

Outline of Dr. Greenson's lecture on:

INTRODUCTION TO PSYCHOANALYTIC CHILD PSYCHOLOGY

Third evening
Wednesday, November 6, 1946
8:15 P.M.
563 N. Alfred Street

The beginning is a short repetition of the last lecture.

Problems and conflicts in the anal phase:

This is the period when the attitude towards possessions is based. Parents make the whole training into a moral issue; clean is right; dirty is wrong. This judgment not shared by the child. For him his own products very valuable. For the love of the parents he has to give up his judgment that dirt is pleasure. If he keeps his pleasure this is equivalent of being dirty and wrong. In this way he has to accept that the concept pleasure is determined by outside standards and the conclusion is: my pleasure makes me bad. This produces important change in the child. Conflict arising between the inner voice of accepting his own pleasure and the acceptance of the outer command to reject his pleasure. Gradually outside demands accepted, incorporated: starting point of development of superego.

Space and time orientation starts. Elimination has to take place in prescribed places at prescribed times. Later disturbances of relation to time and space are based on training troubles. Speech difficulties may result from the meaning of bad speech through using scatological terms. Now instead of diffuse rage reactions, clear anger, resentment, hate develops. Manifestations of ambivalence. This natural at this age. Also anger outbursts, temper tantrums, during this critical time.

At the same time the problem of passivity and activity develops. Expelling equals active; retaining equals passive. This antithesis can be considered the forerunner for masculinity and femininity; also homosexuality and heterosexuality. The anal phase in its full term is called anal-sadistic phase. The forcing the elimination products, the power exertion constitutes a sadistic pleasure. Sadistic pleasure also in being able to frustrate the parents. Conversely, being frustrated creates feeling of sadistic desires. Characteristic: pleasure in breaking, destroying things.

Relations to object world. Characterized by ambivalence, but sense of increased mastery, of increased awareness in perception of the own body and its functions. Beginning of curiosity and interest to learn. How this curiosity is handled will determine later atti-

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At the same time the problem of passivity and activity develops. Exelling equals active; retarding equals passive. This ambivalence can be considered the forerunner for masculinity and femininity; also homosexuality and heterosexuality. The anal phase in its full term is called anal-sadistic phase. The forcing the elimination products, the power exertion constitutes a sadistic pleasure. Sadistic pleasure also in being able to frustrate the parents. Conversely, being frustrated creates feeling of sadistic desires. Characteristic: pleasure in breaking, destroying things.

Relations to object world. Characterized by ambivalence; but sense of increased mastery, of increased awareness in perception of the own body and its functions. Beginning of curiosity and interest to learn. Now the curiosity is handled will determine later atti-

tude towards learning.

Difficulties in talking -- words representing letting out substance of the body. How to handle these problems:

- 1) No overstrictness in training because child needs satisfaction of his anal drives. If tension is created, it has to look for other satisfaction which mostly results in regression to other satisfactions.
- 2) Too much gratification also creates problems: prolonged training. Enema, after initial fear, becomes too satisfactory because of the increased passivity on the part of the child.
- 3) Inconsistency, abrupt changes of too much strictness or too much letting them also result in disturbances.

Fears of the anal phase: Retaliation fears based on sensations of the own body. Fear of toilet flushing, which means part of the body is being taken away.

Through clash with the outer world, Object relations begin. Differentiation of I and non-I, as in renouncing one's own pleasure for the sake of love. Anticipation of future begins. Prediction of what will happen taken into account.

Process of identification begins. Parents' commands and demands are made part of the child's ego.

Urethral function parallel to defecation with certain differences. Training to bowel control easier than training to bladder control. Day bladder control easier than night bladder control. Punishment for wetting: ridicule and humiliation. Problem of urination in relation to ambition and exhibitionism.

Disturbances in training may also result in overcompensation, by being extremely cooperative on the surface, keeping a stubborn clinging to old pleasure under repression.

Spanking of child during this period. Not to be recommended but not overly harmful either. To be considered: discrepancy of size and power on part of adult. Angry face, angry voice terrifying experience, but this also creates awareness of the possibility of use of own power. Dangerous possibility that spanking may become pleasurable experience if it represents the only physical contact with adult. Cold spanking worst kind of spanking because it distorts the right connection between emotion and action.

Picking up of child out of sleep for reasons of training is to be discouraged.

HANNA FENICHEL, Ph.D.
Secretary

... towards learning.

Difficulties in talking -- words representing letting out substance of the body. How to handle these problems:

- 1) No overstimulation in training because child needs satisfaction of his oral drives. If tension is created, it has to look for other satisfaction which mostly results in regression to other satisfactions.
- 2) Too much gratification also creates problems: prolonged training. When, after initial fear, becomes too satisfactory because of the increased passivity on the part of the child.
- 3) Inconsistency, abrupt changes of too much strictness or too much letting them also result in disturbances.

Fears of the anal phase: Retention fears based on sensations of the anal body. Fear of toilet training, which means part of the body is being taken away.

Through class with the outer world, object relations begin. Differentiation of I and non-I, as in renouncing one's own pleasure for the sake of love. Anticipation of future feelings. Satisfaction of that will happen taken into account.

Process of identification begins. Parents' commands and demands are made part of the child's ego.

External function parallel to defecation with certain differences. Training to bowel control easier than training to bladder control. Day bladder control easier than night bladder control. Problems in re-lation to exhibition and exhibitionism.

Difficulties in training may also result in overcompensation. In being overly cooperative on the surface, keeping a stubborn clinging to old pleasure under repression.

Speaking of child during this period. Not to be recommended. Not too early either. To be considered: discrepancy between experience and power on part of adult. Angry face, angry voice during training experience, but this also creates awareness of the possibility of use of own power. Dangerous possibility that speaking may become a substitute experience if it represents the only physical contact with adult. Child speaking worst kind of speaking because it disturbs the right connection between emotion and action.

Waking up of child out of sleep for reasons of training is to be discouraged.