

THE
DAVIS FOUNDATION

FOR PROVIDING
EMOTIONAL COMFORT

Letter of July 27, 2005

Dear Reader,

One habit pattern that many people have developed, which limits their ability to achieve their full potential, is acquiescence. They accept what appear to be givens: their identities, as they have been defined by parents and others, and the ways of the world.

As children are raised they are subjected to many uncomfortable situations. Some are necessary, such as painful immunizations, or inevitable, as when a pet dies. But others are imposed unthinkingly by parents and society. Some children are pressured to perform beyond their capabilities while others are neglected and understimulated. And most are subjected to excess regimentation in schools and other organizations.

Each stimulus is matched with the best solution that is available at that moment, and those solutions become locked in as habit patterns. When a *true solution* is not available, the mental apparatus matches a *partial or false solution*. Children have less access to true solutions than adults because they have less autonomy. They are at the mercy of their parents' attitudes and expectations.

If a child is expected to achieve more than he comfortably can, he has no true solution. If he rebels, or if he just gives up, he will suffer the pain of his parents' disappointment in him. Often the response that best diminishes the disequilibrium is to acquiesce and endeavor to meet the expectations. Though he may get excellent grades, he is under strain and remains uncomfortable. And he doesn't have the freedom to discover his natural talents and wishes.

A child for whom expectations are too low will also suffer. The understimulation will cause a vague discomfort that she will be unable to identify. Unaware of the true solution, that she needs mental challenges, she will strive to provide more stimulation for herself by engaging in whatever activities are available in her culture. These may include academics but more often will involve various entertainments that must be intensified or generalized to maintain their effectiveness as distractions. Or she may seek employment prematurely, at a level below her potential. She has acquiesced to the expectations that she has internalized from her environment.

Another factor that limits a person's full development is the ongoing chronic disequilibrium that results from having been overly regimented during development. The majority of children are stressed and/or bored in school at least some of the time. These disequilibria are matched with various partial solutions: dropping out, complaining, surreptitious e-mailing. Yet because most children experience school as a given, they acquiesce to its structure and, in so doing, remain burdened by the chronic disequilibria that it causes.



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For many people the partial solution of acquiescence generalizes and they have a tendency to accept other uncomfortable situations as givens: their work environments, their social arrangements, and even their opportunities for leisure. They may endure lengthy, unproductive meetings at work, “settle” for a spouse who is only a fair match, or tolerate mediocre movies. They may complain about their discomforts but, because they experience them as the way things are, they don’t think of trying to change them.

The habit pattern of acquiescence also causes individuals to tolerate themselves as they are, with all of their limitations. It doesn’t occur to them that they could end their discomforts, develop themselves further, and enjoy new competence and new pleasures.

An Inner Guide will solve this problem as it does all others, by finding its origin, accessing a true solution, creating a *complex stimulus* to unlock the habit pattern and replace it with the true solution, and working to bring this new knowledge into awareness. Children may find themselves trapped in uncomfortable situations but, as they become more autonomous, they gain the capacity to utilize new solutions. And of course parents who develop their Inner Guides will gain an understanding of their children’s needs.

QUESTION:

Is it typical that getting finger tapping is not consistent? In other words it doesn't happen every time. Does this mean that the connection is not there or that the Guide does not feel like communicating?

ANSWER:

When you don’t get answers by means of finger signals, it means one of two things: either your Inner Guide is choosing not to answer in order to provide a complex stimulus that will solve a problem, or the answer is so overstimulating that it cannot enter awareness at the present time. Either way, the answer will be available at some time in the future.

I welcome your questions and comments, and will publish as many of them as possible. I look forward to hearing from you, either by post or at info@davis-foundation.org. If you would like to be anonymous, just let me know.

Cordially,

Judith M. Davis

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