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*The*  
**ADOLESCENT**

**HIS DEVELOPMENT  
AND HIS  
MAJOR PROBLEMS**

*By* **HENRY C. SCHUMACHER, M.D., B.Sc.**







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**His Development and His Major Problems**

**Henry C. Schumacher, M.D., B.Sc.**

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This is one of a series of brochures published by the Catholic Conference on Family Life with the cooperation of Our Sunday Visitor Press. The series aims at providing a popular Catholic literature in the field of marriage and the family. The individual booklets deal with topics selected from the wide reaches of parent education, the sociology of the family, and home economics. While the best findings of the natural sciences are made use of, every reasonable effort is made to keep the religious element uppermost in the series. The booklets should appeal not only to individual readers but also to study clubs, discussion groups and school classes.

The author of this number of the series is Dr. Henry C. Schumacher, Director of the Child Guidance Clinic of Cleveland and President of the Catholic Conference on Family Life.

## Introduction

It is really surprising, in view of the great importance both to the individual and to society, of the adolescent period of life, that a suitable popular literature dealing with it has not yet been developed. It is hoped that this brochure will make some helpful contribution toward supplying this literature. It aims to cover at least in fairly detailed fashion the main characteristics and major problems of the period.



# THE ADOLESCENT

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## Chapter I

# Adolescent Physical Maturation And Its Effects

The period in growth and development termed adolescence has no sharp beginning nor sharp ending. Roughly, it corresponds to the junior-senior high school period. And just as some children enter junior high school earlier than the average age and others finish high school several years retarded, so also the period of growth and development which we propose to consider in this series of chapters varies in age time with different individuals. Puberty, or the period in life at which a person of either sex becomes functionally capable of generation, is usually thought of as initiating the onset of adolescence. However, important changes are going on in anticipation of puberty. In this chapter we shall confine ourselves almost entirely to a discussion of the physical maturation and development at this age period and their effect on the personality.

Normally, growth is rapid in the early years of adolescence and this rate of growth varies in the sexes. Girls are taller than boys for a few years, roughly from the 12th to 15th year, and weigh more. However, the boys tend to overtake them and after the 15th year continue their growth in height and weight for several years while the curve of increase in the girl definitely flattens out. This difference in growth in the two sexes holds good for the various body organs and shows itself also in the earlier onset of puberty in girls than in boys. These facts are of considerable importance in the training and education of the sexes as we shall bring out in a later section of this brochure.

Growth rates are not the same for all organs of the body. For example, the heart grows faster than its arteries. As a result the blood pressure is usually higher in early adolescence than either before or after this

period in the normal individual. It is because of this disparity in growth of the circulatory system that one hears so frequently from adolescents the complaints of palpitation, faintness, dizziness, headaches and restlessness. To be sure, one ought always to have a careful physical examination of the complaining youth in order to rule out true organic disease of the heart. Should no disease process be found it is well not to baby such children into thinking there is something seriously wrong with them. A word of caution, however, is in order. Our present system of competitive athletics is not without danger. High school boys and girls ought not to be encouraged to overstrain their hearts as can so readily happen in athletics. But danger also lies in such follies as marathon dancing, roller skating, walkathon and bicycle races, which seemingly are the vogue at present, as well as in continuous late hours, much smoking and overwork, both physical and mental, such as attempting to carry two jobs, the school work and after school hours physical work. Here particularly the girl in her teens should be protected for she, more than her brother, may find herself exploited in so-called school wage homes.

Many an adolescent has been greatly concerned over the rapid growth of his nose. Not all parts of the face grow at the same rate. However, in due time, the symmetry of the face will be reestablished. A similar disproportional growth of muscles and bones is characteristic of early adolescence. To this has been ascribed some of the awkwardness of body carriage and his own feeling of physical inadequacy.

The rather marked changes in appetite at the adolescent period may be, at least in part, accounted for by the increase in total body development including the size of the stomach. There is need, therefore, for more food to furnish the energy requirements of the growing organism and adolescents need as much food as the workingman; and this holds true for girls in their early years of adolescence as well as for boys. Probably one

reason for the failure to achieve as consistent a decrease in the tuberculosis rates in adolescent girls as has been achieved in adolescent boys is due to the greater number of food fads to which girls are so much given. The capricious appetite at this period accounts for much of the gastric distress so frequently complained of; for what can one say of a lunch of hot dogs, hamburgers, or chile con carne; washed down with milk shakes, malted milk or ice cream sodas and for desserts, pies and cakes together with candy bars?

There is therefore an obligation resting on parents and teachers to instruct the growing youngster in a balanced dietary free from fads. Certainly every school cafeteria owes it to its diners to see to it that a well balanced lunch is ordered and eaten and parents should provide those who must bring their lunch with a soundly balanced dietary in place of the inevitable sandwiches and sweets and the few pennies customarily spent for more sweets.

Of more than passing moment is the increase in sweat glandular activity that takes place at adolescence. The nerve supply to these sweat glands is through the autonomic or, as it is sometimes called, the sympathetic nervous system. That is to say, the control of these glands is not voluntary but involuntary and so any emotional disturbance may cause an increased perspiration which in turn adds much to the discomfort of the upset individual.

It is indeed distressing to the fastidious adolescent to find his clothes sticking to his body, and his damp hands soiling the dress of his partner at the high school prom, and worse yet, deoderants, generally speaking, more harmful than not, offering little relief. However, he can find some little hope in the assurance that in a few years that distressing condition will also be a thing of the past. In the meantime, frequent bathing with the aid of any good soap and frequent changes of linen is all that is necessary and worth while.

Of more profound significance are the glands of internal secretion—the endocrine glands. At puberty, due to the maturation of the sex glands there is, as it were, a new alignment in function taking place. This leads to the emotional upset state so characteristic of adolescence. But in addition the maturation of the sex glands brings about a new outlook on life. Life begins to take on meaning of added depth and breadth. Consciousness of the self as an independent being may heighten the already present self-assertive drives or bring out more sharply the feelings of difference and inferiority, or, as is more frequently the case, causes the adolescent to feel himself in a no-man's land, neither child nor adult. Anxious to take his place in the life of the world about him yet because of civilization's demands not permitted to do so, he tries one mode of attack and then another. Fortunate indeed is that adolescent whose experiences on the whole are integrating ones.

We have already indicated that puberty is not of sharp, sudden onset. Rather, during the few years preceding puberty there is, as it were, a loss of the normal integrations of childhood. The entire person is in a state of flux; new integrations and new adjustments must now be made. True, the self that will finally emerge is a self built upon the old self but in a certain definite sense it is a new self with a new outlook. This undoubtedly is what has led many writers to talk of a new self being born at adolescence.

Boys enter puberty later than girls but just how much later is very difficult to ascertain since there is no such characteristic phenomenon in boys as menstruation is in girls. In passing, it should be stated that it is not correct to say that puberty in girls always begins with the first menstrual period. It has been shown that the menstrual cycle may be initiated before ovulation occurs. The average age of onset of puberty in girls is 13½ years. At this age most boys are still pre-pubescent.

Adequate information about menstruation and hy-

gienic care should, of course, anticipate the beginning of the menses. Unfortunately, there are still many parents who permit their daughters to enter this trying emotional period with little or no sound information. This is nothing short of criminal. Such a girl is either thrown into a panic or, knowing her parents' reluctance to talk about such matters, has gone to her school friends and acquaintances for her information.

Boys, too, need information about their own puberty and its problems. In fact, it can be said that girls as a group are better informed and more sex-conscious than boys. In particular every boy needs to know the normality of nocturnal emissions. Many a boy's life is made miserable because of much misinformation. Having no one to confide in and believing in such superstitious nonsense as "lost manhood" resulting from perfectly natural physiological functions, he is driven to seek help from quacks and charlatans who in order to enrich themselves add to his fears and anxieties.

Such a problem as when the boy shall commence to shave may cause considerable family friction. Now, no normal adolescent boy wants to be a sissy or to be considered a child. Even though the hair growth may be but slight it is better for the boy's personality development to permit him to shave, a practice which is harmless, than to lay him open to the insults of his classmates or belittle him in the eyes of the opposite sex. Many a mother has objected to her son's shaving solely and alone because she refused to let him grow up and be a child no more.

Voice changes are another cause of great embarrassment to boys. To keep such a boy in the choir is to run the risk of alienating his interest in carrying out his religious duties. He may have been the best reciter of poems, etc., on school programs only to refuse to take any part because of the hurts to his ego, not only now but later, in vocal activities such as dramatics and debating if he has been made fun of. Such criticism may

have profound and lasting effect on the total personality development not only in youth but retain its force even in adult years.

Girls may show great embarrassment in their menstrual period. This is partly due to sex-consciousness and partly to misinformation. There are still many parents and teachers who believe the girl should take no part in sports or other activities during this time. There is no justifiable reason for this notion if the girl is normal. It would probably be much better if the girl engaged in any and all activities she felt capable of doing. This would not expose her to the embarrassment of standing on the side lines at games and cause her to run the risk of some boy asking her why she wasn't playing. Few girls indeed have such painful menses that they are truly ill. Sometimes menstruation is used as a convenient excuse for a few days sick leave from school duties. Such neurotic or delinquent behavior should be gone into at once and the cause therefor reviewed.

The changes in body form, particularly the development of the breasts and the widening of the hips lead many girls to institute dieting measures, hoping thusly to avoid such changes in bodily form. Needless to say, it won't work but often injury is done through such interference in proper nutrition.

In this brief chapter we have tried to show that the effects of physical development are all-pervasive. Physical well-being is intimately bound up with mental and moral well-being. In subsequent sections we shall have need to refer frequently to the physical development; not in the sense that all is to be explained on this basis alone but rather to have the reader pause and consider the whole individual and not isolated parts.



## Study Club Questions

1. What differences are there in the growth of boys and girls?
2. What are some of the results of the disparity of growth of the circulatory system at adolescence?
3. What particular activities may prove dangerous at this period?
4. What is to be thought of the food fads that some adolescent girls are inclined to indulge in?
5. What influence have the endocrine glands at adolescence?

## Social Developments Of Normal Adolescence

Puberty always has been considered an important epoch in the life history of man. Among most primitive peoples the child at this time was initiated into the secrets and the customs and mores of the tribe. The initiation rites were a method of socializing the youth and although such puberty rites varied from tribe to tribe yet they had certain features in common. One of these features was the abasement of the individual. This was brought about through isolation, the feeding of poorly prepared and often obnoxious food, and the wearing of unbecoming clothing. In such ways the youth was taught to submit to the will of the group. No longer he as an individual in his petty selfishness was to have his way, but, on the contrary, he must learn to bow before the demands of the group. Another method of teaching the same facts, namely that childish attitudes were to be put away, was through the infliction of pain which was to be borne without flinching. No longer was the youth to run to his parents and have them fight his battles for him, rather the responsibilities of maturity were to be borne by him. Then came the imparting of the secrets of the tribe and the traditional religious beliefs. Usually, too, at this time the youth was instructed in the art of the chase and of war as well as in such other occupations as the tribe followed such as agriculture, skill in sewing and weaving. And finally, there was much rejoicing and the giving of praise and rewards.

Through such public rites the initiate became increasingly aware of social pressures and social relationships. He became aware of the peoples' opinions and attitudes and learned to mould his in accordance with them. This abject conformity is still a characteristic of the adolescent period.

Nor have all these public ceremonies disappeared even in our modern culture. Take, for example, the debut or "coming-out" ceremony of the modern girl. Here, too, the girl is isolated in the sense of having been attending a finishing school where in gradual steps she has been prepared for her entrance into "society." The emphasis on the clothing to be worn is a further remnant of ancient practices, just as much as the rejoicing and congratulations now in order. Now certain privileges formerly denied her are allowed. Commencement exercises, formerly customary on finishing the eighth grade, now more commonly at the completion of high school and college, are preceded by examinations, a period of preparation for the elaborate ceremonies, which in turn are followed by praise and rewards in terms of gifts.

So also certain religious ceremonies are built upon such earlier practices. The Church has always seen the wisdom of utilizing primitive psychological values in her ceremonies. Confirmation until relatively recently was administered at adolescence. Among many Protestant sects formal joining of the church takes place at adolescence. Such actions are usually preceded by a definite period of rigorous preparation. The ceremony itself is impressive. In these ways it is borne home to the candidate that his actions are considered meritorious in the eyes of the adults and they in turn now admit him into membership and to share with them in all its rights, duties and obligations. In many ways it is unfortunate that many of these religious rites are no longer carried out at adolescence but have been assigned to an earlier age when their meaning is not as well understood by the child.

What effects, then, do such practices have upon the adolescent personality? In the first place, they teach the virtue of obedience. For the young must be trained and an integral part of that training is respect for authority. But youth must also be emancipated from the family and freed from maternal domination. Indeed, he must cease

to be a child. Youth must also give thought to the selection of a vocation and to the assumption of the responsibility for becoming an earner. Also because of his sexual maturity he must give thought to the responsibility therein entailed, and finally and most important of all, youth needs a philosophy of life and death.

In all probability these rites do materially change the adolescent's concept of self and aid in establishing a consciousness of a new social status as well as achieving a new world adjustment. Insofar as they do that they are aides in the socialization of the adolescent.

Adolescents are keenly aware of other people's opinions and attitudes and particularly so of their own age group. One problem faced by most parents relates to clothing, and many a young adolescent has advanced as an excuse for his truancy from school or absence from church services his lack of suitable clothing. Clothing seems to have a decided effect on the concept of self, and particularly so in girls, since in such studies as have been made on this subject the majority of girls admitted that clothing affects their happiness and that they feel they can work better when they are well dressed. Girls seem to be more concerned with the concealment of defects and tend to dress in such a way as to bring out their best qualities. Then, too, they dress with the intent of appearing to belong to a higher social status. Witness how they resent finding that their costume as to style, color and so forth is imitated by those of an inferior social station. To be sure, our culture permits women to exercise distinctiveness in dress to a far greater degree than is true of men.

This problem of clothing is of such social import that many schools and academies have adopted a uniform. Often there is much opposition against this, particularly in day schools attended by pupils from different economic and social levels. And usually the dissatisfaction is voiced by those from the higher social strata of society. Snobbishness is a factor in this.

There are a few points to which attention can well be directed in this matter of uniform clothing. First of all, the general style must be modern. Secondly, although there well may be uniformity as to kind of material, it probably is not wise to compel the exact same style of cut or even the color and the trim. Anyone who has observed adolescent girls in school uniforms must have been struck by the fact that the same pattern for all did not bring out the best qualities of all. To do this, the adolescent will need help in figuring out the best specific style of cut, color and trim to bring out her best qualities.

A word, too, about those who are eccentric in dress is in order. Overdressing is very likely to be a compensatory act for feelings of inferiority or as a defense mechanism against such feelings. The more neurotic person may dress for the sole purpose of directing attention to himself and thus be evidence of a failure in proper socialization.

Another problem of adolescence that sooner or later comes to the attention of parents relates to friendships. The pre-adolescent child more or less readily submits to the parental dictates while adolescents are more inclined to resent and resist parental guidance in this matter of friendships. The adolescent feels himself thoroughly competent to choose his friends. Unfortunately his choice is not always wise. The safest and most practical course for the parents to follow is to invite the friend to the house frequently and thus permit their son or daughter to see why the friend doesn't fit in. Only in this way can the parents retain control of the situation. This is particularly important when the friend is of the opposite sex. Parental interference usually precipitates clandestine meetings and sometimes eventuates in elopement or, if the parents do successfully interfere, it may result in extreme bitterness and antagonism to the parents.

If, on the other hand, the parents provide a suitable and safe meeting place the infatuation usually in short order wears itself out and the experience will have been

of educational value. So-called puppy love is not without value. Through it the adolescents learn to discount mere excitement. Nothing is so sad as to see the over-sheltered young man or young woman without previous experience and now no longer under home supervision caught in an ill-advised and often morally disastrous love affair.

Fortunately in normal adolescence the pairing-off process is usually preceded by the "crowd" age which permits the establishment of normal social relationships between the sexes. Just as the gang is a spontaneous social unit of the pre-adolescent age so the crowd is the spontaneous social unit of the early adolescent years. The crowd differs from the gang, however, in several respects. The gang consists of members of the same sex and it seeks adventure and excitement in activity. The crowd, on the other hand, consists of both boys and girls, usually in equal number. Its *raison d'être* is the establishment of social relationships between the sexes. While the gang is on the go seeking adventure, the crowd sits around and talks. Those parents of adolescent children are wise who are willing to permit the crowd to gather at their house and enjoy under such a favorable setting their adventures in social relationships. Under such circumstances, even in the love-making of the day, they are protected from serious consequences and learn many lessons of tremendous importance for social living.

The value of social activities is further evidenced by the growth of extra-curricular activities in high schools. Unfortunately the schools have not as yet fully recognized their value. The high school has or should have two objectives. One, a mastery of subject matter within the grasp of the student and, two, the development of its students into socially acceptable and socially efficient human beings. In the average high school of today these extra-curricular social activities came into being with the advent of numbers of students with a heterogeneous background. The more the subject matter became ill-adapted to the needs of the students, the more the need

was experienced for activities that had greater meaning for the students. These extra-curricular activities should, therefore, be inside not outside the curriculum and managed by teachers who have tact and ingenuity in guiding adolescents. Needless to say, the teacher's schedule must have time for such activities. This means that the two programs, the academic and the social, must cooperate and not compete with each other. Through such social programs the adolescent obtains training in civic-social-moral relationships as well as an opportunity to receive practice in leadership and in cooperation. Of some importance, particularly in present day living, is the opportunity offered for obtaining training in leisure time activities. To that end games and sports should be of such a nature as can be played later in life and should provide training in fairness and sportsmanship and not be primarily competitive in nature.

Not all social groups, however, are to be encouraged. Some crowds or cliques are competitive in nature. Others are made up of snobs. In the latter group fall many of the high school fraternities and sororities. Little indeed can be said for most of them and that simply because they tend to prolong a childish attitude toward life. Adolescents are as a class snobbish and intolerant and need training through contact with outside influences to correct such attitudes.

Socialization is a gradual and continuous process. Early in life the child is egocentric but as he approaches adolescence he discovers himself as a member of some social unit apart from the family. As adolescence advances he more and more emancipates himself from the family group. At first he is a member of a crowd in which the socialization, commenced in the family and later in the gang activities, is continued especially along heterosexual lines. Gradually, however, he comes to rely upon himself to a greater degree. Now, dependent upon his training he becomes a member of society, reasonably conforming to its demands, eager and willing to share in

the responsibilities that age and training now demand of him. This then has been the goal—self-realization in conformity with the dictates of nature and society under the hegemony of the Supreme Master of all.

## Study Club Questions

1. Contrast puberty rites or practices, and their purposes, among primitive and modern peoples.
2. Discuss the significance of suitable clothing in the case of the adolescent.
3. What is to be said of the adolescent problem of friendships?
4. What are the values of social activities to adolescent boys and girls?



### Chapter III

## The Emotions In The Life Of Normal Adolescents

Anyone who has attended a football rally or a political rally must have been struck by the fact that the chief appeal was not to the reason but to the emotions of the crowd. And in watching the same crowd one could note how the feelings stirred up in some soon come to infect the many. Man prides himself on being a rational being; and there are those who would deny him his emotions or at least would belittle his feelings as something unworthy. However, the average man and woman, child or adult, is swayed much more by his feelings than he is guided by his reason.

Since then the emotions are so typically a part of the human being's mode of response, it might be well to try to define what is meant by an emotion. However, there have been proposed many definitions of an emotion as well as theories of how they come about. In general it may be said that an emotion is a complex mental process brought about by some precept or idea that simultaneously stirs up the entire organism. Just because it is so complex a state it is difficult to define.

This stirred-up state is open to observation in many emotional upheavals. The tense muscles, the loud and harsh voice, the set jaws and clenched fists, the heavy breathing and dilated nostrils betoken a state of anger. And so one can also note on more minute observation that profound internal changes, visceral and glandular in particular, take place in most, if not all, emotional states. In anger, for example, there is a stoppage of the ordinary processes of digestion—the peristalsis of the stomach and the intestines ceases. As a result, nausea and even vomiting may occur. The chronically angry

person may suffer from constipation because of the slow and weak action of the bowels.

The glandular disturbance is best illustrated in the effects of adrenalin—an internal glandular secretion from the adrenal glands. In any strong emotion such as anger, adrenalin is liberated in increased amounts. This further retards digestion. It also causes sugar in the form of stored-up glycogen to be liberated from the liver and such sugar serves as food in that it is carried by the blood to the muscles. As a result of the action of adrenalin the heart beats faster and with more power, blood pressure rises, the breathing becomes more rapid and deeper. It is because of all these changes within the organism that the angry person has greater strength and endurance although by the same mechanism he is rendered less cool and calculating; in a sense he is blinded by his emotional state.

Within certain limits all deep emotions have effects similar to that of anger. Intense emotions may keep the organism stirred-up for many hours. It is important, therefore, to train the emotional life. Now adolescence is a period of dis-equilibrium and any further up-set state adds markedly to this disorganization. Yet adolescence in itself brings about a deeper feeling state than was true in childhood. The adolescent must needs then come to grip with his emotions.

Emotions are customarily divided into the primary, or simple, emotions and the secondary, or derived, ones. The chief primary emotions are three—anger, fear and love. They are called primary and simple in that they are unlearned reactions—the child is born with them. The infant reacts in fear solely to a loss of support and loud noises just as constricting his physical freedom will cause him to become angry. He will love that person who ministers to his needs. All other love, anger and fear reactions in later life are built upon these simple stimuli and his reactions to them, the result of his training and experiences.

There are, as we have tried to show, three parts to an emotion, stimulus, stirred-up state, and response, in which the second part remains much the same tho the first and third parts may vary from age to age. In adolescence, for example, most anger outbursts are social in causation. They occur in such situations as will cause the adolescent to feel embarrassed or ridiculous.

Adolescents as a class have many fears. Fear, however, has come more and more into disrepute as a means of control. Certainly fear is a negative means of control and more positive means such as suggestion, imitation and guidance should be employed. Education, therefore, should control most fears. Fear is destructive. Fear shows itself in rigidity and immobility, although one may learn to run before such a congealing takes place. Such running may be both real and figurative, namely the avoidance of such situations as bring about the arousal of the fear state. Fear is disintegrating and hence never useful in learning. Fear, then has no positive value, in fact, it inhibits such positive values as courage to meet life situations squarely, and the discarding of inadequate habits and customs. Secondary or derived fears such as states of dread, phobias, worry and anxiety have no positive value whatsoever. In fact, such states are clear evidence of poor mental health.

The more common fears of adolescents center about such social situations in which they will appear to a disadvantage. What is needed is a better control of the social forces in the world which act as stimuli for so many secondary fear states.

The first love object, namely the person who inspires the emotion of love, in the life of the child is its mother or the person who takes her place. This is true of both boy and girl babies. One hears frequently that mothers are more partial to their sons than to their daughters. There is truth in such a statement. Nor is it strange that it would be so. The normal healthy-minded adult woman has established a somewhat different atti-

tude to the opposite sex than to one of the same sex. This does not mean that she truly loves her daughter less—it is a much more subtle thing than that. Then, too, fathers rarely are as demonstrative toward their sons as to their daughters for a similar reason and because of the attitude of society that it is not the thing to do. Usually a father, if he attempts an explanation at all, will say he does not want his son to grow up to be a sissy.

A good mother, however, will always have a place all her own in her children's affection. However, she must learn to share some of that love and affection. The first person with whom she must share will in all likelihood be the child's teachers. The too-possessive parent will resent this and show antagonism to the teacher by belittling her in the child's eyes. Next will come the school chums. Here again the parents must share the love of their child with that of his friends. The parents' antagonism to this situation will show itself in their refusal to let the youngster play with other children. Many reasons will be advanced, such as, the children aren't the right kind, their own child is frail and needs rest, etc.

At adolescence the love object is now one of the opposite sex and of approximately the same age. Now the emotion experienced by the youth is much stronger for a new force has entered, namely, the energy derived from the maturing sex glands. Love now is much more deeply sex tinged. With the maturation of the sex glands it is but natural that love attachments and its emotional manifestations will be associated with them.

Every normal boy and girl passes through these, as it were, stages. Only those who because of some inherent disturbance in their bodily make-up or who because of mis-training now cannot make the necessary social contacts, fail to do so. Since this is so, when adolescence is reached the child should have had such training in sex that he can appreciate the changes occurring in him and thus control himself. Training in sex does not mean

solely and alone instruction in the physiology of sex but rather a deep appreciation of the meaningfulness of sex in all spheres of human living.

In view of what we have already said about the emotions and their effects on the body economy it is wise to avoid as many emotional disturbances as possible. Family harmony is a prime essential and next in order of importance comes the school. Teachers' attitudes about such things as race, creed and social station are frequently the cause of an adolescent's emotional reaction in that they lay him open to criticism. The sarcasm of a teacher has wounded seriously many a child, even to driving him into delinquency or to suicide.

At this age, too, there may come the so-called "crush" relationship between a teacher and a pupil, generally a woman teacher and a girl pupil. This type of over-developed emotional attachment between a teacher and a student is undesirable because it tends to keep alive a childish mode of love response and thus prevents the girl from developing interests which will fit her for healthy adult living. It is always a mistake on the part of the teacher when she realizes that such a relationship is forming in the mind of the girl to be brutal in crushing it. Rather the teacher's object should be to direct the girl's emotional interests into more healthy channels. It is well never to be alone with the girl but also not to shun her. Let her help with the tasks about the room, run errands. In a few weeks, if she be otherwise a healthy girl, this attachment will have run its course.

The failure to adjust the school curriculum to the needs of the pupil causes many profound emotional states. Today the average school is curriculum centered in that it is an attempt to adapt the adolescent to the curriculum. Because of the tremendous amount of misgrading, the school causes the misgraded adolescent to develop feelings of inferiority, of discontent and of discouragement.

Every parent and teacher should be able to recognize

the signs and symptoms of emotional disturbance. One common symptom is the substitutive response. The adolescent will, in many cases, no longer make a direct emotional response but will use some kind of substitute. For example, he may blame his difficulties on another person. He does this in order to ease his own emotional tension. Of course, sooner or later he must face his problem or become neurotic. Another adolescent may refuse to face reality by avoiding his feeling of discouragement and inadequacy thru day dreaming. A third adolescent may come to belittle others and others' activities; a fourth one may fall into the habit of finding ready excuses for his acts through which he justifies them. All such methods have one thing in common—they are ways and means of avoiding reality, namely, the emotional situation that underlies the need for using them. Marked emotional disturbances may also cause withdrawal behavior or its direct opposite, exhibitionistic behavior. The defiant individual may be using his defiance as an outlet for his emotional state. Such behavior is in almost every case an evidence of the individual's feeling of insecurity or inadequacy or both.

Since adolescents characteristically show a marked amount of emotional instability the symptoms we have mentioned should be carefully investigated as to their causation and the cause removed if at all possible or the individual taught a better means of handling himself. A chronic unsolved emotional problem is highly conducive to a neurotic state.

One should not get the impression, however, that emotions serve no useful purpose. Life would be a most monotonous affair without emotions. Many a great masterpiece has been produced under an emotional stress, although it is true that generally speaking one's life work is better done if free from strong emotions. On the other hand, an emotional shock may be the factor needed to jar some people out of their complacency and stimulate them to greater effort and more constructive work. **Righteous**

anger, patriotism, altruism, all these higher emotions give quality to the personality.

The object of emotional training is, then, not an attempt at the elimination of the emotions but rather the learning of self-control, the exercise of one's will. Tennyson well says: "The happiness of a man in this life does not consist in the absence but in the mastery of his passions."

## Study Club Questions

1. What are some of the ways in which emotional disturbances show themselves?
2. Distinguish the three parts of an emotion.
3. Discuss the emotion of fear.
4. Toward what individuals does the child normally direct his emotion of love?
5. Give examples of substitute responses on the part of the emotionally disturbed adolescent.
6. What are some of the values of the emotions?

## Chapter IV

# Moral And Religious Growth Of The Normal Adolescent

The aim of moral education is to give the individual knowledge of what is right and what is wrong with particular emphasis on the development of the desire and the will to do right. Here as elsewhere we must consider the whole man in our training. Moral teaching must be based not only on what is good for man and society but also on man's responsibilities to God.

Much of a child's morality is dependent upon the source and nature of his ideals or his standards of excellence in conduct and behavior. In the young child, the parents and older siblings serve as this source. The little boy wants to be like father, the little girl like her mother provided, of course, that the child is happy in the love and affection of his parents; that is to say, the child must see in the parent the most desirable in the traits or skills that he longs to have. As the child grows older and becomes an adolescent the immediate home environment no longer furnishes him all his ideals. Hero worship now plays a large role. Such a hero may be an older boy or girl, a teacher, a camp leader, or he may be a character in history or even in fiction. It is evident, then, that the character of the adolescent's friends, the type and kind of education he receives, be it in the class room, in camp, on the street, or through reading has much to do with the formation of his ideals.

To be sure, ideals are in large part dependent upon the intelligence of the individual. The lower the intelligence the less developed the ideals will be. Other factors, too, such as imagination and daydreaming in a constructive fashion, the state of one's health, one's feelings of inferiority or superiority, one's relation in a disciplinary



way to others, such as teachers, will influence ideals' formation. Through ideals that have become more or less habitual, attitudes are formed and such attitudes tend to motivate conduct. Ideals' formation, then, plays a large role in developing morality.

Religion and morality are intimately related. All races and nations have some sort of knowledge of a Higher Good or God. In fact, it may be stated that there is no true morality without religion, and that the religious ideal is basic to all of youth's ideals.

Religious ideals are formed in a similar manner to other ideals. The little child's religious beliefs and practices are in accord with his mental development and his training. His knowledge of God is limited and incomplete. The child derives his idea of God the Father from his own human father or perhaps even grandfather. His concept of God, therefore, will contain those attributes that he has experienced in the human image. If the child is ruled by fear and punishment, his idea of God will be that of a fear-inspiring and dreaded Deity but if the human prototype embodies love and protection, the child's idea of God will be that of a kind and loving father. As the child grows, his ideas of God will become more refined and in adolescence his religion, in great part, should be founded on reason. Here, of course, the adolescent's innate intellectual ability will be a determining factor as to the degree his spiritual realities will be founded on reason rather than emotion. On the whole, the normal youth should have reasons for the faith that's in him. Hence religious instruction should be a progressively more intellectual affair. The adolescent's doubts and difficulties should be met frankly and honestly. The reason for any given belief should be given him in a calm and collected manner. Nothing irks the average adolescent so much as to be put off with a childish quasi-explanation or for his informant to become emotional, threatening him with dire consequences if he doesn't at once desist in his doubts and queries. Such unanswered doubts and

questions over matters of faith may cause the adolescent to brood over his religious misgivings or to turn from all religious practices as an escape from such doubts and misgivings. All too many adolescents leave our schools with little real knowledge of their religion. Much of it was learned in a rote memory way and only so much as was put into practice in a consistent and meaningful way is really a part of the child's nature. Note the ease with which children who while attending school receive the sacraments frequently and regularly, when vacation time comes remain away from the altar railing the entire summer.

Since the religious ideal is so all-important, training in religion must continue during adolescence. The "question and answer" definition of the penny catechism must now be translated into meaningful concepts, and above all, it must never be forgotten that the average adolescent can not generalize. His training must be specific and that in as many aspects of the given commandment or law under consideration as possible. Only by so doing will the average youth arrive at a reasonable understanding of the Church's teachings and a sound basis for his moral code.

Since the time given to religious instruction as a formal study must of necessity be limited, it is important that religious truths and values be pointed out and emphasized in the other courses of study. History, literature and social studies lend themselves well to such uses. Such pointing out of the truths and influence of religion as well as the application of religious principles drives home to the adolescent that religion has meaning in one's daily life and that it is an affair of the whole man in his natural and supernatural longings and strivings.

In this day and age when the influences bearing upon the adolescent are so heterogeneous it is even more important than was the need in former years for religious instruction and religious education to be carried on throughout the adolescent period. When people lived in

communities that held the same religious beliefs and before the day of the daily newspaper reaching each little village and hamlet and the radio reaching all members of the family and when the adolescent rapidly took his place as a responsible person in work and in the establishment of a home, the instruction and education received in the elementary school system was to a considerable degree sufficient. The community pressures kept him in line and his doubts succumbed to this group pressure. The rural as opposed to the city child has more occasion to see and feel the powers of the universe about him and thus to carry over his religious beliefs as to the might and power of the Creator. Even today churches receive greater support and are more meaningful in the lives of people in our suburban areas than in our distinctly urban ones. The city child accepts the inventions of man as of more importance than anything God has done. The city-bred child rarely questions radio as to its ultimate. He thinks he can control it by merely turning the knob. To him the radio, the machine in the house, is radio. The forces of nature with God as their author rarely enter his mind. On top of this the adolescent if he studies science comes to identify the open mind of the scientist who knows that his basic assumptions are all too frequently mere hypotheses with skepticism, with modes of thought he carries over into all fields of activity.

Of course, other factors as a result of the socio-moral transition that has occurred in recent times have added to the religious doubts of the adolescent. The concentration of wealth in the hands of the few and the urban church's hesitancy to come to grips actively with the ideology that makes this possible, together with the tardy and timid discussion of the encyclicals, has weakened the faith of many in the Church as an institution and indirectly in religious beliefs and values.

The failure to prosecute effectively and consistently a thorough-going youth program has continued to permit adolescent energies to find their outlet in unhealthy

moral ways. Family life, as a result of our business and factory systems, together with the employment of women as a result of such an economic order, has left the child and particularly the adolescent without control. Yet at the same time little to nothing has been done to teach the adolescent how to use his new found freedom in a constructive way.

Delay in the age of marriage has brought about greater moral dangers in the field of sex. This, together with the loosening of restraints in the general community life, has caused many an adolescent to question the Church's teaching on the subject of sex and purity. Such doubts are then resolved, in many instances, through giving way to temptation or through the development of moral scruples in this field of sex. In city life, too, and that to a far greater degree than is true of rural communities, there is a constant bombardment of religion and religious values. This comes not only from the Communist and pink-radical groups but also from the so-called liberal intelligentsia. The numerous systems of theology to which the modern adolescent is exposed further add to his confusion, but more important is his recognition of the fact that many who profess his religion and may even be its accredited ministers deny practically all fundamental religious concepts to say nothing of Christianity. So from no belief in a God to salvation through faith alone and predestination (to heaven of the favored few), to belief in the religion as founded by the Master and taught by His Church, the youth of today is apt to take his choice dependent not on reasoned conviction but on emotional bias. That ignorance and emotional bias rather than reasoned conviction determine the morality of many of our youth today is well evidenced in the findings on questionnaires relating to ethical, moral and religious matters. "Birth control is considered legitimate," "Communism should be given a trial and an open mind be kept about it" (that in face of its history over the years in Russia); "One may or may

not believe in God, it does not much matter," are commonly expressed opinions.

To be sure, many teachers are dissatisfied with the present state of affairs in moral development of adolescents. The public school teacher is forbidden to teach religion although she attempts through such ways as may be open to her to teach a social morality. But such a morality is a changeable thing as we have already shown—it changes with time and place. Only a morality based on man's responsibilities to God and to his fellow men is a sound morality. But such a morality is basically religious in its orientation. Religious training and education are therefore necessary for the sound development of a moral code. Youth, however, being unable to generalize must needs have such training in a much fuller and deeper manner than now given if the moral formation of the adolescent is to be assured.

## Study Club Questions

1. Whence does the child get his ideals and standards of conduct? Whence his religious notions and beliefs?
2. Why is more and better religious instruction needed today than formerly?
3. Discuss the need, from the viewpoint of the adolescent's moral life, of a practical youth program.

## Chapter V

# Mental And Intellectual Developments Of Adolescents

Many problems relating to mental developments in adolescence are highly controversial. Undoubtedly development is not uniform from any one year to the next in either the child's or the adolescent's mental growth. Moreover, just how or when a specific maturation takes place may vary in the sexes and from individual to individual. It is important, too, to point out that as far as it is known there is no new mental ability that makes its appearance at adolescence. Rather there is a gradual development, not necessarily uniform in speed and degree, in the abilities of man from childhood to maturity.

Now, when one comes to study the changes that may occur in, let us say, sensory capacities one finds relatively little that is independent of other functions and factors. For example, sensitivity to pain is said to decrease from childhood through adolescence. However, it is also a fact that an individual's response to pain varies with his total outlook on life. The adolescent as a rule is more given to stoicism than is a child. Then, too, such a factor as the thickness of the skin may play a role in one's reaction to sensory pain. On the other hand, certain sensations may and do take on an added and deeper meaning at adolescence due to emotional and social factors incident to the age. In general, one would say that in childhood, sensations are strong and that a child's reaction is typically a response to concrete sensations. As adolescence advances and intelligence matures, the response is more in keeping with the piled up experience and knowledge. All that this means, in the final analysis, is that our mental operations are not independent variables but intimately related for whenever an action takes place in man it is the *whole* man that acts.

Time was when it was thought that memory, imagination, reasoning were individual mental abilities more or less independent of each other. They were referred to as *mental faculties*, each, as it were, functioning by itself and so possible of being trained independently of all other powers and abilities. This eighteenth century psychologizing must not be confused with the concept *faculty* as used by the schoolmen. In Scholastic philosophy the term faculty means the ability of the mind to perform a certain operation or its capacity to undergo a given activity.

One such mental power or ability that develops with adolescence is imagination. Anyone who has had occasion to read children's compositions and to compare them with the writings of adolescents must have been struck by certain marked differences. The child's composition is written in a distinctly prosaic fashion. True, as previously noted, one child will differ markedly from another. However, the adolescent will embellish his tale. Descriptive adjectives, many of them superlative, will be generously used. Emotion will be more skillfully expressed. He may even express his thoughts in poetry and through the use of his imagination he becomes creative.

One's imagination may run away with oneself. Through it one may be lost in reverie and in unhealthy phantasy formation and lose contact with reality. This is apt to happen to the unhappy adolescent who has no one to confide in. Punishing such an individual for his day-dreaming and lack of attention may cause him to withdraw the more into his unhealthy phantasy world wherein he experiences only pleasure. So instead of a doer he becomes a dreamer.

On the other hand, all day-dreaming is not unhealthy. As we have already said, through the use of one's imagination one becomes creative. Many a person seemingly lost in reverie is recalling past sensations and building them into new combinations that lay the basis for great inventions or discoveries. Such day-dreams

keep in touch with reality and are not entered into for the sake of escape and to obtain pleasure in an unreal world.

Although day-dreaming may interfere with attention, yet the power of sustained attention increases during adolescence. There are certain factors that influence this growth of attentiveness. First of all, the ability to see many things, or many relations, in the object attended is of prime significance. This is an intellectual as well as an age factor. The older and brighter child has a wider range of experience and knowledge than he had as a younger child so that the object to which he attends is more likely to be richer in meaning for him. A second important factor in the matter of sustained attention is the emotional factor. One is more apt to attend to that which is affectively pleasurable than to that which is annoying. Practice in voluntary control of one's attention is still another important factor that needs to be taken into consideration. Interest and ambition, one's mind-set, will, therefore, influence this function. This means we must have a purpose which we set out to reach. Voluntary interest is built through our desire for a thing. The value that we place on a thing will determine our attention. Hence, attentiveness is bound up with values. The adolescent who values an education and has the requisite intelligence to achieve his ambition will be a greater student because of his attentiveness than a student of like ability who has no such driving desire and hence permits his attention to fluctuate.

Memory, too, tends to improve in adolescence and particularly *logical* memory. The adolescent both because of wider interests and greater attentiveness and, therefore, a piling up of experience and knowledge, is more able to see logical connections and thus to unify memories into systems. This type of memory is to be distinguished from *rote* memory which is more a physiological than a psychological function. Drill and the plasticity of the nervous system are the basic factors in rote



memory formation. But only as the youth's interests widen and his experience increases does he come to see the logical relationship between ideas. It is this failure to understand relationships that makes many an inherently bright individual appear dull.

This, then, brings us to a discussion of intelligence and the intellect. Although it is an accepted fact, as Aristotle long ago explained, that there is nothing in the intellect which was not first in the senses, yet the intellect uses no organ. It is *anorganic*. The brain is not the organ of the intellect. Intelligence is a function of intellect. All men have intellect but their intelligence may vary from idiocy to genius dependent on the development of the brain, and its effectiveness as a result of the training received. Now, the adolescent has no more intellect than when he was a child but he does have more intelligence. He can think to better effect; he sees logical relationships and analyzes them, thus finding the solution to situations that present themselves. This ability, of course, varies from adolescent to adolescent.

Intelligence tests aim to test first of all what intellectual abilities one has just because he is that person, that whole man. To be sure, no test has yet been devised that tests solely and alone one's innate ability. However, some tests come closer to doing this than others. Tests that measure how well one has mastered, let us say, the three R's are known as achievement tests.

Tests of intelligence have been widely used for more than twenty years. Hundreds of thousands of children have been tested, many thousands of them retested one or more times at varying intervals of time. As a result, statistically, one can prophesy from a reliably determined intelligence quotient what a person's mental capacity is and will be during succeeding years. It is as a result of such testing that we now have quantitative data in regard to adolescent intellectual development. One very interesting point is the seeming cessation of intellectual growth as measured by tests during the middle period of

adolescence. Usually this is stated as being at age 16, although many observers would place this cessation of growth as low as 14 years. It is further stated that all increase in ability after this age (14 to 16 years) is due to greater experience.

Although tests have many shortcomings, yet in the hands of competently trained observers they do have value. Although intelligence tests were not intended as guides of either scholastic or vocational success yet it has been found that there is a correlation between one's intelligence and one's school progress and vocational success.

It has been repeatedly found true that the boy or girl whose intelligence quotient (I. Q.) is 95 or less will not succeed in *academic* high school work. In fact, experience proves that an I. Q. below 110 does not qualify one for academic high school. Now, roughly only about 30 percent of school children are above 100 I. Q. It is this group to which the high schools now organized are adapted and not for that majority of adolescents whose I. Q.'s range from 80-110, and whose intellectual ability warrants eighth grade or at most junior high school training.

Since the World War many more adolescent boys and girls continue school. Many more enter high school. The result of all this is that the average mental age of high school students has dropped more than one year. So it has come about that approximately 25 percent of the freshman class in many large city school systems are intellectually too low to profit by the academic program to which they are being exposed. True, over these same years the content has been simplified to a great degree. Yet, however modified, only one thing has been accomplished, namely, the program now is too easy for the bright students and still too hard for these dull ones. In another chapter we shall discuss the school in relation to the adolescent more fully. Suffice it to say that it would be better to teach the youth in accord with his capacity for

learning. In this way he would be encouraged to use his ability and within his limits to reason soundly. As things now stand many of these adolescents learn by rote memory only, cramming their minds with a smattering of many things but acquiring little knowledge useful to them either now or later.

Nor must one think that all mental (intellectual) ability is solely of an academic, scholastic kind. Many adolescents are non-verbal types but nevertheless have good ability to deal with material objects present to sense. Such mechanical ability also shows an increase in adolescence. And in this machine age, training in mechanical activities is necessary if one is to successfully compete in this culture. So too, there is what has been called social intelligence or the ability to effectively deal with one's fellow-man. In the chapter on social development we pointed out how greatly this develops in adolescence. And then lastly there is artistic intelligence. The intellect then has a multitude of functions which we call intelligence. What type of function or correlation of functions may express itself is dependent on the total organism and its training.

Since, as we have previously remarked, it is the whole man that functions, it is to be expected that there will be a positive relationship between mental and physical developments. It is true that physical measures are found to correlate so slightly with mental tests that they are practically of no value for predicting mental ability or scholastic success. However, what interrelationship can be shown points to a positive correlation. The bright child is as a rule a good physical specimen and vice versa. It is the whole man that both exists and acts.

## Study Club Questions

1. Discuss the development of the imagination and memory at adolescence.
2. What values have intelligence tests?
3. Why have our high school programs been modified or "watered down" since the time of the World War?
4. Distinguish academic ability, mechanical ability, social intelligence, artistic intelligence.

## Chapter VI

# Interests Of Normal Adolescence

The term interest is ordinarily used in two senses or meanings. As a physician, a medical topic interests me. That is to say, my attention is easily aroused because of a background of knowledge in medicine. In such a case there may or may not be anything particularly pleasant about the article that has aroused my interest. However, the term interest is also used to connote the feeling of pleasure resulting from giving attention to something. Here my interest in something is a result, not a cause. It is interest, then, that makes a difference, that is of import to, and has value for one. Interest, therefore, is a driving force in one's life.

The study of the interests of adolescents is important not only because of their significance in vocational counselling but also for a wise use of leisure time. For it is just as important to prepare youth for leisure as for work. This is well recognized in modern youth programs in which attention is given not only to study clubs but also to recreation, amusement and relaxation. Such use of leisure time is usually designated play.

Numerous theories of play have been proposed. To many people, play means merely a working off of surplus energy. It is, however, highly doubtful if play is a mere working off of a surplusage of physiological energy. Play, of course, uses up energy but it is motivated by urges that demand expression. That is to say, psychological motives furnish the driving force. The steam that is let off may be energy derived from the expression of an instinct, or as McDougall would have it, from derived forms of instincts. Play is much more free and unhampered than work. End and means are more in harmony than is true particularly in modern work which to a great extent is mere drudgery. One plays because one wants to, not because one has to. Play, then, permits achieve-

ment through personal effort and skill and thus enhances one's feeling of power. Play, in brief, is a pleasant activity engaged in with a minimum of social restraints and free from conflicting impulses, thus producing a feeling of personal satisfaction in achievement.

Amusement differs from play only in that it is a passive responsiveness, not a purposeful activity on the part of the person amused. Seeing a movie, watching a ball game, reading a novel, are examples of amusement. It is possible in a given instance, as for example, a ball game, that one may experience more than amusement in that one so feels himself into the game that he actually shows purposeful activity.

As the child enters adolescence his play interests and amusements gradually change. Maturation and the social pressures bring about rather marked differences between the play interests of the child and those of the adolescent. Such play interests tend to change, some slowly, some more rapidly, as adolescence advances into maturity. One need note only such games as "follow the leader," "cops and robbers," playing with marbles, or flying kites, to appreciate the change in play interests. These games are played by practically all boys in their preadolescent years but only a few will be playing such games in middle adolescence. A ball game in preadolescence is an individualistic affair. There is little evidence of team play. Each boy wants to be the pitcher or the catcher. But with the coming of adolescence the gang appears and with it team play. As adolescence draws near to a close there is less interest in the actual participation in team play although an active interest in such group or team play remains and may furnish a source of amusement throughout the rest of life.

In recent years there seems to be an increase of interest in organized games of one kind and another. Many theories have been advanced to explain this interest. In all probability such growing interest in games is due to both a greater amount of leisure time and to

the ever increasing complexity of life, which, on the one hand, is contributing to great leisure and, on the other hand, is balking the expression of more normal and natural outlets. Athletics and organized games, play in other words, is to a great extent free from the social pressure, the end result of the complexity of modern life. Adolescents, therefore, as they become more cognizant of these pressures, turn to games and obtain relaxation and pleasure.

However, as adolescence advances there is a decrease in active participation in organized athletics. This may be due to a greater interest in activities in which both sexes can participate as well as greater conformity to the social code with less need to seek means of escape. Undoubtedly too, many participants soon find they can not measure up to the standard of performance demanded and drop out of the games. Some will continue to find amusement in witnessing games, and the antics of those who participate through "inner imitations," others will attend solely because it's the thing to do and their own feeling of inadequacy and inferiority will not permit them to appear different.

In childhood sex differences in play interests have a larger role than in middle to late adolescence. Girls play with dolls in their preadolescence and in general favor play that requires less muscular exercise. Of course, the conventions add markedly to this difference. Many more girls are today participating in the same sports played by boys than was true a generation ago. Both because of the tendency to play similar games and also because of the greater social intimacy in adolescence, there is an increasing tendency in adolescence toward activities in which both sexes may take part. One such activity is dancing. Sex attraction undoubtedly plays a large role here. Here, too, we see the effect of the social conventions so that the type of dancing may vary from decade to decade. Dancing, of course, is a kind of play. Unfortunately, however, modern dancing, because of its very freedom

from social restraint and because it brings into such intimate contact young people of opposite sex who consciously may be motivated by a desire for a marriage partner, may be morally corrupting. For this reason the conditions surrounding the dance must be of the highest order so that the ideals of the dancers are not further lowered by evil influences.

One of the most common amusements of the day is the movies. Here, too, we see age and sex differences. Movies are frequented more by the preadolescent than the adolescent and they are liked better by girls than by boys. Boys are more interested in athletics than in movies in their daily teens and later, social activities displace the movie. Although girls at all ages like the movies more than do boys, yet dancing and "dates" displace the movies in their lives in later adolescence. There is a difference, too, in the kind of movies enjoyed by the sexes. Adolescent boys prefer adventure, sports and comedy to romance and tragedy. Girls, on the other hand, give first place to romance and are but little interested in adventure and sports.

Movies undoubtedly influence dress, manner, gestures and how to act, as well as arousing impulses to crime, sexual urges and other emotional upheavals. The movies are molding attitudes to life and the social institutions. And since the 'educational' film ranks very low in the list of pictures liked by either sex it is more than likely that in general the influence of the movies is not a wholesome one.

Reading for pleasure is another amusement that shows a decrease in adolescence. Here again the desire for social contacts is the chief cause for the decline in interest. Just as in the case of the movies so also in reading interests there is a difference in the sexes. Girls turn to fiction sooner and find it more interesting than do boys. Boys prefer books on adventure, travel and sports to fiction and are rarely found reading those listed under girls' books. On the other hand, girls not



only express an interest in but read those listed as boys' books.

Adolescents, however, are not solely and alone interested in play and amusement. The question of vocational advice looms large in the thought of the adolescent boy and girl. And with the passing years in our time it has become increasingly more baffling and perplexing.

The influence and pressure of the parents play a big role in vocational choice. Unfortunately, this influence is not always a safe and sound one. It may be that the parent wishes his child to do what he himself had always wanted to do but could not. Or it may be that the ambitious parent is desirous of his child reaching a higher rung of the ladder than he was able to reach. In such an instance the child is but a tool in the drive of the parent. And should it happen, as it so frequently does, that the child has neither the interest nor the ability to measure up to the demand of the vocation, failure only awaits the adolescent.

All too many young people today, realizing the difficulties ahead, are making the mistake of just drifting into the first job that comes along or preparing for one that merely continues the school life and school days. The world for such presents too many hardships and difficulties and so they seek to escape it by not coming to grips with a work adjustment. Then there is the adolescent who has come to look down upon all honest toil and views his work career solely in terms of social station. Ninety percent of the high school students are looking for white collar jobs although only about 10 percent will find employment at such jobs. Others again, think only in terms of income, or security of tenure.

Vocational choice generally is not permanent in early adolescence although some young people make up their minds early and consistently stick to it. However, since so many adolescents have no real knowledge of vocations it is not surprising that many change their minds from year to year. In general, the more intelligent

boys know what they want to do and work fairly consistently to achieve their ambition although even such may have to change their choice for want of an opening. The more intelligent girl, however, shows less permanency in vocational choice than her intellectually inferior sister. Here again social factors play a big role. Comparatively fewer opportunities exist in our industrial civilization for girls than for boys even though that same civilization is destroying her interest in the home and family.

In view of the value of interests in serving as an exploratory function it is desirable that adolescents have contact with many worthwhile activities so that thwarted in one field substitution may be facilitated. However, the interests aroused in activities should be proportionate to the individual's capacities and thus broaden and yet integrate the personality.

Today there exist numerous interest inventories and questionnaires. Such questionnaires not only have informative value but may have stimulative value as well. Among the best known of such inventories are *Miner's Analysis of Work Interest*, *Strong's Vocational Interest Blank*, *Garretson and Symond's Interest Questionnaire for High School Students*, to mention only a few. The information received in this way is of considerable value to the competent vocational counsellor and thus an aid in preventing the vocational fitting of a square peg into a round hole.

## Study Club Questions

1. Explain the term "interest."
2. Why is the study of adolescent interests important?
3. What are some of the main theories of play?
4. How does amusement differ from play?
5. What are some of the chief differences between the play of the small child and of the adolescent?
6. How can the interests of adolescents influence their "choice of a vocation"?

# Factors In Juvenile Delinquency

## Chapter VII

Delinquency and crime present problems of tremendous importance to the student of adolescence. Delinquency has its highest incidence in the early years of adolescence and crime today to a great degree is committed by youth in the late teens and early twenties. The public generally thinks of the delinquent adolescent in terms of juvenile court appearance and committment to correctional institution. However, there are undoubtedly many more adolescents who have been delinquent and have never been taken to court than such as have been arrested. Then, too, there are even more who are delinquent in behavior and conduct but not to such a serious degree as to warrant arrest and a court hearing, formal or informal.

Over the years three theories, or rather points of view, have been proposed for the interpretation of delinquency. The first of these is the type theory. Lombroso, an Italian criminologist, is the father of this theory. For Lombroso the criminal was a throw-back to an earlier kind of man—one more primitive than man today. This type of man he thought he could identify as one possessing a peculiar pattern of physical and mental make-up. Projecting ears with the lobule attached, not free, large cheek bones, receding forehead, prominent lower jaw, these were some of the physical characteristics Lombroso described as belonging to the criminal type. Mentally, he believed them lacking in moral consciousness and to be below par in the appreciation of pain and sympathetic feeling. But the more Lombroso worked on his theory the more he was forced to modify it. Today the consensus of opinion inclines to no belief whatsoever in the "born criminal," although evidences of degeneration may be found in many criminals.

Another theory is known as the *native defect* theory. This theory is variously stated. According to one concept, the delinquent is thought to be deficient in moral sense. In some countries, as for example Great Britain, such defectives are known as moral imbeciles. In no sense is it possible to quantitatively measure moral sense as one does intelligence. True one does find individuals who seem to lack ability to really understand the moral and social code. But much more study is necessary before one can truly say such individuals are inherently morally defective apart from a general mental defectiveness. It may be, however, that when the pendulum swings back from the present reaction to thinking in terms of instinct that research will delineate more clearly moral differences and a morally defective type.

Much more emphasis has been placed by those holding to a native defect theory on intellectual inferiority as a cause of delinquency. In the early days of mental (intelligence) testing a very high percentage of feeble-mindedness was found among delinquents and criminals. This was due to several reasons. First, a lack of knowledge of the normal distribution of intelligence; second, the wish was father to the thought (findings) and last the fact that mental deficiency might be—and is—a contributing factor but not necessarily the direct cause.

That mental defect does contribute causally no one can deny. The mentally retarded child often comes from a home where the parents are not too high grade or where he is not given the training so essential to normal social and moral conduct. The presence of the defect makes such a child less capable of profiting by experience. Hence such a child needs more training in making moral and social judgments than the normal person. Usually, however, his training tends to arouse emotional reactions of hostility and unhappiness. The school training of such a one often does nothing other than foster conflict and engender hate. The end results all too often in delinquency. It should be understood, however, that

mental defectiveness is never the sole factor in delinquency.

Another concept involving the native defect theory of delinquency is that of constitutional inferiority. In our present state of knowledge there is place for such a concept. Examinations do reveal certain persons to be below par in their general functioning. Unfortunately this category of constitutional inferior has served as a sort of waste basket—every other state or condition excluded the diagnosis of constitutional inferior. The degree of such constitutional inferiority varies from person to person. In general, such a condition is incurable. It may, however, be ameliorative and hence one should not be too pessimistic about the outcome.

The third theory might well be called the *functional* theory. Probably this can best be stated by saying that delinquency occurs when certain types of environment act upon certain types of individuals. In other words, in the majority of cases the delinquency is neither wholly inherited nor wholly acquired.

The question now can be asked, "Do the roots of delinquency and crime lie in adolescence?" The answer is they do not. The fact that overt delinquency and crime do have a higher incidence at adolescence than at any other age period does not mean that such behavior first began at that age. Just as in the contagious diseases of childhood there is an incubation period during which the disease is not plainly evident, so also in delinquency there is an incubation period. Adolescence is a period in the life growth of an individual when the organism is under great stress. The individual at this stage is less well integrated. Just because this is so is the reason that the undercurrent of emotional disturbance can break through readily and produce the behavior called delinquency. And just as in a contagious disease there is increasing disturbance, such as malaise, loss of appetite, fever, before the rash appears that characterizes the di-

sease, so also there are premonitory signs and symptoms of delinquency long before adolescence is reached.

Delinquency, in most if not all cases, is an expression of emotional difficulties of which the individual may be, to a greater or lesser degree, unconscious. One fruitful cause of such emotional conflicts grows out of the broken home. Generally one thinks of the broken home as caused by death, desertion, divorce, separation, imprisonment or chronic illness necessitating the removal of a parent from the home. But there is also another type of broken home, namely, one in which there is little or no love or affection between the parents in marriage and an unhealthy attitude toward the children. It is this latter condition that is the important one.

The neglected child, the physically or emotionally abused child, the child who develops strong feelings of inferiority, or he who comes to feel not wanted for whatever cause, is the child who may in his adolescence become delinquent. It must not be overlooked that how the child feels is a much more determining factor in his behavior than what others may feel about him or his situation.

The home, then, is the starting point not only of normal behavior but also of neurotic and delinquent behavior. Upon the home rest grave responsibilities. Delinquency is an expression in conduct of the failure on the part of the family to provide emotional ties that make for a feeling of security.

At adolescence the child will not only feel his situation but he will also want to do something about it. If he has never felt himself loved and secure in the affections of his parents and teachers, he will never have experienced any reason for relinquishing his personal desires in the interest of parents or teachers. This lack of ability to renounce personal strivings for society's sake is a characteristic of delinquents. This is why one reads that the characteristic traits of the delinquent are self-centeredness, exaggerated acquisitive impulses, a lack of sensitiv-

ity to social approval, temper outbursts. All such traits are expressive of a lack of self-discipline, self control and an absence of knowing how to live in harmony with others.

Next to the home the neighborhood is of great importance in conditioning delinquent behavior. "Bad" neighborhoods can be said to be of three types. These are business districts, manufacturing districts and areas of the city or district in which the population is in the process of changing.

A business district does not cater to children—there is no supervision of them. But, on the contrary, there are numerous opportunities for pilfering and shop lifting. A manufacturing district is an unwholesome residence district in that only those who cannot or will not live elsewhere will live there. Such neighborhoods are unaesthetic in sights and smells. They, generally speaking, lack parks and playgrounds. Because of the nature of the population such areas often attract the criminal groups and serve as hangouts for them. Saloons, houses of prostitution, cheap dens and dives flourish in such localities. Children brought up in manufacturing areas consequently see the vulgar and immoral all about them, thus influencing their ideals and conduct. For the adolescent, the behavior observed becomes the thing to imitate. It is his notion of adult grown-up-behavior. Thus "toughness" and criminal activity is engendered.

In areas of shifting population the child and adolescent come to witness the breaking down of tradition and social solidarity. As the population changes and those of a different nationality or socio-economic status begin to move in, all social cohesion breaks down. Quarreling among the adults of such different groups is common. Codes and mores may differ radically. Antagonisms based on race, color and religion are frequently found. Competing gangs are formed with the purpose of "class" warfare. As a result delinquency rates are almost always higher in such areas than in areas of stability and

social cohesiveness. The group mores is a tremendous factor in influencing adolescent behavior.

The gang is said to be a factor of importance in delinquency. However, it is difficult to prove that the gang in itself is a cause of crime; rather it is a factor in the development of delinquent attitudes and conduct. Although a gang in the course of time may become delinquent as a group this is not the typical finding. The delinquent gang is more often than not made up of individuals whose behavior was delinquent previous to their joining the gang. This is in keeping with the adage that "birds of a feather flock together."

The school may quite definitely contribute to delinquency. It would take us too far afield to discuss here the change in public opinion concerning school attendance. Suffice it to say that from relatively few children attending school past the fourth or fifth grade in rural America, we now have the majority attending under our present compulsory education laws. The dull child or the non-academic, non-verbal type of child must remain until he is sixteen or eighteen, depending on the particular State's compulsory age attendance law. The rigidity of the curriculum—the insistence on a 3R type of education—makes such a child's adjustment to school difficult if not impossible. The pre-adolescent and adolescent tends to revolt. Bitterness and hostility directed against parent and teachers is the outcome. This destructive attitude is carried over to the larger environment and delinquency and crime is its expression in conduct and behavior.

In recent years there has been much said and written of the possibly degrading influence of attendance at movies. It is extremely difficult to get an accurate estimate of the effect of movie attendance. It is highly questionable whether any movie is a *direct* cause of a delinquent act. Undoubtedly the delinquent may have gotten ideas from witnessing a movie which he later put into action in some delinquent deed. Movies do tend to create



a false sense of values and evil suggestions are obtained from the pictures. Then, too, the technique for committing a crime may have been acquired from witnessing a movie picturing such an act. Sex delinquency also may be stimulated in the already predisposed individual by some of the movies. In general, one may say that certain types of movies witnessed by an impressionable maladjusted adolescent are a contributing influence to delinquency.

Certain physical disease states are productive of profound personality changes. Encephalitis lethargica—the so-called sleeping sickness—is a factor of considerable importance in the production of delinquent behavior because of the conduct and personality changes that are induced by it. Depending on the area of the brain most seriously affected and the past personality integration of the afflicted individual, this disease exhibits many forms. Of particular concern to us are the conduct and behavior oddities. Adolescents so afflicted become erratic and impulsive. In such cases there seems to be a loss of the ability to intellectually control their conduct. They tend to be at the mercy of their disordered emotions. Although knowing right from wrong—their intelligence does not necessarily show any deterioration—thus knowledge now fails to influence their conduct. This disease tends to produce a markedly disorganized personality. As a result, delinquent, anti-social acts are committed. Behavior such as an untrained child might quite logically show, is very apt to get the adolescent into conflict with society and its legal representatives. Unfortunately, too, extreme forms of such behavior and conduct disturbance may follow a very mild, even unrecognized, infection. The diagnosis in some of these cases is made only after the appearance of such marked personality changes and the findings then in evidence.

Another disease state that must not be overlooked wherever behavior oddities are encountered is epilepsy. Now strictly speaking, epilepsy is not a disease but a

symptom of some underlying disease. Hence one ought to speak of the epilepsies since such disturbance can occur in many different diseases. Much has been written about the possibility of an epileptic personality and that the symptoms that characterize the epileptic occur only in one so predisposed. Such an epileptic personality is said to manifest itself in attitudes of self-centeredness and in recurrent spells of temper outbursts with little motivation. Irritability and resentfulness, a feeling of not having a fair chance, are commonly encountered in the epileptic. When, in addition to such personality disturbance, one considers society's attitude toward epileptics, it is not difficult to see why they may become rebellious and defiant and then express such attitudes in overt delinquent behavior. To be sure, the total number of cases of encephalitis and the epilepsies is relatively small as compared to the total number of delinquents. But it is manifestly unfair to overlook such disease states in any discussion of the factors in juvenile delinquency. Treatment to be effective must understand and deal with all the factors involved.

## Study Club Questions

1. What is to be said of the following three theories of delinquency: The type theory; the native defect theory; the functional theory?
2. Do the roots of delinquency and crime lie in adolescence?
3. What are some ways in which a home may lead to delinquent behavior?
4. In what ways does a community condition delinquent behavior?
5. How does the school at times contribute toward delinquency?
6. What physical diseases are factors in delinquency?

## Chapter VIII

# Personality Disturbances Of Adolescents

The adolescent years are prolific in emotional disorders. Adolescence is a period of relatively loose integration. Those stable in their pre-adolescent years are more likely to pass through adolescence and into maturity in a healthy fashion. Unfortunately, however, there is a fairly large number of adolescents who experience a storm and stress period of sufficient moment to be termed abnormal. In other words, all gradations of emotional deviations may be encountered. Most adolescents will come through more or less normal—the difficulty comes in defining what one means by normal. Some adolescents, however, a percentage variously estimated from 3 to 15, will become neurotic and even psychotic.

The late Alfred Adler made much of the "life style." By this he meant that a person's method of reaction is noted in his earliest childhood and that he continues to use that method throughout his life. If this be so, it is at once apparent that a knowledge of the individual's early childhood will throw light on his adolescent behavior. In fact, one may say that early childhood and adolescence have much in common; adolescence tends to repeat, modified somewhat to be sure, the development of infancy. The boy or girl who was unusually shy and supersensitive as a little tot is the adolescent in whom these traits will cause difficulty. Self-consciousness is heightened at adolescence due to the rapid changes in both physical and mental make-up that occur. The adolescent longs for social approval. The shy, sensitive youth, however, is even more than normally fearful of exposing himself to the possibility of being ridiculed. As a result he may attempt compensations in a neurotic manner. Indeed, oversensitiveness is a serious condition. Certainly it is never wise to try to "kid" or cajole such a

one by forcing him into situations where he must display his weakness and such action will but heighten his feelings of inadequacy and may cause him to retreat completely from reality into a phantasy world of his own creation.

Jung, the founder of the school of *analytical psychology* divided human beings into two types. They were either introverts or extroverts. Now it is doubtful if one can fit people so nicely into such categories. Probably it would be better to say that mankind exhibits some such general trends or modes of reacting. Very simply stated, Jung believes one type of person turns his interests inside himself, and the other type turns his interest outside himself. One, then, is subjective, the other objective. For the introvert subjective determinants are not only the important but the decisive ones. For the extrovert, objective relations are the important and decisive factors.

Now, the shy, sensitive individual belongs to the introverted type. It is not wise, therefore, to try to force such a person into a situation calling for extrovert characteristics. It is, then, a fallacy to believe that the introvert, who may have turned to books as a compensatory measure, *should be made* to indulge in social activities and group games and sports. Rather what he needs is understanding of his nature and not efforts that will drive him further from objective relations as a mode of orientation. Too much entirely has been made of socializing through extrovert modes of reaction. Extroverts, generally speaking, look upon the introvert as lazy, or as a snob who feels himself too good for and is too critical of his fellowman. So treated many of this type will react to their conflicts by becoming oversensitive, moody and give way to marked feelings of inferiority.

These reactions, therefore, not the original introverted nature, are a real menace to mental health. For a neurotic is at bottom an overemotional person. Neuroses are emotional in origin. The neurosis makes its

appearance when the emotionally unstable person meets a problem to which he cannot adjust himself in a normal manner. In other words, there are two factors entering into a neurosis, the individual's own temperament, which is dependent on his constitutional make-up and his training, and the existence of a conflict which has caused a chronic emotional strain.

There is a type of personality disturbance which is characterized by fatigue, various poorly defined physical complaints and a feeling of depression. This condition is called neurasthenia. Fatigue is an ever present symptom. Often it is ascribed to overwork. This, however, is not the case, at least not in the sense of physical or intellectual overwork. The exhausted condition is due to the individual's inability to solve his conflicts. Anxiety and worry over conflicts can be more fatiguing than a day's hard work in school or on the playground. The neurasthenic usually shows a withdrawal reaction. He is socially isolated. He is too preoccupied with his own problem to engage in social activities. His time is taken up in ruminating over his conflict but about which he really does nothing.

Since the neurasthenic has no normal mode of reducing tension he is often given to masturbation. This is a symptom in his illness and not the cause of it. Then, too, he is preoccupied with the functioning of his body as a whole or with certain specific organs. This is further evidence of his self-centeredness and is to be interpreted as a somatic repercussion of psychic (emotional) activity and not an actual disease of the organs complained of. In fact, somatic treatment often intensifies the mental symptoms rather than cures them. It is not difficult, therefore, to appreciate the neurasthenic's feeling that life is not worth the living and that his mood is one of irritability and depression.

Hysteria is another type of response made to, for the patient, an insoluble emotional difficulty. Now hysteria is a very complex medical entity and so we shall

discuss it but superficially. Hysteria can simulate almost any illness. And so one may find sensory disturbance, such as pain in any and every conceivable site and organ of the body varying in all degrees of intensity and duration, all in the absence of external stimuli. Then, too, there may be loss of sensation or anesthesia. Such loss of sensation is often of one half of the body with sharp margins separating the anesthetic from the non-anesthetic areas, or it may be of the classical glove and stocking variety. The striking fact is such areas do not correspond to the actual nerve distribution to the parts affected. Frequently one finds disturbances of vision and of the other sense organs, such as hearing, taste and smell.

Various paralyses may occur. These affect legs and arms most frequently. Convulsive seizures, too, may occur. In fact, the wealth of symptomatology is an outstanding characteristic of hysteria. Inability to speak, tics of one kind and another, abdominal complaints associated with vomiting or other disturbances of like nature all can and do occur. So also various psychic phenomena such as sleep walking, amnesia, (memory disturbances), dual and even multiple personality states and hallucinations may be encountered.

Basic in this type of illness is a mental conflict which the individual has not been able to solve in a normal manner. Undoubtedly it takes a particular kind of personality, probably one showing some constitutional weakness, to become an hysteric. The hysteric tends to identify himself with some other person in order that he may fulfill some wish or desire. His symptoms express symbolically such wishes or desires. The matter, however, is not as simple as that may sound for all of this is not in clear consciousness—it is not done deliberately—it is unconsciously motivated. Suffice it to say that the symptoms also express a certain punishment for such desires or wishes. The symptoms, then, are compromise measures through which the individual gains his desires yet

is punished for desiring them. One point, too, it is important to remember, namely that the individual so afflicted usually gains something in the concrete world of fact and such secondary gain from illness may, for example, net him sympathy or escape from an intolerable situation and he may wish to continue ill because of such secondary gains.

Another type of neurotic disturbance encountered in adolescents are the obsessive-compulsive neuroses. The compulsion is an ever recurring idea or act, which to the individual so afflicted may be appreciated as foolish, but which nevertheless he must continue or carry out or be possessed of an uncomfortable feeling of tension within himself. Obsessive thoughts such as that one may kill someone, or that one might become infected with germs, or thoughts which concern themselves with obscene or blasphemous ideas, are common. Scruples are an indication of such obsessive thinking. Such thinking may lead to action of a compulsive kind. For example, the individual may be obsessed with the doubt whether or no he has locked the doors and as a result make numerous trips back and forth yet never really satisfying himself.

Certain social behavior is distinctly compulsive, such as the compulsions to steal, to set fires, to exhibit oneself, to drink, etc. One thing is certain, the individual so afflicted cannot unassisted aid himself to any great degree, neither can he be reasoned out of his peculiarities. He knows they are foolish but he cannot without destructive internal tension control himself. Such disorders, then, are due to conflicts and in this type of neurosis are deep seated in nature.

Much has been written about the constitutional psychopath or psychopathic constitutional inferior. Unfortunately, this label is frequently attached when a more careful study would have led to a totally different diagnosis. However, in our present state of knowledge there is room for some such concept as constitutional psychopathic states. It covers, then, a multitude of abnormal

states. Such persons are usually genial, likable individuals but they show an utter lack of responsibility so that they are childishly unable to control themselves. They just cannot accept responsibility. They do not seem to learn by and through experience. Someone has described them as rubber balls that bounce back to their original state regardless of the impacts with life experiences. At home and at school they are not amenable to discipline. Punished one day for their transgressions they repeat it the next and totally lack insight into why one feels that they did wrong. At work such characters lose their jobs due to their irresponsibility and accuse their employer of being unfair. Such persons may be found among the labor agitators who see only the injustice of the employer. In brief, then, the psychopath retains an immature and uninhibited personality. He fails to grow into emotional maturity.

There are two classes of serious mental disease—psychoses—that we must now consider. The first is dementia praecox or schizophrenia. Once this disease was called adolescent insanity because its victims are so often of that age. Invariably one finds abnormalities in the emotional life of the schizophrenic together with an apparent loss of intellectual interests. In fact, there is a splitting of the psyche—this is the meaning of the term schizophrenia. These individuals do not meet their difficulties openly and frankly. Rather they tend to be shy and seclusive. They do not make friends easily and do not confide in them. Their type of personality is often referred to as a “shut-in” personality. Undoubtedly this type of personality rests upon mental conflicts tending to faulty habit formation and instinctual maladjustments and results in a continuous inability to adjust, thus bringing about unhealthy biological reactions.

The second serious mental disease is manic-depressive psychosis. This illness undoubtedly rests upon a constitutional basis. The victims of this disease are characterized by wide mood swings. The boy or girl who is



the "life of the party" may actually be a hypomanic; the rather marked pessimistic attitudes of another but evidence of a mild depression. More serious are the periods of elation on the one hand and the melancholic ones on the other hand. It is, of course, possible for one suffering from this disorder to have abnormal mood swings only of elation or of depression with quite normal moods in the interval.

There are many other emotional states which may occur in adolescence. Those discussed, however, are the more common ones. Our purpose in presenting them is for the sake of pointing out the seriousness in refusing to recognize such peculiarities of personality and seeking aid for them at the earliest possible time. Parents and teachers all too frequently still believe that children and adolescents so afflicted will grow out of it. Unfortunately this is not the rule, rather, the underlying attitudes become more fixed and the symptoms more pronounced with time.

All children and adolescents showing such peculiarities of personality should be sent at the earliest possible moment to a competent psychiatrist or a child guidance clinic for observation and treatment. Delay is fraught with danger.

## Study Club Questions

1. What is the meaning of the term "life style" as used by Alfred Adler?
2. Distinguish introvert and extrovert types.
3. What are the characteristics of a neurasthenic individual?
4. How does hysteria show itself?
5. Explain what is meant by obsessive-compulsive neuroses.
6. What is meant by a constitutional psychopath?
7. Define the two mental diseases, dementia praecox or schizophrenia and manic-depressive psychosis.

## Chapter IX

# Educational And Vocational Guidance Of The Adolescent

It is a well known fact that individuals differ in intellectual capacity. From the standpoint of intelligence they may be divided into idiots, imbeciles, morons, borderline defectives, dull normals, normals, superiors and geniuses. Idiots and low grade imbeciles are not to be found in school at all. The low grade moron drops out, generally speaking, before high school is reached or is to be found in the special classes for the retarded school child. In this chapter we will not concern ourselves with such intellectual deviates. We shall pay particular attention to the "dull," and the very bright or "brilliant;" that is to say, to the somewhat retarded and the distinctly superior adolescent.

Now schooling in itself is selective in effect. Children who in the elementary grades were at the bottom of their class, due to their intellectual retardation, will have dropped out of school by the time the junior high school is reached. And so there will be a gradual falling down into a lower place of those next higher at any given time during the years from school entrance to the attainment of high school standing. That is to say, those who were considered "average" pupils in the early grades will be in the lowest category at the time high school is reached and the "bright" pupils, most of them, will be just average pupils in the high school. Put in another way, this means that a higher and higher degree of intelligence is requisite for school achievement from the grades through the university. But it is this selfsame selective effect of schooling which is so much misunderstood and out of which misunderstanding grow the problems met with by the educational and vocational adviser.

Let us consider first the dull adolescent. It is only in relatively recent years that he has become a high school problem for the simple fact that only in relatively recent years has he come to high school. The dull pupil previous to the World War was not found in any considerable number in high school. Since the Great War, however, more and more of these dull adolescents attend high school. This is due to several factors, chief among them the high age school attendance law together with child labor laws and the general dearth of jobs for youth. Then also, the American ideals of more and more schooling has had its effect in giving these youths too the impression that mere schooling in itself was desirable.

The borderline and dull normal adolescent in the grades learned slowly but could with drill and yet more drill learn the material presented. Most of it at that level is factual and it can be learned by mere rote memory. But when at the junior and particularly at the senior high school level the matter presented tends to become more abstract and theoretical the dull pupil is lost. He is a non-verbal non-academic person. The curriculum of the average high school was never intended for such an individual. As a result of his ever increasing academic failure his sense of inferiority deepens. Hence he becomes discouraged, disillusioned and unhappy. All too often one can add, and delinquent too. In school he is a failure. This unfortunately as a school attendant, carries over to his extra-curricular activities both because of his feelings of inferiority and the reaction of the brighter pupils toward him. As a result even in fields in which the dull adolescent might achieve success he finds himself not wanted.

Just because he is mentally dull, he will grasp relationships slowly and with difficulty, his attention span will be short, his imagination limited, his interests narrow, his reasoning and judging ability poor, his power to generalize weak. No wonder then that in an urban complex civilization his ability to form a strong moral code

seems limited. His failure to live up to the code is not of necessity due to immorality but rather to amorality—he is unable to grasp the underlying concepts and to generalize therefrom. Such a person tends to be dependent on others to keep him in line. But our civilization is not longer homogeneous. Culture conflict tends to be the rule particularly in the environment in which so many of these dull adolescents live. Instead, therefore, of coming under the influence of others who would keep him in line and acting according to the moral code, we find all too frequently that he falls into the hands of the unscrupulous and becomes, if not the doer of the misdeed, at least an accomplice. Due to his dullness, however, such an adolescent cannot and does not grasp the idea that his behavior as an accomplice is equally as wrong as though he committed the deed himself. Such power to reason and to draw conclusions he just does not possess. Yet, knowing right from wrong learned as it were as a rote memory exercise, he is held equally culpable.

Now need the dull adolescent be an educational, moral and socio-economic failure? Our answer, of course, is he need not be, provided he receives the proper training. The special schools for the retarded child as well as the colony schools for the feeble-minded have shown that many of the pupils trained in them have made good social and vocational adjustments in the community. But such children receive a differential education more adapted to their abilities; a training that tends to integrate the personality, not to disintegrate it as does the now commonly accepted school program. Educationally, then, the dull adolescent needs a school program adapted to his needs. He needs comparatively few academic skills. He does not need algebra nor Latin, physics or chemistry. He is not able to grasp and fruitfully apply such subject matter. The traditional curriculum should be scrapped; it is wholly irrelevant.

The curriculum for the borderline and dull adolescent should first of all center about a review of the

essential skills in the elementary curriculum. He needs to know how to make change, to keep a simple budget, something about installment buying and so-called personal financing agencies—the loan sharks. Will his budget permit buying on the installment plan? What is the rate of interest charged by the majority of small loan organizations? Practical problems such as these based on factual material are important problems in the lives of such dull individuals. The loan sharks today thrive on their kind. In English he needs to learn how to write a simple personal and business letter. Further, he should receive some training in what magazines and newspapers he may find unbiased reports and which kinds offer only biased accounts. The dull person, because he is limited in reasoning ability, is terribly gullible. His training should be aimed to protect him, not to lead him to the slaughter.

Next, his training should aim to prepare him to earn his living. Here we meet with resistance on the part of many educators. They will talk loud and long about the culture value of education—a sort of education for education's sake. Generally speaking such statements come from the intelligentsia in our schools and colleges who live in a rarified atmosphere far removed from the concerns and problems of life as lived by the many as opposed to the few. This, in passing, is the same group who argue so strenuously for the traditional curriculum and at best modify it by *writing it down* for those who cannot aspire to scholarship—a modification worse than useless for those not living in a quasi vacuum but in a world of reality. It is possible to educate through the learning of practical skills and more important yet it is moral in that it tends to integrate the personality, not warp and disintegrate as we have shown the traditional subject matter does in the case of the dull adolescent.

What particular vocational courses to teach depends on the supply and demand factor. A particular trade today may not exist tomorrow because that work may

be done by a machine. The schools must, therefore, keep themselves informed as to the changes taking place and likely to take place in business and industry. Suffice it to say, the intellectually, academically, dull adolescent may have good mechanical ability and so qualify for training as a skilled mechanic. The semi-skilled trades offer opportunities well within the ability of the borderline and the dull.

And lastly, the program for such adolescents should offer direct moral and socio-civic training. We have obviously emphasized the fact that the adolescent cannot generalize and particularly so, the dull adolescent. His moral training must, therefore, be specific for many possible life contingencies. It cannot stop with such an all-embracing statement as Love thy God and thy neighbor. His moral training must be grooved in, as it were. He must have situations provided that will give him exercises in right conduct. In other words, he must have the factual data and the situation to test it. The first, of course, is crucial but its reinforcement through specific practice is important in the life of the adolescent.

Much in recent years has been made of the value of the social studies in the education of the high school pupil. There is grave danger of carrying this too far. Time was when it was thought that the classics would save the world, later it was science, now it is social sciences. But the aim of education is the good. Social studies alone will not make man moral. However, courses in social living and social adjustment, as well as courses on the family, child care and homemaking, have a definite place in the curriculum of the dull adolescent. So also does training in personal hygiene, and the right use of leisure time which implies the imparting of a vocational skill of one kind and another, such as the particular individual can reasonably well do and is interested in doing.

It is to be noted that our program for the dull adolescent is indeed a differential one, not a dilution of the existing academic high school program. There remains

only to be said that one dull adolescent differs from another dull adolescent and that such differences must be given due weight in arranging the individual program. Health, physiological development, interests, personality deviations, all these things must be considered by the counselor. Probably the most difficult task will be to convince the parents. Honest labor is looked down upon. Schooling and more schooling is thought to be the panacea. Next will come the educators. Here too the thought that the traditional curriculum will raise the standards and lift up the downtrodden is widely held and, most unfortunately, preached by many. And lastly, the adolescent himself will as a result of the current pressure aspire to a white collar job or a profession. Careful guidance in sympathetically bringing out strengths and weaknesses will usually be successful.

In contradistinction to the dull adolescent the very bright or brilliant one grasps relationships readily, is capable of sustained attention, has a high and active imagination, is versatile in interests, capable of abstract thinking, reasons well and can suspend judgment until in possession of the needed data, can grasp the principles involved and generalize from them more or less accurately. Furthermore, the brilliant adolescent is physically a good specimen, tall and heavy for his age. To be sure, scholastically he usually is advanced in grade placement so that his classmates are two or more years older than he, which may give one the impression that he is not up to size.

For the brilliant adolescents the high school curriculum of a generation or more ago was intended. They were the students that were being prepared for scholarship and the professions. But with the changing of the high school enrollment following the World War the curriculum was altered; the standards were forced down to meet the needs of the average pupil. As a result the brilliant student has not enough work of a character to challenge his best efforts. He merely learns to loaf. The

result of all this is that his preparation on entering college is faulty and unless awakened through contact with a stimulating teacher he loafs through college as he did through high school.

For these brilliant adolescents the high school standards must be raised. The classics, one or more modern languages, mathematics, biology and the physical sciences together with the social sciences, and wide reading should form the basis of the curriculum. These students should go on to college and the university. They are the ones who should enter the ranks of the scholar, scientist and the professions. Such brilliant adolescents come from all socio-economic levels of society. Provision should be made for those economically handicapped through student aid in the form of scholarships, fellowships and assistantships. Brilliant adolescents need not be social misfits. In fact, such individuals usually are just as successful in extra-curricular activities as in the classroom if sufficiently stimulated by these activities. They usually occupy positions of leadership. They need not be snobs—that depends on their training.

To be sure, the superior individual also needs educational and vocational guidance. In educational guidance his program must be planned to meet certain requirements for the work he intends to engage in. The academic subjects are the tools for further study and professional training. Here, too, the health, physical development, personality characteristics must all be evaluated in light of the future training and the burdens it will place on the individual. In other words, mere brilliance is not enough for success. Needless to say a philosophy of life based on sound morality should be acquired and extended over the years of training. Upon these brilliant adolescents future progress in the arts and sciences depends. They, therefore, are worth saving and educating to the highest possible degree, each according to his particular bent and ability. The maladjusted brilliant adolescent, and there are many under our present system of



training, should receive every possible attention if for no other reason than because they can damage society to a greater extent than either the maladjusted, the average or the dull if allowed to grow up with warped personalities.

Vocationally, the brilliant adolescent needs to know what vocations are open to him and what returns he can expect. He will be willing to face the drudgery that goes with the job if he wishes to reap the rewards. The aim should be to find the ultimate place in life best fitted for his talents so that he may be happy and successful in his service, direct or indirect, to mankind.

## Study Club Questions

1. Discuss the problem of the dull adolescent and his schooling.
2. Discuss the problem of the very bright adolescent and his schooling.

## Chapter X

# The Adolescent And His Family

Much emphasis has been placed in recent years upon the significance of the family relationships in the formation of personality. Over the years of childhood this influence of the family situation has conditioned the individual and molded his character. Among other traits so established were those of submission and dependence. However, in the well-ordered home there also was instilled into the child the belief that he would some day become independent. In fact, healthy training recognizes that the child is to be made into a self-reliant independent adult.

Adolescence is the crossroads—now no longer a child but not yet a man. This indeed places the adolescent in a peculiar position in the family setting. The home now no longer is in the most favorable position. It is probably true that the family has exhausted its capacity to instill new patterns by the time adolescence is reached, though the old patterns and attitudes are still quite modifiable. The adolescent is much more influenced by those outside the family circle, more particularly by his own age group and especially by his crowd.

A prime requisite, therefore, for every adolescent is a family that will permit him to grow up and emancipate himself. Now no one can completely leave all traces of his former status behind him nor would this be at all desirable. What is meant by emancipation is a release from parental domination. Often one finds that the adolescent is ready for this release but the parents, one or both, are reluctant and continue their firm control. As a result there is friction if not open warfare between the parents and the child. The process should be a mutual one, that is, the adolescent should accept an ever increasing amount of responsibility for himself, and the parents

decrease their control and domination to a similar degree. Because of this dual aspect the term psychological weaning is much more descriptive of the total process. Changes, then, must take place in both the parents and the child if the adolescent is to achieve a normal self-reliant, independent adulthood.

Much depends, therefore, on the attitude the parents take toward the adolescent's desire to emancipate himself. Much of the aberrant emotional behavior of adolescents is due to a conflict between parents who refuse to release their control and the youth who wishes to achieve independence from such domination. Hence it is of some importance to discuss a few of the "problems" that motivate parents in their desire to retain control and domination.

One of these problems is the outgrowth of the relations between the parents themselves. If they be not happily married one or both may attempt to bind the child to himself or herself, thus resenting the adolescent's interest in another person or persons. The attempts to control in such instances may be by showering love and affection upon the individual and making life so easy for him that he cannot bring himself to break away and stand upon his own feet, or, on the other hand, to cast up repetitiously what the parent did and suffered for the sake of the child and his selfishness and self-centeredness now that the parent needs him. In particular, does one find this tendency in mothers who gave themselves completely and selfishly to the task of rearing their children and now that the children are growing up see no future for themselves apart from the control of the lives of their children. Many a mother-in-law conflict has its roots in some such motive.

Another cause for the parental desire to retain control is the parents' dissatisfaction with their lot in life. Such parents seek to realize in their children what they did not become. Many a father was himself so reared by his parents that they literally forced him into a career

which did not satisfy him and which therefore kept him more or less in a state of rebellion. So now when his own children arrive he does all in his power to influence them toward the career he had hoped to carve out for himself. Such a vocational choice may in itself be good but it is not necessarily in keeping with the abilities and interests of the adolescent and besides it is not self selected.

Worse yet are those cases in which a parent is constantly making the adolescent aware of the inferior status, social or economic, incident to a particular job so that by arousing feelings of inferiority the youth does not prepare himself for such a career. Often this occurs in the home where the parent cannot accept his own role in life, believing it to be an inferior one and hence tends to compensate by forcing his children into a superior role as conceived by him.

Another serious problem is the attitude of parents toward the modern world. Now parents are not of the same generation as their children; their roots are in the generation of their own parents. As a result their outlook on life, except in rare instances, is quite at variance from that of their adolescent children. Hence the conflict between the generations that tends to such characteristics as *Youth in Revolt*, and *Flaming Youth*.

Principles are eternal but programs based thereon are as shifting sand, influenced by each new invention and advance in knowledge and the new (?) philosophy based thereon. Change is therefore inevitable though not always progress nor without careful study should it be assumed to be regression or corruption. Life in America is of the vintage of the 1930's, not that of the turn of the century. Family life is different and children do have a different place in it now than they did when the parents were children. The automobile, the radio, the cinema are the expressions of a profound change in American life and hence in the unit of society—the family.

Women smoke and drink as never before. They

work side by side with men in factory and office. Woman today no longer has her husband picked out for her by her parents. She is the equal of man in vices and virtues. The emancipation of woman is a reality and must be faced by all modern parents. The parental job is to so train her that she may have the basic principles well in mind upon which to formulate her own adult convictions and to herself be true.

In the above paragraphs we have tried to indicate some of the problems that the maladjusted parents tend to create for the adolescent. The second requisite, then, for normal adolescence, is parents free from maladjustments of their own in relation to their state in life or to modern society. Such parents contribute a stabilizing influence which in itself is an aid in the growth of a normal personality. To such parents the adolescent can come with his own problems of life adjustment and hope to find a real source of wisdom in dealing with the difficulties that may present themselves. Of such parents the children will be proud. Their lives will serve as a model of what family life should be. Such parents know the realities of life and can discuss them in an impersonal fashion, leaving the adolescent to choose his own course of action.

Parents must learn to stand aside. Adolescents will make mistakes—the severity of these depends in great part on the pre-adolescent training. It is possible to profit by one's own errors and the parents ought to see that the adolescent so profits. Hence there is value in putting the adolescent on a budget and permitting him to buy his own clothes and other necessities. Of course, he will make mistakes but if his judgment was poor, to come to his rescue by returning, let us say, the clothes bought or harping on it forever, teaches him little of value, if anything at all.

So too in regard to his friends. Let him bring them to the house. Be not too critical of them. He will soon see whether they fit into his social atmosphere and prove

to be true friends. Moreover, their economic background is no criterion by which to judge them.

Parents, too, must bear in mind that the developing social consciousness of the adolescent will affect his attitude toward the home. The old fashioned furniture, as well as its position in the room, the hangings on the walls and windows, the nature of the bric-a-brac and the presence of the family album may all be objects of annoyance to the adolescent, particularly the girl. She may wish, therefore, to change things about a bit. Within reason such desires should be acceded to, often with tremendous improvement, aesthetically speaking, of the house. But much more important is the attitude of the adolescent toward his parents when they so accede. Furthermore, friends will then be brought to the home and the parents will know where their adolescent child is.

Then, too, parents must be friendly but not monopolize the time of friends. It is well for the parents to go about their own business, leaving the young people to themselves and trusting them. The day of chaperones is over. To provide one now is an admission of distrust and will be so interpreted by the adolescent.

Furthermore, it must not be disturbing to the parents to have their adolescents consider their attitudes old fashioned, or for that matter their manner of dress and mode of speech. Here again within reason the parents should learn to accommodate themselves to the changing times. Though it be a bit difficult to understand some of the requests made, it is wise to assume that they are made in sincerity and to act upon them with that thought in mind.

Parents of adolescents, then, will realize that they will have to modify certain externals to conform to modern demands and to the age and sex of the adolescent. However, not all adolescent difficulties are due to direct conflicts between parents and their children. Conflicts between teacher and pupil may be sufficiently disturbing to cause emotional tensions which will be released in the

home, and the more so just because the teacher will be thought of as a parent surrogate. Unwise handling of the adolescent by the teacher can greatly upset domestic tranquility. Teacher and parents should approach the adolescent's problems in a similar way, not at cross purposes. Adolescents are very sensitive of their shortcomings. Unfair comparisons as to intellectual abilities can engender profound feelings of inferiority and produce a condition akin to melancholia based on feelings of unworthiness or a rebellious attitude in the struggle for overcompensation. Such states, needless to say, will reflect themselves in the home life of the adolescent.

Quarrels with friends and lovers may for a time seriously affect the behavior of the youth and render his conduct in the home quite unaccountable. So also may petty jealousy flare up even when founded on so slight a basis as overhearing the parents praise another child, though no unfavorable comparison is made. Generally, of course, such a jealous attitude was merely lying dormant, its real basis being more likely than not a rivalry for the affection of one or the other of the parents.

Finally the normal adolescent does attain adulthood and a fair degree of emotional maturity. However throughout this time, and even later, stresses and strains of life will be bombarding him. Should they become too severe he should feel free to fall back upon the home and to look upon it as a haven of security and a tower of strength from which he can march forth courageously and again take up the struggle for the achievement of self-reliance and independence.

### Study Club Questions

1. What is meant by saying "adolescence is the cross-roads?"
2. What are some of the problems that maladjusted parents create for adolescents?
3. What are some positive or constructive ways in which well-adjusted parents can help their adolescent children?

## Chapter XI

# The Adolescent And Society

Adolescence tends toward maturity and adulthood. As a consequence the home and the school influences progressively lessen and the standards and mores of the community play increasingly a more important role in the life of the maturing adolescent. It is true that in primitive societies the time period of adolescence is relatively short compared to that of modern urban society. But in such primitive societies the code is also relatively simple and the possibility of transgression relatively minor. This is in great part due to the simplicity and homogeneity of the community and the protection thus afforded.

However, in modern society the time period of adolescence is relatively long. Furthermore the training of the adolescent tends to be but a continuation of childhood training so that the adolescent is not in a position to learn to assume responsibility and to weigh consequences. Then, too, the modern community is in no sense simple and homogeneous. The end result of this is that as soon as the adolescent is out of and beyond the immediate supervision of his family and the school the community is to only a minor degree interested in his welfare. Then, too, the complexity of its organization and the ease and speed with which one can get away from all those to whom one is known, and thus in some sense under restraint, makes transgression relatively easy.

The community's attitude to minors driving automobiles is a case in point. Laws even in a given metropolitan area may vary from age sixteen in one section to age eighteen in another section of the same area. Generally the suburbs will have a lower age ordinance than the city proper. The reasons advanced are not chiefly the protection of the adolescents but rather the con-



venience of the adults. Certainly the youth in the suburbs are not more mature than those in the city. Generally speaking, youth at sixteen is not physically and mentally mature enough to drive with discretion and safety so high powered a machine as a modern automobile. However, it is problematical whether the chief danger involved in permitting youngsters of sixteen to drive a car is to life and limb or to the moral fibre. With the automobile it is easy to speed away from all restraining influences. The automobile today is a greater cause of sex delinquency among youth than houses of prostitution. Alone on a secluded country road far away from all supervision or danger of detection there is little if any check on the appetite of sex. Innocent lovemaking under such circumstances readily degenerates into carnal depravity. And who is to blame for such corruption of morals and the tragedies that so often result if not the society that permits the issuance of driver's licenses to immature youth.

Another evil tolerated by society in which adolescents are exposed to corrupting moral influences is the cheap beer parlor. Now the saloon as a men's club may fulfill a need. But when open to both sexes and in particular to immature youth of both sexes it degenerates into a house of iniquity. Under the influence of alcohol which acts as a depressant of the higher (moral and judgmental) centers thus permitting man's animal nature in contrast to man's rational nature to operate unopposed, it is not at all surprising that evil impulses and desires come to the fore in the otherwise quite wholesome youth. Dancing under such conditions and amid such surroundings awakens more fully and completely sex desire. A joy ride following such experience almost always ends disastrously.

Taxi dance halls and other public dance halls unless reasonable standards are enforced, and in relatively few are they enforced, are a definite danger to morals. By their very nature the group attending is a promiscuous

one, differing widely in standards of morality. The cheaper halls make no pretense of offering protection to their patrons and in fact are often in league with underworld characters who are lying in wait for their prey. Worse yet are the night clubs of this calibre which in addition to serving alcoholic beverages put on a filthy and morally degrading entertainment. Certainly such places of amusement can exist only because adult citizens permit it. Put in a different way, society as now organized is more interested in not interfering with the profits of any venture than in the protection of adolescents, and let it be clearly stated that such places could not exist and operate at a profit were it not for the patronage of youth and the immature.

It may be stated that liquor is not sold to youth. Officially that is the rule. But no one can deny that many a youth under eighteen has bought and consumed it. The same thing is true of cigarettes, only here even less effort is made to control the illegal sale. Liquor and cigarettes are obtained because of adult indifference to their use by adolescents. It can be argued that moderate smoking and drinking do no great harm. But youth in its immaturity of judgment and man's ease in habit formation make such statements false and misleading. Too frequently of late newspapers have carried accounts of drug addiction among high school pupils. Here the indifference shown is not that of parents and the average adult citizen but of the community as a whole in its attitude to law enforcement and the prosecution of those, sometimes in high places, who control these vice rings.

If society be lax in enforcing the law against crimes, such as drug trafficking which it abhors, it is not to be wondered at that it makes so little effort to control gambling houses and pool rooms and lesser fry of the same kind. Many an adolescent has stolen to pay his gambling debts or ventured more than he in any sense could afford to lose. Slot machines have a certain fascination for the young and because of their immaturity they seemingly

cannot realize that they cannot win and that they are just suckers. Bingo, no matter how hallowed the place or the purpose for which the ill-gotten gain is used, is a type of gambling and is conducive to further activity of such kind. To talk about the small stakes and the good sport and fellowship enjoyed is but a sham and pretense and furthermore undermines respect for laws against gambling and particularly so where there exist city ordinances against bingo itself. The game of pool in itself is harmless and under proper auspices it should not be condemned. Poolrooms, however, tend to become hangouts for vicious adults and can readily become the centers of organized gangs. Once again let us remind the reader that all these activities thrive on the expenditure of young people. Society owes it to them that they be not misled either directly or indirectly.

Burlesque shows and vaudeville to a great degree depend for their effects upon the arousal of primitive passions. Costume, dance and story all appeal primarily and that designedly to the sex instinct. Even in the mature, the notion of emotional purgation cannot be applied and particularly not when the spectators are adolescents. The cinema may err in the same way. It was because of the failure of so many movies to enhance the moral personality that the "Legion of Decency" was born. Now it is extremely difficult to find evidence that a particular picture was the cause of someone's sin. Behavior is due to a multiplicity of causes and what the pictures chiefly do is to crystalize the attitude and point of view already held. It is true that the movies are today the most popular form of diversion and that it is reasonable to suppose that a mode of doing something or a manner of acting seen time and again will not be without its effect particularly on simple, immature minds. It follows then the immoral movies are a graver danger to the young when the moral sense is being formed than to the intelligent adults. Pope Pius XI in His encyclical letter on *Motion Pictures* states, "Everyone knows what damage

is done to the soul by bad motion pictures. They are occasions of sin; they seduce young people along the ways of evil by glorifying the passions; they show life under a false light; they cloud ideals; they destroy pure love, respect for marriage and affection for the family. They are capable also of creating prejudices among individuals, misunderstandings among nations, among social classes, and among entire races." In the same encyclical letter the Holy Father states, "Recreation in its manifold variety has become a necessity of people who labor under the fatiguing conditions of modern industry. But it must be morally healthy. It must be elevated to the rank of a positive factor for good and must seek to arouse a noble sentiment. A people, who, in time of repose, give themselves to diversions which violate decency, honor or morality; to recreations which, *especially to the young* (italics mine) constitute occasions for sin, are in grave danger of losing their greatest, even their national power." It is self-evident, then, that there must be supervision of the motion pictures. Pictures could well be classified into three groups—those appropriate for children, adolescents, or adults. In all instances the pictures should rest upon the principles of Christian morality. This society owes to itself and in an especial manner to its youth.

Up to the present time the radio has not come in for a great deal of criticism. Although many of the programs are not very inspiring it must be admitted that the average person has heard much good music and many addresses of real worth by outstanding persons. A recent skit, however, did much to call attention to potential dangers to morals. The radio like the motion picture is an instrument of great educational value and moreover it is a recreational facility that keeps youth at home. Society should therefore safeguard its great inherent possibilities and exploit them for its own good.

There is need too for the protection of the adolescent from the vendor of salacious literature. These persons

are becoming bolder and are forcing their wares upon those operating sales outlets, in particular the loan library and small book store. Public libraries, on the whole, are well supervised and only books of proven worth are open to the general public. Certain loan libraries and small book shops are catering to the demand for such literature as is not to be had in the public library, and that for reasons of decency and morality. Here too, we find that it is the adolescent and the immature who most frequently patronize such organizations.

So far our discussion of youth and society has centered upon the dangers, actual and potential, to youth from the community's neglect in providing adequate supervision and control of actual or potential demoralizing influences. Now let us say a few words about a positive program.

First and foremost the community should provide numerous healthy outlets for emotional tensions. Youth's desire for play and sports could well be placed foremost in the program. Playgrounds advantageously located and in sufficient number are a prime consideration. Such playgrounds should be extensive enough to avoid overcrowding or having to wait a long time before space and equipment are available. Swimming pools, tennis courts, ball diamonds, football fields, facilities for basketball, all these and more should be ample for the numbers of youth resident in any given locality. Club houses and social settlements have a valuable place in any community program for youth. So also does the community theater and music and other artistic projects. It is not wise to center the youth program around any one sport or activity. Choice of activity is highly desirable; all temperaments should be able to find an outlet for their emotional tensions and such as will be morally constructive.

There is great need for the development of parish facilities. But here too, the program must be a varied one. Club rooms, opportunities for theatrical production and for dancing should be provided. A parish library is

a worthwhile investment. Furthermore, such parish activities arouse the interests of the adults, fathers and mothers, in all the adolescents of the parish. It will also impress upon them the need to provide protection and some supervision together with adequate facilities for play and recreation, and then youth will amuse itself in a wholesome and constructive manner. This, certainly, society owes its adolescents and for it the community should be willing to make the necessary sacrifices.

## Study Club Questions

1. Discuss the dangers to adolescents to be found in the following factors: (a) The auto; (b) cheap beer parlors (c) public dance halls; (d) night clubs; (e) liquor and drugs; (f) gambling devices; (g) theatre and screen; (h) the radio; (i) salicious literature.
2. What should the community do by way of a positive program?
3. What parish facilities should be developed for the adolescent's welfare?

## Chapter XII

# The Hygiene Of Adolescence

All evidence points toward considering adolescence as but a phase in the growth and development of the individual. In this growth and development adolescence is not a unique stage which bears no relation to what has gone before or will come after. Neither is adolescence to be considered a necessarily critical period in the life history of man. Unhygienic conditions, on the other hand, do cause considerable morbidity among adolescents. Good health in adolescence is, then, to a great extent dependent upon good health before pubescence and the continuance of sound hygienic regimen.

Unquestionably the tendency of the day is to overstimulate the growing boy and girl of adolescent age. Ambitious parents plan social affairs for them. School systems keep them penned up within doors from eight-thirty to three-thirty and then send them home to spend several hours in preparing for the next day's class assignments. And worse yet, the average parent blames the school system and the average school principle blames both the parents and the school system for this state of affairs but neither does much of a constructive nature about it.

Attention has already been called to the nutritional needs of the growing boy and girl. Far too little attention is paid in the schools to proper instruction in nutritional needs, and especially with regards to instruction directed against fads in foods and in dietaries. Hence, there is no proper offset to the vagaries in such matters proclaimed by radio and screen stars, to say nothing of the dishonest advertisements. The cafeteria plan in many schools is open to criticism in that relatively little attention is paid to seeing that the adolescent chooses his food wisely. In many schools, too, insufficient time is allowed

for the lunch period. In others no control whatsoever is exercised over the free time and students may go without lunch, spending their time in witnessing a movie being shown in the school auditorium or in even less wholesome and desirable ways. Health and good nutrition are intimately bound up and hence matters pertaining to good nutrition should receive a large share of attention in any well rounded hygiene program.

Sleep, "the great restorer," is another important factor in preserving health. The tendency of the day is to surround adolescents with so many activities of a social kind, such as parties, movies, dances, that it interferes with the obtaining of proper rest and sleep. Good authorities recommend as essential to health not less than ten hours of sleep for adolescents twelve to sixteen years of age and not less than nine hours of sleep thereafter. The unnecessary amount of home study—each teacher working on the assumption that hers is the only subject either worth studying or the only one in which extramural preparation is or ought to be required—adds to the difficulty. The conscientious and slow pupil foregoes play and exercise in order to get his studies up before the party, hence delaying its beginning until ten o'clock or even later, or in other instances, spends the early morning hours following the social affair in such study. In either case his actual hours of sleep are considerably below the minimum required for the preservation of health.

Every adolescent girl as well as boy needs exercise and outdoor activity. Boys, generally speaking, are in this regard better dealt with than girls. Too many parents still frown upon girls actively participating in outdoor sports. The school "gym" period cannot be considered as satisfactorily taking the place of healthful outdoor activity. Gymnasium work is usually within doors, and all too frequently in a none too well ventilated structure and often in the school basement. The school's outdoor activity tends to center around the school team



and so only relatively few of the total number of students actually engage in activities outdoors. Yet every boy and girl ought to have opportunity for physical development in the open. Because of the system of competitive athletics, most adolescents lose interest in athletics and many show an increasing dislike for such sport. This is often a defense reaction. That boy or girl who cannot compete successfully in the few games and sports open to him or her comes to resent that which is a constant reminder of inferiority. Opportunity in keeping with ability is as urgently needed in athletics as in any other scholastic undertaking. Games and sports in addition to healthful exercise do furnish means for training in self-control and self-discipline. Then too such games have value in providing opportunities for social contacts, thus aiding in the development of group feeling and in providing opportunity for exercising ability in leadership.

Just as play so also work is an important hygienic factor in adolescence. Experience of real life is gained through work. Opportunities for work serve to arouse interest in vocational choice. Work, needless to say, should be proportionate to capacity. Many early work failures are attributable to failure in providing congenial tasks which can be successfully performed with reasonable effort on the part of the adolescent. Work is drudgery if no reasonable satisfaction can be gained from it. Schools owe it to the adolescent to provide him with an opportunity to become acquainted with a wide range of work interests as well as to give him opportunity to find himself in relation to such interests. Many worthwhile interests facilitate substitution in case of thwarting in some one particular field or fields of work.

Adolescence, like all of life, is characterized by the need for adaptation. Faulty adjustments are frequent at all stages in human existence. Adolescence, however, because of ego discovery and conflict is marked to a great

degree by the possibility of faulty adjustments. Faulty adjustments are relatively common in the sex sphere.

It is a common experience that the normal grammar school child exhibits little curiosity in sex. In fact the preschool child may ask more frankly sexual questions, such as where babies come from, as well as exhibit more curiosity about things sexual. However, there is no such thing as a definite time for sex instruction. Questions should be answered as they are asked. Needless to say, the answer should be in accord with the child's ability to comprehend. Too many children are rebuked when young and come to feel from the rebuffs met and the shocked emotional tone of the parents that the subject is taboo and must not be inquired into. This brings about an unhealthy state of mind in regard to sex matters.

Parents should avoid two extremes. The first is the attitude that sex is bad, evil in itself, and that they had best keep their children in ignorance of all things sexual. And the second is the notion that sexual enlightenment is the all in all of sex education. In this day and age it is next to impossible to keep children from obtaining sex information. It is essential, therefore, that the information they obtain is sound scientifically on the one hand, and, on the other, that they are through training in morals and religion capable of so handling the information that it will lead to positive, wholesome character formation.

At the beginning of pubescence there is a marked awakening of sex consciousness, probably in great part stimulated by the anatomical and physiological changes which are taking place. Certain new things now enter the life of the adolescent. Sensory stimuli come streaming in and demand attention. How these are handled depends in great degree on the knowledge the adolescent has plus his training in ethics and the aid he derives from his religious practices, as well as his opportunities in satisfying in more socially acceptable ways his thwartings in this field.

Certain knowledge should be imparted previous to its need. For example, the girl needs to know about the onset of menstruation and how to care for herself at this time. It is highly desirable that she come to look upon this phenomenon as a normal physiological function, and not as an illness or sickness. The terms illness or sickness should never be applied. Wrong impressions received at this time may color her entire future life. Much of the chronic invalidism at the menstrual period is mental and not physical and is due to the impression of sickness acquired in her teens. The slight indisposition normal to this period is not therefore to be looked upon as illness. In general, a girl should participate in moderate exercise throughout the menstrual period. The adolescent boy should be prepared for the perfectly normal nocturnal emissions. To many boys this comes as a shock and leads to much senseless worry. Such concern and worry tends to keep things sexual uppermost in mind and makes control much more difficult.

Sex instruction is in great part a personal matter and is therefore something which cannot be well presented in the classroom, not even to those of the same sex. Not all adolescents mature at the same age. Furthermore, what is new to some may be considered childish to the more sophisticated. Harm therefore would result rather than good in such classroom discussions. Moreover each one would still have the problem of personal adjustment to the known facts. This depends on previous training and experience and on one's outlook on life.

Adolescent boys and girls do need the social company of each other. And, moreover, they will need to learn to adjust to each other as individual persons. On how they have learned to integrate sex into the total character, will depend their sex adjustment in their business, social and marital relationships.

Throughout these chapters we have aimed at presenting the subject of adolescence as but a phase in

the life span of the individual in his growth and development from childhood into mature adulthood. We have emphasized the roles of the parent and the teacher in this preparation of the adolescent for adult living on a well integrated plane. That, after all, is the purpose, namely the living of purposeful, adjusted, efficient, adult life—a period much longer than childhood and adolescence.

### Study Club Questions

1. What are some of the factors leading to overstimulation of the adolescent today?
2. Discuss the hygienic value to the adolescent of: (a) Proper food; (b) sleep; (c) exercise; (d) work.
3. Discuss the problem of proper adjustment on the part of the adolescent in the sphere of sex.

















