or rebellious stage, in which adult opinions and values are rejected but as a rule they respond to the leadership and seek the guidance of understanding adults. They are aware of and responsive to codes of moral conduct; they are increasingly conscious of the values of group service and show appreciation for ritual and spiritual practices. It is the responsibility of parents, the school, the church and other community agencies to help the child develop those spiritual values that lead to an integrated personality. Religious groups should re-examine their educational programs and materials for children in the light of present-day knowledge of child development. This is especially important in relation to the religious awakening which often comes as early as pre-adolescence.

CHARACTER

Children of this age can make excellent progress in reasoning, aesthetic sense, sympathy, tolerance, affection for others, and genuine morality as represented by a regard for truth, fairness, and justice. Since moral and spiritual values permeate all life, there is need for character education. Parents, teachers, clergy, and others responsible for the education and training of children of this age should make use of every available opportunity to stress character building through example and experience. Character manifests itself in the child's attitudes and behavior in relation to himself, his fellows, and God.

GROUP EXPERIENCE

Children of varied backgrounds should be given experiences in working and playing together in order to know and respect people of all races and cultures. As part of character education, the child should be helped to understand the various religious, cultural, and ethnic characteristics which are a part of the entire structure of American life. Undemocratic organizations are common among this age group, but most boys and girls recognize the

need for cooperative effort and their drive toward group activity makes it possible for teachers and group leaders to develop principles and practices of democratic living. Adults who guide them should accept this responsibility in order that pre-adolescents may grow up to recognize and accept their responsibilities as democratic citizens.

IMPLICATIONS AND APPLICATIONS

The group felt that the available knowledge regarding this period of personality development has many implications and applications for preparation of parents, substitute parents, teachers, other school personnel, and all leaders who work with groups of boys and girls in this period of later childhood.

Parents, teachers, and leaders who work with pre-adolescents should have an understanding of these boys and girls that is based on knowledge of their characteristics, needs, and interests. They should possess competency in dealing with the problems peculiar to this age group. They should also recognize the uniqueness of each individual boy and girl. They should value every child as a person, with physical, intellectual, social, emotional, and spiritual aspects to be integrated in a developing, unified personality. They should understand the characteristics of a healthy child and the symptoms of deviation from physical and mental health in this age group. To solve problems presented by such departures from the normal, they should avail themselves of the help given by schools, professional services, churches, and other community organizations.

DEMOCRATIC FAMILY LIFE

The family also, it was pointed out, should recognize its special role during this period when the child is striving to find his place in groups beyond the family circle, particularly among his peers. The father's role is of great importance, but even the most loving and devoted fathers often find it difficult, under conditions of modern life, to provide the opportunities for companionship and guidance which make such important contributions to the child's development during these years. Special attention should be given to this problem. By democratic living within the family, parents can help children develop responsibility for democratic ways of life in ever widening circles. For example, family councils, in which all members participate in planning, in problem-solving, and in responsibility for the welfare of this natural, intimate group, give the child a feeling of status and provide experiences which are basic to our whole American way of life.

PARENTAL GUIDANCE

Parents should guide children's choices of entertainment carefully, and wholesome substitutes should be provided for undesirable movies, radio, and television programs that may affect this age group adversely. Families should continue to show interest in the pre-adolescent's school work, as that helps

him to sustain interest in it, but parents cannot successfully apply pressure for high grades and scholarship if their child's associates of his own age do not approve of such achievements. Parents and teachers should help children to enjoy good reading.

TEACHERS

Special efforts should be made to enlist men teachers and leaders to balance the feminine leadership now dominant in the lives of most boys and girls of this age. All adults who play the role of "substitute" parents have the same need as natural parents for knowledge and understanding of the pre-adolescent. Teachers and group leaders who supplement the role of parents should also understand human growth and development and the characteristics and needs of boys and girls of this age. They need to be cognizant of the effects of the cultural patterns of family and neighborhood upon the development of personality during this particular period of childhood.

In order to give teachers opportunity to function with maximum effectiveness with this age group, the following administrative practices are recommended: (1) teachers should participate in curriculum planning and formulation of administrative policies; (2) whenever possible, teachers should remain with the same group of children for more than one year; (3) the pattern of the school should stress cooperation rather than competition; and (4) opportunities should be given for continuous in-service development of teachers.

COMMUNITY LEADERSHIP

Group leaders should be familiar with the social and health services available in the community. Volunteers as well as professional leaders should be trained. Both should be given probationary periods of leadership training, comparable to a physician's internship, in schools, community centers, camps, churches, or the like. These experiences should emphasize leadership of children of this age in small groups, and should include special training in "group processes." Agencies in which volunteer leaders are used should avail themselves of local, state, and national consultation services for the training of these workers.

The Group further concluded that if greater knowledge and understanding of children during the years just preceding adolescence were available, many disturbing adolescent problems might be avoided. Therefore, qualified agencies and organizations should be encouraged to synthesize, interpret, and disseminate available knowledge concerning personality development during pre-adolescence. Also, because of the paucity of information concerning this age group, all public and private agencies and organizations professionally qualified should stimulate or undertake further research on this period of development.

Findings

In pre-adolescence the child begins to care less about recognition and approval from adults and more about approbation from his age mates. This identification with his peers paves the way for his developing sense of himself as a person, a central problem of adolescence.

Wholesome formal and informal group experiences in work and play are essential for all pre-adolescents, to supplement those of the home.

In these experiences pre-adolescents need close relationships with friendly men and women, their parents and others, for a balanced emotional growth. In most parts of the United States, there is a great preponderance of women teachers and group leaders for children of this age. Effort should be made to encourage more men to enter teaching and recreational services.

In order that pre-adolescents may grow up to recognize their responsibilities as citizens, they should be given opportunities for guidance and experience through which they may learn to base their actions on democratic and spiritual values.

ADOLESCENCE

(Work Group 4)

Summary

RESEARCH NEEDS

The group believed that there are evident gaps in our knowledge not only regarding the development of young people, but also regarding the relationships which exist among them, their expectations, and the professional people working with adolescents; and that therefore the following kinds of studies should be supported by public and private funds:

1. Critical evaluation of current practices and of the professional people involved in schools and other organizations relating to adolescents—and, especially, the incorporation of new knowledge which has been acquired but which is not now in use
2. Investigation of how much adolescent conflict is inevitable and the identification of conditions which lead up to it
3. Development of techniques for measuring the emotional status as well as the beliefs and aspirations of young people
4. Identification and refinement of means of changing attitudes in youths and groups of young people, as well as in older persons who are working with them, or who are in contact with them
5. Development of methods for working with youth who need special assistance without stigmatizing them in their own eyes or in the eyes of others

6. Investigations of attitudes and relations of young people toward adults who act as models for their ideas, beliefs, and behavior—the casual person as well as the close person—and of ways of influencing such casual persons (e.g., the garage mechanic, corner grocer) who may be significant to the child
7. Study of young people who are left out of school clubs and activities, of church associations, and other organized activities—especially, those left out of informal relationships with their age-mates.

ORGANIZATIONAL FACTORS

As a means of developing communication between youth and adults, it was felt that there should be representation of adults and youth as well as professional workers on such undertakings as curriculum-planning committees, councils, and the like.

It is a promising fact that health services are being broadened in scope to encompass emotional difficulties and psychological involvements. The service provides counsel regarding the means available to relieve or solve such difficulties. The physician is the key member of a "team" of persons educated to work with young people—public health nurse, social worker, school counselor, psychologist, and others. In this setting, it is desirable that the physician and others involved be recognized as friends and confidants and that there should be a direct pathway to such people. To make this personal service effective, the professional people concerned should become sensitive to the various patterns of adolescent behavior, beliefs, and values. This requires post-graduate in-service education and adequate time for conference with young people who come for help and guidance.

EDUCATION

The group as a whole concluded that ways and means should be developed and tested for the formal and informal in-service education of professional people who work with adolescents and their parents, and that promising practices be implemented at the national, state, and local levels in cooperation with universities and other educational agencies.

It was also proposed that the highest priority should be given to maintaining and protecting the healthy personality of the adolescent in view of the impending war situation, and that all groups interested should make this objective an integral part of their immediate program.

CONFERENCE REPRESENTATION

Since the members of this group were not aware of the general pattern of youth representation in the Conference as a whole, which included youth from diverse social and economic strata, they took the position that greater variety of youth representation should be the rule in future Conferences.

Findings

Young people during adolescence are expected to achieve a sense of "Who I am," of "What I am doing here," of "What the rules of the game are," and of "How I fit among people and into things"; in other words, to gain a sense of identity.

Certain qualities make the development of this sense possible:

1. A basic trust in human beings and human values
2. A sense of being a person with some power to act
3. A feeling of being able to start things which are appropriate to the situations; or to keep them going
4. A feeling of accomplishment in terms of the expectations of oneself and others
5. A sense of self-esteem which enables the young person to "take hold" of himself in roles appropriate to his age and sex
6. A sense of belonging and of being accepted as "worth while" by others as well as by himself

Adolescence usually begins earlier in girls than in boys, and the age of onset varies from individual to individual, regardless of sex. This creates special problems for the young person who matures earlier or later than the majority of his age mates. It also calls for awareness and understanding on the part of adults, especially parents and professional persons, who are dealing with these young people.

The crucial social and cultural factors in the development of a healthy personality and in the formation of moral character are the quality of experiences in at least three kinds of contexts: (1) the family background in which the teen-ager has been brought up; (2) the age-mate experiences of affiliation and valuation which help shape a sense of identity; and (3) the organized experiences in the school, church, club, and other social institutions.

YOUNG ADULTHOOD

(Work Group 5)

Summary

Young adulthood was defined by the group as the period in which the person, usually between 17 and 22 years of age, moves from his parental home to the establishment of a home of his own, prepares for a vocation or engages in productive work, and gradually assumes the responsibilities of citizenship. The problems which young adults experience are associated with separation from their parental home, with working at or improving their skills for earning a living, and with selecting a mate for marriage.

ADJUSTMENTS

The important areas of adjustment for young adults are related to achieving (1) maturity, (2) a satisfactory vocation or job placement, and (3) wholesome and desirable relationships with the opposite sex. Each adjustment area was considered in relation to (1) how the particular adjustment area influences the development of a healthy personality; (2) what effect the impact of modern society has upon the adjustment area; (3) suggestions for fostering development; and (4) recommendations for the Conference.

RELATIONSHIPS

In considering the process by which maturity is achieved it was felt that the matter of personal relationships was basic. These relationships must be happy experiences with individuals who are mature themselves, especially with mature parents, teachers, and others in the community. Under mature leadership a young person discovers himself and his potentialities and learns how to function creatively. A person is using his power creatively only when the use enriches both the individual and society without violating either the individual conscience or the moral law. A wholesome family life in the parental family is an especially important preparation for creative, supportive attitudes in the young adult in times of stress, and for influencing the achievement of a good family life in the next generation. While developing maturity, the young person is forming a philosophy and a sense of spiritual values which should help him to take stresses throughout life without serious emotional upset.

EMPLOYMENT AND EDUCATION

Young adults bear a large share of unemployment during periods of recession and absorb heavy responsibilities during periods of prosperity and during crises such as war.

Present inadequacies in educational preparation and "leave-work" opportunities jeopardize the young adult's preparation for life. Accordingly, the group believed that considerable thought and planning should be given to expanding and increasing the necessary educational-vocational opportunities, as well as the guidance and counseling services related to pre-preparation and continuing preparation.

Other specific services which need to be strengthened are church programs; organizational programs, especially those of an avocational and fellowship nature; more education for the practical aspects of citizenship; the inclusion of marriage counseling in the high school curriculum; and many more opportunities for youth to participate in planning and making decisions for their needs with mature adults in the community. Better education in citizenship should produce substantial returns to our democratic society and prepare youth to meet its demands.

INFLUENCE OF NATIONAL EMERGENCY

All the foregoing points were discussed with constant reference to the imminence of war and long-term mobilization. All problems and inadequacies are highlighted under these conditions; transition periods from civilian life to military life and back to civilian life need careful guidance. All organizations concerned with youth should re-evaluate their programs and find ways of helping young people in this transition. The young adults in the group felt the services of young women should be utilized on a level comparable to that of young men, and the "4F" classification should be abolished because of its bad effect upon young people. The concept of military service should be a service for each and every one.

The group felt strongly that it is particularly important to build up the faith of the young adult in our society and its democratic and spiritual ideals, and to make clear the significance of the on-goingness of the young person's contribution to society.

It was concluded that in civilian life and in the military services improved counseling should be made available, along with evaluation and placement, for the good of all, including youth. Marriage counseling also was conceived to be of great importance, combined with adequate parent education, and with family-life education for youth. It was agreed that through better educational opportunities and through training better leadership in home and community, the country could aid youth and young adults in reaching maturity more rapidly. It was felt that concurrently research should be more widely developed in regard to the growth and adjustment of persons at all age levels.

Findings

Young adulthood is the period in which the individual, usually between 17 and 22 years, moves from his parental home to the establishment of a home of his own, prepares for a vocation, or is engaged in productive work and assumes the responsibilities of citizenship.

In times of mobilization and war many of the inadequacies of our society for young persons become especially apparent.

It is only through mature leadership in the home, school, and community that the young person can discover the strength he has within himself and learn to use his potentialities creatively.

Strong family life with its models of behavior creates the attitudes that will produce good families in the next generation.

Young adulthood is a period when good education in citizenship, regardless of race, creed or color, will produce substantial returns to our democratic society and prepare youth to meet society's demands.

It is particularly important to build up the faith of the young person in our society and its democratic and spiritual ideals and make clear the significance of the young person's contribution.

BIRTH TO ADULTHOOD

(Work Group 6)

Summary

The group discussion centered on three major areas of action:

1. Achieving a favorable emotional environment in which the child can develop
2. Securing education of parents and professional workers for participation in child and parent guidance
3. Controling socio-economic factors that are detrimental to healthy personality development

FAVORABLE EMOTIONAL ENVIRONMENT

There was general agreement that healthy personality development depends upon an understanding and respect for the child as an individual, and acceptance of his developmental status and capacities. Approval of parents, teachers, and others working with children should not be contingent upon school achievement, conformity to particular behavior patterns, or occupational choice.

The focal point in providing such an environment is the presence of secure, loving, and informed parents, and later, of understanding teachers and counselors. Education or guidance of those who work with children should be carefully planned so they may acquire a feeling of comfortable adequacy in handling children. Too much concentration on information or techniques may produce a worried or tense parent or teacher whose insecurity will then become a negative factor in the child's emotional environment.

Providing love and security is not inconsistent with teaching the child to accept responsibility. Nor should the development of trust and security be confused with over-dependence or "pampering." The secure child can love as well as be loved; give as well as take; curb his own desires for the benefit of others as well as aggressively exploit and enjoy his environment.

Schools and other agencies should provide appropriate living experiences that will accustom the child to accepting and carrying through responsibilities compatible with his ability, and teach him the joy that attends unselfish action. An understanding of spiritual values is basic to full personality development and should be included in the home and community educational experience of each child; such experiences should be of the quality that fosters concern and respect for the dignity of every individual.

In some instances, nursery schools or other group care facilities for children may be needed to supplement home facilities for childhood educational experiences.

EDUCATION OF PARENTS AND PROFESSIONAL WORKERS

There was general agreement that while well prepared parents are a prerequisite for healthy personality development in children, opportunities for preparation for parenthood are sharply limited in quantity and often very inadequate in quality. Information on human development, family relationships, and child guidance is unavailable to many parents and prospective parents. All too often when information is made available, the method of presentation is such that the parent is left feeling confused and inadequate.

Furthermore, many professional workers who are providing instruction or guidance service to children or parents are inadequately trained in human development, family relations, and guidance. Such guidance and teaching require unusual perceptiveness and adaptability as well as knowledge of growth and development, and can be learned effectively only through practical experience. However, opportunities for first-hand experience with parents or children are often not provided in the curriculum of professional schools.

Education of parents and professional workers is further hampered by the fact that much of the research in child development and behavior is segmented in character, and the findings are reported in such fashion that the concepts are not readily communicated to persons who are concerned with their implementation or application.

To meet these problems, the group felt that education and counseling in family living should be made widely available to parents and prospective parents. Information and guidance in marital relationships, child development and care, and other areas of information necessary for parental competence should be obtainable through schools, colleges, religious groups and community health, legal, and welfare agencies. Whenever possible, preparental education should include opportunities for actual supervised experience with children.

All those who work with children and parents should be equipped with certain basic information and understanding in the field of human growth and development and family guidance. Academic instruction in these fields should be integrated with practical experience with children and parents. It is only through the study of children in action that the implications of the materials can be fully understood.

Because parent and child guidance has so many areas in which there is a rapidly expanding body of information, and in which there is danger of misunderstanding and misapplication, professional leadership adequate in amount and kind is necessary. The extension of professional leadership may be accomplished through the use of lay persons in the community working under the direct supervision of professional staff.

Appropriate professional governmental or educational groups should study the ways in which the results of research in child development and behavior can be integrated and disseminated. The publication of treatises is

not sufficient to put the results of research to work. Methods of communicating the findings that will insure their understanding and speedy utilization should be developed and put into operation.

Health and child welfare services are uneven in distribution and often deficient in quality as well as quantity. Moreover, these services frequently lack continuity of care—regular service by adequately prepared professional workers to children not only when they are sick or in trouble, but when they are well. Such continuity, because it provides opportunity to observe the development of the individual child over a period of years and because it provides the setting for the creation of a good professional working relationship with parents and child, facilitates the effective counseling and guidance necessary to support the developmental potentialities of the child.

SOCIO-ECONOMIC FACTORS

Some families lack the modicum of economic and social security that enables the child to feel a reasonable degree of stability in his environment. Some children, because of racial, occupational, or personal differences, or because of lack of parental or group understanding, fail to secure the feeling of personal worth and dignity that is a prerequisite for healthy personality.

Obviously, good personality development is impossible in the absence of good nutrition, decent housing, or other requirements for adequate maintenance. Every community should assure every family of necessary health, educational, recreational and welfare services. When such basic necessities cannot be provided through individual effort or through individual services, they should be made available through organized voluntary or governmental community effort.

Findings

Secure and informed parents are a prerequisite for healthy personality development. Yet much information regarding human development and child guidance is not sufficiently available to parents or prospective parents, nor is it presented in a manner calculated to increase the parents' feeling of adequacy and security.

Healthy personality development depends also upon an understanding of and respect for the developmental status and capacities of children and youth, on the part of parents, teachers, and other professional groups.

Many professional workers providing care and services to children and youth or to their parents are inadequately trained in human development, family relations, and guidance.

Research in human development and relationships is often segmented and the results reported in a form that does not permit easy communication to parents and professional workers.

Child health and welfare services are uneven in distribution and lacking in continuity and quality. Yet adequate services of this kind are basic for the development of healthy personality.

A reasonable degree of economic and social security and a sense of personal dignity and worth help provide the external and internal security necessary for healthy personality development.

Spiritual values are essential to the development of a healthy personality.

Section 2 Furthering Healthy Personality Development through Social Institutions

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THE FAMILY

(Work Group 7)

Summary

Six topics were developed and discussed by the group, as follows:

THE INDIVIDUAL'S UNDERSTANDING OF HIS ROLE AS A PERSON

Basic needs of each individual are (1) to love and to be loved; (2) to be recognized and approved by others; (3) to be aware of and to accept his own and others' capacities, differences and limitations; (4) to accept the need for each to reach achievement in some field; (5) to keep his own interests; and (6) to develop reciprocal dependency relationships, so as to satisfy the need for belonging, but without doing violence to his other need of being independent.

HUSBAND'S AND WIFE'S UNDERSTANDING OF EACH OTHER

An appreciation of the attitudes toward the institution of marriage and of the conceptions of the roles of husbands and wives which each partner brings to a marriage is basic to its success. Marriage is stabilized as husband and wife learn to appreciate each other and as each builds up the strength of the other. Pleasant memories held in common, such as the celebration of holidays, help to unify the family group.

PARENTS' UNDERSTANDING OF THEIR CHILDREN AND OF WHAT TO EXPECT AT SUCCESSIVE STAGES OF DEVELOPMENT

Close relationships between children and parents who understand them-

selves as well as their children are important at each developmental stage. Whole-family participation in social activities develops a family feeling but the need for parents spending some of their leisure time away from their children, to improve their perspective, is also important. Family experiences with parents as teachers and guides offer unique opportunities for furthering healthy personality development. Parents' mental absence from home (the over-preoccupied father) may prove as detrimental to satisfying family life as their physical absence (the employed mother). Family life workers who disparage the parental role or who disagree among themselves tend to confuse parents and to have a disrupting effect upon family life.

UNDERSTANDING THE RELATIONSHIPS OF ONE MEMBER TO ANOTHER IN THE FAMILY AS A DEMOCRATIC UNIT

Complete understanding, esteem, and respect of family members for each other in a democratic home, where each works and shares with other members for the good of all, are basic requirements for satisfying family life. Where family concerns are considered in the spirit rather than the form of the family council, where responsibilities and privileges are shared, and where the family works, plays, and prays together, a sense of family unity and belonging is developed.

THE FAMILY'S RELATION TO THE COMMUNITY

The family and the community are interdependent and family life may be strengthened by making more effective use of community resources. It is important that family-related agency and organization programs be planned to supplement rather than to take over family functions. Participation of parents in community activities encourages children to become responsible citizens, benefiting both the community and the family. The community should concern itself with eliminating, in so far as possible, the external pressures, over which the individual family may have no control, but which interfere with healthy personality development.

THE FAMILY'S RELATION WITH GOD

Spiritual values in family living result from the family's awareness that it is of divine origin and purpose; from such practices as daily religious observances and church attendance; and from giving emphasis to religion as a quality of living. The child is prone to accept the ethics and the spiritual values of those who approve of him and who make him feel that he is important to them.

As a result of discussing these topics, it was concluded that the Mid-century White House Conference on Children and Youth should go on

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record as giving positive commendation to the family that is fulfilling its functions successfully.

Community agencies, it was thought, should concentrate their efforts on strengthening the family itself rather than on taking over family functions, while parents should be impressed with the importance of their role as teachers.

It was concluded that lay and professional organizations and agencies and the professions with a contribution to make toward the improvement of family living should coordinate their efforts through cooperative community planning which would include the participation of both citizen and professional groups. A plan should be developed for the dissemination of information concerning the services which are available to families in the community, and the coordinated program in family living should be family-centered.

The group believed that since there is a growing awareness on the part of parents of their great responsibility, and since they need the best information and help in carrying this responsibility, programs of education for marriage and family living should be developed and extended until they are available to all our people; such programs ought to be appropriately geared to the level of each group and extend from infancy through childhood and adolescence and into marriage; and all organizations and agencies serving youth and the family should recognize the importance of education for marriage and family living and should share in it according to their competence.

In this connection, it was proposed that all agencies, institutions, professions, and organizations dealing with religion, education, health and welfare of the family should re-study their responsibility for counseling and guidance as an integral part of their programs, which in turn should be so designed as to aid the total development of the family. Cooperation among agencies, with identification of the role of each, is necessary to this end.

It was concluded also that counseling and guidance should be continuing family services, and that agencies should cooperate in providing such programs on a community basis, with clear definition and understanding of the role of each.

It was concluded that the Conference should be asked to appoint a committee to contact the policy-making boards of the radio, television, and motion picture industries, and the publishing houses to the end that they be urged to emphasize successful aspects of family living. The privilege of presenting a message in the privacy of the home places a great responsibility on those who determine standards for mass media presentation. The family in turn has the responsibility of determining cultural and moral standards and of enforcing such standards through the appropriate agencies and individuals at the proper time.

The group also concluded that public and private agencies dealing with family life should be urged to use as basic to their work these fundamental concepts: that the divine origin and purpose of the family promotes its permanence and affords a secure structure for healthy personality development; and that the family rooted in such convictions and living out these principles in a vital relationship to Almighty God, in a consistent pattern of religious living, contributes vitally to the development of healthy personality.

It was urged, finally, that all religious, civic, and service organizations should make it their particular duty to work together to meet the needs of individuals and families in trouble, especially in crises resulting from war or from social, economic or health problems.

Findings

In over-all terms American family life is successful and American parents are competent.

Help for families and for bolstering parents' morale should be provided in part through wider dissemination of available knowledge, in a usable form, to families needing such assistance.

A positive approach to the problems of family living is more likely to be effective than a negative approach. Family strength should be stressed and built upon and homemaking and parenthood should be regarded as important and satisfying ventures.

Organizations and agencies should bend their efforts toward supplementing, rather than substituting for, family functions and should build their programs, cooperatively, toward this end.

Personal and mass crises, in both peace and war, may disrupt family life. Ways of preserving the values of family life, even in crises, must be found and made available to all families.

CHURCH AND SYNAGOGUE

(Work Group 8)

Summary

FUNCTIONS OF RELIGION

The group declared that religion makes a unique contribution to the development of healthy personality in the following specific ways: (1) Religion provides inner security because it makes clear man's relationship to God, self, nature and fellowman, and makes life purposeful in giving a positive answer to the basic questions of Whence, Why, and Whither. (2) Religion gives respect for self since it makes man aware that he is a creature made in the image and likeness of God, a child of God; it gives

respect for others since from a recognition of the Fatherhood of God flows the only valid ground for recognition of the brotherhood of man. (3) Religion offers divine standards and guidance for right conduct. The self-discipline which results is essential for the development of character—an imperative basis for responsible citizenship. (4) Religion, permeating every phase and activity of life, establishes spiritual values and aims, in consequence of which the individual is motivated to work toward the establishment of those conditions in which the healthy personality of children and youth can best develop and flourish.

For these reasons, it was felt that every citizen, agency and community should recognize the basic God-given right and the necessity of every child for religion in the development of his healthy personality, and in the moral-spiritual undergirding of our democratic common life, with the prayerful hope that religion will increasingly occupy its rightful place in national life and speed the Kingdom of God on earth.

FAMILY LIFE

Furthermore, because of the primary nature of the family, and because the lasting attitudes and habits of children, for good or for bad, are established in its environment, churches and synagogues should bend every effort to strengthen the bonds of family life. Constant reiteration of the importance of love, mutual understanding, spiritual and intellectual responsibility, as foundations of healthy family relationships, is necessary. The church and the family must work together toward a realistic understanding and constant exemplification of the basic principles of religion as molding good habits and attitudes in the daily thinking and living of children and youth. The church and synagogue should urge upon parents the conduct of daily family devotions and free discussion of living religion with their children, and should strengthen parent-child-teacher relationships by such means as will clarify the nature and needs of children as well as the role of parents and teachers in developing healthy personalities. The church and synagogue should work with other agencies of the community which serve the needs of the family and its individual members in order to strengthen healthy family relationships.

EDUCATION

It was the unanimous opinion of the group that religious education is essential for the development of healthy personality. Inasmuch as almost one-half of the children of the nation are not now reached by the institutions of organized religion, ways and means of providing opportunity for religious education for all children were discussed. About 90 per cent of the group favored a method by which religious education would be carried on during released time from public schools.

PERSONNEL

It was agreed that in attempting to improve their services to children and youth, churches and synagogues face problems in the recruiting and training of personnel. In regard to increasing the stability of professional leadership, attention should be directed to a study of such matters as tenure, job security, and support. Further, in view of the increasing demands on all citizens caused by the national emergency, it should be made clear to all community and national agencies that services which meet the religious needs of children and youth are essential to the welfare of these children and of the nation. As an aid to enlisting both professional and volunteer lay leadership, adequate information should be supplied by churches and synagogues to administrators of high schools, colleges and professional schools, so that students may become aware of the opportunities for service in the field of religious training of children and youth. In those schools which have vocational conferences for students, competent presentation of opportunities in the field of religion should be made; tests which assess ability in this field should be more fully developed. Training materials for volunteer leaders should be examined by the respective religious bodies, and supplemented where necessary, with a view to giving greater understanding of the conditions under which wholesome personality may best develop. This type of understanding is needed in a special manner by those who work in church-sponsored institutions for children and youth, such as homes for dependent children, children's hospitals, and the like. Students in theological schools should be given opportunity to acquire adequate grounding in such fields as sociology and psychology, as well as psychiatry and social work.

In brief, the group declared that increased efforts ought to be made by church and synagogue to recruit and employ, in lay and professional capacities, persons spiritually qualified, as well as professionally trained where necessary, in order to foster the development of healthy personalities and spiritual responsibility in children and youth.

Churches and synagogues should also encourage the participation of youth in their organic life as well as in their programs in order to develop and strengthen the potentialities of youth for spiritual leadership.

COMMUNITY

In considering the role of the church in the community, it was found that in those communities where the standards for services to children and youth, as between those offered by the churches and synagogues and those offered by other agencies, were similar, and where the churches and synagogues had made their buildings, facilities and leadership available, the community as a whole had benefited. It is acknowledged that cooperation of churches and synagogues among themselves and with other community agencies has markedly influenced civic affairs in the interest of children and youth, especially in respect to community decency and righteous-

ness. It is the responsibility of the church to initiate activities wherever these standards are being violated. It is evident, therefore, that church and synagogue should actively participate with community agencies in discovering and meeting the needs of children and youth, and that other community agencies should take advantage of the facilities and leadership of the church in carrying out their programs.

PREJUDICE AND DISCRIMINATION

Since one of the great obstacles to the development of healthy personality in children and youth is the shocking amount of prejudice and discriminatory treatment prevalent in our society, the group concluded that it is the undeniable responsibility of the churches and synagogues to take the lead in the elimination of these harmful attitudes and practices by applying the religious principles of equality of all persons before God, regardless of racial or ethnic background. They should accord full participation to all, shaping the on-going church program to eradicate prejudice both within and without, to remove legal segregation, and to emphasize the good points of all religious faiths.

Findings

To attain healthy personalities and responsible citizenship, children have a God-given right and a need for religious training.

Religion uniquely provides a sense of security and independence from materialistic goals and gives self-respect and respect for others based upon knowledge of God as Father and of all men as brothers. It supplies divine standards and motivation for right conduct.

The churches and synagogues uniquely implement these essentials by providing opportunities for religious instruction, worship, fellowship and service.

The family, properly guided by the church and synagogue, best provides an atmosphere in which a child can develop morally and spiritually.

This growth occurs most effectively in a healthy community; therefore the church and the synagogue must take leadership within themselves and in the community to overcome those factors which imperil individual and family well-being.

Far more laymen and clergy must exemplify the truths of their faith in their daily work and community life, as well as in personal attitudes and practices.

They, in turn, must be supported by social and civic agencies and organizations and by the individual citizen.

A special challenge to the nation and to the churches and synagogues is presented by the fact that half of the children and youth of the United States are not now reached by any of the institutions of religion.

SCHOOL

(Work Group 9)

Summary

BASIC RESPONSIBILITIES

The schools, it was agreed, must assume the primary responsibility for the healthy development of the whole personality of each child for personal fulfillment and for effective participation in democratic life. They must also carry much of the responsibility for training youth and adults to appreciate and preserve those freedoms and opportunities inherent in a democratic society.

GENERAL CONDITIONS

The group thought certain conditions necessary to success in carrying out these vital functions. With regard to personality development, it was shown that the early years are extremely important; therefore, school services should be extended downward to include all 5-year-olds, and consideration should be given to the question of how schools can work with families to supplement the home experience of the 3- and 4-year-olds.

Secondly, in the current international emergency, the schools can scarcely fulfill their obligations in national defense unless priorities essential to school operation are recognized. Granting that military needs will probably be given top priority on materials and manpower, the group urged that after military needs, the schools should receive top priority on these essentials, from the elementary school through the college level, and that the national policy should recognize, and by these means demonstrate, that the schools are one of the most important lines of defense.

The group also believed that an essential factor in democratic education and wholesome personality development is that the child and his family should feel that they are accepted, no matter what their ethnic background, their economic status, or the religion or philosophy they adhere to. For this reason, schools should be increasingly sensitive to all discriminatory techniques and other forms of rejection, subtle or overt, in the programs and methods of the school. Where necessary, changes in practice should be carried out, to assure the whole-hearted acceptance of the child and his family in school and community. It was urged that the Conference should go on record as favoring the elimination at the earliest possible time of legalized, compulsory segregation within public schools and within lay and professional groups that work in public school programs.

With regard to physical plant, the group believed that boards of education should give consideration to function and flexibility, to providing adequate space and light, and to aesthetic values including the use of colors

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and symbols. School building sites should contain adequate playground space.

Concerning financial support, it was the group opinion that federal aid to the states should be enacted for educational services such as salaries of teachers and other professional employees engaged in curricular services, plant operation, and maintenance in tax-supported public schools without federal control, to help equalize educational opportunity and to supplement increased local and state support. The issue of auxiliary services should be considered in separate legislation on its own merit.

CURRICULA, SERVICES, AND METHODS

It was indicated that the curriculum for all children and youth should be developed in terms of the total growth of the individual child, and that it should include the common experience necessary to democratic living and the particular experience necessary to individual development. It should be based upon local community needs as well as the needs of the world today and laymen should share its development. It should also emphasize constructive human relationships with particular attention to family living. Free creative activities should be an integral part of every curriculum; and the acquisition of basic skills should be developed in terms of the growing powers, abilities, and interests of the child. High school programs should be arranged to provide for large blocks of time devoted to common concerns of youth, while colleges should revise their entrance requirements to take into consideration the total activities and needs of the individual.

Since health is recognized as an important objective of education, the teaching of health ought to be given more time in the curriculum and the teachers of health ought to be better prepared. "Health coordinators" or teachers especially trained in the field of health should be appointed for counties or school districts.

The group concurred in the statement that the school as a whole has an opportunity and a responsibility to detect the physical and mental disabilities which have escaped parental or preschool observation and which prevent the development of a healthful personality, and to initiate the necessary health service through the various agencies and resources of the community. Health services in the school should cooperate closely with all school personnel who are professional allies in developing a state of physical, mental, and social well-being.

Since the healthy personality development of the child is the shared responsibility of the home, the school and the community, the group concluded that the total problem can be satisfactorily solved only by cooperation, inter-education and mutual understanding among these three groups, with active participation by youth. To bring this about, parents and community leaders must meet the threat of world tensions and inadequate school facilities by organizing and educating themselves to work with the

schools for the children. At the same time, it was shown that schools and teacher education institutions must take responsibility for increased opportunities for parents and teachers to improve their knowledge and skills and their understanding and handling of children through education and discussion in the fields of child development and mental hygiene. Also schools should be encouraged and teachers be educated to take their part in the give-and-take of planning for the needs of the whole child within the total community. This includes intensive cooperation of the school with all social agencies.

In their effort to improve parent-teacher relationships it was concluded that care must be taken that teachers have adequate time within their work load for conferences with parents. Also, the interpretation of the goals and processes of modern education to all parents and to the community at large should be recognized as an important task of the school system.

All schools should move as rapidly as possible toward adequate guidance and counseling services for all individuals at all age levels. This should include:

1. Study and understanding of the total personality as a basis for adaptation of the curriculum to individual needs for fullest physical, mental, emotional, and spiritual development
2. Assistance through instruction and counseling to all individuals, appropriate to their maturity level, in self-understanding and self-direction with respect to all aspects of living.

The group concurred in the belief that the public school under the Constitution and laws of our country serves all the children of parents of every faith and outlook, and accordingly must avoid the promulgation of any and all specific religions. The role of religious values in the development of healthy personalities in children and youth is undeniable, but the responsibility for the inculcation of these religious values rests on the home and the religious institutions. However, since moral and spiritual values are supremely important, the effort to develop them must permeate all school work, using for this purpose the best available nonsectarian insights developed through the ages. The plan of released time for religious instruction was opposed by the group.

THE TEACHING PROFESSION

In light of the basic premises of this Conference, it was the view of the group that all teachers of children, youth, and adults have a crucial contribution to make to the development of the healthy personalities of all children and youth, and society is therefore obligated to provide the circumstances and conditions under which teachers can effectively make this contribution. In particular, because of the necessity for children in today's world to be well-informed in order to perform the functions of democracy,

teachers must not be hindered in their freedom to teach. Because this freedom has been menaced, the Conference should urge immediate protection of the right of children to learn under the guidance of teachers who are free to teach, in accordance with the laws of the nation.

The group also felt that special attention should be given to the conditions under which teachers work including: (a) teaching load; (b) a share in shaping policies affecting their relationship to children; (c) adequate in-service helps; (d) salaries comparable with those in other professions; (e) freedom to teach.

Vigorous action should be taken by communities and the profession to provide more teachers for children and youth, and methods of recruiting and certifying teachers should put emphasis on their healthy personalities and their competency to develop healthy personalities in others.

Since adequate special services should be provided in school for pupils with special problems of development and adjustment, it should be borne in mind that medical, psychiatric, and social work training are essential for the performance of many aspects of these services. Therefore, such training should be included in both preparation and in-service professional growth of the various specialists who will coordinate the total personnel services in the schools and community. These specialists should in turn provide for in-service professional development of all teachers to increase effective teacher participation in the total guidance program. Teacher training institutions should provide more opportunity for teacher preparation as well as for specialists in guidance services.

All teacher preparation, it was concluded, should be conceived in terms of the whole child and his needs. Teacher preparation and teacher education institutions should accept responsibility for adequate preparation of teachers thru schools and in-service training for education touching on family life, human growth and development, human relations, citizenship, ethical and spiritual values, and other needs which are basic if people are to be qualified to function successfully in our society.

Findings

The schools share responsibility with other social institutions in developing the healthy personality of children and youth. Increasingly, educators are seeing their task in its relation to that of other agencies and groups.

More and more, the school curriculum is being arranged to contribute to the total personality development of boys and girls. In practice this has resulted in an emphasis on helping students to come to grips with real life problems in home, school, and community. This trend has made more progress in the elementary schools than in the high schools. Much work is needed in reorganizing the high school if it is to make its maximum contribution to the development of all youth.

There is no contradiction between the conception of education as acquiring basic skills and the modern concept of teaching. As a matter of fact, such skills can contribute a great deal to the development of that sense of accomplishment and achievement which psychiatrists and psychologists tell us is essential for all children.

If we are to develop the best possible curriculum for boys and girls, we must secure emotionally stable and adequately prepared teachers, reduce greatly the size of classes, provide better buildings, supplies, and equipment, and furnish special services to assist teachers in carrying on their work. Also, we must protect children's freedom to learn, under the guidance of teachers who are free to teach.

In view of the importance of the early years in personality development, schools are becoming aware of their responsibility for the education of children under six years of age. Such programs are ideally developed in cooperation with the family and with community agencies, and include work with parents as one of their major aspects.

In these critical times it is essential that the school emphasize its responsibility in helping students to develop an understanding of our democratic way of life.

Every person, if he is to develop a healthy personality, needs a basic code of values to guide his living. A desirable code cannot develop in situations, such as segregated schools, which contradict our basic democratic values.

HEALTH SERVICES

(Work Group 10)

Summary

The recommendations of the 1940 White House Conference in the health service field are still sound, the group pointed out, and they should be reaffirmed. All health services affect the development of personality but at present they are inadequate in many ways.

EDUCATION FOR WORK IN HEALTH SERVICES

The group concluded that training in ways and means of enhancing healthy personality is desirable for workers in the fields of medicine, dentistry, nursing, social work, clinical psychology, religion, education, law, nutrition, physiotherapy, occupational therapy, and administration as well as for volunteers at any level that involves contact with children. Youth itself has been influenced through human relations courses in the schools.

The curricula offered these workers, it was decided, should include understanding of the nature of growth and development, including integration of the physical, mental, social and cultural forces, and should embrace:

1. Fundamental concepts of human behavior, motivation, gratification and conflict
2. Understanding of emotional experiences of sick people and the emotional relationships of professional health workers to the patient
3. Understanding of emotional disturbances which produce illness
4. Interviewing techniques
5. Assistance in developing insight into the student's own personality, and particularly his biases, prejudices, and blind spots
6. Concern with methods of psychotherapy and an appreciation of the student's own potentialities and deviations in this form of treatment
7. Training in recognizing the positive signs of the healthy personality.

Such instruction should be integrated throughout the total curriculum, taught by a faculty with positive belief and sound preparation in this area, and augmented by guided experience with children.

This need applies equally to undergraduate, graduate, and in-service educational programs. The child center, whether it be a clinic, hospital, or agency center, should become the focus for this training for all disciplines represented in the health team, the members of which should receive a core of common instruction and experiences together in order to foster the team approach to health services for children. Proper selection of people to work in the health fields is very important, and further research in selection methods should be encouraged.

THE WORKER IN THE HEALTH SERVICES TEAM

It was agreed that health workers must recognize that a primary requirement for the development of a healthy personality is respect for the personal dignity of each individual, regardless of racial, social, credal or economic status, and that this respect is essential for the adequate performance of health services. Members of all health professions should themselves have mature personalities as manifested by adherence to moral and ethical values, and have training and experience in the sympathetic appreciation of the mental and emotional attributes of the child. Also the health professions, whether under public or private auspices, need to work together harmoniously in a team effort geared to community awareness, interest, and support. Suitable outcomes can be assured by inclusion of the family as active participants in the health services they receive.

THE HEALTH SERVICES

Regarding the health services, the group concluded that in the development of all such services for children—whether for the apparently "normal" or the handicapped—consideration must be given to opportunities they create

for facilitating the development of a healthy personality, and that all these services should be directed to the child rather than the defect. In planning such services the child should be considered at all times and in all places as the whole child, in relation to the whole family, and the whole community.

In many communities serious gaps in health services occur, and the contribution of health councils in securing complete services should be emphasized. Continuous skilled health supervision of the child from birth to adulthood is necessary, and emphasis should be on the value of individualized care with minimal changes in the personnel supplying it.

The "well family conference," which provides periodic health inventory for all family members, has significant possibilities for healthy personality development. Further study and demonstration of the best methods of administering and operating such services are warranted.

As there is an ever-increasing and unmet demand from expectant mothers for education to prepare them for child bearing and from both mothers and fathers for education on child rearing, provision for this education on levels designed to meet the needs of all should be made by high schools, colleges, health departments and voluntary agencies—together and individually—in cooperation with the various disciplines.

To secure effective school health services, cooperative action by all professions and agencies concerned must be emphasized. Joint planning at state and local levels between the health professions and the departments of health and education seems the most feasible method of delineating obligations and responsibilities, and of reaching agreement on ways by which these can best be met, all groups participating cooperatively in every step from initial planning to final execution. Community understanding and appreciation must precede or accompany the development of health services; and every existing health resource should be utilized before attempting to establish new ones.

RESEARCH

The following conclusions were arrived at concerning research:

While full efforts should be made to apply present knowledge and belief concerning factors essential to healthy personality development, the limitations and imperfectly proved nature of much present knowledge and belief should be admitted. An attitude of healthy skepticism towards our beliefs and assumptions is necessary while relevant basic research is being vigorously promoted and extended in the social, psychological and biological sciences in order to provide a sounder base for health service programs.

It is necessary to maintain an inquiring attitude towards all health services, with appropriate provision at all levels for continuous scientific measurement, analysis and evaluation of: (a) the specific needs to which the service is oriented; (b) the specific objectives, efficacy and efficiency of the service; and (c) alternative methods.

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FINANCIAL SUPPORT OF EDUCATION AND SERVICE

With respect to financial support of education and service, the group believed that prompt national action should be taken to provide funds to supplement those of states and localities, and to stimulate the early development of adequate local health services throughout the country, such action being particularly needed now because of the physical and mental effects of mobilization and war upon mothers, children, and youth. The problem of the severe shortage of all types of health personnel was discussed at length, and the group was divided (36 for and 21 against) on the utilization of federal aid for professional education. The majority vote (a very few against) supported the conclusion that prompt action should be taken at national, state, and local levels to provide means, financial and otherwise (public and private) to establish and maintain additional professional schools, with adequate facilities and teaching staffs, for training health service personnel, and to provide funds to enhance and improve faculties and staffs in existing schools. It was pointed out that no more separate schools of nursing are needed but that more should be established in universities, and that scholarship aid for students in social work and nursing is extremely important. The youth member of the group called attention to the need for emphasis on career opportunities in the health services in programs of vocational guidance and education in the schools, and in other recognized channels of public information.

INTERNATIONAL RESPONSIBILITIES

An important note was struck in the conclusion that, in keeping with our national policy to extend technical and other assistance to impoverished and underdeveloped nations friendly to democracy, or to occupied territories where improvement in democracy is desired, our health services should cooperate with the federal government and international health agencies in providing health service aids to these regions in the form of educational training programs and personnel.

Findings

All health services affect the development of personality.

Present health services have many inadequacies, particularly in relation to furthering healthy personality development in children and youth. Many workers do not fully understand nor give attention to the dignity and emotions of the individuals they serve. Further, the role of the individual as a member of a family and a community is often overlooked. These oversights may in some instances actually contribute to unhealthy personality development.

Essential to the successful operation of health services at the local level, in peace and war, is a full-time local health unit with a balanced staff fully cognizant of the importance of personality development.

It is imperative that local funds available for this purpose be supplemented with funds and other resources of the state and of the nation.

The success of the present mobilization of armed forces, industry, and civil defense is to an important degree dependent on providing adequate health services to mothers, children, and youth.

SOCIAL SERVICES

(Work Group 11)

Summary

This workshop focused its attention on the following questions: (1) What kinds of conditions and practices in social services tend to hinder healthy personality development? (2) What more do we need to do in the social services in order to provide more favorable conditions for personality development? The following five areas were explored: program planning at the administrative level, personnel standards, resources and facilities, community aspects, and public relations.

PERSONNEL STANDARDS

The discussion of personnel standards resulted in a detailed specification of the essential qualities of personality which a social worker ought to possess. Also, the essential knowledge, understanding and skill needed by a social worker at any operating level in working with children or in working with others for them, whether they are in their own families or in placement. In brief, the ideal social worker has a healthy personality, the capacity for growth, and the intellectual and emotional aptitude meeting the special demands of social work. It was emphasized that the social services will contribute to the development of healthy personalities in so far as they are administered at all levels and in all situations by individuals with healthy personalities. Stress was placed on the capacity to integrate knowledge for use through both intellectual grasp and emotional acceptance. The group concluded that schools of social work should be responsible for selecting students with the greatest potential for service in social work fields. It was agreed that recruitment efforts should be intensified to draw more qualified people into social work. The need for more support by public and private agencies in programs of education and in-service training, not only for social workers themselves, but for other professionals whose duties bring them into contact with children, was emphasized.

RESEARCH

It was repeatedly stressed that the social services today should incorporate and use present knowledge of human behavior and present understanding

of social and economic forces and cultural factors. The present emphasis on the importance of social work research is a valid one. There is a dire need of such research. The sentiment of the group was to encourage the development of research but not to wait for its findings but to attempt to use our present knowledge to the utmost.

CURRENT NEEDS

The idea was repeatedly expressed that the time has come for social workers to see and face those conditions in which social work cannot function without violation or undue compromise of its principles, or in which its efforts will be futile. Furthermore, in these times of widespread demand for social services in many new emergency settings, it is important that the basic social services for families and children should not be sacrificed.

Concern was expressed throughout the meeting over the fact that the lack of adequate facilities frequently results in the misuse of existing ones. For example, the lack of appropriate institutions results in misuse of foster homes. The inadequacy of Aid to Dependent Children grants may result in otherwise needless demands for the use of child placing facilities. In this connection it was concluded that the social services which maintain family life and those which provide substitute care when the family has broken down should be improved and expanded. Also, it was urged that adoption programs be developed so that adequate case work services can be made widely available to the natural parents, the child, and the adoptive parents. All who are involved in adoption processes, including the professional workers, should be brought through continuous education to regard themselves as important factors in the field of social work. In this connection it was recognized that social workers have a responsibility to enlist the cooperation of other professions so that there may be sound collaborative work in this area.

COOPERATION AND PARTICIPATION

Throughout the discussions emphasis was placed on the social worker's responsibility to accept, understand, and help members of other disciplines in making their contributions. Emphasis was also put on the need for the social worker to perceive the capacity and potential contribution of non-professional co-workers. The social worker's readiness to enlist their collaboration is of utmost importance in child welfare services. It was specified that this requires a capacity to present the philosophy of social work and some of its special information simply. It was recognized that this requires, furthermore, a basic trust in people, in their capacity and good intent. The people referred to here are parents, parent persons, and institutional and agency personnel who share the task of working with and for children. In short, the White House Conference theme of inter-disciplinary and interfunctional collaboration permeated the discussions.

It was further concluded that social services should develop good public relations through interpretation of their aims, through engaging lay participation in planning, and through clarifying the role of public and private agencies.

Findings

The social services will contribute to the development of healthy personality in so far as they are administered at all levels by individuals with healthy personalities. This will occur as professional education progressively develops criteria and uses criteria developed elsewhere for determining the attitudes, convictions, and emotional maturity of students and their capacity for remotivation, reconsecration and growth.

The social services will contribute to the development of healthy personality in so far as they are administered by individuals who have appropriate attitudes, convictions, knowledge, understanding, and skill derived from a broad cultural education and education for the profession as a whole and sufficient orientation to certain related disciplines for effective use of and collaboration with other professions.

This will occur as:

1. Professional schools gear curricula to the demands of the profession
2. More people are recruited so as to allow for greater selectivity
3. Professional schools develop methods of selecting educable students
4. More adequate financial support is given to professional schools
5. It is made possible through scholarships and stipends for educable students to secure complete professional education early rather than late
6. Pending the provision of more opportunity for professional education, in-service training programs are developed which enable workers to attain greater competence in specific areas
7. Salaries in the field become more commensurate with the demands made upon workers.

The social services provide a philosophy and certain kinds of knowledge and understanding for use in program planning and in helping people. These are the bases of their standards, and should permeate social work practices in all areas, such as program planning at the administrative level, selection of personnel, provision and use of resources and facilities, community relationships, and public relations. They should also permeate practice in all settings, those in which the social worker encounters children in their usual way of life such as in school, as well as those involving social difficulties.

It is important that social workers at the administrative level should have sufficient grasp of the needs of children and of basic principles for helping them, to be able to appraise conditions favorable for attaining the ends of

social work and, conversely, to see and face those conditions in which social work cannot function without violation or undue compromise of its principles, or in which its efforts would be futile.

The lack of adequate facilities frequently results in the misuse of existing facilities; for example, the lack of appropriate institutions results in misuse of foster homes. The inadequacy of Aid to Dependent Children grants may result in otherwise needless demands for and use of child placing facilities.

Improvement of private and public services to children is long overdue, and expansion of both private and public services is needed in most communities.

Close cooperation between these services should be promoted. Planning toward these ends will often be within the states and local communities, but national planning also is required if the needs of minority groups, especially Negroes, are to be met.

VOCATIONAL GUIDANCE AND PLACEMENT SERVICES

(Work Group 12)

Summary

The group agreed that a democratic society has the responsibility of safeguarding the right of each individual to make his own decision with respect to his occupation and of providing young people with the services and information necessary to enable them to make the soundest possible vocational decisions, and of developing social and economic conditions that will foster good work adjustment and prevent maladjustment. By contributing to a more satisfying life for youth in these ways, society in turn helps to assure their contribution to the community.

Vocational guidance and job placement services contribute significantly to the development of healthy personality, it was pointed out. Professional help in achieving satisfying work adjustment is a factor in the prevention of maladjustment, and can be a contributing factor in correcting personality deviation. In turn, youth's ability to plan constructively and to utilize effectively vocational guidance and placement services is related directly to the degree of sound development achieved from birth onward.

NEED FOR GUIDANCE SERVICES

Adequate guidance services are not yet available to most of the youth of our country. Many existing programs tend to be not only inadequate, but uncoordinated. It was agreed that guidance, in the sense of personal help in meeting life situations, should be given by trained personnel and start

early in the school program. During recent years, guidance programs in the schools have been expanded through the George Barden Act, but many towns, cities and rural areas have no trained guidance worker. In some schools, the only attempt to provide guidance is made through teachers who have little or no special training, and who continue to carry heavy teaching loads. For rural youth, who need vocational counseling as much as any other group in the nation, little is available. The group concluded that these undesirable gaps in the guidance program ought to be filled.

Almost universally, teen-age youth seek a mature, understanding and trained professional person with whom they can discuss fully their vocational, educational, social and personal problems. Few communities have provided adequate resources to help our young people effectively along the crucial path from school to work, or through the perplexities of their early work experiences. Hence, it was agreed that all community resources should be expanded and used to the fullest to give youth the guidance needed.

WHAT IS GOOD VOCATIONAL COUNSELING?

It was the consensus of the group that work adjustment is vitally related to all other phases of an individual's adjustment. Good vocational counseling does not lose sight of the fact that it is dealing with a growing and developing human being. Information from the home, the church, the school, and other community agencies about the individual's health, personality, social and educational circumstances, and the effects of relationships, failures and achievements, must be taken into account. An ability to help the young person explore and develop his interests is a necessary characteristic of good vocational counseling. At the same time, this counseling must be done in the light of thorough, broad, realistic and current knowledge of the working world—its opportunities and requirements, its shifting character, markets and demands.

The good vocational counselor will have a wide background of information and experience, covering many kinds of work. He will also have a genuine belief in the dignity of all work and will endeavor to develop this attitude in the young people he counsels and the adults who surround them. He will believe that all young people, including the handicapped whose problems require special information and experience to solve, should have the opportunity through work to become part of their community.

Concerned with the importance of satisfying work adjustment for all individuals, the counselor will continually use his efforts to help the school, the employers and the community to change patterns in training and employing that may discriminate against young workers. The counselor will use his information and experience to help the community combat poor work conditions and to work toward conditions, in educational institutions and places of employment, which are conducive to satisfying and healthy work adjustment.

Recognizing the complexity of each young person's drives, interests and abilities, he will not expect shortcuts to the counseling process. When the counselor uses psychological tests, he will make certain they are reliable and that they are properly interpreted, and he will use the interpretation as only one source of important information about the individual, and only one part of the counseling process. He will know that counseling cannot be applied at any one point in a young person's experience and crossed off as a finished step. Neither the young person, nor the community of which he is trying to become a part, is static. Keeping in touch with the young person throughout his period of preparation and the early stages of his employment will often be fruitful for both counselor and counselee. Underlying all that the counselor does will be his desire to give help to young people in ways which will assist them in becoming healthier, more mature individuals, able to deal with their own problems more effectively and to contribute to society.

COORDINATED COMMUNITY APPROACH

The point was stressed that the efforts of all groups in the community concerned with the well-being of youth, educators, religious workers, parents, employers, representatives of labor and of youth-serving agencies, as well as youth themselves, are needed to bring about good work adjustment for young people. In the development of such coordinated vocational guidance and placement service the counselor has a responsibility to help the community understand and assume its own responsibility. This means providing preparation for new counselors and raising the standards of those with inadequate preparation. It was concluded that scholarships should be available to help in the preparation of qualified personnel. Important in such counselor preparation is an emphasis upon the dynamics of human behavior and the part played by emotional factors in vocational adjustment. Supervised field practice in recognized vocational guidance services should be an integral part of a counselor's training program.

Due recognition, it was agreed, should be given to the fact that schools and public employment services constitute the largest and most widely available sources of vocational guidance and placement. Therefore, every effort should be made at all levels to insure their closer working relationships and mutual assistance in extending and improving vocational guidance services to youth. Recognition should also be given to the importance of community and voluntary agencies in serving the vocational needs of youth.

IMPLEMENTATION

It was concluded that more adequate vocational guidance and placement services should be provided to meet the needs of all youth and necessary funds should be made available at national, state and local levels. These funds should be available to public schools, public employment services and other agencies, to enable them to furnish adequate vocational guidance serv-

ices by persons especially trained and experienced in working with young people. In schools where no guidance program has as yet been developed, a selected member of the faculty, having as nearly as possible the personal and other qualifications of an effective counselor, should be made available for consultation to any student desiring to discuss his vocational and related problems; however, every effort should be made to insure additional training for the staff member who undertakes this special service.

On local as well as national levels, continuing surveys should be made to provide information about entry jobs, employment opportunities and trends affecting youth. The results of these surveys should be put into language that can be easily understood by young people of various levels of ability.

It was pointed out that special programs, including workshops, should be offered to administrators to help them in taking the necessary leadership in organizing and developing adequate guidance programs in their schools and making school programs an integral part of a total community program. Teachers should be especially prepared through teacher-training institutions in understanding the relation of good attitudes to future work adjustment. Materials should be included in the training of all workers with youth, which will enable them to understand better the importance of the young person's vocational problems, and to use the community's resources in meeting these problems.

Scholarships and other financial aids should be made available to young people who would otherwise be unable to carry out suitable educational and training plans, and information about these aids should be made easily accessible to all.

Also, continuing research should be carried on to help evaluate and improve guidance and placement techniques. This should include research on the use of psychological tests in vocational guidance—such as their effectiveness in measuring the requirements of various occupations.

Moreover, the community has a responsibility for promoting full employment, and for providing organized and supervised channels for jobs under good conditions for young people entering employment. It should also provide opportunities for high school youth to obtain exploratory work experience during vacations and part-time jobs under safe conditions.

GUIDANCE IN THE NATIONAL EMERGENCY

The group concluded that in times of national emergency, vocational guidance can play an important role in the utilization of manpower for production needs and for military service. Vocational guidance and placement workers can help employers make the most effective use of all human resources, including the handicapped and members of minority groups, in civilian production programs. For the young man of draft age, facing the prospect of interruption in his plans for a civilian career, long-range planning

which relates military training to civilian vocations will aid in dealing more constructively with the future. The counselor can prepare young people to avail themselves of opportunities for guidance and training within the military services, and can help the military services, within the limits of their primary purpose of preparing a fighting force, to provide opportunities for further vocational development and assistance, which in turn will help youth eventually to become better adjusted and more useful civilian workers and citizens.

Findings

Because of individual differences and the complexity of our modern economy, society has a responsibility to provide young people with services and information so that they may make sound vocational decisions.

Vocational guidance and job placement services contribute directly to the development of healthy personality in youth. Satisfying work adjustment helps to prevent maladjustment in other areas. In turn, youth's ability to plan constructively and to utilize effectively vocational guidance and placement services is related directly to the degree of personality development achieved from birth to maturity.

Almost universally, youth seek a mature, understanding, and trained professional person with whom they can discuss fully their vocational, educational, social and personal problems. Few communities provide this important service adequately.

In the present world situation, the vocational guidance movement can play a vital role in the utilization of manpower for military service and production needs. For the young men of draft age, long-range planning, relating military service to civilian vocations, is important. Such planning will aid young people and their parents, in the present crisis, to deal more constructively with the future.

Vocational guidance and placement workers also have a responsibility to help employers make effective use of all human resources, including the handicapped and members of minority groups.

WORKING CONDITIONS AND EXPERIENCES

(Work Group 13)

Summary

ATTITUDES AND RELATIONSHIPS

The group considered how the intangible factors of attitudes, influences and relationships on the one hand, and the physical conditions of work life on the other, affect employed youth.

The transition from home and school experience to work experience is a

period of significant adjustment, and the sudden new contacts in a strange and unfamiliar world are of marked importance to the individual. The attitude of supervisors and fellow workers has a definite influence, for young workers are eager to find acceptance and to be treated as adults.

During this beginning period the young worker develops attitudes toward work which may well influence his total work life. If experiences are satisfying and the work is purposeful, if the worker is considered as a person and the labor is adequately rewarded, he develops a sense of personal worth and accomplishment that plays an important part in healthy personality development. If, however, the young worker finds difficulty in adjusting to the new customs, practices, and behavior of those with whom he works, moral conflict, loneliness, and a feeling of insecurity may leave marks upon his personality.

The group felt that both management and workers' representatives need to consider the problems of the new workers. Special training given to supervisors and workers' representatives on the principles and practices of good human relations should help them in orienting the new worker properly. He, in turn, will find more satisfaction in his work if he is adequately trained through vocational and apprenticeship programs which meet sound standards.

Since the urge to work is a part of the process of growing up, attention needs to be given to opportunities for high school boys and girls to get exploratory work experience in vacation periods, and efforts should be made to expand vocational training and counseling programs for them. Since youth in small communities and rural areas is often completely untouched by such services, the group urged that more states establish special services for young people in training, guidance, and placement, combining the efforts of the schools, the employment services, and other community groups.

Much has been done to improve conditions that influence the personality development of young people who are employed, but much still remains to be done. Even minimum physical standards for all of them have not yet been achieved, nor has sufficient attention been given to the influence of more intangible factors on the young worker's life.

MINIMUM STANDARDS

On the physical side, the group concluded that proper safeguards must be established so that young persons will be employed under conditions which will protect their best interests and thus allow the work experience to be satisfying, useful and constructive. Hence, the following basic minimum standards should be legally enacted by the states:

1. A 16-year minimum age for work during school hours and for employment in manufacturing and mechanical industries at any time, and a still higher minimum age for hazardous employment
2. A basic minimum age of 14 for employment outside school hours and during vacations

3. Limitation of combined hours of school and work through high school, when minors are carrying the double burden of school and employment
4. Protection from employment which is hazardous to health, safety, or morals
5. Strict regulations of the daily and weekly hours of work with due regard for the varying needs of young people at different ages; efforts to reduce, in so far as may be practicable, the working week of young persons and children not attending school to not more than 40 hours a week and 8 hours a day
6. Regulation of hours of night work for youth of different ages
7. State minimum wage laws patterned after the Federal Fair Labor Standards Act, as nearly as economic conditions within the State permit
8. Special attention to the safety of young workers, including those in agriculture, not only through legislation guaranteeing safe working conditions but also through adequate supervision on the job and training in safety
9. Extension of workmen's compensation laws to cover minors employed in agriculture

It was further concluded that interested citizen groups should be encouraged to initiate and support adequate appropriations and qualified personnel to assure effective enforcement of standards which have been set for the protection of young workers.

COMMUNITY INFLUENCES AND METHODS

Youth members of the group brought out vividly the plight faced by young persons subject to military service who are seeking employment today, since employers are reluctant to hire them. The group believed that employers should be urged not only to hire these young workers, but to give them all the advantages of training and advancement enjoyed by others.

The eagerness of youth to accept the role of service to the community should be given more consideration by planning groups, so that their personal initiative and responsibility may be further enhanced.

The Conference should urge communities to foster cooperative councils representative of all community groups, upon which youth also might serve. These councils should study and act to establish job opportunities under conditions which would promote the highest development of healthy personalities among young workers. The resources offered vary from community to community, but they include the schools, the churches, management, labor, youth and parent organizations, employment and counseling services, and community agencies. Among the special problems which offer a logical focus for the work of such councils are: (1) the transition of youth from

a rural to an urban economy; (2) opportunities for youth of minority groups; and (3) the needs of children and youth of migratory families.

THE FAMILY

Healthy personality development, it was recognized, begins first of all in the home, as it is from the background of home and school that youth approaches the world of work. It is, therefore, imperative that attention be directed toward programs which promote the social and economic well-being of the families of the nation. A national economy of full employment is needed that will strengthen the economic base of the family and thus insure that no young person will be forced by economic pressure to go to work at too early an age, thereby being deprived of the opportunity for a sound education.

Findings

Entrance into working life is often a time of crisis for youth. At this time of transition and multiple adjustments young people are particularly sensitive to new influences and experiences. They may be thrown into emotional conflict by meeting at work different standards of ethical and religious values from those known at home. The full resources of the community should be utilized to help youth in this period of adjustment. This includes the cooperation of employers, labor, school, church, government, social agencies, and civic groups.

Work is a valuable and necessary experience for young people, provided they are old enough for it and that their employment is suitable and carried out under conditions which protect their best interests. Young people should be protected by wage, hour, health, and safety regulations and should have the assistance of vocational guidance and job placement services.

Rural youth need educational and employment opportunities and protection that equal those of urban youth.

Suitable work confirms young workers in their feeling of adulthood, of being worthwhile, and of contributing to the common good. Wages should be adequate, not only to bolster the sense of personal worth but to give young workers financial independence and the possibility of saving for future needs. Their salaries should not be a necessary source of family income.

A national economy of full employment is needed to strengthen the economic base of the family. No one should be forced by economic pressure to go to work at too early an age.

Not to be ignored among working conditions are the intangibles, the human factors. To be treated like a "hand" by the employer or ignored by fellow workers causes resentment, frustration, and loneliness. Oversupervision and unnecessary restrictions, too, have an adverse effect on the personality of working youth. There is much to be hoped for in the training of management and worker's representatives in the principles and practices of good human

relations. Young workers are more likely to retain their self-respect if they are treated with the respect due them as individuals.

THE USE OF LEISURE TIME

(Work Group 14)

Summary

INFLUENCE

The group believed that recreation influences personality development in many ways. It is not only a means of physical education and development; it is a force for the development of human capacities; a therapeutic instrument for curing physical and mental illnesses; a force for sustaining and cultivating morale and for developing community culture; a device for socialization; a medium for discovery and cultivation of leadership; a frontier for the exercise and expression of our great American freedoms. Recreation also has a spiritual quality; it provides wings for the elevation of the human spirit. All who are engaged in recreation for children and youth should be constantly aware of and make fullest use of the great potentialities it has for strengthening character and developing the virtues of honesty, justice, unselfishness, and charity.

The entire population should be brought to an understanding of recreation as an important segment of the living process, along with work, education, and religion; and as a social concern of equal importance with health, education, safety and other types of social benefit.

In future White House Conferences recreation should be separately identified as an important area of human welfare and should be adequately represented in planning and programming, just as education and health are identified by their own unqualified names.

Recreation and other leisure-time activities have a direct bearing on the biological, emotional, and spiritual growth of the child. However, the center of attention must not be on the recreation activity itself but on the needs, likes, and cultural conditioning of the child. Hence, for satisfaction and personality growth, all activities must be individualized in terms of the child's choice and pursuit of them.

PLANNING AND ORGANIZATION

It was felt that participation of parents and youth in planning all phases of community recreation needs to be encouraged, both by organization of neighborhood councils and by the encouragement of specific family programs. In this connection the problems of private agency financing, as by the community chest and local business, are of great importance. Consideration should be given to suggestions as to how the community chest plan can be

modified, expanded, or developed to provide adequate funds to enable private agencies to operate more effectively.

In this field, youth should be given a greater part than at present in actual community planning, in providing leadership, and in taking part in coordinated efforts to increase facilities.

Planning activities concerned with recreation should be related to the planning of all groups in the community, such as the social welfare, zoning, and housing authorities. Emphasis should be placed on joint planning and coordination in the provision of services and facilities. Furthermore, public recreation should assist voluntary community groups and agencies in the extension of their services and facilities. There is need for general planning, increased facilities, leadership, and sound financing at all levels of recreation services. To facilitate this process, more research in recreation is needed to improve the testing and evaluation of services in this field.

It was pointed out that there is need for recognition of recreation organization at the state and county level as well as the local. This would aid in general planning, would increase facilities, and would add to leadership and interpretation. Recreation opportunities should be extended to small town and rural areas through the services of public and private agencies on federal, state and local levels. Experience in some states proves that this can be accomplished through the employment of state recreation consultants and county recreation directors, and through recruiting and training local personnel.

LEADERSHIP

All recreation leaders should use their influence actively in improving human relations and in giving all children and youth a fair chance for a healthy personality.

Steps should be taken to assure the appointment of qualified personnel to technical recreation positions through certification or other forms of social control.

Leaders in recreation, it was thought, should seek ways of getting together in state or regional organizations or in informal groups to discuss problems and practices. Moreover, leadership training of all workers with children, particularly teachers and parents, should include some appreciation of the values if not the skills in recreation. Attention should be given to some specific forms of recreation which children enjoy most and in which they do not have enough leadership, such as outdoor programs, and also to the recreation of out-of-school groups in which techniques of leadership are needed. Finally, recreation leaders need to recognize and use their influence in achieving democratic values, as well as in working actively for legislative measures which would come to grips with real problems affecting human relations such as bad housing and discrimination. There is need for inter-

preting recreation, particularly its purposes and functions in the lives of individuals. This phase should be given attention in rural communities and small towns through the use of the press and other media.

MASS MEDIA

The group concluded that since various agencies, public and private, use various mass media to provide amusement and entertainment, and since these media have a strong influence on personality development, there is urgent need for a national committee of leisure time activities for children and youth. Its representatives should be drawn from all industries where entertainment material originates, and should include such people as producers of radio and television programs and movies, publishers of children's books and other printed matter, children's theater directors, educators, psychologists and psychiatrists, youth, recreation directors and leaders, spiritual leaders and qualified lay people, the purpose of the group being to accumulate and disseminate information on "use of leisure" to all groups concerned with children.

SCHOOL AND COMMUNITY

Intramural games, and both indoor and outdoor recreation, should be more strongly stressed in schools, to heighten individual skills and to encourage satisfying leisure time activity either alone or with a few others. Less emphasis should be given to competitive interschool athletics in high school. Moreover, support should be given to the positive action of educational groups in asking for allotment of television time in every large city for educational and recreational programs suitable for youth at hours when youth may benefit from them.

Family life should be strengthened through more and better housing to assure privacy for the individual and to encourage recreational activities in the home. Parents are urged to consider the value of a family plan for the use of leisure time which would include all ages and also provide an opportunity for each member to spend time with other people of his or her own age.

It was felt that each community should have a good camping program. Also, the number of libraries should be increased, particularly in small towns and rural sections, as a source of recreational materials and activities.

Findings

Recreation's contributions to personality development have a direct bearing on or relation to the spiritual, biological, and cultural development of the child.

During the early stages of physical growth "the child's play is really his work" and it is concerned with objects in relation to himself. In later stages he begins to play with others and his personality development may proceed

from a sense of dependency to one of independence and finally to one of interdependence, which is to be preferred. Recreational activities have a direct influence on this process.

The center of attention of play and recreation activities must not be on the activity itself but on the needs, likes, and cultural conditioning of the child.

An activity becomes a recreation only as an individual chooses it and pursues it solely for the satisfaction it gives him. Hence, recreational activities must be individualized in terms of the child.

Personality is made up of everything that affects a human being and that makes an impact on others. Consequently training of recreation leaders must provide a clear understanding of the unique character of each individual.

Parents are urged to consider the value of a family plan for the use of leisure time. This should include all ages, and also provide an opportunity for each member to spend time with other people of his or her age.

Young people should be encouraged to participate in recreation leadership.

Opportunity for professional training in recreation should be provided by both private and public organizations, either through in-service training or through scholarships.

THE LAW, THE COURTS AND THE PROTECTIVE SERVICES

(Work Group 15)

Summary

JUVENILE COURT ACHIEVEMENTS

In this group it was shown that the law has made and is capable of making important contributions toward healthy personality development. The very establishment of the juvenile court, with its philosophy that the child is to be treated not as a criminal but as a person in need of protection and guidance, was an innovation of prime importance. The statutes which provided such courts an opportunity to use social and psychiatric studies, clinical in their nature, laid the basis for the partnership between the law and other services. For the first time, the law joined hands with religion, education, medicine, psychiatry, and social services in an endeavor to bring to the aid of the child and his family an understanding of the causes which had militated against healthy personality development, and united services to counteract such influences and provide corrective treatment. The experience of the past 50 years has clearly demonstrated, in our better juvenile courts, the great possibilities in the law, through the authority of the state, to protect children and serve their best interests. The accomplishments of the juvenile courts and their probation staffs have demonstrated that the child's problem is

inseparable from his family life; that the family is the treatment unit, and that the courts when properly led and staffed are capable of using and marshaling community resources to strengthen family life and to meet the needs of children.

HANDICAPS

Yet, it was felt by the group, in many areas of this country, the effectiveness of the courts is seriously handicapped by various factors. (1) In some jurisdictions judges do not devote full time to problems involving children and families and are required to handle other cases, both criminal and civil. (2) The present methods of selection generally do not assure that judges have the necessary legal training, personal qualifications, and broad understanding of the social problems with which they deal. (3) A major handicap has been the lack of social and clinical services. (4) Too frequently these courts do not have the status and dignity of courts of superior jurisdiction which the nature of their responsibilities demands and without which they often experience difficulty in attracting men of high judicial caliber.

Furthermore, jurisdiction of problems involving children and families is often divided among several different courts. One possibility considered was the extension of the juvenile court concept to various problems in a family court. In this way the family could be treated as a social unit and the essential services secured and consolidated. In determining the jurisdiction of such a court, care would have to be taken to insure that the only actions included would be such as would not jeopardize the basic approach of the juvenile court and in which the civil rights of all parties would be preserved.

Where local courts, particularly in rural areas, are unable to specialize or secure necessary services, a state or district court system should be considered. Where probation personnel lack requisite training, experience, and personal qualifications, and where high caseloads do not permit individual study and treatment in children's cases, the objectives of the juvenile court are defeated. Probation officers should have professional social work training and should be given an opportunity to do a professional job.

NEW DEVELOPMENTS NEEDED

The contribution of law to healthy personality development is yet to be fully realized. The present body of laws concerning children and youth is in many respects unsatisfactory, especially in the fields of delinquency, marriage, divorce, illegitimacy, support, adoption, and guardianship. There should be a full study on an interdisciplinary basis of the present body of law and present methods of implementation in order to determine in what respects changes are indicated and what course of action is necessary.

It was concluded that a need exists to stimulate those versed in the law to participate actively in community projects designed to promote the well-

being of youth. The curricula of the law schools should be revised so as to stress family law and to inject an understanding of the interrelationship of law with other social sciences. Schools devoted to the teaching of other disciplines should acquaint their students more fully with the basic concepts, principles, and objectives of the law, especially as they affect children and youth and interdisciplinary relationships.

The point was urged that law-enforcement agencies have a vital part to play in the community's program for the protection of children and the prevention of delinquency. This has often been overlooked. Where the law-enforcement profession has not been brought into full partnership in community planning and organization, there has been a real loss. Examination and evaluation of the organization, practices, and approach of these units that have particular responsibility for dealing with children and youth is needed. In this the police could enlist the participation of other agencies and the groups with whom they share community responsibility.

The contact of law enforcement officers conditions the child's reaction to authority and affects not only his attitudes but his response to any subsequent treatment. It is extremely important that such officers have basic knowledge and understanding of children's needs. Programs of specialized training for police juvenile work similar to those already established, it was concluded, should be strengthened and developed in areas where such programs are lacking so that training will be available to all departments. A national interdisciplinary committee should be appointed to study the interrelationships of the police with the courts and other protective and treatment agencies in order to develop mutual understanding and supplementary services. A total solution to problems of crime and delinquency is best obtained through such mutual understanding of the total problem.

Parents, schools, churches, law-enforcement agencies and legal facilities, courts, and social services, all have an opportunity and a responsibility to identify a child or family needing help so that parental education, trained personnel, scientific techniques, and all community resources can be employed at an early stage and so prevent disintegration of the family or further maladjustment of the child.

Because of a lack of group-care facilities, the training schools now have great diversity of population. This presents a real problem in establishing a treatment program that will meet the needs of the individual child. It is essential that other group care facilities be established to meet certain specialized needs, such as detention, treatment of mentally defective delinquents, and diagnosis and study.

In order to determine the extent and kind of group care required, more research should be set in motion regarding the needs of the child and the effectiveness of group treatment services. If effective service is to be provided, each group care facility must have sufficient personnel, personally qualified and possessing adequate training and experience. The group dis-

cussion placed emphasis on the need for personnel qualified by training and experience and organized in special bureaus of attendance or guidance, who would counsel with children and parents in relation to problems affecting school attendance.

Because lack of support is frequently at least a partial cause of the neglect of children, states should enact the Uniform Support of Dependents Act.

No child should be deprived of or isolated from any state or community service. Highly specialized services for certain types of children have been developed within both the community and the state, and in most states no single agency is responsible for coordination and continuity. The conclusion was reached that there is real need for centering in a department of the state some authority and responsibility for integrating services, developing standards, establishing needed facilities, using the services of other agencies of the state, and stimulating leadership in local communities. The pattern of such statewide organization would vary from state to state and would, of necessity, have to be adapted to the particular needs, structure and characteristics of each state.

Findings

The law, especially in its more recently developed preventive techniques, has made and is capable of making important contributions to the healthy personality development of children and youth.

The basic approach of the juvenile court is sound, but its concepts should be more fully implemented while at the same time the civil rights of all persons involved are preserved and protected.

Our knowledge of how the law affects the healthy personality development of children and youth is lamentably weak, especially in the fields of family law and juvenile delinquency, and steps to strengthen those laws cannot be taken until our knowledge of their present scope and method of operations is vastly increased.

Persons versed in the law are not participating sufficiently in community projects designed to promote the well-being of children and youth.

The present methods of teaching, in law schools, those aspects of the law affecting the healthy personality development of children and youth are not such as to imbue those taught with the necessary understanding of the interrelationship of law with the other social sciences.

The curriculum of the schools devoted to the teaching of other disciplines, particularly social work, affecting the healthy personality development of children and youth does not contain sufficient emphasis upon the basic concepts, principles, and objectives of the law.

Law enforcement agencies have a vital part to play in the community's program for the protection of children and youth and the prevention of delinquency.

There is great lack of knowledge regarding the effectiveness of group

treatment services in relation to the need and kind of group care required by children and youth.

Because non-support is frequently at least a partial cause of neglect of children, effective provisions are needed for interstate implementation of non-support proceedings.

Section 3 Making More Positive the Influence of Religious, Social, and Economic Forces on Personality Development

SPIRITUAL VALUES

(Work Group 16)

Summary

The questions to be discussed were classified as follows: those involving clarification of terms such as the meaning of "spiritual values," and of "healthy personality"; those concerned with home and family life; those related to church and synagogue; those related to schools, colleges and universities; and those concerned with community responsibility—in the local community and the world.

Spiritual values were defined as those values centered in God and the individual's relation to Him and to his fellow man. A healthy personality was defined as one that is emotionally stable, intellectually mature, and morally responsible.

FAMILY LIFE

In relation to home and family, the group agreed that religion is important in the development of a healthy personality in all aspects of life, and not something that can be isolated from life's problems and relationships. To be effective it must be something which makes mother, father, and children kinder in the home and more charitable toward neighbors. Both old and young members of the group testified that family worship and prayer are significant unifying and contributive forces in developing a healthy personality.

SETON HALL UNIVERSITY
LIBRARY NEWA

RELIGION

In reference to church and synagogue, it was pointed out that programs are needed that meet the needs of young married couples regardless of church or synagogue affiliation. Churches and synagogues should call upon adults and youth to have faith in God, to venture out on that faith and to build upon it a life that conforms to the will of God, and that affirms goodness and joy, beauty and fruitfulness. Adults should so live their faith that children and youth will find in their example an inspiration for such a venture. The results of scientific research should be used in the promotion of spiritual values in the church and synagogue.

Youth participants suggested the need for a more intellectual content in religion to meet specific needs during periods of doubt and to prevent the growth of agnosticism and atheism. When a youth representative attacked organized religion, the other members of that age group were its first and most vehement defenders.

EDUCATION

Since schools, colleges, and universities exert a powerful influence on children, it is essential that they recognize their responsibility in helping the child grow in spiritual value. They also are responsible for creating an environment in which a knowledge of religion, including the history of religion, can be taught within the legal and traditional framework of our democratic society. This would be the basis on which the superstructure of the denominational presentation could be built. In the discussion of education a minority favored religious instruction on a "released time" basis but it was unanimously concluded not to present this view to the plenary session of the Conference.

COMMUNITY

Because the child is an essential member of the community and is affected by conditions in it, it is to the best interest of both community and child to foster those conditions which develop spiritual values and to discourage those which hinder this development. Youth should participate in the development of all important aspects of community life.

Findings

Affirming our belief in the absolute authority of God the Creator and the inalienable dignity of the individual, this work group presents the following findings:

1. Religion is important to the development of a healthy personality as a fundamental force in our life.
2. Parents are the most significant adults in the lives of children in communicating spiritual values and laying foundations for the development of healthy personalities.

3. The churches, synagogues, and other religious groups can provide the necessary influence on family, school, and community, to promote an understanding of and emphasis on spiritual values rather than materialistic aims.
4. Educational institutions have a responsibility to assist the student in developing spiritual values and in understanding the religious and ethical principles necessary to the development of such values.
5. A belief in God and the brotherhood of man is inherent in our American society and has spiritual significance for the development of healthy personalities in local communities and in the world.

CONFLICTING STANDARDS OF VALUE

(Work Group 17)

Summary

The group believed that conflicting standards and values existing in the United States at the present time impair the development of a healthy personality in many ways; although conflicts in themselves do not lead necessarily to destruction, it is the confusions derived from them that are harmful. One of the paralyzing forces that impair mental health is that of guilt. In the growing-up process, there are parents who cannot let their children become adult. This produces guilt in the parents. At the same time, their children, who are unable to express themselves as a result of the strong protective reins, also feel guilty. In similar fashion, guilt can exacerbate already existing intergroup feelings between the majority and recognized minority groups, as well as between different minority groups themselves. The guilt that is created by the discrepancy between theory and practice, as, for instance, the ideal expounded in the Bill of Rights, and such glaring facts as restrictive residential covenants, unequal marriage and divorce laws, or Jim Crow travel restrictions, stimulate intergroup tensions. In view of the current world situation, it is imperative that immediate steps be taken to rid the United States of these conflicts between "ideals" and "realities," in order to show that this country gives more than lip service to the concept of democracy. Equally important is the reaffirmation of domestic morale in order to combat a nascent cynicism.

The discrepancy between what we preach and what we practice is not confined to such obvious areas as majority-minority conflict, child-parent relations, or men versus women, but also appears in everyday life in terms of divorce, the use of spirituous liquors, and competitive versus cooperative standards of ethics.

It was urged that each person should be valued in terms of his potentialities, talents, and chance for future happiness, rather than in terms of

any arbitrary or abstract standards. Certain factors in formal education were thought to be injurious. Among the examples given were textbooks that impress stereotypes on the child's mind, and undue emphasis on competitive grading.

It was concluded that the Conference should commend public and private agencies which have made constructive efforts to eliminate discriminatory practices in their own operations and in their communities, and that all organizations be urged to close the gap between actual practice and the ideal goals of democracy. It was further urged that laws should be eliminated which deny equal rights and privileges to citizens on the ground of race, color, or creed.

Findings

Practices of discrimination against racial, religious, and other minority groups impede the development of a healthy personality.

Conflicts of standards regarding cooperation and competition impair full development of a healthy personality. This is particularly clear in the problem of cheating in schools, brought about by the emphasis on grading. Honor systems do work. Among the causes of cheating are distrust of children by teachers, and parents' demands for good grades.

Confusion stems from the discrepancy between what we profess to think and believe and the way we behave. This leads to an increasing inability on the part of young people to hold a strong belief in democracy.

Some textbooks present biased or erroneous information which adversely affect personality development in children. Such books can be withdrawn if public opinion is sufficiently aroused.

It is important to improve the self-image held by children of minority groups ("recognized" and "unrecognized"). When the self-image is learned from the majority group it does not serve the minority group child well.

Ameliorative legislation and economic support can contribute to the solution of problems of intergroup relations.

THE NEIGHBORHOOD

(Work Group 18)

Summary

This group dealt with the specific characteristics of a neighborhood which affect the development of a healthy personality. Both urban and rural neighborhoods were considered.

Youth took an intelligent part, representing a wide cross section of rural and urban strata with the exception that underprivileged youth living in tenements and slums were not represented. Some of the most significant contributions came from youth representatives.

SEGREGATION

The specific character and dynamics of such neighborhood institutions as churches, schools, social patterns, and other elements making up the cultural fabric of the community were carefully viewed. The representatives were acutely concerned with the corrosive effects of the practice of segregation based upon race, religion, or nationality. Many revealing illustrations of the stifling of the development of healthy personalities were given by members of the work group. It was unanimously agreed that the practice of segregation must be eliminated if we are to have the kind of cultural climate that promises the fullest development of human potentialities. The practice of segregation, with its disastrous consequences, was found to be present in many aspects of neighborhood living such as schools, churches, housing, and employment. Outside of the physical needs of a community (economics, housing, and health) the issue of segregation constitutes one of the most pernicious factors among the many cultural forces that make up the neighborhood.

EDUCATION

A scrutiny of educational institutions revealed that curricula are deficient in not giving the student a good understanding of his relationship to his neighborhood, the functional relationship between his neighborhood and the larger community, and the relationships operating among various groups; in short the curricula do not offer a proper preparation for living with other human beings.

PARENTS

The discussion brought out the fact that the lack of parent participation in school activities is a matter of concern to youth. They feel that parent attendance at, and participation in, school activities is an index of the recognition and love parents have for children. Teacher training also is deficient, particularly in regard to education for family life, and schools are not making a full contribution to neighborhood life because of a limited use of their physical facilities. School facilities should be made available during non-school hours so that they can be utilized by neighborhood groups.

HOUSING

Concerning the slum character of the economically underprivileged areas of our cities, it is obvious that significant changes must be made in economic and other arrangements. These might seem to be cosmetic in character, but would in actual fact be social surgery. The antisocial effects of inadequate housing on the development of healthy personality show that drastic major action is required both by private enterprise and by the government on the federal, state, and local levels, to rectify this condition.

RELIGION

Although spiritual values are of supreme importance, the church often fails to realize its full potential as a factor in developing sound personality. While organized religion has contributed important services in many areas of social living, in many instances the church has not seized obvious opportunities for spiritual leadership in the field of social action and should do so.

RIGHT TO DISSENT

The group noted a growing concern over infringement on each individual's right to think differently and be different, to dissent and have the right to try to enlist others in support of minority positions. In a time of crisis and emotional stress, such as the present, there is a particular threat that the individual may be submerged by the tyranny of regimented mass opinion.

RESEARCH

It was agreed that an adequate understanding still has not been reached of the ways in which specific factors in the neighborhood produce the psychological changes that are beneficial or deleterious to personality growth. Accordingly, further research should be directed to this crucial problem so that action in the future can be based upon a firmer foundation of knowledge.

Findings

The neighborhood constitutes the child's major contact with the outside world. Religious, educational, social, economic, political, and other interested institutions play a fundamental role in determining the character of a neighborhood and consequently in shaping the personality of youth.

A great many neighborhoods of the nation fail to utilize the inherent potentialities of their social institutions.

The healthy development of a personality is impossible as long as the child's world is restricted by segregation. Segregation is a malignant growth in the body politic of democracy. It is destructive to the personality of both those who are segregated and those who do the segregating. In the United States segregation is practiced on a racial basis in large parts of the nation, including the national capital.

Organized religion, while making a profound contribution to our national life, has suffered from frequent defections in failing to fulfill its responsibility as a protagonist of its own principles of equality—understanding of the Golden Rule.

In many areas schools have been grossly deficient in meeting the needs of a people living in a democratic society. Educational institutions have not realized their community responsibilities to provide facilities to all members of the community and leadership in community affairs. Schools in general have not fulfilled their responsibility to bring parents, teachers, and students together in common activities. Schools are, with few exceptions, not integrated into the life of the local neighborhood.

Poor housing has a harmful effect on the personality growth of young people. A considerable proportion of American families are poorly housed, with consequent frustration and destructive effects on the development of healthy personality. Existing minimum standards already on the statute books are in many cases not enforced. A considerable segment of the population is of an economic status that precludes their use of public housing; at the same time, under present conditions, they cannot afford adequate private housing. The government's slum clearance and urban redevelopment program has not been implemented to its full potentialities in correcting the debilitating factors in urban slums. The present international situation is severely curtailing public housing programs desperately needed to carry on the democratic way of life.

As a consequence of the international situation plus other forces within this nation, a feeling of insecurity and fear has established a social, economic, and political climate destructive to independent thinking and action and one which stifles the basic American right—the right to dissent. In this catastrophe, repressive practices are being adopted which include a regimentation of thought to the point where we are threatened with a generation of robots, rather than independent thinking American citizens.

Community organization will be needed in order to have a constructive neighborhood program employing the strength inherent in its social institutions. Disunity among many of the institutions and agencies in a community results in needless duplication and a loss of those constructive programs that could be derived from a pooling strength.

Our knowledge is still insufficient as to the particular factors in the community which best produce healthy personality growth. Further research should be directed to this question.

FAMILY INCOME

(Work Group 19)

Summary

In this work group four specific questions were presented and accepted for discussion: How does family income affect the development of personality, as defined? What more should be known regarding income, the sources of it, the amount, and the consequent effect of income on personality? What should be done?

In regard to the first question, several conclusions were arrived at. Where one necessity is lacking such as housing, one may expect to find the presence of other lacks. Thus, there is a tendency toward producing an unfavorable cumulative effect on the development of the children's personality. There may be an adverse effect on the physical health of the child, which in turn

may affect his personality development adversely. Instability and poor utilization of family income may result in the child's feeling of inadequacy, futility, insecurity, and frustration. The child from high income homes may also suffer a distortion of values through an excess of physical resources, which may tend in the long run to thwart the development of his mental and spiritual qualities.

Up to this time there is insufficient data as to the point at which the ill effects on personality caused by absence of physical necessities due to low income cease and those occasioned by a surfeit of physical things begin.

In the field of child-parent-family relations, level of income, in and of itself, is not the sole factor affecting healthy personality; other factors in addition to income are powerful determinants in parent-child relations. However, it is apparent that there are more broken homes, deaths, separations, and divorces in lower income groups and that these affect children adversely; and that on the other hand children born into low income groups may escape some family tensions because of lower aspirations of the parents for them; and that parents in the lower income groups may affect their children with fewer feelings of ambivalence than do parents in the middle or higher income groups. There are differences in values which have varying effects on children, and are largely dependent upon cultural and social background. Certainly too little is known about family relationships, specifically in the various income levels, but the group thought that there was a greater incidence of neurotic tendencies in lower income groups than in higher. A study and evaluation of the effects of income on parental relations with children is greatly needed.

SOCIAL RELATIONS

Concerning the effect of income on opportunities for social relationships outside the family, as these in turn affect the personality of children, there seems to be considerable evidence that a lower income serves as a bar to the child's full participation in activities outside the home. This is particularly apparent in those situations which demand cash outlay, or where equipment must be provided by the person himself. Where higher incomes set the pace, this may serve to isolate one group from the other—the more privileged against the less privileged—with the consequent feeling of arrogance and superiority on the one hand, and frustration on the other. What might be accepted in one community as a level in which participation could be achieved might not apply in another. Other cultural factors must be recognized and separated from the lack of income in and of itself in order to observe the specific effect of this lack. Communities might put more emphasis on the community activities which are not specifically dependent on individual income. In many instances other factors than difference in income promote segregation and separation of children and deprive them of full participation. Every child should have those opportunities for expression

in social community relationships which are now denied him by the particular factor of a low income.

THE INDIVIDUAL

It was pointed out that children from low income groups are limited in opportunity to develop their individual capacities. The child in this circumstance is frequently removed from school, from job training, and from vocational situations which might help him in this development. For example, the child of the migratory seasonal worker suffers particularly from restriction on schooling and the lack of other services, and finds himself out of step and increasingly frustrated in his attempt to compete.

There are other problems which concern the various community services which might remove the hurdles put in the path of the child by the low income of the family. Educational and vocational opportunities frequently are not available to children from the lower income groups. As the child in this position sees doors of work opportunity open to others and not to him he experiences additional frustrations.

The child from these groups, because of his earlier lack of education, and his reduced opportunities for learning on the job, is thereby forced into unskilled service and the semi-skilled occupations. Development is thus blocked in both formal education and work experience, with a consequent feeling of futility.

STEPS TO BE TAKEN

The group concluded that a partial solution of the problems of children in low income groups might be achieved by (1) determining procedures to reduce the inequalities in family incomes; (2) raising family incomes; (3) minimizing the differences in family incomes by whatever means possible and (4) providing substitutes for income, such as increasing the amount of free family services available. Ways to soften adverse personality impacts now present among children in both low and high income groups should constantly be explored. Family income, as an isolated factor in affecting the personality, needs further examination and study.

Since inadequate income limits the independence, the activities, the opportunities, and the feelings of well-being of the family, and since fluctuations in income and emergencies in family life requiring money breed fears which adversely affect the personality of the child, the group further concluded that unemployment insurance and Old Age and Survivors Insurance should be extended to include every gainfully employed worker, and that income maintenance for coverage of temporary and permanent disability should be developed. Benefit payments under these programs shall be increased so that they will approach prevailing wage rates more closely.

It was also thought that payments under the Aid to Dependent Children program should be increased to meet a standard of living that safeguards the health and well-being of these children. This should be done by removing the

federal ceilings and adopting variable federal grants to states. To the extent that states have policies in Aid to Dependent Children programs which force mothers of young children into gainful employment, these policies should be revised to permit and encourage such mothers to remain in the home.

It was agreed that federal funds should be made available to states to provide financial assistance to every needy child, and that the Conference should express interest in family allowances and request that a study be made as to whether or not such a system should be put into effect in the United States. A minority report was made on this subject to the effect that the Conference should favor a system of family allowances, leaving for study the details of coverage and administration.

Other actions in regard to income on which the group agreed were as follows:

1. The amount of allowance given to families of servicemen should be increased.
2. The minimum wages under the Fair Labor Standards Act should be increased from the present 75 cents an hour, and states should be urged to establish a minimum wage for persons not engaged in interstate commerce or the production of goods for interstate commerce.
3. The attention of the Conference should be called to the plight of sharecroppers, migratory and seasonal farm workers, and small farm operators with a view to finding some method for raising and stabilizing the income of these families.
4. In view of the effect of discrimination in reducing the income of minority groups, a Fair Employment Practices Act ought to be passed by Congress.

Certain conclusions were reached bearing on health and education. It was thought that in order to avoid the continued thwarting effects of low income, a national health insurance law should be passed, and that public health service should be extended, supplementary to such an insurance measure. Government low cost public housing, including community facilities, should be extended, the school lunch program should be expanded, and in view of the low standard of education and its inequality from group to group in the several states, federal aid to public education should be passed by Congress. In addition grants from public funds should be made available to young people to enable them to obtain education and specialized training, in keeping with their abilities.

Concerning the effect of differences in income, the group believed that governmental and private funds should be sought for research on the effect of high, medium and low income levels on personality development.

Concurrently, all groups working with children and youth should be urged to minimize distinctions between children resulting from differences in income, taking cognizance of the achievements and contributions of the many

varied cultures that make up American society. Similarly, groups working with parents should help to interpret to them the adverse effects that arise from the parent's attitudes regarding differences in income values as these are communicated to the child.

Various other steps were considered desirable by the group. It was felt that (a) rent control should be extended, and that other price controls should be employed in the current emergency; (b) federal funds should be made available for day-care services; (c) the Conference should endorse full employment for every able-bodied adult at prevailing minimum wages; and (d) public recreation and other services should be extended to help overcome the handicaps of children in low-income groups.

It was also felt that the Conference should go on record as favoring increased training of individual and family members in the utilization of money income and the production and utilization of non-money income, and that, in order to increase the amount of income per child, planned parenthood should be encouraged, while special attention should be directed toward adequate remuneration for minors who are legally employed on part time.

The group recorded its belief that federal financial participation in a comprehensive program of welfare services should be urged in order to provide such services for all children where needed.

It was emphasized that the conclusions of the group regarding expansion of services were meant to include children in all the territories of the United States without discrimination as to race, color or creed.

Findings

Incomes so low as to deprive children of the necessities of living may have an adverse effect on the development of healthy personalities. First, they may affect the physical well-being of the child and thus indirectly affect his emotional adjustment. Second, deprivations in low income families are cumulative and have cumulative effects, resulting frequently in a sense of inadequacy, futility, insecurity and frustration.

Parent-child relations are important in the development of personality. The evidence is insufficient to indicate whether parent-child relationships vary with income and if so, in what respect. The child in the low income family has the least chance to develop healthy personality. There is some evidence also that the child in the very high income group is at a disadvantage, but the evidence is not conclusive.

The facts on income distribution were reviewed and concern was expressed over the number of families and the number of children with low incomes. The general opinion was that the children of the nation would have a better chance for healthy personalities if the extreme variations could be reduced. Children in large families, children in minority groups, children of sharecroppers, small farm operators, seasonal and migratory farm laborers were identified as groups at special disadvantage.

EFFECTS OF PREJUDICE AND DISCRIMINATION

(Work Group 20)

Summary

DEFINITIONS

The group worked from the definition of Myrdal, that discrimination is the objective aspect of prejudice, and prejudice is the attitude and feeling basic to discrimination. The one can exist in the absence of the other; for example, discriminatory action, such as attendance at segregated schools when no others are available, need not indicate prejudice in every individual involved. It is possible, however, that continued conformity to discriminatory practices may lead eventually to prejudice in the conforming individuals, and that any concentration of prejudiced individuals may lead to discriminatory practices. Action to improve intergroup relations should be directed toward both prejudice and discrimination. It was agreed also that action should also be directed toward producing consistency between the standards taught by the numerous and varied persons and groups influencing our children and youth. For example, young people are now often confused and uncertain as a result of conflicts between what they are taught at home and in school, and between these standards and what they learn from other young people.

DEVELOPMENT OF PREJUDICE

Children may develop prejudices as early as the age of four. Existing racial stereotypes are likely to be learned a year or so earlier than those related to religious groups. Since prejudice is so widespread in the United States, children of all groups in all parts of the country are likely to be repeatedly exposed to prejudiced people and to discriminatory situations. The nature and intensity of the prejudices vary with region, community, temporary conditions, and other factors. Children are affected by many kinds of persons and situations, and certainly not by their parents alone. The scientific literature suggests a positive correlation between the attitudes of children and of their teachers, as well as between those of children and their parents. Certainly many teachers are prejudiced, and often textbooks convey prejudices. Segregated churches are common, and their existence contributes to the building of prejudice. More often than not, all aspects of the child's environment support negative attitudes toward minority groups.

Minority group children learn prejudices much as do majority group children. They are, however, differently affected by such learnings and, most particularly, by being the victims. These children are likely to be severely handicapped in attaining the goal of healthy personality develop-

ment. However, prejudice and discrimination are harmful to the development of healthy personality in all children, and hence to the welfare of the whole society.

So long as minority groups exist in the United States, they of course provide targets for prejudice and discrimination. Yet the individual in a democracy must have the right to choose to be a part of a "different" group if he so desires, and must not be punished for doing so. The problem is one of protecting the right of all persons to perpetuate cultural pluralism if they wish to do so, and of achieving unity in American society without uniformity.

COURSES OF ACTION

The group acknowledged that a great deal is being done to free our children and youth of prejudice, but the efforts are poorly coordinated. Techniques and methods for coordination of research and action programs in the field of intergroup relations are greatly needed.

Child welfare agencies and agencies concerned with the welfare of minority groups and with human rights should devote some part of their programs to counteracting the development of negative intergroup attitudes in children and the detrimental effects of these attitudes and practices on personality. Those working with children should have greater sensitivity to intergroup problems and more information about them.

All agencies and organizations should concern themselves with the support and implementation of the report of the President's Commission on Civil Rights.

Great numbers of persons and groups are working vigorously to reduce prejudice and discrimination. Although much remains to be accomplished, the evidence of significant progress in the past decade is encouraging.

The group concluded that since segregation in all its forms is contrary to principles of American democracy, it should be eliminated from all aspects of American life, including public education at all levels, labor unions, the armed services, public transportation, housing, recreation and all other forms of organized life.

In particular, since a fundamental principle of religion is the brotherhood of man and the equality of man before God, the group concurred in the belief that it is incongruous that racial segregation should be practiced in places of worship and in institutions organized and sponsored by religious organizations, and therefore urged that the religious organizations take leadership in abolishing such segregation.

The group further viewed as particularly shocking the segregation that exists in the nation's capital, and concluded that henceforth no conference called by the federal government in behalf of all the people of the United States should be held in Washington, D. C., or in any other community

unless the community provided nonsegregated facilities for all of the participants.

The members of the group believed that the only criteria for educational opportunities should be the capacities and qualifications of the individual for the particular program to which he aspires; they therefore opposed all quota systems and admissions policies based on the religious, ethnic, or racial origins of the applicants, for any form of training or education.

They urged also that action should be taken to eliminate from textbooks, whether used in public, private, or sectarian schools, and at all levels, and especially in connection with teacher training, materials conducive to prejudice, such as inaccuracies, distortions, stereotypes; and that action should also be taken to facilitate the development and adoption of those texts which include positive materials designed to present an objective and complete picture.

Because children of minority groups are frequently taken from school for labor, to the detriment of their preparation for later life, the group urged the full enforcement of existing laws on child labor and compulsory education for children of all groups, whether engaged in agricultural labor or urban industry, or in families engaged in interstate migratory labor, together with the passage and enforcement of national and state fair employment practice acts and the enforcement of existing nondiscriminatory clauses in government contracts.

The group recorded its opposition to any form of legal or administrative discrimination applied to any ethnic or racial group, and urged that the Congress repeal such acts or laws as operate to exclude Oriental peoples from immigration and citizenship.

It was also emphasized that the rights of Indian tribes to self-determination should be recognized in any change of their legal status in the United States as well as the right of the individual Indian to choose his own cultural pattern of life.

Findings

American children learn prejudices from and during their school years. They acquire these prevalent attitudes in varying degrees through all of the agencies of society.

Research indicates that the personalities of the victims of prejudice are markedly affected by their experiences. Research concerning effects upon the personalities of the prejudiced is inadequate, but observation suggests that these effects are significant and unfavorable.

Prejudice and discrimination are, respectively, the subjective and objective aspects of intergroup conflict phenomena. These two aspects act on one another; hence remedial action must be directed toward both.

American youth are often confused by the differing and conflicting standards set for them by parents, teachers, other children, and the many others

who influence youth. These several influences need unifying, and all need to reaffirm that American democracy stands for diversity within unity.

Techniques and methods for coordination of research and action programs in the field of intergroup relations are greatly needed.

Child welfare agencies, as well as other agencies concerned with human welfare, should devote attention to the building of sound attitudes and to the implementation of the report of the President's Commission on Civil Rights.

Though great problems remain unsolved, progress toward reduction of prejudice and discrimination has been made.

AESTHETIC EXPERIENCE AND ARTISTIC EXPRESSION

(Work Group 21)

Summary

VALUES

The group agreed that the arts can be utilized as a part of daily living in a democracy, and contribute to healthy personality development in children and youth. The term was used to include all forms of individual expression, such as acting, singing, playing musical instruments, writing, drawing, painting, designing, and dancing.

Such arts are essential spiritual, creative, and practical forces, and form natural outlets for emotional experiences. It was pointed out that our democracy has reached a stage where richer expression through the arts should be and can be achieved, and that aesthetic experience contributes uniquely to the development of self-reliance in the individual and in this way helps him to realize one ideal of democratic living. Also, when groups of youth enjoy common experience in the arts, they achieve a unified and sympathetic social experience. Thus, the arts may be used to meet people's need to work together and to develop cooperation. Further, the arts may serve to counteract the materialism of the world in which we live.

EDUCATION AND GROWTH

It was emphasized that school administrators should recognize more keenly the importance of the arts in healthy personality development. Teachers should be better trained, and better methods of instruction in the arts that are specially suited for youth and kindergarten groups should be devised. Teachers should take the individual at the level of cultural development where they find him and go on from that point. The arts should be made a part of living together in classrooms. Since the personality of a child begins to develop very early, art forms and experiences should be made a part of his life from the start. A better understanding of adolescent experiences and

of how the arts may serve as a release for emotional tensions should be achieved. In addition to the value of the arts as self-expression, their value as communication should also be stressed. Creative activities should be available to all children at every stage of their development. The group saw some need for more documentation and scientific evidence on the value of the arts as a contribution to healthy personality development.

Various artistic media help the individual to release and to crystallize his ideas, and they serve to encourage social, recreative, and appreciative talents or skills. Thus the arts contribute to mental health.

MASS MEDIA

Concerning the use of the arts in mass media, the group felt that local and statewide groups of citizens as well as individuals should work more vigorously toward improving the calibre of information and entertainment that comes to children and youth through these channels. The programs specifically for children should be as fine as the best of our nation's other creations in the arts.

CORRELATION AND COORDINATION

The group urged a correlation among the arts in schools, in home activities, and in the community. In relation to the use of the arts in the schools, emphasis should be placed on creative participation, that arts should be employed as an essential part of the total school program, and teachers should have meaningful experiences in the arts as part of their training. In the home, children and their parents should have opportunity to explore various art activities and experiences, and these should be related to other experiences in the arts in the school and the community.

Coordination of the arts on a nationwide basis to serve all children and youth in the home, community, and school setting was extensively discussed. A coordination of the arts nationally and in states and local communities to serve all children and youth in home, community, and school setting, in cooperation with state and local groups devoted to fostering the growth of the arts, was stated as a desirable goal. The pooling of all resources and facilities would be an effective method of mobilizing the arts to strengthen social stability in these times of stress. More research is needed to provide data basic to developing experience in the arts for children and youth. This should be undertaken by federal and state authorities, departments of education in universities, and local school systems.

Findings

Participation in the arts by children and youth, through both creation and appreciation, is an essential force in developing those mental, emotional, and spiritual qualities basic to individual happiness, healthy personality, and responsible citizenship.

The individual gains personal strength, integrity, and freedom by discovering himself through art experience; and, learning how to express his own deep and unique needs and aspirations, learns also how to communicate with his fellows. Thus, individual growth leads to good human relationships and democratic values.

The arts contain inherent disciplines which contribute directly both to the self-reliance of the individual and to his social understanding and competence.

Furthermore, the arts are avenues by which the highest meaning of a whole society or culture can be felt, understood, and transmitted from one generation to the next.

The arts supply the chief means by which the individual can identify and publish himself in the world.

Therefore, because the arts are a social heritage and because they are inherent in the life of the growing child and youth, they should be encouraged in home and school, and in every other part of organized living.

Teachers, parents, community leaders, and all others whose acts and decisions influence the growth of our children and youth, should learn how to enhance individual freedom and social understanding by giving wider opportunity for healthy personality development through the arts.

MEDIA OF MASS COMMUNICATION

(Work Group 22)

Summary

The general problem before this group was how to improve the world of sight and sound, the world of mass communications, so that it would produce a better mental, emotional and spiritual atmosphere. Most of the discussion centered on television, although radio, movies, recordings, newspapers and comics were also considered.

TELEVISION

The reactions to television as it affects the individuals in this group may be summarized as follows: (a) Television absorbs too much of one's attention. (b) Its sameness and uniformity soon become boring and therefore the medium is often neglected. (c) Television has helped one father to reassess his own family structure and to consider how much time his family should spend jointly with their television; hence we should intelligently interpret to the public the opportunity that television offers for closer family ties and discussions. (d) Much can be learned from television and other media of mass communication; the assumption that we can only learn from books is somewhat archaic and not sound.

There is a need for allocation of television facilities to educational agencies, a proposal currently being considered by the Federal Communications Commission. It was concluded that the Conference should support the request that the Federal Communications Commission ultimately allocate a certain portion of the ultra-high frequency band to educational agencies, to be used for television programs. It was also agreed that the Commission should be urged to require commercial television agencies to reserve a certain percentage of time for educational programs, the content to be determined by educational agencies.

These conclusions indicate that the major concern of the group was in the field of television. In addition, however, it was agreed that educational agencies and the mass media themselves should teach young people how to use discrimination in selecting programs. In this connection the need for impartial research on the effects of mass media on personality development was stressed, and the Conference was urged to promote such research.

EDUCATION

The group thought that educational agencies seeking to use mass media should obtain professional help so that their programs would be adapted to the medium chosen. On the other hand it was urged that an industry such as the television industry has an obligation to children and youth which should be met by daily programs satisfying the intellectual and emotional needs of children and youth, and by programs which support good race relations.

LIBRARIES

Stress was also given to the need for providing school and community library services for all citizens, since at present one quarter of the population, primarily rural, lacks them.

LEISURE

Need was also expressed by the group for the formation of a national committee on leisure time activities of children, to accumulate and disseminate information on this subject, such a committee to work through similar state and local committees.

It was pointed out that as far as the child is concerned, he may not be able to absorb creatively the variety of stimuli which are constantly clamoring for his attention through the mass media. Also, the television diet of today is too meager in cultural and spiritual content; the content of the programs is often dubious and in poor taste; the programs are for the most part of a thriller variety and in general suffer from lack of distinction. On the other hand, one good result of the introduction of television has been that the movies, basketball games, football games, and so on, are now brought into the home. This might be a contributing factor in building better associations and strengthening family relations.

It was concluded in general that: (a) Ways and means should be found through mass communications to reach cultural minorities, including their children or youth, and to provide, at least for this group, a superior type of program. (b) Children have developed an immunity, a sort of psychological self-protection to the onslaught of the mass media. (c) The effect of any medium of communication is not always the effect intended; sometimes the psychological impact is by no means as deleterious as might appear on the surface. (d) In all generations people have fought each new medium of communication developed in their time. It was stressed by several that too much time and energy are lost in fighting the media instead of improving their quality. It was asserted that on the whole parents and teachers are strenuously asking for better mass media programs, concerned with enriching the emotional, aesthetic and spiritual lives of their children.

MINORITY OPINIONS

Several minority opinions were recorded in the group. One of these pointed out that in the field of television, a requirement on the part of the Federal Communications Commission that a UHF channel be pre-empted for use by educational institutions or that a specified amount of time be reserved for educational purposes where only one such channel exists would involve the principle of compulsion and censorship on the part of the Commission.

A second minority proposal was that major film companies be urged to produce fine full-length feature entertainment films with the young audience specifically in mind.

A third minority statement was to the effect that educational institutions should recognize that mass media industries are willing and able to purchase material for mass media use. Hence suitable material supplied in this way would further the aims of education and of this Conference and at the same time place funds at the disposal of the institution beyond those that may now be obtained through donation by or taxation of industry.

MOBILIZATION AND WAR

(Work Group 23)

Summary

DEMOCRATIC HERITAGE

The critical situation in these midcentury years has served not only to rally this country to the preservation of its heritage of democratic, moral and spiritual values; it has put these very values on trial. People are increasingly aware that whatever they do in meeting the crisis, they must not violate those

principles of freedom and justice, of cooperation, of self-reliance, and independence of thought and belief upon which the nation was founded. Thoughts, plans, work, and recommendations are tested by our moral, mental, spiritual, and emotional resources, which must be added to and made a part of the social, economic, military, and political resources of the nation.

Even in these threatening times, Americans must believe that war is not inevitable, and that they can and should work untiringly for a just and peaceful world. A minority of the present group believed that our people should concentrate on working internationally for peace, and outlawing atomic warfare. But the majority felt that present realities must be faced, and urged all those in authority immediately to inform the public on the seriousness of the continuing crisis and threat to the American family and community. All agreed that communities, agencies and individuals should prepare now for increased work, services, and safeguards for children and youth.

SHARING RESPONSIBILITY

In facing the grave realities of what new war may mean, the group accepted the position that the load and the sacrifices of mobilization and war must be shared by all individuals and groups in the population as well as by those in military services. This means women as well as men, civilians as well as soldiers. It means that in times of national emergency, compulsory training and service for everyone, with selective assignment, are essential. But this inclusive service should permit reserving for the community the teachers, doctors, child care specialists and others upon whom the well-being of children in good part depends.

FAMILY NEEDS

War is an intensification of crises and problems that are always dangerous for children. The kind of crisis that hurts children and youth most seriously is the break-up of the family. This requires, the group concluded, that every effort must be made to preserve for children the values of family life. It requires that community agencies, public and private, should immediately survey and assess their present programs, facilities, and personnel, and prepare to redirect their services to meet the emergency needs of families. It requires that each state should study permissive legislation enabling action for protective services for children in case of emergency, and that community and national education on the priority of importance of special services for the protection of the family-child relationship should be planned and carried out now.

STUDIES

There is very little research material on children and youth in time of crisis; hence, the group concluded that it is vitally important that there should be fact finding investigations, surveys, controlled research, evaluations,

and applications, to determine the needs, resources, problems, and possible work within the community.

In view of studies in child development as well as experience at home and abroad during World War II, it is known that each age group has its special needs. For the infant and toddler, close relationship with his mother is most important. This means that in terms of evacuation, infants and toddlers should be evacuated only with mothers or mother substitutes. In terms of war industry, it means that their mothers should be regarded as the last source of manpower. Where mothers must for any reason be separated from their children, the quality of the substitute maternal care in day care facilities, nurseries, and foster homes is of utmost importance. Such care may require recruitment and training of personnel for child care projects—a program of short time training on an emergency level may be necessary and should be carried out under the supervision of qualified personnel.

SCHOOL PROGRAMS RELATED TO DEFENSE

It was urged that a defense program for school-age children should be centered in the elementary and secondary schools, where the child has a sense of belonging to his grade group and his teacher; where the principal of the school can integrate the total program, and supplement his staff with people trained in social work, group work, and mental hygiene.

SELECTIVE SERVICE

The group agreed with the opinion of youth that: there are some inequities in selective service; youth are handicapped in the possibilities of getting employment if they are subject to the draft; they need adequate religious, educational, health, and leisure time programs whether they are in service or not; and a wholesome relationship between military and civilian communities must be furthered. Whatever adults and youth can do, working together in their community, state, and national agencies and organizations, to mitigate or correct inequities, to help youth adjust to mobilization and to service, and to give them courage and the faith that they will have good homes, jobs, communities, and life to return to—these things must be done, for the sake of youth and for the sake of the nation.

PROBLEMS INTENSIFIED

The group concluded that many problems which were faced during and after World War II are now intensifying and must be met with intensified effort. Some of these problems have to do with physical factors, such as inadequate school buildings, hospitals, and recreational facilities. Some have to do with personnel, such as working mothers, inadequate numbers of teachers, doctors, social workers, and so on. Some are problems of morale—wartime anxiety, insecurity, loneliness, community rejections, devil-may-care morality and easy money.

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ALLAYING FEAR

Also, fear and anxiety due to the possibility of widespread war and of bombing raids upon our large cities are already in varying degrees a national phenomenon. Recognition of this fact is essential to civil defense and military preparedness and no less to the protection of children. Fear and anxiety can be alleviated and to some extent even turned to constructive uses. The group therefore felt it vital that frank, factual knowledge about mobilization and warfare and how they may affect people at home or in the service, and the precautions and methods of self and community defense, be made available to all, and that the press, radio, television, newspapers, and parents themselves exercise rational restraint in talking about and picturing atomic warfare. Love is a basic part of emotional security, and children can be given some sense of security even in war by loving them warmly and demonstratively. Since activity itself is one of the best ways of dealing with fear, adults and older youth can and should learn how to control their own fears by work, by helping others. Children and youth should be given opportunities to visit with relatives or other friends, to adjust them to sudden dislocations. Tasks in the home, in organizations, in the community, should be given to every child, to make him feel a part of common efforts.

Consultation services for parents and children are needed both during and after the war, to help them meet the problems of adjustment as they arise. For the most disturbed children and parents, clinical facilities should be available.

Such activity, it was agreed, will help children and youth and adults to learn the positive values that exist in the current mobilization and preparation efforts. So would an affirmative, positive, simple clarifying of the principles of democracy and our long-range national objectives, through every available means of communication. People must admit the existence of, and try to think out how they themselves can resolve, the conflict between their deepest ideals of peace and brotherhood and the possible necessity of having to engage in war and killing. They must also help youth deal with the same conflict. To do this, we must all teach children and youth not to make other people the objects of hate and prejudice because of race, color, nationality, or the political systems of which they may be the victims. And all can and must help children and youth develop a sense of purpose and a belief in the future.

Findings

1. The critical situation in these midcentury years has served not only to rally us to the preservation of our democratic heritage and the moral and spiritual values of this heritage; it has put these very matters on trial. Whatever we do in meeting this crisis we must not violate those principles of self-reliance and independence of thought and beliefs upon which our nation was founded. In recognizing moral and spiritual resources as our

ultimate source of strength, we must use them to test our thoughts, plans, recommendations, and in the tremendous task of preserving those things we hold dear.

2. There are some positive values in the current mobilization effort. Progress toward a better world is being made. While we believe that war as an instrument for settling differences can be eliminated, we recognize that we must continue to work for our values. Spiritual and moral values provide strength to help the individual meet the challenge of living in an insecure world and minimize the effects of fear and hate.

3. The present systems of manpower procurement for military service have resulted in inequities and uncertainties inimical to youth and the nation. Since survival in the world today may depend on efficient utilization of human resources, it is important now to activate an overall manpower procurement plan.

4. Fear and anxiety due to the possibility of widespread war and bombing raids upon our industrial centers are already in varying degrees a national phenomenon and affect children and youth. They can be alleviated by appropriate measures and to some extent can even be turned to constructive uses. Anxiety that produces apathy and paralysis of effort can and should be diverted into channels of mutual aid and support.

5. The strong desire for peace in the hearts of the American people has led to a serious lack of realism in America's preparations for mobilization and war. Recognizing that mobilization and war differ in many of their social impacts only in degree, we see many problems that require action—physical problems: inadequate schools, hospitals, recreational facilities; personnel problems: working mothers, shortages of teachers, physicians, child welfare workers; morale problems: wartime anxiety, insecurity, loneliness, community rejections, devil-may-care morality, easy money. Any program of manpower distribution or material utilization must take these problems into account.

6. Since the youth of our country are subject to call to the armed services, many of them are finding it difficult to obtain employment or promotion. When young people go away from home to work, they need supervision on the job, proper housing facilities, counseling to replace absent parents, and recreational facilities.

7. Some conscientious objectors were and are dissatisfied with the limitations put upon their service in World War II. They want to be permitted to serve overseas—in danger areas.

8. A healthy personality is dependent upon the development in youth of a sense of purpose and a belief in the future. Young people are aware of a lack of spiritual and moral moorings. They need an awareness of spiritual values in the whole of life.

9. Research on the problems of children and youth is needed at all times, but particularly in periods of crisis. It is important that decisions affecting the life and well-being of communities and individuals be based on factual information gained by surveys, investigations, and controlled research procedures.

Section 4 Children in Special Situations

FAMILIES WITH INADEQUATE INCOMES

(Work Group 24)

Summary

WHAT IS ADEQUATE?

Because the concept of adequacy is influenced by many different factors, for example, the nature of the locality and the cost of living, environment, social class, the group agreed that no satisfactory definition could be evolved in monetary terms. It is more realistic to consider adequacy in terms of the effect on people of income insufficient to meet basic personal and social needs. An adequate family income is one that provides for each member a sense of general well-being and includes the basis necessary for physical, mental, social and spiritual health. The amount of money income needed to meet these basic needs will vary according to locality and the nature of the community, whether rural or urban. The specific problems significantly re-related to inadequacy of income and its effect on personality of children are spiritual, physical, intellectual, emotional and social in nature.

EFFECTS ON RELIGION

The group held the opinion that often people who live in slum areas and suffer from lack of good clothes and from general social discomfort tend to take no part in religious activities. When this happens their children may be cut off from any active religious life and fail to develop the sense of responsibility and the desire to serve which religion stimulates. These disadvantages are further accentuated by insufficient opportunities for religious training for ministers and other religious workers as well as by the phenomena of absentee pastors and inadequate buildings and equipment. To

counteract some of these adverse factors, it was concluded that denominational and interdenominational agencies should coordinate, strengthen and expand their services for families with inadequate income. These agencies should give special attention to supplying well trained, consecrated religious workers and resident clergymen by providing adequate subsistence payments. Families should be helped to foster and nurture spiritual life by providing more adequate opportunities for spiritual experience based on sound religious educational principles.

PHYSICAL FACTORS

Concerning physical factors bearing especially on the personality development of children, the problems of housing, health, nutrition, economic maintenance programs, and family budgets operate with special force on children in families with inadequate income. The gaps in existing programs place low income families at the greatest disadvantage. Research should be carried on to obtain specific factual data for use in improving inadequate services and also to serve as the basis for creating new facilities when needed. The group also concurred in the belief that laws should be extended or established relating to insurance, assistance and health measures, development of better housing supply, and supervision and extension of training opportunities to increase the supply of competent personnel. Furthermore, laws which tend to hold incomes at inadequate levels should be amended or revoked.

INTELLECTUAL AND EMOTIONAL FACTORS

Intellectual and emotional factors, it was pointed out, include the inadequacies and inequalities of present educational facilities, the adverse psychological effects on children of conditions inherent in the inadequate incomes of their families, and the impairment of interpersonal relationships likely to stem from deprivations. Steps should be taken to bring to the highest possible level the educational opportunities for children of all areas and without discrimination or segregation. School attendance and child labor laws should be strengthened and enforced, and school systems should recognize inequities and attempt to eliminate them. School systems should, in particular, improve facilities utilized primarily by children of lower income families. Guidance services in schools and community agencies should be maintained, also, to offset the psychological handicaps of children from these families.

SOCIAL FACTORS

The social factors bearing with particular weight on children of families with inadequate income include the problems of recreation, job opportunities, help for the handicapped, and citizen participation. It was urged that increased funds should be obtained for vocational counseling and guidance programs and for improving the machinery for cooperation among youth

service agencies, schools, unions, employer, and all other community groups. The role of unions in influencing attitudes and giving status to members with low incomes should not be overlooked. It is urgent that local communities give special attention to providing facilities for participation in community life by all segments of the population. Communities should take appropriate action to meet this need. They should specifically include children of migrant families.

Many families have solved some of the problems of living with an inadequate income. Nevertheless, the conclusion was reached that everything possible should be done to increase the normal income of the family and to make outside help less necessary. Such efforts must be made on behalf of all low income families, including those in cities and in rural and migratory occupations, as well as members of minority groups.

Findings

Children who are members of families with inadequate incomes constitute a majority of the children of this country. One out of every two children in large cities belongs in this group—and rural families have less income and more children than city families. The majority of children in families with inadequate incomes are white native-born.

Although some of the problems of living on an inadequate income can be solved, as has been said, for a great many American families, a consequence of widespread inadequacy of income is that a majority of the children receive their early upbringing—their basic attitudes and reactions to life—from parents in whom depressed income status may have already induced crippling anxieties, antagonisms and bitterness, dissatisfactions with their lives, and a sense of futility and cynical resignation. The parents may have already found it difficult or impossible to develop that sense of well-being from which the child's own ability to build a healthy personality ought to come.

Important, then, to the mental health and personality growth of the child is protection against exposure of himself or his parents to the effects of poor housing, inflation, unemployment, racial and other discrimination, overwork or the absence of satisfying, meaningful work experiences and a host of the other negative elements, the cumulative effects of which control the lives of many of the families in the lower income levels of American economic life.

The social institutions to which we expect low income families to turn for protection and for help in passing along to the children a better life than the parents have enjoyed are almost without exception inadequate to meet this demand. Welfare programs for children are generally inadequately financed, as are the public assistance programs.

Agencies whose function it is to serve children may be conceived and operated in terms quite removed from those which are meaningful and valid for the children served. The same is said to be true of many schools.

In some areas of life, almost nothing is available to help the child of the low income family to enrich his barren environment; he may even run afoul of the law when he tries to supply for himself what society has failed to supply for him.

Furthermore, some social institutions serving the child and the family, such as labor unions and various service agencies, are often not recognized by the community and may even be opposed by it.

Whatever can be done to increase the normal income of families will make outside help less necessary. Supplementing the earnings of the head of the family out of public funds may be necessary so that more nearly adequate income will be available to provide the normal community, family, and personal relationships. In addition society must itself provide, supplement, or help support activities and services—necessary to wholesome family and personal development—which might otherwise not exist.

The test of every measure proposed for children must be: is the assistance being rendered to these children and their families one which will help to increase the ability of the child and the family to grow wholesomely and wholely in their ability to serve themselves, each other, and society—growth which might not take place if the service were not available?

PART-TIME PARENTS

(Work Group 25)

Summary

NEEDS OF PARENTS AND CHILDREN

It was the consensus of the group that infants need the continuous care of one person, preferably the mother. However, family experience is also valuable even for the infant and should include not only the mother but the father, brothers, sisters, and possibly others. Infants can exchange persons if the same emotional tone is kept. Young babies should not be placed in any kind of institutional care. Whether a child benefits from day care experience depends on several factors, such as the parent-child relationship, the preparation and help given both mother and child in using the new experience, and the quality of the experience.

It was pointed out that the needs of children of part-time parents, although common to all children, become even more important in the special situation. They need to be loved by their parents, to be important to them, and to get from adults a sense of reliability and continuity. They need to feel and to enjoy their own life under proper guidance. Their basic physical needs must be met, and this should be done with particular emphasis on flexibility in habit training.

It is particularly important that a child going into day care should be

under the care of trained people who like and understand him. Both he and his parents should be prepared for the new experience, and he should be led to feel the security which comes from mutual respect between teacher, worker and parent. His program of activities should be geared to his age level and ability.

On the other hand, it was shown that part-time parents who use day care services have needs of their own. Those who provide such a service should help the parents to make the best use of it. They should give the parents good counsel while they are deciding whether or not to use the service, so that their judgments will be sound. The parents may also need vocational guidance regarding work plans and the management of the home. Through such means the parents can be led to feel that they too are important, and while using the service can be helped to grow in their understanding of the child left in its care.

STANDARDS

The group concluded that certain standards of day care should be maintained, as follows:

1. Case-work service should be an integral part of the day-care program.
2. The staff ratio should be:
   (a) For children 2 to 3 years, not over 10 children to a group with a maximum of 12 to 2 professional persons
   (b) For children 3 to 4 years, not over 14 or 15 children to a group with 2 professional persons
   (c) For children from 5 to 12 years, not over 20 to a group with two professional persons.
3. All day care centers, it was agreed, should be licensed and should be required to meet appropriate standards of physical equipment, sanitation, medical care and personnel.

PUBLIC RELATIONS

The group urged that business, industry and organized labor should be helped to understand the basic needs of children for healthy personality development and the relationship of these needs to the employment of mothers and that the findings of the Conference should be used by appropriate governmental and voluntary groups and agencies as the basis for increasing this understanding.

SERVICE FOR ALL

In order to better serve all children all types of day care facilities and appropriate services should be made available not only to children of employed mothers but to all children needing such services. Since there is a lack of adequate services for children in rural areas, more consideration should be given to establishing rural services.

CHILDREN UNDER TWELVE

The group believed that day care, including foster family day care for infants and young children, is an appropriate service for certain children under 12 years of age. It uniquely meets the needs of children whose parents require services in order to maintain the family unit. Accordingly, in order to meet the needs for adequate day care, existing facilities in all communities should be expanded and strengthened, new facilities should be developed where needed through cooperative use of public and private funds, including federal, state and local. Public funds should be made available so that the programs can be administered in accordance with proper standards. Finally, the group insisted that it is imperative in the present time of mobilization for defense that more services be provided immediately so that there will be as little disruption as possible in family life. Because the family is the foundation of American society, day care services should always contribute to strengthening the family as a unit.

Findings

A part-time parent is any biological or legal parent who for whatever reason uses for his child, during the day, some form of substitute care.

Part-time parenthood should not be considered from an economic point of view alone; emotional factors should also be considered. Part-time parenthood can be desirable and constructive for both parents and children. On the other hand, if certain constructive conditions are not met it can be damaging.

Proper standards for day care of children should be enforced. Parents who leave their children in day care centers or nursery schools, whether commercial or provided by the community, should be made aware of the hazards of substandard facilities. Legislation should be developed and implemented by the states to help protect parents and children from exploitation.

Since employment of mothers is on the increase, communities should be educated by every means possible to understand and to accept the employed mother.

CHILDREN ON THE MOVE

(Work Group 26)

Summary

SPECIAL CIRCUMSTANCES

Acknowledging that many children benefit greatly by the movement of their families to new communities, this group focused its attention on those children who are handicapped because they and their families do not promptly find their places in the new community and do not have access to the

services children need, with resulting ill effects on the personalities of the children. Those affected by special circumstances that may be disadvantageous were classified under several headings as follows:

Children of migrant agricultural workers

Children whose families move to industrial or construction areas in numbers that cause an overload on existing community facilities

Children who move to urban areas from rural areas where their opportunity for education has been limited

Children from other countries, coming alone or with their families, who need help in adjusting to community life in the United States

Children of the armed forces, and of civilians mobilized for military service who move to new communities

Runaway children

Transient youth.

Other groups identified but not discussed specifically in these meetings were children of tourists, American Indian children moving from reservations to schools and to other communities, children of Puerto Rican migrants to the mainland, and children whose families move for health reasons. These children are affected by disadvantages similar to those of the other groups, and similar efforts are required to meet their needs.

DEFICIENCIES

The problems affecting these classes of children were identified as: neglect, including lack of infant care and day care while mothers are employed; inadequate opportunities for development of family and spiritual life; inadequate housing; lack of access to health, educational and recreational services; lack of absorption into the community because of rejection or because of lack of a common language and common cultural patterns; unfavorable employment practices, including unsystematic recruitment; inadequate and uncertain wages; insufficient training and extensive child labor; lack of access to community services because of rigid state settlement laws; and inadequate or insufficient temporary shelter care for the juvenile away from home.

The group agreed that children moving to new communities have the same basic needs as all other children, but that special effort is required to see that the needs of the child on the move are met, and also that ways must be found to make community services of all types available to children and youth who live in a community for only a short period.

RESEARCH AND INFORMATION

It was the conclusion of the group that recurrent studies should be carried on to locate the groups of families and children who are on the move under circumstances that create handicaps, to determine methods for adopting and financing programs to meet their needs, and to work out procedures for inter-

community and interstate cooperation to reinforce community efforts. Also, provision should be made for exchange of information on successful efforts to meet the needs of children on the move. Concurrently, legal and other restrictions should be removed to make it possible to provide services promptly and adequately for children coming to communities temporarily or permanently.

RUNAWAYS

It was urged that where, in service to runaways, close relationships among social agencies and police departments do not exist, steps should be taken toward that end; and that local facilities for shelter, health, recreational, psychiatric, and other welfare services should be made available to the runaway child. In order that understanding and care should be provided in all communities, it was considered essential that an appropriate state agency should explore the available facilities, public and voluntary, with a view to stimulating greater adequacy of services, and develop a program of interpretation of the meaning of the behavior symptom of running away.

ARMED FORCES

Governmental and voluntary agencies, furthermore, should be alerted to the needs of children of the personnel of the armed forces moving to new communities, to assure their absorption into community life and to provide adequate housing, health, educational, spiritual, and recreational services to meet their needs.

IMMIGRANTS

There was agreement that community groups should make special efforts to welcome children coming from other countries with their families or alone, to understand their cultural background, to orient them to American patterns of living and the services available for their health, educational, recreational and spiritual life, to assist them in their economic adjustment, and to help them in making contact with others of their nationality group already in this country.

The group believed that immigration laws should be enforced and that no foreign contract labor should be imported until domestic workers have first been offered employment under equally good conditions.

MIGRANTS

It was urged that provision should be made at local, state, and national levels for meeting the needs of children of agricultural migrants through interdepartmental cooperation, cooperation of governmental and voluntary agencies, and by placing primary responsibility for leadership in one agency. There is also need to extend to agricultural workers, including migrants, the benefits of child labor and school laws and other protective labor laws and related legislation such as minimum wage and social security laws. The

provision of state labor camp codes, the utilization of the non-farm rural housing program where possible, and the exploration of the need for a federal farm camp program in some areas should be undertaken in order to insure decent housing. The group felt that there should be licensing and regulation of private employment agencies and labor contractors and regulation of transportation of migrant workers and their children.

Public health agencies, it was emphasized, should be made responsible for providing health and medical care services to migrant agricultural workers, including general public health services and health services for pregnant women or their families. Also, child care centers, recreation, welfare services and relief should be provided, using state and federal grants-in-aid if necessary. Local initiative should be encouraged to get migrant children into school and to make available to them without discrimination all the advantages of our public school system and the cultural and spiritual services of the community. Local programs should be developed to extend year-round employment opportunities in communities and to reduce the necessity of workers to migrate.

The group concluded that state employment services should be extended to include more guidance of migrants to areas where employment opportunities are available, more aid to them in making their vocational adjustment, and as far as possible referral to other agencies that can contribute to their welfare.

PROBLEMS OF ADJUSTMENT

It is important that adequate services for children be provided in all communities in order to reduce the problems of adjustment of children moving from one area to another and an all-out effort should be made to transfer essential records of children from the original community to the new location. The housing for families and the facilities and services for children and youth should be expanded as rapidly as possible in industrial communities when a substantial increase in population overloads existing facilities.

Findings

Movement of people seeking economic or other opportunities has always been characteristic of the United States and is an expression of the individual initiative and self-reliance which are among our great strengths as a nation. Newcomers contribute to the economic and social growth of the receiving communities and most of the families are absorbed without difficulty. The experience of many children is enriched by this movement.

Exclusion of children on the move from the social life of the community, when it occurs because of discrimination, lack of welcome, or failure to provide for their housing, health, education, recreation, spiritual, and social needs, constitutes a serious disadvantage in the development of healthy per-

sonality. The degree of disadvantage is greatest for children of minority racial groups.

RUNAWAYS

Problems exist where the police do not have sufficient information concerning local resources for the diagnosis and treatment of runaways, where the major concern is to remove the runaway from the community as quickly as possible, and where these young people are placed in jails or other inadequate shelters. Resources for temporary shelter and other care are often inadequate or completely lacking.

CHILDREN OF THE ARMED FORCES

The problems of these children on the move include inadequate housing or no housing, lack of adequate health and recreation services, insufficient schools, non-acceptance in the community, insufficient income, and disruption of family life.

CHILDREN OF AGRICULTURAL MIGRANTS

The disadvantages of children on the move are intensified in the case of children of agricultural migrants. In addition to other disadvantages, they often spend long hours of labor in the fields, are subjected to lack of adequate shelter and lack of safe transportation en route, and are not protected by labor and social security laws in general and sometimes not by school attendance laws and other laws whose benefits are restricted to residents.

CHILDREN ON THE MOVE TO INDUSTRIAL AREAS

The establishment of new industries and the relocation or extension of established industries, and their dispersal in the accelerated defense activities make this type of migration of immediate concern.

Large shifts of population from rural to urban areas and within industrial areas are to be expected. Children and youth face problems of adjustment in the communities to which they go. When they come in large numbers, community facilities are overloaded.

CHILDREN COMING FROM OTHER COUNTRIES

The following difficulties may be unique to children who come from other countries: lack of facilities for the practice of their own religion, lack of knowledge of our language, lack of familiarity with American customs and practices, and improper placement of children coming alone. Factors which impede their assimilation into American life include lack of understanding of their background, over-emphasis on their status as displaced persons, failure to correlate their past and present experiences, and, in some cases, inadequate realization of the obligations assumed by the sponsors and by the displaced persons themselves.

SEVERE PHYSICAL AND MENTAL LIMITATIONS

(Work Group 27)

Summary

COMMUNITY RESPONSIBILITY

The consensus of the group was that every child with a handicap, whatever its nature, is first a child with the same consideration due him as any other child, but that in addition children with mental and physical limitations require special services if they are to develop normal healthy personalities. Such services may be rendered in the home, school, clinic, hospital, convalescent home, or institution. Every community has a responsibility to provide adequate facilities for the education, medical care, spiritual welfare, physical growth and social adjustment necessary to enable any child with a physical or mental limitation to function within the structure of such limitations to his maximum effectiveness as a human being, with dignity and independence. The same opportunities for care, treatment, and training should be available for handicapped children as for the nonhandicapped, unless the nature of the handicap renders this impossible or undesirable.

DEFINITION

There are no nationwide statistics on the prevalence of different types of crippling or handicapping conditions, but a formal over-all survey would be meaningless, for no definition can be formulated that would be sufficiently discriminating of a subjective limitation in a given case of mental or physical disablement. Likewise, registration of handicapped children is of little value without the objective of a program of continued care.

CASE WORK

It was emphasized that devices for early case finding and reporting to the proper source are most important. The diagnosis, evaluation, and treatment of any handicapped child are a teamwork process carried on by specialists in their respective fields. An early diagnosis of the handicap with interpretation to the family (and to the patient if practical) of the child's abilities as well as his disabilities helps to eliminate uncertainty. While an early prognosis is desirable, care must be taken that it is not too dogmatic. Participation in planning by the family and patient is essential. Children failing to respond satisfactorily to proven therapies and techniques should be re-examined for possible reclassification of needs.

Services for the handicapped, it was pointed out, are not always well coordinated or administered nor are they always based on the needs of the individual. For these and other reasons, children with multiple handicaps

are frequently overlooked. Not all types of service, particularly appropriate educational and institutional care, are available for children under 6 years of age. The group agreed that these lacks must be remedied.

INTER-DISCIPLINARY CENTERS

A need was expressed for developing and expanding all types of services for children with all types of handicaps including the establishment at the community level of inter-disciplinary and well coordinated diagnostic and treatment centers in cooperation with schools which provide professional training. Prior to such expansion and development, is was considered advisable to examine and coordinate existing resources on the local and state levels. Heads of departments of education, health, welfare, and crippled children's agencies should accept the responsibility for leadership in the further development of such services.

PERSONNEL

With regard to personnel, the group believed that the specific needs of personnel preparing to work with handicapped children should be freshly evaluated, and that certain steps should be taken in recruitment and training. There is at present a dearth of qualified personnel in this field. Accordingly, the public should be informed of the existing occupational opportunities which open the way to achieving personal satisfaction and an essential service to humanity.

To expand and improve training, both public and private agencies should provide funds for scholarships and other programs to help students prepare for careers. The professional training of all workers with children should include orientation on the needs and problems of handicapped children and youth. It is desirable to set up adequate training centers for those who wish to be specialists, and institutions that now carry on training programs should cooperate with official agencies and professional associations in setting standards for selecting and training such specialists. There should be provision for expanding the in-service training of professionals, by enlarging existing facilities and by creating new ones.

Furthermore, since meeting the physical, emotional, social, and spiritual needs of handicapped children and youth calls for pooling the efforts of many, any person who expects to do this work should be trained in how to serve as a member of an inter-professional team.

HOME AND PARENTS

It was shown that parent-child relationships affect personality development to a greater extent in the homes of the handicapped child than in the homes of normal children. Therefore, parents need help in understanding and accepting the fact. At the present time provision for such help through professional workers, agencies, and parent groups varies considerably. Properly organized educational services would constitute an additional source of

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help for them and provide a means of widespread community education in knowledge and acceptance of handicapping conditions and in the use of available community resources. Such measures might also be of value in establishing better communication between the various workers dealing with handicapped children.

RECREATIONAL FACILITIES

Recreational opportunities for the handicapped are few, it was agreed. These children are often not accepted in the programs of the normal, and little is available for the home-bound. It was suggested that modifications in present community facilities could be made that would provide for their inclusion, and that there might be coordinated planning on a community or regional basis so that children in any situation, home, school, or institution, urban or rural, would have the opportunity to benefit by a recreational program. Schools offering preparation for recreational leaders should re-examine their curricula to place greater emphasis on the application of present or improved techniques of recreational therapy to the handicapped. Recreation for the handicapped ought to be designed to provide pleasurable participation with peers but within the framework of the child's capabilities. Recreation should be structured whenever possible to serve both for physical therapeusis and for social adjustment. The handicapped child should be integrated into normal community recreation activities whenever possible, and normal children should be taught in their education and their play to accept the child with limitations.

FINANCIAL SUPPORT

Mass media should be used to educate the public to a general acceptance of handicapped individuals, and to create an awareness of the personal problems resulting from a physical or mental limitation, the potentialities of such individuals, their assets and the special services they need. The public should also be acquainted with the different types of services available, so as to forestall the limiting of any phase of the total program without providing adequate substitute services. Furthermore, the arousing of public interest is essential to obtaining the financial support required.

In view of the fact that special services for children with physical or mental limitations cost more than ordinary services, the majority view of the group was that state legislation should be enacted to provide financial assistance to local communities and that federal funds should be made available to states. The initiation and control of services should be reserved to the states and local communities and should be provided in such a way as to encourage the growth of these services. State care programs for handicapped children should also be expanded wherever the existing limitations in geographic coverage, the categories of handicap included, and the type of treatment, or economic or other factors prevent communities from meeting their own needs.

Since early recognition of any handicap is vital for the protection of the child's healthy personality, the group concluded that basic research and educational, public health, social, and other related community services need strengthening by additional private and public funds, and that reporting and registration of handicapped children should be encouraged wherever programs for serving such children can be improved by use of the information obtainable.

COORDINATION

Effective rehabilitation must be the result of the coordinated effort of all the disciplines working from a central point in the community and extending into all parts of community life. It involves varying degrees of responsibility by many skilled workers and cannot be fitted into a rigid or stereotyped pattern. The status of the needs of the child should be reviewed regularly so that revision, continuance, or discontinuance of services may be decided. There is need for distribution of personnel skilled in this field. Demonstration of the abilities of the individual who is well adjusted though handicapped should be part of the community education program. Reconsideration of the age at which rehabilitation techniques are set in motion was urged by the group.

RESEARCH NECESSARY

Research is needed to determine the causes of physical, mental, and emotional handicaps with a view to finding methods of prevention. In the area of job requirements, and the capacities of the disabled, research would provide findings of value to those who help in the adjustment of persons with physical or mental limitations. It was suggested that greater emphasis should be placed on research in contrast to experimental programs, and that every effort should be made to coordinate the results of research with practice. Research in the field of recreation would throw light on the effects of segregation in recreation. The group further indicated that inquiry should be directed toward the evaluation of present practices of placement and diagnostic and treatment techniques used for the child who has a physical or mental limitation. In this regard, special attention should be paid to the problem of multiple handicaps. Research conducted in institutions and treatment centers should be directed toward the adaptation to home care of esssential treatment methods.

FOSTER CARE

The family is the natural place for children to grow up but in certain situations placement in a foster home, residential school, hospital or other institution may be necessary. In such situations, there should be fluid movement so that children return to the family and community after the optimum period of treatment.

INSTITUTIONS

The group believed that institutional programs should be newly evaluated as to methods and content, personnel selection, fiscal policy, and budgetary practices. Such programs should provide flexible and progressive training adjusted to the needs and potentialities of the individual child and of the parent, as far as possible. Services to the handicapped child should be coordinated, and programs should be based on the needs of the individual rather than on expediency. Physically and mentally limited children should have available to them residential or working colonies, convalescent homes, family homes, or children's villages for interim placement. Many children need the services of residential schools or institutions, which as one of their essential functions guide parents and cooperate with them. They should wherever possible aim at the integration of the child into the regular educational system, developing his physical, intellectual, social, spiritual, and recreational capacities to the highest degree possible.

It was urged that the child with a mental or physical limitation should be removed from his own home to an institution only when this step is essential to the welfare of the child and his family. If the step is taken, however, the parents and the child should be given professional help in understanding and accepting the situation, so that they will participate in the treatment and find healthful substitute satisfactions.

The group agreed that special attention ought to be given to securing as house parents in residential schools and institutions individuals who by nature and training possess those attitudes and skills which promote the growth of healthy personality. The opinion was expressed that the status of this group within the personnel of the institution should be re-examined.

EDUCATION

It was the consensus of the group that state departments and local boards of education should take full responsibility for planning and providing adequate educational programs and services for children with physical and mental limitations, and should see to it that state and local administration is competent. Educational officers should seek the cooperation of other agencies and individuals in setting up and maintaining the school facilities. Care should be taken to provide additional or special equipment needed in the teaching or rehabilitation of the handicapped. Additional or special guidance, placement, and follow-up services should also be provided.

For children who are unable to benefit from regular, modified, or remedial school programs, different developmental curricula based on realistic life aptitudes and needs should be arranged. However, wherever necessary, special classes for the handicapped should be established, and if these classes are in regular schools, every effort should be made to hold them in schools serving children of the same age group. Mental hygiene services should be available to both children and personnel.

GENERAL CONSIDERATIONS

The group felt that the term "handicapped children" should be interpreted to include all children having a physical or mental limitation of any degree, from marginal to complete disability. It is only through such an interpretation that a complete program of early detection, adequate treatment, and effective education can achieve the goal of this Conference—healthy personality development of all children, including those who are handicapped.

The handicapped child is first of all a child, and his place, as that of all children, is with his family and with his community. Efforts to enable these children to remain with their families must include (1) continuing assistance to parents in the task of providing for each a secure and satisfying place in the family and (2) arrangements for an education suited to the needs of each within the local public schools.

Since the plight of the child with multiple handicaps is one of the most serious and in the past least considered, the group urged that services for these neglected children be established or added to already existing facilities.

A comprehensive program of rehabilitation should be provided to aid each handicapped child to attain the maximum physical, mental, emotional, social, and vocational adjustment of which he is capable. Mental health concepts should be a part of all services or programs of care for training the handicapped child.

It was urged that all services functioning in the development of the personality of children with limitations should be geared to include the needs of such children under 6 years of age, and that to this end the states should enact or amend legislation where needed.

Findings

Certain members of Work Group 27 took exception to the introductory statement in the supplement of the Fact Finding Report that "there is no basic difference in the personality development of normal and handicapped children."

Children with mental and physical limitations, regardless of age, require special consideration and services if they are to develop into normal, healthy personalities. This should include services in the hospital, the convalescent home, the home and the school. Present programs should be expanded. Children with multiple handicaps are often especially neglected.

Educational programs for persons working with such children should include courses in mental hygiene, family counseling, and community services in their curriculum. Continuous in-service training in these same areas is also needed.

There is need for definite educational courses for parents of handicapped children.

Parent-child relationships affect the personality development of handicapped children to a greater extent than that of normal children.

Children with mental limitations should be kept in special classes with children of their own age.

Services for the handicapped are not always coordinated and are not always based on the needs of the handicapped. In planning and giving special services, there is danger of the categorical approach which does not include consideration of the whole child.

The best results can be obtained by the establishment of a multi-discipline center in the community, with continuous extension of its services throughout the community territory. Individual differences preclude any attempt to form rigid or stereotyped patterns of rehabilitative effort.

Trained personnel for recreation work with the handicapped are needed.

Studies to throw light on the effects of segregation of handicapped children in recreation and elsewhere should be carried on.

More recreational facilities for home-bound and institutionalized children are required, and greater use of existing facilities, with some modifications.

Research is also needed regarding prevention, diagnostic and treatment techniques, and evaluation of present practices in school placement and in financing of special services.

SEVERE EMOTIONAL DISORDERS

(Work Group 28)

Summary

CLINICAL SERVICES

The first general subject dealt with by this group concerned the types of activities involved in clinical services for children with serious emotional disorders, whether in their own homes or elsewhere. The process of helping the child and his family to use such services, capitalizing on the capacities of the individuals involved, contributed to an understanding of the services. In both the relatively well serviced communities and in those with less well developed facilities, it is important to use whatever is available and to enlist the cooperation of all significant persons and agencies in the child's surroundings. Not only does the child need to be treated, but those around him also need help. Criteria for determining when a child is ready for separation from his family unit are of great importance and diagnosis should include such treatment considerations as well as questions of classification.

Budgetary considerations, the group felt, should not be placed before the needs of children or allowed to impair the effectiveness of the resources available. The child's feelings about using a given resource need to be taken into consideration in determining the steps to be taken. Institutions

should have clinical services for the emotionally disturbed children under their care and these should reflect the best knowledge we have about children and their families.

TRAINING

Specialized training is required for clinical personnel involved in caring for emotionally disturbed children. Training for all professions dealing with children should include a greater understanding of children's emotional needs. Such workers should know the nature of the problems treated as well as their own respective functions. Standards of training in all specialized areas of work for emotionally disturbed children should be maintained at the levels set by the respective professional associations, despite the pressing need for large numbers of workers. In addition to professional training, in-service programs are often necessary to fill in the training and experience of such personnel.

Psychiatrists who are appointed to work in juvenile courts should be certified psychiatrists with special training and experience in child psychiatry. This would promote more effective services in the courts that deal with emotionally disturbed children.

The group agreed that workers with emotionally disturbed children should be highly trained and competent in their field and should understand the functions of those who work with them. Some common elements in the training of all individuals dealing with disturbed children were identified as follows:

1. Knowledge of human relations
2. Knowledge of the normal stages in the growth and development of individuals throughout the life cycle
3. Knowledge of parent-child relationships
4. Self-observation and study of motivations for the individual's professional activity
5. Knowledge of how to utilize basic information in carrying out the specific function for which the individual is specifically trained.

FUNDS

More adequate funds are needed for the different types of services available to children with emotional disturbances, including out-patient clinics and various types of institutions, and related agencies such as the courts, the social agencies, the churches and the schools. The possibility of supplementing to some extent certain lacks in such services by the use of group techniques needs consideration. Freedom in using these resources gives flexibility to a treatment program. It is important to integrate the social resources of the community if the maximum use is to be made of them.

PARENTS

In regard to interpreting the services available for children with emo-

tional disorders to parents, the group emphasized that the critical attitudes frequently held in the community against parents who need to bring children for treatment or placement should be modified. The parents need to be helped to know the services and other social resources available and how to use them. Referral of a child to a clinical service or other social resource entails a highly skilled and delicate process requiring understanding of the individuals involved. It was thought that parent-teacher child study groups in the schools were one channel for interpretation.

TEAMWORK

In dealing with emotionally disturbed children, there is a particularly great need for teamwork among the many different specialties and agencies directly concerned. Such teamwork cannot safely be taken for granted, and must be systematically encouraged in the various specialized professional training programs, through legislation and the structuring of relevant governmental agencies, and in the coordination of facilities on the community level. Local interdisciplinary conferences, on the plan of the present Conference, should be promoted.

OTHER NEEDS

The seriously disturbed child is the concern of the psychiatrist and his adjunctive personnel. Child guidance facilities, it was urged, should be provided for all communities ready for them and, in addition, residential treatment services should be provided for children when the need for such services has been established in the course of their other treatment.

The diagnosis of a disturbed child, it was shown, has meaning only if it has taken into consideration the relationships among the various members of the family and indicates how these relationships can be used constructively in treatment. The parent has an important part to play in treatment. When a child is removed from the family, the disturbance may be increased and means for treating the new factor must also be provided.

The group agreed that the teamwork principle in clinical services should be applied on a community basis among agencies, and that residential psychotherapeutic treatment should be made more available. It was concluded that full recognition should be given to the basic fact that all helping services provided for the emotionally disturbed child must be built around parental participation in the home as well as in the treatment centers as far as this is possible.

Comprehensive research programs should be instituted as part of securing the advance in knowledge and skill required in work with children who are emotionally disturbed.

Finally, the group voiced its concern about what it considered to be a dangerous current curtailment in community mental health services.

Findings

There is a serious and acute shortage of professional personnel for starting and maintaining clinical services for the emotionally disturbed child.

Accredited training facilities to increase the reservoir of trained personnel are also woefully lacking. This is particularly true in the training of child psychiatrists.

There is increasing need for psychotherapeutic residential treatment facilities.

All institutional programs for children must be therapeutically oriented and all aspects of the programs should be correlated. More psychotherapeutic treatment facilities in existing institutions should be provided, since all children removed from their homes are to some degree emotionally disturbed and may need such services.

Before a community can utilize child guidance effectively it must integrate the various other services needed for the welfare of children, such as those offered by schools and social agencies.

In-training programs should be developed to increase the competence of all personnel, professional and non-professional.

CHILDREN WHO REBEL

(Work Group 29)

Summary

CAUSES

The group agreed that rebellion is the attempt of a child or youth to maintain his integrity as a person, to defend his dignity as a unique personality when threatened, damaged, or denied that integrity and dignity by other persons. Such provocations to rebellion may begin at birth, or arise at different stages in the life of the individual who may react overtly against those who have so treated him, or may develop chronic feelings of resentment and hostility. Thus, rebellion may begin as a healthy expression of normal growth and may become antisocial or self-defeating.

Antisocial behavior in children and youth may be provoked by environmental forces, by interpersonal forces, or by a combination of both. It is often provoked by parents, teachers, nurses, and other significant persons in contact with children and youth who deny or impair their integrity. These adult reactions, in some instances, arise as an expression of their own warped, often neurotic personalities or as an expression of what they believe they should do to and for children in accordance with cultural traditions about human nature and long established practices of child rearing and education; or as an expression of community patterns.

UNDERSTANDING

The group concurred in the belief that a basic change has taken place

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in our understanding of the nature of rebellious ("delinquent") behavior in children. Delinquency is a legal rather than a social term; the term describes the act rather than the doer of the act and hence should not be used to describe the quality of a child. Since traditional beliefs, customary practices, and community patterns are appearing less valid in the light of new knowledge of child growth and deeper insight into personalities, many still widely accepted ideas and practices should be re-examined. Parents should be urged to treat children with dignity, beginning at birth, and to respect their physical, mental, and emotional integrity, so that they will not be provoked to unhealthy rebellion and unhealthy personality development. Thus the gap between modern knowledge and archaic practice should be closed, and changes and redirections made in our laws, treatment, services, and methods to bring them in accord with modern knowledge.

It was emphasized that the American people must be awakened to the need in all communities, rural and urban, for child welfare services available for every child. Too many children reach institutions without first having the benefits of preventive care. Family life, social, religious, and educational institutions must be strengthened as channels through which a program of prevention can best be carried out, and mutual respect and trust between youth and adults should be developed through youth participation.

There was agreement on the idea that those who would be helpful to children who rebel must not forget that parents have personalities, too. Parents must have help on unsolved problems which increase their anxiety when their children are in conflict with them. It is the natural desire of all parents to do well for their children, and they should be offered guidance to this end.

OPPORTUNITIES

To deny opportunity to the child who rebels is to deny the basic religious teaching concerning the dignity and worth of every human personality and its possibilities for growth. Whatever program is developed, whether in the home, the school, or the community, religious values must become an integral part of the child's personality structure.

EDUCATION

Clearly, the school plays an important part in the life of the child, and schools today need teachers who understand children and are sensitive to early evidences of frustration in them. Teachers require a program suited to the needs of children. The curriculum of the school must be child centered rather than subject centered. Given the kind of education children require, the need for special services would decrease. The group stated the following as education essentials:

Stress upon experimental learning rather than knowledge for knowledge's sake

Pre-service training for teachers with modified program and with opportunity for experimental learning
In-service training for teachers
Child development workshops for teachers
Mental health services in schools and among cooperating schools
Emphasis on identification and prevention rather than on treatment alone
Utilization of all community resources
Special classes and curricula for children not able to adjust to the usual school setting
Concomitant interpretation of these essentials to the public

It is important, too, that special efforts be made to abandon the use of terminology which perpetuates the punitive approach. Thus, the school social worker should not be designated by such a term as "officer."

INSTITUTIONS

Institutions serving the rebellious child, it was urged, must provide means whereby he has the opportunity to express himself, to find a vital parent substitute, and to get the technical aid, treatment, and religious guidance essential to help him meet his problems, so that he can grow into a happy, useful citizen. The institution cannot achieve its objectives if it lacks proper facilities or if its program lacks the creative elements essential to challenge the child to his highest development. The environment should be related to that in the community.

There was no agreement in the group that institutional school systems should be under the supervision of the state department of education. It was agreed, however, that the personnel of institutional school systems should meet state standards. It was further agreed that the institutions should modify the curriculum content and method to meet the needs of children served. Institutions must be seen as part of the community, and the community must be part of life in the institution, so that children are not marked as "different."

PERSONNEL

The group concluded that trained personnel are so crucial a factor in the institution that the highest standards should apply for all members of the staff and in personnel practices, including salaries and working conditions. To this end, it is essential that opportunities for training be expanded for all personnel providing care and treatment for children who rebel, through federal funds made available to all states, possessions, and territories.

WORK

The importance of the satisfactory work adjustment of youth makes it imperative that special effort be made to bring the work training program in institutions into line with the demands and opportunities of the labor market,

by strengthening vocational guidance programs inside and outside of the institution and by offering every possible help in job placement to children as they return to their communities.

COORDINATION

The group felt that greater coordination of services in the community was essential to assure maximum benefit to the child. The community must take its full responsibility for preventive and after-care programs. It must see the institutional experience as one small part of the child's training and help him to maintain his basic wholeness. During periods of probation and while the child awaits disposition of his case, the community has a responsibility to help improve his attitude toward the authorities. How he is treated, and what happens to him at such times, go a long way in helping him to come to terms with himself, to accept the court's help, and to appreciate the values in institutional placement. The community has a responsibility to provide child guidance clinics, mental health clinics, psychological, pediatric, and other needed services for all children. The migrant child in rebellion is confronted with intensive specialized problems. The community has a responsibility for working with the state and federal agencies to develop effective programs for meeting these needs.

RECREATION

There is need for more pioneering in types of recreational programs adapted to the needs of children in rebellion. Much of the positive approach used in special projects designed for "hard-to-reach children," "unaffiliated youth," and "gangs," gives direction for such programs. Youth boards and youth commissioners, established in some states, have had valuable experience in reaching the hitherto unreached youth who are often excluded from the usual recreational facilities.

PUBLIC RELATIONS

It was concluded that the public must be informed of the positive aspects of the job being done in institutions in all parts of the country. This requires the widest possible education of the public to build an acceptance of the rebellious child and an appreciation of the relation of a wholesome public opinion to adequate treatment. Too often only the negative aspects are publicized. The community may tend to reject "delinquents" and, hence, give less support to programs for them.

The group condemned as injurious to all children the publicity given in press and radio to the misbehavior of children and youth. The publication of any identifying data of any sort—by name, race, institution, or picture—of children and youth involved in conflict with law should be discontinued. Reclamation is made more difficult or even impossible when public stigma is fixed.

GENERAL CONSIDERATIONS

The Department of Defense, it was urged, should reconsider its present policy which throws barriers before the service of youth who have run afoul of the law. Such policies should be in accord with the spirit of the juvenile courts which safeguard juveniles from the loss of their civil rights and responsibilities because they have been judged as juvenile offenders.

Finally, it was concluded that the intensity of the problems and the breadth of services that are essential point up the fact that few communities by their own resources can provide for their children. Throughout the country there is a serious lack of financial resources, services, and personnel to meet the need for early discovery, help and treatment of potentially rebellious children and those who have exhibited antisocial behavior. In the next decade we may expect an increase in rebellious children since the child population will be so greatly enlarged. It is essential that appropriate expansion of services be made possible through the use of public and private funds and through the use of federal funds made available to all states, possessions and territories.

Findings

A basic change has taken place in our understanding of the nature of rebellious ("delinquent") behavior in children. Antisocial acts are symptoms of some kind of emotional conflict. Delinquency is a legal and not a social term. Rebellion may begin as a healthy expression of normal growth but become antisocial or self-defeating.

Antisocial behavior in children and youth is provoked by environmental forces, and by parents, teachers, nurses, and others in contact with children and youth who deny or impair the integrity of the personality of the child or youth.

Changes in laws, services, and treatment practices are necessary to close the gaps between modern knowledge and archaic practice. Wide public education about the new knowledge is required to assure an acceptance of the rebellious child as emotionally ill and a willingness to support needed services.

Family life, social, religious, and educational institutions are important channels for helping antisocial children to healthy personalities and must be strengthened.

Expansion of public and private spending is required to provide adequate facilities and trained personnel to serve the needs of children who rebel.

Section 5 Mobilizing Citizens for the Improvement of Conditions Affecting Personality Development

HOW COMMUNITY ATTITUDES ARE CHANGED

(Work Group 30)

Summary

METHODS

The group decided to concern itself with a discussion of method in bringing about a change in attitudes. Basic terms such as "attitude" and "community" were defined. It was pointed out that an attitude might be based on a lack of awareness, or might be a negative attitude with an emotional component. In defining community, it was agreed that it might be a geographical unit or a psychololgical one, namely a community of interests.

The group then proceeded to examine a specific case history of a community in New Mexico, and assumed the role of experts called in to help change community attitudes.

Some of the points brought out in this discussion were:

1. Attitudes are not changed merely by passing out information. People's feelings must be touched before they will change their attitudes.
2. A small group of people cannot change things for a large group. People must help themselves, and that means that the job must be to help them to help themselves.
3. Before anyone can be of any help he must have a clear picture of the community—its cultural, economic and political background, as well as the attitudes of various groups in the community.
4. Fact finding or research is necessarily the first step to be taken before anyone can hope to bring about changes in the community. Fact finding is a technique that may be applied in a variety of ways, by all kinds of people, but the important thing is to make sure it does not become an end in itself.

The ultimate goal is the implementation of research, and this can best be achieved if these points are remembered:

1. The attitudes of people are as important as statistics.
2. Research is a working tool, and not the goal.
3. Fact finding is an educational process, and helps to bring about changes in people's thinking through their participation in it.

4. Fact finding, if confined only to experts and not participated in by the groups one is trying to help, can be a waste of time so far as changing community attitudes is concerned. It means a lot more to people to find out for themselves that they have problems than it does to have an expert prove, by indisputable facts, that the problem exists.

FACT FINDING

Even though it may be agreed that it is desirable, and in fact essential, to have community participation in the fact finding process, it is often difficult to get people interested in doing this fact finding job. Often the very group to which help is offered is not aware of its needs, or may see no possibility of changing the community attitude, even if it is aware. In either case, the people are apathetic.

Some suggestions for getting participation in fact finding:

1. Select at random the people to be helped (rather than only the community leaders or key people), explain the object in view, and get them to assist.
2. Keep channels of communication open so that people can be approached when they are in a "state of readiness."
3. Do not always regard the economically advantaged group in the community as the opposition. In fact, many of them may also have a feeling of being excluded from participation in community affairs, and may welcome the opportunity to work.
4. Do not treat youth as a minority group when endeavoring to get them to work with adults.

Various methods utilized in changing attitudes are:

1. Individual or group experience and participation
2. Vicarious participation in an experience (through various media of communication)
3. Demonstration projects
4. Education
5. Conferences—such as the White House Conference
6. Events arranged which serve as a springboard to action
7. Identifying with authority in the community
8. Legislation
9. Exhortation
10. Manipulation of individuals or groups

The most important methods are those that include maximum participation and lead to ego involvement rather than merely task involvement.

Some situations call for immediate action even at the expense of the educational process, for example, the enactment of legislation at a time when the climate is right to get legislators to act. Although such a procedure may be necessary, the enactment of legislation should be regarded as only one

step in the process of education. The mistake should be avoided of assuming that the task is finished with the passing of a law. Education must continue, using the law as a further stimulant.

YOUTH CONTRIBUTIONS

It was shown that youth-adult relationships are an important area for changing community attitudes. Adults should be more open-minded in their treatment of problems that youth bring to them. In making a decision, adults should first seek consultation with and participation by youth, and avoid acting authoritatively by exercising their power as adults.

This Conference, it was shown, is a good example of youth being given an equal opportunity to participate with adults in a discussion of community problems. This seems to be the natural outgrowth of a process that has been going on for a long time. Youth is maturing rapidly, and is better able now than it was years ago to assume responsibility. Young people are showing greater interest in community problems, and should become full-fledged members of an adult-youth partnership. If the participation of youth is to be meaningful, however, youth must be prepared to assume responsibilities as well as exercise privileges. It was suggested that youth should be permitted to vote at 18 instead of 21 years of age, since they are expected to assume so many other adult responsibilities before reaching 21, for example, military service.

It must be recognized that there are certain natural limitations on the contribution that may be expected from youth. This varies at different age levels, and at various stages of intellectual and emotional development. Youth should not be plunged into adult responsibilities until they are prepared to accept them. This is equally true of adults. Some have developed much further than others, and each should assume the responsibility for which he has the capacity. All people cannot accept the same responsibilities simply because they are the same age. Training in leadership is an important part of this whole process, and chronological age is not the decisive factor.

ATTITUDES

It was agreed that methods used for changing community attitudes affecting children and youth should be in harmony with the democratic goals of our society, and should therefore be based on the following principles:

1. Helping people and groups to help themselves
2. Recognizing that differences and stresses will be present but that they can be utilized positively
3. Providing broad-based participation
4. Utilizing the democratic process
5. Using adequate fact finding as a basis for deliberation
6. Providing channels of communication between individuals and groups for the purpose of establishing better relations between those groups that are furthering common social objectives.

INTERPRETATION

Suggestions made by the group on how to interpret the White House Conference to local communities may be summarized as follows:

1. The climate of the Conference should be described, including: the broad representation of community interests; the enthusiasm of delegates; and outstanding example of democracy in action, through the working together of these many groups with their diverse interests. (The armory in which the delegates worked was pictured as an island of democracy in a sea of discrimination, in light of the racial discrimination practiced in the Capital.)
2. The importance of our responsibility to safeguard the provision of basic service to youth even in time of war should be stressed.
3. The importance of the inter-disciplinary approach should be underlined, with teamwork on the part of all professions working with and for youth.
4. The community from which the delegate came has not had the advantage of the experience he has gone through. Therefore the degree of readiness on the community's part should be taken into account in attempting to implement Conference findings and recommendations.

HOW A COMMUNITY ASSESSES WHAT NEEDS TO BE DONE

(Work Group 31)

Summary

COMMUNITY CONCERN

A primary requirement in assessing the needs of children and youth, as one aspect of planning for them, is that the total community participate in appraising their needs. Moreover, planning is a community responsibility to be undertaken by all groups and interests jointly. The community is composed of people bound by common ties and interests, faced by common problems and needs, and served by common institutions. Thus a community may be broader than city boundary lines, or it may be a portion of a city, or even an entire state. Many times communities fail to maintain an over-all view of the needs of their youngsters, and assessment often takes the course prescribed by particular interest groups which, in their enthusiasms, focus interest on segments rather than on the total community problem affecting children. One means of insuring an over-all view is the establishment of clear cut goals and priorities, goals which will transcend and dispel selfishly vested interests, both lay and professional, jealousies, and hurtful

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competition between organizations. In the assessment process it is important that those responsible should take into account the necessity for eliminating wasteful duplication of effort, recognizing at the same time that duplication, in and of itself, need not necessarily be wasteful, but may provide healthful, cooperative competition.

OVERCOMING INDIFFERENCE

Another problem of concern to the conferees was the necessity for finding new methods of overcoming indifference or apathy regarding the needs of children and youth on the part of citizens. Full dissemination of information about community needs is basic to all community planning. Indifference is, in large part, due to the fact that those responsible have failed to make the broader community aware of actual conditions and of the means needed to rectify them. A strong effort should also be made to promote legislation or action on the part of communities and their citizen bodies to meet community needs. There is a responsibility, therefore, incumbent on those charged with the various services affecting children and youth and on those who are spokesmen for these services, to involve adults, youth, and even older children in the planning process.

It was pointed out that those for whom the planning is done have a contribution to make in assessing community needs; that is true in respect not only to families but also the children who are to be served. Youth itself has a contribution to make in helping to determine the needs of youth.

LEADERSHIP

Another major problem discussed was the failure on the part of communities to develop and retain qualified leadership in community planning and action. It was agreed that satisfaction in one's job as a participant in community affairs is important as a stimulus for developing leadership which, in turn, must have clear gradations of advancement in both lay and professional groups, with clear cut job descriptions even for laymen. Loss of lay leadership is too often the result of failure on the part of those responsible to clarify just what the layman is to do.

SPECIFIC OBJECTIVES

Community planning groups need to have before them a statement of the conditions and services which, according to currently accepted standards, foster healthy personality development in children, which will guide them in deciding upon specific objectives for their communities. Recognizing that community needs will vary, state by state and community by community, there was general agreement that basic goals applicable to all communities should be available to those charged with the responsibility of assessment. Too often community planning groups are not aware that such basic requirements and standards which can be kept in mind as guideposts in assessment are available through national, state, and local organizations.

FINANCIAL SUPPORT

The group established the point that not only should there be specific organization for assessment and planning in each community, but that adequate financing should be taken into account. Too often planning is undertaken without full recognition that appraisal of community needs cannot be economically and soundly effected unless it is adequately financed. Since both public and voluntary agencies have a stake and responsibility in this, both should share the cost of financing community planning.

PLANNING

Among the various methods of assessment which may be utilized are the following:

1. Town meeting
2. Opinions and ideas of those for whom services are planned
3. Public opinion polls
4. Existing records and reports
5. Joint conferences
6. Studies and surveys
7. Consultation by technical experts

It is essential to planning creatively for children and youth that the facts and recommendations of assessment be used objectively and judiciously. Too often communities fail to use the results of surveys or studies or the advice of technical experts when once their findings have been reached.

In order to insure that appraisal finds its way into effective planning, the group emphasized the need for a continuous organization, representative of the total community, with responsibility for finding out where the community stands in its provision for the education, health, recreation, and welfare of its youth. Such an organization has also the responsibility of keeping the general public informed as to what steps should be taken to insure healthy personality development in children and youth.

The group pointed out the particular need for such assessment during a period of national emergency, when many communities lacking even basic requirements for their children are confronted by defense production overloads.

IN BRIEF

Each community must assume responsibility for planning creatively for the total needs of its children and youth. The total community should participate in the process, which should have continuity. There should be a continuous organization composed of representatives of all groups in the community, including youth, democratically selected, the purpose of which is to be responsible for assessing what ought to be done in planning creatively for children and youth and for assuring that appropriate action is taken. In order to assure the participation of the whole community, as well as adequate

financing, both public and private funds should be used to meet the cost.

The following actions are the responsibility of the organization charged with planning:

1. Developing broad community interests
2. Obtaining the broadest possible community sponsorship
3. Obtaining, where necessary, technical assistance in planning and carrying out the assessment procedure
4. Initiating or organizing studies and gathering facts that bear on specific problems according to priorities
5. Interpreting the facts
6. Informing the community as to the significance of the facts

Essential to effective community planning is research in areas in which there is now no material, and extension of the task of collecting further scientific materials in areas not yet fully explored.

Each community, it was agreed, in planning for this period of national emergency, should give special attention to the effect of civil defense and civilian and military mobilization on children, youth, and family life. In so far as possible, existing agencies and services should be utilized and expanded to meet these special needs. It is important that during this emergency basic community services be strengthened.

Participation in planning in the community should begin in the schools and in other institutions, in order that children, youth, and adults learn the importance of voluntary participation and responsibility for community leadership.

Findings

It is important that the total community participate in assessing the needs of children and youth.

Clear cut goals and priorities should be outlined which will transcend selfishly vested interests, both lay and professional, and dispel jealousies and hurtful competition among organizations.

New methods of overcoming indifference to the needs of children and youth must be found. It is important that there be full dissemination of information as to community needs and a strong effort to promote legislative or other proper action to meet them.

Children and youth themselves can be of greater effectiveness in meeting the needs of children and youth by participation in the planning.

Satisfaction is important as a stimulus for developing leadership. Leadership must have known gradations of advancement in both lay and professional groups with clear cut job descriptions for laymen. The loss of lay leadership is the result of lack of clarification of what the layman is expected to do.

Community planning groups need to have a statement of the conditions and services which, according to currently accepted standards, foster healthy personality development in children and youth to guide them in deciding upon specific objectives for their community.

Various methods of assessment should be utilized including any or all of the following: (a) town meetings; (b) opinions and ideas of those for whom services are planned; (c) public opinion polls; (d) existing records and reports; (e) joint conferences; (f) studies and surveys; (g) consultation by technical experts.

HOW THE ENERGIES OF SPECIAL GROUPS MAY BE ENLISTED

(Work Group 32)

Summary

The group agreed that the following basic principles are of great importance:

In order to achieve success on a state or national level, programs must be built on the basis of total local planning and experience. Representatives of young people's organizations should be included in the planning and operation of all programs affecting youth.

Special consideration should be given to an interpretation of the needs of rural youth.

The continued development of child welfare and youth programs should be safeguarded in view of the national emergency.

Evaluation and definition of children's needs should be stated in terms that the average citizen can understand, and that will help to convince various groups not primarily concerned with the needs of children and youth that such matters are of the first importance. Communities should assume greater responsibility for developing training programs for volunteers because the changing concepts in child welfare recognized in this Conference show that well trained volunteers are needed in this field.

Desirable methods for achieving successful community planning and action were agreed upon as follows:

1. Community Planning
    a. Successful planning can come about through the efforts of an individual or organization interested in children and youth.
    b. Such planning must be based upon the recognition of unmet needs.
    c. There must be agreement on what the problem is.
    d. The facts relating to the problem must be determined.
    e. Community resources and facilities to aid in the solution of the problem must be explored.
    f. The type of project best suited to meet the need must be planned.

2. Community Action
   a. Through organization of local groups to meet the problem
   b. Through cooperation between local and state groups
   c. Through coordination of the efforts of many groups to obtain the necessary financial support or legislation on a state or national level.

Some examples cited as evidence of successful teamwork in community planning and action follow:

1. A housing problem was solved through the cooperation of individual citizens, church and civic groups, the community chest and council, the board of public welfare, the health department, the juvenile court and the county government.
2. A child guidance clinic resulted from the cooperation of a local school principal, a local school nurse, a local "service club" and a state consultant on mental hygiene.
3. A program of vocational training which benefited youth through better employment opportunities resulted from the cooperative planning of a local business, the labor union, and the educational authorities.
4. A recreational need in a congested area was met through the special efforts of the business men of the community in cooperation with public officials and several neighborhood houses.

Resource materials on community planning suggested were:

1. "Teamwork in Our Community," available through community chests and councils.
2. "Community Health Councils," available through the American Medical Association.

POSITIVE STEPS

The group concluded also that youth representatives should be placed on the boards of various agencies in order that they may participate in the planning, developmental, and operational groups of the total community program, and that the basic principles involved in the concept of such planning should be interpreted to include such representation on state and national levels.

It was agreed that the citizen committees designated to plan for this Conference should be continued on local, state and national levels. State committees should encourage all local coordinating committees to insure representation of business, labor, fraternal and civic organizations, church, P.T.A., youth, veterans, and so forth, in studying and planning to meet the needs of children and youth in their several areas. National and state organizations should encourage their local groups to participate in local coordinating

committees, and should encourage the organization of such local committees where they do not now exist. Coordinating committees already formed should develop methods and procedures which will lead to the best kind of community action for the solution of problems relating to child welfare and youth needs. Such action may take place through the efforts of groups and combinations of groups operating in accordance with these objectives.

In making these points the group did not intend to suggest that the activities of existing planning and coordinating agencies should be supplanted. The purpose was rather to encourage the integration and expansion of their programs so as to include a cross section of the total community. Thus a broader base of operation would be obtained without overlapping.

Finally it was concluded that all interested groups should work in partnership to train leaders for community programs and to draw many more persons, including children and youth, into group study experiences, so that an increasing number of citizens will concentrate on the needs of children and youth.

Findings

Regardless of the size of the community, proper interpretation and presentation will bring forth the leadership necessary for the development of programs concerned with child welfare and youth needs.

Where a community contains many organizations working in the interest of child welfare and youth services, it is essential that such organizations coordinate their efforts.

Business, labor, youth, and civic and special groups are integral parts of the total community and should be represented as early as possible in the planning and operating programs for children and youth.

Successful achievement of goals for the welfare of children and youth can be accomplished on three levels of activity:

1. Where no organization exists, a citizens committee or a council plan should be formed.
2. Where a council of social agencies exists, it should broaden its base to include a total cross section of the community.
3. Where a community council exists it should focus on interpreting and broadening concepts of the needs of children and youth.

All available published materials on community organization should be studied and a handbook made available to citizen committees of the White House Conference on Children and Youth which would guide them in initiating steps for community action.

HOW DEMOCRATIC LEADERSHIP FUNCTIONS

(Work Group 33)

Summary

PARTNERSHIP

This group concluded that because there is a need for intergroup coordination and participation in improving community life, all interested groups should work in partnership to train leaders for community programs. Many more persons, including children and youth, should be drawn into group experiences, so that an increasing number of citizens will concentrate on the interests of children and youth. Community groups and their leaders were urged to examine their attitudes and procedures in the light of this Conference and of advancing knowledge concerning the methods of the democratic process, and to make appropriate changes in their own methods.

YOUTH'S PART

It was pointed out that young people must share responsibility in community affairs at all levels, and have opportunity for experience in leadership roles. One of the primary desires of youth is to have a feeling of independence and freedom in planning their own programs and activities. If young people are to become self-reliant, self-disciplined, and responsible, thinking citizens—so essential to a democratic society—they must be trained and must be recognized by society as increasingly capable of managing their own affairs and sharing responsibility in the affairs of the community. This must be true in the family, in the church, in the school, in the home, and in the total life of the community. Here youth must be treated as responsible citizens and accorded the dignity which is their right as individuals. Youth wants complete and continuous participation. If a proposed project is motivated by a youth group, they should participate on all levels until the project either reaches its conclusion or is rejected. If rejected, the reasons for this action should be thoroughly explained to the motivating groups.

It is the role of the adult to help direct youthful energies into wholesome channels which will serve not only as an effective means of preventing antisocial behavior, but offer sound training for the responsibilities of citizenship and participation in community life. Youth ask that adults change over from the old idea of working "for youth" and adopt the policy of working "with youth."

Findings

Citizens generally are not sufficiently mobilized to improve the conditions affecting children and youth. While token recognition has been given full and democratic participation, experience indicates it has not in general been meaningfully practiced. Undemocratic processes and approaches have

been used which leave out groups for whom programs and action have been planned. Youth and certain other segments of the population have been especially neglected.

The basic concept underlying democratic leadership is the worth and distinctiveness of every person. Democracy involves three essential principles:

1. Group consent to all actions of the group
2. Full and free participation of all members of the group
3. Acceptance by each member of responsibility for the group

A democratic leader is one who is accepted by the group as a person who genuinely believes in these principles and who can be trusted to assist and guide the group in safeguarding them. This means that he should help people feel free to state their problems, give encouragement and every possible opportunity for all members to participate, recognize that every group member is a resource, be highly sensitive to the problems brought to the group by the members, be constantly aware of group process, and be able to use parts of the group to release individual expression.

By these standards, much of today's leadership is not democratic. There is need for a reassessment of current leadership processes as a step toward achieving the goal of democratic leadership for full and active participation. This applies to all levels of living, in the home, church, schools, neighborhood, and the broader community, because experience in any of these living situations can be a potential training laboratory for democratic leadership.

It is important that there be focus on: training for leadership as well as for responsible participation; utilization of professional help in deliberate training for skilled leadership; reexamination of current groups and organizations in terms of their goals and structures; work with, and not for, youth; awareness that smaller units of organization tend to deal more effectively with specific problems; and enlarged preception of the total structure, resources, needs, and goals of the community, which now seldom exists because of the traditional segmented pattern and approach of agencies and groups concerned with children and youth.

HOW THE PROFESSIONAL WORKER HELPS TO ACHIEVE COMMUNITY GROWTH

(Work Group 34)

Summary

The training of professional workers in all disciplines in such a way that they will have an understanding of and respect for other professional skills

and contributions was the first important consideration of the group. Many educational centers now give a common base of knowledge to various professional students as a background for their working together with understanding and appreciation of each other's skills. Two of the best methods of doing this are to utilize team-work situations where the student can observe multi-discipline practice, and to bring together on faculties persons representing various professions. It is important that a professional school determine what the professional student should know from his own field, what skills he needs to borrow from other professions, what should be taught of each other's methods, and what should be taught regarding community organization. In many instances not merely a lack of understanding of other professional skills but a disregard of them is found. Students need to be convinced of the values of working together in practice.

EDUCATIONAL PROCEDURES

The professional workers should be trained in such a way that they will have an understanding of and respect for other professional skills and contributions in order that they may work together to further community growth. It was agreed that some of the ways in which this might be achieved are the following:

1. In all levels of undergraduate education, students should receive broad preparation in human growth, behavior and motivation. This knowledge should be common to all students, but it should also serve as a background for professional education. Schools preparing for professional work should include in the curriculum opportunities for cooperative work on problems common to several professional interests, in order that students may appreciate the areas of competence of other professional fields and the ways of working together on mutual problems.

2. The practicing professional worker should further his training by seeking opportunities to participate with other professional and citizen groups in solving problems of the individual and the community.

3. Professional people who are to work together as teachers on faculties of professional schools require special preparation. Joint faculty orientation and planning is needed so that each profession may learn to appreciate the problems of the other professions and to relate its knowledge and skills to theirs. Professional and interprofessional orientation programs are also needed in the community so that professional work will be based on an understanding of the cultural patterns and activities of that community.

PROFESSIONAL WORKERS AND LAYMEN

In order to assure effective services to children and youth, it was agreed that members of all professions should come together with representative citizens to identify problems, to establish priorities in services, and to achieve coordination of services. This could be done through team-work among those providing services to an individual and his family, and also through working with others in community groups, such as citizens councils, for the purpose of determining needs, providing and strengthening services, and determining the emphasis in community programs.

YOUTH PARTICIPATION

It was urged that opportunities be provided for youth to participate vitally in community activities and planning in order that youth may early have preparation and experience in leadership and community service, and that professional workers stimulate the community to provide these opportunities.

Lastly, it was shown that the professional person has an important role in assisting communities to study themselves, to understand and identify specific welfare problems, to organize neighborhood committees and councils, and to promote better communication among individuals and groups in defining and dealing with problems.

Findings

The education of the professional person should be broadened. It should include the knowledge of psychological, social, economic, educational, and religious principles that are needed by all persons working with people. The professional person needs also an understanding and appreciation of the skills and contributions of other professions. He should work together with citizens toward the identification and solution of community problems. Professional people can always be interested in a common need.

It is important to emphasize that the persons most interested in a child are his parents. Professional workers should work with and through parents, recognizing their feelings, interests, and capabilities.

Professional persons can help other citizens to see the needs of the community through participating in studies of community needs, through working in committees, and through helping to find real and potential citizen leaders. The situation and the needs therein determine the professional person's role.

KINDS OF ORGANIZATION TO FACILITATE CITIZEN PARTICIPATION AND COMMUNITY ACTION

(Work Group 35)

Summary

This group concerned itself with questions of the need for continuing coordinating organizations on national, state and local levels; the structure, membership, functions, financing and interrelationships of such organizations; and the problems peculiar to local communities of different sizes.

RELATIONSHIPS

The most searching questions were centered around the relationships of the structures to be developed on a national, state and local basis to those already in existence, and around the financing of programs. Persons already associated with well established coordinating agencies tended to favor the use of existing organizations; whereas representatives of civic groups, although deploring duplication, wanted to be sure that they would not lose their identity as White House Conference delegates, and that their interest and help would continue to be used.

SOURCES OF FUNDS

Members of the group were divided on the question of the source of funds. Members representing state organizations seemed to favor the use of funds from public sources. However, they recognized that some states might find the utilization of voluntary funds more desirable, particularly for special projects. Similar conclusions were reached by the other subgroups. Representatives from small communities decided that funds should be obtained from "any legitimate source possible." In the final recommendations, both public and private funds were included.

FOLLOW-UP

All groups emphasized that the findings and recommendations of the White House Conference should be widely distributed in a form designed for public consumption, and at popular prices.

Findings

Meeting the needs of children and youth on the basis of the findings of the Midcentury White House Conference should be the responsibility of every person.

There should be a continuing national, state, and local structure to deter-

mine needs, to create an awareness of needs, and to coordinate and integrate efforts to meet them.

Provision should be made for continuing to collect data in areas not yet explored or not sufficiently explored. Long-range coordination and planning are desirable.

Widespread and continued dissemination of the White House Conference recommendations and findings is most important. All existing media should be used to transmit them. New media should be continuously explored. Consideration should be given to a nontechnical publication for the use of the general public.

The membership of the national, state, and local committees should consist of youth, lay, and lay-professional groups. Such committees should be large enough to be representative of all geographic areas and of all interest groups. Youth should have full voting membership on any committee or commission established. All groups willing to give service in improving conditions and developing healthy personalities should be included.

In the continued activities of the national, state, and local groups, priorities should be established, based on an assessment of local needs and resources.

When legislation is indicated, the national, state, and local committees should stimulate appropriate action groups.

The national, state, and local committees should be adequately staffed and financed. Provision for financing should be made through funds derived from public or private sources or any combination thereof.

Existing organizations and resources should be utilized.

Organizations should be aware of the values of an integrated approach; emphasis should be placed on the whole child in addition to whatever specialized needs may be apparent.

No existing national organization is sufficiently inclusive to deal adequately with all phases of the follow-up activities of the Conference.

In those instances where no organization exists to carry out the functions of follow-up of the White House Conference, the state or local committees should stimulate the formation of a new organization or committee.

In large metropolitan areas, planning units should be set up on a district or neighborhood basis to assure maximum participation by citizens in the planning process.

The responsibility of agencies for carrying out specific recommendations and the interpretation of facts should be defined.

In developing local structure, adequate attention should be given to small towns and rural communities, since half of the American children reside there.

Usually, the county is the best unit for organizing forces to interpret and stimulate action for improving conditions affecting children and youth. In special situations, a city or a district may be the appropriate unit, but such organization should be related to other planning efforts in the area concerned.

Part 6 Summaries of Panel Opinions

EDITOR'S NOTE

With some notable exceptions the original reports of panel sessions were condensed and somewhat sparse, but in each instance every effort has been made to reflect the sense of the meeting. For obvious reasons those panel papers which have been printed elsewhere in whole or in part are not included in the report of the sessions in which they were delivered.

Dynamics of Personality Development[1] *(Panel 1)*

Mr. F. S. Ashley Montague pointed out that interdependence among adults is far greater than among children and that the welfare of our society depends upon the recognition of the extent and significance of this interdependence. He also said that there is no such thing as heredity *per se;* that all heredity develops in an environment; and that, contrary to popular theory, adolescence continues to the age of 27 instead of ending at 21.

Miss Sibylle Escalona in emphasizing the social and economic factors in personality development, said: "The things that make it difficult for parents to really want their children are their own anxieties, their dissatisfaction with their own lives, their sense of futility and cynical resignation which stand in the way. . . . Children will not be deceived. They will sense the apprehensiveness or the suppressed resentment in the adults that care for them. We are forced to recognize that the health and well-being of future generations is in large measure the result of the health and well-being of the adult that constitutes the world of the child."

Mr. Edward T. Hall, Jr., made a plea to bring children into family discussions earlier. "We make too clear cut a distinction," he said, "between child and adult. The child's world and the adult's world exist too far apart. Our job is to bring them together."

[1] For the remarks of Dr. Franz Alexander, see p. 100.

Crucial Conflicts in Personality Development in Youth and Young Adulthood *(Panel 2)*

Mr. Erik H. Erikson stated that the psychological concept of ego, or a central orientation in personality, which permits the individual to adjust and learn, is basic to the concept of conflict and crises. Crises occur when so many things change at one time that central orientation is in danger. Simultaneous developments in the organism, in society, and in the person himself result in mental crises.

The sense of identity does not begin or end with youth. When a particular crises comes to a head, it must be settled in the victory of a sense of identity over a sense of diffusion. One more step in social awareness is taken when youth becomes aware of social prototypes and chooses those which he

wishes to follow and those which he wishes to discard. While wishing to discard the past and, at the same time, accept the future, of which he is uncertain, he must maintain a sense of identity. Some adolescents satisfy their great need for a sense of identity by picking an undesirable identity or none at all. It is at this stage that they become intolerant of themselves and of others. It is a stage which adolescents must live through and every attempt should be made to guide them.

Mr. Erickson showed that in some countries, the solution of the identity conflict has been made through a clear delineation of race, nation, and class which guides children into the machine-like solutions of totalitarianism. The effectiveness of this solution must not be underestimated in relation to a democratic society which offers young people an opportunity to standardize themselves. This may be too difficult for many young people who need to identify themselves with large-scale values.

Children must be helped to understand the intolerance of foreign-born parents who may not have reached the same stage of Americanization as they.

Young men going into the army may face a loss of identity for which they have not been prepared. When the need for identity on the one hand is encouraged and on the other hand is harnessed during war to the objectives of society, it is difficult to achieve. We are demanding that young people be prepared for war when they are psychologically prepared for peace.

Economic and social situations often make it difficult for young adults to solve identity conflicts before marriage and parenthood. Unresolved conflicts in husband and wife may result in each using the other to identify himself. This may be further complicated by lack of occupational identity. Young adults who have successfully developed a sense of identity may begin to explore intimacy with others and their own inner resources without fear of diffusion. Religious experience has special significance at this point. The establishment of intimacy is an essential human problem in order that the next stage of generality, or the general wish to take care of something one has created, may be fully achieved.

Mr. Carson McGuire used case materials in his discussion to illustrate a theoretical classification of the context, motivation, and process in adolescent development affecting motivation, socialization, and orientation, or identity. He showed that a feeling of positive psychological independence of parents, teachers, and other authority figures is crucial in the formation of a sense of identity and in facilitating the formation of a sense of intimacy through affiliation with age mates. Rejected young people, who do not share a sense of the group, may have difficulty in developing a sense of identity.

Often there are major discrepancies between the ideal patterns of various age groups. Differences between adults and teen-agers, in large part, grow

out of conflicting culture patterns. The teen-ager also finds that his own family patterns differ from those which prevail in the families of his friends. Young people are learning how they may "fit in" from their own age mates in society. A great many positive and negative factors influence this process. Not too much emphasis should be placed on the type of agency serving youth. Instead, the kinds of youth that are brought together and the kinds of models among the leadership should receive attention.

Mr. Carson McGuire emphasized the importance of constructing the right framework for thinking about all these problems, of recognizing the equal responsibility of age mates in society, and of adults understanding themselves and other adults before attacking the problems of youth.

Both Mr. Erikson and Mr. McGuire urged that young people be given an opportunity to learn their role as adults by sharing responsibility with the adult world. Consideration must be given to methods of communication between adults and youth. The young people present agreed with these points.

Not only scientific knowledge is necessary in dealing with the crises of youth but also the appreciation of people as persons. In our heterogeneous American society it is necessary to accept group affiliations but ways must be found to develop insight into our historical development and methods of emphasizing individualization.

The Significance of Satisfying Work to the Individual in Our Culture *(Panel 3)*

Subcommittees of the group developed the following statement of conditions which contribute to satisfying work patterns:

Work must be rewarded in some fashion satisfactory to the worker.

Respect for human values should be a guiding attitude for both worker and those with whom he works.

The worker must be satisfactorily identified in the community structure.

Personality factors must be suitably assessed.

There must be freedom of choice.

The work must have purpose.

Opportunities must exist for satisfying teamwork and individual participation.

Vocational guidance and individual counseling should be provided.

The individual's potential capacities should be used to the maximum.

Environmental factors—health, economic conditions, and vocational opportunities—should be satisfactory.

The basic conditions for establishing a satisfying work situation are:

Vocational choice.

The structure of our society as it conditions the achievement of satisfaction in work.

The structure of values which underlie the purpose and goals of work.

The group also agreed on the following points:

Vocational guidance programs should begin with early school training. Along with this should go an attempt to teach a philosophy of living which will aid the child to select a vocation best suited to his aptitudes.

Consideration needs to be given to methods by which people can know the types of occupations available and occupational needs and requirements so that they may direct their thinking and their training accordingly.

Vocational guidance programs should help people find more satisfying work to which they are well adapted.

Restricted employment patterns close some job opportunities to some people. All people should be brought to the understanding that all work is honorable, regardless of the size of the pay check, the amount of educational background, or other qualities necessary to fill the job adequately.

Spiritual values should be restored so that men and women may find fuller, more useful occupational outlets for their inherent abilities and so that they may also learn to adjust themselves more easily to changing work conditions.

Some effort should be made to provide opportunities for people in routine, unimaginative "assembly line" jobs to expand and develop their talents and abilities not used daily or required by the job.

One of the basic conditions for satisfying work is that it must be related to something broader than the pay check. Education must increase understanding and respect for the individual, for he, rather than the group, is the factor to be considered in developing satisfying work conditions in our culture.

Changing Patterns in Child-Family-Community Relationships in The United States Today *(Panel 4)*

Mr. Reuben Hill stressed the fact that the child is a member of a family or community group, whether he is adjusted or maladjusted, a leader or a follower, a thunderer or a "quiet one." In the United States emphasis has

rested on the importance of the family. "Rugged individualism" is in fact "rugged family-ism." Our family system has negated the concept of equality of opportunity for each individual. In early days, the individual's opportunity was dependent upon family opportunity. Today, the family lets its members down because it cannot provide services which are expected of it—services like medical care and nutrition. "Less than one-half of our families," Mr. Hill said, "can provide adequate nutrition in the United States today." In emergencies, the family is the buffer. In depression, the family takes up the slack. Because of insufficient housing, families double up. Our social order ignores the family but continues to burden it with more than it can handle.

Mr. Adolph S. Tomars said that since we have been catapulted from rural to urban living in a few generations, three trends have had specific effects on family life:

First, local community relationships have broken down. The "neighborhood" has disappeared as a functioning group and has been replaced by specialized impersonal groups.

Second, the family is no longer a self-sufficient group. Making a living on the farm was a family enterprise. Earning a living in urban life pulls family members outside the family. The family has become another specialized group, specialized on emotional relationships. The family becomes an "emotional hothouse."

Third, fewer parents, not fewer children, are the important factor in today's smaller families. Death or divorce can shatter the life of a child. Earlier, families had many adults, all of whom were "parents." Family relationships in the smaller families consequently become so emotionally intensified that family living is charged with emotional dynamite.

Miss Celia Stendler reviewed articles which had appeared in the *Ladies' Home Journal, Good Housekeeping,* and *Woman's Home Companion* since 1900 to see what the magazines recommended in child caring practices. At the turn of the century emphasis was on character building, and the entire chore was the mother's. She was to build the children's characters in two ways: by being a model of virtue and by exhibiting sentimental mother love. There were no rules about feeding and thumb sucking. By 1910 a new note had crept in. Cotton gloves were recommended to cure thumb sucking. Physical handling was discouraged. In 1920 "bring them up strictly" was given scientific backing, while by 1930 the harsh attitudes of "scheduling" and "training" were in full force. Since 1940 we find a change in emphasis toward meeting emotional needs of children.

Miss Stendler warned against too much dependence upon the experts without parents' insight into their own personalities. Following all the rules will not automatically insure a happy child, and parents must not rely wholly on the book.

In introducing the topic of tensions, Mr. Hill pointed out that while

parents may resent agencies outside the family, like the school and the social agency, at the same time they look to such institutions for guidance.

In discussing the school Miss Sarah Ann Brown said that parents expect that "trained" teachers will know how to handle children skillfully and are disappointed when a child gets into trouble in school. It is essential that teachers and parents be helped to accept each other. More home visits by teachers would lead to better understanding. It sometimes happens that schools ask children to spend too much time in after-school activities—in sports, for example—so that the school will make a good showing. Such a situation may create difficulties between home and school.

In discussing relations between nursery school teachers and parents, especially where these schools are set up for children of working mothers, Miss Charlotte Towle described two principal sources of tension: One occurs when the mother becomes a rival of the nursery school teacher. The other arises when the mother feels guilty about the responsibility which she is handing over to the nursery school. In general, teachers are afraid of parents; they fear that parents will hold them accountable. Parents are afraid of teachers partly as a carry-over from their own student days. It was suggested from the floor that tensions between families and school can be lessened if parents participate in school activities. Preschool play activities help, if mothers regularly come to take some part.

Miss Towle, drawing on her experience in social agency work, stressed the fact that parents are the center of the child's sense of safety. In a world where parents are anxious, children reflect these feelings and take them into community life. Community resources can not compensate fully for basic lacks in family life. Patterns formed in a competitive society must give way to new patterns for an interdependent society. What kinds of dependency are "respectable" in today's period of transition? Miss Towle pointed out that people can ask for medical help and accept dependency on the doctor without loss of face. Social insurances are accepted, too. On the other hand, there is much resistance to asking for help on personal or family problems from a social agency because people feel that somehow they should be able to handle such problems themselves.

"Social workers have learned," said Miss Towle, "that there is a conflict implicit in being-done-to-and-for, by a social agency." A person suffers anxiety about his obligation to the agency and about his inadequacy in handling his own affairs. We must work out a way of helping people so that all things are not being "done-to" people. We must aim toward mutual participation.

Developing a Personal Philosophy of Life in a World of Conflicting Values *(Panel 5)*

According to Mr. Gerald E. Knoff, the chairman, the purpose of this panel was the consideration of the nature of the world of conflicting values, particularly of those facts which bear on establishing a personal philosophy, and which create problems for young people in growing up.

The group indicated a number of specific concerns which are confusing youth in their attempt to develop a personal philosophy. For example, the resources of the world are often used for evil ends, but these forces were intended by God to be used for good ends. Again, many people are motivated by fear; they want to know "What's in it for me?"; they think they can get something for nothing; they think any person's opinion is as good as another person's; they grow up on prejudices transmitted by adults. Also, the goals of personal success are made uncertain by such confusing questions as: What makes moral values compelling? What are the values and hazards in competition? What goes into the make-up of a person of real distinction? What about selfish motives in striving for success? Why is it becoming popular not to do as well as one might? Are the demands made by specialization good for the individual? How does one get a sense of belonging? What are the values in the current intensification of nationalism?

Two college students who were members of the panel described a number of problems which they had identified in their personal experience. Mr. George Lewis, one of the students, expressed doubt concerning the kind of moral leadership now given to youth, saying that youth unfortunately is being taught that success depends on what we get, not on what we give. At the same time youth are taught when growing up that they must be "good," but on arriving at mature years, they have not learned the reasons why it is better for them to be good than not good. He thought it was interesting that only one panel of the Conference dealt specifically with developing a personal philosophy. Miss Muriel Habel, the second student, mentioned one college class in which no student felt that she had yet begun to develop a personal philosophy. She pointed out that a child ought to be able to begin with the mental viewpoint and ideals of his parents. However, the process of breaking away from parental views or of modifying them may be strenuous and sometimes shattering. New ways of thinking may lead to disillusionment, or to a situation in which the individual may feel that he has no philosophy at all.

Mrs. Sophia L. Fahs was surprised that college students do not realize that they have a philosophy of life. She said that formulation of a personal philosophy begins with one-year-old children. In her opinion adults

create much greater conflict than is necessary in the minds of children by having too great expectations of them and by holding up ideals which are too high and too abstract.

Mr. Thomas Blackwell pointed out that the fact of conflicting values must be accepted. The building of strong egos, the urge toward independence, are real and necessary forces. Revolt is sometimes involved. But the ends are trust and security within the person, and the achievement of both stability and flexibility in values.

Dr. Mottram Torre, in commenting on disturbed children, said that disturbance is less where the "authority" pattern in the culture is different. For this reason, German children are less disturbed than American children, because in Germany this pattern is firmer.

Mr. Moses Jung mentioned the growth of university courses in religion at Columbia University. In the process of helping young people, religion has a fundamental place because it offers the best kind of interpretation. The religious approach to youth must be pragmatic, and the religious point of view must justify itself; youth wants religion related to life.

Mr. Paul Limbert called attention to neglected factors in our society. We have witnessed an over-emphasis on individualism, according to which each child, to an extent that is too great, has been expected to work out his own philosophy and to make his own decisions. As a counterbalance greater recognition should be given to group factors in personality development and the value of social and religious traditions. While too much traditional structure is damaging, it is essential that there should be some. In making decisions and commitments from these bases, youth should be helped toward a readiness to take the calculated risk in achieving a sense of values and in maintaining an individual philosophy.

Making a Dynamic Economy Serve the Needs of Children and Youth *(Panel 6)*

Mrs. Gladys Talbott Edwards, the chairman of the panel, defined a dynamic economy as one that is always in motion, expanding or contracting, moving forward or backward.

Mr. Bertram M. Gross made the following points: In large sections of the world the birth rate is too high for the economy to sustain, with many areas making it manageable only by the high death rate among infants and children. Economists and statisticians warn against doing too much about health conditions by themselves. The birth rate in some countries is so low as to jeopardize the future economic strength. The birth rate in the United

States of about 24 per 1,000, while not as high as Mexico's 45 per 1,000, is still above the Austrian 15 per 1,000.

During the 1930's forecasters failed to appreciate the effect of the depression in pushing the birth rate down, and they projected a sharp decrease during the 1940's. Yet from 1940 to 1950 the birth rate rose, with a resulting increase in the population under 18, from 30 to 32 per cent. At the same time there was an increase in the population over 65. During the next decade the percentage of the population composed of children and youth will increase. Consequently, we must take a higher birth rate into account in our planning for health and education. As a matter of national policy we should promote a higher birth rate.

There has been a steady trend toward lengthening the educational period. The biggest single step in this direction was the establishment of the public school system with compulsory attendance up to a specified age. The next major step, many think, should be to make available to every qualified young person an opportunity for a college education regardless of family financial capacity. But others point out that this would keep young people out of labor, thereby reducing our capacity to produce or fight at a time when these capacities are most important. One way may be to promote more widespread college education but, at the same time, orient college training toward learning by working. Any military training program should be regarded as a part of regular youth training.

We must remember that the most important security we can provide for our children and youth is security against physical annihilation. While we must orient our thinking toward the 48 million children and young people in the United States and the approximately 3½ million babies born here every year, we must also think of the children in many underdeveloped areas of the world. If we consciously aim toward a higher birth rate and a higher youth population, the proportion of our resources needed for young people becomes greater.

Looking at children and youth from the cold and realistic vantage point of economics, we are talking about the future labor force, productive capacity, and military potential of this country, men and women, who we hope will inherit from us the responsibilities that we now shoulder.

Mr. Donald E. Montgomery was of the opinion that since our economy is governed by large and powerful groups in business, it is neither dynamic nor democratic in the fullest sense. A truly dynamic and democratic economy would be addressing itself to civil rights and world peace; the opinion of people would be brought to bear on the methods of mobilization; and services for children and youth would be continued and expanded in spite of war. The mobilization program itself will be more effective if youth services are strengthened. At present, youth find it hard to make a place in our economy.

Mr. Charles S. Johnson also emphasized the need for continued planning for children despite the threat of war. Military planning should not overshadow such constructive efforts. In additon to the military factor, there is a tendency in our tight business economy to ignore the needs of children and old people. People tend to leave children out of their social and economic thinking. The Children's Bureau should work to correct this omission.

Mrs. Ruth Bonde noted the adverse effect of mobilization on families, Many are being priced out of the market. Furthermore, demands for the services of women in industry and in military activities raise serious questions about how to make provision for the adequate care of children.

Mr. Peter Henle pointed out that the problem of the birth rate had not been taken seriously enough. He questioned whether a continued high rate is good in the present situation, when various pressures place women in the labor market. Also, the higher education of youth should be deferred, except for those already enrolled in college. During the next five or ten years in particular all those who want to work should do so.

Other viewpoints were expressed from the floor. One speaker asked whether the economy was to serve children, or vice versa. He felt that our efforts should be directed toward fitting the economy to the children. Another pointed out that both in depression and prosperity, plenty of reasons have been found for refusing to build up services for children. The resources are here; it is a question of what people believe to be of value. In regard to economic production, it was pointed out that the potentialities of minorities, of old people, and of the handicapped are not being sufficiently used. With respect to education, it was shown that high school youth frequently leave school because of job opportunities, or from necessity without guidance as to what jobs they are fitted for. More guidance for these youth is essential.

Leisure Time—Its Potential Contribution to Healthy Personality Development *(Panel 7)*

Mr. Charles Brightbill, panel chairman, stated that leisure time can be either an asset or liability. "Our task," he said, "is to explore it as an asset. Childhood embraces the formative years. We need to recognize and develop the traits acquired through leisure which lead to healthier children, physically, emotionally, mentally and spiritually."

Mr. George Hjelte pointed out that amusement and entertainment are passive activities, while recreation is active. It is a medium for the discovery, recognition, and cultivation of leadership ability, which is then transferred to other activities.

Recreation becomes a frontier for the exercise of American freedom, as it

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provides relief from the regimentation resulting from the pressure for need to get things done. "For both the child and the adult," said Mr. Hjelte, "leisure provides wings for the elevation of the human spirit. The play life of the child and the recreation of the adult provide an opportunity to escape from the humdrum of routine life into an activity where the individual is significant."

Mr. George E. Dickie pointed out the large amount of time which for children and youth may called leisure time, since it is made up of the hours when they are not engaged in compulsory activity.

Miss Florence Bentley spoke on the playground and its significance for children. She described Young Yardville, a creative, experimental playground in Minneapolis. By allowing the children to do what they like to do, by providing them with material such as old toys, wagons, an old truck, and tunnels, and giving free rein to their imaginations, the universal need for self-expression is realized. "The playground helps supply to the child the element of adventure and danger normally sought by him. In his activity on the playground, we provide him with opportunity to visualize what he will later seek in a more practical form in adult life."

Mr. Ira Gibbons stressed in particular the values of group work in leisure time activities.

Leisure time can make an important contribution to a healthy personality by providing a means for the expression of inner feelings, and for having great experiences which help people to learn and to grow up in a healthful way, Dr. Lucy Ozaren said. Pyschotic tensions are in all of us, and play activity provides socially acceptable outlets for them.

Understanding one's self and learning to participate in groups are two important aspects in developing leaders to direct childhood recreation, Mr. Sterling S. Winans pointed out. Distance and isolation on the part of the individual must be overcome by means of direct contact and success in group experience. Since group participation is a universal fact for every one from the cradle to the grave, adequate group participation must be introduced early, with particular emphasis in the important area of leisure.

Mr. John McDowell stressed the need for a "wide range of opportunities for every kind of activity" which will provide the child with an opportunity for development of leisure time activities. He also cited the need to provide proper guidance on the part of parents, teachers, and others responsible for leisure activities.

Mr. Hedley Dimock pointed out three important needs of the adolescent:

1. The indispensable need to be emancipated from the family. Security and acceptance by the adolescent's peer group become a vital factor in emancipating the child from emotional ties to his parents. "We need," he said, "to lift the security anchor from the home and place it in the 'peer' group."

2. Heterosexual development. Confidence and assurance of one's own sex, certainty in a physical sense and of having characteristics of one's own sex, play a vital part in this development. "The adolescent must be sure that he has what it takes in personality characteristics of his sex to play his proper role in society."
3. Experience in social leisure in his own groups. During this period, the adolescent's own group is more important in his character development than the home, school, or church. The habits and experience of the group he is most interested in become an important stamp that help mark his role in later life.

The Meaning of Citizen Responsibility in Our Society [1] *(Panel 8)*

Democracy can function only as well as the individual citizen functions and wide citizen participation on all governmental and institutional levels is necessary to make democracy work, Mrs. Victor Shaw said.

"All citizens should be jarred from the rut of apathy and indifference in failing to meet responsibilities of good citizenship. One of the main ways to do this is by putting more emphasis on good citizenship in secondary education and less on esthetic courses and individual initiative; by making good citizenship central and not having it in the curriculum on a frill basis."

Mrs. Shaw believed that "action is the keynote to citizen responsibility. Each of us becomes what he does; not what he wishes. It is not by wishful thinking that we will achieve good citizenship. We must say here what are the things we want—then use every educational, moral, and social opportunity to get these things that make for good citizenship. There must be more of we, less of they."

Dr. Dorothy B. Ferebee said that democracy is in a period of challenge and that we must recognize that every child should grow up under the freedoms we know and have a firm belief in the integrity of democratic principles. "How can we make our youth believe in the integrity of democratic principles when they see social mores every day that are in direct conflict with the democratic principles we ask them to believe in? Youth are more intellectually honest than we are and cannot rationalize as well as we adults. Adults erect practices every day that block their belief in real democracy—in our homes, schools, churches, and communities. Every child should develop a conviction about democracy so that it can be worth for

[1] For the remarks of Marquis W. Childs see p. 108 and for those of Earl J. McGrath, p. 105.

them any sacrifice they are called upon to make. The most basic concern of ours should be the inculcation of a moral philosophy about democracy and the making of a democratic environment in a democratic community so meaningful that when we speak of democracy, they—all children—will know that we mean what we say and our words won't be to them an empty shibboleth. What lack of integrity in regard to democratic principles are we fostering in our youth? What psychological damage are we doing to members of dominant racial groups by not living up to our responsibility as citizens in a democracy? What kinds of shock, what kinds of conflicts are we causing by our hypocrisy? What kinds of behavior are we causing in our youth? What kinds of citizens will we cause them to be? And what kinds of world citizens are we preparing? . . . We need citizen responsibility to safeguard our democracy which depends on the moral integrity of all its people."

Mr. Horace Kallen said that "war is a permanent institution of world society and, in a discussion of universal military training, we should stress to youth that war is a part and parcel of our continuing responsibility as responsible citizens of this country and of the world." He said he noted in the program of the Midcentury Conference talks slated for the home, church, schools, and communities but he would like to see "war" listed as an institution for discussion.

After the three addresses and discussion, the chairman listed the following summary points for further consideration in work groups:

1. Leaders in government or in any group on any level should not make decisions alone, but should let an informed citizenry share in decision making.
2. Our people and our children have not been taught to participate in government.
3. We need to identify good citizenship for youth and inject an emotional appeal into what good citizenship in a democracy means. Bigness has swallowed the individual—big business, big union, big government.
4. Schools have not taught the value of free choice in a free society.
5. Schools must create an atmosphere of democracy so that free choices can be made in everyday life in a free society.
6. Youth should be taught what it means to live in a totalitarian regime.
7. All our personal activities condition the lives of other people. We should develop greater regard for the general welfare.
8. Citizenship should be the core of the curriculum for youth in our schools.
9. Children should grow up with respect for the democratic system and not live in an environment where practices belie what we teach.

10. Deficiencies in personality lie at the root of bad citizenship. Crime and other social ills result from sick personalities.
11. The freedom of the teacher is basic to free choice in a free society.

Influence of Mobilization and War on Children[1] *(Panel 9)*

The chairman, Mrs. Oswald B. Lord, noted the importance of the impact of war on the individual.

Dr. John R. Rees described war as a social catastrophe involving whole families, including the children. Like any other social cataclysm, it pulls people up by the roots.

The experience in England [2] shows that all early planning is likely to be inadequate. However, partial defense against air attack and against atomic warfare is possible. Therefore, first of all, we should be alerted to the dangers and be taught the best defensive procedures. Secondly, the problems of evacuation should be clearly understood. The chief problem is the break-up of homes and the dislocations arising from the damage or destruction of dwellings. These are particularly disturbing to children. If attacks occur in the future, the use of shelters will probably be made compulsory.

The separation of children from their parents always creates emotional problems, but these are thrown into high relief during war crises. When children must be evacuated apart from their families they should, when possible, be placed in homes similar to those they left. Prospective foster parents ought to receive some education to prepare them for receiving children they do not know.

The English record shows that institutional care for children up to 2½ years of age was a failure. Fair success was achieved with those between 2½ and 5 years of age, while there was increasing difficulty with those 5 years and older.

Children are highly sensitive to the attitudes of adults. Homes which lack happiness and security pass on this lack to children; and in a time of crisis, the fearfulness of adults is readily felt by children. The following courses of action would ameliorate this and other situations: (1) Adults should be educated in the techniques of atomic warfare and in methods of

[1] For the remarks of Mrs. Lois Meek Stolz, see p. 111.

[2] While there is no adequate symposium on the effects of war in England, Volume 2 of "Problems in the Social Aspects of War," by R. Titmus (Longmans Green) was recommended; also a volume to appear in the spring of 1951: "Maternal Care and Mental Health" by Dr. John Bulby.

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survival. This training should not be sensationalist in character, but should consist of solid information. (2) People should be shown that the "fear of fear" is a destructive emotion. (3) There should be continued education on sex behavior. (4) Local groups should be trained in all the ramifications of civil defense. (5) The care and treatment of evacuees in the communities to which they are sent, are of great importance in such education. Proper education will prevent feelings of resentment against evacuees, and the exploration of job possibilities for them will assist in stabilizing the community.

The discussion brought out the importance of children staying with parents whenever possible as a benefit to both; the need for considering the needs of children first in a mobilization program; and the desirability of preventing full-scale war if possible.

Population Changes—Their Effect on Children and Youth *(Panel 10)*

Mr. Paul C. Glick said that the fund of knowledge about the number of children and youth in the United States in various social and economic settings is greater than ever before. The final population figure for 1950, a total of 150,697,000 persons, reveals an increase of 19 million people, a growth greater than in any previous ten-year period in our history. During that period, the number of children under 21 years of age increased by 6 million, from 48 to 54 million. However, the rate of increase in the child population did not exceed that of the adult population. The decade from 1940 to 1950 saw a record number of births. Since 1940 there have been 7 years in which more than 3 million births occurred annually.

Mr. Glick noted the following trends in analyzing 1950 census reports: (1) An increase in younger children and a decrease in older children, with the most striking increase occurring among children under 5. (2) An accelerating trend toward urbanization, which has been evident since 1830. Today 58 percent of the nation's children under 21 years of age live in urban areas. He also stressed the tendency for the growth of population in suburban and fringe areas to proceed at a faster pace than in central cities. (3) Greatest gains in the numbers of children occurred in the northeastern states and the west. (4) A greater trend toward movement among young children, with results showing that 1 out of every 5 children had moved to a different home within one year before the census date. (5) The fact that there are more children in elementary schools and colleges, and fewer in high schools. He noted that the space shortage, now acute, is bound to become even more

aggravated within the next few years because of the increase in births. The peak in number of children starting school may be expected in the school year 1954-55, with an estimated number enrolled in the first grade of about 4.8 million, as compared with about 4 million in the school year 1949-50. (6) The shift in the kinds of work young people do, a move from less responsible and less remunerative to more responsible and more remunerative jobs, especially in the age group from 18 to 20. Young people are now being prepared to enter, and are entering in increasing numbers, the more interesting and less menial, as well as the better paying types of work. (7) The fact that more older youths are leaving parental homes than formerly. (8) The trend toward marriages at an early age in greater proportions than in previous decades. (9) The fact that nearly all children under 18 years of age are living with relatives, but that for every 10 children who live with both parents, there is one child living with only one parent. (10) The fact that the economic levels of the families of children and youth are improving with the currently favorable employment situation, but that there were close to 4 million children whose livelihood depended on someone other than the head of the family.

Mr. Elbridge Sibley noted that the tendency toward greater fertility among middle and higher income groups might tend to slow up opportunities for advancement, and that an equalization of educational opportunities is necessary. Parents of first-born children are, on the average, somewhat younger and have had more formal education than those in former decades. However, they have had shorter periods of experience in family and parental living in their own homes. Thus, child rearing can and must be learned to a greater extent through formal channels rather than through family experiences, as in the past.

Miss Caroline F. Ware underscored this need. The great upsurge in births has increased the demands on existing services, already seriously inadequate. The rate of expansion of all services for children must be stepped up and we need to be prepared to meet the crest of the wave as it hits each new level. Services vary widely in different areas and among different social and economic groups. The rapid growth in suburban areas creates a new and difficult problem, which requires metropolitan area planning as well as closing the gap in services in rural and isolated areas. Greater needs for services exist among Negro and other minority group children.

The population trends have sharpened the needs for the following services: (1) family life education, (2) services to migrants and children who move, (3) services in surburban and new mushroom communities, (4) preventive and protective services, such as foster homes, and so forth, for the increasing number of children born out of wedlock, (5) day care services and housekeeping aids for the increasing number of working mothers, and (6) special services for large families, especially in housing.

Housing and Healthy Personality Development *(Panel 11)*

Mr. Lee R. Johnson stated that every American family has a right to obtain shelter meeting basic minimum standards of space, sanitation, and environment. The test for securing such shelter must not be limited to a family's economic status, but rather must be based on its right to live under conditions that tend to promote sound family life, community responsibility, dignity, and honor.

In recent years blight and slums have increased. High costs threaten the federal public housing program. Only 11,000 public housing dwellings are under construction instead of the 135,000 per year authorized by title III of the Housing Act of 1949. The failure is due to (1) delay in administrative appropriations; (2) delay in site acquisitions in many localities due to racial or other prejudices; (3) high prices. The program is bogged down by "timidity" and "red tape" on the part of national housing leaders. Furthermore, private real estate leaders have combined against the public low rent housing program.

Applications for public housing aid have been made by 700 communities. But an organized anti-public housing campaign has been urged by the National Association of Real Estate Boards, the National Association of Home Builders, The United States Savings and Loan League and the National Retail Lumber Dealers Association. Public housing referenda, inspired by these groups have defeated local housing projects in about 20 out of 30 localities, as in the State of California.

Mr. Johnson also criticized the limitation to 30,000 public housing dwellings during 1950 and regulation "X" as penalizing the low income groups who need decent housing the most. He also characterized much of the construction by private enterprise since the war as "over-priced and Jerry-built."

Mr. Oscar Stonorov said that progressive citizens are incapable of coping with the opposition forces ranged against public housing in most localities, and that standards of privately built housing are below those of public housing. For example, in the typical row house the family living room is in reality a passageway and becomes the main battling ground. It prevents proper circulation and privacy and tyrannizes the family. Social workers should analyze plans of housing projects.

Dr. Robert H. Felix criticized public housing plans for the following reasons: (1) Emotional difficulties of children have been traced to the orientation of apartments away from play areas; (2) kitchens are often suitable only for left handed women; faucets and refrigerators are poorly located; (3) bathrooms have been placed back to back with no insulation

to shut them off from bathroom noises; bedrooms have also been similarly placed without proper insulation; (4) large-scale developments cause an artificial way of living; (5) auxiliary facilities have been lacking and there has been no joint planning for required schools, churches, and other community facilities. If projects were built in small developments around the community, such problems would not arise.

The Rev. Thomas B. Keehn said that despite major population movement from urban to rural non-farm areas, the housing program for sharecroppers and tenant farmers, although authorized by the Housing Act of 1949, has not been accomplished. Citizen housing associations should be organized to serve as a channel for the expression of informed citizen opinion and to collect facts and disseminate information on local housing programs and needs. The National Housing Conference has helped many communities organize citizens who are interested in housing. It should have facilities to offer field service to local communities, and funds to strengthen and expand its work.

Mr. Bert Seidman in summing up the discussion stressed the importance of sound principles governing the provision of housing, with special regard to the needs of low income families.

Youth Participation in Community Living *(Panel 12)*

The values of youth participation are many, the panel and the audience agreed. Cooperation between youth and adults gives youth a sense of belonging to the community, a sense of security, and an opportunity to make ventures, all of which contribute to healthy personality growth. Mutual understanding is created between youth and adults; the former gain in a feeling of responsibility and in seeing that through their own efforts they can aid other youth; the latter benefit, too, by recapturing some of the idealism of youth.

Youth participation may be defined as consultation with and cooperation by youth in planning and carrying out all types of community projects and in solving community problems, whether a community be conceived as local, state, or national. Youth like to be in on the ground floor when plans are being made, and views are being presented, rather than to accept tasks based on adult planning. Youth have shown themselves particularly able in working on problems of discrimination and on school problems which affect them directly, but they also wish to be consulted on the larger problems of the whole community.

The obstacles to youth participation are:

1. The patronizing attitude shown by many adults; lack of adult acceptance and trust; the assumption of superiority by adults, with consequent lack of opportunity for youth to learn by trial and error
2. The lack of time caused by the pressure of school activities; in this regard, youth must be prepared to make some sacrifices in the public interest, as do many busy adults
3. The failure to realize that youth participation is a process of patient learning; it is not easy to be a good representative, this is developed through cooperation with parents, teachers, and community leaders.

Youth participation will be increased if youth are given real tasks rather than artificial ones, and if they are given responsibility. Assuming responsibility, rather than any definite age, is the mark of growing maturity. Adults should also give youth more credit, instead of concentrating critically on their faults. On the other hand, youth can help itself greatly by convincing more community groups that they need youth cooperation, and by seeing to it that opportunity for such work is made available to many young people, and not concentrated in the hands of a few. They need to be cautious with whom they cooperate since some groups wish to use youth in promoting selfish purposes. Finally, young people should seek to interest adults in their own special problems and projects and should invite adult cooperation.

The Child in Conflict With the Law—Implications For Him, For His Family, and For the Community *(Panel 13)*

The chairman, Mr. Austin MacCormick, reminded the group that from the community's viewpoint delinquency is a disturbing and dangerous phenomenon. Although the panel was to concentrate on the individual child and ways of assuring for him a healthy personality, yet, it was necessary to recall that the community does little for delinquents except on the basis of fear.

The most complete of the available statistics (Children's Bureau estimate of juvenile court cases) indicate that 275,000 children pass through the courts in a year. Many more are known to the police. The panel members, selected to "cover the waterfront" in the field under discussion, are people who, in developing a program, have established their ability to "keep their eyes on the child rather than on the tablets of the law."

Mr. Alfred J. Kahn described the main agencies for identification of children in trouble (police, attendance programs, courts) and the conditions which bring a child to each. He emphasized the symptomatic nature of offenses of all kinds and the importance of seeing the reported difficulty as an opportunity to help those who need help. He warned against an attempt to convert the staffs of all these agencies into psychotherapists and described the need for a proper definition of the function of each. Generally, the school adjustment workers should be trained caseworkers giving casework help and referring where necessary; the police must be a highly skilled referral agency; and the courts must, only after adjudication, provide counseling of its own (probation), refer for help, or make institutions available.

Miss Rhoda Milliken felt that the police, hired by the public to see to it that the "rules of the game" were followed, had a harder function in identifying children in trouble than had been suggested. Policemen who know their neighborhoods can recognize trouble signs before a child is reported. When children are identified or reported, the police must be discriminating in choosing the next step. They are not to do intensive casework, but what can be done must vary with the resources of a given community. Police have undertaken voluntary probation and recreation programs in some places, but these must be temporary matters until facilities are provided. The group was urged to back specialized training of police for their youth task.

Judge George W. Smyth described the delinquent child as a seriously rejected child. To deal with them as individual children, courts should give up the practice of adjudicating them "delinquent." To meet the challenge of helping, a children's court is required which has properly selected and trained judges and adequate social and psychiatric resources of an order that is currently nonexistent. Probation officers, the court's right arm, should be counselors. The community must provide a wide range of resources on which the court will call in asking help for these children.

Dr. Frank Curran saw the psychiatrist's role as dealing with the problems of the individual as a whole in relationships with others. Because there are not more than 300 psychiatrists in the United States trained to work with children's problems, and because only 10 or 11 juvenile courts have psychiatric clinics, courts and detention facilities must of necessity use part-time psychiatric services. Perhaps 70 to 80 percent of the children before the courts are adolescents. Treatment is doubly difficult because as part of their growing up they are normally anti-adult. Only in detention homes or in psychiatric wards is their real therapeutic success with these youngsters. By working with the individual alone and in a group it is possible to break through the anti-adult facade and form a relationship which can be therapeutic.

Mr. Fred Delliquadri emphasized the strategic position of the state public

welfare departments. He described the Wisconsin department as not unique, but in line with current trends. A Division of Child Welfare and Youth Services tries to serve the total child rather than use the term "delinquent" and set up a special program. There is a great emphasis on prevention. The state department offers consultation to local communities in improving their programs along lines appropriate to their unique situations and available resources. The state university sponsors special institutes for many different groups in the community. A permanent group should be created in each state, to be concerned with implementing the recommendations of this Conference and ready to work for years, not just months. Like several others, this speaker emphasized the need for trained personnel.

Mrs. Conwell Banton reviewed the various factors affecting the quality of an institution's program and mentioned particularly (1) the degree to which the community wishes to protect children rather than to help them; (2) the value placed on the child; (3) the pattern of services for all children in the community; (4) the degree of public responsibility for all services. Then, describing in detail her experiences in the Kruse School, the speaker illustrated how a community will act with and for a school if leadership is provided. The school has been particularly successful in developing a group of citizen advisory committees around the school board and dealing with social services, education, maintenance. The community comes to share the program and eventually learns that it can also share the facilities.

Mr. Harold Hegstrom listed two major concerns: (1) Population trends lead to expectation of a large increase in juvenile delinquents by 1960 or sooner, and we must consider what to do. (2) There is great need for competent staff on all levels of these various programs, but particularly in the institutions. Plans for retirement benefits, adequate salaries, a reasonable work week are major aids in developing a staff. The speaker agreed with the need to relate the institution's program to the community. The methods of using volunteers require further discussion.

The armed services are ignoring the intent of juvenile court law in rejecting boys still on parole. The White House Conference should consider action on this.

Judge Gustav L. Schramm stated that the juvenile court, which has equity rather than criminal responsibility, has a positive opportunity to strengthen the community team. The judge can personify in a unique way the community's interest in children. As a non-expert he can strengthen services and the work of experts. The speaker described how the judge can break through procedure to get close to the child.

The juvenile court law is sound, but our need now is to solve the administrative problems in the way of turning principles into practice. The court's legal responsibilities should not be expanded without first achieving the primary purpose of service to children.

Concepts of Personality Development and Their Meaning for Work with Youth *(Panel 14)*

Mr. John Slawson set the keynote for the discussion by declaring that democracy to be strong needs well adjusted youth. He said, "The White House Conference on Children and Youth—the fifth in the 20th century—has collected an impressive array of facts on the conditions that produce distortions in the personalities of adolescents and the manner in which these can be corrected and prevented.

"The facts brought forth by the Conference fact finding groups point up sharply the need for further research in human personality. The advances made in the technical and physical sciences, on the other hand, during the past 50 years have exceeded those achieved during the previous 5000 years. There is a vast disparity between our knowledge of man and human relations and our knowledge of matter and the universe. This great gap must be closed if the human race is to survive.

"In these grave and dangerous times, democracy to be strong needs well adjusted youth—youth who are neither submissive nor rebellious, who have a clear view of democratic ideals. For those so fortified will not fall prey to the demagogue and his 'totalitarianisms'—Communism and Fascism.

"There is no guarantee that democracy will be preserved and fostered if we do not make sure that the adolescent of today will become the mentally sound and emotionally healthy adult of tomorrow. For, in the last analysis, a political unit can never excel in quality the capacity of its constituents for self-management; and adults who in their childhood or adolescence are subjected to conditions that result in personality distortions, uncorrected and untreated, are thereby hampered in their capacity for such self-management and hence in their contribution toward the democratic way of life."

Mr. Ernest O. Melby asked his listeners to dispel three great illusions about education, which he said were: "That the answer to our problems of democracy is more education; that knowledge is power (let the people know, it is said, and they will act wisely); that we can so change children that they in turn can change society." He added: "We are never going to be effective in education so long as we assume that education can be carried on, by and through the schools alone. Only through a total use of our resources for education can we build the America we want."

Mr. Fritz Redl named a number of things he said are troubling youth today. One is that "often adults are green with envy of youth." This envy, he said, often leads adults to behave like youth. For another thing, "the

adult's own case history creeps up on him." That is, some specific behavior of youth reminds his elders of similar events in the past, and the adult reacts in the same way he did to the original event.

Dr. Herbert Chamberlain explained how cultural patterns are all-important in determining the ideals and actions of youth.

Mr. Kenneth B. Clark said that the problem of belongingness and group identity for adults is the same as the problem for children.

Miss Gertrude Wilson said, "The only difference between gang behavior and our behavior, as adults, is that we don't often wind up with bloody noses." She concluded with the observation that all the recreation halls for youth in the world wouldn't improve youth unless adults provide healthy leadership and set good adult examples.

The Child and His Family *(Panel 15)*

The plays, "Scattered Showers" and "Fresh, Variable Winds," by Norma Stirling, were produced by John Golden, Richard Rogers, and the American Theater Wing Community Plays. The roles were filled by a Broadway cast of professional actors.

Dr. George S. Stevenson explained that the dramatic sketches, planned for parents' meetings, show that discipline depends upon the "climate of the home." They review two kinds of discipline: the kind that merely exacts obedience, and the kind that helps the child achieve self-discipline.

"They also show that with love and understanding, children can be trusted to live up to the ideals and standards of the home and society. But this love must be accompanied by the kind of authority that teaches a child that here are governing principles that set limits for his behavior," Dr. Stevenson said. He emphasized that "this type of presentation is highly educational because it affects the attitudes of people." He urged child educators and parents to present plays of this type, because they stimulate audience participation and foster group discussions on problems of bringing up children.

Suitable Employment Opportunities and Good Working Conditions as Factors in the Development of Youth *(Panel 16)*

Mr. R. Maurice Moss pointed out that half of our waking hours and a third of our adult life are spent at work. Therefore, jobs should be not

only a way of making a living, but a source of satisfaction. A job that is beyond a child's ability or that does not challenge his capacity can serve to intensify feelings of insecurity which will affect not only his work adjustment but his other relationships.

Labor laws have done much to eliminate many of the evils of working below a suitable age and of improper working conditions. While the gains made by legislation, by the pressure of social agencies, and by the improvement in school programs are recognized, there are still a number of sore spots, among which are the children employed in agriculture, children of migratory workers, and those employed in the street trades.

The two basic concerns up to the present have been the elimination of hazards and the establishment of better working conditions. Too little attention has been paid to educational and psychological factors and to the point at which the child changes from being a student to being an employee.

Three areas should be considered:

1. The development of sound measures to raise family incomes because financial pressures force so many young people into unsatisfactory employment situations early

2. The closer integration of school and work by the development of more school-work programs; anything that can be done to ease the tension when the child leaves school to enter the labor market will be helpful in his personality development.

3. Extension of vocational guidance services and integration of the services of the professional counselor with all other services so that guidance permeates all of the influences that are brought to bear on the child, beginning early in life.

There was no industry representative on the panel. It was strongly urged by Mr. Moss that industry be included along with government, schools, labor unions, and interested public and private agencies to work together to assure suitable employment as a means toward healthy personality development.

Mrs. Gertrude F. Zimand pointed out three areas in which early work experience militates against the possibility of acquiring right attitudes toward work:

1. Agricultural child labor and migrant labor. The age at which youngsters work and the quality and intensity of the evils they face such as no school, no time for play, and the discrimination they meet as an economic group bodes ill for their personality development.

2. Children who go to school, but also work before and after school and late at night. The strain on their health, the deprivations in terms of play and companionship, the deep resentments that are instilled in them when they can't do what other youngsters do, are not healthy.
3. Children who leave school in order to work, whether for financial reasons or because the school has nothing to offer to meet their needs, are not having the equal opportunities that we want for youth.

Mr. Donald Arnold discussed the need for some joint effort in order to provide surveys of occupational opportunities in the community. This information is needed locally, and can only be acquired through the cooperation of schools, industry, and employment services. Also, adequate vocational guidance does not reach rural youth.

Mr. Harry Kranz, in addition to discussing the limitations of our present labor laws, touched on the family allotment plan as a means of increasing the income in low-income families. He also suggested that industry and labor be invited into the schools.

A youth leader, Miss Charline Banks, discussed her own experiences and the advantage to her of having had adequate vocational guidance all through school. She had to work to finance her way through school, and through the counselor's help this work experience was rich and profitable rather than damaging. She also pointed out that you should not be left out of cooperating groups since youth, particularly through youth organizations, wants to help youth.

Miss Betty Donnelly urged that employers be included in conferences. They must be made part of the picture and be given responsibility.

There was spirited and constructive discussion on the part of the audience. This included recommendations for the enforcement of the labor laws, consideration of the setting up of employment opportunities for young people who leave school, somewhat along the lines of the Civilian Conservation Corps, preparation of youngsters for work, including a knowledge of the laws that exist for their protection; and what they can do when there are violations.

Differences in Family Income and Their Effect on Family Life *(Panel 17)*

Mrs. Eveline M. Burns pointed out that families in the lowest 20 percent income group have 4 to 5 percent of the total national income, while families in the highest 20 percent have 47 to 52 percent. These figures do

not present an accurate idea of how excise and sales taxes may further accentuate inequality of incomes.

The 1950 census figures show that:

27.8% of American children are in families with incomes below $2,000.
49.8% of American children are in families with incomes below $3,000.
22.4% of American children are in families with incomes between $3,000 and $4,000.
11.7% of American children are in families with incomes between $4,000 and $5,000.
9.1% of American children are in families with incomes above $5,000.
3.0% of American children are in families with incomes above $10,000.

To try to determine the reasonable income needed for a child to grow up with a healthy personality, estimates for standard budgets have been proposed. The City Workers budget and the old WPA family budget are examples which permit some objectivity. These do not, of course, help very much with rural family budgets in which housing, home grown food, and so forth may present considerable variations.

The amount of $2,000 is considerably less than a family needs. The lowest budget permissible was calculated to be $2,600 for the lowest cost of city living and $3,000 for most cities. These figures do not provide for inequalities resulting from having more than one person in the family. Larger families have a more acute problem.

The inequalities resulting from low income are cumulative: (1) As income goes down, the number of mothers working goes up. Especially is this true in broken homes in which 50 percent of mothers work. (2) Nutrition suffers, although nutrition has improved over the past ten years in low income groups. (3) Education tends to be poorer in low income families. (4) Shopping opportunities are poorer because the families rely heavily on credit and thus cannot take advantage of the best buying opportunities.

The chance to improve income is less as income is less because education is reduced owing to family pressure to become a wage earner; and because low income families lack funds required to migrate to places where income could be increased.

Half the low income group is in the south; the least number is in the far west. Areas which need community resources most have the least. Federal aid often cannot be matched by local communities and states which are financially poor; thus aid to dependent children, education, and welfare tend to remain inadequate. Negroes and migrant workers are more frequently found in the low income group.

Some hope for the future can be found in American productivity, aid to dependent children, minimum wage laws, and aid to education.

Family allowances for children are given now in 28 countries; in fact, in practically all the industrial countries except the United States. (This subject was later discussed extensively by the group.)

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Special problems are presented by migrant workers, low income agricultural areas, bringing scientific knowledge of proven validity to bear on family living, more research on all factors.

Dr. Myron Wegman pointed out that health services drop as income drops. Segregation in the south also adds to costs and to the complexity of the problem.

Mr. Gunnar Dybwad stated that poor community attitudes so often defeat the purpose of a good program such as ADC.

Mr. Leo Perlis proposed that incomes be raised through collective bargaining, more equitable taxes, and social legislation such as old age assistance, housing, and health measures. He also emphasized the importance of changing ethical values by education so that money does not remain the central criterion of success.

Mr. Edward Wyler suggested that we need a $1 per hour minimum wage law. Also, more equitable taxes are needed, for although productivity has increased, so has corporate profit.

Mr. Forrester Washington indicated that the Negro's problem is more complex. His income is actually reduced by higher costs of living. Better medical care must be sought at longer distances. He often has to rely on Pullman travel because of the Jim Crow coach and the quality of food sold to Negroes is poorer.

Social Security Programs: Their Implications for the Well-Being of Children and Youth[1] *(Panel 18)*

Discussing recent amendments to the Social Security Act which increased benefits and made the program available to "three-fourths of the gainfully employed persons in the United States," Mr. Robert Ball asserted that "even with these improvements there remains much to be done." Coverage, he said, must be extended to include large segments of the population, such as certain self-employed professional people, farm operators, and others who are presently excluded. Existing inadequacies in social security programs include "lack of protection for the disabled or ill person, and inadequate unemployment insurance." Some type of large scale voluntary or compulsory health insurance program is called for to cover "the skyrocketing costs of medical care"; federal grants for children in need; extension of public assistance programs, and increased services which will provide for the well-being of children and youth in all sections of the country. "No state, race or income group has a monopoly on talent," Mr. Ball said. "We should see that all children and youth have access to more equal education oppor-

[1] For the remarks of Robert M. Ball, see p. 122.

tunities, better housing, and better care. Democratic principles cannot tolerate that a child's opportunities in life be dependent upon the fortuitous circumstances of birth."

Miss Jane M. Hoey reminded the audience that "what we do for parents, we also do for children. We can't talk about children and youth without including the parents. We need both the insurance method and the assistance programs to provide some measure of social and economic security." She urged that steps be taken to remedy some of the shortcomings, such as "the lack of provision for the temporary or permanently ill, inadequate benefits, and the exclusion of various groups from coverage, such as the partially disabled."

Mr. Murray Latimer declared that recent union victories point up the fact that the employer recognizes that he has some responsibility for the welfare of the employees' families. Before the pension plans were put into operation, retired employees lived on inadequate social security pensions and widows were often forced into the labor market to supplement meager survivor's pensions.

Mr. Kenneth L. Kramer said that the CIO is in "the frontline of the economic battles of our time to raise the general standards of living, and is not concerned only with the financial interests of our own members." The CIO has supported programs which would reduce the "inadequacies of our present social security program," and has called for passage of disability insurance programs, adequate unemployment compensation insurance, and national health insurance. "Our children have been short-changed during the past year by the great emphasis on problems of the aged," Mr. Kramer said. "We should have an understanding of the problems of the children and the family as well. We should try to insure high wages, full employment, adequate social security and benefits for all segments of our people."

The greatest gap in the present social security program is "lack of medical care," Mr. Lane Kirkland declared. Although various health and welfare plans have been worked out with employers, all are inadequate. The speaker believed that "only compulsory health insurance provides the answer to providing minimum standards of medical care."

The role of state and voluntary social agencies was described by Miss Lois Wildy. "We must help crystallize and develop programs when they become necessary. We must see that official state and local agencies as well as voluntary agencies are utilized in carrying out these programs. We should also plan ways and means to insure that various types of assistance are made available to those who need it."

Mr. John Corson urged the delegates not to look upon social security programs as "a necessary evil. Think of them in terms of the evolving needs of the society in which we live—where most of the population work for wages and have difficulty in saving," he said. "We should appraise the social security programs in a forward-looking role."

The Effects of Discrimination and Prejudice on Healthy Personality Development *(Panel 19)*

The chairman, Mr. Dan W. Dodson said that prejudice and discrimination are among the major obstacles standing in the way of healthy personality development among children.

Mr. Otto Klineberg said, "Measured by any criteria, children from minority groups face greater hazards and additional handicaps to successful adjustment than children from majority groups. Children from minority groups do not have the fair chance for the healthy personality development which is the goal of this Conference."

We know, continued Mr. Klineberg, that the same potentialities exist for children from all races, groups, and religions. Prejudice and discrimination, he said, are contrary to the findings of scientific knowledge, inimical to the teachings of religion, and an obstacle to the working of a democracy. "Yet," claimed Dr. Klineberg, "in our treatment of racial and religious problems, what we do varies considerably from what we know. This discrepancy between what we know and what we do must be wiped out. Respect for others and wholesome acceptance of minority group members as individuals must be integrated into our very personalities and must be part of our daily living experience."

Mr. Klineberg posed the following problems for consideration by the panel: (1) What are the differences and what are the similarities in the problems faced by members of various minority groups? (2) What are the most promising leads to a practical and successful approach to a solution of this problem? (3) How can we best prepare minority group children to deal with the problem of discrimination? (4) How are differences in socioeconomic groupings related to the problems of prejudice and discrimination? (5) What are the major research problems still to be explored in this field? (6) What is the trend and what progress has been made in the condition of minority groups? Mr. Dodson added a seventh point to this listing: (7) What is the effect of prejudice on the mental health and adjustment of children from the majority, as well as from minority groups?

Sister Mary de Lourdes emphasized the importance of the problem of discrimination to children in majority groups. These children, she noted, "need the real trust that is basic in all human relations, a trust that must come out of their own living experiences." Parents, as well as teachers, must help children to gain this understanding and trust. Prejudice, said Sister de Lourdes, is based on fear, which is "rooted in our culture," and on ignorance. "Only when we have a deep measure of trust in children," she con-

cluded, "will we develop people who are not afraid of different peoples, different religions, and different groups."

Mr. Tanner Duckrey noted that we must stress the mental health of all people, because "too often we do not know who is the majority and who is the minority." As a practical measure, he suggested that texts such as those on emotional health, psychiatry, and sociology, stress the problems created by prejudice and discrimination. "We must break the vicious cycle of prejudice and discrimination," said Mr. Duckrey, "at many different points, for example, in housing, education and legislation."

Noting that the feeling of group belonging is vital to healthy personality development, Miss Hilda Taba said that the schools can provide the opportunities for wholesome group participation and the kind of social learning necessary to reduce prejudice and discrimination. Mr. Isidor Chein declared that more research is needed on the influence of group participation and belonging, and its effects on discrimination and prejudice.

Miss Ruth Cunningham said that teachers as well as students must learn to work together and to profit from each other's experiences in combating prejudice. Mr. Samuel H. Flowerman cautioned that we must learn more about whether attitudes and ideals taught in the classroom are transferred to other situations.

In floor discussion, several delegates proposed that we minimize differences in the classroom, that we discover means to resolve conflicts between the school and the home, and that we provide opportunity for the interchange of students and scholarships among various schools throughout the country. Young people are ready to move ahead in this field, it was noted, if their parents and their communities will provide them the opportunity to do so. It was suggested that the Conference make specific proposals for concrete action, such as enactment of fair employment legislation and a clear cut stand against discrimination in common carriers. The nation's capital should take the lead in eliminating segregation in all its forms.

The Bearing of Law on Child and Family Welfare[1] *(Panel 20)*

Mr. Paul Sayre discussed the development of family law. Courts operating under the equity concept commit juveniles to institutions under the theory that they are misguided and in need of help rather than punishment. However, many custodial institutions are not keeping the trust of the equity

[1] For the remarks of Professor Alan Keith Lucas, see p. 126 and for those of Professor Kenneth R. Redden, see p. 130.

concept in that children are actually being placed in penal institutions under the theory of punishment. We cannot justify holding a child longer than an adult for similar offenses if we operate under the theory of punishment and guilt rather than under the equity theory.

The speaker emphasized the necessity of modernizing the divorce laws. The law should be the institution by which we operate and it should be flexible enough to meet changing conditions. In a divorce action the person seeking the divorce should come in with clean hands and prove that he was a dutiful mate, for instance, before the shortcomings of the other spouse could be presented. Family and child welfare are basically important.

Making Community Services Responsive to Community Needs [1] *(Panel 21)*

The members of the panel presented the following main ideas:

Citizen participation should mean not only providing funds but helping to form policy. In this connection training programs for citizens would be an asset; it was acknowledged that some laymen resist special training, although they are willing to accept responsible positions.

Public relations programs in support of community services should promote general understanding of them in language which the ordinary person can grasp.

The question of having a citizens committee to complement the work of the health and welfare council was discussed, such a committee to have lay and professional members. Some thought that such a structure creates division and segmentation. Others pointed out the danger of decisions being arrived at by laymen who were powerful but uninformed. The group were divided on this question of structure.

The need for volunteer citizen participation in agency operation as well as on boards was indicated.

Youth participation requires intelligent and sincere adult attitudes; the opinion of youth should be given weight in planning action.

[1] For the remarks of Manuel Kaufman, see p. 133.

Principles and Patterns of Community Planning for and with Children and Young People[1] *(Panel 22)*

Mrs. Edgar Dixon, the chairman, defined a community as an association of individuals and families acting together as a unit to meet their common needs. There must be a mutual understanding, a feeling of each that he has a responsibility for the welfare of the community.

Three questions were presented to the panel by Miss Violet Sieder:

1. How can a planning council be made into a working, democratic body? It is not enough to meet a few times a year to receive reports and to vote for officers.
2. How can youth best serve in community planning? How much and what kind of responsibility should they have?
3. How can we keep all services sensitive to the needs of people?

Mr. Henry Welch suggested that the emotions and feelings of people form the motive power which should be brought to bear in solving each community problem. The good leaders that are in every community should be found and their strength enlisted, for a dynamic leader creates enthusiasm in a group.

In relation to youth, Mr. William E. Skelton said that the word "with" young people is the key word, rather than "for" young people. In planning on any level the young people must be given a real opportunity to participate. They have to recognize and understand the problems by sharing in it from the planning stage on.

Miss Lucia Murchison called attention to an article in the November, 1950 issue of *The Child,* "A Rural Community Plans for Guidance of Its Boys and Girls." A member of the health education department in South Carolina read about a rural guidance program in another state. Through her concern over drop-outs in school in one small town in South Carolina, she contacted the executive director of the program on how to go about organizing a program in a rural community.

This small community organized itself with these two serving as consultants. They called on all types of people in the community to meet and set down their problems, the first of which was that too few children were coming to school regularly and too many were dropping out early. A round-table discussion of the problem was held. A report of the manner in which youth assisted in this was presented by a member of the youth group from

[1] For the remarks of Miss Violet Sieder, see p. 142; for those of Mr. Herschel Alt, see p. 138.

this town. A committee of 24 students elected from the student body made a survey to find out why children came irregularly and discovered the cause was the need to help in cotton and tobacco fields during certain months of the year. A set of recommendations were developed to the effect that shorter school hours during these months should be offset by longer hours during other periods; that ways should be found of making parents and children understand the importance of regular school attendance; that parents should learn to conserve time through systematic planning; and that attendance laws should be more strict and should be enforced. Negro children were included in this planning. Members of the panel called attention to the good methods of youth participation exemplified by this.

Mrs. Violet Crook described a family life program in a rural community having ten high schools, the largest in a town of about 7,000 population. A youth council was formed made up of four upperclass students elected from each school. The first concern of the council was basketball, but they achieved a program very popular in the community under which each school is open on Friday night for family recreation, dancing, games, and reading in the school library. A county council also flourishes in this community, which, starting from a comparatively easy project of beautifying home and school grounds with native plants, went on to obtain a public library, a hospital, and a swimming pool. The hospital took five years of effort; the pool, fifteen years.

Mr. Herschel Alt stated his opinion that if the Conference could do no more than emphasize the kind of planning described, it would still have achieved a great deal.

A number of comments were made and questions raised by members of the group. Concerning youth participation, one young woman showed the importance in organization work and in community life generally, of having students begin at an early age to concentrate on meeting community needs. She cited the Teen-Town project in Chicago which she headed, as an example. Through the efforts of that organization two high schools were opened for evening recreation, and better street lighting was obtained as a result of the study by young people and the presentation of their conclusions to the city council.

Several suggestions were made about how to gain the interest of people who do not habitually participate in community affairs. One method is to base representation on geographic distribution, so that representation is required from each street or block. Also, it is sometimes helpful to select a few people and ask them to take specific duties in relation to a project. Usually, their interest will continue and they in turn will interest others.

In getting people to change an attitude of resistance when they feel that something is to be done for them, an attempt should be made to find out what their ideas are and what they want to have done. This process should

result in the changed feeling that they are not being worked for, but worked with.

One member of the group spoke of having worked in the interest of others for twenty years without having been asked to join the community council. To meet a problem of this kind it was suggested that the individual should indicate his interest in working with the group. On the other hand it is the responsibility of a community council to draw in people who have given clear evidence of their interest in community service.

Some concern was expressed over the suggestion for a state planning group made by Herschel Alt (see p. 138), because of the feeling that people living in a community knew their own problems best, and were best fitted to solve them. It was pointed out in reply that state groups are formed not to impose their ideas but to be in readiness to serve local communities when called upon.

The representatives from the Virgin Islands testified to the excellent cooperation between volunteers and officials there in planning for this Conference. The presence of the officials on the planning committee aided in the more rapid solution of problems.

Symptoms and Causes of Conflict between Youth and Adults *(Panel 23)*

In summary of the causes of conflict between youth and adults, it was pointed out that some are inherent in the growing-up process. Others arise from social and economic competition, from changing social and economic status, and from the failure of individuals, both old and young, to respect the personalities of others. The lack of security also plays its part when love is absent, when adults do not accept the child because he is himself, and when parents fail to provide for the participation of the child in family and other matters in which his interests are involved. The lack of definite standards by which to live is a clear source of conflict. Selfishness on the part of parents which prevents their being actively interested in the concerns of the child outside the family causes doubt or resentment in the child's mind. Adults also are unpredictable to the child, since their own needs change as they grow older, and their status in relation to the needs of children changes also.

Delinquency is a symptom which may occur as the result of conflict.

The members of the panel made many specific points. Miss Nancy Alice Pumphrey, a college student, said that a sense of belonging and being made to feel important in family life were of great help to her in growing up.

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School teachers, she thought, had the greatest influence on youth, next to parents, because youth are under teacher supervision for long periods. In her opinion religious leaders were third in influence. She thought that all three together had a tremendous influence on the individual. Regarding relationships, she said that young people often look to adults for approval and if they cannot get it they sometimes "curl up inside." Mr. John Diuguid, the second college student, agreed that a sense of importance is one of the two most important forces in the life of an adolescent; the other is that life should be based on religious principles. He said that the most important thing in his life to date was that "Dad got up early Sunday morning and piled the family in the car, and we all went to Sunday school and church together." He urged also that there be more participation by youths in helping adults decide what services are to be given to youth in institutions like the church and the school. He pointed out that adult groups too often choose "safe" young people and create a type of "fake" participation, instead of allowing youth to elect their own representatives to positions of responsibility.

Mrs. Evelyn M. Duvall said in relation to Mr. Diuguid's point that the adult attitude should be one of doing things with young people, not in doing things to or for them. Mrs. Duvall also stressed the point that in family life the important thing is to assimilate the normal conflicts as they arise. The answers to the question, "What does it mean to you?" help to solve many family conflicts. Whether a family is gifted or ungifted, both youth and adults should feel that they are important for what they are, not for what they do. This speaker discussed the special problems faced by adults which are brought about by the development of their own lives, "especially in middle-age transition periods, when it is sometimes frightening to parents that their children do not need them any more."

Dr. Edward Greenwood commented that some adolescent behavior may indicate conflict or may only be normal behavior for the individual youth. "Some things," he said, "are symptoms of conflict and some actions are an unfolding of personality. It is only when adults supervise an unfoldment too closely that they make it a symptom. Parents should supervise youth, watch them, believe in them, but not put them in a small cage where they can watch them all the time." Approval is as necessary for youth as it is for adults. With respect to relationships between the parent who is gifted and the child who is not, Dr. Greenwood said that the child may feel that the parent is too far ahead of him and will accordingly turn to other areas of interest for self-expression. In any case, living together is an experience common to all, and having a special gift does not give parent or child the right to violate the rules of society. Concerning sex education, the speaker said that, like all other education, it should have a "spiritual base line." He added, "Spiritual foundations are how parents act and not what they believe."

Mr. Carson Ryan said that he had noted a reluctance on the part of parents to seek outside help on family problems. In his opinion, every community should have a well equipped organization serving as a family agency.

Mr. Will C. Turnbladh urged that the sense of identity, of importance, and of acceptance so important in home life is equally important to children in institutions. They should be led to feel that they are a part of society, and that they are for society and not against it.

Mrs. Melvin A. Glasser said that the feeling of parents that they are shut out, with the resultant sense of insecurity, should be given later consideration in a work group, but that in her opinion the attempt of a parent to "hold on" to the child may produce some shattering results in the older person. She reported that a study of children of families not too well off had shown that the children set the highest value on parental love and on family activities in which all had a share. In regard to sex education, Mrs. Glasser urged that it should begin on the nursery level.

The Role of Religion in Personal Life *(Panel 24)*

The panel chairman, Mr. Moses Jung, opened the discussion by pointing out that there are areas of agreement among the various religious faiths that can bind their efforts together; their concern for children and youth is one element held in common. "If we cannot learn to live together here," the chairman asked, "how can we expect to get along with people of other nations?" Members of the audience also expressed an interest in questions in addition to determining common elements and developing mutual respect. Chief among these were the religious problems of youth in school and college and the training of parents to teach religion. In regard to attitudes the question of what are tolerance and toleration was raised, together with that of personal religious freedom and the separation of church and state. The opposition of religion to Communism, and the relation between religious faith and social action were deemed important, as was emphasis on the doctrinal content of religion and the connection between theology and the development of personality. Many of these topics were dealt with directly or by inference in the remarks of the four panel speakers.

In relation to the goals of the Conference, the Reverend Raymond B. Johnson urged the importance of aiding the individual in his rational search for his own place in an ordered universe. He said:

"This Midcentury Conference aims at the development of wholesome personalities in children. A well integrated child feels secure in his environment. At the very first he reaches this sense of security through the loving attention of his mother and through the physical comforts and protections that meet his immediate needs. Gradually his horizon widens, his environment expands, until it encompasses the universe. If he still feels secure it is because he has come to recognize order and law in the universe; it is because he is convinced that there is purpose and direction in the plan of the universe. Whatever his conception of the Planner, he is sure there is rightness in the laws, goodness in the ultimate intent, sense in the whole of existence. This is his religion.

"He further needs, from the beginning, to feel that he counts, that he is a participating part in the vast whole, that his contribution is of importance, and that he can, if he fully develops his own native capacities, help progress in the approved direction. This too is his religion.

"We conclude then that religion is necessary to accomplish the purpose of the Conference. At once we are appalled to find two great road-blocks in our path. The first is that the church, or organized religion, touches only half the children of the United States. Other agencies then must be awakened to their responsibility in respect to religion if they are to perform their full function. The second is that the conventional attitude toward religion is that it is something apart, hedged around with confining creedal presuppositions. There is suspicion and wariness about the beliefs of other groups. There is blind insistence on accepting preconceived premises before or instead of using the individual mind as best we may, with all modern scientific information and methods being brought to bear on one's thinking.

"To accomplish our high purpose, to make progress toward our Conference goal, we must, then, broaden our base of thinking about religion and the child. We must reach out for the good elements in every religion; we must seek religious elements in what passes for no religion. We must remember, for example, that the Golden Rule, often ascribed only to Christianity, is explicitly stated in every existing religion in the world. We are equally obligated to the unchurched half of our population. We must so study this essential element in the development of wholesome personality that we make religion an effective force in the world."

Religion as an integrating force in personality development was the particular topic addressed by the Reverend C. E. Krumbholz. As his first point he declared that "religion emanates from God, reaching down to human life, rather than man's upreaching to God . . . It is important that we comprehend that religion starts from God, not from man. God is interested and makes the first approach to His child . . . God's revelation of Himself as holy, just, loving, becomes the first great integrating power in the personality of the individual. His omnipotence and omniscience, as well as His holiness, makes this a moral universe that endures . . . Here is security, something to hold to

forever, and therefore something with which all life and its experiences can be brought into unity."

The second force brought to bear on the personality by religion, Reverend Krumbholz continued, is "the integrating power of a great affection. We love God because He first loved us. That gives all of life a sense of eternal worth and dignity. The child achieves a sense of self-respect and worth because he is important to someone—parents, teachers, God. The sense that someone cares makes life significant.

"One hastens on to say that because of the nature of God as revealed in Scriptures and in His Son, Jesus, religion brings a third integrating force in its redemptive quality. This, too, emanates from God, not man. It is not in man's power to forgive himself nor to break the power that his wrong doings exert on him . . . confession of sin and redemption . . . give strength and courage for the use of all one's potentialities in harmony with God's will, and make for integration of character and fullness of life.

"The fourth integrating power of religion has to do with goals. Ideals have a dynamic quality . . . but these ideals must be trustworthy. They cannot be the fads of a day to be discarded tomorrow. The child and the youth must make decisions and choices consciously. These must be made according to goals. Else there is no integrating force in life. If the child lives in a culture of highest goals, his choices will be moral and right . . .

"Finally, I submit that the great truth of religion, affirmation of eternal life, is an integrating force in human personality . . . Religion can be a supreme force in the wholly integrated character of the individual personality because of its eternal quality . . . God is an ever-living reality. With Him the victory of a moral and spiritual universe is assured. That is what His children build their lives upon."

The Very Reverend Monsignor John J. McClafferty spoke of religion as a way of life. After stating that religion is not magic, nor philosophy, nor humanitarian ethics, nor art, the speaker spoke of religion as "essentially based on a relationship . . . between God and man . . . There are three essential elements in religion, an intellectual element, a volitional element, and an emotional element.

"The intellectual element is the faith, the belief, the philosophy, the theory of proximate and ultimate causes, and of processes and ends.

"The volitional element is the practical or conative attitude toward the supernatural or the superhuman.

"The emotional element is a certain awe, reverence, fear, or affection, an emotional stirring or thrill that is absent from purely natural and secular activities.

"If we consider the two poles of the relationship between God and man, which essentially is a relationship of infinity and finiteness issuing in the dependence of man upon God (a dependence, however, that takes ever into account the free will, intelligence, and emotions of man), we conclude that

in religion there are some doctrines, some moral standards, and some particular, especial, or definite ways of expressing and addressing adoration, contrition, thanksgiving, and supplication to God, namely, worship, ceremonial, or liturgy.

"In religion there are doctrines or teachings. Since man is endowed with an intellect, he can know by his reason certain fundamentals respecting God, His nature, His attributes, His providence, the possibility and moral obligation of attaining to Him, as well as the mode and the means by which man can be united to God. Revealed doctrines are grounded for validity and truth on the authority of God revealing. These revealed teachings, however, do not mean that man is not able to attain to some knowledge of God and His attributes through the exercise of the natural intelligence with which God has endowed and illumined man . . .

"Religion involves not only mind, but also action. It includes a code of conduct. It guides our attitudes and actions toward God and fellowman. There is a dynamic of doctrine.

"Man has been given by his Creator a will that is essentially free, even though many influences and factors, internal and external, play upon that will in one way or another. Man as an entity tends toward an end or purpose . . . . Man as a person enjoying under normal conditions the power of free choice may choose to tend toward his proper end and purpose, the end which God has designated and designed as the ultimate for man as a creature and for man as a free, responsible person. Man is able freely to direct himself in his acts and works toward a goal. God is the Supreme Goal. God alone is the adequate End of man. . . .

"God was the measure of all things for the Hebrews; man was the measure of all things for the Greeks. God gave His code to the Jewish people from Sinai. The pagan gods did not impose their code upon the Greeks; the Greeks imposed their code upon Olympus.

"Religion accents that great principle of the good life, the principle of mutual love, God's love of man and the love of man for God. 'God so loved the world that He gave His only begotten Son.' And His Son, Jesus Christ so loved the world that He gave Himself. 'Greater love than this no man hath that a man lay down his life for his friends.'

"This great principle of mutual love finds its practice in religiously motivated service of fellowman in education and welfare. This service is service to brother man under the Fatherhood of God. This principle finds its expression in the beauty and form of ceremonial, worship, and liturgy. . . .

"Religion involves the whole man, with all his faculties and potentialities, his soul, his mind, his will, his emotions, his body, and directs the whole man to God. Religion objectively considered is the sum total of the truths and the obligations by which our life is related to God. Religion subjectively considered is the voluntary and intelligent disposition of mind, will, and heart by which a man, knowing that there is a Supreme Being, is inclined

to accept the truth revealed by that Supreme Being and to render obedience, cult, and worship on account of that Supreme Being's plentitude of truth and benevolence, and on account of that Supreme Being's excellence and dominion."

Religion and emotional security in children and adolescents was the topic presented by Rabbi Uri Miller. "The field of emotional security," he said, "has received a great deal of attention in recent years. It is the principal interest of the psychiatrist; . . . indeed psychiatry has taken over this field and some of its practitioners consider it their monopoly, resenting the intrusion of other professions, particularly religion, in their field.

"Yet the area of emotional well-being is definitely the interest of religion, and religion was there first. Faith in the potentialities of one's self, faith in the potentialities of others, faith in God, are necessary for development of the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship. 'Irrational fear and doubt are of the essence of unhealthy personality' to quote from the Fact-Finding Digest. It is not far-fetched to state that the growth of psychiatry is the result of the secularization of our lives. The weakening of religious ties left a vacuum which was filled by psychiatry. Had religion remained strong in the lives of the present generation, the needs which psychiatry is filling would have been much fewer in number and weaker in intensity. Religion's loss has been psychiatry's gain.

"I would like to stress at this time a basic distinction between religion and psychiatry, as it affects the emotional well being of the individual, which is implied in the foregoing. Religion deals primarily in the field of preventive psychiatry. It deals mostly with the normal, and keeps him normal. While there are clergymen whose specialization in this field may enable them to 'treat' emotionally sick people, the greatest contributions of religion in the field of psychotherapy is the maintenance of emotional security.

"It is in line with this viewpoint that another basic consideration must be made. The effect of religion on emotional security is through the creation of a long-term psychological climate. The elements of religion that create emotional well being are not formal teachings; rather they are the background of those teachings. Hence they transcend individual creeds and particularistic theologies. They are the common inheritance of the Judaeo-Christian tradition.

"Basic to the religious point of view is the concept that this is a good purposive world created by a loving Father in Heaven and that man is created in the image of God and is the 'center' of the universe. The Bible tells us 'And God saw everything that He had made, and, behold, it was very good.'

"When we consider that neurosis and abnormal behavior is 'a defensive pattern to a hostile world' we can readily understand the beneficial effects of a way of life in which a 'friendly' world is considered basic. Moreover

the relationship of God and man is such that the possibilities of the feeling of 'rejection' on man's part is reduced to a minimum. . . .

"Another aspect of personality development in which religion plays a positive and beneficial role is the area of social relations. Religion stresses love of one's neighbor. That love expresses itself in a variety of acts of grace, charity, and friendship. Both the sentiment and its fulfillment are conducive to emotional well being. As Dr. Karl A. Menninger has said, 'it is the essential spirit of the prevalent religions of the earth—Buddhism, Confucianism, Judaism, and Christianity—that one cannot live to oneself, but must love one's neighbour. And this is the same conclusion that we have arrived at in psychiatry.'

"There is another aspect of religious theory and practice which impinges on emotional security and which has been grossly misinterpreted. I refer to the concepts of sin and redemption. Religion has been accused of contributing to the 'guilt' feeling which characterizes some unhealthy personalities. It would seem to me that this can be true only in the sense that religion sets certain standards, the violation of which may lead to a feeling of guilt. Standards of conduct are basic to social living even for the irreligious, but the formal principle of sin and repentance cannot help having a positive effect. For its basic teaching is that all human beings may sin and that there is a 'second chance.' One of the great sources of comfort and of courage to children and youth who are trying to take charge of their personal selves and unify them around high ideals is to know that few human beings achieve perfection, and fewer still achieve it all at once. It is this basic doctrine that is taught by religion. . . . Indeed we may be certain that, were religion not to have the concepts of repentance and redemption, psychiatry would create them as its very cornerstone.

"All of this applies to children and youth particularly for, and I return to a previously expressed thought, religion's greatest achievement is in the creation of a healthful beneficial climate over a long-term period. In this respect, children and adolescents have the greatest need and are most responsive. Adolescence is the period in which 'the individual passes from the small family of the home into the larger family of the outside world.' One who has grown up in a religious climate is at home in this outside world. The religious home will instill dignity and poise in the child and youth. Then transition to maturity will be along a well-trodden path. They will walk it unafraid."

Preparation for Marriage and Parenthood in Our Society Today *(Panel 25)*

The chairman, Dr. Abraham N. Franzblau, began the discussion by pointing out that marital happiness depends upon the present feelings of the parents and on whether their childhoods were happy or unhappy.

Adolescent rebellion against parental authority manifests itself in atheism, political rebellion, or household rebellion. A child's concept of the universe is definitely influenced by his home experience. Dr. Franzblau said that in dealing with children we must emphasize not the motions but the emotions; not doing, but being.

Dr. Abraham Stone discussed three topics, the first of which is the need for marriage preparation and education for family life. Two factors in our society make preparation especially necessary. Since the family is not held together by outer forces of law or religion, its inner unity and security must be strengthened. Furthermore, young people in our society have greater freedom than those in other countries in choosing a mate, limiting families, arranging for the wife to work, and so forth. Many are not yet capable of utilizing these freedoms in a responsible manner. "The trouble between Adam and Eve was not a red apple but a green pair."

In marriage preparation, information must be added to the character formation of youth. Many marriage difficulties are the result not of basic immaturity, but of lack of simple information about sex and physical relationships. Daydreamers and wishful thinkers, compulsive and impulsive persons make the poorer sort of marriage mates.

Speaking of where marriage preparation should be given, Dr. Stone said that it cannot be given fully by the home. The chief contribution of the home is in the attitude and values of the young people, which they develop in response to their own parents. Church, school, and community must also contribute.

Mrs. Dorothy Baruch said that the parent who has not been understood in his own childhood cannot understand his mate and his children. He needs some belated understanding to supply what he has not had in his childhood, and the professional worker becomes the belated parent. The professional's first job in working with parents, Mrs. Baruch felt, is to understand that parents are not "bad" because they have feelings of anxiety, fear, insecurity, or ineffectiveness.

Secondly, the professional worker in giving of himself as a belated parent offers help rather than forces it. Parents, youth, and professionals themselves should be helped to know that they do not have to feel guilty about lacks or problems. Every counselor or leader should be a part of a group

in which he himself goes into his own personality, childhood, and problems. Acceptance of "bad" feelings and of the fact that all of us are human beings is most important to leaders.

Mr. Alphonse H. Clemens reported that authorities argue that marriage difficulties stem from lack of preparation for marriage. Mr. Clemens said that most studies show that factors which influence favorably the later happiness of children are: religion, large families, ease between father and mother, affection and emotional security, rural environment, and proper sex education. Since most of these factors are not present in the majority of homes today in this country, Mr. Clemens pointed out, preparation for marriage is obviously inadequate. The idea of institutes under the direction of an expert to prepare young people for marriage has spread widely in Europe, Asia, and South America. Such institutes are part of the "Cana" plan introduced by the Catholic Church seven years ago.

Mrs. Pauline Park Wilson described college programs of preparation for home and family life. The task is complicated by the fact that in addition to unmarried college girls and young men, colleges have as students young married persons who already are parents. The colleges also have the responsibility for training future teachers. Often the "vested interests" in the college want to do the whole job. The psychologist or sociologist or home economics expert may each think that this is his job alone. Mrs. Wilson indicated that because of the gigantic task of education for home and family life colleges must find ways to exploit all their resources. Not only formal courses but other techniques must be developed. Administrators of schools must be given help so that they will feel less self-conscious as they attempt to develop programs of preparation for family life.

Dr. Frederick Brown remarked that "this is the hey-day of family welfare. Only a very resourceful and ingenious parent can avoid the millions of words, articles, and messages directed toward him." However, Dr. Brown said that from his experience in teaching at a GI University in England where 4,000 men were enrolled, 80 percent with combat experience, he is convinced that the millions of words do not reach our young people and that there is much need for sex education for so-called experienced adults. We have so far placed too much emphasis on "telling" sex facts and we have not given enough opportunity for people to express underlying dynamics in sex relationships. Sex education must give the students an opportunity to express their opinions and attitudes. Trained nurses are just as ignorant of sex dynamics as those not technically trained. Sex education must be psychologically and humanistically oriented. In this connection Dr. Franzblau pointed out that too often sex facts are "taught" years after they are well known by the child. "There are many experiences in the cradle which are suppressed so that the subject comes as though it were actually fresh in adolescence. This is the clue to the shame surrounding the entire subject."

During discussion the question was raised of who should give sex educa-

tion. In answer, Dr. Stone was of the opinion that sex education should begin at home and continue in the schools—with additional premarital consultation with a physician especially trained for this. Dr. Brown added that "Parents must understand the subtle shorthand in informal, repeated dealings with children and not rely on the precept in sex education. In the schools we want not the punitive, harsh pushing teacher of sex education, but the warm, accepting, humane personality." Dr. Clemens on the other hand, urged sex education in the home by parents. He declared that the school should not supplement the home because the school is not in a position to interpret the moral and religious aspects of sex.

In response to the question of how schools can conduct family life education, Dr. Wilson recommended a wholesome attitude on the part of school administrators, and exploration by the school of total human relationships other than sex.

Speaking to the same point, a representative of the National Probation and Parole Association, Mr. Charles Chute, said, "From my experience with youngsters who get into trouble, I am convinced that sex education in school is absolutely essential even if it is difficult to get the right teachers." He also recommended strongly the development of public marriage counseling bureaus. Mrs. Baruch added that "juvenile delinquents have often used sex as an outlet for anger and hostility."

Goals, Problems and Methods For Research in Child Development and Human Relations *(Panel 26)*

Miss Hortense Powdermaker in dealing with this topic said that it presents many problems that should be explored by social scientists. Among these are the reactions of the young to specific movies, radio programs, and popular fiction, as well as the adolescent's ideas, hopes, and fears about his present and future boy-girl relationships.

"Mass communications," she said, "are far more powerful in providing hero values for children than are the schools and churches. The adolescent's own age group may be at least as important, if not more so, in shaping values and goals as are his parents and teachers. They are shaped more by their own contemporaries and by contemporary patterns than by their elders and by historical tradition."

One of the values or goals received by adolescents through mass communications, such as movies, radio, television, comics, popular fiction and

songs, billboards, and advertisements, is love. "An analysis of love in mass communications," Miss Powdermaker said, "shows popular songs depicting youth falling in love, falling out of love, a period of brooding, and then falling in love again. Love may be a moment in time, which makes all the rest of time qualitatively unimportant. Or love may be forever. It may be a ball of fire striking from heaven, or it may come in the still of the evening in the form of a quiet enveloping cloud. But it always comes from an outside source, and the individual is not responsible. Cupid is accountable. Love is also the only requirement for happiness in such popular songs."

"If the picture of love is taken from advertisements," Miss Powdermaker said, "it is little more than conglomeration of alluring odors, long eyebrows, shiny hair, soft hands, beautiful or well tailored clothes. Among fearsome events which can prevent or destroy love are dry hair, greasy hair, falling hair, halitosis."

"The major themes of movies," Miss Powdermaker said, "revolve around love and violence, which are, of course, themes of many other cycles of stories. The nature and quality of both are important.

"Love emerges from the mass communications as due either to accidents or chance and is beyond the individual's control. It is caused purely by physical characteristics, some of which, such as nail polish, soap, and clothes, can be purchased. The ideal love is eternal, but if temporary, it makes all other time and problems completely insignificant. It is frequently associated with being successful and in acquiring material possessions. In the movies, however, the last theme is not carried to extremes—the tycoon is rarely lovable.

"Neither the concept of love nor the heroes and heroines symbolizing it in mass communications spring out of historical traditions, nor are they learned through the schools or churches, two of the major institutions which act as carriers of the past culture. Love and the heroines and heroes of the mass communications are, of course, not an original invention of such media. Mass communications have reinterpreted and slanted, in a highly exaggerated fashion, certain aspects of our culture, so as to strengthen some and weaken others. This is done by men who have little or no interest, or understanding, of the sociological effects."

Miss Sibylle Escalona who is studying the behavior of 128 babies ranging in age from 4 to 32 weeks, said: "Quite definite conclusions have been drawn about the specific psychological needs of infants, and about the things which are beneficial to their development and the things that are harmful. Yet rarely has there been an opportunity to confirm these notions by direct observation of normally developing babies. We don't know for sure that breast feeding is more beneficial than bottle feeding; that a lot of demonstrated affection and not letting them 'cry it out' is better than a rigid schedule and impersonal care. We are willing to believe that warm loving, 'mothering' is essential to the baby's welfare. But we don't know the details

about the variety of ways in which such mothering can be offered to a baby."

"In this study," Miss Escalona remarked, "we are interested in finding factual support for currently accepted theories of development; failing to do so we hope to suggest modifications in our ideas which will better fit observable facts. We want to learn something about the concrete details of baby behavior."

Common Elements in Professional Training for Work with Children and Youth *(Panel 27)*

The chairman of the panel, Mr. Ernest V. Hollis, declared that the professions should lend their help in broadening the concept of undergraduate training and in planning and setting up pre-professional courses in colleges and universities. He said that in his work in the U.S. Office of Education it has been found that many pre-professional courses either are not necessary or are not meeting professional needs.

Mr. Maurice J. Thomas, in surveying the subject reminded the group that since the profession of education in the United States is still young, being hardly 100 years of age, experts have not been able to reach a unanimous opinion on what the total program of training in the educational field should be. Certain basic concepts, however, have emerged. One is that the mind of the child cannot be trained by drill alone, as though it were a muscle. It is necessary to relate learning to the use or function which is to be served. In addition, since children differ mentally as well as physically, the same curriculum will not be good for all, just as the same diet would not. Despite these obvious differences among individuals, we continue the attempt to measure all mentalities with the same measuring stick (the outmoded report card) even though perhaps no more than 10 percent of the cards now in use have any real value. Very important things to know are whether the learner is able to relate his learning to situations, and whether he is getting a sense of success and satisfaction through his learning. It is always important, also, to begin with the learner at the point where he is at the time, at the level of his mental age. The best results can be obtained from the stimulation of interest and from teaching the child what he is ready to learn. The best teacher is like a good farmer, who does not create the corn or the wheat, but who creates the optimum conditions under which the seeds will grow. Hence, methods are exceedingly important.

Mr. Thomas stated that certain kinds of knowledge should be required

of all professionals who work with children. An understanding of how the whole child grows and develops, and of the setting in which the professional's work is done, is of great importance. To this should be added a sense of how people work together, and an appreciation of the factors necessary to obtaining financial support. Mr. Thomas believes that the nation cannot afford to waste billions of dollars' worth of school facilities and highly skilled teachers during long summer holidays or even during the school year when these resources might be used for community benefit. He pointed out that where such resources have been put to full use, there has been a significant drop in juvenile delinquency.

In the panel discussion developed by Miss Harriet Bartlett, Dr. Milton J. E. Senn, and Mr. William Wattenberg, a number of significant points emerged which are summarized below.

Those who are selected for professional training should come from the number who have shown an understanding of themselves. They should have been introduced during their pre-professional education to the concepts basic to the different professions; among these the knowledge of personality development is essential.

With respect to professional education, the current need is not for new courses, but for developing units of material applicable to all professionals who work with children. Along with this should go a realization that field training is essential to making professional education real; similarly, the trends toward specialization should be counterbalanced with experience which demonstrates that a person, whether patient, client, or student, is still a human being. It was pointed out also that a form of clinical training which is good for one profession is not necessarily applicable to all; therefore it should not be automatically transferred from one profession to another.

The suggestion was made that professional schools should seek immediate answers to the question of what is known by each professional group that one or more other professions ought to know, including skills and methods. The second question to be answered is what each profession ought to know about the organization and resources of the community.

Dr. Robert Hewitt also concurred that the mental health of children depends mostly on those in closest contact with them. As far as the mental health of the community is concerned it can be judged in part in relation to how well various agencies work together.

Dr. Hewitt went on to say that "enthusiasm for building mental health in our communities has naturally led to mistakes. This calls for increased emphasis on evaluating what experts in mental health have been saying to parents, workers in health and social agencies, and others through books, pamphlets, movies, and other media: We must be alert to the dangers of arousing anxieties in parents about bringing up children and consider the importance of instilling confidence in parents about handling situations satisfactorily without the constant advice of experts."

Evaluating Community Mental Health *(Panel 28)*

The point emphasized by Dr. Rudolph G. Novick, chairman, was that positive mental health is not primarily the concern of the psychiatrist. The responsibility lies rather on those people in the community whose activities bring them into contact with people in situations where guidance is possible Thus, primary responsibility rests with parents, teachers, religious leaders, social workers, nurses, and others who may be in positions where they can exert a positive influence.

Dr. Marie Jahoda presented a paper previously published for the Conference by the Josiah Macy, Jr. Foundation, "Toward a Social Psychology of Mental Health." She offered three criteria for consideration in defining positive mental health. A person should have a capacity for accurate and realistic perception that is not blurred by wishful thinking. He should not be rigid with respect to his environment, nor should he maintain an attitude of passive acceptance; instead he should be in a state of active adjustment. Lastly, he should have achieved a basic unity of integration of personality, so that in different situations, and even under stress, he will be able to behave consistently.

Miss Marion McBee in commenting on these points said that a mature person is one whose concept of himself is relatively close to the opinion of him held by other people. She added that realistic awareness of self is as important in evaluating the mental health of a community as it is of the individual. She cited an instance in which the failure of a group to recognize obvious inadequacies in the local schools led them to rationalize the shortcomings instead of planning to correct them.

Mr. Andie Knutson agreed with the chairman's viewpoint by saying that the traditional groups, the family, the church, the school, were more important in this field than all other agencies. He emphasized that what one does with children is more important than what one does for them.

Media of Mass Communication — Their Use and Misuse *(Panel 29)*

Mr. Robert Saudak opened the panel by answering a question about the effect of radio and television on the development of children and young people.

"My answer is that if parents, pediatricians, psychologists, and teachers are sufficiently conscious of the content of the public service programs on radio and television," said Mr. Saudak, "then you are letting radio and television contribute to the development of your children. If, on the other hand, any one of you is so myopic that all you see on the screen or hear on the loud-speaker is trash, then you are the kind of negligent and lazy trustees of your children who must also be allowing them to eat candy when there is milk in the house; read dime novels when there is the Book of Knowledge in the house; and play with matches when there is a chess board in the house. For you who take the trouble to know what is good on the air and to guide your children to it, radio and television are like a new and most exciting library at home. For the others, I have nothing but pity."

Another member of the panel, Mr. Otis Wiese, said "Those media of mass communication that survive the stresses and strains of social upheaval and technological disturbance are precisely those media that have their roots so deeply implanted in the earthy soil of people's everyday existence they cannot be upended."

Mr. Wiese defended the printed word against "such relative neophytes in the field of communications as radio and television." Reading, he said, is a private process, differing from motion pictures, radio, and television in that an individual does his reading in a mood of privacy, not in a group spirit.

"Like his fellow newspaper editor, but unlike the directors of the other media—movies, radio, and television—the magazine editor's activities are not subject to review or censorship," according to Mr. Wiese, "and his license to operate is not under threat of revocation by any established agency. The editor of a national magazine is in effect a remote control operator attempting to influence the lives and minds of millions of people through the medium of the printed page—always with a weather eye cocked on the young."

Mr. Lyman Bryson served as panel leader, substituting for Mrs. Agnes E. Meyer. He warned that "every institution demands the right to be judged by its best—the press, the radio, even the family, the church and the school."

Another participant, Mr. Bruce E. Mahan, said, "We all admit there are bad movies, radio, television, and comics, but the good so far outweighs the bad that we need only accentuate the positive and eliminate the negative."

Mr. Allen Dibble in speaking for the motion picture industry said, "We don't know exactly why the boys and girls go to the movies, whether they're escapists, or whether they're attracted to the darkness. Certainly, they don't have any standards for the movies they go to see. The movie industry is very sensitive to the box office. At the moment the movie audience is interested in pretty much of a set story—boy meets and gets girl. As long

as that's the kind of thing the people want, that's the kind of thing they're going to get. It's up to parents and the schools to give the youth high standards."

In defense of the industry, Mr. Dibble said that it is difficult to give the movie audience something known to be contrary to the demands of the audience.

"Long ago movies lost the great adult audience—too early to blame it on television," he continued. "Now the industry is trying to bring back that adult audience. At the same time, I think we'll pick up a lot of the young people's audience which has never been with us."

Before turning to the audience for questions, Mr. Bryson commented; "This business of trying to give our children standards by which they will demand good books and good entertainment is an old, old question. Figures show that reading for entertainment, is just about where it was in popularity about 100 years ago."

Mr. Douglas Larsen, substituting for Mr. Boyd Lewis, vigorously defended the press, in answers to questions from the floor.

The Influence of Mobilization and War on Youth *(Panel 30)*

Dr. William C. Menninger remarked that under present world conditions, military preparedness seems to offer the best chance for prevention of war. Mobilization of youth into the military forces is, therefore, a part of the national program at the present time. With it are other direct efforts to build up our military machine. For the most part in our public life, however, "business goes on as usual." Despite tacit agreement, the public is not yet strongly motivated towards preparedness. Largely due to this public apathy, youth accepts the mobilization program as a matter of necessity, hoping for deferment and harboring resentment towards authority and toward those who escape.

Mobilization goes along in a blundering way under a selective service system with its inevitable discrimination, its very high rejection rate, and its very doubtful possibilities of producing sufficient manpower. One of the most vicious policies of the present program, from the point of mental health, is that of selecting college men on the basis of their academic standing, utilizing the lower 50 percent of men in the class. Not only does this stigmatize the men accepted but it places those who remain in a false position. It makes the serious error of using academic achievement as a criterion of a man's worth.

The speaker showed that the immediate effect upon the youth of draft

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age is to color his life with uncertainty—uncertainty as to whether he will be drafted, uncertainty as to whether he should enter school, uncertainty as to whether he should stay in school and whether he should finish the semester, uncertainty as to whether he should attempt to get a job. The effect on mental health is obvious.

Changes must be made in manpower selection methods, in Dr. Menninger's opinion. The best answer for everyone concerned—youth most of all—would be a plan of universal service for a period of two years with selective assignment, applying to all eighteen-year-old men. Every man would serve in some capacity—in the armed forces, in industry, in agriculture, or in some other area of national life concerned with the national need. One can assume that such a system would produce minimal difficulty in terms of psychological and physical immaturity at this age, although there would be very important considerations if the army became a combat unit rather than a standby protective force. Whether any plan can work, and therefore its affect on youth, depends largely on the public conviction of the necessity for such a program.

Despite all our knowledge and the experiences of World War II, the affect of any future war on youth is unpredictable. No one can forecast the extent, nature, and involvement of the civilian public, or the areas and conditions in which war might be fought. One can be quite sure, however, that if war comes and youth is prepared, the damaging affects on them and on the nation will be far less than if they are not.

The attitudes of a number of girls under 16 years of age toward mobilization were reported by Miss Dorothy Stratton. They were confused over the national and world issues involved, and were fearful at the prospect of missing the companionship of boys and of the uncertain chances of getting married when they wished. They also felt uncertainty about whether they should train for employment. Fears of spinsterhood were expressed. The girls also wished to know whether young women would be drafted. The girls from 16 to 25 years of age with whom Miss Stratton had spoken showed little personal worry or insecurity owing to the effects of mobilization.

Among the youth who had been asked to express an opinion, Mr. Edward Krise said that men between 25 and 35 resented being asked to give up their jobs and homes. The speaker felt that the greatest impact would be felt by the children of World War II veterans who return to service.

Another youth, Miss Anna Pearl Silvers, said that boys from insecure backgrounds are not going to be more secure in service than they were at home. The question is how to teach our children and ourselves to direct our ambitions and aims so as to give part of our lives to a cause whose ending is in doubt.

The third youth, Miss Marion McSurely, asserted that there is more

despair and more hope today than ever. Since we do not want our democracy to fail, we must ask what our ideals mean and what our government means, we must try to understand what other nations mean, and then decide what kind of people these are who believe in aggression.

The speaker said that youth looks to adults only to see that they are not doing the right thing, but youth is too unsure to speak up. Young people then realize that older people are as confused and insecure as they. Mobilization invades the homes where young people live, frightens them, and confuses their plans, and youth therefore question adult ideals and wonders who got them into this fix. Young people need more education on how to live in peace, and the teen-agers will do their part in helping their country stand for really democratic ideals.

The Adolescent and His Family *(Panel 31)*

This topic was introduced by a presentation of the play "Pressure Area," by Norma Stirling, through the courtesy of John Golden, Richard Rodgers, and the American Theatre Wing Community Plays. The discussion which followed was led by Mr. Lawrence K. Frank, and centered on the relationship between parents and their adolescent children. Some of the main questions were: How can parents plan and act together for better relationships with their children? At what point and where do adolescents get recognition as adults? At home? From their own age group? How can adolescents create better understanding in their parents

In the discussion it was pointed out that children seek security, and may also rebel against the family sources of security; and that in the process of growing up, adolescents reach a point where they need people outside the family for help and understanding. In this process, parents as well as children must take a calculated risk.

Part 7 International Participation

Program for International Observers

REPRESENTATION

There were 292 international officials present from 41 countries, 7 agencies of the United Nations, 18 international voluntary organizations, and 3 regional international organizations. Of these officials the largest group came from Canada (64), Germany (43), Japan (20), India (10), Sweden (9), Israel (7), and the Netherlands (6). About 75 delegates came to the United States for the sole purpose of attending the Conference; the remainder were individuals already in this country who were appointed to the Conference by their organizations or governments. The application of the McCarran Act reduced the number of delegates from abroad, since for a period of several weeks no visas were issued by the Department of State, and a number of persons who had hoped to attend abandoned their plans because of the uncertainty of securing visas. The delegation from Germany was assured through the facilities of the Cultural Exchange program of the Department of State, while seven members of the group from Japan came through a similar program administered by the Department of the Army. As indicated by the list of sponsors, there was broad representation from public and private agencies, from the professions primarily concerned in work with children and youth, and from universities and schools of social work. International delegates enjoyed the same privileges as those from the United States, with the exception that they paid no fee and did not vote in pleanary session.

PLANNING

The Midcentury was the first White House Conference on Children since 1919 to make an organized effort to obtain international representation. In 1919 the Chief of the Children's Bureau, Miss Julia Lathrop, and the Assistant Chief, Miss Grace Abbott, visited Europe and arranged for a number of agencies concerned with health, education, labor, and welfare, to send delegates to the Conference under the leadership of Dr. René Sand of Belgium. The official invitations were sent by the Secretary of Labor, in whose department the Children's Bureau was then located.

Fortunately, the experience of Dr. Sand could be drawn upon by the Executive Director of the present Conference. By the spring of 1950 numerous inquiries had been received from other countries concerning the attendance. The National Committee voted that invitations should be sent providing for a maximum attendance of 500 persons from other countries, and that these should be supplemented by personal contact with international groups. Accordingly, both Melvin A. Glasser, Executive Director, and Dr.

Henry F. Helmholz, Chief Consultant, presented the plans for the Conference to international groups. Mr. Glasser made contact with representatives of public and private agencies of some 45 countries while attending the International Conference of Social Work in Paris in the summer of 1950. Through a visit to Geneva Mr. Glasser also informed 14 international organizations of the plans for the Conference. During the same period Dr. Helmholz outlined the subject to staff members of the World Health Organization in Geneva, and to delegates to the Sixth International Congress of Pediatrics in Zurich.

PROCEDURE

Registration, and special pre-conference sessions were held for the international observers on December 2 in order to further mutual acquaintance, to welcome international delegates to the Conference, and to assist them in finding their most profitable roles within it. The observers had been asked previously to indicate which section, and which work group within the section, they wished to attend. They were also urged to participate fully in the discussions, and later on they took full advantage of this opportunity. Ten places in each of the 35 work groups had been set aside for foreign members, with not more than four individuals from one country to be placed in one group. Miss Joan Kain, Consultant in the International Division of the Children's Bureau, bore the chief responsibility for organizing the sessions and for receiving the guests.

On December 6, the day before the close of the Conference, the international observers met according to the sections attended and elected leaders and recorders for the post-conference session at which they were to discuss the significance of the Conference with respect to their respective countries and to the international community.

The groups met again on the morning of December 8 after the Conference had been officially closed in sessions attended by international observers only, to exchange views and to develop reports to be presented to a general session that same afternoon. The section meetings were staffed as follows:

SECTION I. Leader, Dr. Preben Plum, Denmark, Professor of Pediatrics, University of Copenhagen.

Recorder, Mrs. Muriel McCrea, Canada, Executive Director, Protestant Foster Home Center.

SECTION II. Leader, Dr. Gopi Gurbax, India, Integration Officer, Welfare Services.

Recorder, Mr. Eric Smit, Canada, Executive Director, Children's Aid Society, Montreal.

SECTION III. Leader, Mr. Arthur E. Bratu, Germany, Superintendent of Schools, Darmstadt.

Recorder, Mr. William H. Bury, Canada, Executive Director, Children's Aid Society, York County.

SECTION IV. Leader, Mrs. Asta Meidell, Norway, Chairman, Norwegian Red Cross.

Recorder, Miss L. M. MacKenzie, South Africa, Acting Chief, Community, Family and Child Welfare Section, United Nations.

SECTION V. Leader, Miss Marie V. Parr, Canada, Director, Child Welfare Branch, Department of Social Welfare.

Recorder, Miss Barbara Fuerer, Exchange student from Germany, Information Office, Germany.

REVIEW OF THE SESSIONS

In the opening session for the international observers, they received an official welcome from Dr. Walter M. Kotschnig, Director, Office of United Nations Economic and Social Affairs, Department of State. Miss Katharine F. Lenroot, Chief of the Children's Bureau, described the methods, the organization, and the objectives of the Conference, while Miss Dorothy Kahn, former President of the American Association of Social Workers, interpreted the setting in which the Conference was taking place. Because of the international make-up of the meeting, Miss Kahn outlined the diverse structure of health, education and social welfare programs in the United States, including public and voluntary agencies and the combinations in which they operate. The speaker described broad functions, such as pensions, insurance, public assistance and aid to families and individuals. She also outlined the coordinating, planning, and promotional functions of agencies, including those of fund-raising, forming associations of agencies, and the utilization of professional interests through associations of professional and quasi-professional workers. She stated that: the kind of services performed through various agencies is influenced by numerous factors, among them the diverse geography of the country, its religious organization, and its political structure; central among these diversities has been a concern for the welfare of people which is evident in the Mayflower Compact and in the Declaration of Independence, and which is usually given precedence over concern for the needs of the state; the American culture has stressed achievement, holding up the goals of unlimited opportunity and of unlimited capacity for individual accomplishment; the American concept of welfare, accordingly, has tended to lay stress on aid to the helpless, such as children and people who need help through no fault of their own.

The closing session was addressed by Dr. Louis Mancini of Brazil, Director, Division of Labor and Social Affairs, Pan American Union. His remarks will be found beginning on page 86. Miss Katharine F. Lenroot gave suggestions on how the guests could obtain information on the results of the Conference and how they could keep the Children's Bureau informed of developments in their own countries. Mr. Melvin A. Glasser in his remarks reminded the delegates how truly the individuals at the Conference and the organizations represented had shown a commonness of concern for human values, and particularly for children, which transcended national boundaries. At the instance of Mrs. Grace Lowry, Acting Director, International Student House, Washington, D. C., the session was closed by a period of silent prayer for peace and goodwill and for the protection of children and youth throughout the world.

Opinions of International Observers

SECTION I

Youth

It was remarkable that all attending the work groups in this section, although they came from 14 countries, were unanimous in arriving at clear and simple conclusions. They considered that the inclusion of youth in the discussions offered a unique experience, which they enjoyed because the young delegates were earnest and enthusiastic, and had real contributions to make. The youthful members sought for explicit answers, yet were not aggressive; they kept their minds on the subject, sometimes recalling the discussion to its intended course after it had wandered far afield; and they showed by their own example the advantage of having adults work with youth rather than for them.

Cooperation

Another impressive fact in the composition of the Conference was the presence of delegates representing so many different lay and professional groups, and meeting to discuss a single problem. Yet it was obvious that something would have been lacking from the conclusions had not all been present. It was startling and revealing to discover that although the doctor, the teacher, the social worker, or the parent may consider a child to be his unique responsibility, it is a fact that the cooperation of all groups and professions may be needed to offer the child his opportunity for developing a healthy personality. For this reason, all the delegates left the Conference committed to the interdisciplinary approach.

Positive Tone

The Conference did not do its work in the atmosphere of long, detailed deliberations over how to offer compensation to life's misfits. Inquiry was directed instead to what a person needs to arrive at wholeness and maturity and to maintain that condition. This positive approach offers great insight to all who work with persons who have deviated from the normal.

Interpretation

The delegates approved the recurring emphasis on presenting any new knowledge or skill in simple, every-day language so that those who put such knowledge to work will be helped and reassured. This is especially to be desired where parents are concerned, for it is part of the general need to make parents happier in being parents and more confident in relations with their children. With respect to expression in general, the delegates thought that "Down with Jargon!" might well have been an official motto of the Conference, so well did its leaders and speakers present their ideas.

Public Relations

In addition to expressing their gratitude for having been included in the Conference, the international participants stated that they saw how through their interest, the findings of the Conference might have a world-wide influence in meeting the needs of children to develop healthy personalities, which in turn will enable them to make a useful contribution in a complicated world society. It was the wish of the delegates, furthermore, that the findings of the Conference should be made available to other countries through more official channels than those which they themselves supplied, so that government officers might be directly informed, and a larger number of people might benefit from the inspiration of the conclusions reached.

SECTION II

Highlights

The Conference demonstrated democracy in action. People from various walks of life, of many interests and professions, came on to the same platform, and young delegates had their full share in practically every group of every section. This is as it ought to be.

Formerly the child was the subject of such conferences; then it became the child and the mother; but this Conference recognized the central position of the family in the development of healthy personality and it sought ways and means to strengthen family life.

The observers particularly noted the following points:

1. The need for adequate personnel employed on any level, professional or voluntary, in work connected with families, children and youth
2. The need for teamwork of all people who deal with any or all aspects of the development of healthy personality
3. The need for increased knowledge through research
4. The emphasis placed upon the spiritual nature of man
5. The ability shown by the delegates for self-criticism.

The observers also noted, with great appreciation, the enthusiasm and energy of the delegates and participants. This enthusiasm was revealed vividly when the President of the United States found it worth while to leave his most pressing preoccupation with a world crisis to come and address the Conference.

Experiences and Problems in Other Countries

In considering the question of the experiences in other countries that might shed light on the White House Conference considerations, it was found that these were so varied as to be difficult to assess in the time allotted. Certain facts, however, stood out. Some countries are less industrialized, and to these, basic economic questions are of paramount importance.

In some countries as, for example, in India, the patterns of family life are more stable and the need for some types of services accordingly are not apparent. There was some feeling among the international observers that the complex industrial development of the United States tended at times to obscure the basic economic needs which may be more apparent in other countries, but which possibly exist in some form or other in this country. The absence of certain problems in countries which enjoy stable family relations highlighted the Conference's concern with preventive programs.

The example of the United States in showing concern for its children and youth is of great importance to other countries. It is particularly important to underdeveloped countries that more highly developed ones should show the way, especially as the less-developed countries grow in the direction of industrialization.

It was of interest to the observers that concern for children in the United States shows a tendency to expand into concern for children in all countries.

Implications of the Conference Findings for Other Countries

All observers agreed that the Conference had been a valuable personal experience and each was deeply appreciative of the opportunity to participate in it.

All discussions in the various groups of this Conference tended to show that the personality of a newborn child is molded by the ceaseless actions and reactions of other human beings organized into the social institutions amidst

which he is born and lives. Being concrete and visible other human beings' actions mold our minds from birth to death.

The impressions of observers in different groups showed that the physical, mental, moral, emotional, and spiritual factors of healthy personality for the child as a whole, in the family and the community, have been considered as the special point of view of all welfare services, whether public or private.

The delegates of the many nations pointed out from their experiences in their own countries, that all persons connected with child growth, such as parents, doctors, teachers, ministers, social workers, nurses, psychiatrists, psychologists,, must participate in promoting healthy personality development if the purpose of this Conference is to be achieved.

Religious education makes a unique contribution to the development of healthy personality. Time will come when religious education will help to overcome prejudices. America may make a very important contribution to the question of the relationship between the state and religion. It shows a way to go, limiting the functions and influences of the state in matters of conscience and personal responsibility and in the practical application of basic religious opinions. Europe and other countries should learn from America to emphasize the importance of religion in giving the right kind of start, as was pointed out by the President of the United States in his address to us, and in helping our children and young people to become mentally and morally stronger, which is essential for the progress of mankind.

SECTION III

Highlights

The observers were impressed with the deep concern of the Conference over the difference between the ideas in the American Constitution and actual practice in relation to segregation generally in business and international citizenship, and with the emphasis put on religious influences in social work. The consensus of opinion was that the great zeal and courage of the participants in discussing controversial issues actively expressed the broad concepts of the working of American democracy.

Other conclusions noted were that:

1. The needs of children and youth are universal.
2. The responsibility and final obligation were placed on the shoulders of the government in most of the recommendations.
3. Since this was a national conference little consideration was given to children and problems outside the United States, a fact somewhat to be regretted.

The observers were also impressed by the recognition of the need for professional and lay people to work with youth in meeting problems on a

national and international level, and for families to improve relations with children and youth.

They were also greatly impressed by the high level of discussion throughout the Conference which they attributed to the extensive scientific material regarding personality development which had been assembled in preparation for the Conference.

Experience and Problems in Other Countries

Recognition by the American people of the disastrous results of war on personality was apparent in the Conference. It was shown that in order to safeguard personality development in free nations, adequate social and economic plans must be implemented in every possible way. Due recognition must be given to the need for the participation of youth in the development of solutions of these problems.

Implications of the Conference Findings

The observers agreed with the Pledge to Children accepted by the Conference and declared that the great example of the democratic functioning of this Conference and the inspiring messages delivered at the Conference brought them encouragement and inspiration to pursue their own work.

SECTION IV

Highlights

The observers noted particularly the following points:

1. They appreciated the generosity of the American people and of the Conference in affording them the opportunity to participate.

2. President Truman not only followed the precedent of his predecessors since 1909 in calling the Conference but, in a time of serious crisis for the nation, found the time to present his inspiring message personally and to set the keynote of religious dedication of the people to children.

3. The Conference offered an example of democracy in action in the large number of persons engaged in the preparatory work, the cooperation in the Conference of highly qualified professional workers, laymen, and youth; the self-discipline of members in regular, punctual attendance; and the serious, dignified, and fair conduct of meetings. This was especially true of the Conference in plenary session, in passing recommendations with a full appreciation of the fact that these could affect the community at all levels and would imply future action.

4. The international observers were also impressed with a number of other factors such as the emphasis on spiritual values in the discussions and

in the opening of sessions; the unity of approach by people with widely divergent interests, through focusing on the needs of the child; and the general acceptance of the conception of teamwork and the willingness and ability of experts to communicate their special knowledge in terms acceptable to and comprehensible by the layman and people of other disciplines. Also noted were the increasing understanding of the emotional needs of children and the need to reassure parents in their role as parents.

5. The international observers were particularly impressed and encouraged with the spirit of increased religious and racial cooperation and with the lack of articulate opposition when matters of racial discrimination were mentioned.

6. The high standard of exhibits and the fine quality of films shown were greatly appreciated.

Experiences and Problems in Other Countries

This question was too broad for the group to discuss at length. They felt that the following points might throw some light on the findings of the Conference:

1. Some countries lay great emphasis on social legislation and on general social factors.

2. While the United States has demonstrated the value of great progress in the field of specialization and the advanced training of social workers, other countries have experimented in training personnel engaged in meeting the more intimate needs of children.

3. War experiences, particularly in European countries, taught a great deal about the personality development of children under such stresses, which would be of value for better understanding of children's problems everywhere.

4. Some young countries have special experience with immigrant and orphan children which may serve to demonstrate a new system of education and family life.

Implications of the Conference Findings

The group considered mainly those observations which could be applied in other countries such as:

1. The methods of collecting and presenting the preliminary material
2. The high degree of efficiency in the organization of the Conference
3. The use made of such media as the exhibits, the films, and particularly the plays as means of public education

4. The way in which the needs of the whole child were considered and the means of utilizing all disciplines and resources in his harmonious development

5. The concept that although all countries do not have the same resources, they can make the maximum use of those they have

SECTION V

Highlights

In the work groups comprising this section, the following factors were considered to be the most important and common to all groups:

1. The inclusion of youth in planning and putting into effect community programs at every level is vital.

2. The concern for children and youth should be the concern of all people, and not of one profession, one agency, or of a few selected groups. It is an international concern.

3. The principle of planning and working with people and not for them should be inherent in planning and implementing programs.

4. The need for co-ordinating councils which could have the dual function of co-ordination and evaluation is manifest; evaluation should be a continuing process.

5. The need for community organization and the development of leadership exists everywhere; all the international members of Section V felt this to be one of the greatest needs in their respective countries.

Experiences and Problems in Other Countries

The observers were impressed with the demeanor and the sense of responsibility which American youth displayed throughout the Conference. They showed patience and leadership and at times their democratic methods were better than those of the adults. If youth were able to play a similar role in community organization in all countries, they might bring the world closer together, the delegates felt.

The stress which the Conference placed on the family as a unit and its vital importance was thought significant. Hollywood movies and magazines have caused some people in other countries to wonder what was happening to the American family. The observers believed that the recognition of the importance of the family offers a common meeting point in the philosophies of the East and West.

As far as the members of the group were aware, the problem of interracial marriages was not dealt with at the Conference, and they felt that

since this was a problem which youth faced, it should have had a place in a conference on children and youth.

The earnestness with which American people discussed racial questions was appealing. The obvious sincerity meant a great deal to members from other countries; but they could not help wondering what the effect would be on youth of the rejection by the Conference of a proposal to hold the next White House Conference in an area in which segregation is not practiced.

It gave them some measure of consolation to know that America has many of the needs and problems that exist in their own countries. It was also good for them to realize that progress is slow, even where there is an opportunity for progress to flourish, and that it is necessary to try, try, and try again.

They were impressed with the participation of women in the Conference and the responsibilities which they assumed. One member of the group described them as "women, well educated democratically."

The participation of all the professions was also impressive. This was seen to be necessary in any country if adequate plans and programs for children and youth are to be developed.

The guests appreciated very much the opportunity to participate in the Conference, but like children who are secure with their parents, they felt they could make further demands, some reasonable and some unreasonable, as follows:

1. First of all, there was the question of time. The delegates were out of breath from the time they reached Washington. While there was a great deal of material to cover and many issues to be discussed, they would have liked to have had a moment to think occasionally.

2. They would also have liked to receive the pre-conference reports ahead of time. No doubt this was a physical impossibility, but it would have meant a great deal if they could have had as good an opportunity to equip themselves as the American delegates enjoyed, and so been able to participate to the maximum.

3. The pre-conference meetings were appreciated. It might have been easier, however, if the delegates had had the opportunity to meet in smaller groups rather than being in the large assembly all morning.

4. Some who were not too familiar with the ways of this country, and not too comfortable in the use of the language, like children facing placement, would have liked to visit the Armory before the Conference sessions.

5. The international visitors witnessed the anxiety of the participants in the Conference and their fear that the efforts of the Conference and of the various community groups which participated in the planning might die, and were themselves concerned lest the meeting die internationally. They would have liked to propose an international committee on follow up, but felt that

they lacked information on the functions and responsibilities of international organizations.

The discipline of the assembly as an example of democracy in the highest sense at work; the sincerity and earnestness of the participation, and the willingness to abide by decisions, were of the highest value to the visitors. They believed that on the whole individual participants showed independence of judgment no matter which interest group they represented. Most visitors wished that more interest could have been shown in the philosophies and methods of other countries.

Implications of the Conference Findings

It was thought that while the White Conference was primarily for the benefit of American children and youth, its influence will reach far beyond the borders of America, not only because of the standards set, but also because the Conference was shared with observers from many countries who in turn will share it with their own people. The observers felt that they were a real part of the Conference and that the Conference translated their hopes into a measure of reality.

Part 8

Program, Committees and Staff for the Conference

Program

Sunday, December 3

9:00 a.m. - 8:00 p.m.

Registration—Lobby of the Armory

Exhibits on View

8:00 p.m.

Opening General Session

Chairman: The Honorable Oscar R. Ewing, Chairman, The National Committee, Midcentury White House Conference on Children and Youth.

National Anthem.

Invocation: The Very Reverend Monsignor John J. McClafferty, Dean of the National Catholic School of Social Service, The Catholic University of America.

Address: *Spiritual Foundations for Our Work with Children and Youth* —The Reverend George A. Buttrick, D.D., LL.D., Pastor, Madison Avenue Presbyterian Church, New York City.

Music: Washington-Lee High School Glee Club—Florence Booker, *Director.*

Address: *The Midcentury White House Conference—An Opportunity and a Responsibility for Americans*—The Honorable Oscar R. Ewing.

Benediction: Rabbi Leo Jung, Rabbi of the Jewish Center and Professor of Ethics, The Yeshiva University.

Monday, December 4

9:00 a.m. - 10:30 a.m.

Morning General Session

Chairman: George D. Stoddard, President, The University of Illinois.

Invocation: The Reverend C. E. Krumbholz, Executive Secretary, Division of Welfare, National Lutheran Council.

Interpretation of the Conference Plans and Procedures to the Delegates—Melvin A. Glasser, Executive Director.

Address: *What We Know Today about the Development of Healthy Personality in Children and Youth*—Benjamin Spock, M.D., Co-Director, The Rochester Child Health Institute, Rochester, Minnesota.

Address: *Putting Our Present Knowledge to Work*—Leonard W. Mayo, Director, Association for the Aid of Crippled Children.

10:45 a.m. - 12:30 p.m.

Conference Panels

PANEL No. 1. *The Dynamics of Personality Development*

Chairman: Edward Greenwood, M.D., Director, The Southard School, Topeka, Kansas.

Speaker: Franz Alexander, M.D., Director, Institute of Psychoanalysis, Chicago.

Discussants:

Sibylle Escalona, Department of Research, The Menninger Foundation, Topeka, Kansas.

F. S. Ashley Montagu, Social Biologist, Rutgers University.

Edward T. Hall, Jr., Associate Professor of Anthropology, Foreign Service Institute, Department of State.

PANEL No. 2: *Crucial Conflicts in Personality Development in Youth and Young Adulthood.*

Chairman: Frank Finch, Director of Selection, Retention and Advisement of Graduate Students in Education, University of Illinois.

Speakers:

Erik H. Erikson, San Francisco Psychoanalytic Institute.

Carson McGuire, Professor of Human Relations, The University of Texas.

Discussion.

PANEL No. 3: *The Significance of Satisfying Work to the Individual in Our Culture.*

Chairman: Robert Luke, Department of Adult Education, National Education Association.

Panel Members:

Elizabeth D. Barton, Regional Specialist, German Cultural and Social Relations, Department of State.

Frank Tallman, M.D., California State Department of Mental Hygiene.

The Reverend Martin Vick, Jr., Sanford, North Carolina.

Henrietta Fleck, Chairman, Department of Home Economics, New York University.

Pauline Newman, In charge of Labor Relations and Health Education in the Union Health Center of the ILGWU.

David Wright, Washington, D. C.

PANEL No. 4: *Changing Patterns in Child-Family-Community Relationships in the United States Today.*

Chairman: Reuben Hill, Research Professor in Family Life, Institute for Research in Social Science, The University of North Carolina.

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Panel Members:

Adolph Tomars, Assistant Professor of Sociology, The College of the City of New York.

Celia Stendler, Associate Professor of Education, University of Illinois.

Charlotte Towle, Professor, The School of Social Service Administration, The University of Chicago.

Sara Ann Brown, Professor of Home Economics Education, West Virginia University.

PANEL No. 5: *Developing a Personal Philosophy of Life in a World of Conflicting Values.*

Chairman: Gerald E. Knoff, Associate General Secretary, International Council of Religious Education.

Speaker: Paul M. Limbert, President, Springfield College.

Panel Members:

Mrs. Sophia L. Fahs, Editor of Children's Materials, The American Unitarian Association.

Thomas Blackwell, Professor, Testing and Guidance, The University of Texas.

Muriel Habel, Student, Middlebury College.

Moses Jung, Consultant on Jewish-Catholic Cooperation, American Jewish Committee.

Mottram Torré, M.D., Psychiatric Consultant to the Public Health Service, Federal Security Agency.

George Lewis, Student, University of Illinois; Past President, Future Farmers of America.

PANEL No. 6: *Making a Dynamic Economy Serve the Needs of Children and Youth.*

Chairman: Bertram M. Gross, Executive Secretary, The President's Council of Economic Advisors.

Panel Members:

Ruth Bonde, Professor of Home Economics and chairman of the Department, Northwestern University.

Peter Henle, Economist, AFL.

Charles S. Johnson, President, Fisk University.

Donald E. Montgomery, Head, Washington Office, UAW-CIO.

PANEL No. 7: *Leisure Time—Its Potential Contribution to Healthy Personality Development.*

Chairman: Ruth Schaffer, Student, Northwestern University.

Panel Leader: Charles K. Brightbill, Executive Secretary, The President's Committee on Religion and Welfare in the Armed Forces.

Panel Members:

Florence Bentley, Margaret Berry House, Minneapolis.

George E. Dickie, Executive Secretary, Federal Inter-agency Committee on Recreation.

Hedley Dimock, George Williams College, Chicago.

Ira Gibbons, Assistant Professor of Social Work, Howard University.

George Hjelte, General Manager, Department of Recreation and Parks, Los Angeles.

John McDowell, Associate Executive Secretary, National Federation of Settlements.

Lucy Ozarin, M.D., Assistant Chief, Psychiatry and Neurology Division, Department of Medicine and Surgery, Veterans' Administration.

Sterling S. Winans, Director of Recreation, State of California Recreation Commission.

PANEL No. 8: *The Meaning of Citizen Responsibility in Our Society.*

Chairman: Earl J. McGrath, United States Commissioner of Education.

Speaker: Marquis W. Childs, Columnist and Author.

Discussants:

Mrs. Victor Shaw, Chairman, National Advisory Committee on Citizen Participation of the National Social Welfare Assembly and Community Chests and Councils.

Dorothy Boulding Ferebee, M.D., President, National Council of Negro Women.

PANEL No. 9: *The Influence of Mobilization and War on Children.*

Chairman: Mrs. Oswald B. Lord, Chairman, United States Committee for the United Nations International Children's Emergency Fund.

Speakers:

John R. Rees, Director, M.D., World Federation for Mental Health.

Mrs. Lois Meek Stolz, Professor of Psychology, Stanford University.

Discussion:

PANEL No. 10: *Population Changes—Their effect on Children and Youth.*

Chairman: Harry Alpert, Division of Statistical Standards, Bureau of the Budget, Executive Office of the President.

Speaker: Paul C. Glick, Chief, Social Statistics Section, Population Division, Bureau of the Census, Department of Commerce.

Panel Members:

Elbridge Sibley, Executive Associate, Social Science Research Council.

Caroline F. Ware, Professor of Research, School of Social Work, Howard University.

PANEL No. 11: *Housing and Healthy Personality Development.*

Chairman: Helen Hall, Director, Henry Street Settlement.

Speaker: Lee R. Johnson, Executive Vice President, National Housing Conference.

Panel Members:

Oscar Stonorov, Architect, AIA, Member, Board of Directors, Philadelphia Housing Association.

Robert H. Felix, M.D., Director, National Institute of Mental Health, Public Health Service, Federal Security Agency.

The Reverend Thomas B. Keehn, Legislative Secretary, the Council for Social Action, Congregational Christian Churches.

Bert Seidman, Research Assistant, Housing Committee, AFL.

Leo Goodman, Director, National Housing Committee, CIO.

PANEL No. 12: *Youth Participation in Community Living.*

Chairman: Ralph Ojemann, Professor of Child Psychology, Iowa Child Welfare Research Station, The University of Iowa.

Discussion Leader:

Arnulf M. Pins, Chairman, Young Adult Council, National Social Welfare Assembly.

Panel Members:

Ernestine Herbin, Past National President, New Homemakers of America.

Mrs. Ruby Hurley, Youth Secretary, National Association for the Advancement of Colored People.

John Lee, President High School Council, American Junior Red Cross.

Helen Jean Rogers, Member, Regional Advisory Council, National Student Association.

Harold V. Semling, Jr., Member, District of Columbia Federation of Christian Youth.

E. Preston Sharp, Director, Maryland Commission for Youth.

Nancy Rossman, Student, Towson High School, Baltimore.

PANEL No. 13: *The Child in Conflict with the Law—Implications for Him, for His Family, and for the Community.*

Chairman: Austin MacCormick, Executive Director, The Osborne Association.

Panel Members:

Mrs. Conwell Banton, Superintendent, The Kruse School for Girls, Wilmington, Delaware.

Frank Curran, M.D., University of Virginia Medical School.

Fred Delliquadri, Superintendent, Division of Child Welfare and Youth Services, Wisconsin State Department of Welfare.

Harold Hegstrom, Superintendent, National Training School for Boys, Washington, D. C.

Alfred Kahn, Citizens Committee on Children of New York.

Captain Rhoda J. Milliken, Director, Women's Bureau, District of Columbia Police Department.

Patrick L. Palace, Chief, Juvenile Division, Los Angeles County Probation Department.

The Honorable Gustav L. Schramm, Judge of the Juvenile Court, Alleghany County, Pennsylvania.

PANEL No. 14: *Concepts of Personality Development and Their Meaning for Work with Youth.*

Chairman: John Slawson, Executive Vice President, American Jewish Committee.

Panel Members:

Bruno Bettelheim, Principal, The Orthogenic School, The University of Chicago.

Fritz Redl, Professor of Group Work, School of Social Work, Wayne University.

Gertrude Wilson, Director of Research and Staff Development, Educational Alliance, New York City.

Kenneth B. Clark, Assistant Professor of Psychology, College of the City of New York.

Herbert Chamberlain, M.D., Psychiatrist, Sacramento, California.

Ernest O. Melby, Dean, School of Education, New York University.

PANEL No. 15: *The Child and His Family.*

Chairman: George S. Stevenson, M.D., Medical Director, National Association for Mental Health.

Program: Two plays for parents presented by the AMERICAN THEATRE WING COMMUNITY PLAYS from the series, "Temperate Zone,"* "Scattered Showers" and "Fresh, Variable Winds" by Norma Stirling.

Commentator: Nina Ridenour, Director, Division of Education, National Association for Mental Health.

Motion Picture Showings and Discussion

10:45 a.m. - 12:30 p.m.

Emotional Health Series.

Chairman: Bernard Victor Dryer, Motion Picture Writer, Director, and Producer.

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* This production made possible by the generosity of John Golden, Richard Rodgers and the American Theatre Wing Community Plays.

Technical Consultant: Robert Campbell, National Institute of Mental Health, Public Health Service, Federal Security Agency.
Palmour Street.
The Feeling of Rejection.
Preface to a Life.

Education Series.

Chairman: Nicholas Reed, Chief, Audio-Visual Health Education, United States Navy.

Technical Consultant: Howard Olmsted, National Institute of Mental Health, Public Health Service, Federal Security Agency.
Human Beginnings.
Make Way For Youth.
Boundary Lines.
One God.

2:30 - 5:00 p.m.

First Session of Work Groups

(For listing of Work Groups, see p. 349)

8:00 p.m.

Evening General Session

Chairman: Arnulf Pins, Chairman, Advisory Council on Youth Participation.

National Anthem.

Invocation: The Reverend Raymond B. Johnson, Pastor, First Parish Church, Hingham, Massachusetts.

Music: The Combined Chorus and Choirs of:
The American University Chorus, James L. McLain, Director.
The Catholic University Chorus, The Reverend Russell Woolen, Director.
The Howard University Choir, Dean Warren Lawson, Director.

Each Is of Infinite Worth: A Dramatization of the Report of the Advisory Council on Youth Participation (Written and produced by the Speech and Drama Department of The Catholic University of America).

Our Responsibility in Growing Up: Youth Speaks to the Midcentury White House Conference.

Tuesday, December 5

9:00-9:45 a.m.

Chairman: The Honorable Oscar R. Ewing.

Morning General Session

Address: *Social and Economic Factors in Personality Development*—Allison Davis, Professor of Education; Member, Committee on Human Development, The University of Chicago.

10:00 a.m.

Meeting with the President of the United States

National Anthem.

Invocation: The Most Reverend Patrick A. O'Boyle, D.D., LL.D., Archbishop of Washington.

Report to the President: The Honorable Oscar R. Ewing.

Report to the Nation: The President of the United States.

Benediction: Bishop John S. Stamm, D.D., LL.D., President of Federal Council of the Churches of Christ in America; Bishop in the Evangelical United Brethren Church.

Conference Panels

10:45 a.m.-12:30 p.m.

PANEL NO. 16: *Suitable Employment Opportunities and Good Working Conditions as Factors in the Development of Youth.*

Chairman: Margaret E. Bennett, Consulting Psychologist, the Pasadena Public Schools.

Speaker: R. Maurice Moss, Associate Director, National Urban League.

Panel Members:

Donald Arnold, Assistant Regional Representative Kansas City, Bureau of Employment Security, Department of Labor.

Mrs. Katherine Ellickson, Assistant Director, Research and Education Department, CIO.

A Representative of the American Federation of Labor.

Mrs. Gertrude Folks Zimand, General Secretary, National Child Labor Committee.

Charline Banks, Treasurer, National Industrial Council, YWCA.

PANEL NO. 17: *Differences in Family Income and Their Effect on Family Life.*

Chairman: Leona Baumgartner, M.D., Assistant Commissioner of Health, New York City.

Speaker: Mrs. Eveline M. Burns, Professor of Social Work, The New York School of Social Work, Columbia University.

Panel Members:

Leo Perlis, Executive Director Community Services Committee CIO.

Gunnar Dybwad, Supervisor, Children's Division, Michigan State Department of Social Welfare.

Myron Wegman, M.D., Professor of Pediatrics, Louisiana State University School of Medicine.

Edward Wyler, Secretary, Kentucky State Federation of Labor, AFL.

Forrester B. Washington, Director, Atlanta University School of Social Work.

PANEL No. 18: *Social Security Programs: Their Implications for the Well-Being of Children and Youth.*

Chairman: John Corson, Assistant Business Manager, *The Washington Post.*

Speaker: Robert Ball, Assistant Director, Division of Program Analysis, Bureau of Old Age and Survivors' Insurance, Federal Security Agency.

Panel Members:

Murray Latimer, Consultant on Social Security to the Kaiser-Frazer Corporation.

Lane Kirkland, Member, Research Staff, AFL.

Jane M. Hoey, Director, Bureau of Public Assistance, Federal Security Agency.

Kenneth L. Kramer, Director, Insurance and Health Department, Textile Workers Union of America, CIO.

Lois Wildy, Director, Illinois Children's Home and Aid Society.

PANEL No. 19: *The Effects of Discrimination and Prejudice on Healthy Personality Development.*

Chairman: Dan W. Dodson, Associate Professor of Education, Department of Educational Sociology, New York University.

Panel Leader: Otto Klineberg, Professor of Psychology, Columbia University.

Panel Members:

Isidor Chein, Director of Research, Committee on Community Interrelations, American Jewish Congress.

Ruth Cunningham, Professor of Education, Teachers College, Columbia University.

Tanner Duckrey, Assistant to the Superintendent of Schools, Philadelphia, Pennsylvania.

Samuel H. Flowerman, Director of Research, American Jewish Committee.

Sister Mary de Lourdes, St. Joseph College, West Hartford, Connecticut.

Hilda Taba, Director, Center for Inter-group Education, University of Chicago.

PANEL No. 20: *The Bearing of Law on Child and Family Welfare.*

Chairman: Karl N. Llewellyn, School of Law, Columbia University.

Panel Members:

Nathan P. Feinsinger, The University of Wisconsin Law School.

Paul Sayre, College of Law, The University of Iowa.

Alan Keith Lucas, Department of Sociology, The University of North Carolina.

Kenneth R. Redden, Department of Law, The University of Virginia.

PANEL No. 21: *Making Community Services Responsive to Community Needs.*

Chairman: Benjamin Mays, President, Morehouse College, Atlanta.

Speaker: Manuel Kaufman, Consultant, Children's Division, Health and Welfare Council, Philadelphia, Delaware and Montgomery Counties, Pennsylvania.

Panel Members:

Charlotte Carr, Executive Director, Citizens Committee on Children of New York City.

The Reverend L. B. Mosely, Chairman, Citizens Committee on Adoptions, Pittsburgh.

Mrs. Charles Runyan, Washington, D. C.

Mrs. Virginia Swain, Specialist in Family Relations, North Carolina Agricultural Extension Service, Division of Home Demonstration Work.

Helen C. Cathcart, formerly Director of Child Welfare, Department of Social Welfare, Virgin Islands.

Karl Zeissler, Newspaper Editor, Monroe, Michigan.

PANEL No. 22: *Principles and Patterns of Community Planning for and with Children and Young People.*

Chairman: Mrs. Edgar F. Dixon, Chairman, Arkansas Council on Children and Youth.

Speakers:

Herschel Alt, Executive Director, Jewish Board of Guardians.

Violet Sieder, Health and Welfare Planning Section, Community Chests and Councils, New York City.

Panel Members:

Violet Crook, Senior Nurse, Obion Lake County Health Department, Tennessee.

Lucia Murchison, Medical Social Consultant, South Carolina State Board of Health; Secretary, South Carolina Midcentury White House Conference on Children and Youth.

William E. Skelton, State 4-H Club Leader, Virginia Agricultural Extension Service.

Henry Welch, Executive Director, Welfare Council of Delaware.

PANEL No. 23: *Symptoms and Causes of Conflict Between Youth and Adults.*

Chairman: Leon H. Richman, Executive Director, Bellefaire Regional Child Care Service, Cleveland.

Panel Members:

Edward Greenwood, M.D., Director, The Southard School, Topeka.

Evelyn Millis Duvall, Executive Secretary, National Council on Family Relations.

Mrs. Melvin A. Glasser, Arlington, Virginia.

Will C. Turnbladh, Executive Director, National Probation and Parole Association.

Carson Ryan, Kenan Professor of Education, University of North Carolina.

Nancy Alice Pumphrey, Student, University of Nebraska.

John Diuguid, Student, Virginia Military Institute.

PANEL No. 24: *The Role of Religion in Personal Life.*

Chairman: Moses Jung, Consultant on Jewish-Catholic Cooperation, American Jewish Committee.

Panel Members:

The Reverend Raymond B. Johnson, Pastor, First Parish Church, Hingham, Massachusetts.

The Reverend C. E. Krumbholz, Executive Secretary, Division of Welfare, National Lutheran Council.

The Very Reverend Monsignor John J. McClafferty, Dean, National Catholic School of Social Work, The Catholic University of America.

Rabbi Uri Miller, D.R.L., Synagogue Council of America.

PANEL No. 25: *Preparation for Marriage and Parenthood in Our Society Today.*

Chairman: Abraham N. Franzblau, M.D., The Hebrew Union School of Education and Sacred Music, New York.

Panel Members:

Frederick Brown, M.D., Chief Clinical Psychologist, Mount Sinai Hospital, New York.

Alphonse H. Clemens, Department of Sociology, The Catholic University of America.

Mrs. Dorothy Baruch Miller, Clinical Psychologist and Author, Beverly Hills, California.

Abraham Stone, M.D., President, American Association of Marriage Counselors.

Mrs. Pauline Park Wilson, Head, Department of Home Economics, The University of Georgia.

PANEL No. 26: *Goals, Problems and Methods for Research in Child Development and Human Relations.*

Chairman: Frank Fremont-Smith, M.D., Medical Director, The Josiah Macy, Jr. Foundation.

Panel Members:

Sibylle Escalona, Department of Research, The Menninger Foundation.

E. Franklin Frazier, Professor of Sociology, Howard University.

Helen Hall Jennings, Center for Human Relations Studies, New York University.

Erich Lindeman, M.D., Chief Department of Psychiatry, Massachusetts General Hospital.

F. S. Ashley Montagu, Social Biologist, Rutgers University.

Hortense Powdermaker, Head, Department of Anthropology, Queens College.

PANEL No. 27: *Common Elements in Professional Training for Work with Children and Youth.*

Chairman: Ernest V. Hollis, Associate Chief, Organization and Administration, Division of Higher Education, Office of Education, Federal Security Agency.

Speaker: Maurice J. Thomas, Professor of Education, University of Pittsburgh.

Panel Members:

Harriet Bartlett, Simmons College, School of Social Work.

Milton J. E. Senn, M.D., Director, Child Study Center, Yale University.

William Wattenberg, Co-ordinator, Family Life Education Program, Wayne University.

PANEL No. 28: *Evaluating Community Mental Health.*

Chairman: Rudolph G. Novick, M.D., Medical Director, Illinois Society for Mental Hygiene.

Speaker: Marie Jahoda, Research Center for Human Relations, New York University.

Panel Members:

Robert Hewitt, M.D., In Charge, Phoenix Mental Health Center, Public Health Service, Federal Security Agency.

Marion McBee, Director, Community Services, National Association for Mental Health.

Andie Knutson, Chief, Experimental and Evaluation Services Branch, Public Health Education, Public Health Service, Federal Security Agency.

A. R. Mangus, Professor of Rural Sociology, Ohio State University.

PANEL No. 29: *Media of Mass Communication—Their Use and Misuse.*

Chairman: Mrs. Agnes E. Meyer, Journalist.
Panel Members:
Richard de Rochemont, Producer, *March of Time.*
Al Capp, Cartoonist and Humorist.
Otis Wiese, Editor and Publisher, *McCall's.*
Boyd Lewis, Executive Editor, Newspaper Enterprises Association.
Robert Saudak, Vice-President in Charge of Public Service, American Broadcasting Company.

PANEL No. 30: *The Influence of Mobilization and War on Youth.*

Chairman: Mrs. David Levy, Chairman, Citizens Committee on Children of New York.
Speakers:
William C. Menninger, M.D., The Menninger Foundation, Topeka, Kansas; Chairman, Group for the Advancement of Psychiatry.
Dorothy Stratton, National Executive Director-Elect, Girl Scouts of the U.S.A.
Discussion.

PANEL No. 31: *The Adolescent and His Family.*

Chairman: Lawrence K. Frank, Member, Board of Leaders, New York Ethical Culture Society.
Program: A play for parents of adolescents presented by the American Theatre Wing Community Plays from the series "Temperate Zone,"[1] "High Pressure Area" by Norma Stirling.
Discussion.

Motion Picture Showings and Discussion

10:45 a.m.-12:30 p.m.

CHILD DEVELOPMENT SERIES

Chairman: Bernard Victor Dryer.
Technical Consultant: Robert Campbell.
Children Learning by Experience.
Children's Emotions.

JUVENILE DELINQUENCY SERIES

Chairman: Nicholas Reed.
Technical Consultant: Howard Olmsted.
Who's Delinquent?
Bad Boy.
Juvenile Delinquency.
2:30 p.m.-5:00 p.m.

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[1] This production made possible by the generosity of John Golden, Richard Rodgers and the America Theatre Wing Community Plays.

Second Session of Work Groups
(For listing of Work Groups, see p. 349)

8:00 p.m.

Evening General Session

Chairman: Leonard W. Mayo.

Invocation: The Reverend Frank T. Wilson, D.D., Dean, School of Religion, Howard University.

Music: The George Washington University Glee Club, Robert Howe Harmon, M.D., Director.

For the Nation's Children: Report of the Advisory Council on Participation of National Organizations—Robert E. Bondy, Chairman of the Council.

How the Federal Government Serves Youth: Report of the Advisory Council on Federal Government Participation—Hazel K. Stiebeling, Chairman of the Council; Ewan Clague; Katharine F. Lenroot.

Children and Youth at the Midcentury: A Film Strip Report of the Advisory Council on State and Local Action—Mrs. Margaret Price, Chairman of the Council.

Wednesday, December 6

9:00 a.m.-12:30 p.m.

Final Session of Work Groups

2:30-5:30 p.m.

Special Meetings

Five separate meetings to provide an opportunity for discussion of the implications of the Conference for professions allied with or related to the fields of: Education, Health, Law, Religion, and Social Work.

Committee for Conference Recommendations

Recorders and Leaders

Section Steering Committees.

Section I: Furthering Healthy Personality Development in Children and Youth.

Section II: Furthering Healthy Personality Development through the Family, the Church, the School, and Other Social Institutions.

Section III: Making More Positive the Influence of Religious, Social and Economic Forces on Personality Development.

Section IV: Furthering the Healthy Personality Development of Children in Special Situations.

Section V: Mobilizing Citizens for the Improvement of Conditions Affecting the Personality Development of Children and Youth.

8:00 p.m.

Evening General Session

Chairman: Benjamin Spock, M.D.

Invocation: Bishop Hazen G. Werner, D.D., LL.D., The Methodist Church, Ohio Area.

Music: The United States Marine Band, Major William F. H. Santleman, Conductor.

Address: *The Impact of Culture on Personality Development in the United States Today*—Margaret Mead, Associate Curator of Ethnology, The American Museum of Natural History.

Address: *Children in the World Today*—The Honorable Carlos F. Romulo, Secretary for Foreign Affairs, The Republic of the Philippines.

Thursday, December 7

9:00 a.m.-12:00 noon

Plenary Session

Chairman: The Honorable Oscar R. Ewing.

Invocation: Commissioner Ernest I. Pugmire, National Commander, The Salvation Army.

Panel: *Reports of Section Chairmen.*

Panel Leader: Lyman Bryson, Professor of Education, Teachers College, Columbia University.

Section Chairmen:

Section I. Benjamin Spock, M.D., Co-Director, Rochester Child Health Institute.

Section II. Willard C. Olson, Director of Research in Child Development, The University of Michigan.

Section III. Ira DeA. Reid, Professor of Sociology, Haverford College.

Section IV. Thomas G. Pullen, Jr., State Superintendent of Schools for Maryland.

Section V. Herschel W. Nisonger, Director, Bureau of Special and Adult Education, The Ohio State University.

Report of the Committee for Conferene Recommendations—George D. Stoddard, Chairman.

Discussion and Action.

2:00-5:00 p.m.

Closing General Session

Chairman: The Honorable Oscar R. Ewing.

National Anthem.

Invocation: The Reverend Edward Hughes Pruden, D.D., Pastor, First Baptist Church, Washington.

Panel: *Report of the Committee on Conference Follow-up and Discussion of Plans for Future Action.*

Panel Leader: Leonard W. Mayo.

Panel Members:

Pauline Newman, In Charge of Labor Relations and Health Education Union Health Center, ILGWU.

R. B. Atwood, President, Kentucky State College.

Willard E. Givens, Executive Director, National Education Association.

Walter P. Reuther, President United Automobile, Aircraft, and Agricultural Implement Workers of America, CIO.

Concluding Address: *Today's Promise, Tomorrow's Action*—Katharine F. Lenroot, Children's Bureau, Social Security Administration, Federal Security Agency.

Benediction: Rabbi Uri Miller, D.R.L., Synagogue Council of America.

Sections and Work Groups

SECTION I

Furthering Healthy Personality Development in Children and Youth

Chairman: Benjamin Spock, M.D.

Vice Chairman: Nina Ridenour, Director, Division of Education, National Association for Mental Health.

Questions for Consideration

1. What are the experiences and conditions which particularly further healthy personality development at various ages?
2. What are the experiences and conditions which are likely to hinder healthy personality development at various ages?
3. How can the conditions and experiences which further healthy personality development be provided?
4. How can the obstacles that stand in the way of healthy personality development be overcome?

Work Group 1: Infancy and Early Childhood.

Leader: Milton J. E. Senn, M.D., Director, Child Study Center, Yale University.

Recorder: Genevieve Trainham, Director, Infant Growth Laboratory, Merrill-Palmer School.

Work Group 2: Childhood.

Leader: Barbara Biber, Research Psychologist, The Bank Street College of Education, New York.

Recorder: Ruth Updegraff, Associate Professor of Pre-school Education, Iowa Child Welfare Research Station, The University of Iowa.

Work Group 3: Pre-adolescence.

Leader: Ethel Kawin, Consultant, Child Development, Illinois Association for Supervision and Curriculum Development.

Recorder: J. A. Salzmann, D.D.S., Chairman, Public Health Committee, American Association of Orthodontists.

Work Group 4: Adolescence.

Leader: Carson McGuire, Professor of Human Relations, The University of Texas.

Recorder: Catherine T. Dennis, Supervisor of Home Economics Education, North Carolina State Department of Public Instruction.

Work Group 5: Young Adulthood.

Leader: John E. Anderson, Director, Institute of Child Welfare, The University of Minnesota.

Recorder: Mrs. Joseph O'Connor, Greenwood, Massachusetts.

Work Group 6: Birth to Adulthood.

Leader: Julius B. Richmond, M.D., Professor of Pediatrics, College of Medicine, The University of Illinois.

Recorder: Ruth Freeman, Associate Professor of Public Health Administration, Johns Hopkins University.

SECTION II

Furthering Healthy Personality Development through the Family, the Church, the School, and Other Social Institutions

Chairman: Willard C. Olson, Director of Research in Child Development, School of Education, The University of Michigan.

Vice Chairman: George B. Corwin, Secretary for Youth Program, National Council of the Young Men's Christian Associations.

Questions for Consideration

1. What kinds of conditions and practices in the family, the church, the school, and other social institutions favor healthy personality development?

2. What kinds of conditions and practices in the family, the church, the school, and other social institutions tend to hinder healthy personality development?

3. What more do we need to know in order to provide more favorable conditions for healthy personality development through the institutions in our society which affect children?
4. What more do we need to do in order to provide more favorable conditions for personality development in the family, the church, the school, and ther social institutions?

Work Group 7: Contributions of Family Life to Healthy Personality Development.

Leader: Ernest G. Osborne, Professor of Education, Teachers College, Columbia University.

Recorder: Ruth Conner, Professor of Home Economics and Child Development, School of Home Economics, Florida State University.

Work Group 8: The Role of the Church in the Development of Healthy Personality.

Leader: James V. Thompson, Religious Education Counselor, Interreligious Activities Division, The American Jewish Committee.

Recorder: Mrs. Regina Flannery Herzfeld, Professor of Anthropology, The Catholic University of America.

Work Group 9: Contributions of the School to Healthy Personality in Children.

Co-leaders: William Heard Kilpatrick, Emeritus Professor of the Philosophy of Education, Teachers College, Columbia University.

Virgil M. Rogers, Superintendent of Schools, Battle Creek, Michigan.

Recorder: Arno A. Bellack, Executive Secretary, Association for Supervision and Curriculum Development, National Education Association.

Work Group 10: Health Services in Relation to Healthy Personality Development.

Leader: Hugh Leavell, M.D., School of Public Health, Harvard University.

Recorder: Katherine E. Faville, Dean, College of Nursing, Wayne University.

Work Group 11: Contributions of the Social Services to the Development of Healthy Personality.

Leader: Charlotte Towle, Professor, School of Social Service Administration, The University of Chicago.

Recorder: Mrs. Helen C. Cathcart, Formerly Director of Child Welfare, Department of Social Welfare, Virgin Islands.

Work Group 12: Vocational Guidance and Placement Services as Factors in Healthy Personality Development.

Co-leaders: Helen R. Smith, Director, Vocational Advisory Service, New York City. Eli Cohen, Executive Director, Jewish Occupational Council.

Recorder: Mary P. Corre, Supervisor, Division of Counseling Services, Cincinnati Public Schools.

Work Group 13: Working Conditions and Experiences as Related to the Personality Development of Employed Youth.

Leader: J. C. Turner, Labor Counselor, International Labor Office, Washington.

Recorder: Brownie Lee Jones, Director, Southern School for Workers, Richmond.

Work Group 14: The Use of Leisure Time—A Factor in Personality Development.

Leader: G. Ott Romney, Dean, School of Physical Education and Athletics, West Virginia University.

Recorder: Frankie V. Adams, Chairman, Department of Community Organization, Atlanta University School of Social Work.

Work Group 15: The Law, the Courts, and the Protective Services as These Affect Healthy Personality Development.

Leader: The Honorable Nochem S. Winnet, Former Judge of Municipal Court, Philadelphia.

Recorder: Will C. Turnbladh, Executive Director, National Probation and Parole Association.

SECTION III

Making More Positive the Influence of Religious, Social and Economic Forces on Personality Development

Chairman: Ira DeA. Reid, Professor of Sociology, Haverford College.

Vice Chairman: Helen Ross, Administrative Director, Institute for Psychoanalysis, Chicago.

Questions for Consideration

1. In what ways do religious, social, and economic forces seem to be influencing personality development in our society today?
2. What steps need to be taken to strengthen those forces which favor healthy personality development?
3. How can we minimize those forces which affect personality development adversely?
4. What more do we need to know in order to deal more effectively with these forces?

Work Group 16: Spiritual Values and Healthy Personality Development.

Leader: The Reverend Reuel L. Howe, S.T.D., Department of Pastoral Theology, The Virginia Theological Seminary.

Recorder: Mrs. Josephine M. Kyles, Director, Department of Christian Education, Washington Federation of Churches.

Work Group 17: The Effect of Conflicting Standards and Values on Healthy Personality Development.

Leader: Warren Schmidt, Assistant Professor of Psychology, Springfield College.

Recorder: Natalie F. Joffe, Research in Contemporary Cultures, Columbia University.

Work Group 18: The Effect of Neighborhood on Healthy Personality Development.

Leader: Saul Alinsky, Executive Director, Industrial Areas Foundation, Chicago.

Recorder: Paul Hanley Furfey, Head, Department of Sociology, The Catholic University of America.

Work Group 19: The Effect of Family Income on Healthy Personality Development.

Leader: Helen R. Wright, Dean, School of Social Service Administration, The University of Chicago.

Recorder: John M. Eklund, President, American Federation of Teachers, American Federation of Labor.

Work Group 20: The Effects of Prejudice and Discrimination on Healthy Personality Development.

Leader: Otto Klineberg, Professor of Psychology, Columbia University.

Recorder: Mrs. Mary Ellen Goodman, Assistant Professor of Sociology, Wellesley College.

Work Group 21: The Significance of Aesthetic Experience and Artistic Expression for Healthy Personality Development.

Leader: Edward A. Richards, National Director, American Junior Red Cross.

Recorder: Ray Green, Executive Secretary, American Music Center.

Work Group 22: The Media of Mass Communication as Channels for Influencing Personality Development.

Leader: Lyman Bryson, Professor of Education, Teachers College, Columbia University.

Recorder: Samuel S. Fishzohn, Director, Division of Youth Services, The American Jewish Committee.

Work Group 23: The Effect of Mobilization and War on Healthy Personality Development.

Leader: Alice V. Keliher, Professor of Education, New York University.

Recorder: Mrs. William L. Saunders, Special Consultant, Office of Civil Defense, National Resources Planning Board.

SECTION IV

Furthering the Healthy Personality Development of Children in Special Situations

Chairman: Thomas G. Pullen, Jr., State Superintendent of Schools for Maryland.

Vice Chairman: Frank J. Hertel, General Director, Family Service Association of America.

Questions for Consideration

1. What are the factors in the given condition or situation which particularly influence personality development?
2. What more do we need to know about these factors in order to appraise their effect on personality development?
3. What steps might be taken—and by whom—to help children in this condition or situation to move toward more satisfactory personality development?

Work Group 24: Children in Families with Inadequate Income.

Leader: Samuel Jacobs, Research and Engineering Department, United Automobile, Aircraft, and Agricultural Implement Workers of America, CIO.

Recorder: Mrs. Inabel Burns Lindsay, Dean, School of Social Work, Howard University.

Work Group 25: Children with Part-time Parents.

Leader: Dorothy Hutchinson, Professor of Social Work, The New York School of Social Work, Columbia University.

Recorder: Mrs. Mildred I. Morgan, Professor, Home and Family Life, School of Home Economics, Florida State University.

Work Group 26: Children on the Move.

Leader: Edith E. Lowry, Executive Secretary, Home Missions Council of North America.

Recorder: Margaret Creech, Director, Department of Information and Studies, National Travelers Aid Association.

Work Group 27: Children with Severe Physical and Mental Limitations.

Leader: Morton A. Seidenfeld, Director, Psychological Services, National Foundation for Infantile Paralysis.

Recorder: Ellen M. Cavell, Educational Director, Association for the Aid of Crippled Children.

Work Group 28: Children with Severe Emotional Disorders.

Leader: Frederick H. Allen, M.D., Director, Philadelphia Child Guidance Clinic.

Recorder: Leon Lucas, President, American Association of Psychiatric Social Workers.

Work Group 29: Children Who Rebel.

Leader: Norman V. Lourie, Director, Hawthorne Cedar Knolls School, Hawthorne, N. Y.

Recorder: Dorothy I. Haight, President, The Family and Children's Center, Stamford, Conn.

SECTION V

Mobilizing Citizens for the Improvement of Conditions Affecting the Personality Development of Children and Youth

Chairman: Herschel W. Nisonger, Director, Bureau of Special and Adult Education, Ohio State University.

Vice Chairman: Ernest F. Witte, Executive Secretary, Health and Welfare Council, Seattle, Washington.

Questions for Consideration

1. What does it mean to provide, in a community, the conditions which really foster healthy personality development in children and youth?
2. How does a community find out where it stands in relation to this task?
3. How can a community build upon the desire of its citizens for and their interest in providing a better life for children and youth?
4. What are the steps in community planning most essential for achieving success in the task of mobilizing citizen effort on behalf of children?
5. How can communities help put into action the recommendations and other findings of the White House Conference?

Work Group 30: How Changes Are Brought about in Community Attitudes Affecting Children and Youth.

Leader: Nathan E. Cohen, Professor of Group Work, New York School of Social Work, Columbia University.

Recorder: Morris Hursh, Executive Secretary, Wisconsin Welfare Council.

Work Group 31: How a Community Assesses What Needs to Be Done in Planning Creatively for Children and Youth.

Leader: Spencer H. Crookes, Executive Director, Child Welfare League of America.

Recorder: Charles C. Webber, President, Virginia State Industrial Union Council, CIO.

Work Group 32: How the Energies of Business, Labor, Civic, and Other Special Groups May Be Enlisted in Meeting the Needs of Children.

Leader: Mrs. Eric Haight, President, Stamford Family and Children's Society, Stamford, Conn.

Recorder: Philip Schiff, Washington Representative, National Jewish Welfare Board.

Work Group 33: How Democratic Leadership Functions in Community Planning and Action for Children and Youth.

Leader: Kenneth D. Benne, Department of Education, The University of Illinois.

Recorder: Isabel P. Kennedy, Executive Secretary, Health and Welfare Federation of Allegheny County, Pennsylvania.

Work Group 34: How the Professional Worker Helps To Achieve Community Growth Which Fosters Healthy Personality Development.

Leader: Philip S. Akre, Executive Director, Missouri Midcentury White House Conference on Children and Youth.

Recorder: Elizabeth P. Rice, Assistant Professor of Medical Social Work, School of Public Health, Harvard University.

Work Group 35: What Kinds of Organization at National, State and Local Levels Will Best Facilitate Citizen Participation and Community Action To Implement the Recommendations and Other Findings of This Midcentury White House Conference.

Leader: Roy Sorenson, Managing Director, The Young Men's Christian Association of San Francisco.

Recorder: Esther E. Twente, Chairman, Department of Social Work, The University of Kansas.

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Part 9 Resolution of Appreciation

EDITOR'S NOTE

This resolution of appreciation was passed by the delegates at the final pleanary session of the Conference on December 7.

Resolution of Appreciation

WHEREAS this Midcentury White House Conference on Children and Youth promises so richly for the well-being of children and youth now and in the future,

AND WHEREAS a period of several years has been invested in related planning and research,

AND WHEREAS this investment has yielded so much by way of facts, understanding and inspiration during the days of these meetings,

AND WHEREAS the work of pulling together so many in so great an endeavor calls for initiative and special responsibility on the part of cooperating groups and individuals,

THEREFORE, be it resolved that we, the delegates to this Conference, recognizing that no one resolution or set of resolutions can pay proper tribute to the tens of thousands throughout the states and territories who have contributed in one way or another, do express our deep appreciation and heartfelt gratitude:

To the PRESIDENT OF THE UNITED STATES for calling this Conference, giving it his full support and lending it the encouragement of his presence and the inspiration of his address. To him we pledge full support in meeting the challenge of these critical times.

To MR. CHARLES ROSS, who on the day of his death accompanied the President to a session of this Conference and who had on so many occasions during previous months given invaluable advice and service.

To the GOVERNORS of all states and territories for their cooperation in the employment of state and territorial White House Conference committees and for their continuing interest and support of the committees' work.

To the HONORABLE OSCAR R. EWING, Chairman of the National Committee, its other officers and its members for the care, conscientiousness, and objectivity with which they have formulated policy and for the wisdom of their guidance.

To MR. BENJAMIN E. YOUNGDAHL and the members of the Technical Committee on Fact Finding for their expert and perceptive guidance in the preparation of the Fact Finding materials.

To MISS KATHARINE F. LENROOT for her unflagging practical help on problems great and small from the earliest inception of the Conference and

for her devotion to a vision of the good life for children with which she has constantly inspired the efforts of all concerned.

To the CONGRESS OF THE UNITED STATES for providing the initial funds with which the work of the Conference was launched.

To the foundations, agencies, organizations and individuals for their generous contribution of funds on which the work of the Conference was developed.

To agencies, federal and voluntary, which have given so liberally not only of their experience and specialized knowledge but also resources of time and professional personnel.

To the officers and members of state and territorial White House Conference committees without whose vigorous efforts and outstanding leadership the work of the Conference would not have penetrated to the furthest reaches of the nation.

To the officers and members of the advisory councils on state and local action, participation of national organizations, youth participation, and participation of the federal government, who have so ably carried the heavy responsibility of making effective by democratic methods the work of a hundred thousand persons engaged in the Conference effort.

To the speakers, leaders, panel members, section chairmen, and vice chairmen, and all other program participants who gave of their time, their energy, and their talents to make of these Conference meetings a momentous experience and a starting point for further advance in all that pertains to the well-being of children and young people.

To the members of the press for their full and accurate dissemination of information on the work and spirit of the Conference, which has immeasurably extended the influence of what has taken place.

To the Department of Defense which has extended its facilities to provide special housing arrangements that have greatly facilitated the participation of young people in these meetings.

To all program committees which have helped to make our way as delegates smooth and pleasant during our days together.

And to MR. MELVIN A. GLASSER and other members of the White House Conference Staff, professional and secretarial, who with efficiency, courage, and devotion have accomplished the seemingly impossible and have brought us to this high point from which we may return to our homes inspired to continue our efforts in behalf of the well-being of all the nation's children and youth.

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