GUIDING THE ADOLESCENT

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A parent's interest in the welfare of his child begins long before birth, but the method of expressing this interest necessarily undergoes many changes.

Before the child's birth this interest is manifested in the mother's attention to her diet, hours of rest, out-of-door exercise, and mental attitude.

After birth, this interest is transferred to the infant's care, i.e., diet, properly ventilated sleeping room, bathing, and sunshine. At this point the parent should think of the immunization treatments, the various vaccines and toxoids.

As the infant enters early childhood, he should be encouraged to help himself.

With the development of his mental life, interest in his physical needs becomes secondary to interest in his rapidly forming habits and attitudes.

This interest may be instinctive in the parent or may grow out of his love and sense of responsibility for the child, but accurate information as to the best methods of rearing the child under present day conditions, will not come to the parent in this way. The pamphlets on Prenatal Care, Infant Care, The Child from One to Six, and Child Management are published by the Children's Bureau, in the hope of making such information more easily available to parents.

As the child begins to grow up, he wants to care for and manage himself. This is not only desirable in reason, but essential if he is to become a normal, independent adult. But because the child does not learn to become completely independent all at once, those in charge of him will find it necessary to replace care and management with tactful guidance.

Not until the child begins to grow up is he, however, likely to be troubled by the fact that there are many sides to his nature; that these sides do not always keep pace with one another; and that, although he is "too big" to do some things, he is not old enough to do others. Nor does the law help by setting any one age as the end of childhood and the beginning of adulthood. On the contrary,

it fixes one age as the minimum for driving an automobile; another for required school attendance; another for entering industry; another for marrying without parental consent; and another for voting. Although some of these may coincide, they are likely to vary, not only from state to state, but even within one state and one community.

The growing-up process which takes place very simply in young animals and in primitive children, who are often initiated into their adult responsibilities as soon as they have reached puberty, is more gradual and complex in our children, who require approximately eight years to pass through this period, and these eight years have come to be regarded peculiar qualities and characteristics known as adolescence.

Thus it is necessary for the child today to become not only physiologically mature, but also intellectually emotionally, and phases of growing up may not all take place at the same time, so adolescence stretches over an increasingly longer period.

ADOLESCENCE NOT A "NEW BIRTH"

Adolescence is not a period of life sharply marked off from preadolescence. In other words, the first years of adolescence are not a period of "new birth" or a great revolution; nor is it a metamorphosis of physical, mental, and moral-social characteristics as many writers have asserted. It is only in the full awakening and development of the sexual function and its emotional concomitants that give definite evidence of any clearly marked differences between children and youths.

Modern biology, physiology and psychology indicate that life from early childhood to adulthood is a series of continuous processes of development of the individual body. In fact, so continuous is the progress of the average child from preadolescence into adolescence, that the ten years from eight to eighteen are far more important for health and education than the years from fourteen to twenty-four. It is not, therefore, logical or useful in hygiene or education, to consider adolescence except as the continuation of childhood into the final stages of complete development of a human being.

PHYSICAL GROWTH AND DEVELOPMENT

"Not infrequently a parent is heard to say, "Now that my child is 15 years old, I should like to make a study of adolescence." The fact is that only a minimum of advantage is to be gained by such a study when the offspring has already reached adolescence. The maximum gain is to be achieved when adolescence is foreseen and studied in the rearing of the infant and the child." (Hollingworth, Leta A.: The Psychology of the Adolescent).

GENERAL PHYSICAL GROWTH

A sudden and perhaps surprising increase in height and weight, and in size of arms, legs, hands, feet and other parts of the anatomy is typical during adolescence. Within one year the child may gain 25 or 30 pounds in weight and four or five inches in height. This period of rapid growth usually occurs early in the teens and somewhat earlier in girls than in boys.

This sudden increase however rarely changes the nature of the child's physique. In other words, both the short child and the tall child grow noticeably during adolescence, the short child growing into a short adult, and the tall child into a tall adult.

Girls grow more slowly after 14 years and usually stop growing entirely by the time they are 20. Boys may continue to grow until they are 22 or even 23 years of age, but their rate of growth is slower after the fifteenth or the sixteenth year.

Strength also increases rapidly from the seventh year on, and more rapidly during early teens. The fact that the adolescent's strength increases more rapidly than his height accounts for some of his awkwardness and clumsiness; he has to learn by experience just how much effort he needs to put behind his strong muscles.

MATURING OF THE REPRODUCTIVE SYSTEM

The most outstanding physiological development during adolescence is the maturing of the reproductive organs. When these organs become capable of functioning as in the

adult, when the ovaries in the girl begin to release the egg cells or ova, essential to child-bearing, the testicles in the boy begin to release the sperm cells essential to fertilization - puberty has been reached.

It is not easy to know just when the reproductive organs begin to function. In the girl, ovulation, or the formation and discharge of egg cells is closely connected with menstruation, and so the girl is said to be "mature" when she has had her first menstrual flow or "monthly period." Although there is no similar process in the boy, the discharge of semen during sleep, known as a "nocturnal emission" is often considered evidence that he has reached maturity.

The age at which these signs of maturity occur, varies considerably. In this country, puberty is likely to occur between ages of 12 and 15 years in girls and a year or two later in boys. But race, climate, living conditions, and the child's own physical condition all play a part in the maturing process and make even further variations in age possible.

At the time and preceding puberty, noticeable physical changes take place in the child. There is a growth of hair in the arm pits and pubic regions, and further development of genitals; the voice becomes fuller and in the boy, is likely to "break" as it changes from childish to more masculine pitch. As the girl's breasts develop, and her hips broaden, her body begins to appear womanly, while the boy, with his broadening shoulders and the growth of hair on his face, begins to take on more manly aspect.

PHYSICAL HYGIENE

With all these changes taking place in the child's body, some thought must be given to physical hygiene. Rapid growth is likely to cause tremendous increase in the child's appetite. Attention must therefore be given not only to the child's diet but also to his eating habits. Sudden increase in the rate of growth is likely to cause fatigue, making long hours of sleep and regular meals essential. Rapid growth of the larger muscles, gain in strength, and the possible awakening of a disturbing sex consciousness make outdoor exercise highly desirable.

As all increased body activities are likely to increase the body wastes, good habits of elimination, including freedom from constipation without use of drugs, and a healthy, active skin condition, are of importance. In other words, the rules for the adolescent are much the same as those for the younger child. Parents should be reminded that an abundance of milk, wholesome bread and cereals, and fresh fruits and vegetables, are essential; that rich pastries and heavy sweets are undesirable, and tea and coffee are unsuitable.

Regular meals and a minimum of eating between meals keep the small child's digestive system in good order; and plenty of out-of-door play, regular toilet habits, and clean body are necessary to keep him healthy and happy. By the time adolescence is reached, they should be able to depend on their boys and girls to follow a hygienic routine with little assistance. Certain modifications may have to be introduced, e.g., increase in amounts of food, gradual decrease in hours of sleep; changes in type of out-of-door activity, and perhaps greater conscientiousness about internal and external body cleanliness. The parent who has helped his child establish good habits of eating, elimination, cleanliness, posture and exercise in early childhood, needs only to impress upon the adolescent the importance of continuing to observe fundamental principles of physical hygiene in order to maintain a healthy and efficient body during this and any other period of his life.

With regard to the hygiene of the menstruating girl, there seems to be a great difference of opinion. The old attitude that the menstruating girl was "sick" or "unwell", that she could not bathe, that she must never get her feet wet, that she must not eat certain foods, that all her activities should be modified even to the extent of spending some time in bed, is scorned by the modern girl who goes to coeducational schools and lets nothing interfere with the interests and activities she shares with boys. And it is necessarily scorned by the girl who enters industry or business, and is obliged to ignore all minor ills and discomforts. But neither of these attitudes can be recommended, nor condemned. Physical build, the position and stage of development of the reproductive organs, the functioning of the glands of internal secretions, and the general physical condition of individual girls, vary so greatly that although one girl may safely indulge in sea-bathing during her menstrual period, another may be actually obliged to spend some time in bed.

Therefore advice can be only given in a general way. That menstruation should be regarded as a normal process, neither looking upon the girl as "sick" nor letting her regard herself so. She should be encouraged to continue her usual activities in the usual manner, working however against over-exertion and undue exposure. If she seems to be experiencing unusual discomfort or pain, she should be referred to a physician both for advice as to hygiene in the particular case, and for correction of the cause of the difficulty if possible.

PROBLEMS INCIDENTAL TO PHYSICAL GROWTH AND DEVELOPMENT

Much of the behavior which parents consider unusual, disturbing, irritating, or alarming, is actually but a normal reaction to the processes of physical development and the general business of growing up. One of the most trying difficulties for both parents and child, may be the simple self-consciousness that comes to a child who grows so rapidly that he does not quite know what to do with all of himself.

Clumsiness, awkwardness, inability to manage rapid growing feet, and self-consciousness over hands that seem suddenly to thrust themselves out of their sleeves, are probably more characteristic of the adolescent boy than of the adolescent girl.

Self-consciousness over a poor complexion may lead to lack of self-confidence that the boy or girl prefers his own company to that of others. Skin eruptions are fairly common during early adolescence.

It is unfortunate that just at the time when the growing child's skin is perhaps in need of a little added care, he is most tempted by chocolates, candy bars, cookies, ice cream sundaes and soda fountain drinks, and possibly most careless about keeping his digestive system in healthy order. Skin specialists have found out that proper attention to the fundamental principles of physical hygiene already referred to, wholesome diet, free elimination, plenty of sunshine and out-of-door exercise, and thorough daily or twice daily washing with warm water and soap (which is not nearly so harmful as many adolescents believe), will keep most young complexions in good condition; when the skin fails to respond to this routine, more vigorous measures under the

direction of a physician, are advisable.

GOOD POSTURE HABITS SHOULD BE STRESSED

The importance of good posture habits has been stressed by physicians, that posture charts, exercises, and clinics have been made available for a great many children.

Posture training however, is something which should be begun in early childhood and under the supervision of someone familiar with the anatomy and "mechanics" of the human body. The subject is called to attention of the parents, in this connection, for two reasons:

(1) That rapidly growing children may have difficulty in learning how to carry themselves, or may feel tired and inclined to slump, so that special attention to posture is advisable at this time; and

(2) That many adolescents, particularly girls, assume unhealthy posture because of self-consciousness over their sudden growth. The former may need more rest, and other forms of exercise, and possibly the advice of the physician, but the latter need chiefly a change of mental attitude.

Girls particularly assume an unhealthy posture because of self-consciousness over their sudden growth. One may help the 12 or 13-year old girl by convincing her that she will come to be proud of her height and good figure as she grows older. Parents can accomplish a great deal in this direction by helping the girl choose clothes suitable to her type, and so far as possible, sufficiently attractive to make her confident that she looks well.

But in spite of our best efforts we cannot eliminate all the sources of unhappy self-consciousness during adolescense, and therefore we might spend some of our effort in helping young people acquire a philosophy of life which will make their burdens bearable.

Perhaps the most that can be done to help him is to encourage him to see his strong points and build his philosophy of life around these, rather than around his weaknesses; and then to help him gain a little perspective so that even though the tribulations of today loom largest, he will not completely lose sight of the fact that tomorrow and the next day, and the next still hold promise of brightness.

ATTITUDES TOWARD SEX

"If we are wise enough and grown-up enough ourselves, we can give the adolescent an interpretation of sex and human behavior that will enable him to face frankly his own cravings and inferiorities, real or imagined, and to adjust to them in a positive, constructive spirit." (Taft, Jessie: Mental Hygiene - Problems of Normal Adolescence).

Sex instruction should be frank, honest, and in keeping with the facts.

In Child Management (United States Bureau Publication No. 143), parents were advised to give "clear, frank answers suited to a child's intelligence and development" on all questions of sex. When this practice is followed, by the time a child reaches adolescence, he has asked all the information he needs.

But the parents should by no means feel obliged to wait for the child's questions when they see the rapid development taking place. They can easily notice the body changes, and remind or point out to the child that these are signs that he is passing from childhood to adulthood.

The father can perhaps discuss these matters most helpfully with the boy. The mother's instruction should prepare the girl for the occurrence of menstruation, explaining its purpose in relation to child bearing and advising her how to care for herself during monthly periods. The girl should also be given some understanding of her sex reactions.

Both the boy and the girl should be told not only about the organs and processes of reproduction in their own sex, but also about those of the other sex. Above all, they should be made to feel free to ask any questions about any feelings or experiences which they find puzzling or disturbing.

As civilization speeds up, there is an increase not only in life's conveniences, comforts, and pleasures, but also in its dangers. Motion pictures add to our sources of amusement, but they also give the growing child premature and undesirable ideas concerning the relations between men and women. This does not mean that all motion pictures should be condemned. It does mean however, that as soon as the children are likely to come in contact with sex attitudes, through motion pictures, books, companions, the parents will want to help them get a sane and healthy outlook on this part of life.

ADOLESCENCE AND MENTAL DEVELOPMENT

"Individuals are frequently so top heavy with brightness and academic conceit that they are worthless in the economic market than a well-trained adult with the mentality of a 10-year old child." (Richards, Esther Loring, M. D.: Behavior Aspects of Child Conduct, page 16. Macmillan Co., New York 1932).

Mind is thought of in terms of processes and activities, and it is less easy to measure these than to measure body stature. Moreover, the various mental processes and activities develop at different times and different rates. It has been found that while many of them increase during adolescence, some remain about the same, and some actually decrease. Nor can it be said that mental development ceases with adolescence. Indeed a well known university extension department recently stated in one of its advertisements, that adults of 25 learn more rapidly than adolescents between the ages 15 and 20.

But regardless of the fact that there is no sudden noticeable mental growth during adolescence, many people become more interested in the mental development of boys and girls at this time. They begin to consider a little more seriously how far they can go in school and to what advantage; what they are best fitted to do vocationally; and, in general, what their special capacities and special disabilities are.

MEASUREMENT OF INTELLIGENCE

Within the last 20 years a large number and variety of so-called "tests" for the measurement of various mental processes have been devised. There are tests of memory, perception, attention, motion coordination, comprehension, suggestibility, judgment, imagination, range of emotional response, learning ability, initiative, and so on.

The individual's score may be rated in comparison with that of his fellow classmates, to give an estimate of his class work, or it may be computed in terms of the ratio between his mental age, as determined in the test, and his chronological age in years and months, to give his intelligence quotient.

This testing should be done by an expert but should not be regarded as final. Medical history, consideration of his environmental limitations and opportunities, a history of his actual school achievement, and his social adjustment, and

further study of such particular aptitudes or handicaps as he may manifest.

THE SLOW MIND

Three important principles should be observed by parents and teachers in planning for the boy or girl with a slow mind. (1) The necessity of giving frank and early recognition to whatever handicap he may have; (2) the importance of placing him properly in school, that he will not have to struggle beyond his capacity, or constantly experience a series of discouragement and failure; (3) the wisdom of planning for the child's greatest satisfaction and happiness, rather than for the fulfillment of parental ambition.

THE AVERAGE MIND

The principles to be observed in guiding the adolescent with average ability are but variations of those to be observed in planning for the child with the slow mind. (1) The necessity of recognizing the child's ability for what it is; (2) the importance of placing him properly in school so that his powers will be developed to their maximum fulfillment and yet not subjected to competition that would lead only to failure; and (3) the wisdom of guiding the child toward his own satisfaction and happiness rather than toward the goal set by parental ambition.

THE SUPERIOR MIND

Tennon's recent studies of intellectually superior children all tend to show that true intellectual superiority is usually accompanied by superiority in other respects, as, for example, physical health and social adaptability. If these boys and girls later turn out to be lopsided, top heavy, or otherwise unbalanced individuals, does the fault lie in their intellectual superiority in itself? Does it not rather lie in the fact that they have been encouraged by ambitious parents and teachers to spend all their time and energy in developing their intellects to the exclusion of their other faculties?

Modern American educators and psychologists seem to agree that it is far wiser to enrich the course of the superior child than to push him ahead. Some schools definitely plan for such extensions of their curriculum,adding projects to be worked out in class providing adequate activity and stimulation for the bright boy and girl.

The same three principles apply in dealing with the superior child. (1) The necessity for recognizing the superior ability for what it is, meanwhile taking stock of the physical development and personality traits that go with it; (2) the importance of placing the child properly in school with reference not only to his mental age, but also to his size and his general level of maturity; and (3) the wisdom of guiding the adolescent toward becoming a well-adjusted and happy individual rather than merely an efficient set of brain cells.

THE INDIVIDUAL AS A WHOLE

It is a commonplace experience to see young men and women with brilliant minds and healthy bodies occupying secondary places in every walk of life, though their training entitles them to first places, simply because their personalities are like vinegar to the teeth and smoke to the eyes. (Richards, Esther Loring, M.D.: Behavior Aspects of Child Conduct, p. 217. (Macmillam Co., New York 1932).

The twists in personality which account for failure and unhappiness are not introduced into the life of the individual suddenly and unexpectedly; invariably they are the results of a very slow insidious process, being the effect of the environment over a long period of years.

MATURITY

People are inclined to think of maturity as a definite state to be reached much as if it were the end of a journey. It would be better to think of it as an ever-receding goal toward which we begin to march at birth and go to end of life.

The immaturity of the child during preadolescent years is primarily a matter of concern to his parents, but in early adolescence other people, particularly those of the same age group, begin to impose certain very definite standards upon youth, holding them more rigidly accountable for their conduct during this period. The adolescent himself becomes

more and more aware at this time of his own maturity or immaturity. He is inclined to compare himself with others of his own age and social setting, and feels inferior if he does not measure up to them.

People become mature by assuming obligations and responsibilities and by having to do things for themselves and others. The parents who indulge their adolescents, letting them think of life as their happy playground, are themselves responsible for immaturity which may manifest itself in a superficial outlook on life.

Often enough the growing boy and girl are ready for more responsibility and independence than their parents are willing to give them. The adolescents resent being "babied" and begin to struggle for more freedom.

One of the specific ways in which the parent can help the adolescent to become independent, is in connection with the spending of money. Although this training should be started long before the child reaches this period, every child should be given an allowance, small though it may be, just as soon as he is called upon to use it for giving, buying, or saving. The wise parent will teach the child to distinguish between money given to him to meet his daily obligations, and learn how to manage his finances, and money that represents payment for service of real value. Children should learn at an early age that there is pleasure in work and that they are entitled to rewards for their efforts.

Sometimes the resentment of authority and rebelliousness against close supervision is manifested as a personal dislike and even hatred of the child for his parent.

During adolescence the individual becomes more keenly aware of his thoughts as personal possessions. He can also think in opposition to his parents. Fiction and biography both contain descriptions of adolescents who find that there are nice people whose views on questions of religion, economics, politics, education, science, personal relationships and conduct, are opposed to those held by their parents. Often enough the adolescent finds that these people are not so bad nor so stupid as he has been led to believe. Perhaps, on the contrary, their outlook on life seems more intelligent and more agreeable than that of the parents.

This discovery and the adolescent's consequent refusal to adhere any longer to the point of view of his parents, very often resolves itself into as much of a struggle as the adolescent's refusal to return home at the hour set, or to obey some other parental command. Frequently the struggle resolves itself into some individual issue.

Sometimes there is no practical issue involved, and yet the harmony of family life is disrupted by the bitterness of two opposing systems of thought. Parents and child may wage an intellectual war, for instance, on the subject of free love or Communism, which the adolescent is using as a means of expressing some thoughts independent of his parents.

The desire for personal independence and more control over one's activities or thoughts is so normal an aspect of adolescence that the boy or girl who clings to his parents and fears to take any step that might lead him away from security and protection of childhood is considered over dependent or immature.

Often mothers find pleasure in the fact that their children cannot get along without her. Such a mother is too selfish to realize that she is crippling her child emotionally. She forgets that in the natural course of events her child is likely to outlive her, and if he has become completely dependent upon her, he will be lost without her. She fails to see that she is preventing the child from finding his own place in the world of other people.

SOME EDUCATIONAL PITFALLS

All of the child goes to school - not merely his intellect. His mind is in the custody of his body, and his body affects his mind. His emotions determine his application and exertions, and his interests influence his emotions. (Wile, Ira S.) M. D. "Good" Education and "Bad" Children. Mental Hygiene, vol. 9, No. 7, January 1925, pp. 105-112.

Practically every child, regardless of his mental or physical development and his social or economic status, is confronted with the task of acquiring knowledge of the world in which he lives. As he advances in years, competition becomes more keen.

About one-half of all children entering public school graduate from grammar school; but less than one-third get through high school, and only one out of ten graduates from college.

Parents who fail to appreciate the increased intellectual demands that are made on children as they advance up this intellectual ladder, may be quite unjust in their criticism of those who fail. Also it must be remembered that on the physical side, some have only a 6-hour capacity for standardized work, while others can carry on indefinitely for 8, 10 or 12 hours unimpaired by fatigue.

It is therefore important to keep in mind that there is a fairly large number of boys and girls well developed physically, capable of fitting into the varied social situations in life in a perfectly adequate way, who require a special type of instruction to meet their particular needs. In attempting to help them acquire knowledge, one should think in terms of breadth rather than height; that is the boy or girl who reaches a mental age of 13 or 14 is intellectucally capable of acquiring a more useful and practical grasp of those essentials pertaining to the social, economic, and industrial aspect of the world in which he lives, than many students have at the determination of a college course. It all depends upon the wisdom with which these individuals are guided and directed.

There is another group of adolescents who run into scholastic difficulties, not on account of mediocre or poor intellect, but rather on account of poor preparation. Also there is a group of children who are prevented from attending school regularly on account of illness or perhaps some chronic physical handicap. They too are pushed along.

Inadequate preparation unless recognized and corrected, will lead to serious difficulties during the adolescent period.

There are also a certain number of students whose continuity in school work is interrupted, sometimes unavoidably by definite changes that have to be made in their parents' place of abode. These periodic interruptions in school work are definite factors contributing to failure.

Occasionally there is failure in academic work due to lack of interest in the subject matter. This being true, the adolescent will often seek for his intellectual satisfaction in outside reading or other diversions, which may in themselves be educational, but which do not contribute to his progress through the school. This may mean that a change in the curriculum is advisable; or, if the student has a definite objective, such as a college entrance, it will necessitate his grasping the fact that certain subjects which

he is required to learn in school, must be studied because they are a means to an end, even though they hold no interest for him as an end in themselves.

Students of the adolescent age should begin to realize that in adult life, one can spend but a limited amount of time doing exactly the thing one would like to do. These are many obligations and responsibilities put on all of us which we assume and carry out as part of the day's task.

Over-ambitious parents are also a factor in creating emotional situations leading to school failure. They are likely to place too high a premium on marks and stress scholastic attainment to the exclusion of everything else.

The student also may set his standard so high and become so concerned in competing for high marks, that he misses much of the pleasure and satisfaction of school life. Friendships, athletics, dramatics, and the general welfare of the school are sometimes sacrificed in these keen competitions. This attitude should not be encouraged either by teachers or parents.

One must keep in mind that many of the individuals who fail to make a place for themselves in either school or college meet the more concrete and practical situations of life successfully. Many individuals who are not what is termed "intellectual" are very intelligent; and life in its everyday contacts is met successfully only with intelligence.

The emotional conflicts which have been considered, may lead to behavior that brings the individual into conflict not only with the family and society at large, but with himself. These behavior problems are invariably the result of an emotional situation due to a multiplicity of conditions and circumstances; and the success of parents and teachers in handling these problems depends upon their ability to understand how these complex situations create emotional attitudes which affect the conduct of the adolescent.

THE QUESTION OF WORK

"The normal adolescent must be expected to cause much trouble for himself and others unless definite provision be made for what in primitive life he always had - some control of his own living." (Hollingsworth, Leta S.: The Psychology of the Adolescent.

It is important to learn to work and to derive all the possible benefits from experience with employment. A valuable opportunity is thus provided for finding one's self in relation to the rest of the working world, for becoming more independent, for learning more about people and social conditions, for discovering one's own vocational aptitudes and inclinations, and for finding an outlet for energies and emotions.

The part that work occupies in the life of the average adolescent varies widely. Each year thousands of boys and girls leave school at 14 or 15 to enter regular gainful employment, while others look forward to many more years of education and training for future usefulness.

In rural districts the work of many young people ranges all the way from doing chores on family farm outside of school hours, or during vacations, to full-time employment in agriculture on a commercial basis. In the cities the work of the adolescents may be confined to cooperation in a few simple household duties, or it may consist of a full or part-time job open to young people in industry and commerce.

No matter how much emphasis is placed on the value of work in the process of character training, or how much stress is laid on the undesirability of heavy labor or long sustained work for the rapidly growing boy or girl, the fact remains that economic necessity compels some adolescents to work while economic independence makes gainful employment entirely unnecessary for others. This does not mean that all adolescents who leave school at an early age to go to work do so because of extreme economic need. The attitude of the parents also is a determining factor in many cases. The number of young people employed fluctuates with business conditions and is highest in times of prosperity when there would seem to be less need for them to contribute to the family support. Some parents encourage their children to find jobs as soon as they reach the legal school-leaving age, because they are eager for the additional income which the child's earnings can provide. In other cases the child himself may insist on leaving school to go to work either because he is dissatisfied with school or because his parents have failed to develop in him the proper understanding of what education really is and one unable to cope with his important desire for immediate independence.

Nevertheless in many instances, economic necessity is an important factor in determining whether or not the individual boy or girl seeks a job. A contribution of a few dollars a

week may be so essential to the income of one family that a growing girl is obliged to spend all her after school and Saturday hours working in a store, when she really needs rest, fresh air, sunshine, and exercise to supply the physical resistance and nervous energy she will need later in life. On the other hand, a family which has never known financial need may discourage a perfectly healthy energetic boy from taking a job, that would provide an outlet for his energy and striving for independence would give him valuable training and experience. In the girl's case the loss of earnings might make it impossible for her to buy the necessary clothes and books, and to provide the carfare to enable her to attend high school

In the boy's case, accepting an after-school job as mail boy in an office or shelf boy in a library might mean depriving some boy in real financial need of an opportunity to earn money.

To advise the girl to give up her job without making some plan for a scholarship or attempting to arrange a part-time school program for her, would be as unreasonable as to advise that the boy seek gainful employment when perhaps a volunteer job or some other outlet would suit his needs better. Obviously each case must be decided for itself.

It is for the purpose of deciding such questions as these that many schools and colleges have provided vocational counselors and advisors or have made available the services of expert visiting teachers and vocational guidance specialists. For the answers to such questions may well affect the degree of success with which the individual boy and girl make their future adjustments. The parents also should give earnest thought to the kind of work which their children undertake. Obviously all types of work are not equally suitable, and some are distinctly harmful.

A newspaper route may provide a certain amount of business training and develop habits of regularity, while a job as newsboy selling papers in a crowded street or late at night cannot be recommended.

Aside entirely from the question of economic pressure, a certain amount of work is desirable in the adolescent's program. Not only does work of the right type and right amount encourage habits of industry and develop responsibility, but it gives the individual a sense of his place in the scheme of things. If children have been accustomed from an early

age to assume responsibility for a few simple tasks, they will be better able and more willing to undertake more difficult and useful work later on.

Children may have to be trained to do a special job; but once they are trained, they should be put "on their own". Much of our satisfaction in work comes from the feeling that it has been our task to do, and we have done it to the best of our ability. If there are certain duties from which a child seems tempermentally unsuited, if, for instance, a boy's phlegmatic ways make an endless performance of mowing the lawn, family peace and comfort may necessitate transferring him to some other activity, and yet training in persistent application to the task in hand, may be the very best thing for such an adolescent.

If work at home has value in giving young people a sense of sharing in the productive aspects of family life, work outside the home gives them a clearer conception of the employer-employee relationship. They should learn early to accept trials as the inevitable hardships of work instead of regarding them as personal afflictions.

Having a job, an after school or a Saturday job, provides the adolescent with at least a slight degree of the feeling of confidence and security, and yet, at the same time, it furnishes him with an opportunity for exploring life outside the home.

Work during adolescence under proper conditions, is a means of keeping young boys and girls wholesomely occupied, helping them to use up some of the abundant energy that is constantly seeking an outlet, and teaching them that work itself is an excellent antidote for all kinds of dissatisfactions, sorrows, and tribulations.

It must be always kept in mind however, that boys and girls in their teens are still growing and that growing process uses up some of their reserve energy. The human machine is not always adjusted to its maximum efficiency during adolescence, and it may sometimes be wiser to keep a growing boy or girl off the job entirely for a summer, or discourage his doing more than his required school work for a year if he is not up to par.

The wise parent will not want to seek character development for his children at the expense of their physical welfare. To combine school life and some daily job requires planning,

if the child's time for home study, play, and exercise is not to be lost or unduly curtailed, and if he is not to lose needed hours of sleep, thus jeopardizing success in school or health.

It is important to learn to work, but it is equally important for youth to learn to play and to derive all the benefits possible from experiences with the wise use of leisure. Indeed in the present stage of our social progress, in this machine age, training for leisure has assumed new importance. Those who grow up unable to use leisure without breaking the law, unable to seek pleasure, or find enjoyment without expending large sums of money, or, perhaps, unable to play under any circumstances, present just as much of a social problem as those who never learn to work.

LEARNING TO USE LEISURE

"This stupid experiment of organizing work and failing to organize play has, of course, brought about a fine revenge. The love of pleasure will not be denied, and when it has turned into all sorts of malignant and vicious appetites, then we, the middle-aged, grow quite distracted and resort to all kinds of restrictive measures." (Addams, Jane: The Spirit of Youth and the City Streets.

That ability to play should be cultivated as a valuable asset for what it would add not only to the individual's ability to enjoy leisure and life in general, but also to his mental health and his ability to adjust to all sort of situations, even to that of unemployment.

EDUCATION IN USE OF LEISURE

Although leisure is a term that scarcely seems applicable before adolescence, education in the use of leisure begins long before. It begins when father and mother first set aside a Sunday or a holiday for an expedition to the zoo or a picnic in the woods.

The child who never has such an experience and, on the contrary, comes to realize that his father prefers to spend all his leisure away from home, and his mother considers it impossible to have a good time with the family, is not likely to plan to have his own good time within the family circle. Many fathers and mothers would like to have a good time with their children, but somehow never do. Some of them think

they have not sufficient time; some of them find children too nerve-racking; some of them are always intending to do something but never get around to it. The fathers often think this should be mother's job, and the mothers may think they spend enough time with the children day by day without planning special outings.

But raising children is a two-parent job. Even busy people can plan to set aside a few hours a week for things they really want to do, and it would be just as easy to plan for a little time for activities with the family. As for interesting things to do, the following suggestions may offer some help.

Beginning when the children are quite small, short trips to the park can be made great occasions. There are colorful flower gardens to be seen and fascinating fountains. The zoo must be visited and the aquarium, and possibly there is a chance for a boat ride on a pond.

Then there is the seashore, or lake shore, or river or pond, where a tradition of family bathing parties and picnic suppers can be started at an early age and continued until the children are quite grown up.

In winter there are museums to visit, and on special occasions, a brief and carefully planned trip to a large department store might be made.

Riding to the "end of the line" has a great attraction for many children. This has the advantage of satisfying the child's curiosity as to "where the car goes" and enabling him to see something of the city.

As the children's curiosity about everyday living increases, father can take them to visit a local fire station, or arrange to have them see the inside of a railroad locomotive. If they are near a dock, he can take them down to see boats come in and out and load or unload; perhaps they can arrange to see the engine room, or perhaps there are dry docks where boat building may be seen at first hand. If they live near a Coast Guard station, they may see a lighthouse and life boats; if they are near an airport or a landing field, they can go down to see airplanes at close-up.

Watching how things are made is so fascinating a pastime to adults that almost every construction project has its audience of interested and critical adults explaining to one another what is going on and expressing admiration of the work

or doubts as to the feasibility of the plan. If this is interesting to adults, it is even more worthwhile to the children, particularly if someone is able to explain how things work and what the outcome will be. Excavations for buildings, dredging, road and bridge construction, stone quarrying, projects for raising or moving a building from its foundations, steel construction work - all these will provide profitable and yet inexpensive entertainment for short periods of leisure.

Visits may be made to a large market; a local newspaper press; a sawmill; a large bakery; a dairy, or ice cream factory, and similar local industries. Sometimes it is possible for a group of parents to get together and plan to take their children on such expeditions. This may add to the fun for the children and may help the individual parent to enter into the thing with more confidence and enthusiasm.

City families do well to make trips to the country to provide their children with opportunities for some first hand observations of horses, pigs, cows, and chickens. Most city children consider it a rare treat to be allowed to gather eggs, watch the milking, see a windmill in operation, work a pump, and pick fruits and vegetables as they grow.

Families living in the country can offer their children an equally profitable opportunity by arranging for a day in the city.

Then there are the places of historical interest to be visited. Some communities are far richer than others in such resources; and yet in the most unexpected places one may happen upon a real old-fashioned blacksmith shop with a ringing anvil, or a primitive mill which may have interesting associations in addition to being good examples of how the world's work was done in days gone by.

There still remain innumerable special things such as the flower show, the pet show, the automobile show, the sportsman show, the State and County fairs, and all kinds of exhibits. As the individual interests and talents of children develop, parents will also doubtless wish to foster an appreciative interest in art and music by taking them to concerts and to art galleries.

Most of the things mentioned so far have been things to see rather than things to do, and it may be argued that there is little value for the future in taking children around looking at things. Even though this objection may be met with

the answer that the children find a satisfying interest in the real activities of life rather than in made-to-order entertainment, it is nevertheless desirable to introduce into a program for leisure time, some activities in which they can participate.

ADOLESCENTS AT LEISURE

No matter how pleasant the family life and how much the children enjoy their leisure-time activities with their parents, the normal adolescent as he grows older, will want to spend more and more time doing things with boys and girls of his own age and less with his family. The club and the group logically become more important than the family in leisure time.

The adolescent may continue to enjoy many of the interests stimulated and cultivated at home; but instead of "playing show" with neighborhood youngsters, he will want to join a junior dramatic club. He will wish to substitute class picnics and scout hikes for some of the family picnics and walks. Practice with the school band or school orchestra and a real conductor will take precedence over practice at home. In fact, in everything from straight athletics to social dancing, the adolescent boy and girl are likely to seek companionship in their own age group. They are beginning to be aware of themselves as individuals and to realize that although they must be part of the family group, they must also be themselves.

Moreover, they suspect that they can be themselves more effectively in solitude or in the company of other adolescents than in the presence of a domineering, inquisitive, and critical family. Of course even nice families sometimes seem domineering, inquisitive, and critical when one is just beginning to grow up.

There may be a rule - or perhaps tactful understanding - about the hour for coming home, and parents should certainly know where and with whom their adolescents are spending their time. But they will do well to limit their inquiries, as well as their criticisms and corrections to important issues, leaving as many minor decisions as possible in the hands of the adolescents themselves, in the hope that their past training and maturing judgment will ultimately win the day.

It is in our leisure time that we can be most freely and frankly ourselves, for when we are truely at leisure, we may exercise a choice in our activities. During adolescense more than at any other time, the individual needs opportunity to exercise this choice, for one of his main objectives is to be himself - to find himself, to reveal his own identity as distinguished from that of his family. If his parents are always wishing to determine his activities or seeking to enjoy them with him, or even for him, his efforts to find himself are frustrated.

Thus the adolescent's need to share experiences with those of his own age, to become independent of his parents, and lead his own life, and to protect the evolution of his own personality and individuality, seem to require that parents expect less and less companionship and make fewer demands as the children grow older. Education in the use of leisure must be given in childhood. Adolescence is the time when companionship and confidence may be sought by the child, or invited by the parent, but it is too late for the parent to force it.

THE ADOLESCENT AND HIS COMPANIONS

"They seem to take away the sun from the world who withdraw friendship from life." (Cicero).

THE IMPORTANCE OF FRIENDS

There is no phase in the individual's life in which friends count more than during the adolescent period. There can be many substitutes for intimate friendships during childhood - brothers and sisters, parents, and the innumerable individuals with whom the child meets in daily routine; likewise in adulthood, one's family, business, and other interests, or one's philosophy of life may make intimate friendships unnecessary. It is extremely difficult, however for the adolescent to accept anything in place of his chum, his pal, his buddy, or whatever he may call that individual in whom he can confide with absolute assurance of receiving a sympathetic hearing and being understood.

The need for intimate associations with those of one's own age is greater during this period, because adolescents are apt to entertain the idea that they are little understood by the adult world. Thus the boy or girl who in process of development has not acquired those personal characteristics which are essential to making friends, is a pathetic figure. He represents one of the real catastrophes of life, and his situation is one of the most difficult to face, for although he appreciates his own needs, he may fail to understand why he does not measure up.

It is unfortunate indeed that those traits,or lack of traits, in one's personality make-up which are essential in building up the close personal contacts which we look upon as friendships, are very often dependent upon environmental situations over which the individual has no control until the damage has been done. Yet as one sees children during their early life, one may be easily aware of the fact that there are also inherent traits which apparently allow one group of children to be responsible to attention and to react with pleasure, while the other groups tends to withdraw, reject, and be offended by quite the same overtures.

Certain mental characteristics or personality traits, are found sufficiently often however, in these friendless, lonesome individuals to make it seem only fair to assume that these traits in themselves represent the barrier between the child and the social group with whom he is brought in contact . There is for example, one shy, diffident, reserved youngster who is inclined to be very introspective, who is extremely sensitive not only to the impressions that he makes, upon the world, but to the impressions that the world makes upon him. Everything seems to register, and everything that registers must necessarily be analyzed; it is in the process of examining and tearing these ordinary, everyday situations apart that the individual becomes more and more self-centered. Later in life, he develops feelings of inferiority and inadequacy; he is prone to be unduly critical about himself, not infrequently setting his standard for himself so high that failure is inevitable.

The question arises: What are the environmental situations that are likely to produce the state of mind in the child when he is called upon to meet life during adolescent period? As has been stated, the family may be substituted for friends during early life; but it is not uncommon for parents to put such a value on family life and to derive so much pleasure

and satisfaction from their children that they very selfishly hold them too close to the family circle. Home life may be made so pleasant and attractive and in subtle ways so easy during the early years of life, that there is little incentive for the child to reach out and make intimate contacts with the outside world. Then too, the child may be cut off from outside contact at a very important period in life because of some accident or illness which makes a temporary invalid of him, so that after recovery he may find it difficult to pick up the thread of social relationships where it was dropped. The fact that parents move about and that the place of residence is frequently changed, or possibly changed at a rather critical time in the child's life, is another factor worthy of consideration.

To be taken away at the age of eight or nine from the group with whom he has played about three or four years, is a real calamity to one child; while another child will immediately make a place for himself in the new situation without any difficulty whatsoever.

In some homes neighborliness and intimate contacts are frowned upon. Parents do not encourage their children to visit other children nor to bring other children home, fearing that such visiting may involve some social obligations with the parents of these other boys and girls. There is a lack of cordiality in such a home that cannot but affect certain children in their early relationships with others. In other homes there is a critical attitude toward the neighbors' children and toward the neighbors themselves that is also restraining.

Personal cleanliness and fastidiousness are indeed important in helping the individual to get on with people. A report of a school for truant boys contains the sad record of a lad who had run away from his school because the offensive odors from catarrhal condition had made him subject to the prosecutions of his classmates. Such problems doubtless stand in the way of the adolescent's social adjustment more frequently than parents realize. They are things to be watched and appropriate suggestions and advice should be offered. But the ability to make and keep friends is not dependent on good habits of health, cleanliness, and grammar; some people make friends in spite of lacking such good habits, whereas others fail in spite of having them. Let us by all means encourage good hygienic and personal fastidiousness, but let us also encourage individual personality development through intelligent, sympathetic, and unselfish guidance.

BOY AND GIRL RELATIONSHIPS

With the advent of the coeducational system in the schools and the discovery that participation in athletics would not incapacitate girls for performing their major function in life, a more normal and natural everyday relationship between boys and girls was inevitable. Seeing each other under the prosaic circumstances of 8 o'clock classes, playing at the same games, working side by side whether on class plays or in school annuals, studying the same subjects, boys and girls come to a clearer understanding of each other. Boys soon discarded the Victorian conception of femininity and, instead of regarding girls as vague mysterious combinations of physical frailty, intellectual stupidity and frigid spirituality, they accepted them as "pals", companions, and friends, while girls responded with a frankness bred of their own more honest recognition of boys.

The closer acquaintanceship between the sexes cannot but be regarded as wholesome. In the world of today, men and women must work and play side by side. How will they learn to do this if they spend their entire youth carefully isolated from each other?

The element of romance with which young people wish to endow each other in their love relatiinships, need not be lacking because of the better acquaintance of boys and girls in general; on the contrary, being adequately protected against endowing all girls or all boys with glamor, they should be better able to discriminate in their choice of the particular partner they seek.

Friendships between boy and girl, as between girl and girl, generally prove of greater value and greater happiness in the plural than in the singular during adolescence.

Parents are likely to be most concerned over the sexual significance of these relationships. This being true, they express great anxiety over the much discussed subject of petting.

We shall probably all agree that there is nothing particularly new about this practice of petting, excepting from the fact that it is now practiced more generally among those considered nice people, that it has become more of a pastime and perhaps less well defined as a step leading to matrimony, and finally that it is no longer a practice reserved for subdued lights of the family parlor, the country wayside, or other secluded

spots. In the automobile, on the beach, in the city park, on the dance floor, in the public street, and one might say, wherever adolescents as a group can be seen, petting may be witnessed. There appears to be a casual indifference with many young people to what those about see or say regarding their activities in public. These observations can be made by anyone at any time, and almost anywhere.

It is difficult to account for what appears to be a decided change in the attitude of adolescents toward petting, and it is equally difficult to evaluate what it all means in terms of promiscuous sex activity. Certainly there is no reason to believe that the sex urge is more demanding at the present time than it has been in years past.

One thinks of course, of the automobile,modern dress, and the popularity of the pocket flask as being important with certain groups, as factors leading to petting. More important and fundamental, however, the fact that girls are not being divided so distinctly into the good and bad, and boys are not putting their sweethearts on pedestals and thinking of their Saturday night friends as simply instruments for gratifying their passions. There has grown a more healthy comradeship among young people of both sexes, an effort to find in the one individual those varied satisfactions which is but human to desire. This need not mean that actual sex relationships are commonly practiced. Petting perhaps being utilized more and more as a sublimation.

The essential contribution that a parent has to make to this particular adolescent situation is that petting is very definitely a sex experience; that naturally and normally, under happy marital relationships, it precedes sexual intercourse, which in unmarried state is as dangerous in its social implications as it ever was, in loss of social approbation, mental conflict, venereal disease, and pregnancy.

Sex as one of the important factors of human development, should be regarded and discussed by parents as they would approach health. The girl who overeats, who allows herself to get constipated, who fails to look after her skin, and who fails to follow other hygienic regulations, gets fat and develops a poor complexion, never feels right, and is likely to become physically unattractive and socially handicapped. The girl who permits promiscuous petting with unlimited privileges, gets the reputation of being "easy"

and "common". As a social asset, she is less valuable and soon finds that she is left out of much that would contribute to her happiness. This may be rather a low level of adjustment from purely a moral point of view, but young people can and do understand when we talk to them about what type of conduct will actually work out to their advantage. There is no danger in telling these young people that we understand all the urges that quite naturally prompt them to seek the thrills of life in this particular way, yet at the same time show them by innumerable examples which are always available, that it actually pays to postpone these indulgences and help them find other emotional outlets.

It is well to keep before these young people that the various activities which are generally covered by the term petting, all too frequently fail to give the parties involved the satisfactions they are after. Frequently these experiences are difficult to digest. To many they are esthetically repulsive, morally indigestible, and emotionally unsatisfying. Even so, they may become habits after an appetite has been created for this particular type of emotional stimulation.

The early indulgences are often brought about by the desire to test out life, to try a new experience, to indulge in some new thrill. But after that, they are often carried on merely as a means to an end. That end may be a desire for popularity, attention, and the participation in social activity which they feel would otherwise be denied them.

These are all factors which should be discussed frankly with the adolescent, and again, the discussion may well be carried on as a subject of interest and practical importance, rather than as a personal problem. It should be kept in mind that this problem of sex is but one aspect of life for the adolescent, and that many conflicts may arise in his effort to solve this one particular problem.

The adolescent will make his own adjustment to life adequately only when he does it without being harmful to others. The adult who is in a position to gain the confidence and respect of the adolescent holds the strategic position. This can come about only when the adolescent is sure that he is dealing with someone who has a clear idea what the boy's problems really are and a practical plan or philosophy of life that will meet the boy's daily needs. The adult who deals with adolescents successfully will have an appreciation and understanding of the adolescent's problems in general

as they exist today and also he should know well each individual whose conduct he is trying to affect.

THE NEEDS OF THE PARENT

Parents must understand not only the real needs of the child, but their own needs and be able to satisfy them in a more wholesome manner than at the child's expense. (Pearson, Gerald H. J., M. D.: What The Adolescent Girl Needs in Her Home, Mental Hygiene, vol. 14 No. 1 (January 1930).

One cannot understand childhood behavior without carefully investigating the effects that other people who influence the conduct of children the most are the parents.

Let us therefore turn to some of the more constructive aspects of the parent - child relationship. This relationship has changed so markedly during the past two decades that it is not surprising that parents find themselves a bit confused as to just what their obligations and responsibilities toward their children are in this modern world. Moreover, many children would consider it but a relic of the past if their obligations to their parents were brought up for consideration. For generations in practically all countries, civilized and uncivilized, children have been bidden to respect, honor, and obey parents. In the laws of the ancients, there were no exceptions and no extenuating circumstances for any lack of respect on the part of the children toward their parents. Time itself has introduced social factors which necessarily must affect the child's attitude toward his parents.

As civilization has advanced and the interests of man have extended beyond hunting, fishing, fighting; and the interests of woman beyond childbearing and housekeeping, and as various trades and professions and occupations have developed, children have had increased opportunity for becoming intimately associated with a varied group of people. Under these conditions parents obviously become less dominant factors in the lives of their children.

One must understand and appreciate how efficiently and with how limited amount of turmoil and confusion young people have taken this recent step toward developing their own independence. What this sudden transition in the attitude of adolescents toward their elders actually means is that if parents

are going to continue to stand out in social scheme of things as being the dominant influence in the lives of their children, this influence must take root at an early age and not be postponed simply to suit the convenience of the parents until the child is fairly well advanced toward adolescence. The idea which was so firmly fixed in the minds of children a few generations ago, that all parents were endowed with wisdom, that they were all worthy of respect, that their achievements entitled them to admiration, and that their understanding of human nature was unfailing, no longer exists.

This does not mean that children no longer love, respect, and admire their parents, but does mean that children view their parents more critically; and if the latter are weighed and found wanting, they are not endowed, merely because they are parents, with virtues they do not possess.

There is, on the other hand, a large group of parents who do not wish for obedience and respect from their adolescents; on the contrary, they wish to be companions and friends of their adolescent sons and daughters, desiring only to be close to them and intimate with them. But they too, are destined to disappointment, for, as has been pointed out, young people seek intimacy and companionship with those of their own age.

Parents frequently become much distressed over the strange behavior of sons and daughters who seem abnormally modest in dressing in the presence of their parents, who never report on various phases of their physiological development; who seem annoyed, indifferent, when parents discuss sex with them; who never have anything to relate after attending a party or being out for an evening.

Such parents are unaware first of all of the gulf that exists between any two generations merely because of the difference in age regardless of how modern the point of view, or how youthful the manners of the individual parent. Teachers and recreation leaders make this same mistake when they try to bridge this gulf with some such statement as "Let's all be boys together" or "We're just a bunch of girls talking things over frankly". It is far wiser to be a parent - or a teacher, or a recreation leader, or other adult, and to say whatever one has to say frankly, sincerely, and with dignity, and then to let young people be young.

Although we may remember how we looked when we were 15, our present 15 year olds see us only as aging adults we are; no longer lithe and sparkling, but increasingly stolid, wrinkled, heavy, and growing gray or bald. The very idea of being on the same level with them and sharing experience as equals is preposterous and even absurd to them. You may try to use adolescent colloquialisms and hope to establish a relationship of intimacy and mutual confidence by talking of social, emotional, or physiologial experiences in the popular terms of our own day, without realizing that popular vocabularies change with the fashions, and that in such attempts to reach the adolescent level we meet with as little as we would by dressing in the clothes of our youth.

It is useless, for example, to talk to the adolescent about the undesirability of spooning, for the adolescent of today does not spoon. Although yesterday's spooning may be today's necking, our very word stamps us as belonging to another generation. The adolescent at once concludes that we speak another language and have no understanding of his problems.

Attitudes of adults date them quite as definitely as their vocabularies. One generation contemplates the phenomenon of birth with an attitude of romantic sentimentality, while another considers it but an incident; one generation approaches the female sex with an attitude of awe and adoration, while in another generation, women themselves claim the right to be regarded as equals; one generation considers sex relations a profane mystery, while another endows them with spiritual significance, and another dismisses them as one of the natural and normal animal phases of life. There are always some individuals who are in advance of their generation and some who are behind, and some who must be at war with existing conditions whatever they are. But each generation has its trends, and each new generation feels the urge to depart from these trends.

The most important contribution which the parent can make to the child is that of preparing him to assume the obligations and responsibilities which are associated with independence. If it be true that children are, as a group, throwing off the parental shackles at an earlier date than they have done, heretofore, it means that parents must see that they are adequately equipped with habits and personality traits and mental attitudes toward life, that will work out to their advantage. The problems of the child's dependence

upon the parent may be successfully associated a little later with the parent's emotional dependence upon the child. There are those parents who have built their lives so intimately around their children that they become extremely unhappy when they appreciate that the parent no longer serves the same purpose to the adolescent as he did to the younger child.

It cannot be denied that this attitude of the parent toward the child is fundamentally selfish and not infrequently results unhappily for all concerned, especially if the child has not quite grown up himself.

Many a parent with selfish, demanding, emotional attitude toward his children has built up barriers which have presented a happy parental relationship in later years. Many an over solicitous mother has wrecked the marital happiness of her son, and many a father has made himself miserable and unhappy and has developed feelings of being misunderstood and neglected, simply because their children did not retain in adolescent life the immature, dependent, emotional attitude which had meant so much to these solicitous parents in the years gone by.

So it is well to point out that parents must prepare themselves to deal wisely with that phase of life when their children are no longer to be dependent on them. Mothers are very much more likely to be affected by this situation than fathers because in the natural course of events, men still continue to be preoccupied with the task of providing for the family. Their time is spent at the office, shop, or factory, and they come in contact with many people and many problems. The mother's big job however, has been that of rearing the children; and unless she has provided herself with some other interests, she will feel the vacuum created when they are no longer demanding all her time.

Much has been said about the parents' responsibility toward the child, and during early years it is the parent who must supply the initiative, judgment, and patience which this task entails. But it must be kept in mind that as the child advances in years, he too will have more and more to contribute toward the happiness and satisfaction of family life.

Essentially the relationship between parent and child should be maintained by a mutual effort to acquire a better understanding of each other's personality, each other's interests,

problems, and pleasures - both parent and child endeavoring on the one hand to appreciate the various factors contributing to their respective health, efficiency, and happiness, and on the other hand, to gain a clearer conception of the influences leading to dissatisfaction, failure, and defeat.

Children will become interested in parents and the family as a group only if they are permitted to take an active part in the family activities at the earliest possible age. Children should be given an intelligent insight into what goes to make up the life of the parents. The child should know something about his father's work, his mother's responsibilities in running the house, the social and economic status of his particular family as compared with that of other families. Then he will have an intelligent appreciation of just what he is entitled to, in the way of pleasures and amusements, clothes, spending money, and so forth.

Children at the adolescent age undoubtedly would dispense money with more judgment and put higher values on the real things of life if they were better informed as to the amount of effort their parents have to make to supply their needs.

Children cannot be expected to grasp the significance of the necessity of budgeting one's time and money at first; but is only reasonable to expect that if knowledge is intelligently handed out on these subjects, it will soon meet something that is very worthwhile to both parent and child.

But it must be repeated that this mutual interest in the affairs of parents and child must start at an early age, so that when the child reaches adolescence, he will not be confronted suddenly with responsibilities that he will very likely resent. It is desirable to develop in him that attitude which will just naturally make him reach out and do his part of the job, for unless it is done in this spirit, and not forced upon him, there is a great danger that it will not be done at all.

All these attitudes, habits and personality traits must be regarded as only tools which the individual makes use of for himself in the social scheme of things - implements which he utilizes in the process of creating relationships that will be satisfactory and happy not only for himself but also for all those with whom he comes in contact. In the process of development, he must be ready to discard those tools which,

perhaps useful in one period of life, have become inadequate for the present need. Fortunately we are all endowed with a plasticity which enables us to modify our ideas and conduct, as adolescents discarding infantile behavior patterns.

There is no time when life presents so many doubts and indecisions as during the adolescent years. To many young persons life becomes a very perplexing problem as their earlier hopes and aspirations turn out to be day dreams and illusions, and there is a tendency for them to be overwhelmed with the futility of effort. The child who has had the advantage of living in a home with a religious background - that type of religion which is practical as well as preached, and which teaches the individual to think in terms of others than himself - finds that something very fundamental and important has been woven into the moral fabric of his personality. Religion helps to give the boy or girl that sense of security and worthwhileness about life both present and future, that the maturing individual needs.

ASOCIAL CONDUCT

Thus in the twentieth century, youth appears to be in conflict with standards of behavior in home, school, church and community. (Von Water)Menom: Adolescence. Encyclopedia of Social Sciences.

In dealing with human behavior whether good or bad, it is essential to appreciate and understand that conduct is always motivated by some inner force. Some environmental factor may be the precipitating cause, but it is the state of mind that determines whether or not general and inconsequential events will result in conduct of a disrupting character. The purpose of this chapter is to indicate in a general way the soil in which delinquent careers are most likely to develop and the particular situations in life that are most likely to act as the spurts which frequently result in disastrous explosions.

It has been pointed out by those interested in juvenile delinquency, that chronic offenders usually start on their delinquent careers before reaching the age of adolescence. Probably one-half of these offenders come from families that had histories of much asocial activity. Many of these

chronic offenders come from homes which were badly disorganized, often to an extent which led the children to leave home at an early age. In considering the soil in which delinquency is likely to develop, it is often found therefore, that it has been well started with poverty and vice and also by physical inadequacies. This doesnot mean of course, that all delinquents spring from such unhappy and inadequate backgrounds. Delinquency may be a problem even in the best regulated families. The background is but one of the factors that need consideration in the effort to understand conduct. It is obvious however, that children reared in such an environment would not likely acquire the essential habits and personality traits to permit them to meet life in an adequate way during that adolescent period when things matter much, and when experience is so limited.

Besides the family background of the child, one must also consider certain inadequacies and handicaps of the child himself which would tend to make for difficulties in meeting the ordinary demands of life. Illness, mental inadequacy, physical handicap, such defects of hearing and vision, residuals of infantile paralysis, a chronic heart condition, and the like - are all particular obstacles which certain individuals have to overcome before they can fit into the social scheme of things successfully. These must be considered carefully in any effort to understand both the contributing and the precipitating factors leading to asocial activity.

It is the method by which these early delinquent trends are handled, rather than the trends themselves however, that determine whether or not they are eradicated or perpetuated. Relatively few children reach the age of adolescence without having had some experiences that were very definitely of a delinquent type. These isolated temporary derivations from the straight and narrow path need not be regarded as occasion for alarm, and yet they require wise handling if they are not to be repeated.

There is no one well defined technique that will work out to the best advantage in all situations. Nor is there any one method of insuring success. The economic situation of the parents is of considerable importance, but neither poverty nor affluence is a determining factor with reference to managing a delinquent wisely. It may be that the son of the affluent parent will be fortunate enough to escape a type of treatment that would likely perpetuate rather than correct, his delinquency. On the other hand, unwise protection

may be strewn about him so that he never has to suffer the consequences of his own acts until they reach such magnitude that society itself intervenes and demands that he pay. In the general management of the delinquent cases that come to the attention of the public, too much stress is often given to the family's financial or social standing, many a delinquent being dealt with harshly because of the reputation of the family, while on the other hand, family prestige may cause social and political pressure to be brought to bear unwisely and the juvenile offender may not be given needed treatment.

A tendency that leads distinctly away from the wise handling of undesirable conduct but that is nevertheless common among many parents is an unwillingness to face fairly and squarely a situation as it actually exists. This leads to the use of artificially produced excuses.

It is quite natural for the youth in trouble to accept as a means of protecting himself from criticism these excuses which the self deceived parent offers; and although he may not accept them as the true reason for his misdeed, he nevertheless appreciates that they serve the purpose of letting him off without punishment or reprimand. Notwithstanding that there is a constant and progressive innate tendency leading toward the socialization of the individual, and that social activity can be looked upon, in a general way, as self-eliminating, this is not likely to work out in the undividual case unless the youth is permitted to learn from his own experiences that his asocial activity does not pay.

If, on the contrary, he finds in his delinquencies, ways and means of overcoming all the difficulties and hardships in life, and of acquiring those things which bring pleasure and satisfaction without having to meet the responsibilities that actually attach themselves to conduct, it is but to be expected that asocial trends will continue.

It must be kept in mind however, that it is the motive behind the conduct rather than the conduct itself which really matters, and the motives are not always evident upon superficial examination.

One of the fundamental and best known principles of modern psychology is that much conduct, social or asocial, is dominated by motives that lie below the level of consciousness. Conduct is but a striving toward emotional satisfactions - a certain release of energy which, if pent up,

leads to tension and a general feeling of discomfort and which can be released only by activity, either physical or mental. There may be several ways of attaining emotional satisfaction through activity. One boy may satisfy his sense of power through bullying; while another would attain the same satisfaction through protecting.

In brief, the effort to eradicate delinquent and asocial trends must include a plan whereby the emotional strivings of the individual will be satisfied in a way that is compatible with social standards of the group in which he is living. This training and the accompanying experience are among the most important acquisitions of adolescence.

With many adolescents it is not difficult to interpret the problems of their age in terms of inadequate preparation for it. The intensity of their emotions plus the limitations of their experience, makes their particular phase of life more trying than any other, and all too frequently, the habits and personality traits which were fairly adequate in the protected environment of the home, lead to nothing but failure of the most pathetic sort when the child is called upon to meet the broader issues of life.

INCORRIGIBILITY

There is a group of adolescents who, in spite of good intellectual equipment, excellent health, and what appears to be a satisfactory environment, have a mental make-up that is characterized by a sense of resentment of authority, irresponsibility, cruelty, and pugnacity. The individuals are invariably unstable emotionally, and with their sudden changes in mood and conduct, they are difficult individuals to deal with successfully. The court looks upon them as being incorrigble, meaning that they do not respond to the ordinary methods of correction. The psychiatrists call them psychopathic personalities, constitutional inferiors, and various other names that add little to understanding of the force tending to produce conduct so bizarre and purposeless. Despite their unhappy mental attitude toward life, these individuals frequently resent any efforts on the part of parents or outsiders to help them. There is a gulf between their ambitions and their achievements. They are anxious to grow up all at once, and often regard being "hard-boiled" as evidence of manhood (antisocial conduct).

In spite of their bullying, bragging, and egotism, they are lacking in self-confidence and self-assurance; yet they assume the attitude that they are right and the world is wrong, and they utilize every conceivable method they can in getting even with their unjust world.

Invariably the parents become victims of these moods. This is quite naturally so, as these individuals have learned from experience that parents are more tolerant than the general public and therefore safe to defy. Through fear or ignorance, parents may then neglect to take a firm stand and so continue to be humiliated and persecuted. They present the most difficult cases to deal with - cases in which parents arouse antagonism and resentment in those whom they are trying to help. Regardless of how sincere their intentions may be, such parents are apt to be hurt and crushed. It is for one outside the family, free from passion and prejudice, to deal with these situations. But more important and less difficult than treatment, is prevention.

Adolescent reactions of this type are not developed overnight. They begin fairly early in life, and it is not difficult for parents to see early evidences of dissatisfaction. The child who begins to build up petty grievances, who is always complaining of not getting a square deal at school, not being liked by the children, being slighted at parties, being discriminated against by parents, who is always calling himself down, and in a general way, taking a critical view of life, is manifesting the early symptoms of a state of mind that is likely to become more and more a fixed part of his personality make-up as he advances in years.

Parents should keep in mind that defiance and sullenness cannot be overcome by force and disciplinary measures. Neither does moralizing serve any useful purpose when the child's attitude toward life is twisted and warped by his confusion and dissatisfaction. This situation calls for patience on the part of the parent. They must think in terms, for the moment at least, of making the child happy rather than obedient or efficient. This can best be done by helping the child regain his self - confidence, restore his self-esteem, and overcome his tendency toward developing ideas of inadequacy. It is essential to take account of the child's assets, placing him, as much as possible, in situations where these assets can be used to best advantage.

We oftentimes make the mistake of endeavoring to do a job in a few days that really requires months, forgetting that although some habits can be eradicated in a short time,

sometimes in a few days, personality traits and mental attitudes toward life lend themselves less readily to abrupt changes.

The real conflicts that lead to unmanageableness may not manifest themselves until the child finds out, through leaving home, how inadequately he has been prepared to meet life as it actually exists.

The rebellious, delinquent, poorly adjusted child is invariably an unhappy child. Most of this behavior can be modified to the advantage of all concerned as soon as the conduct is thought of as a symptom which has its basis in an unsatisfactory adjustment between the child and his environment.

EVADING REALITY

"In the tragic conflict between what he has been taught to desire and what he is allowed to get, man has found in alcohol, as he has found in certain other drugs, a sinister but effective peacemaker, a means of securing for however short a time, some way out of the prison house of reality back to the Golden Age". (Trotter, William: Instincts of the Herd in Peace and War, p. 58, MacMillan Co. N. Y. 1929).

There is a large army of individuals who are incapacitated to a greater or less degree, for meeting the ordinary everyday problems of life, not because of any impairment of their intellectual faculties, nor because of any physical conditions or disease, but because they have become the victims of an emotional outlook upon life which leads them to evade reality.

Many of the manifestations of an evasion of reality are found in individuals who failed to grow up, who have been inadequately prepared through training and experience to meet life on the level, which their chronological age would indicate. It is therefore important that in the process of training children, parents beware of the subtle technics which children utilize at an early age to avoid meeting the difficult situations in life.

The child, who in early life has learned to use temper as a way of gaining his own end, who avoids an unpleasant

school situation by vomiting or having stomach-aches, who always has the ever convenient headache when called upon to assume some responsibility, is manifesting the first indices of such tendencies.

Parents who are intimately acquainted with their children, who are familiar with their habitual reactions to life, should be the first to notice any unusual deviation from the normal which would be the first indication that the adolescent is in need of help. This tending to evade reality may take various forms, such as romancing, daydreaming, cheating, running away, drinking and similar manifestations which frequently give concern to parents of adolescent boys and girls.

DAYDREAMING AND ROMANCING

Both daydreaming and romancing are common methods used by adolescents to evade unsatisfactory situations through a retreat into the world of phastasy.

Daydreaming is indulged in at some time or other by almost everybody, and need not be a dangerous pastime for the adolescent unless he prefers his daydreams to normal contacts with other young people, or seeks in them a means of escape from inner conflicts and feelings of inadequacy.

Romancing, which is but daydreaming outloud, is an attempt on the part of the individual to bolster up his self-regard and the esteem in which he desires to be held by others, by fabricating tales which bring up his prestige, and in general exaggerate his own importance.

Romancing is a less dangerous method than daydreaming of compensating for feelings of inadequacy, because it has the advantage of being detectable before it becomes too deeply rooted in the personality make-up of the individual.

Boys and girls should be helped to realize that they can win the recognition they desire through active effort in some given field rather than through such unsatisfactory methods as romancing and daydreaming.

DRINKING

If the adolescent is introduced to alcohol, it is invariably through his social activities, and his continued use of it is likely to be a symptom of some inadequacy and inability.

For the less courageous, those who feel inferior, it is the most dangerous weapon they can play, as it temporarily bolsters up their courage, gives them a transient sense of well being, and a false sense of importance, and relieves them of certain painful inhibitions only to leave them pitiably weak and helpless without it.

Rarely can the problem be adequately met by disciplinary measures, deprivation of freedom, or moralizing tactics. The best safeguard that parents can throw about the adolescent to prevent indiscretion in the use of alcohol, is education, and the best method of education is good example.

The great masses of the boys and girls of this country, with newly acquired freedom, with unbounded opportunity for liberty and license, associated with a realization of the force that they are capable of exerting upon the community, they have taken their newly acquired privileges, all of them laden with stuff that just naturally leads to revolt, and have managed themselves with wisdom that should demand more respect and less criticism from adults, whose criticism is, after all, bred of fear of what is going to happen next.