

DUTIES OF A PUBLIC HEALTH NURSE TOWARD
THE ADOLESCENT

III.

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I.

Goal for the Public Health Nurse

The present goal for every public health nurse should be to increase human happiness and efficiency in a positive way. If we are to be constructive or helpful, we must have a basic understanding of personality traits which are the total results of native and acquired factors manifesting themselves in the mental and physical make-up of man.

Man is a fine specimen with the ability to dream and desire. He has the power of choice, can make decisions, anticipate future events, and through his imaginative powers can dream and create. True happiness involves both anticipation and recall of experiences in terms of images and emotion..

Unlike animals, man's personality is very complex. Animals seem to desire only the things which they can easily obtain. Their desires are a portion of their instincts. Life for them consists of eating, sleeping, and propagating their species.

At one time man was apparently inferior to the animals so far as sensory equipment was concerned. Animals had thick furs to protect them from the elements--man was naked; animals had a keen sense of hearing and a keen sense of smell to protect them from danger--while man's senses were not so keen. However, even though naked, man was equipped with a superior brain, with two deft and capable hands, with desires to do, and with imaginative and inventive powers to protect and

enrich his life.

Man is the only creature who is not satisfied and who constantly wants to go beyond his present conditions. Man believes in himself, by his magical faith he expands his reach, but we must never forget that behind this is the urge to do.

The demands of man's inner nature, these urges to do, and the demands of environment are complex and ever changing. Therefore, true progress and happiness must include not only man's mastery of nature, but also mastery of himself.

Man reacts as a whole. The mind and body cannot be separated. We would not hesitate to admit that a wholesome diet, adequate clothing, and a comfortable shelter were essential in the formation of a satisfactory physical environment for the well-being of man; yet how often in times past and present do we fail to see the connection of a healthy mental life necessary for the well-being of man.

The total personality begins at conception and ends at death. At no time in man's life or under any conditions should we as public health nurses fail to see man as a unified whole, learning as a whole, adjusting as a whole, and acting as a whole.

In ancient times the first pioneers in the field of health realized that it was impossible to treat the body as separate from the mind. Hippocrates, the celebrated Greek physician born about 460 B. C. knew well that man's mind and body were inseparable, and that to treat one was to deal with both.

Christ as a healer had marvelous power over the minds of men in connection with healing them of their infirmities. So on down through the ages until we find the weird antics of the medicine-man which influenced both mind and body of all those who desired help.

Then there came a period when the individual was more or less broken up. In school he was taught reading, writing, and arithmetic accompanied by cruel physical punishment if he failed to learn his lesson. Nothing was known of the child's mental abilities, no one cared whether or not the child was hungry or tired; in fact, nothing mattered except that the lesson was learned, and this was accomplished under constant fear of punishment. The same thing was true in many homes, the child was taught obedience and work through fear. In the church he was also persuaded to refrain from doing evil because if he didn't, he would be punished.

This deplorable condition went on for many years. Even now we can only say that we are in the period of transition from the time when individuals were treated and taught in parts by the constant use of the negative element of fear, to the time when all individuals will be treated, taught, and thought of as a unit and will be influenced and guided by the positive element in all things. This goal can only be accomplished when we truly understand that the total personality does begin at conception and does not end until death.

As public health nurses it is our duty to assist in training the intellects, protecting the physical health, guiding and making possible appropriate outlets for the emo-

tions, and insuring mental health for every man, woman, adolescent, and child whom it is our privilege to influence.

Much has been accomplished in the field of preventive medicine toward protecting the physical health of man. The dreaded disease of smallpox is now unnecessary due to the use of vaccines; antitoxin is used to fight diphtheria; cleanliness is swiftly irradiating filth, dirt, and disease; sewage no longer runs in the open or contaminates drinking water, it is properly disposed of and treated; drinking water is guarded, tested, and kept pure to avoid typhoid epidemics; swamps are being filled in or sprayed to avoid malaria; pure food and drug acts are being passed and enforced. In every possible way public health officials and nurses are striving to eliminate disease and sickness, and protect man against the ills which lessen his physical well-being.

On the other hand mental disease is rapidly increasing due to many causes, among them alcohol, venereal infections, and the stress and strain of life. We are just beginning to face this problem squarely and do something about it. Part of our duty should be to see that people are assured the proper foods to eat, enjoy healthful conditions of work, have a hygienic family life, especially in childhood, and acquire the proper habits of recreation and health, also rest.

It has been estimated that approximately thirty-three per cent or more of students from kindergarten to college are suffering from maladjustments which result in some degree of mental conflict. This helps us to realize the need that all students have for mental hygiene under a trained personnel.

The field of public health needs trained people in mental hygiene as much as doctors of medicine. We are constantly confronted with problems of human relationships, of personality difficulties, of character, and of the emotional forces within the individual, and his reactions. There is a real need for the mental hygienist to assist us in solving these problems. He should continue to gather facts, to study and correlate them, to draw conclusions, and to act upon them; thus, helping us meet these problems scientifically and adequately.

When we see statistics showing the vast number of patients who are received in mental hospitals each year; and also realize that these hospitals are not altogether equipped with trained personnel qualified to protect and aid the patient in recovery but only places to protect society, we are appalled at our lack of advancement in the field of mental health.

It is not the will of the Gods or the Devil that this vast army of humans are suffering from mental illness, it is our failure to face the problem squarely and do something about it. More than half of these patients are under forty years of age. Where are we failing?

Every day the public health nurse will find children who fail to make proper adjustments, which is the beginning of mental ill health that may lead them into institutions. We should be prepared to recognize the signs of mental ill health--then see that something is done about it.

Every profession requires trained workers, except the most important profession of all--that of parenthood. Hence, from these many untrained parents, broken homes, etc., come the emotionally warped and misshapen children. In the schools it is possible to find teachers who hate their work and hate the children causing unhappy reactions on the part of the child.

Some children under such adverse conditions will partially adjust themselves but retain a personality that will crush others; some will get along fairly well but are distinctly handicapped with the scars of early combats. We are all stunted, warped, or twisted to some degree; our prejudices, loves and hates, and gusts of emotion often upset us.

The majority of children will curl up within themselves and look out timidly upon the world--these are injured as much as any cardiac from toxins. Others may react with a boldness that is not courage but fear. They may say, "I don't care", which we know is only covering some heartache; or they may try to be "hard-boiled" or "bullies".

The true athlete is not tempted to show his power by intimidating younger children. The "bully" is usually a physical coward who is trying to hide his fear even from himself by pretending a strength which he does not possess. To these boys or girls we could suggest physical training in the form of boxing, wrestling, swimming, tennis, baseball, football, or hiking. The fear of physical inadequacy has turned him into a lonely and frequently misunderstood child;

and it is possible that by the acquiring of genuine physical skill accompanied with a feeling of success may correct his attitude.

Many children may have habits of emotional reactions which will bring them into the courts and reformatories. Medical science is irradicating cripples resulting from tuberculosis of the spine, etc, but, as yet, we have done very little for these mentally crippled children found in the courts.

The child may seek to evade trying situations through temper tantrums, illness, nervous headaches, weakness, etc. Again, we will find some children who fail entirely to adjust in any way. Mental illness develops over a long period of time. We find children who drop out of school all along the way and eventually end up in the courts, or in hospitals for the mentally ill.

In 1909, Clifford W. Beers, organized the National Committee for Mental Hygiene. This group has interested many in the deplorable conditions of the mentally ill. As a result psychiatrists and public spirited citizens are working toward the betterment of hospitals, and organizing ways of preventing nervous and mental diseases.

Where are these potential cases? How can they be found? Many can be found by the public health nurse during her contacts at the school and home; many are handled as delinquents in the courts; many as prisoners in the jails; and many as clients and patients who are seeking aid.

Dr. Bernard Glueck made an extensive study at Sing Sing Prison. Over a period of two years he found that fifty-nine per cent of all prisoners admitted departed sufficiently from a normal mental condition to warrant a diagnosis in psychiatric terms. In 1918 he made a study of the New York State Reformatories and found the majority with troubles leading back to kindergarten days. Jails and reformatories could well be turned into psychopathic hospitals judging from the human material in them.

Delinquency is not to be solved by "hard-boiled" justice with its severe penalties. A judge must know his individuals before he can prescribe the treatment. (No doctor would think of prescribing one hundred days in the hospital for every patient.) We now try to understand our delinquents, and try to find these unadjusted adolescents and children before they become delinquent. The psychiatrist must work with and become a part of the school.

The boy who comes to you and says, "I am in trouble. I suppose the fault is mostly mine, but I have tried my best to get along with my family. I succeed fairly well with my mother, but I simply can't make a go of it with Dad. We are at loggerheads all the time. He tells me I am an ingrate, gone to the dogs, insane, and everything; I don't know what to make of it."

Or the girl who confides in you saying, "I am ashamed to tell you about my troubles but my mother is just driving me crazy. I know it isn't all my fault. She won't let me alone. She is nagging at me all the time and I just can't stand it. I am so nervous most of the time I want to scream."

These children are in real trouble and there are millions just like them. It is up to us to gain their confidence and seek help for them.

The boy with superior intellectual abilities who is failing in school, the boy caught stealing, the leader of a boys' gang, the adolescent girl leaving her home to make her way alone in the city, girls and boys who spurn parents and spend all their money for fineries and good times. These with many others we must try to understand, gain their confidence, know their history, their homes, and playmates. Then interpret their actions to the boys and girls who do not understand why they do these things; interpret them to the teachers who do not understand them, and to the parents who fail to understand their children.

All social workers, doctors, lawyers, theologians, parents, teachers, and nurses should be familiar with psychiatric material, points of view, methods, techniques, etc., in order to understand their own work and what they can do for the child in need of help.

We must treat the total situation, the home, parents, brothers, sisters, playmates, school, and neighborhood. Delinquency is not a problem for any profession to solve, it is a community problem to be solved by the community as a whole. We must help to recast ethics, morals, and religion; we must teach the mother how to manage her child better, or a father how to gain the confidence of his son.

A study of all these difficulties will invariably
lead us back to childhood days.

II.

The Influence of Childhood on the Adolescent

Childhood is the golden period for mental hygiene, for as the twig is bent so shall the tree grow. The public health nurse who wishes to fulfill her duty toward the adolescent by increasing his happiness and efficiency, realizes that her job begins many years before this child is ever born.

The grand-parents for generations back have all had their influence. The parents must be taught their obligations to the unborn child, and helped to realize how the food they eat, the beverages they drink, the home in which they live, in fact everything they do will in some way influence their unborn child.

We must teach the expectant mother what is the best diet for her so that her child's body and her own body will have the proper nourishment; we must teach her how to dress so as not to injure herself or baby and yet be attractive; we must teach her the proper preparation for the baby's arrival so that she will not feel insecure or fearful; we must help her to know the benefits of fresh air and sunshine, of rest and sleep; we must see that she is in the care of her physician as soon as she knows that she is pregnant, and assist her in interpreting and carrying out orders; we must also help the father to realize his responsibility as a father. This unborn child will be whatever they make it.

The child is our most valuable possession. We can no longer be content to let little children be born into the

world under adverse and unhealthy conditions, and then let them struggle through life the best they can. Our children are deserving of the best efforts of which we are capable, to make this world a healthier and a happier place in which they might live and grow.

The adolescent boys and girls of today will be the fathers and mothers of tomorrow. What are they doing to prepare themselves for such a responsibility? Every child entering this world has the right to physically and morally decent parents.

Whenever a parent hands on a diseased and susceptible body to the child, he hands on a warped and twisted mind as well. Healthy bodies are necessary for healthy minds. We can never say that we have fully done our part unless we are willing to put forth every effort to keep our bodies physically fit and morally straight; thus, making of ourselves worthy parents of whom our children can be proud.

Every act and thought which we experience today will make us what we are tomorrow; and what we are tomorrow will determine the environment under which our children will be born. The influences which we spread around them will help to form either happy and healthy children or unhappy and sickly children.

Every child has the right to be well born, the right to personal care from both father and mother, the right to be fed, clothed, and cared for properly, the right to learn from parents by example and precept the principles of truth, honor, purity, and right living.

The profession of parenthood is deserving of the very best which it is possible for us to put into it. It does not concern us so much whether our babies have blue eyes or brown eyes; whether they have light hair or dark hair; however, it does concern us whether or not they have healthy strong bodies and healthy alert minds.

The tiny baby is helpless and is at our mercy. We must be sure that he gets the proper food, rest, sleep, clothes, and recreation. The food of infants should consist of breast-milk whenever it is possible. As the child grows older, fruit juices, cereals, and vegetables may be introduced according to the doctor's orders.

Children should have their own meal time and eat by themselves where it is quiet, with nothing to distract their attention. This atmosphere will be conducive to better eating habits. No child should be expected to adhere to the same standards in table etiquette as adults. As soon as it is possible little children should be allowed to feed themselves, this way they will enjoy their food more and digest it better. Their food should be simple, wholesome, never highly flavored, and milk should occupy an important place in their diet.

Rest and sleep should be carefully considered. Children play so strenuously that their little bodies need rest and sleep. Have the room cool, slightly darkened, and plenty of fresh air; let his clothes be light and porous; stress rest and relaxation, then sleep will follow naturally. The child will sleep best if he is in a room by himself and has a bed by himself.

If a child is nervous and has difficulty in sleeping, encourage him to spend more time in the fresh air and sunshine, also let the atmosphere be calm and peaceful about him, and be sure that the child does not experience any strain or nervous tension just before bedtime.

Let us consider several of the conditions into which some children will retreat who are not perfectly adjusted. Thumb sucking is a very common one; it is usually established as a habit in response to hunger, overfeeding, or an unsatisfactory diet. The remedy lies in a correction of diet and sunshine.

Nail biting is due to a nervous condition. The parents should be calm thus giving the child a feeling of ease and self-control. It is wise to encourage exercise in the sunshine. If the mother will give the child's nails regular care or have them manicured, the child will develop a pride in his appearance and stop the habit.

Fear at night is the result of mental or nervous strain. Never frighten a child or express fear in his presence. If the child has an abnormal imagination, keep him in close touch with reality.

Bed wetting is often a difficult situation for many mothers. After the first few weeks the control of excretory functions should be encouraged. If the results are discouraging be sure that the child is free from mental or nervous strain, free from the fear of punishment, restrict fluids before bedtime, and awaken at night if necessary. Cool sponges after an offence have been known to help. If there are physical defects, have them corrected. Be sure that all

sense of shame is removed because the fault often lies in the management which deprives the child of all confidence in his own power of control. Always lay emphasis upon the successes and not the failures.

The condition which is most shocking to the average parent is that of masturbation. It is very frequent and comparatively harmless. The parents should not express an attitude of wickedness on the part of the child, but they should treat the child calmly and direct his attention to healthy situations. Remove irritations, give plenty of water to drink, a simple diet, restful sleep, free play with other children in the fresh air and sunshine, never nagged or thwarted, and give them sane sex instruction.

We should not keep children in ignorance. A child should be able to speak of sex as freely as he would anatomy or physiology. When teaching nature explain reproduction. Having pet animals birds, dogs, cats, etc., will help a child to understand reproduction in a simple, proper, and healthy way.

Misconduct in sexual matters is a sign of deficient nervous and moral control. For the child whose environment has been well regulated and who has developed strength of character, self-control, and self-respect there need be no fear. It is possible to face anything with a child if our own attitude is right, but it is essential that we think in terms of his capacity to understand, and that we not under-rate his intelligence.

Little children spend most of their time in what we term "recreation", but what to them is the serious business of

adjusting themselves to things and people, and getting acquainted with the world in general.

The child needs security and liberty. An environment without the intrusion of an adult mind will produce the necessary stimuli and development without nervous exhaustion. The child should be happy when playing alone, and he needs that freedom; however, the mother and father should spend at least one hour daily with the child in play in order that they might know the needs of the child and understand him better.

The child should have a room or a corner which he can call his very own. The furniture should be small and have rounded corners, the windows safely screened, and the toys simple and constructive. A sand pile with old spoons, etc, are valuable to the child. He learns workmanship, imitation, cooperation, and competition. We should never give a child a toy which requires nothing of him.

Blocks, clay to model, drawing materials, crayons, paper, blackboards, tricky bars, and dolls are among the best. Play is a vivid factor in growth and development. The habits formed in play are the forerunners to habits in later life. Loyalty to the group, and service in the group are things which the child learns outside of the family circle that he can never learn within that circle.

Often we find it necessary to punish a child. If so, the punishment should be immediate and adequate--then forgotten. Do not make a child mentally unhappy for more than a few minutes. Do not try to reason with a child when he is angry. Never force a child to express regret. When punishment is over let it be over, do not hold a grudge, or pout,

or be indignant. Always praise children for their good habits. Be a partner with your child. Teach them that you dictate only because you are older and you know what the world expects of the child.

It is rare to find a dishonest child in a home where property and facts are respected. Some children steal to buy companionship or the little things of which they are deprived. Always get the child's point of view. Remember that the child has hunger instincts and pleasure instincts, they need the things which satisfy these wants. If a child takes money, do not place him on a criminal basis. Teach him the seriousness of it then place him in absolute trust. Suggest that a child is truthful if you desire him to be so, this will gradually be replaced by the driving power of the child's own self-respect.

Parents should be just and truthful. Adults as well as children deviate from the truth. Lying in children is a misstatement of dimly perceived facts plus a necessity for excitement. Lying that results from fear of punishment is the fault of threatening, quick tempered parents.

We must realize that children are imitators, and that they have definite needs which must be filled. We need keen insight, sympathetic understanding, and realize the significance of character formation in the early formative years of a child's life.

If we miss our chance to help, it is gone forever. We must have faith in the child, respect his spirit of loyalty-- it is the best ground work for forming his habits physically, mentally, and morally.

Give the child every opportunity to be of service in the home. Never be too busy to be bothered. All training requires time, patience, and an atmosphere of happiness. A child should be taught to work for the approval of his parents and companions. Self-approval and the pleasure of working are the greatest rewards; however, this comes only after many years of wise training.

Some children need intellectual appeal, some emotional, but all need the atmosphere of love, trust, and harmony radiating from worthy and capable parents.

Thus the lives of our adolescents are formed, thus are they molded either into maladjusted and unhappy boys and girls unable to meet life's problems, or they are molded into happy, well-integrated young men and women who have the ability to act appropriately under the various situations of life.

III.

The Influence of the School on the Adolescent

The public health nurse can do much for these children during their school life. If we are to accomplish our goal by increasing the happiness and efficiency of the adolescent, we must guide him carefully through his school experiences which have such a profound influence upon his every act, word, and thought. A maladjusted, unhappy, nervous teacher, a narrow, academic curriculum, and a military disciplinarian as principal will harm a child's health much more than failure to brush his teeth, dirty hands and face, or lack of milk in his diet.

The weighing and measuring of children, and the annual physical examinations are but the first steps for the nurse in her school program--not the goal. From these findings the nurse will be able to concentrate on the children who need her care and guidance if they are to develop into normal, happy adolescents.

At present there is a gradual focusing of our attention upon childhood and the forces at work upon the child himself. The way to fame, success, happiness, and health is extremely difficult, if not impossible, for children who lack sound healthy bodies and good health habits.

If the nurse has keen observation, she will be able to detect many of the signs of ill health in the malnourished child. Physical defects, such as diseased tonsils, adenoids and teeth, and tuberculosis. These poison the system, spoil the appetite and prevent the proper use of food by the body. Wrong food

and bad eating habits. This means not enough of the right kind of food prepared in the right manner and eaten in the right way. Wrong health habits, not enough sleep and rest, lack of sunshine and fresh air, not enough exercise and play, and wrong personal habits, such as failure to have regular bowel movements and lack of personal cleanliness. Overfatigue, or being overtired, and bad home influence with lack of discipline or too severe discipline.

Many of the defects in later life are directly due to malnutrition in childhood. Many school children may appear mentally dull because of malnutrition. These children are usually not considered sick; therefore, often neglected.

There are several signs which will aid the nurse in detecting these children in need of care. The malnourished child is usually thin, but sometimes may be fat and flabby. He does not grow as he should in height and weight. His shoulders are stooped and the shoulder blades often stick out; his chest is narrow and flat. He drags his steps and gets tired easily; he has poor posture.

His muscles are small and his flesh flabby; his teeth may be decayed and poorly formed; his tonsils and adenoids may be large or diseased, or he may have rickets. He may seem lazy, listless and mentally dull in work and play, and he doesn't enjoy romping as normal children do.

He is likely to have poor appetite and digestion, coated tongue, or bowel trouble. His skin may be pale, waxy, muddy or pasty; his facial expression lifeless; dark circles under his eyes which seem dull and lifeless, and often have

poor vision. His hair may be dull and rough showing lack of care. He may be finicky, irritable, nervous and restless, have headaches, and not get much fun out of life.

He will tire easily, be afraid of things and people, lack mental vigor; his mind wanders, he is forgetful, inattentive, dull, and indiffèrent.

These conditions do not come on suddenly, and they are found among the rich as well as the poor. The nurse should cooperate with parents, teachers, and community to do everything possible to bring these malnourished children up to the maximum degree of health and happiness. The correction of all possible physical defects, eyes, ears, tonsils, etc., the creating of a healthful school environment and a happy home life are part of the job, also establishing good health habits in the child himself.

A nurse is the health teacher of children, school-teachers, and parents. She is the connecting link between home, school, and community. She is the one person who should be capable of interpreting the needs of the child and the adolescent.

Schools no longer are responsible only for the mental development of boys and girls, but the social and moral as well. The school must coordinate with the home and all institutions which contribute to the child's care and development.

The school building itself and the grounds should be beautiful and well cared for to contribute a sense of beauty and pride to boys and girls. Within the school we should have every possible sanitary improvement to encourage personal

health habits. Each individual student should be supervised, guided, and advised on health questions; everything and everyone within the building should contribute some knowledge of health and better ideals for the student.

A nurse should be maintained within the school to teach hygiene, do personal inspections, care for admissions and exclusions, supervise the underweight students, and have conferences with students and parents.

Health examinations should be required to determine the status of each student, the abilities, defects, and personal habits. A record should be kept of all findings for follow-up work; each improvement should be recorded so that the past can be compared with the present. The interpretation of these records will guide the teachers in their work with the child, and they will also be instructive material for the education of parents.

Many maladjustments in young men and women are due to physical handicaps. Therefore, the school aims to correct posture, have teeth cleaned and cared for, and above all to teach the boy and girl their own responsibility in caring for themselves.

The nurse may find it necessary to recommend changes in lighting, ventilation, the arrangement of desks, class periods, etc., to insure healthy conditions. She will find it necessary to make home visits to understand the attitudes and actions of the student. The school and all connected with it should feel responsible for every student.

The teachers must radiate health and vigor; be alert, have good judgment, and meet situations with calmness and self possession. They should always teach by example as well as by precept.

School property should furnish positive teaching in health and hygiene. Clean lockers for personal property, clean swimming pools and showers, heating and ventilating systems, lighting, toilet facilities with soap, warm water, and paper towels; sanitary drinking fountains, proper seating, clean sunny lunch rooms with hot, inexpensive and wholesome food.

The curriculum should consist of subjects that will enrich the students' life, and aid him in better and happier living. It should also aid the student in becoming independent, self-supporting, and prepared to enter life. Intelligent home making, home management, and enjoyment must be taught. In order to do this a teacher must understand the needs of the adolescent, know his defects in habits and attitudes which require correction, and recognize the school as the place to care for these health needs.

Physical training should offer activities necessary for the development of normal, robust, organically sound bodies; help us to obtain a maximum of health so that we have as a foundation, bodies free from organic and functional defects, and above all, positive abundant health with a happy outlook upon life which will make for better citizens. Here correct posture, leadership, and sportsmanship are developed.

Classes in home economics should be given for the improvement of living conditions in the home, the community, and for the fullest development of the family and its members. Make a close application to the study of food, nutrition, clothing, the home and its environment, personal hygiene, the child and its training.

The mental, emotional, and social health of students is an important duty of every school system. We must all learn to meet our environments and make the proper adjustments. Adolescence is marked by increased vitality and vigor, and by rapid changes in moods and tempers. Many are reluctant to face life, they find contacts difficult and unpleasant, they avoid meeting realities by constantly withdrawing into a world of fantasy; many are unable to think and act independently.

When a student is deprived of opportunities to explore his new capacities, he is deprived of self-confidence and as a result develops a feeling of inferiority. Sometimes an adolescent will develop an excessive interest in religion which may make it difficult for him to adjust to life in a normal way.

The school has definite responsibilities here. Help the student discover himself through numerous activities, self-discovery is basic to self-confidence, and self-direction is the acme of mental health. Help the student to integrate his personality by having some all-absorbing task to unite new interests; give him the chance to perform worthwhile tasks.

Let the student feel the joy of successful accomplishment through the performance of chosen tasks; thus the youth achieves a fair amount of success, learns his weaknesses, and acquires a wholesome modesty. Repeated failures are disastrous.

The school can aid in the development of the fundamental social virtues, the right attitudes and interests; thus, helping the student to attain social success.

A sound mind in a sound body. Physical health means little unless it brings mental health. Nervousness, inefficiency, unreasonable likes and dislikes, absurd fears, jealousy, and outbursts of anger signify mental ill health. Poise, self-control, and cheerfulness, together with physical well-being indicate sound mental health.

We should seek to face every problem fairly and squarely; concentrate on a task until it is done; harden ourselves to criticism, slights and dislikes; guard against developing a feeling of inferiority; learn to relax; try to conquer our fears; set up a regular program of exercise; overcome embarrassment and shyness; conquer jealousy, hatred, and anger; have social activities; keep our ideals and goals ever before us; and seek the advice of an understanding friend.

It is the duty of every teacher and nurse to understand the students and help them adjust to life.

IV.

Interpreting the Adolescent

Why is the period of adolescence a problem? The one outstanding fact about the adolescent is that while he is no longer a child, neither is he an adult. This is known as the transition period of the teens. It is a period of storm and stress, a period of intellectual and physical development.

As we approach the problems of the adolescent, we must not forget that the roots of many of the troubles of this period are sunk deeply in the early emotional life of the child. Most of the temperamental tendencies are largely formed by the time the youngster is six years of age; therefore, our period of easy control is largely passed in childhood. After that it is merely a matter of trying to undo what was done wrong in these first years of nursery life and early home training.

The special problems of adolescence grow out of the difficulties attendant upon trying to adjust the environment of the home, school, and social life to the particular situations presented by the spoiled and pampered child, the highly nervous child, the misunderstood child, and the abnormal or retarded child.

These problems of the child will manifest themselves later in our adolescent boys and girls in the form of lying, stealing, running away, undue quarrelsomeness, unexplained failures in school, boisterousness, willfulness, undue seclusiveness, and sex difficulties. The twists in personality which account for failures and unhappiness are not introduced

into the life of the individual suddenly and unexpectedly; they are the result of a slow process resulting from environment over a long period of years.

If the public health nurse is to be of any assistance to the adolescent, she must understand his needs and desires, she must know what he really wants out of life, and what are the things for which he is struggling so strenuously to attain. Careful observation will teach the nurse that these struggles will center on the following: a desire for new experiences, greater security, recognition, response to their personal advances, and an opportunity to really do something in the world.

The adolescent is restless, dissatisfied, adventurous, and curious about everything. There is an ever-present urge for thrill-chasing even in the face of great risks and danger. If his everyday life does not provide expression for these varied emotional experiences, he will seek it in connection with school life, recreational experiences or even criminal activities.

While the adolescent wants new experiences he also wants the security that comes from home and from society as a whole. He wants to do just as he pleases yet he also wants food, shelter, and an allowance from his parents. He craves liberty accompanied by protection. There are times when he may break away from home to start out for himself, but most children will not do this unless home is made very unpleasant. The adolescent longs for a secure and sympathetic understanding with his parents; he also craves chums and real pals.

The adolescent desires to be recognized as young men and young women. They no longer wish to be treated as children, but to feel that they have the status of real individuals. They want to be somebody. We should respect them as adults.

Adolescence is a period of experimenting with life. They want to be recognized in the social and intellectual domains, they desire emotional response, and long for love and affection. They are beginning to feel their powers as individuals and put forth efforts for self expression.

These youths are courageous; they have definite ideas of how things should be done, plus the power and vitality to stand by their convictions and accomplish things; while the more conservative adults stand by with distrustful and critical attitudes. When youth declares anything to be the "bunk" it usually is whether we see it or not. They see clearly and speak frankly. Youth has just as many brains as adults, and they are more clear headed and far more courageous.

We should preserve an adequate sense of the reality and seriousness of the problems of youth, for they do have many problems in this complex world of ours. Life among the primitives was very different. There the primitive boy was taught to fish, hunt, and fight; the girl was taught the industries, to farm and do gardening, to cook, and to bear children. When these youths reached the adolescent period they were regarded by the tribe as adults and were initiated into adult groups by strenuous and often painful ceremonies to test their manhood and womanhood. Their life was comparatively simple.

Today youth is confronted by innumerable contacts, by highly specialized professions which demand years of training; therefore, our young people are much older when they are ready to assume the responsibilities of ~~of~~ earning a living, and supporting a family. Today, when youths reach the age of accepting adult responsibilities, the boys and girls are permitted to own cars, have "coming out" parties which make them a part of society, they enter the industries or professions by acquiring suitable knowledge, then they seek to find a mate and assume the responsibilities of reproduction.

All this comes about gradually. There is a continuous increase in growth and strength from childhood up to adulthood. Marked physical changes occur during puberty, which will vary with race, climate, living conditions, physical and mental health. Between the ages of twelve to fifteen in girls we will notice enlargement of the breasts, beginning of menstruation, broadening of the pelvis and shoulders, and often a finickiness about foods. Boys usually mature one or two years later with a change in voice, appearance of a beard, strong muscles, emissions and erections, also an increase in appetite.

During this period boys and girls become intensely interested in themselves. Therefore, the nurse and parents should grasp every opportunity to teach them the value of long hours of sleep, outdoor exercise and sunshine, a wholesome diet, and the value of a clean body. Explain emissions, erections, and menstruation as normal functions of this period and seek to give them a safe and healthy outlook on these things.

Because the boys muscles are developing fast and increasing in strength he may appear awkward and lack coordination which may cause many accidents. He has to learn by experience just how much effort he needs to put behind his strong muscles. Do not be angry with him but patient and understanding.

This is also a period when both boys and girls may drift into bad posture habits with stooped shoulders and protruding abdomens. Help them to appreciate the beauty of good posture and what it does to their sense of well-being and poise, also the ways in which good posture can impress others.

Troublesome skin disorders are among the causes of much sorrow and feelings of inferiority during the adolescent period, and often much longer. Teach those thus afflicted the value of wholesome living, cleanliness, fresh-air, sunshine, simple and wholesome diet and no food between meals unless it is fruit or milk, plenty of sleep, keep hands away from the face, do not pick at skin, and do not worry over trifles. Try to be clean, cheerful, and happy. Bodily health is one of the most precious assets of life; a sound physique is a protection against disease. Health means happiness and success.

While the adolescent is emerging from childhood into adulthood he is experimenting with life. He is trying to find himself. His training will depend upon the lives and training of his parents. His interests are changing and he is aware of himself functioning as an individual in a total environment. During this period boys and girls form their philosophies of life, their ideas of life, death, religion, conduct, pity, revenge, charity, justice, etc.

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His is working out ideals and goals in life which are his very own and no one else's. They begin to take an interest in their appearance, the girls resorting to the use of cosmetics and popular fads in dress. They are studying the lives of great men and women, of movie actors and actresses, of their parents, teachers, and companions. Then they choose from each the characteristics which they wish to imitate.

We seem to expect youth to accept our ideas on ethics, morals, and religion, when they should be guided to build their own opinions, beliefs, and feelings about things and people.

Not only do adolescents need all the love and security which parents can offer, but they need all the freedom which can profitably be used. At times they may appear to be overly critical of parents and associates, but that is really a defensive attitude based on a feeling of personal inadequacy. Help them to feel that true modesty is built on self assurance.

The acceptance of the ideals and philosophies of religion are essential to normal development in every boy and girl. Do not force religion upon children, but help them to see the value of having such a safe anchor in times of storm and stress; its comfort during sorrow; the power of strength which it gives in the face of danger and temptation.

Parents should do everything possible to help their children in acquiring healthful attitudes toward life and people. Encourage them to join the boy and girl scout troops, to enjoy summer camps in the open, to read good books, and most important of all, parents should set a good example for children to follow.

Whenever possible let boys and girls have a room by themselves where they can do as they please and have the privacy which is so essential to healthful development. Every child should have an allowance to teach him the value of money and how to care for it. Encourage him to do odd jobs for others, this will acquaint him with the world of business. The adolescent should seek recreation in outdoor sports, swimming, skating, hiking, collecting, reading, music, drama, the handicraft arts, and interesting hobbies. This process of re-creation makes life worth while.

With so many problems to meet, some may reach the breaking point in their stability and because of an inability to meet life's demands will try to evade difficult situations by withdrawing from reality into a world of day dreaming where they can enjoy and carry out their secret wishes in love, achievement, and security which they cannot obtain otherwise.

Some will develop different forms of neurosis; while others may resort to the use of alcohol or drugs for temporary escape. This failure to adjust may end in delinquency, insanity, invalidism, or suicide. The cause can usually be traced to fear, anxiety, guilt, feelings of inferiority, defective home discipline, broken homes, and misdirected efforts in self support and mating.

Adolescents may either be crushed or try to hide their failures from themselves by being boisterous. It is our emotions, our prejudices, antagonisms, likes and dislikes, intolerance, dishonesties, and our selfishness that cause our defeats and unhappiness.

If adults will only have a sympathetic appreciation for the adolescent during his emotional battles many difficult problems could be avoided. Teach youth the need of self-reliance in the face of difficulties, encourage them to enjoy safe outlets for their emotions such as keeping a diary or in outdoor exercise, etc. Out of every worthwhile experience their minds will be able to collect the finest feelings, and make them into right attitudes, choice appreciations, and high ideals.

While the public health nurse is working in homes and with parents there will be many opportunities for her to suggest things which will bring happiness to all within that home.

The home is an institution which should furnish an outlet for the emotions of every member in the family. The influence of the home and parents will determine a child's reactions to that home, to friends, school, people, and life. That is why it is so necessary for parents to be guided and trained. We should advise these parents to read books on child training, to attend lectures, and to prepare themselves for this important job of molding characters. They should seek this training both before and after marriage.

Both father and mother are necessary for the reproduction of children, and both are necessary for proper growth. In order to avoid broken homes, the parents should be happily adjusted and both be comrades with their children. In the old type of family life the mother and children subordinated every wish to those of the father. This is not true today.

The child should be given every opportunity for self-expression and inner self-control as part of the family unit. The family should consolidate for the interest of all and the happiness of all. An unhappy childhood makes one pessimistic so that he can never taste the full sweetness of the fruits of maturity.

The father should be more than a money maker and a disciplinarian or he is no father at all. That is only part of his job, just as dishwashing and bedmaking are part of a mother's job. The father's love is just as necessary as a mother's love. He must give time, sympathy, affection, understanding and fellowship. He must be a companion with his children.

Children do not belong to parents, they belong to themselves. Parents have the privilege of creating, nourishing, and guiding the child, but each child is an individual and must make his own adjustments. Many children are fed improperly and many are treated improperly, but nature is kind in assisting children's bodies and minds to adjust remarkably well to mistreatment.

Parents can be segregated into two different classes, the bad and the good. Parents are bad who think evil of young people, or turn against one who is in need of help; the mother or father who is over zealous and expect more from a child than he is capable of giving, thus forcing him into situations of failure. Parents who are disappointed in marriage and expect either son or daughter to fill the place of this lost companionship, are bad; parents whose ambitions cause them to forget the interests of the child. One should never force a child to

follow something in which he is not interested. The trouble with these parents is that they are expecting things from their children which they themselves have failed in thus far.

Among the good parents we will find those who are understanding companions to their children. The child needs comradeship. Invariably we will find that children following delinquent careers are those who lack this congenial parental relationship.

Good parents will know the worlds of their children and will understand the social influences which are constantly destroying and rebuilding their inner natures. These parents will strive to be good examples for the child to follow; they will be courteous, trustworthy, and temperate. They will be frank and honest, and allow the child to express his views, let him feel free as an individual having a sense of responsibility for the welfare of others.

The good parent will strive in every way to give the child a feeling of security, let him know that he is wanted, give him the love he so much needs, be interested in his play and his companions. Give every child as much physical comfort as the family budget will permit, let him feel that nothing is too good for him, let his surroundings be stable, be frank and sincere with him. Do not be shocked at little errors but have faith in the child's ability to know his own wants and to succeed.

Let the adolescent feel that he does have a responsibility toward the family, then do not interfere with his way of helping. Praise him for the kindnesses he does of his own

accord. Do not call him bad or stubborn if you want him to be good.

Some children are naturally shy, if so, do not force them to be otherwise. The shy child often develops into a character of great strength and integrity. If children appear sophisticated, you should know that this is only a protective shell to hide the hurts which they feel. If you have handicapped children to work with, help them to be normal, do not pity them, but treat them just as you would a normal person.

In the home many mothers try to keep the rooms spotlessly clean, so much so that children are made unhappy and uncomfortable and are deprived of playing in certain rooms. This should not be true. At the same time the opposite of this, filth, must be guarded against. Children need dirt, water, tools, nails, boards, and freedom in the home, not spotless homes. Whenever possible let each child decorate and clean his own room.

Parents should stimulate a child's interest in the outside world. Teach a child to love the world and to have confidence in people. Parents cannot protect children from seeing evil, but they can prepare them to meet it triumphantly by letting them face life's difficulties early under guidance and by not making life too easy for them. If the child does respond to evil, it is usually because of a feeling of insecurity and unhappiness which let the child's vitality and ambition drift into the wrong channels.

Be devoted to the child, keep him interested in constructive things, and keep him from excessive day-dreaming by stressing the fascinations of reality. Always remember their desire for some new experience, the joy they find in building and creating, also the intense response they have for beauty.

The problem of discipline is one which many parents do not understand, and one on which the nurse should be prepared to give intelligent and helpful suggestions.

In the treatment of children all force and violence are misplaced. Parents who are inclined to "order" and "forbid" are still in the savage age. Obedience rendered by force should be replaced with family affection and correct discipline. If parents would only remember that children become tired and cross when under a strain, and that the parent should never punish when angry, they will avoid many unhappy and regrettable experiences. Never try to rule by fear, it makes the child lose his self-confidence, and always avoid making the child angry.

Fathers are often cruel in their punishments. They seem to feel the love of power and if they lack the satisfaction of this in their business life, they often try to brow-beat both wife and child. Cruel parents make children deceitful, crafty, vicious, and double-faced in all their behavior.

The child should never be humiliated in the presence of others while being disciplined. When parents and everyone else learn that nothing is gained in social welfare by humiliating or injuring any human being, we have begun to grow up.

Real discipline in the home comes because parents are capable of leadership.

Children are often loyal to unworthy parents. No parent has the right to demand the respect of any child, rather they should seek to earn admiration from children. Some parents seem to feel that children owe them so much, but children really pay their parents for what they have done by what the child does in turn for his own children. Any parent who assumes this attitude and tries to exercise too much authority will make the child rebellious, hateful, and despise all laws, regulations, and people who hold authority.

Parents should use wisdom in assisting the children with a choice of companions. Let them mingle freely with both sexes, never ridicule a child's friend as unworthy, but give the child an opportunity to see this friend within a group of choice friends--the child usually will follow what is best for him. Just remember that every person learns to love the things which they must protect, and that every person has a strong desire for that which is forbidden them.

Children add to the zest of living. Know their worlds, play with them, share each others experiences, set a good example for them, be truly worthy of them and they in turn will not disappoint you. A boy and girl who can love and respect both father and mother will feel secure, and they will have a wholesome attitude toward life and people.

The wise parent will not cling to the adolescent when he begins to become interested in friends and groups outside the family circle. These young people are individuals and must

be allowed to develop, to form attitudes toward life, to develop their own religious viewpoints, to choose a vocation, and to choose a mate. Weaning from parents and home is necessary for an adjustment to life. Parents who fail here will make the child homesick when called away from home, very dependent, and incapable of meeting life's problems.

Some children never leave parental control, some tear themselves away, and others are guided and gradually lifted out as they should be. Parents should help children from infancy to develop self-reliance, self-control, and to meet their own problems and solve them.

The adolescent may appear to become less considerate, more secretive and gruff, but this is because they are interested in groups outside the family and want to adjust their own way and act upon their own initiative. They do not want parents to tell them what they can or cannot do. Parents should realize this and adjust themselves to the new conditions. If parents have not become the counselors and confidants of children from infancy, they can never expect to start during the adolescent period--it is too late.

Let us consider some of the conduct problems with which the nurse can be of assistance. Children have their mental diseases of stealing, lying, etc., just as they have measles or scarlet fever. Just remember that the child is what the parents have made him then the causes will appear more readily and you can do something toward removing them.

Some of the minor problems are as follows: bed-wetting, which is a trial to parents and one which few know how to handle.

First we should create a desire in the child to stop it, then assure him that he is capable of keeping the bed dry, give him confidence in himself, praise him for his successes, see that he gets satisfaction in the results, and help him to feel responsible for himself.

Stammering is evidence that the child is under too great a pressure, too much mental strain or too much emotional distress. Remove the cause.

If a child is nervous, encourage him to play outside with his friends and without too close supervision of the parent.

Each child has his own problems. Few reach the adolescent period without having had some experiences that were definitely of a delinquent type. Illness, mental inadequacy, physical handicaps such as defects of hearing and vision, cripples, chronic heart conditions, etc, are all obstacles which certain individuals must overcome before they can fit into the scheme of things successfully.

Many parents make wise handling of problems difficult because they are unwilling to face fairly and squarely the situation as it actually exists. We must constantly keep in mind that it is the motives behind these acts rather than the acts themselves which really matter. Delinquent conduct is always the result of trying to find emotional satisfaction, so rather than punishing these children we should help them to find this satisfaction in a way which meets with social approval.

Stealing may be due to the desire to buy friendships which the adolescent feels that he cannot win otherwise. He may never have been taught to differentiate between what was his own and what belonged to others. Girls especially but also boys have a strong desire for self-adornment and for appearing well-dressed; this is often the motive back of petty theiving. We can help these children only by removing the cause.

Cheating is a habit which we should try to check immediately. Teach these children to play square with themselves and to play square with others. Make possible situations where they can feel the thrill of success through honest efforts.

Running away from home is motivated by the desire for new experiences, or to escape from unhappy home situations. Staying away from home for a while is good for everyone. Let the adolescent have this experience if he feels that he must, it may help him to make better adjustments. There may be a conflict between youths' ambitions and the achievements which are possible at home, so it isn't wise for parents to lose their tempers and resort to punishment, it will only make the child more unhappy and dissatisfied than ever.

In difficult situations the adolescent may resort to forms of neuroses, if so, be sure that there is no physical basis for this, then find the conditions from which they are shrinking and help them to face it squarely.

Alcoholism is a temporary escape from reality for many. It destroys self-control, and deceives people into thinking that they are happy. Parents who try to moralize this issue

or who make appeals to the adolescent's "love for mother" will fail completely. Both boys and girls resent this attitude. The extent to which a boy usually indulges will be in proportion to the resistance that he receives at home. These young people need to be taught the value of keeping their bodies strong and their minds alert from the scientific viewpoint--also by a perfect example from parents.

One of the most difficult problems for the adolescent to solve is that of establishing a healthy, adult level of sex interest in the opposite sex. At times it seems that the home, church, and school are banded together to defeat a healthy sex development. They try to keep these healthy young people separated when what they really need is plenty of social contact with the opposite sex.

The generation before us made a habit of placing women on a pedestal and making us feel that sex was sinful. This is wrong. Parents should not make children fear or hate sex life. It is a normal, healthy reaction to stimuli. A woman should not be treated by a man as if she were his mother or sister. She should be a congenial companion, and an intelligent friend; both keeping their interests alive in constructive channels, and having enough self-control to be master over every situation. Girls should not be taught to fear men but to enjoy them as companions and trust them.

Unintelligent, emotionally warped adults have dominated youth by prestige of age, endowed themselves with virtues they did not possess, and demanded respect to which their achievements did not entitle them. Any accident that may befall youth

in their attempt to form a normal relationship is wrong only because we make it so. Instead of seeing their first attempts of love making as beautiful, spontaneous, and lovely, many parents make them common and vulgar, distrust their children, have constant suspicion during every absent moment, and then tell them that they are wicked and sinful.

The wise parent will seek counsel on how to meet these problems and start solving them from infancy on. Most of today's evils are due to parents evading or answering incorrectly the child's questions. Curiosity is aroused early. A child of three usually starts asking questions, and when he does the parent should answer them calmly and correctly then take advantage of every natural opening to add to that knowledge.

As the boy reaches puberty he should have a correct knowledge of occasional erections and emissions which are perfectly natural and are nature's way of taking care of his sex activities until he is physically, economically, and socially ready to assume the responsibilities of mating.

The girl should understand the process of menstruation before she reaches puberty, also instructed on how to care for her body at that time. She should also have a knowledge regarding the vaginal discharge which she may experience when sexually stimulated; she should be taught to recognize sex urges and tension and be able to divert her attention to other activities. She should also know that she may experience days of restlessness, irritability, and pent up emotions which are a part of every woman's sex life.

Both the boy and the girl should be told not only about the organs and processes of reproduction in their own sex, but also those of the opposite sex.

A healthy attitude toward sex has its foundation in childhood. Youngsters first become interested in their own bodies, then in the differences between sexes. Later they are interested in their own sex, and by high school age they should have a healthy interest in the opposite sex.

Here is where they need to feel the importance of a goal and not let momentary pleasures divert them. They should seek intellectual pursuits, pursue and appreciate outdoor life.

There are some young people who may try to win attention and prestige by the recital of romantic adventures which never happened. Never appear shocked, horrified, or angry, just help them to see that people in general regard such conversation as offensive just as they would bad manners, and show them other ways of getting attention. Do not fail to give these children a thorough knowledge of sex for usually that is just what they need and want.

Homosexual relationships range from those who actually indulge to those who are "prudish" or express themselves as having "unapproachable purity", also to those who say that they are so interested in work that they just can't be bothered with men. This is always the result of unhappy relationship with either parents or friends. Usually nature and time will solve these problems; if not, they must be handled with sympathy and understanding.

The problem of masturbation is one of the most common

problems which adolescents have to face and one which needs intelligent understanding. The real harm here results from the damage emotionally upset parents can do by making the child feel inferior, self-conscious, wicked, abnormal, or bordering on insanity. This is a sure way of making the habit stronger.

Be sure that the genitals are kept clean, the clothing comfortable, establish good habits of elimination; then try to keep them busy and interested with other things. What these children need is relief from anxiety, not more anxiety; a feeling of strength and superiority, not of weakness and inferiority; truth and not lies. Anything which interferes with one's normal adjustment to other people, or tends to lessen one's self-esteem should be discarded.

Young people must know their limits to avoid disasters. They should understand clearly the dangers of illicit sex relations, loss of social status, mental conflicts between conduct and ideals, pregnancy, and venereal infections. The use of alcohol which lowers self-control, forms of dress which encourage or stimulate the opposite sex to an excessive degree should be avoided. Sex indulgence like alcoholic indulgence may become a habit. At the same time this sex freedom will either retard or destroy love.

We must gain the confidence and respect of youth if we desire to help them. Sex behavior of the adolescent is determined to a large extent by their whole adjustment to life. Often we see girls seeking security and admiration in sex life.

If young people's relationship with their parents and their friends are satisfactory and happy, and they have adequate outlets for their various energies and interests, they are likely to meet their maturing sex drives adequately. It is the emotionally starved boy or girl without adequate interests who is most likely to plunge into experimentation with sex for the satisfaction which he has failed to find in ways more in keeping with his stage of development.

The failure to recognize and provide for intellectual limitations causes much trouble for the adolescent. The nurse should be able to help with these adjustments.

As the child grows older he should be permitted to follow his lines of interest, and to develop judgment and initiative to aid him in adjusting to school and vocational problems. School problems are due to the home environment, uncultured parents, poor homes, family troubles, to the child himself who may have physical or mental handicaps, or to the school set-up which so often fails to meet the individual needs of every child.

The purpose of all education is to build up personality and character in its everyday application. If an intelligence test showed a student to be below normal, he should be permitted to follow the things where he can succeed and in which he is interested. The child with superior intelligence is likely to be superior in all phases of his physical and mental make-up. He will be mentally superior to those of his own age and physically inferior to those of his mental age. These children may find their school work dull because it does not challenge

their interest. They should be kept with the boys and girls of their own age level, given extra work, trained physically and socially, and encouraged to develop their many interests. No child should be held up as a shining light to brothers, sisters, or classmates.

The higher the individual progresses in the educational system, the higher will be the intellectual equipment with which he must compete. Even though a child is of average intelligence, he will be considered inferior if all of his associates are of superior intelligence.

We find many boys and girls dropping out through the grades, in high school, and in college because the competition is too great. The schools should prepare these children to meet life's situations and aid them in accomplishing the work of which they are capable. High schools have been mainly a preparation for college, and only recently are they seeing the need of preparing the boys and girls for life who are not able to go on to college.

During adolescence all students should be permitted to develop special talents in music, art, literature, etc.. The wise parent will recognize any failure on the child's part to compete with his fellows and will not let false pride stand in the way of that child's development where he can succeed to the best of his ability in interesting vocations.

Every adolescent should try to find his place in life early, because he can only feel happy and secure when self-support is possible. In choosing a vocation one must be sure that it fits his emotional and intellectual make-up; he must

consider his own physical and mental health; his general intelligence, education, and training; whether or not his character traits are desirable; and is he really interested in the work; also does it agree with his ideals and philosophy of life.

Every adolescent should develop some hobby and means of recreation to make possible many happy hours of leisure. He cannot develop physically, intellectually and emotionally to any degree of perfection until he knows how to use leisure time in a constructive, happy way. Both young and old need recreation. The wise parent will not lose an opportunity to play with his children, go places with them, and do things together.

Do not confine yourselves to movies, dances, radio programs, and other forms of commercialized pleasures for they are often too stimulating for children and will make them cross and restless. Everyone needs outdoor play, hiking, swimming, camping, tennis, family ball games, drama, music, literature, and all the arts in handicraft.

Parents should not interrupt children in their own amusements, neither should they force themselves upon the adolescent when he is enjoying games, etc, with companions of his own age. This is necessary if parents wish to maintain the respect of youth who insist that everyone "acts his own age."

As the adolescent approaches maturity he is confronted with one more serious problem, that of choosing a mate. If by this time the nurse has become a counselor and confidant to her young friends, she will find many opportunities to give

then helpful advice on this most important question.

All through life every boy and girl should be permitted to mingle freely with the opposite sex. They need the contact of many suitable candidates. The ancients recognized this urge for mating and met it frankly and openly; the medievals shrouded it with mystery and silence; today we have a tendency to postpone it until a late age. Naturally this necessitates wise control.

Youth today have many difficulties to overcome, they must become financially able to support offspring, avoid the dangers of venereal infections, and their conduct must meet with social approval. We can help them to direct their energies in study, work, recreation, and hope for the future. By having many acquaintances and developing healthful attitudes, youth can avoid some mistakes in choosing a mate. Everyone has a desire for some^{one} "new" and for something "forbidden"; we learn to love those whom we must defend. The wise parent will remember this.

Love between the sexes is a pure and fine emotion which must not be treated carelessly. Anyone who does cheapen such a precious emotion will regret it if he has any of the finer sensibilities.

There are several important points which every young man and woman should consider seriously when choosing a mate. They should be free from serious hereditary defects; they should come from a family of intelligence, thrift, industry, and social standing compatible to the status of the one making the choice;

consider their health, physical attractiveness, honor, sobriety, industry, and thrift; their education; and their adjustment to family and friends. Know their attitudes toward children and sex; financial status; know their qualities and test them by time; be sure that you love them above everyone else, be willing to make any sacrifice for them, and know that there exists a mutual, unselfish devotion.

The adolescent who has become sexually mature, intellectually developed, emotionally and spiritually stable so that he can control situations from a power within and feels adequate to face life under the conditions of his culture can be said to be matured. All along the way from infancy, through adolescence, and on to maturity we all need the help and guidance of understanding friends if we are to adjust properly and with a minimum of conflict with people, in our work, with our mates, and to the infinite. Thus we will be guided to our goals where efficiency and happiness can be found.

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