

nized standard for maturity at 3 years of age just as there is at 13, and the adequacy with which the individual's total personality is progressing can always be measured in terms of his maturity for any given age. The 3-year-old who wets the bed, refuses to eat unless fed, and demands that his parents rock him to sleep is immature. The 8-year-old boy who needs constant supervision for his leisure time, who needs help in dressing and undressing, who sets up a howl when his parents go away, leaving him well cared for while they take a short vacation, is immature. The 14-year-old boy who is irresponsible about his school work and chores, who is given to chronic grouches if he cannot have his own way, who must have someone tell him what clothes to wear, who needs to have all his activities planned for him, is also immature. So is the adult immature who cannot stand authority, who is extremely selfish, who meets all difficulties by running away, who uses alcohol as a retreat or illness as an excuse.

The immaturity of the child during the preadolescent years is primarily a matter of concern to his parents, but early in adolescence other people, particularly those of the same age group, begin to impose certain very definite standards upon youth, holding them more rigidly accountable for their conduct during this period. The adolescent himself becomes more and more aware at this time of his own maturity or immaturity. He is inclined to compare himself with others of his own age and social setting and feels inferior if he does not measure up to them.

The standards mentioned for maturity at adolescence are not so well defined as those for the preschool years, for as the child grows up his reactions to life become more and more affected by his past experiences and these experiences are never the same for any two individuals. There are, however, certain types of reaction which are definitely immature and therefore are not acceptable to the group to which he logically belongs.

Julius, for example, was described as immature by all his high-school teachers. When they were requested to give specific examples of what they meant by "immature," one teacher pointed out that although Julius was 18 years of age and a senior in high school, he still proudly wore his Scout uniform to school and still seemed as enthusiastic about junior scouting as the average 12-year-old; another mentioned the fact that he did not seem to mix well with boys of his own age, that the latter did not pay any attention to him; another called attention to his class work, which was distinctly below the level expected of a boy of his age; and the principal added a report concerning this boy's lack of emotional control demonstrated in his own office one day when Julius, aged 18, burst into tears and begged him not to tell his mother that he had skipped one of his classes.

This boy's mother gave a very similar picture of his behavior at home. She thought this was all due to lack of ambition and stressed the fact that his younger brother was able to find part-time jobs even when Julius could not, because the younger brother was more ambitious.

The school psychologist attributed Julius' poor adjustment to his mediocre intellectual equipment, concluding that his social behavior could not be expected to be more mature than his mental age.

But Julius' social behavior was actually below even his mental age, and explanation had to be sought still farther. It was learned that this boy had been born in a small country town,

where he had spent a happy boyhood. When he was about 10 years of age, his parents had been divorced and his mother had moved to a large industrial city with her two sons. Julius had been very fond of his father; and although his mother never discussed the parental separation or the father's remarriage, the boy understood that his father was under a cloud. He was vaguely unhappy about this and about being so far away from his father and from the town and neighborhood in which he had been happy. He could not get used to the city boys and their ways, or to the city schools. The more leisurely pace of life in the country town was much more to his liking. He happened to find a certain amount of comfortable companionship in a Boy Scout troop; doubtless, too, the Scout leader acted as a substitute for his father. Thus, he stayed on even though all the other boys of his age had dropped out.

And so he was called immature, as indeed he was compared to other 18-year-old city boys, or even compared to his younger brother who was also born in the country, or compared to other boys with his mediocre intellectual equipment. The combination of unfavorable circumstances and small native endowment presented too difficult a situation for him to meet adequately. He might have been considered mature in his country-town environment, in spite of his limited mental ability; he might have been considered mature if he had had higher intellectual ability even if he had moved to the industrial city; and he might have been considered mature if his family life had remained normal and stable, in spite of the existence of the other factors. Another boy might have reacted to this situation by becoming very responsible and even overmature, trying to relieve his mother of some of her burdens and help her to bring up the younger brother. But for Julius this reaction was not possible.

Another type of immaturity is illustrated by *Ellen*, who was the second oldest in a family of five girls. Ellen was 20 years of age when her mother began to be worried about her apparent immaturity. Her mother thought that the girl had a good mind but was too lazy to use it and that all her interest was centered in herself and her own activities so that she had none to spare for what her mother considered the big issues of life.

Most distressing of all was the daughter's attitude toward her engagement. Ellen was wearing some lad's fraternity pin and considered herself "as good as engaged," but her mother knew that the acquaintance between these two young people had been very brief and that previously Ellen had displayed a similar enthusiasm for another boy. This mother regarded an engagement as a serious relation and a relation preceding marriage, and Ellen's attitude of more or less playing with the idea of an engagement naturally seemed immature.

Although Ellen's attitude might point to a feeling of unreadiness for actual marriage, the casual attitude to which this mother objected is not the only alternative to an early marriage, and she was right in regarding her daughter as immature. It is to be expected that, at 20, young people will have sufficient appreciation of what is serious in life no longer to play with personal relations in a childish way.

What this mother did not seem to realize, however, was that Ellen's immaturity had probably not happened all at once. She could have observed earlier that her daughter was growing up to be a selfish young woman interested only in her own pleasures, with no thought of consequences, no consideration for other people, and no care for the future. The mother seemed to take her own life seriously. Why should her daughter have such a superficial outlook on life? Probably because this mother had taken a keen delight in being able to provide for her daughters many of the luxuries which she herself had not enjoyed, surrounding them with comforts, relieving them of all burdens and obligations, and making life just as pleasant and easy as possible for them. She had helped these girls to go through adolescence with little to do but have a good time, and then she wondered why at 20 Ellen seemed immature.

People become mature by assuming obligations and responsibilities and by having to do things for themselves and others. If a mother continues to dress her little boy until he is 8 years of age, the boy will be considered im-

mature for being unable to dress himself, even though his mother is responsible for this immaturity. So the parents who indulge their adolescents, letting them think of life as their happy playground, are themselves responsible for the immaturity which may manifest itself as a superficial outlook on life.

Often enough the growing boy and girl are ready for more responsibility and independence than their parents are willing to give them. They resent being "babied" and begin to struggle for more freedom. They may feel, for instance, that they are old enough to know when to go to bed without being told, or that they should not have to ask permission every time they wish to go out of the house, or that it is humiliating to ask separately for each cent of spending money.

Earl was a lusty 14-year-old whose parents were completely at a loss to know what to do with him. He came and went when he chose and refused to answer any of their questions about what he had been doing. He was extremely sensitive to criticism and easily lost his temper when reproved. His parents considered him selfish, thoughtless, and reckless, and were concerned most of all about his utter disregard for authority.

This boy's father was a militaristic individual who enjoyed giving orders and expected them to be obeyed. He could not think of life except in terms of laws and rules and regulations. When the members of his family did anything that displeased him, he would point out that the laws of the State—or the church—gave him the right to insist on such and such behavior and imposed on the rest of the family the duty of obeying. Whenever there were not enough laws to meet the situation, he made some rules and regulations of his own and expected them to be honored as rigidly as if they had been imposed by the State.

Now, rules and regulations in a household are vitally essential if family life is to be an orderly, harmonious, and educational experience. It is an excellent thing, for example, to have a regulation that the very small child have supper alone at 5 o'clock and be put to bed at 6, before the rest of the family sit down to their evening meal. But few parents would insist that this regulation be enforced after the child reaches the age of 7, 8, or 9. Yet *Earl's* father was doing this very thing when he insisted that his 14-year-old boy observe all the rules and regulations he had imposed upon him in early childhood.

It is not to be assumed that at 14 *Earl* should have been allowed every liberty. But at 14 he should be expected to exercise a certain amount of independent judgment regarding his activities. When a boy is 14 it should no longer be necessary to tell him to wash his hands for supper or to check up on how he spent every minute of the day or every cent of his money. His early training should insure his using common sense in these matters, and an occasional friendly expression of interest will be far more effective than a daily cross-examination in helping him to maintain as satisfactory a standard of conduct when he is "on his own" as when he was completely under parental control.

It was suggested to *Earl* and his parents that the latter drop some of their rules and regulations about matters of minor importance and that the former really assume some responsibility for manly conduct and prove himself deserving of the independence he so much craved. After several months of ups and downs, family life in this home began to take on a brighter and more harmonious air. *Earl* was obviously a much happier boy, and at the same time his parents were much better pleased with his conduct.

One of the specific ways in which the parent can help the adolescent to become independent is in connection with the spending of money. The problem of training in the use and value of money is not one which belongs to the adolescent years. The child who reaches this period of his social devel-

opment without some very definite and well-thought-out ideas about the earning, saving, and giving of money and, in a more general way, the budgeting of his income regardless of the source from which it may be derived, has missed something very important that has much to contribute to the efficiency with which he will meet many of the practical problems of living later on.

Although this training should be started long before the child reaches the adolescent period, it may not be out of place to state that every child should be given an allowance, small though it may be, just as soon as he is old enough to realize the varied purposes which money serves—that is, as soon as he is called upon to use it for giving, buying, or saving. When he reaches that stage of mental and physical maturity at which he has something definite to contribute in the way of labor that has money value, he should be given the opportunity of finding out for himself just how much time and effort has to be spent in order that he may receive a well-earned nickel or dime. The wise parent will teach the child to distinguish between money given to him in order that he may meet his daily obligations and learn how to manage his finances, and money that represents payment for service of real value.

There is a marked difference between compensation for a job well done and a bribe that is given to induce the child to perform some task which he should have performed because it was the right thing to do. Notwithstanding the fact that the training in the use of money begins early in the life of the child, it is one of those problems which is rarely settled satisfactorily for all time. It keeps bobbing up, demanding decisions in the light of new experiences, new demands, new opportunities, and new situations. It is quite as important to know when to spend and how to spend wisely as it is how to save. Many people never learn how to give without reluctance, while others give lavishly but without judgment, frequently doing more harm than good. Children should learn at an early age that there is pleasure in work and that they are entitled to the rewards of their efforts. Rewards in the form of money earned by honest toil, especially when they entail the giving up of playtime or a holiday, or acquired through some other sacrifice will be less likely to be squandered foolishly than will be the unexpected gift or even the taken-for-granted allowance.

Most boys and girls in their teens do not enjoy asking their parents for every dime to be spent on carfare, every quarter for lunch, and every half dollar for a haircut. If they are working on a part-time job, they may be earning enough to take care of these small needs, but whether the money comes from their own earnings or from their parents' pocket, they should undoubtedly have something definite in the way of an allowance and they should be given a certain latitude in spending it.

Sometimes the resentment of authority and the rebelliousness against

close supervision is manifested as a personal dislike and even hatred of the child for his parent.

Betsy, for example, was so angry and upset when her mother sent her to camp against her will that she refused to say good-bye to her, and all her letters home contained but three words for her mother; namely, "I hate you." Even at 12½ years the girl was too mature to be sent off to camp without having some choice in the matter—particularly when she so obviously disliked the idea. Her resentment against being disposed of in this peremptory fashion found a natural expression in a personal hatred. It was not a new resentment and did not spring up overnight; it had been in the making for a long time and had previously expressed itself in *Betsy's* refusal to confide in her mother. Her attitude seemed to be, "You can force me to do things I don't want to do and prevent my doing things I want to do, but you can't make me tell you anything unless I want to and you can't know my own thoughts." She took an almost fierce delight in being secretive and in thwarting all her mother's efforts to come close to her.

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

This discovery and the adolescent's consequent refusal to adhere any longer to the point of view of his parents very often resolves itself into as much of a struggle as the adolescent's refusal to return home at the hour set, or to obey some other parental command. Frequently the struggle resolves itself into some individual issue: The adolescent insists on going to college despite his father's conviction that higher education unfits young people for meeting the practical demands of life; or he chooses for his close associates or brings to his home boys and girls who are unacceptable to his parents.

Sometimes there is no practical issue involved, and yet the harmony of family life is disrupted by the bitterness of two opposing systems of thought. Parents and child may wage an intellectual war, for instance, on such a subject as communism, which the adolescent is utilizing as a means of expressing some thoughts independent of his parents. He may not have the slightest intention of becoming a communist; but by arguing in favor of communism, he is expressing rebellion and resentment toward parental authority. Often enough the boy has no real interest in politics at all but is trying to prove to himself as well as to his parents that he is capable of thinking his own thoughts and arriving at his own conclusions.

The desire for personal independence and more control over one's own activities or thoughts is so normal an aspect of adolescence that the boy or girl who clings to his parents and fears to take any step that might possibly

lead him further away from the security and protection of childhood is considered overdependent or immature.

Thus, *Judith*, who at 14 was unable to adjust herself to boarding-school life because of homesickness, might well be considered abnormally dependent. Judith got on well with girls in school, made friends easily, and seemed to be well liked; but she was so used to the constant solicitude with which her mother had surrounded her and so dependent upon her mother's good-night kiss, her mother's suggestions about what to wear, her mother's thoughtfulness about her meals, her mother's interest in all her little physical complaints, and her mother's endearments, that she felt utterly lost without her. Even the daily letters which overflowed with sentimentality were not enough to give her the sense of closeness to her mother that she needed. She became so weepy and hysterical that she finally had to be sent home.

Judith's mother had very definitely contributed to her daughter's need and dependence upon her and was obviously preventing her from growing up into a mature and independent young woman. Often a mother glories in such a relation with her children, finding pleasure in the fact that they cannot get along without her. Such a mother is too selfish to realize that she is crippling her child emotionally. She forgets that in the natural course of events her child is likely to outlive her and if he has become completely dependent upon her, he will be lost without her. She fails to see that she is preventing the child from finding his own place in the world of other people.

Raymond's first reaction to boarding school was much like Judith's and for a very similar reason. Instead of crying and becoming hysterical, however, he ran away; and as soon as he was returned, he ran away again. He made every effort to get back to his mother, as she had been the one who had protected him all his life against every hardship and sheltered him from everything that was disagreeable. His father had always been stern and severe with him and had considered him a weakling and a coward, but his mother's kind and gentle protectiveness had been ample consolation for him. At boarding school there were plenty of people who seemed stern and forbidding and unsympathetic like his father, but there was no one gentle and protective like his mother. Consequently his one desire was to get back to her, to which end he continually ran away. In trying to shield this boy from his father, the mother had merely succeeded in making him completely dependent upon herself.

It is often necessary for a mother to act as a mediator between the father and the child, particularly when the father is much older than the children, or when he has been so much engrossed in his business that he fails to appreciate the child's point of view, or when he is exceptionally quick-tempered or exacting. But in such a case the mother can accomplish far more both for the father and for the child by endeavoring to give the father a better understanding of the child's psychology and by showing an understanding of the father's attitude than by assuming a frankly protective attitude toward the child. Occasionally this situation arises with the father acting as mediator between the mother and the child; but this is less common, as usually the mother's daily contact with her children makes for a more patient and tolerant understanding of them.

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As might be expected, of all the adolescent problems those concerning educational progress are the most common. Practically every child, regardless of his mental or physical development and his social or economic status, is confronted with the task of acquiring knowledge of the world in which he lives. As he advances in years competition becomes more keen, and failures in academic work become more common.

These failures are due only to a very limited degree to actual intellectual inferiority. But, as has been pointed out, a child with an average mind—an intelligence quotient ranging from 95 to 105—may do very well in the lower grades but may not be able to survive the keen competition with children of superior intelligence as he advances to the higher grades and to high school. This underlines the failure of schools to provide subjects designed to interest the less academic-minded child. Children drop out of school for many other reasons than lack of ability to cope with school work. A large number are influenced by their desire to come to grips with something more meaningful to them than the classes they are attending.

Parents who fail to appreciate the increased intellectual demands that are made on children as they advance up this intellectual ladder may be quite unjust in their criticisms of those who fail. Many a parent complains that Johnny could do the work in high school if he only tried; that he never had any trouble in grammar school, where he worked hard and was interested. This may be true, but many of these children are carrying intellectual loads which are beyond their ability, and they just naturally lag behind and slacken in their efforts when nothing of real interest suited to their abilities is provided. It must be remembered, too, that on the physical side some have only a 6-hour capacity for standardized work, while others can carry on for 8 or 10 hours unimpaired by fatigue.

It is not hard to understand why parents who are but little concerned about the emotional life of the child, perhaps being quite oblivious to such personality traits as shyness, jealousy, or feelings of inferiority, and those who are rather casual about physical growth and development, take this problem of school failure so seriously. They seem to feel that such failure indicates actual inferiority, and, either consciously or unconsciously, they blame themselves. Teachers are prone to view failure as a reflection upon their ability to teach, and they, too, frequently join with the parents in pushing and prodding and generally harassing this unfortunate group of children.

It is therefore important to keep in mind that there is a fairly large

number of boys and girls well developed physically, capable of fitting into the varied social situations in life quite adequately, who require a broader type of instruction to meet their particular needs. In attempting to help them, one should think in terms of breadth, rather than height; that is, the boy or girl who reaches a mental age of 13 or 14 is intellectually capable of acquiring a more useful and practical grasp of those essentials pertaining to the social, economic, and industrial aspects of the world in which he lives than many students have at the end of a college course. It all depends upon the wisdom with which these individuals are guided and directed, and the degree to which schools are willing to accept their responsibility for providing wider opportunities.

There is another group of adolescents who run into scholastic difficulties, not on account of mediocre or relatively poor intellectual equipment, but rather on account of poor preparation. Many situations encountered by the child during the school years contribute to this particular difficulty. In some cities many children enter school before they are mentally ready to do first-grade work. Such children would do well to repeat the first grade; but in the natural course of events, there is a new line of children waiting and as the number of places in the first grade is limited, they must move on. Consequently, each year children are pushed ahead from grade to grade unfitted by their previous experience to meet the task at hand. These children cannot be held back in any large numbers because actual space in the school-room is not available. But their inadequate preparation in early years, unless recognized and corrected, will obviously lead to serious difficulties later.

Children who are prevented from attending school regularly on account of illness or some chronic physical handicap must also be considered. They, too, are pushed along—sometimes at the instigation of an ambitious parent, sometimes because of misdirected sympathy on the part of a teacher, and then again to make a place for someone else.

There are also a certain number of students whose continuity in school work is interrupted, sometimes unavoidably, by having to change schools when their families move. It is no small portion of the population that must seek employment wherever it is available. This problem arises in various social and economic levels and may affect the minister or the teacher or the millworker. These periodic interruptions in school work may be definite factors contributing to failure.

Bertha's greatest handicap in doing successful school work was her constant change of schools. Her father was an Army officer whose work required frequent moves, each of which meant a different school for the girl. Not only was the continuity of her school work interrupted, but the various methods in use in the different schools proved very confusing to her. One year might be spent in a small, strictly supervised private school and the next year in a large public school where the students were pretty much "on their own." Under such conditions, which were prolonged over a period of years and with no efforts on the part of her parents to encourage habits of self-reliance, this girl failed to acquire any ability to use her time wisely or to concentrate well.

Then there are those parents who build their lives entirely around their own pleasures with an utter disregard for the welfare of the child, so that children are taken out of school because parents want to travel, move to another neighborhood, or follow some other whim. An example of this may be seen in the case of Oliver.

Oliver's failure in school was due to the fact that his parents wandered about so in search of pleasure that they denied him the opportunity of attending school for more than short periods at a time. He was placed here and there for a term as it suited their convenience. He never learned to study, to make friends, or to acquire that sense of security which comes from being a part of a social group. In spite of a good intellectual equipment, he was inadequate to meet scholastic demands even on a level 2 or 3 years below his actual age.

However, frequent removals are not necessarily a handicap. Some children develop an extraordinary ability to fit easily into different social situations and to make friends quickly, their adjustment being furthered by practice in adapting to change and new scenes. Such children speak volumes for the essential security their parents have been able to provide in spite of not being able to give them a permanent home.

Inability to concentrate is often given as a cause of failure to acquire satisfactory passing marks. The ability to concentrate is a gradual acquisition, and parents should make an effort to see that they do not themselves interfere with its development by creating a program that is altogether too active. Extracurricular activities are of real educational value in giving the young boy or girl greater opportunity for finding out what life has to offer and what he can contribute, but such activities may be overdone. It may be that special interests for which the child shows some talent are permitted to assume an importance which they do not deserve. Too much parental interest can be demonstrated in building radios and airplanes, in sketching, in music and dancing lessons, to the discouragement of any concentrated effort on the school work to be done.

Athletics, dramatics, and even the otherwise harmless associations with those of the opposite sex, may all become so diverting that the real purpose of school attendance is entirely overlooked. There are those individuals who seem to be capable of absorbing all these varied interests and still maintaining a satisfactory average in their school work. Most students, however, need considerable guidance lest they spread their interests and energies so thin that none of their activities receives adequate attention.

Roger is a good example of a fine type of boy, well-endowed intellectually but so proficient in his athletic abilities that he just played himself out of high school, his teachers meanwhile looking on. There is, of course, but little excuse for the head of the school to allow any boy with a perfectly good intellectual equipment to spend so much of his time on extracurricular activities that there is none left for study.

Occasionally one finds failure in academic work to be due to lack of interest in the subject matter. This being true, the adolescent will often seek for his intellectual satisfactions in outside reading or other diversions which

may in themselves be educational but which do not contribute to his progress through the school. This may mean that a change in the curriculum is advisable; or, if the student has a definite objective, such as college entrance, it will necessitate his grasping the fact that certain subjects which he is required to learn in school must be studied because they are a means to an end, even though they hold no interest for him as an end in themselves.

On account of the lack of interest in the course of study, a student may develop the idea that the work is too hard, that it is over his head, and that, regardless of how much he might study, he would inevitably fail. Here one may do much to overcome this feeling of inferiority by arranging for him to have a psychological examination. It is reassuring to the student to know that he has a good set of mental tools with which to work, that the subject matter which they are tackling is well within his grasp, and that failure is due not to inferior intellectual equipment but to the way he happens to be using his equipment.

Often emotional situations present obstacles to the child's ability to measure up to his group in school. Disturbed emotional attitudes toward life are probably far more common as a cause for failure than all other causes put together; and, although the situation may appear relatively unimportant in the beginning, the conflict over the failure itself complicates the emotional attitude toward the situation. Thus young people, who have never had an opportunity to grow up and actually become independent, may meet fairly well the situations to which they have been trained as a matter of routine but will find themselves totally at sea when it comes to utilizing their time and ability without strict supervision. This, again, is a matter of training.

Parents, in their eagerness to contribute to the happiness of their children and to protect them from even the minor hardships of life, are frequently inclined to believe that their own experiences, their own unhappiness and failures, can be utilized to save the child the pangs of humiliation that are brought about by failure and disappointment. They are always modifying the ordinary, everyday situations so that their children can meet them without even for the moment endangering their happiness. In other words, these parents never allow the child to meet life and all its complex problems, as it actually exists. They fail to appreciate that experience is the most trustworthy weapon and that knowledge is the best armor for those who are about to step out of the home and battle with the world at large.

A 14-year-old girl, *Cecilia*, was causing both her school principal and her parents considerable concern, as they felt she was not doing work in keeping with her intellectual equipment. There was also evidence that she was emotionally unstable. At times she was given to outbursts of temper, was inclined to be impertinent to those in authority, and did not assume responsibility well. It did not take long to determine the basis for this girl's immature conduct. She was extremely dependent upon her mother, and the demands which she made upon her for things which she was perfectly capable of doing for herself were astounding. An evidence of this immaturity was her insistence on being allowed to sleep with her mother. This close, unhealthy relation built around mother and daughter was all-absorbing. It narrowed her interests and

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practically eliminated friendships with other girls. Even when there were girls of her own age available, Cecilia was likely to ignore them and seek the companionship of grown-ups.

This immaturity and unpreparedness for life, although in evidence long before adolescence, had been either overlooked or taken for granted by her parents. It was only when Cecilia was confronted with some of the more complicated social situations which naturally evolve in adolescence—that her own discontent with her conduct led to general dissatisfaction and unhappiness reflecting itself in her school work as well as in her social behavior.

Dora was another girl whose parents had dominated her life, not by solicitude in this case but by rigid rules and regulations. She was of college age and well endowed intellectually but had also been denied the divine privilege of expressing her own personality. At 18 she was without ideas of her own and without initiative. When called upon to assume obligations outside her home, she was overwhelmed because of her inability to make decisions even about the most trivial things. Notwithstanding the fact that she had a superior intellectual equipment, she was failing where those less fortunately endowed intellectually, but better trained, were succeeding.

Overambitious parents must also be mentioned as a factor in creating emotional situations leading to school failures. In their desire to have children succeed and excel in their school work, they are likely to place too high a premium on marks and stress scholastic attainment to the exclusion of everything else. To desire success for one's children is laudable, but to demand scholastic honors of the child for the sake of gratifying personal pride is downright selfish.

The student himself may set his standard so high and become so concerned in competing for high marks that he misses much of the pleasure and satisfaction of school life. Friendships, athletics, dramatics, and the general welfare of the school are sometimes sacrificed in this keen competition; and if he fails to attain success in this scholastic striving, all is lost. This is an attitude that should not be encouraged either by teachers or by parents. The following case is an excellent example of how an ambitious father with very dominant ideas created an emotional situation that worked out to the disadvantage of a 16-year-old boy who was vigorous physically and keen mentally and had a personality that should have carried him a long way toward success.

Andrew had lost his mother very early in life and had been brought up by a kindly, affectionate relative, who undoubtedly was a bit too much concerned about his health, manners, and personal appearance. In spite of this, however, he developed in a most satisfactory way. His school work was a bit better than the average, he excelled in athletics, enjoyed reading good books, and developed as a sort of hobby his flair for writing a bit of poetry.

Andrew's father was very enthusiastic about his son's athletic abilities and spurred him on to greater activity in this particular field. With reference to his literary interests, however, he was quite intolerant and left no stone unturned to humiliate this boy about what he called his "sissified" indulgence. He finally had him transferred to a school where greater emphasis was put on athletic ability; but instead of being stimulated to greater effort in baseball and football, Andrew became more and more absorbed in his reading and poetry.

As might have been expected, his behavior antagonized the father and soon caused a real gulf between the two. The boy became argumentative and later resentful and defiant toward what he felt was unjust domination on the part of his father. He also complained that the

latter no longer understood him. The emotional state that was created in the boy by this antagonism toward his father, however, dulled his enthusiasm for his school work and his athletic activities, and even for his hobbies, and he had such a severe slump that he was on the verge of flunking out of school. It was necessary to have frequent interviews with both the father and the son over a period of several weeks before the former began to appreciate his son's needs, leaving him free to build his life around his own personality rather than around his father's ambition.

These emotional conflicts of youth find their origin in many obscure experiences and situations to which the adolescent is subjected, and they can be understood only when one takes time to know intimately the personality make-up of the youth and the varied environmental situations which he has to combat. One must take into consideration the social, economic, and cultural conditions in which he has been reared; the moral codes, religious creeds, racial background of his family, and the peculiarities and eccentricities of the members of his family; what his parents demand of their children in the way of obligations and responsibilities, and what they permit them in the way of privileges. All these are of importance.

One must keep in mind that many of the individuals who fail to make a place for themselves in either school or college meet the more concrete and practical situations of life successfully. Many individuals who are not what is termed "intellectual" are very intelligent; and life in its everyday contacts is met successfully only with intelligence. The emotional conflicts which have been considered may lead to behavior that brings the individual into conflict not only with the family and society at large but with himself. These behavior problems are invariably the result of an environmental situation due to a multiplicity of conditions and circumstances; and the success of parents and teachers in handling these problems depends upon their ability to understand how these complex situations create emotional attitudes which affect the conduct of the adolescent.

THE QUESTION OF WORK

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

The part that work occupies in the life of the average adolescent varies widely. Each year thousands of boys and girls leave school at 14, 15, or 16 to enter regular, gainful employment, while others look forward to many more years of education and training for future usefulness. In rural districts the work of many young people ranges all the way from doing chores on the family farm outside school hours or during vacations to full-time employment in agriculture on a commercial basis. In the cities the work of adolescents may be confined to cooperation in a few simple household duties, or it may involve any of the full-time or part-time jobs open to young people in industry and commerce.

Many factors influence the age at which adolescents first undertake employment and the kinds of work they do. A growing realization of the undesirability of heavy labor or long-sustained work for the rapidly growing boy or girl, and a better understanding of the need of the Nation's future citizens for education, have resulted in the establishing of legal minimum ages for employment under both State and Federal laws¹ and in placing about their work other legal safeguards as to hours of labor and other conditions of employment. Economic need is often a controlling motive in entering employment, though by no means all or even most of the adolescents who leave school early to go to work do so for this reason. The attitude of parents in many cases is a determining factor. Some parents encourage their children to find jobs as soon as they reach the legal school-leaving age, because they are eager for the additional income which the child's earnings can provide even though they may not really need it. In other cases the child himself may insist on leaving school to go to work either because he is dissatisfied with school or because his parents have failed to develop in him the proper

¹ The present trend is toward a 16-year minimum age for employment during school hours and for all employment in factories, with 14 for outside-school hours work in nonfactory employment. The Federal Fair Labor Standards Act adopted in 1938 sets a minimum age of 16 for employment in establishments producing goods for shipment in interstate or foreign commerce, with certain employment in nonmanufacturing and nonmining occupations permitted outside school hours for 14- and 15-year-old children, and a minimum age of 18 in occupations found and declared especially hazardous for minors by the chief of the Children's Bureau.

understanding of the value of education to his adult life and are unable to cope with his impatient desire for immediate independence.

Nevertheless, in many instances, economic necessity is an important factor in determining whether or not the individual boy or girl seeks a job. The income of one family may be so low that the daughter spends all her after-school and Saturday hours working in a store for a few dollars a week when she really needs rest, fresh air, sunshine, and exercise. On the other hand, a family which has never known financial need may discourage a healthy and energetic boy from taking a job that would provide an outlet for his energy and striving for independence and would give him valuable training and experience without harming him physically. In the girl's case the loss of earnings might make it impossible for her to buy the necessary clothes and books and to provide the carfare to enable her to attend high school. In the boy's case, accepting an after-school job as mail boy in an office or shelf boy in a library might mean depriving some boy in real financial need of an opportunity to earn money. But the psychological need of the one may be as great as the financial need of the other. To advise this girl to give up her job without making some plan for a scholarship or attempting to arrange a part-time school program for her would be unreasonable. To advise the boy would involve careful consideration of whether, for the sake of his mental health, he needs the exhilaration of having a job. Obviously each case must be decided for itself.

It is for the purpose of deciding such questions as these that many schools and colleges have provided vocational counselors and advisers or have made available the services of expert visiting teachers and vocational-guidance specialists or have established personnel offices. For the answers to such questions may well affect the degree of success with which the individual boy and girl make their future adjustments. The majority of adolescents, however, do not have the benefit of expert services to aid in the adjustment of their problems; but even if such assistance were more generally available, it would still be necessary for parents and other adults in close contact with these young people to make every effort to understand all the factors that are being considered. In any case it is of the utmost importance that parents give earnest thought to the kind of work which their children undertake. Obviously, all types of work are not equally suitable, and some are distinctly harmful. A newspaper route may provide a certain amount of business training and develop habits of regularity, while a job as newsboy selling papers on a crowded street or late at night cannot be recommended. Taking subscriptions for reputable magazines may be a relatively pleasant way of earning a few extra dollars, even though it may not provide much training; but when selling on commission involves teaching boys and girls and even very young children to tell pathetic stories in order to dispose of their wares, it is an occupation in which no right-minded parent would want to see children engaged.

Aside entirely from the question of economic pressure, a certain amount of work is desirable in the adolescent's program. Not only does work of the right type and right amount encourage habits of industry and develop responsibility, but it gives the individual a sense of his place in the scheme of things. Father works to supply the income which supports the family. Mother works to make a home for father and the children. It is no more than fair to let children share in this scheme and feel themselves active participants in the producing as well as the consuming aspects of family life. If children have been accustomed from an early age to assume responsibility for a few simple but definite household tasks, in keeping with their years and skill, they will be better able and more willing to undertake more difficult and useful work later on.

There is much talk about the value of work in character training, and yet the fact is often overlooked that the simplest household tasks offer excellent opportunities for just such training. If Don understands that it is his job and his alone to clean the family automobile, that he has assumed the responsibility of cleaning it well and is under obligation to finish his job on time, if his family expresses pleasure in the result and satisfaction in being able to depend upon him, he will take pride in his task and consider it worth doing well. But this will not be true if father stands on the back porch watching every step with a critical eye or exclaiming in impatience over the length of time it takes the boy.

If Ruth realizes that everything from planning to serving the meal is her responsibility, that she is relieving mother of a real share of her own household obligations, and that her efforts are appreciated by her family, she, too, will take pride, satisfaction, and pleasure in performing this task as well as possible. Children may have to be trained to do a special job; but once they are trained, they should be put "on their own." Much of our satisfaction in work comes from the feeling that it has been our task to do and we have done it to the best of our ability. If there are certain duties for which a child seems temperamentally unsuited—if, for instance, a boy's phlegmatic ways make an endless performance of mowing the lawn—family peace and comfort may necessitate transferring him to some other activity, and yet training in persistent application to the task in hand may be the very best thing for such an adolescent.

There is also much in the old Tom Sawyer stunt of having such a good time painting the fence that everyone begs for a chance to help. Parents who themselves make drudgery of their work cannot expect their children to feel inspired to help them.

The examples mentioned should not suggest that household activities need be limited to the girls. Ned's mother says that she would be quite unable to keep up with her work and still have time for a little recreation were it not that her two oldest boys—12 and 9 years of age—make their beds, clean their own rooms, and dry dishes for her. This training will prove

equally helpful to the boys, not only because they will have acquired a certain proficiency in a few household duties, but also because they will have learned to assume responsibility for even minor obligations in everyday life and to share family burdens.

If work at home has value in giving young people a sense of sharing in the productive aspects of family life, work outside the home gives them a clearer conception of the employer-employee relation. At home, if Donald wants to go to the ball game, probably his chores can be postponed or done by some other member of the family. If Ruth is going to a party, her mother may excuse her from washing the dishes after the evening meal. Or, if parents insist that the work be done as usual, Donald and Ruth may say that mother and dad are "mean" and "hard" and that they even deprive their own children of a good time. Outside the home Donald and Ruth realize that the newspapers must be delivered promptly regardless of ball games and the library must have its attendant regardless of parties. They may feel aggrieved that this is so, but they learn to expect little mercy from the powers that be in the newspaper business or the public library, and console themselves with the philosophical reflection that "life is like that."

At home, when father and mother request that things be done in a certain way—for example, that the paint brushes be left in turpentine after being used, or that the kitchen towels be rinsed out after each meal—Donald and Ruth may feel that their parents are fussy and set in their ways. They may become irritable, sulky, or resentful when reminded to do things; and if their parents also feel annoyed and irritated at constantly having to point out these oversights, the home atmosphere becomes somewhat unpleasant, and the bonds of sympathy between parents and children are heavily taxed. Outside the home Donald may consider Mr. Cash-and-Carry an old grouch for insisting that groceries must be displayed in his own particular way, and Ruth may wish that her customers could be obliged to return to the racks the dresses they have tried on but not purchased; but they are likely to accept their trials as the inevitable hardships of work instead of regarding them as personal afflictions.

If work at home has the advantage of providing the adolescent with an opportunity for sharing the business of maintaining family life, work outside the home should give him an opportunity for feeling himself a unit in the larger working world. This is important, for it is during adolescence that the individual is likely to feel most uncertain where he really fits in. He needs the security of family life, and yet he wants to escape from it; he needs to feel that he has a place of his own in the world, and at the same time he wants to feel free to explore all kinds of other places. Having a job—an after-school or a Saturday job or a summer-vacation job—provides him with at least a slight degree of the feeling of confidence and security, the assurance of having at least some place he can fill which he so much

needs, and yet, at the same time, it provides him with an opportunity for exploring life outside the home.

It is in work outside the home that a young person begins to see his own identity emerge. He is no longer a mere member of a family; in fact his employer and fellow employees may not know a thing about his family. He stands and falls by his own ability and by his own accomplishments. He is paid quite impersonally, on a purely commercial basis. He begins to enjoy the relative economic independence which his earnings may give him, and with this comes a gratifying sense of independence in general. Through his work he begins to gain a new understanding of human nature and to learn to know people as congenial or cantankerous to work for. The principles of honesty and generosity which his parents or his Sunday-school teacher may have taught him take on a new meaning when he sees them practiced in his own contacts and experience with people.

Clearly, the choice of a job for the adolescent, even a temporary, part-time job, should not be left to chance if the boy or the girl is to be benefited rather than harmed by the experience as a wage earner. Such jobs if carefully selected may also provide material for vocational guidance. Employment as office boy in a lawyer's office may settle once and for all John's question whether he really wants to study law. Saturdays spent doing odd jobs around father's place of business may help to determine for both father and son whether or not this boy is a good candidate for a future junior partnership. Two hours a day spent in caring for Mrs. Jones' pre-school children may convince Sarah that she has neither the patience nor the imagination to enjoy kindergarten work. Work in a library may reveal to another girl that her real interest is not in the books but in the people who read them and that she might find future satisfaction in some kind of group-influencing activity such as social work.

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

It must always be kept in mind, however, that boys and girls in their teens are still growing and that the growing process uses up much of their reserve energy. The human machine is not always adjusted to its maximum efficiency during adolescence, and it may sometimes be wiser from the point of view of health to keep a growing boy or girl off the job entirely for a summer or discourage doing more than required school work during the school year. Parents often fail to understand the problems of their children. Clinton's father speaks sarcastically about his big strapping 15-year-old who lounges around the house, too lazy to do anything and too awkward, when he does try to do anything, to do it well. Stanley's mother is somewhat more sympathetic and also more observant when she remarks, "You can tell that

Stanley is growing; he lolls about and seems not to have strength enough to move a muscle. Then all of a sudden he will have a spurt of energy that will send him off to play tennis for 3 hours at a stretch in the glaring sun, and nothing can stop him."

This lack of capacity for long-sustained physical effort is a strong argument against the employment of immature boys and girls in jobs in which such effort is required of them. To combine school life and some daily job requires planning if the young person's time for home study, recreation, and exercise is not to be lost or unduly curtailed and if he is not to lose needed hours of sleep, thus jeopardizing his success in school or his health. A daily job should not be too taxing nor continue too many hours. Saturday jobs, in many cases, would be better.

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

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PRESENT COMPLAINTS

The idea that "nowadays" young people do not know how to make intelligent use of their leisure time is constantly dinned into our ears. Anxious parents, harassed school principals, earnest college deans, zealous preachers, eager recreation leaders, each in his own particular way tries to exhort, persuade, adjure, encourage, or shame adolescents into spending their leisure hours more properly and profitably. Occasionally the quiet voice of some judicious man or woman may be heard to say that young people are as fine today as they ever were; that the spirit of youth, which is cherished and envied, has always sought expression in play; and that those who object to the way the young people play had better look to the opportunities that are provided before they criticize the use boys and girls make of their opportunities.

Men or women who have spent a lifetime working with boys and girls, watching them at work and in their recreation, and helping them through their troubles, will point out the courage, generosity, seriousness, unselfishness, and readiness to take responsibility that lie beneath the surface of the bright lipstick and cigarette smoke about which other adults are busy complaining. But parents all too seldom have a chance to talk over Mary's or John's habits with such men and women. They are dealing with day-to-day problems, and have little opportunity to step off and see their children's behavior in perspective.

What are some of the complaints that are made against the modern adolescent's use of leisure time?

First there are the complaints about leisure time spent at home: Tom is always on the go . . . Grace comes home just long enough to change her clothes and go out again . . . When they do stay home they don't know what to do with themselves, and they hang around until one almost wishes they would go out again . . . They always tune in for the loud, snappy music without the slightest regard for the tastes of the rest of the family, and they appropriate dad's favorite chair and make a mess of the evening paper . . . When they bring in their friends, mother and dad can stay in the kitchen.

Now let us see some of the complaints about spending leisure time away from home: When John goes out, the family car goes with him and mother and dad may either walk or stay at home . . . Jane must see every motion picture and some of them more than once . . . There's no use trying to suggest the time for coming home; both boys and girls are always late, and

they always have some excuse—there was a flat tire, or the party lasted until 2, or someone had to be driven to the other end of town, or nobody realized how late it was getting to be . . . Ruth has been forbidden to go to ——— [a night club], but the rest of the crowd were going and, of course, she couldn't come home alone . . . We've talked again and again with the children about the dangers of parking along the roadside and the cheapening effect of petting; but we don't know what they are up to when they are away, and you can't get a word out of them when they get back.

But perhaps most puzzling of all is the fact that young people nowadays don't seem to enjoy the things that young people used to enjoy; they don't stay at home and pop corn or pull taffy; they don't gather around the piano and sing folk songs; they don't look forward to the church sleigh-ride parties and box suppers in winter and the ice-cream socials and Sunday-school picnics in summer; they don't take dignified Sunday-afternoon strolls through the park, or go rowing with pretty parasols to protect them from the sun; they don't play daintily at croquet or lawn tennis; they don't care for parties in a gymnasium or auditorium with crepe-paper decorations. In general, they want to go "tearing around," and they prefer the entertainment offered by commercial places of amusement to anything they might provide for themselves.

But after all, the adolescents of today are merely accepting life as they find it when they make use of commercial amusements. They are not responsible for the opening of motion-picture theaters; they neither invented nor purchased the first automobiles; they are not running the dine-and-dance restaurants or the roadhouses. If, as parents, we object to our own adolescents spending their leisure unintelligently, why don't we train them to find enjoyment in activities which we consider more worth while? If, as public-spirited citizens, we object to the exploitation of youth which is practiced on adolescents in general by the worst of commercialized recreation, why don't we clean up our communities and promote the development of adequate and wholesome public recreational facilities?

There is another point to be made in defense of the modern adolescent's use of leisure; namely, that his parents probably do not use their leisure to much better advantage. They may not go to public dance halls, but, like their young sons and daughters, they probably go to the movies. They may not drive at the rate of 60 miles an hour or park along the roadside, but they, too, regard driving as a form of entertainment. Perhaps they spend their leisure time in rocking chairs on the porch or sitting in front of the radio with the newspaper, or gossiping about neighbors and relatives—none of which activities would have much appeal for the youngster brimming over with vitality and energy.

A society that is only a few years away from frontier life, as ours is, has not devoted much attention to the problems involved in training for good use of leisure time. Relatively few people have had much leisure until fairly recently. In the past, too, play was looked upon as unimportant, even a

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waste of time, and the idea of the uses of recreation in renewing vitality, of fun as necessary to mental health, is a recent development. People were in the habit of working so hard and so long that they did not know what to do when they were not working. To learn to relax, to plan one's own time, to have inner resources fairly independent of money or location, need to be taught, like any other skills.

Then, too, it is only within the last two or three generations that a great number of opportunities have sprung up to take young people away from home in their free hours. Added to this, the habit among older people of looking upon leisure time as time to rest more or less quietly from their labors makes them turn a relatively unsympathetic eye upon the craving of youth for excitement and change.

Only when we entered upon a time of widespread unemployment in the 1930's did it become evident how pitifully at a loss many adults are when they have ample spare time and little money. As formerly busy people began to find themselves with more and more free time at their disposal, it became obvious that our emphasis in training and guidance had been on learning to work rather than on learning to play. We had had vocational guidance but no recreational guidance. During the war years most of us were under constant pressure, and leisure time seemed virtually forgotten. Now, once again, many adults find themselves at a loss to make good use of their spare time, with or without money.

Many of us do not quite appreciate the meaning of leisure. The dictionaries define leisure rather simply as freedom from occupation or employment, but actually there is more to it. Leisure for most of us is freedom that has been earned. Those of us who have been brought up to spend our days working can look forward with pleasure to a summer vacation of 2 or more weeks, or to a Christmas holiday, or to a long week-end in spring. We can enjoy the free time with a pleasurable feeling of having earned the right to sleep late, to sit in the sun, to read in the middle of the morning, to play when we would otherwise be working, or even to plunge energetically into serious preoccupation with the garden, painting the screens, sewing, canning, studying, practicing music, rearranging the furniture, or whatever else the spirit may move us to do. But the moment we are oppressed by a feeling of unpleasant compulsion—when someone begins to fuss and nag and bring pressure to bear, or when our own unreasonable conscience acts as the compelling agent—the element of leisure disappears; and should our vacation continue indefinitely, all these activities would begin to pall because they would no longer be things that could be done only on special occasions. On the contrary, they could be done any day, and so no day might seem exactly the right one.

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

EDUCATION IN THE USE OF LEISURE

Although leisure is a term that scarcely seems applicable before adolescence, education in the use of leisure begins long before. It begins when father and mother first set aside a Sunday or a holiday for an expedition to the zoo or a picnic in the woods, and the children realize that this outing is considered sufficiently entertaining and worth while for their parents to be willing to devote some of their precious leisure time to it. The child who never has such an experience and, on the contrary, comes to realize that his father prefers to spend all his leisure away from home and that his mother considers it impossible to have a good time with the family, is not likely to plan to have his own good time within the family circle. Many fathers and mothers would like to have good times with their children but somehow never do. Some of them think they cannot afford the expense involved; some of them think they have not sufficient time; some of them find children too nerve-racking; some of them do not know what in the world to do with children; and some of them are always intending to do something but never get around to it. The fathers often think this should be mother's job, and the mothers may think they spend enough time with the children day by day without planning special outings.

But raising children is a 2-parent job; and if training in the wise use of leisure is to be a part of child rearing, this, too, is a 2-parent job. Even busy people can plan to set aside a few hours a week for things they really want to do, and it would be just as easy to plan for a little time for activities with the family. Lack of money is not a major obstacle to family good times. As for interesting things to do, the following suggestions may offer some help to parents groping in the dark.

Beginning when the children are still quite small, short trips can be made great occasions. Both in the country and in the city there are nearby points of interest that are worth excursions. There are colorful flower gardens to be seen and fascinating fountains; the zoo must be visited and the aquarium; or there is the river to fish in, the town where the paper mill is located to visit. A tradition of family swimming parties and picnic suppers can be started at an early age and continued for years—if, as time goes on, the children's friends are included. If the baby is too small to go along and nobody can be found to look after him, let father and mother take turns going out with the children for that particular year. Family habits are established as definitely as individual habits; and if the family once gets into the habit of always letting the baby stand in the way of family companionship, there will be some other excuse when the baby gets older.

Riding to the "end of the line" has a great attraction for many children. Even a busy father can sometimes be induced to take his boys for a bus or car ride for an hour or two on a Sunday morning between Sunday school and dinner time. This has the advantages of satisfying the child's curiosity about "where the car goes" and enabling him to see something of the city,

and at the same time giving his mother a bit of respite at the time when it is often most needed. For the country child a trip to town with father may be one of the rare occasions when he can chat with his father alone. For while country children see more of their fathers than city children do, leisurely companionship is often quite as infrequent. It is the quality, not the quantity of association that counts.

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

Watching how things are made is so fascinating a pastime to adults that almost every large construction project has its audience of interested and critical adults explaining to one another what is going on and expressing admiration of the work or doubts about the feasibility of the plan. If this is interesting to adults, it is even more worth while to the children, particularly if father is able to explain how things work and what the outcome will be. Excavations for buildings, dredging, road and bridge construction, stone quarrying, projects for raising or moving a building from its foundation, steel construction work—all these will provide profitable and yet inexpensive entertainment for short periods of leisure. Visits may be made to a large market, a local newspaper press, a sawmill, a large bakery, a dairy, an ice-cream factory, and similar local industries. Sometimes it is possible for a group of parents to get together and plan to take turns taking their children on such expeditions. This may add to the fun for the children and may help the individual parent to enter into the thing with more confidence and enthusiasm.

City families do well to make trips to the country to provide their children with opportunities for some first-hand observations of horses, pigs, cows, and chickens. Families living in the country can offer their children an equally profitable opportunity by arranging for a day in the city, where even the sidewalks are an exciting, new experience.

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

There still remain innumerable special things, such as the flower show,

the pet show, the automobile show, the sportsmen's show, the State and county fairs, and all kinds of exhibits. As the individual interests and talents of the children develop, parents will also doubtless wish to foster an appreciative interest in art and music by taking them to concerts and to art galleries.

Most of the things mentioned so far have been things to see rather than things to do, and it may be argued that there is little value for the future in training children to go around looking at things. Even though this objection may be met with the answer that the children are learning to find a satisfying interest in the real activities of life rather than in made-to-order entertainment, it is nevertheless desirable to introduce into a program for leisure time some activities in which they can participate.

Here again parents must take thought early if they look forward to seeing their adolescents enjoying leisure hours at home and in the family. If the children want to play grocery store in the family pantry, shoe store in the family bedrooms, or barber shop in the bathroom; if they want to get out old clothes and dress up; if they want to rearrange the furniture in order to play train, or church, or school; if they want to have a tea party on the porch or make a hut in the back yard, what do we do about it? Do we give them a dime and tell them to run along and not bother us? Do we tell them that we can't have them all over the house and send them out to play in May's yard or on the school playground, or to someone else's house? Do we tell them to stay in their own playroom where they belong with their own toys?

If Tommy invites us to hear him preach his first sermon from a high-chair pulpit, or Helen tries to sell us tickets to the greatest back-yard circus in the world, or Peter wishes us to attend the special performance of the junior dramatic society, are we too busy to go?

Of course we cannot be at the constant beck and call of youngsters at play, and we certainly cannot have them carrying our shoes and groceries all over the house or playing with father's shaving brush. But children are quick to learn the rules of any game, and they will play fair if they are well taught. There can be rules about which shoes to use and how not to play with them just as there are rules about checkers; there can be days when the chairs cannot be made into trains just as there are days when the roller skates are not to be taken out. And as for putting things back where they were found and straightening up afterward—that is a vital part of the philosophy of family living; pajamas are hung up in the morning and soiled clothes put with the laundry; the bathroom is left neat and clean for the next person; and toys that have been taken out are put away when the play hour is over. These things become established customs, and there is no more need for a disordered house or cross words and harassed looks in relation to habits of play than there would be in relation to habits of eating, sleeping, or the toilet.

ADOLESCENTS AT LEISURE

No matter how pleasant the family life and how much the children enjoy their leisure-time activities with their parents, the normal adolescent, as he grows older, will want to spend more and more time doing things with the boys and girls of his own age and less with his family. This is something which parents should be prepared to welcome as a sign that their growing son and daughter are developing in an entirely normal way and making a good adjustment to life. Instead of making all the plans themselves and participating in the activities with their children, parents will now gradually withdraw. The club and the group logically become more important than the family in leisure time. There may still be special occasions when a party with the family and their relatives will be greatly enjoyed, but even on such occasions the adolescent is likely to look around for some other young person of his own age with whom he can remain a little aloof from both grown-ups and children.

Parents should make sure that their children are not obliged to have all their social contacts away from home through lack of any privacy from an interested family. A boy who has a room of his own to which to bring his friends will spend a lot of time there; the girl who knows that her parents may be depended on not to attach themselves like limpets to the living-room chairs when she brings "the gang" home with her will spend less time joy-riding.

The adolescent may continue to enjoy many of the interests stimulated and cultivated at home; but instead of "playing show" with the neighborhood youngsters, he will want to join a dramatic club. He will wish to substitute class picnics and Scout hikes for some of the family picnics and walks. Practice with the school band or school orchestra and a real conductor will take precedence over practice at home, unless he is encouraged to bring the group to *his* house to practice. In fact, in everything from straight athletics to social dancing the adolescent boy and girl are likely to seek companionship in their own age group. They are beginning to be aware of themselves as individuals and to realize that although they must be part of the family group, they must also be themselves. Moreover, they suspect that they can be themselves more effectively in solitude or in the company of other adolescents than in the presence of a domineering, inquisitive, and critical family. Of course, even nice families sometimes seem domineering, inquisitive, and critical when one is just beginning to grow up.

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

This is a difficult role for many parents to assume, particularly if they have been counting on more rather than less companionship at this time. Fathers find it hard if they have constantly postponed the day when they would "get acquainted" with their sons, or if they have been looking forward to adolescence as the time when they would begin to make a "pal" of the oldest boy. Mothers find it hard if they have been hoping to relive the experiences of youth through keeping in close touch with their daughters. But unless they face the situation and the needs of their children frankly, and refrain from becoming dependent on them for entertainment and companionship, they must either meet with constant disappointment or gratify their ambitions at a sacrifice of the normal development of their children.

A pathetic example of the folly of counting on one's children may be seen in Mr. B, a kindly, middle-aged father who is completely wrapped up in his young son and hurries home day after day in the hope that this 18-year-old boy will go for a walk or play a game of golf with him. This boy is neither abnormally selfish nor lacking in affection for his father; but having a normal interest in the activities of his friends and fellow classmates, he becomes engrossed in pursuits with them and feels no responsibility toward entertaining his father, who patiently allows himself to be disappointed and hurt again and again.

Another example is *Isabel's* mother, a young woman who was not satisfied with having lived through her own youth but wanted also to live through the experiences of her daughter. As the latter found herself growing up with tastes and interests of her own which she wished to develop independently of her mother's dominating influence, she withdrew into a shell of privacy which her mother could not enter.

It is in our leisure time that we can be most freely and frankly ourselves, for when we are truly at leisure, we may exercise a choice in our activities. During adolescence more than at any other time, the individual needs the opportunity to exercise this choice, for one of his main objectives is to be himself—to find himself, to reveal his own identity as distinguished from that of his family. If his parents are always wishing to determine his activities or seeking to enjoy them with him or even for him, his efforts to find himself are frustrated. The mother who bubbles over with enthusiasm over her daughter's parties and the father who gets his "biggest kick" out of his son's touchdown must be careful lest in their mature enjoyment and excitement they seem to make their daughter's parties their own parties, and their sons' touchdowns their own touchdowns, leaving the adolescents with nothing for themselves.

Thus the adolescent's need to share experiences with those of his own age, to become independent of his parents and lead his own life, and to protect the evolution of his own personality and individuality seems to require that parents expect less and less companionship and make fewer demands as the children grow older. Education in the use of leisure must be given in childhood. Adolescence is the time when companionship and confidence may be sought by the child or invited by the parent, but it is too late for the parent to force it, nor should he risk making a boy or girl feel guilty because he is growing out of his earlier intimacy with and dependence upon his parents.

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In any discussion with parents of the subject of delinquency, it is important first of all to stress the fact that the subject under consideration is not the confirmed delinquent who has been a more or less constant offender against law and order for a period of years and who has had court records and commitments to institutions. Our concern is rather with that fairly large group of young people who for some reason or other, in their endeavor to get out of life that something in the way of personal satisfaction for which everyone is striving, have introduced into their scheme of living tendencies of a delinquent nature, which, if continued, will eventually bring them into conflict with society.

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

It has been pointed out by those interested in juvenile delinquency that chronic offenders usually started on their delinquent careers before reaching the age of adolescence. Probably one half of these offenders came from families that had histories of much asocial activity. Many of these chronic offenders came from homes which were badly disorganized, often to an extent which led the children to leave home at an early age. In considering the soil in which delinquency is likely to develop, it is often found, therefore, that it has been well fertilized with poverty and vice and also by mental and physical inadequacies. This does not mean, of course, that all delinquents spring from such unhappy and inadequate backgrounds. Delinquency may be a problem even in the most respected families. The background is but one of the factors that need consideration in the effort to understand conduct. Children reared in poor family environments are generally ill-prepared for adolescence—a period of life when seemingly small problems are felt acutely and when the resources of the personality to handle these problems are still extremely limited.

Besides the family background of the child, one must also consider certain

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

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

There is no one well-defined technique that will work out to the best advantage in all situations. Nor is there any one method of insuring success. The economic situation of the parents is of considerable importance, but neither poverty nor affluence is a determining factor with reference to managing a delinquent wisely. It may be that the son of the affluent parent will be fortunate enough to escape a type of treatment that would be likely to perpetuate, rather than correct, his delinquency. On the other hand, unwise protection may be thrown about him so that he never has to suffer the consequences of his own acts until they reach such magnitude that society itself intervenes and demands that he pay. In the general management of the delinquent cases that come to the attention of the public, too much stress is often given to the family's financial or social standing, many a delinquent being dealt with harshly because of the unsavory reputation of the family; while, on the other hand, family prestige may cause social and political pressure to be brought to bear unwisely and the juvenile offender may not be given needed treatment.

A tendency that leads distinctly away from the wise handling of undesirable conduct but that is nevertheless common among many parents is an unwillingness to face fairly and squarely a situation as it actually exists. This leads to the use of artificially produced excuses. Mary's mother explains that her daughter would not have stayed out at night and played about with undesirable company if she had not been led astray by her friend who was older and wiser. Tom's father complains in indignation that the school teacher who expelled his son for cheating had never given the boy a fair deal. Another father attempts to protect his son who has been apprehended for taking an automobile by explaining that it was a boyish prank and that the youngsters had just been out for a lark. A very solicitous mother finds an excuse for the truancy and mild indiscretions of

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her 13-year-old boy in the fact that he had always been ill and had never had a good time.

It is quite natural for the youth in trouble to accept as a means of protecting himself from criticism these excuses which the self-deceived parent offers; and although he may not accept them as the true reasons for his misdeeds, he nevertheless appreciates that they serve the purpose of letting him off without punishment or reprimand. Notwithstanding that there is a constant and progressive innate tendency leading toward the socialization of the individual, and that asocial activity can be looked upon, in a general way, as self-eliminating, this is not likely to work out in the individual case unless the youth is permitted to learn from his own experiences that his asocial activity does not pay. If, on the contrary, he finds in his delinquencies ways and means of overcoming all the difficulties and hardships in life and of acquiring those things which, for the moment at least, bring pleasure and satisfaction, without having to meet the responsibilities that actually attach themselves to such conduct, it is but to be expected that asocial trends will continue.

It must be kept in mind, however, that it is the motive behind the conduct rather than the conduct itself which really matters, and the motives are not always evident upon superficial examination. One of the fundamental and best-known principles of modern psychology is that much conduct, social or asocial, is dominated by motives that lie below the level of consciousness. Conduct is but a striving toward emotional satisfactions—a certain release of energy which, if pent up, leads to tension and a general feeling of discomfort and which can be released only by activity, either physical or mental. There may be several ways of attaining emotional satisfaction through activity. One boy may satisfy his sense of power through bullying, while another would attain the same satisfaction through protecting. It happens that one way is looked upon as being asocial and undesirable and is frowned upon by the group, while the other is approved and applauded. We, therefore, try to eradicate one method and perpetuate the other.

In brief, the effort to eradicate delinquent and asocial trends must include a plan whereby the emotional strivings of the individual will be satisfied in a way that is compatible with the social standards of the group in which he is living. This training and the accompanying experience are among the most important acquisitions of adolescence. With many of the adolescents it is not difficult to interpret the problems of their age in terms of their inadequate preparation for it. The intensity of their emotions plus the limitations of their experience makes this particular phase of life more trying than any other, and all too frequently the habits and personality traits which were fairly adequate in the protected environment of the home lead to nothing but failure of the most pathetic sort when the child is called upon to meet the broader issues of life.

STEALING

The following story of 12-year-old Neal, who had gotten into rather severe difficulties on account of stealing, is a good example of how involved the underlying motives may be in what appears to be a very simple, commonplace situation. This lad's difficulties began during his preschool years and were due, in part at least, to the fact that he had never been taught by his parents to differentiate between what was his own and what belonged to others. The fact that he took pennies and food from home and toys from other children made little impression upon his parents and at that time was overlooked because of his immature age. It was also overlooked, or at least given little attention, that he was not well trained in the fundamental habits of life—eating, sleeping, and elimination; that he did not get along well with other children, never entering into competition with them and invariably seeking companions who were younger; and that even at an early age he resorted to masturbation when out of harmony with his environment. Later on the movies and mystery stories were his chief retreats from the realities of life.

As *Neal* advanced in years, he broadened his field of activities so far as stealing was concerned. He went from the home to his playmates; later on, to stores; and finally he developed and carried out well-laid plans to enter the homes in the neighborhood, taking money in the form of petty cash from pocketbooks, toy savings banks, and so forth. It was while on one of these pilfering escapades that he was apprehended. He admitted a long series of delinquencies to his mother; and after a family conference, he was given a series of daily lectures by his father, meanwhile being completely ostracized from his family and having all his meals in his room. The boy was completely bewildered and confused, as well as frightened, by this method of punishment; and although both parents unflinchingly carried out the measures which they thought were best suited to eradicate the "criminal tendencies" in their son, they were depressed and discouraged.

This father was a hard-working, fairly successful businessman, who took great pride in his honesty and let it be known that his integrity was beyond reproach. He was a man without interests or friends and entirely dependent upon business for any satisfactions in life. The mother was a high-strung, nervous, unstable individual who always spoke in superlatives and was primarily concerned about how things would affect her. She was much more concerned about protecting the reputation of the family than in understanding the circumstances and conditions leading up to the difficulties with her son.

These statements with reference to the parents are not made in any sense of condemnation, for the parents, too, were undoubtedly the victims of varied forces over which they had little or no control. The facts are simply stated as they were observed.

In searching for the motive lying back of this lad's delinquencies, one is impressed by the fact that he never took more than seemed to be necessary for the needs of the moment, regardless of how much was available. He spent little upon himself. He was sharing generously with a small group of recently acquired friends, and the money he stole gave him an entree to this group which otherwise would have been denied. This shy, self-conscious, poorly equipped boy, without interests or abilities recognized by those of his age, and out of harmony with his family, had also suffered by comparison with his well-mannered, obedient sister, who was the favorite in the family. He had never been trained in habits leading to self-assurance and self-esteem, which, in turn, would have permitted him to assume responsibility. He was simply utilizing the same technique which he had used all his life in the home and which had been overlooked by parents afraid of meeting the situation frankly.

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It had not taken Neal long to find out that human contacts with others of his own age and a little social recognition from those whom he admired could be purchased, for the time being at least, by this asocial activity. Had the boy's problem been frankly met and adequately dealt with—that is, had he been assisted in finding more suitable means of gaining recognition in a socially approved way through games, social contacts, friendship, development of habits and intellectual achievements that were all within his grasp—the prognosis would have been much better and both boy and family much happier. Even as the situation existed, the same plan of educating both parents and boy to meet life on a more mature level was followed, but the advice in this case had to come from outside the home rather than from the parents themselves.

The important aspect of the whole situation is the fact that stealing in this particular case was not an end in itself, but simply a means of satisfying one of the instinctive strivings common to all, whether children or adults; namely, the desire for recognition. In the process of growing up, the well-trained child develops a variety of tools which are admirably suited to this purpose, and he does not have to resort to asocial conduct to gain attention.

The case just cited differs in many respects from that of *Wendell*, a 17-year-old boy whose family background was excellent and whose parents were successful, happy, well stabilized. Up to the time that he was dismissed from school for stealing, he was himself what might be called a well-adjusted adolescent; that is, he enjoyed good health, was a fair athlete, had a pleasing personality, made friends easily, and enjoyed the reputation of being well liked and getting on easily with people.

In the new environment of a boarding school, Wendell's suddenly acquired freedom tended toward the development of appetites that soon outgrew his pocketbook; and in spite of his early training, he drifted into irresponsible ways and was soon detected in appropriating the property of other students. These thefts were carried out only after careful planning and premeditation, and what he appropriated was spent, to a very large extent, upon himself.

This boy's conduct was entirely out of harmony with his previous training. He feared detection and consequently resorted to lying. He worried a great deal about the final day of reckoning. There seemed to be no deep underlying conflicts in life in this particular case to account for the boy's delinquencies, and he showed a marked sense of relief when he was detected and had the opportunity of starting all over even with the world, so to speak. Subsequent events have indicated that stealing in this boy's life was a rather transitory phase. As the cooperation of wise parents and a sympathetic headmaster could be counted on, and as the boy was without fundamental handicaps or emotional conflicts, there was little reason to believe that this boy would have any further difficulties with reference to stealing.

The fact that the detection of the stealing brought Wendell in contact with someone who was interested in the problems of young people and that his parents were reawakened to their own personal responsibilities presented an opportunity to this boy for taking account of stock, not only with reference to his stealing but in regard to many other problems in life. Thus the whole incident undoubtedly served a very useful purpose.

It is not uncommon to see superior and well-trained boys, coming from good homes, with intelligent parents, occasionally getting into serious difficulties through participation in gang life. As one studies these situations, one is struck by the fact that many of these lads suffer from feelings of

inferiority. They have a tendency to drift to a lower social and economic level, where they can make friends and perhaps assume some leadership with a minimum amount of effort. They feel the necessity of demonstrating to themselves, as well as to others, that they are not inadequate, and one way of doing this is by assuming a "hard-boiled" attitude. They have a fear of being called "yellow." They want to demonstrate their leadership by something that is spectacular and will demand attention. The asocial activity of this particular group of boys needs most careful consideration, as such boys are likely to become the tools later on for those more cunning and shrewd individuals who dominate gang life. Often these youngsters are actually terrified after their escapades. They eat poorly, their nights are sleepless, they are constantly worried and agitated, and they are much relieved when they get up courage enough to confide in friend or parent or even when they have been detected. Parents who are on intimate terms with their children can recognize the early symptoms of these feelings of inferiority in their children and make every attempt to find ways and means of substituting activities that will offer opportunities for achieving legitimate success.

Stealing is undoubtedly less common with girls than with boys. Girls have less demand upon them for money during the adolescent period, their contacts are less likely to be of the type which would present opportunities for stealing, and gang life, as we understand it, is a less important aspect of the girl's life than of the boy's. However, stealing occurs among girls with sufficient frequency to be worthy of serious consideration.

The desire for self-adornment and for appearing well dressed is oftentimes the motivating force behind much of the petty thieving that occurs among girls in boarding schools and colleges, and the stealing itself is oftentimes characterized by an impulsiveness which is less common in boys.

Geraldine was a young girl who had always had a reputation for honesty and had always respected the property rights of others. One day while visiting a large department store she impulsively and clumsily appropriated a ring from a tray which was being displayed to prospective customers. Upon being confronted with the theft, she immediately confessed but developed conflicts from her own feeling of unworthiness which were more or less incapacitating for several weeks. This particular isolated asocial act was entirely out of harmony with her own ideals and the fundamental moral attitudes which she had always had toward life.

A girl was taken to court on a charge of breaking and entering. Investigation showed that on three occasions she had gone to the house of her best friend and stolen wearing apparel, skates, and a ring, all of which she had carefully hidden away and made no attempt to use or sell. A rather long, detailed study of the case revealed the fact that, in spite of her extreme fondness for her friend, she had times when she became intensely jealous of her, especially when the other girl appeared in new clothes which her own parents could not afford to buy. It was after such periods of jealousy that she committed the thefts.

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INCORRIGIBILITY

There is a group of adolescents who, in spite of good intellectual equipment, excellent health, and what appears to be a satisfactory environment, have a mental make-up that is characterized by a sense of resentment of authority, irresponsibility, cruelty, and pugnacity. These individuals are invariably unstable emotionally, and with their sudden changes in mood and conduct, they are very difficult individuals to deal with successfully. The court looks upon them as being incorrigible, meaning that they do not respond to the ordinary methods of correction. The psychiatrists call them psychopathic personalities, constitutional inferiors, psychopaths, and various other names that add little to understanding of the forces tending to produce conduct so bizarre and purposeless. Despite their unhappy mental attitude toward life, these individuals frequently resent any effort on the part of parents or outsiders to help them. There is a gulf between their ambitions and their achievements. They are anxious to grow up all at once and often regard being "hard-boiled" as evidence of manhood. In spite of their bullying, bragging, and egotism, they are lacking in self-confidence and self-assurance; yet they assume the attitude that they are right and the world is wrong, and they utilize every conceivable method they can in getting even with their unjust world.

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

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

As parents, we must keep in mind that defiance and sullenness cannot be overcome by force and disciplinary measures. Neither does moralizing serve any useful purpose when the child's attitude toward life is twisted and warped by his confusion and dissatisfaction. This situation calls for

supreme patience on the part of the parents. They must think in terms, for the moment at least, of making the child happy rather than either obedient or efficient. This can best be done by helping the child regain his self-confidence, restore his self-esteem, and overcome his tendency toward developing ideas of inadequacy. It is essential that parents take account of the child's assets, placing him, as much as possible, in situations where these assets can be used to best advantage. It is well, too, for them to attempt to eliminate sources of friction and to withdraw, so far as it is compatible with the child's safety, much of their parental authority. All too frequently these rebellious youngsters need at least a momentary freedom in order that they may demonstrate to themselves that freedom is only a means to an end and not an end in itself.

It is striking that this particular group of unhappy, resentful adolescents invariably react worst in the home situation. For this reason, they impress their elders painfully with their ingratitude, selfishness, and oftentimes cruelty. This is particularly true when the parents happen to be the type of individuals who interpret everything that happens in an environment in terms of how it affects themselves.

Sylvester's father had habitually utilized force and disciplinary measures in meeting all family problems and was tremendously upset when his 17-year-old boy suddenly and quite unexpectedly retaliated, meeting the father's reprimand by becoming insolent, defiant, and, a little later, opening a fistic combat. After completely subduing the father, he made clear in no uncertain terms the extent to which he resented the physical force which the father had been using over a period of years, and the hatred which this had built up. He also made it clear that he considered himself the unfavored member of the family and that he resented all the attention given to his younger sister.

This boy had some right in his criticism of his father. But what made the situation explosive was the background of poor emotional relation between father and son over the years. The apparent conflict between the father and son was due to the fact that this well-developed, rather sophisticated lad had been trying hard to grow up all of a sudden. He had sought the companionship of older boys, had participated with them in some smoking and drinking, and had been playing about with a group of boys and girls who were definitely older than he. The father, however, still looked upon this lad, who was fast approaching adult life in his thought and experiences, as a mere child and continued to assert authority over him that would only have been justified had he been 10 years younger. He was impressed with the necessity of breaking this rebellious spirit and bringing the boy into submission before it was too late.

No permanent improvement in such a family situation will result until both parent and child can somehow change their conceptions of one another. This can be accomplished by bringing the problem to a stable, tolerant, impartial third party. A psychiatrist is usually best trained to help in situations like this.

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

Laura had apparently made a perfectly good adjustment to home life, but she found on entering college that the protective, oversolicitous attitude of her parents had not provided

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the training which would permit her to fit in and assume the social responsibilities of other girls of her age. Upon returning home for her vacation she became extremely resentful and critical of her parents, holding them responsible for sending her to college with such a limited knowledge of life in general. She blamed them for her unhappiness, for her lack of friends, and for various humiliating situations which she had encountered while away from home. She criticized the home, she ridiculed the father's income as being insufficient to provide a decent home, and she commented sarcastically on all their opinions and beliefs. Her resentment was expressed only in words, however, and not in deeds. Her chief satisfaction was in demonstrating her power to hurt her parents. Underneath this turbulent attitude the girl was shy, diffident, and retiring; she had none of the pseudosophisticated habits or attitudes considered as characteristic of rebellious adolescents; and her chief concern in life was the fear that she was not like other girls.

The grievances of these unmanageable children, however, are not always directed toward parents. *Wilfred's* were, for example, all directed toward the school authorities. At 15 years of age he had a record of either having run away or having been expelled from four different boarding schools in a period of 3 years after having first expressed his feelings about his teachers and the schools in notes written in such profane and obscene language that expulsion was inevitable. This was perhaps an indirect way of humiliating his parents, who had not created a home life for him but had instead traveled about seeking pleasure and satisfaction in which he had no part. This particular boy had always wanted a home, had felt the need of his parents, and had resented the fact that these schools had been offered to him as substitutes for a home.

The foregoing cases indicate that in order to solve the conduct disorders of youth one must be sufficiently interested to take time to determine what these asocial activities really mean to the child. Most of this type of behavior can be modified to the advantage of all concerned as soon as the conduct is thought of as a symptom which has its basis in an unsatisfactory adjustment between the child and his environment. The rebellious, delinquent, poorly adjusted child is invariably an unhappy child.

EVADING REALITY

There is a large group of individuals who are unable to a greater or less degree to meet the ordinary everyday problems of life not because of any impairment of their intellectual faculties nor because of any physical conditions or disease which can be revealed by clinical examination, but because they have become the victims of an emotional outlook upon life which leads them to evade reality.

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

The child who in early life has learned to use temper tantrums as a way of gaining his own end, who avoids an unpleasant school situation by vomiting or having stomachaches, who always has the ever-convenient headache when called upon to assume some responsibility, is manifesting the first evidences of such tendencies.

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

DAYDREAMING AND ROMANCING

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

Daydreaming is indulged in at some time or other by almost everybody and need not be a dangerous pastime for the adolescent unless he prefers his daydreams to normal contacts with other young people or seeks in them a means of escape from inner conflicts and feelings of inadequacy. Romancing, which is but daydreaming aloud, may be defined as an attempt on the part of the individual to bolster up his self-regard and the esteem in which he desires to be held by others by fabricating tales which enhance his prestige, add influence or distinction to his family background,

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

The adolescent who makes excursions into the land of unreality may be less annoying to his elders than the one who indulges in temper tantrums or other types of vexatious behavior, but such practices may be fundamentally more harmful to healthy mental development. Boys and girls should be helped to realize that they can win the recognition they desire through active effort in some given field rather than through such unsatisfactory methods as romancing and daydreaming.

CHEATING

The habit of cheating and the tendency toward evasion are utilized by children, adolescents, and adults in attempting to attain certain objectives in life without making the necessary effort; they are found in those individuals who are constantly seeking "short cuts to prosperity." Such conduct is not uncommonly found in schools and colleges with reference to examinations. One child may cheat in order to get passing marks, while another individual will cheat in order to stand at the head of the class. There are those who are always seeking the opportunity to "put it over" the person who happens to be in authority, whether it is the parent, the teacher, the counselor, or the employer.

The love of winning or the inability to lose gracefully—that attitude called poor sportsmanship—may lead to difficulties in this direction; so will an exaggerated desire for power and recognition and for freedom. The inability that many individuals have to meet any situation frankly, that is, just as it exists, also leads to cheating, evasiveness, and lying. Cheating is an individual's attempt to obtain under false pretenses something which he fears he could not get by more honest methods.

The tendency to practice evasion is seen in most children at some time or other. It is unfortunate that parents are inclined to look upon this tendency lightly, calling these attempts cute tricks and bolstering up their own fears with the idea that the tendency will soon be outgrown. The parent who allows the child to evade carrying out his part of a contract, whether it be doing certain chores about the house, accepting praise for something he has not accomplished, or keeping the change that he should return after doing an errand, is permitting that child to entertain false ideas with reference to his obligations and responsibilities to others. It should also be remembered that one can be quite as dishonest in dealing with time as in dealing with money or examinations.

It is important to inculcate a sense of fair play at an early age in order that the child may develop the habit of looking at life frankly and honestly, sizing up the prospective difficulties and pitfalls and planning how

to meet them. It is not difficult for even very young children to learn that the practice of deception rarely works out to their advantage. It is perfectly true that certain individuals may be confronted with a situation where cheating represents an unrepeatable incident in their lives; but by the time the child reaches the adolescent age, these isolated experiences which bear little relation to the best moral standards of the individual are rare. They are more likely to occur in those individuals who suddenly and unexpectedly are confronted with keen competition and resort to this unfair method as a way of "putting themselves across."

In the school, cheating is often carried on by students bringing material into the classroom for aid in examination, or by copying from another pupil. A rather common form of cheating is presenting themes and other written work as original when, as a matter of fact, they are copied. Even at the college age themes that have been copied word for word are often handed in as a student's own effort. Oftentimes such experiences lead to a very serious conflict, as in the case of a college girl who was so much upset by the fact that she had repeatedly cheated in the examination room without being detected, that she voluntarily admitted the fact to the head of the course, much to her own relief.

In games and sports there are also various ways of cheating. One of the more subtle was observed in Gilbert, a 14-year-old lad who was a fairly good athlete but a poor sport. He excelled in tennis; but on several occasions when he was threatened with defeat, he would refuse to continue a match on the ground that his eyes were bothering him. Repeated examinations by a specialist indicated that the affected eyesight was but a way of avoiding actual defeat.

These few examples bring out the fact that it is tremendously important for children to learn how to meet failure as well as success in early life. There is a tendency on the part of those interested in children to stress the value of success, and this is important. But the child who has never learned how to meet defeat and disappointment is poorly equipped to battle with life.

TRUANCY

Pushed by the spirit of the "wanderlust", many of the more venturesome children seek adventure and new experiences outside their immediate environment. These individuals are less concerned about their security than the average boy or girl. They seem to have an inherent hunger to investigate all that is strange and new. Their homes may be good, their parents just, and they themselves without any deep underlying conflict. Truancy in these cases is but the response to a deep underlying urge to satisfy something that is closely allied to curiosity. On the other hand, a certain number of truant individuals are not running to something but away from something, and in this group truancy and delinquency often go

hand in hand. Truancy in these situations is but the result of conflict between the individual and his environment. When the home atmosphere is unhappy because of constant friction and emotional tension or when punishment is severe and unjust or when failure in school with its accompanying humiliation is inevitable, or when the individual is in the grip of a feeling of inadequacy, truancy may be an escape closely allied to alcohol, illness, and other similar types of escape utilized later in life.

It is the state of mind that activates truancy rather than the truancy itself which must be looked upon as the vital and dangerous aspect of the situation. This state of mind is exemplified by Norman, a 16-year-old boy with a good average intellectual equipment.

Norman had enjoyed good health until he was about 8 years of age with the exception of a chronic asthmatic condition which restricted his athletic activities. He was the son of a highly skilled mining engineer who was a friendly, kindly individual, but who, for some reason, failed to understand this boy and offered him but little companionship. His mother was an emotionally unstable woman and had been steeped in deep sorrow for 5 years on account of the loss of Norman's younger brother. His school work had been average, or a bit better, up to the time he was 14, when he was kept out of school on account of a severe infection. Upon his return he had apparently lost not only much ground but all his interest in school work. He was resentful about being left behind his classmates, and this attitude reflected itself in his conduct in the home. He became extremely critical of his father, demanding in his attitude toward his mother, resentful toward all criticism, and rebellious toward authority; he lost many of his friends, became extremely unhappy, and was given to short periods of depression.

It was during such periods of depression that he first began to disappear from home. After not letting his parents know where he was for several days at a time, he would telegraph for money. These episodes of running away were causing his parents so much anxiety that they were both on the verge of a breakdown.

Fortunately this boy had some ability in drawing that had been recognized by a friend of the family who was in a position to place him with a competent instructor away from home. He was advised to leave school and build his life around this real interest, and thus his problem was solved in a most satisfactory way.

An isolated example of truancy from camp may be seen in the case of *Lincoln*, a 15-year-old boy whose father attempted to place him in a camp against his will, thinking that as soon as the boy was happily settled the experience would work out to his advantage. Under the pretense of seeing a friend, the boy was inveigled to visit a camp with his father. After spending the afternoon happily with the group he found that his father had slipped away, leaving him in charge of the camp director. This method of leave-taking was not in keeping with the frankness which had been displayed between father and son up to this time, and the boy was much upset. He took the first opportunity of leaving the camp, much to his father's dismay. Here the father resorted to a plan of deception not unlike some of the very practices which he was most earnestly endeavoring to overcome in the boy.

It is not infrequent to find parents, either habitually or in desperation, as in the above case, doing this very thing, meeting anger with anger and deception with more deception. Such a plan may work out for the moment, but it will not ultimately be successful. Frankness may make for temporary rebellion, but it never destroys the confidence and respect which are essential for the happy relation between the adult and the adolescent.

DRINKING

If the adolescent is introduced to alcohol, it is invariably through his social activities, and his continued use of it is likely to be a symptom of some inadequacy and instability. For the less courageous, those who feel inferior, it is the most dangerous weapon with which they can play, as it temporarily bolsters up their courage, gives them a transient sense of well-being and a false sense of importance, and relieves them of certain painful inhibitions only to leave them pitifully weak and helpless without it.

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

One of life's earliest, most difficult, and most painful lessons is that we cannot indulge without discrimination the varied impulses and desires that are constantly being aroused and seeking avenues of expression without getting into trouble with society or creating conflicts within ourselves. Long before we appreciate just why we should not pull the covers off the table, hurl the ornaments about the room, pinch, squeeze, and annoy younger members of the family, run blindly out into the crowded street, take candy, food, or money which does not belong to us, or do innumerable other things, we learn that such behavior brings swift and painful punishment or in some way or other works out to our disadvantage.

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

THE ADOLESCENT AND HIS COMPANIONS

THE IMPORTANCE OF FRIENDS

There is no phase in the individual's life in which friends count more than during the adolescent period. As has been pointed out, this stage of development in the child's life is characterized by intensity of feeling in combination with lack of experience to guide and direct these intense emotions with the wisdom of more mature years. There can be many substitutes for intimate friendships during childhood—brothers and sisters, parents, and the innumerable individuals whom the child meets in the daily routine; likewise in adulthood, one's family, business, and other interests, or one's philosophy of life may make intimate friendships unnecessary. It is extremely difficult, however, for the adolescent to accept anything in place of his chum, his pal, his buddy, or whatever else he may call that individual in whom he can confide with absolute assurance of receiving a sympathetic hearing and being understood.

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

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

Certain mental characteristics, or personality traits, are found sufficiently often, however, in these friendless, lonesome individuals to make it seem only fair to assume that these traits in themselves represent the barrier between the child and the social group with whom he is brought in contact.

There is, for example, the shy, diffident, reserved youngster who is inclined to be very introspective, who is extremely sensitive not only to the impressions that he makes upon the world but to the impressions that the world makes upon him. Everything seems to register, and everything that registers must necessarily be analyzed; it is in the process of examining and tearing these ordinary, everyday situations apart that the individual becomes more and more self-centered. Later in life he develops feelings of inferiority and inadequacy; he is prone to be unduly critical about himself, not infrequently setting his standards for himself so high that failure is inevitable.

The question arises: What are the environmental situations that are likely to produce this state of mind in the child when he is called upon to confront life during the adolescent period? As has been stated, the family may be substituted for friends during early life; but it is not uncommon for parents to put such a value on family life and to derive so much pleasure and satisfaction from their children that they very selfishly hold them too close to the family circle. Home life may be made so pleasant and attractive and in subtle ways so easy during the early years of life that there is little incentive for the child to reach out and make intimate contacts with the outside world. Then, too, the child may be cut off from outside contact at a very important period in life because of some accident or illness which makes a temporary invalid of him, so that after recovery he may find it difficult to pick up the thread of social relations where it was dropped. The fact that parents move about and that the place of residence is frequently changed, or possibly changed at a rather critical time in the child's life, is another factor worthy of consideration. This important aspect of the child's life should always be kept in mind when a change of schools is under consideration. To be taken away at the age of 8 or 9 from the group with whom he has played about for 3 or 4 years is a real calamity to one child, while another child will immediately make a place for himself in the new situation without any difficulty whatsoever.

In some homes neighborliness and intimate contacts are frowned upon. Parents do not encourage their children to visit other children or to bring other children home, fearing that such visiting may involve some social obligation to the parents of these other boys and girls. There is a lack of cordiality in such a home that cannot but affect certain children in their early relations with others. In other homes there is a critical attitude toward the neighbors' children and toward the neighbors themselves that is also restraining. For example, Johnny may be told that the children of one family are too dirty and rough or too indecent in their language to play with, other children are to be avoided because their families are economically or socially inferior, and another group may be undesirable because of racial or religious differences. Some families simply fall back

on their old conclusion that John gets along so much better and causes so much less trouble if he keeps by himself; he either gets excited or uses bad words, or comes in all tired out or unpardonably dirty when he is allowed to participate in the activities of the group. These excuses are born of twisted, snobbish, arrogant, or intolerant attitudes on the part of certain parents, or are resorted to in an effort to make the job of rearing children as easy as possible. They are all, however, important factors in the development of certain traits that interfere with making friendships easily in later life.

Following is an example of yet another way in which an individual's ability to make friends may be unwittingly interfered with early in life:

Lydia was a bright, attractive child with a keen desire for friendships, but at the age of 16 years she was still too shy and diffident to make a place for herself with other girls.

Having lost her mother very early in life, she was brought up by her father and an elderly grandmother. The former disliked groups of people, preferring not to have more than one person around at a time; the latter was hypersensitive to noise of any kind and thought "children should be seen and not heard."

In such an environment *Lydia* had little opportunity for cultivating friendships by inviting people to her own home. Moreover, she had no opportunity for developing the self-confidence necessary to enable her to approach the girls with whom she much wanted to be friends. These girls, on the other hand, completely failed to understand her and made no effort to become more closely acquainted with her. It was little wonder that she began to feel that she must be different from other girls, and then that she must be inferior to them.

It is the individual of this type who reads with alternate despair and hope the magazine advertisements picturing the unpopular boy or girl and assuring the reader that the use of the right soaps, creams, deodorants, pomades, antiseptics, and cigarettes, and a study of the right books on etiquette, grammar, and literature will prevent this casualty.

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

"CRUSHES"

While some adolescents need help in learning to make friends at all, others need help in learning to maintain a sense of balance in their friendships. They must learn to keep their interest open in many people

instead of centering all their attention, affection, admiration, and devotion in one person of their own sex.

Adolescent crushes are very common and can usually be looked upon as a normal phase of development. There are, however, a certain number of these intimate relations between individuals of the same sex that either because of their intensity or because of their duration require serious consideration. Parents and teachers oftentimes need to use great care and judgment in handling these situations in order that they may be most helpful to those who quite innocently become involved in some alliance which might become quite disastrous to the parties involved.

Crushes that continue are of significance not because of any undesirable activity but because of their interference with the natural, normal, healthy development of broad social contacts which are of special importance during this period in life. These intense emotional reactions between those of the same sex, more commonly seen in girls than in boys, are all-absorbing and in most cases leave no time or interest for other social contacts. At best, when one of those involved gets a more mature outlook on life and seeks a broader field for personal relations with both boys and girls, the other is invariably hurt.

As will be seen in some of the case discussions, while the crush is on, any attempt to break it up or interfere in any way is met with open rebellion. Any criticism directed by friends or family is resented. The parties to the experience glory in their loyalty toward each other. Invariably they entertain the idea that this relation is something given to them alone, that no one has ever before experienced the joy of such a friendship, and that, therefore, no one else is capable of understanding it. Quite rightly they resent any intimation that there is anything wrong or bad about this relation. To those caught emotionally in this snare, it symbolizes all that is good and worth while. Helping these young people to get a proper perspective of this particular problem in relation to the entire life situation is therefore a delicate task.

Fortunately when the fires burn so intensely, they do not last long, and most of these crush situations are self-eliminating. If managed wisely, they do no harm. It is not so much the crush itself that needs careful consideration as the individuals participating in it. When such a relationship exists as the individuals participating in it. When such a relation exists confidence are unable to "put themselves across" in a normal way with the group, it requires all the skill and ingenuity of the adults who are trying to help them to find ways and means of developing new interests which may serve as a diversion while these young people are finding themselves.

The family must be tolerant and not give the impression by word or by deed that they are persecuting either party. They may judiciously introduce other young people of interest into the home life or arrange for a visit that would temporarily separate the two young people. Plans for a summer

at camp might be considered, depending upon the situation and the extent to which the affair has developed. Whatever may be the plan, it will require nice judgment and much toleration and patience, but it will be worth the effort. The future happiness of these adolescents may depend upon establishing their lives on a more satisfactory basis than one which is narrow and emotional.

Alice was a very attractive, intelligent young girl, 16 years of age, who was causing her parents a great deal of concern because she had developed a very resentful attitude toward authority, was extremely antagonistic toward all suggestions, and seemed hypercritical toward life in general. This young person had lived rather a secluded life and had made but few contacts with young people, either boys or girls. Then very suddenly she had developed an intense admiration for a girl who was somewhat older than herself and who came from a somewhat lower social and cultural level. The older girl was flattered by *Alice's* attentions, invitations, letters, and gifts, and clung quite as closely to *Alice* as did *Alice* to her.

All attempts on the part of *Alice's* parents to meet this problem, first by teasing and ridicule, later by threats, punishments, and deprivations, served no useful purpose. They did nothing more than make this young person feel that the object of her devotion was being maligned and persecuted. It was never suspected by the family that the girl herself had a good many conflicts over this relation, that she was eager to broaden her contacts, and that she was extremely desirous of having friends among boys as well as girls. On account of the circumstances under which she had been brought up and a certain inherent shyness and diffidence, a special effort had to be made on the part of her parents to help her meet the young people among whom such friendships could develop. This they were perfectly willing to do when they understood the emotional nature of the problem.

The teacher is often able to offer assistance in these situations because she may approach the subject with these young people in a perfectly natural and unemotional way by discussing the subject of friendships—the importance of first making broad general contacts which are interesting and profitable in an educational way and then of cultivating the more intimate relations upon which men and women place great value all through life. The disadvantages of cutting one's self off from the broad social contacts of the school, the community, or the camp for the sake of devoting one's time to any one individual can be made quite clear, and it is not difficult to explain how these emotional tie-ups between those of the same sex often lead away from a well-rounded-out life in the future. There may be particular reasons for going into the subject more deeply; it may be brought out, for instance, that one may get in the habit of avoiding contact with those of the opposite sex because of the ease and satisfaction with which the present relation can be carried on, and that one may thus close the door to healthy contacts leading to normal mating, marriage, children, and a home.

These emotional situations must never be looked upon as occasions which necessitate trying to make young people good through fear of consequences. They represent just another opportunity for the parents and the child to get together and discuss the whole situation and all its implications in an unemotional way. The task of passing through that immature stage where autoerotic tendencies and crushes play an important part in

life confronts every adolescent and is a difficult one for many of these young people. They fear to take the next step forward, oftentimes being filled with a feeling that they are unable to meet it adequately.

But they are very quick to grasp any real understanding which their elders may have of the problem and to reach out for help when they have reason to believe that it is available.

Many of the doubts and misgivings these young people have with reference to taking the next step in their social development are due to the fact that their early experiences in their own homes have prejudiced them against marriage. A mother whose marital life has been unhappy and whose dissatisfactions have been an everpresent example to her children, who presents marriage, particularly the sex aspect of it, as something to be avoided, is a tremendous obstacle to the normal, healthy development of her sons and daughters. Such childhood experiences are the most common factors leading to social immaturity in these unhappy children. The development of a normal, happy, well-adjusted sex life in young people is more dependent upon the examples they have before them than on all the instruction one can give.

BOY AND GIRL RELATIONS

With the introduction of coeducation and the discovery that taking part in athletics would not incapacitate girls for childbearing, a more normal and natural everyday relation between boys and girls began to prevail. Seeing each other under the prosaic circumstances of 8 o'clock classes, playing at the same games, working side by side whether on class plays or on school annuals, studying the same subjects, boys and girls came to a clearer understanding of each other. Boys long ago discarded the Victorian conception of femininity and, instead of regarding girls as vague and mysterious combinations of physical frailty, intellectual stupidity, and frigid spirituality, accepted them as "pals," companions, and friends, while girls responded with a frankness bred of their own more honest recognition of boys.

This closer acquaintance between boys and girls has everything to recommend it. In the world of today men and women must work and play side by side. How will they learn to do this if they spend their entire youth carefully isolated from each other, fed on mysterious illusions of differences that may not exist? The element of romance with which young people wish to endow each other in their love relations, need not be lacking because of the better acquaintance between boys and girls; on the contrary, being adequately protected against endowing all girls or all boys with glamor, they should be better able to discriminate in their choice of the particular partner they seek.

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

singular during adolescence. It takes real ingenuity, however, to deal with fads of the moment, such as that demanding that each boy or girl have a "steady," and date only with that one person.

We shall probably all agree that there is nothing particularly new about the practice of petting, excepting for the fact that it is now practiced more generally among those who are considered nice people, that it has become more of a pastime and perhaps less well defined as a step leading to matrimony, and finally that it is no longer a practice reserved for the subdued lights of the family parlor, the country wayside, or other secluded spots. In the automobile, on the beach, in the village green, in the city park, on the dance floor, on the public street, in cars and busses, and one might say wherever adolescents as a group can be seen, petting may be witnessed. There appears to be a casual indifference with many young people to what those about see or say regarding their activities in public. These observations can be made by anyone at any time, and almost anywhere.

It is difficult to account for what appears to be a decided change in the attitude of adolescents toward petting, and it is equally difficult to evaluate what it all means in terms of promiscuous sex activity. Certainly there is no reason to believe that the sex urge is more demanding at the present time than it has been in years past. Perhaps constant exposure to love-making in the movies has made such endearments appear more casual and commonplace. Probably time will reveal that more young people of all types are indulging in these activities and that they have not changed materially in degree and intensity. The fact that young people feel free to carry on petting in public is an indication of the less cramped and inhibited feelings about the whole subject of sex that are the result of widespread efforts toward revamping attitudes toward this part of life.

There has grown a more healthy comradeship among young people of both sexes, an effort to find in the one individual those varied satisfactions which it is but human to desire. This need not mean that actual sex relations are more commonly practiced. Petting is perhaps being utilized more and more as a sublimation.

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

Sex as one of the important factors of human development should be regarded and discussed by parents as they would approach health. The girl who overeats, who allows herself to get constipated, who fails to look after her skin, and who fails to follow other hygienic regulations gets fat and develops a poor complexion, never feels right, and is likely to become

physically unattractive and socially handicapped. The girl who permits promiscuous petting with unlimited privileges gets the reputation of being "easy" and "common." As a social asset, she is less valuable and soon finds that she is left out of much that would contribute to her happiness. This may be a rather low level of adjustment from a purely moral point of view, but young people can and do understand when we talk to them about what type of conduct will actually work out to their advantage. We can tell young people that we understand all the urges that quite naturally prompt them to seek the thrills of life in this particular way, yet at the same time show them by the innumerable examples always available that it actually pays to postpone these gratifications and help them find other emotional outlets.

It is well to keep before these young people that the various activities which are generally covered by the term petting all too frequently fail to give the parties involved the satisfactions they are after. Frequently these experiences are difficult to digest. Even so, they may become habits after an appetite has been created for this particular type of emotional stimulation. The early indulgences are often brought about by the desire to test out life, to try a new experience, to indulge in some new thrill. In the case of girls particularly, such behavior is often a sincere response to what seems a great need for demonstration of affection. A desire for popularity, attention, and the participation in social activity which they feel would otherwise be denied them is the motivating factor in many instances.

In dealing with this whole subject we need to remind ourselves that the high proportion of frigidity in women, and their failure ever to make a complete response in the sex relation, are almost surely the result of inhibitions and prohibitions set up early in life. That our cultural demands set up a great barrier to the development of normal sex attitudes should not be overlooked by parents.

These are all factors which should be discussed frankly with the adolescent, and, again, the discussion may well be carried on as a subject of interest and practical importance, rather than as a personal problem. It should be kept in mind that this problem of sex is but one aspect of life for the adolescent and that many pitfalls and conflicts may arise in his effort to solve this one particular problem. The adolescent will make his own adjustment to life adequately only when he does it without being harmful to others. The adult who is in a position to gain the confidence and respect of the adolescent holds the strategic position. This can come about only when the adolescent is sure that he is dealing with someone who has a clear idea what youth's problems really are and a practical plan or philosophy of life that will meet his daily needs. The adult who deals with adolescents successfully will have an appreciation and understanding of adolescent problems in general as they exist today and also he should know well each individual whose conduct he is trying to affect.

THE NEEDS OF THE PARENT

Much that has had to do with the relation between parent and child, particularly that aspect of this relation which has worked out to the disadvantage of both child and parent, has been stressed in the previous sections. One cannot understand childhood behavior without carefully investigating the effects that other people in the environment have upon the child, and of course the people who influence the conduct of children the most are the parents. In spite of an effort to avoid being unduly critical and assuming the attitude of the reformer toward the parents, it has been necessary to discuss frankly the common blunders which as parents we often make quite unconsciously. Those more sensitive individuals who read this bulletin may be left with the idea that there are but a limited number of children who succeed in emerging from the adolescent period enjoying good mental health and that this success has been accomplished in spite of parents, rather than because of them. It is not the intention of the author to leave this impression.

Let us therefore turn to some of the more constructive aspects of the parent-child relation. This relation has changed so markedly during the past decades that it is not surprising that parents find themselves a bit confused about just what their obligations and responsibilities toward their children are in this modern world. Moreover, many children would consider it but a relic of the past if their obligations to their parents were brought up for consideration. For generations in practically all countries, civilized and uncivilized, children have been bidden to respect, honor, and obey parents. In the laws of the ancients there were no exceptions and no extenuating circumstances for any lack of respect on the part of children toward their parents. Time itself has introduced social factors which necessarily must affect the child's attitude toward his parents. As civilization has advanced and the interests of man have extended beyond hunting, fishing, fighting, and the interests of woman beyond childbearing and housekeeping, and as various trades and professions and occupations have developed, children have had increased opportunity for becoming intimately associated with a varied group of people. Under these conditions parents obviously become less dominant factors in the lives of their children.

The foregoing is simply mentioned in order that parents may grasp the idea that their children are less dependent upon them than they were upon their parents. One must understand and appreciate how efficiently and with how limited an amount of turmoil and confusion young people have taken this recent step toward developing their own independence. What

this sudden transition in the attitude of adolescents toward their elders actually means is that if parents are going to continue to stand out in the social scheme of things as being the dominant influence in the lives of their children, this influence must take root at any early age and not be postponed simply to suit the convenience of the parents until the child is fairly well advanced toward adolescence. The idea which was so firmly fixed in the minds of children a few generations ago that all parents were endowed with wisdom, that they were all worthy of respect, that their achievements entitled them to admiration, and that their understanding of human nature was un failing, no longer exists. This does not mean that children no longer love, respect, and admire their parents, but it does mean that children view their parents more critically; and if the latter are weighed and found wanting, they are not endowed, merely because they are parents, with virtues which they do not possess.

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

Isabel's mother had married shortly after graduating from high school and was still in her early thirties when her daughter began to show signs of growing up. She had two younger children, but as they were both boys she had centered all her hopes in Isabel so far as companionship for herself was concerned. In spite of her many duties as mother and homemaker, she had found time to keep up a good game of golf. She also played bridge several times a week, read the latest novels, and attended the outstanding movies. She was interested in fashions, enjoyed shopping, and was always smartly dressed. In short, she was one of those modern mothers who seem not only to keep up with the coming generation but at times to get ahead of it, and she was confident that she and her daughter would soon be able to play together more as sisters than as mother and daughter.

One of her first disappointments came over a new dress which Isabel needed for a class dinner. She had talked it all over chummily with her daughter for several days. She decided enthusiastically that the color would be blue, and with the same enthusiasm she went down town, bringing back the blue dress of her choice. She tried to pass on some of her eager excitement to Isabel as she tried the dress on her, asking whether it wasn't fun to be going to a class dinner, and didn't the dress look grown up, and so on, to all of which Isabel responded quietly and almost sulkily.

The following day Isabel returned home from school very late and calmly explained that she had purchased a dress for the class dinner. It was a less expensive dress than the one her mother had bought and certainly less distinctive. But she had selected it herself with the assistance of one of her own friends, and she declared that this was the dress she would wear and no other.

When the night of the dinner came, Isabel dressed in her room without calling her mother in for assistance or for approval, and slipping her coat over her dress, she ran downstairs and out of the house without letting her mother catch as much as a glimpse of her. The latter was hurt and puzzled; yet as the evening wore on, her spirit's rose and she began to look forward to Isabel's return when they would talk it all over. When Isabel finally came up the

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stairs she called out eagerly, "Hello, dear. Did you have a good time? Come in and tell Mummy all about it." To which Isabel replied, "Oh, are you still up? I'm too tired to talk any more tonight. I'm going right to bed. Good night."

Isabel became increasingly secretive, and yet, so far as anyone knew, she never did anything which she had any reason to hide from her family. But she resented her mother's great eagerness to share all her experiences and to discuss frankly her most intimate thoughts and feelings. Perhaps she suspected that her mother would boast to her friends of her intimate relation with her daughter and would repeat everything her daughter told her; perhaps she felt that she did not intrude upon her mother's privacy and wished her mother not to intrude on hers; or perhaps she wished to shield her own newly developing personality from the mature and dominating personality of her mother. At all events, she withdrew more and more into herself in every way. If her mother came into her room when she was dressing, she fled to the clothes closet; if her mother was around in the evening when she was studying she locked the door of her room; before leaving the house in the morning she locked her desk lest her mother touch any of the things; she would tell her parents where she was going, and she would supply whatever details her father requested, but she would never discuss her activities with them or describe what had happened or who was there.

This went on month after month. Isabel's mother still made efforts to get close to her. She would still come into her bedroom occasionally and sit in a corner hoping to watch Isabel dress and be able to talk things over. Sometimes she made such remarks as this: "Isabel, you seem to forget that I am your mother. You hide yourself so persistently that I don't believe I know what you look like without your clothes on, and I'm your own mother!"

She was similarly grieved over the fact that Isabel never mentioned to her anything even remotely related to the subject of sex. Isabel listened with an indifferent expression when her mother tried to explain the process of menstruation to her, and promptly talked about something else; in fact, this was a subject which she consistently avoided with her mother, remaining silent concerning herself and ignoring any remarks made by her mother.

Isabel's devotion to her carefully locked diary added further to her mother's anguish. Why couldn't her daughter confide in her? What had she ever done to Isabel to bring this upon herself? She felt that she was a failure and could not understand why.

This case has been given in considerable detail because it includes so many of the typical sources of difficulty and misunderstanding arising between parent and adolescent. Parents frequently become much distressed over the strange behavior of sons and daughters who seem abnormally modest in dressing in the presence of their parents; who never report on various phases of their physiological development; who seem embarrassed, indifferent, or annoyed when parents discuss sex with them; who keep private diaries; who never have anything to relate after attending a party or being out for an evening. Such parents are unaware first of all of the gulf that exists between any two generations merely because of the difference in age regardless of how modern the point of view or how youthful the manners of the individual mother. Teachers and recreation leaders make this same mistake when they try to bridge this gulf with some such statement as "Let's all be boys together" or "We're just a bunch of girls talking things over frankly." It is far wiser to be a parent—or a teacher or a recreation leader or other adult—in manner and attitude as well as in actuality, and to say whatever one has to say frankly, sincerely, and with dignity, and then to let young people be young.

Although we may remember how we looked when we were 15, our

present 15-year-olds see us only as the aging adults we are, no longer lithe and sparkling, but increasingly stolid, wrinkled, heavy, and growing gray or bald. The very idea of our being on the same level with them and sharing experience as equals is preposterous and even absurd to them. We may try to use adolescent colloquialisms and hope to establish a relation of intimacy and mutual confidence by talking of social, emotional, or physiological experiences in the popular terms of our own day without realizing that popular vocabularies change with the fashions and that in such attempts to reach the adolescent level we meet with as little success as we should by dressing in the clothes of our youth. It is useless, for example, to talk to the adolescent about the undesirability of spooning; for the adolescent of today does not spoon. Although yesterday's necking may be today's petting our very word stamps us as belonging to another generation. The adolescent at once concludes that we speak another language and have no understanding of his problems.

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

There is a second obstacle to the relation of intimate equality which such parents as Isabel's mother desire with their children, and that is the fundamental difference in personality that may exist between parents and their children despite all ties of blood. Isabel's mother had made every effort to overcome all differences that might be attributed to her greater age and to the fact that she belonged to another generation; she dressed, acted, played, and thought according to Isabel's own generation. But she had not overcome the personality differences between herself and Isabel. In fact she did not even recognize them, for she was constantly expressing surprise over the fact that her own daughter should not be just like her in all her ways and thoughts. But daughters take after their fathers as well as after their mothers, and sometimes they resemble distant relatives on either side. It is unreasonable for parents to expect to be able to identify themselves with them or relive their lives through them.

And this touches upon the third obstacle to an intimate identification between the parent and his adolescent child—namely, the adolescent's need to live his own life. Isabel wanted to lead her own life, even if it meant

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no more than choosing her own clothes and thinking some of her own thoughts. It would have been quite possible for her mother to be sympathetically interested in her plans and even to exert considerable influence on her behavior without trying to force herself into the girl's physical, intellectual, and emotional privacy or drown her daughter's reactions with her own enthusiasm and excitement. She would undoubtedly have remained closer to her daughter if she had been less aggressive in her approach to her.

The most important contribution which the parent can make to the child is that of preparing him to assume the obligations and responsibilities which are associated with independence. If it be true that children are, as a group, throwing off the parental shackles at an earlier date than they have done heretofore, it means that parents must see that they are adequately equipped with habits and personality traits and mental attitudes toward life that will work out to their advantage. The child's dependence upon the parent may result, later on, in the parent's pitiful emotional dependence upon the child. There are those parents who have built their lives so intimately around their children that they become extremely unhappy when they appreciate that the parent no longer serves the same purpose to the adolescent as he did to the younger child. It cannot be denied that this attitude of the parent toward the child is fundamentally selfish and not infrequently results unhappily for all concerned, especially if the child has not quite grown up himself.

A good example of parental dependence upon children may be seen in Mrs. D, a mother who was so emotionally bound up in her 22-year-old son that she could not bear the thought of his going away on a vacation with his wife whom he had married within the year. Mrs. D deliberately planned and schemed that she might have her son at her summer home in the mountains, at the same time intimating that this would probably not be so healthful a place for his wife as the seashore would be.

Many a parent with this selfish, demanding, emotional attitude toward his children has built up barriers which have prevented a happy parental relation in later years. Many an oversolicitous, selfish mother has wrecked the marital happiness of her son, and many a father has rendered himself miserable and unhappy and has developed feelings of being misunderstood and neglected, simply because their children did not retain in adolescent life the immature, dependent, emotional attitude which had meant so much to these solicitous parents in the years gone by. So it is well to point out that parents must prepare themselves to deal wisely with that phase of life when their children are no longer to be dependent upon them. Mothers are very much more likely to be affected by this situation than fathers because in the natural course of events men still continue to be preoccupied with the task of providing for the family. Their time is spent at the office, shop, or factory, and they come in contact with many people and many problems. The mother's big job, however, has been that of rearing the children; and unless she has provided herself with some other interests,

she will feel the vacuum created when they are no longer demanding all her time.

Much has been said about the parents' responsibility toward the child, and during early years it is the parent who must supply the initiative, judgment, and patience which this task entails. But it must be kept in mind that as the child advances in years he, too, will have more and more to contribute toward the happiness and satisfaction of family life. Essentially the relation between parent and child should be maintained by a mutual effort to acquire a better understanding of each other's personality, each other's interests, problems, and pleasures—both parent and child endeavoring on the one hand to appreciate the various factors contributing to their respective health, efficiency, and happiness, and on the other hand to gain a clearer conception of the influences leading to dissatisfaction, failure, and defeat.

Children will become interested in parents and the family as a group only if they are permitted to take an active part in the family activities at the earliest possible age. Children should be given an intelligent insight into what goes to make up the life of the parents. The child should know something about his father's work, his mother's responsibilities in running the house, the social and economic status of his particular family as compared with that of other families. Thus he will have an intelligent appreciation of just what he is entitled to in the way of pleasures and amusements, clothes, spending money, and so forth. Children at the adolescent age undoubtedly would dispense money with more judgment and put a higher value on the real things of life if they were better informed about the amount of effort their parents have to make to supply their needs. Children cannot be expected to understand at first the need for budgeting one's time and money; but it is only reasonable to expect that if information is intelligently handed out on these subjects, the result will soon be something that is very much worth while to both parent and child. (This aspect of the parent-child relation has already been touched upon in the sections on work and leisure.)

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

But all these attitudes, habits, and personality traits must be regarded as only the tools with which the individual makes a place for himself in the social scheme of things—implements which he utilizes in the process of creating relations that will be satisfactory and happy not only for himself but also for all those with whom he comes in contact. In the process of

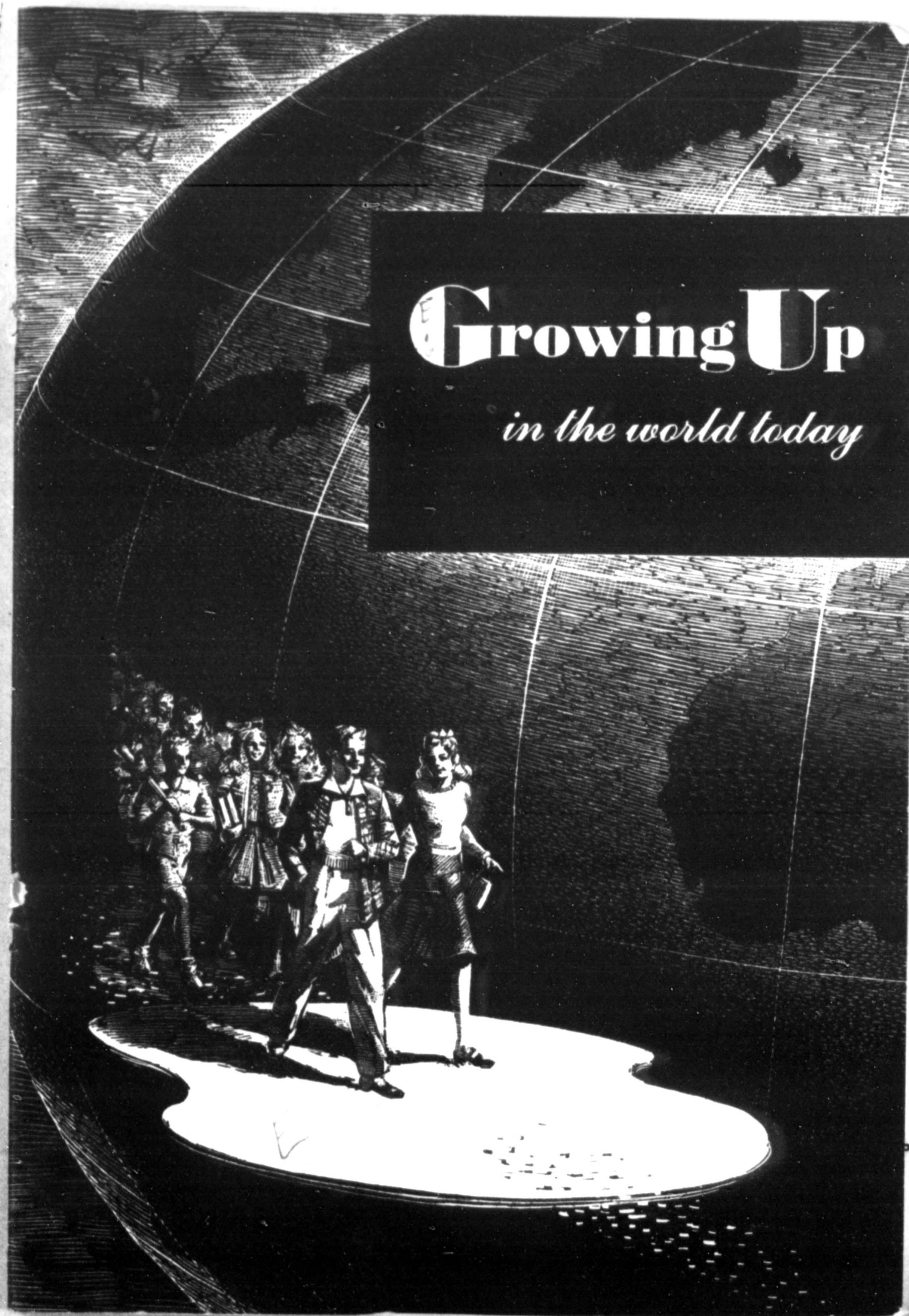
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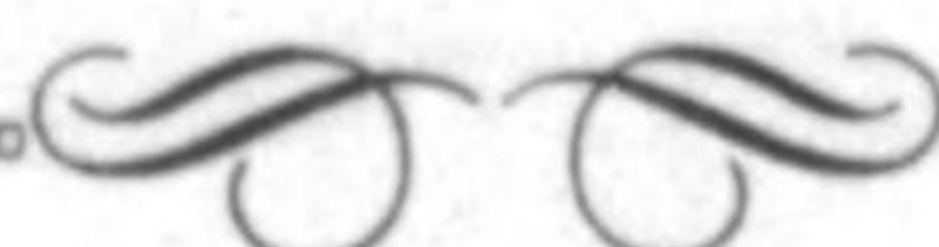
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development he must ever be ready to discard those tools which, although perhaps useful in one period of life, have become inadequate for the present need. Fortunately, we are well endowed with a plasticity which enables us to modify our ideas and conduct, whether as adolescents discarding infantile behavior patterns or as parents discarding adolescent behavior patterns.

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







Growing Up in the World Today

For boys and girls in the teens

by Emily V. Clapp

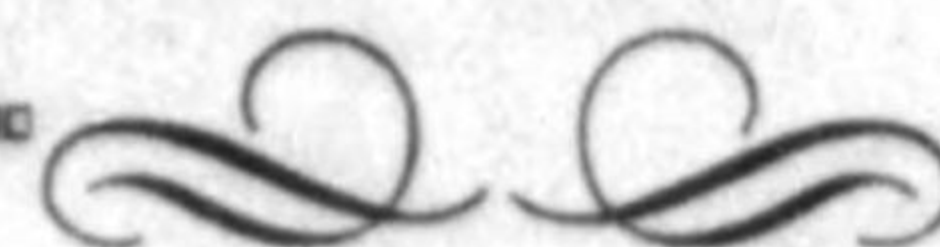
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FOREWORD

This pamphlet was the prize winner in a nation-wide competition held in 1932 by this Society to secure a pamphlet on sex which would be helpful to adolescent boys and girls. A board of five judges, eminent in the fields of education, medicine, psychiatry and social work, chose this pamphlet which was written by Emily V. Clapp. Over one hundred thousand copies have been distributed not only in this country and its possessions, but also in Canada and other parts of the world.

Today the popular demand for this pamphlet is greater than ever. The Society has carefully revised it and offers it again to the public with the conviction that it will continue to help our young people to understand the meaning and place of sex in health and human relations and to aid them in the complex process of growing up in the world today.

MASSACHUSETTS SOCIETY FOR SOCIAL HYGIENE, INC.
BOSTON, MASS.

Growing Up in the World Today

This is a time of many changes and perplexities in the world of human affairs, not only in the political and economic spheres, but in the realm of personal choice and conduct. For those of you who are growing up in the midst of the present turmoil this is perhaps more urgently true than for older people whose way of life is more or less established. The wise man, the good citizen, is he who sees facts clearly, and acts for his own good and that of others, adapting himself if need be to shifting conditions. Change is continuous, in yourselves and in the society of which you are a part. The first step toward being a useful human being is learning to understand and control your changing selves. A problem that occurs frequently — and when it does it is of great importance — is that of sex. To meet this problem successfully is truly to “grow up.” It leads to one’s own happiness and to the happiness of others. The business of this little book is to put before you some of the facts it is essential you should know if you are to understand and control your sex life.

Physical Changes

In order to do this, you need first to understand just what is taking place within yourself. The most obvious changes which a growing boy or girl notices are physical. There is usually a sudden increase in height. The boy often feels that

he is all hands and feet. His voice changes and perhaps embarrasses him by breaking at times. But he is proud of his increased strength and muscular development. The girl develops in a different way, her breasts become rounder and her whole body more graceful and curved. In both sexes a growth of hair in the armpits and on the lower abdomen is noticeable. The boy's beard also begins to grow and he will start shaving.

All these outward changes result from increased activity of certain glands, and these glands effect changes, too, in the sex organs of the adolescent boy or girl. It is curious that as children we learn the names of all other parts of the body and yet are very seldom taught the correct names of these important organs. Since it is difficult to speak of something without an intelligible name by which to call it, a brief outline of the sex mechanisms may be useful.

The principal male genital organs are external and are attached to the lower extremity of the abdomen. At the center is the penis, a cylindrical organ normally about three inches long. It may be less than this when the body is chilled or considerably enlarged in moments of sexual excitement. Through the penis the waste water of the body, the urine, is discharged. Beneath the penis is a sac-like structure called the scrotum which contains the two testicles. These glands manufacture very important secretions, some of which are absorbed internally, resulting in the above-mentioned changes

of growth, voice, and muscular development. Others pass out of the body just as the urine does through the penis. This external secretion of the glands is known as the seminal fluid or semen. From the time that a boy is fourteen or fifteen, his glands will occasionally expel any surplus semen that collects. This discharge usually takes place during sleep, is often accompanied by a dream about some sex experience, and is known as an emission or ejaculation. It may occur at various intervals; it is entirely normal, a sign of healthy development of the body, and one which should occasion no worry.

The female organs are, like those of the male, located in the lower abdominal region of the body. However, unlike the male organs, they are almost entirely internal.

The principal organs are the ovaries and the uterus. There are two ovaries, one on either side of the uterus. They are small structures, each about the size and shape of a lima bean, and contain the ova or egg cells. Two tiny tubes, each about four inches long, connect the ovaries with the uterus. The uterus (also called the womb) resembles a small pear, stem-end down. It has a cavity in its center which connects with the vagina. This latter is simply a passageway to the outside. Its outer opening is usually more or less completely closed until after mating by a thin membrane called the hymen. On the exterior of the body, enclosing the opening of the vagina, are two small and two large folds, known as the labia, which help protect the delicate internal organs.

The ovaries of the female correspond to the testicles of the male in that they manufacture important secretions, without which no girl could develop into womanhood. These secretions pass directly into the blood and are carried to various parts of the body. They also play a part in controlling the external discharge known as menstruation.

So many girls are puzzled about the cause of the menstrual flow that it would seem worth while to outline what, doctors believe, really happens. At the time of birth there are approximately 30,000 to 40,000 egg cells in each ovary. These remain quiescent until, at the time of puberty when the girl becomes twelve or thirteen, one of these cells ripens, is detached, and passes down into the uterus. If the egg had been fertilized on its way through the tube, it would rest in the uterus and begin its development into a new human being. In preparation for this function of adult womanhood, the lining of the uterus has grown thicker and is prepared to receive an embryo. Unfertilized, the ovum or egg cell passes on through the uterus and out of the vagina. As the thickened lining of the walls of the uterus is not needed, it also passes out and a new lining is gradually developed. The time required for the next ovum to ripen and be discharged is usually about twenty-eight days; the menstrual flow will probably, therefore, occur once every four weeks. This flow may last from three to six days, normally occasioning little or no discomfort. Any girl who is seriously upset during

menstruation should find out from a physician what causes the trouble. As anything which checks or increases the flow of blood is harmful, chills of any sort, cold baths, violent exercises, and excitement are to be avoided. Boys as well as girls should understand the nature of menstruation, for unintentionally boys may otherwise make thoughtless demands upon their girl comrades at times when the latter need rest.

The above are the principal physical changes which you will notice as you pass through the teens. Nature is trying to build for you a strong and attractive body. What is the care which you owe to yourself in order that your body may be given every opportunity to develop fully? Simply a faithful observance of the rules of hygiene which you have been learning ever since childhood. The five essentials are (1) plenty of nourishing food; (2) at least eight hours of sound sleep each night, with an abundance of fresh air in the bedroom; (3) active outdoor exercise, to train and develop the growing muscles; (4) clothing which does not bind in any way, light but warm enough to protect the body; and (5) scrupulous cleanliness, at all times, of all parts of the body. Girls used to be told not to bathe during the menstrual period, but now most physicians are convinced that a warm (not hot) bath or shower is relaxing and beneficial.

These are simple rules, but to carry them out faithfully requires, nevertheless, a certain amount of will power. If you care enough about the development of a sound, efficient

body to follow them, however, you will have the satisfaction of knowing that you are doing your part in this business of growing up physically. No one else can do it for you. This is an important decision you must make: how much of a chance for health will you give your body?

Psychological Changes

Up to this point only the physical development of the adolescent boy or girl has been considered. Accompanying this development, however, are mental and emotional changes perhaps even more significant and interesting. Often young people in their early teens become moody and restless. They may feel misunderstood, or worried and anxious without knowing why. Do not take yourself too seriously if you find any of these symptoms troubling you. The outer world is the same as it has always been, but you are developing a new relationship toward it. Instead of being cared for by society as a child is, you are perhaps unconsciously seeking to become a member of the adult world. Probably you acquire a new sort of self-consciousness in the process, through trying to see yourself as you must appear to others. You set new standards for yourself, as you picture in imagination the sort of person you would like to be.

These new feelings about yourself and your own personality will be accompanied by an increasing interest in

your relationships with other people. Intimate friendships with members of your own sex will grow stronger, and at the same time you will find yourself reacting in new ways toward members of the other sex. Different people respond in different ways to this increasing sex-awareness. Some boys and girls, especially in the early teens, become abnormally shy. This stage should pass, however, and be replaced by the normal development of interest and pleasure in the society of one another. Boys and girls who have played together as children are less likely to meet difficulties in the transition to a more grown-up kind of comradeship.

The period of the early teens is the period for group activities of all kinds. The boys and girls who can organize clubs, parties, and outings where all meet together for fun and comradeship, without undue pairing off, are making a wise use of their growing social impulses. For some young people, this sort of wholesome companionship will furnish all the emotional outlet necessary, and they will pass their teens without any particular difficulties. In others, however, the physical desires of sex will develop earlier and more strongly. It will be helpful, in facing the problems which result, to understand just what lies back of these desires.

The reproductive instinct is one of the essential and healthy elements of life. Just as the desire for food leads to the preservation of individual life, so the desire for sex companionship results in the preservation of the life of the race.

The boy or girl who possesses this desire has received, therefore, a tremendous heritage. Rightly to use and control it is to serve not only one's own generation, but perhaps many generations to follow.

Foundations of Human Life

To understand why this is true it is necessary to consider the foundations of human life, how life is transmitted from one generation to the next. In your science classes you have studied the development of seeds and know that pollen must reach the egg cell before the seed can grow and that unless the bird's egg is fertilized before it is laid, it will not hatch. In the same way, new human life results only from the union of the egg cell and the sperm. The egg cell, developing in the ovaries of the female, and the sperm, developing in the testicles of the male, are enabled to meet and unite through the act known as sexual intercourse — the insertion of the penis of the male into the vagina of the female. This, the most intimate physical contact possible between two human beings, is the foundation of the marriage relation and expresses in a happy marriage the love of husband and wife.

The act of intercourse, in addition to bringing emotional and physical satisfaction to both the man and the woman, leads to a discharge of sperm cells from the penis into the

vagina. There may be as many as approximately 200,000,000 sperm cells in a single ejaculation. Though these cells are extraordinarily minute, they have the power of motion and swim in various directions. Some of them will move up through the uterus into the tubes through which the egg cells pass. If, in its passage through the tube to the uterus, the egg cell meets one of the sperm cells, the two fuse and fertilization takes place. If the sperm does not find an egg cell within a few days, it dies.

When sperm and egg are joined, a remarkable process of growth begins. The single cell formed by the union of the two parent cells divides and the two resulting cells divide again. This process continues until, in perhaps two weeks, a tiny mass about one-eighth of an inch in diameter and composed of hundreds of cells has developed from the original cell. It seems difficult to believe that this tiny organism contains, potentially, the qualities of a human being.

Several days after fertilization the little group of cells passes from the tube in which growth started into the uterus and becomes attached to the uterine wall. Here it stays for the remainder of the nine months needed for its growth; it develops all the organs necessary for human life, receiving nourishment, meanwhile, from materials carried in the blood of the mother. Menstruation ceases in the pregnant woman and all her energies are utilized in the healthy development of the tiny baby.

At the end of about nine months the child is ready to begin life in the outside world and, by means of muscular contractions of the uterus, is pushed downward and outward through the vagina. This is a difficult process for the mother, for it necessitates much stretching of the vaginal walls, and is known as labor. Modern medical knowledge has greatly lessened the dangers and difficulties which used to attend the process of childbirth.

Such is nature's method of providing for the continuation of the human race. In order to be sure that fertilization will take place, the sex impulse, the desire for physical union with one of the opposite sex, has been made very strong and the satisfaction of it, through intercourse with its climax or orgasm, pleasant.

If we were simple animals, whenever a craving for union occurred we should be free to satisfy it. Animals have no social obligations beyond reproducing and caring for their young. If we were members of a savage tribe, we should be expected to marry as soon as our physical powers developed and made reproduction possible.

Sex in Civilized Society

The problems of sex in civilized society arise chiefly from the fact that, in our present way of living, the sex instinct cannot be satisfied whenever it arises. The organization of

society is such that approximately ten years elapse between the development of sexual maturity and the economic and social ability to establish a family. Therefore, all young people are forced to meet the problem of what to do with sex impulses arising during this period of preparation. Although the difficulty is much greater in some cases than others, it is safe to assume that in every normal human being sex desire will appear at some time or other during adolescence.

Some of the ways in which this desire finds expression are worth considering. Psychologists, who study the working of the human mind and emotions, tell us that the small child is concerned primarily with his own body and bodily sensations. As he grows older, he develops affection for his immediate family, then for playmates of his own sex, and finally, attains the mature love of man and woman. A similar development may take place in the expression of the sex impulse. The child, in exploring his own body, frequently acquires the habit of handling his sexual organs. This practice is known as masturbation and is entirely natural for the small child. The child may continue the practice in adolescence; or boys and girls may begin to masturbate at this time, as a result of an increasing awareness of the sex organs. In either case, they are probably troubled about it for they will have heard stories about harm resulting from the habit.

Most of these stories are entirely discredited by the medical profession today. While there is a definite objection to excessive masturbation, well adjusted young people have so many outlets for their energies and interests that they are not overly concerned with their sex organs and so do not become excessive in such practice.

As the child outgrows self-absorption, he turns his affections to his immediate family. A few boys and girls may also experience sexual difficulties in this stage of development. It is normal for the young child to idealize his parents; to him they represent the whole universe. When a boy or girl begins to grow up, however, this attitude gradually changes, until the parents become human beings and comrades rather than divinities. If the childish attitude persists, instead of shifting, what is known as a fixation results. The young man looking for a girl "just like mother" and the girl who will not marry because she loves her father too well are emotionally immature. Their attitude may be very flattering to the parents, and possibly unthinkingly encouraged by them, but it is neither normal nor desirable for the young people.

In the next phase of emotional growth a much more common type of problem appears. Boys and girls in their early teens have reached the age of close friendships with members of their own sex. Boys enjoy association with other boys in clubs and other group activities; girls have their chums and form their clubs or small groups. Though friendships

formed at this age may last for years, the natural course of events is for boys gradually to pass on to an interest in girls and, conversely, for girls to become more and more interested in boys.

When this does not occur and when interest in the opposite sex (called heterosexual interest) is not developed there is again fixation; there is unwholesome or overstrong fondness for a person of the same sex. The result is usually great emotional strain for the friends. They cannot bear to be separated but must be within constant sight of each other. If either friend appears to care for the society of some one else, excessive jealousy results. Their fondness for one another may, in extreme cases, lead to intimate physical contact. Eventually one or the other friend wearies of the strain and breaks away, leaving both with a feeling of disillusionment.

This over-emotional type of friendship is known among young people as a "crush." Sometimes it has many of the aspects of a real love affair; but unfortunately, unlike the latter, it cannot end happily, unless both parties are wise and strong enough to rebuild their friendship on more natural grounds. Girls seem more likely than boys to encounter this sort of difficulty probably because in boys the sex impulse makes itself known more directly. Within certain reasonable limits, a "crush" may do no harm; but when one friendship becomes so important that all others are neglected, it is time

to do something about it. Real friends desire the welfare and the happiness of one another, not exclusive possession.

In some people this "falling in love" with members of the same sex persists into adult life, when it is known as homosexuality and may sometimes be helped by sane medical advice. Normally, by the time a young person reaches the age of seventeen or eighteen, any such tendency has died out and the individual finds his emotional life centering about the opposite sex.

Problems of Control

Any or all of these immature expressions of the sex instinct, which are to be discarded as one grows older, may be absent in the case of any particular boy or girl. Whether or not you have passed through one or more of these stages, you will eventually find yourself caring intensely for comradeship with members of the opposite sex, which may leave you with desires not fully satisfied.

If so, you are face to face with one of the most fundamental of human problems. It is a problem which the race has had to meet ever since the first savage took the first step away from a purely animal level of existence. And today, in the sex-saturated environment in which we live, when even cigarettes and complexion soaps base their advertising on "sex appeal," young people are going to find self-control and wisdom of choice not always easy to attain.

The first necessity, if you are to decide intelligently the problems which face you, is that you cultivate the scientific attitude, that is, that you learn to make decisions on the basis of fact rather than prejudice or desire. This is difficult, for our desires so color our thinking that they may easily mislead us. You should thus go carefully, comparing your personal convictions with the facts as others see them and as race experience indicates through established conventions.

If you are willing and able to do this, what groups of facts will concern you? We are assuming that you are genuinely desirous of making the most of your whole physical and psychological sex endowment and would be as unwilling to stunt your growth emotionally as physically. If so, you will want to know (1) what are the effects on the individual of indulgence in intercourse before or outside marriage and whether there is harm in restraining sex desire when it has arisen; and (2) what the social effects are of indulgence and of self-control.

In discussing the question as it concerns the individual, we may begin with the physical aspects. There is no evidence that restraint of the sex desire brings any ill effects whatever. Nature, through seminal emissions in the case of boys and through dreams in the case of both boys and girls, has provided an efficient physical release for the tensions which arise from time to time. The old plea of "physical necessity" is

being more and more exposed as an example of unscientific thinking, a substitution of desire for fact.

There are two sides to the question of the psychological effects of intercourse outside of marriage. Some people argue that, though self-control is needed in many situations in life, repression of sexual desires is in a different class because such repression may lead to personality conflict. But why are these desires different from other desires which one must control? No one could lead a civilized life without some sort of self-control; it is the way one meets a situation calling for denial, not the denial itself, that may lead to a repression. Grown people are not expected to go off in emotional tantrums whenever their immediate wishes are restrained.

On the other side of the argument, one must consider the psychological effects of indulgence. Our world is so organized that sex relations outside marriage must usually be furtive, concealed, and carried on with a knowledge of social disapproval. The effect of this on the personality is disintegrating. It usually makes one feel guilty. This in itself tends to rob the sex relations of unmarried people of the accompanying joy and trust that should be found in marriage.

Avoidable Dangers

From the social standpoint, three problems arise from illicit sexual relations, namely, the problems of promiscuity and prostitution, venereal disease, and illegitimacy.

Promiscuity, prostitution and venereal disease are closely connected, for any individual indulging in irregular relations of any sort is likely, sooner or later, to come in contact with an infected person. Promiscuous people are very often so infected. If the individuals having intercourse with them later marry healthy persons, they may, unless the disease has been checked, carry the infection into their homes and transmit it to their mates and children. It is for this reason that venereal infection is more than an individual problem; it is a danger to all society.

These diseases are so prevalent and their effect so severe that their nature should be understood by everyone. There are two principal types of infection, syphilis and gonorrhea. They are alike in that both are highly infectious germ diseases, almost always transmitted through sexual contact. Syphilis may also be acquired by kissing an infected person.

Gonorrhea begins as an inflammation of the genital passages of either male or female but may, in time, spread to other parts of the body. The first indication of the disease is a discharge of pus from the infected passages, accompanied frequently by pain in urination. If unchecked, it is apt to result in sterility, both in men and women. The germs, if carried to the eyes, may cause blindness and children may thus be blinded at birth through maternal infection.

Syphilis, although not so common as gonorrhea, is even more serious in its effects. The first indication of the disease,

a sore at the point of infection, may be so slight as to go unnoticed. The germ will, if unchecked, become distributed throughout the body, causing skin eruptions and often sore throat and mouth. If the disease is not cured in this second stage, all signs of its presence may disappear for weeks, months, or even years, and the patient may believe himself cured. Very serious developments, however, may appear at any time; they include insanity, paralysis, blindness, and changes in the tissues of the heart and arteries. The death rate of neglected or inadequately treated syphilitic cases is very high. Moreover, the disease may be transmitted to the children of infected parents, resulting frequently in death either before or just after birth, or in deformities of teeth and bones, and often the handicap of poor sight and hearing throughout life.

Since both diseases are curable if treated promptly and disastrous if allowed to go unchecked, every individual owes to others as well as to himself every possible precaution, both in prevention and in early and thorough treatment if he is so unfortunate as to become infected. The simplest and most effective measure, of course, is to avoid all opportunity of acquiring them; but, if you have any reason to believe you are infected, do not hesitate to go to the best physician you know. Only when society as a whole recognizes that it has a duty in checking syphilis and gonorrhoea will these diseases be wiped out.

Healthy young people who indulge in sex relations are usually capable of bearing children, and, as a result, another great social problem, that of the illegitimate child, arises. Such a child may be physically perfect; but, born into a society which does not recognize its right to exist, it is most difficult for it to grow up happily. No one has a right to sentence another to such suffering. The unmarried parents, too, must bear the penalty of social disgrace. There is much that is unfair today in the attitude which society takes toward both mother and child; but, if we are facing facts as they are, we cannot deny that illegitimate parenthood carries a heavy responsibility.

There are some young people who hope to "get by" through using methods intended to prevent fertilization but they are running a grave risk. Even when birth control is accepted as thoroughly ethical and when reliable information is available, there is no assurance that methods of birth control practiced according to the most scientific methods now available will always be successful.

The condemnation by society of sex relations outside marriage may not seem an important objection to some people and it is true that there are individuals so independent that the opinion of others does not count. If you think you belong to this class, test yourself in some way. Try wearing clothes conspicuously different from the accepted styles, or using table manners and speech not accepted by your

crowd. If their reactions do not disturb you, you may be sufficiently strong-minded to stand out against the sex standards of the larger world. Most people, however, will find that they only make themselves very unhappy in this way.

The final argument against irregular indulgence, from the social standpoint, is its effect on the home. In spite of all the criticisms made of it, the home is still the source and center of much that is best in our civilization. Most social and unselfish motives find their origin there. And, having as yet found no substitute for it, society insists that the home be preserved. A socially valuable and successful home cannot exist without mutual love, and this, in turn, depends on mutual trust and a confidence impossible where unfaithfulness exists. Unless young people bring to marriage the finest possible personalities and high ideals which they have tried to follow in the years preceding marriage, they are not capable of establishing the sort of home which society needs nor the sort that will bring them, personally, the highest happiness.

You must remember when contemplating marriage that there is a great deal to learn about the physiology of intercourse and the sex psychology of yourself and your mate. You will need to understand something about eugenics — of the qualities in a mate which will give potential children the best possible inheritance. You will also need information about the attitudes of different groups in society towards

the problem of birth control. You will want to read the books prepared to help you with these and other problems of marriage, so that your marriage, entered into with intelligence and understanding, will have a high probability of success.

Summing up the argument so far, we may say that, to the best of our present knowledge, sexual relations outside marriage neither benefit nor harm an individual physically, save as they expose him to the probability of contracting venereal disease; psychologically, they are detrimental on account of the deceit and concealment ordinarily required and the resulting loss of self-respect. From the standpoint of society as a whole, they are condemned because they lead to prostitution, spread disease, bring illegitimate children into the world, and undermine the security of the home.

Making Your Decision

If these are the facts, a decision based on them must clearly be in favor of a clean, self-controlled life. It is possible, however, to admit all this intellectually and still find oneself wanting emotionally the sex satisfaction which the intelligence condemns. Unfortunately, our minds and our desires are not always easily reconciled and we must decide which is to be master.

When the immediate desire seems powerful, stop for a moment and consider. What are some of the *other* things

you want in life? Most young people would include friendship, respect, material success, social usefulness, a happy marriage, all that we may call long-term satisfactions. Where the immediate conflicts with the long-term desire, which matters more to you? An honest reply to this question will reveal very clearly the sort of person you are and the sort of future lying before you.

If you are possessed of sufficient will power to choose the enduring rather than the immediate satisfaction, there are certain things that may make self-control less difficult:

1. Athletics and active exercise of all sorts. While authorities differ as to whether exercise provides a direct substitute for sex expression, we all know that it keeps both mind and body occupied and leads to prompt, sound sleep.
2. Hard brain work. This, while less attractive than sports to many people, actually does reduce sex desire by its consumption of nervous energy. If you are really interested in any hobby or are striving to excel in any intellectual field, you will find this a useful means toward control.
3. Emotional expression of any socially desirable type. Music, for instance, or dramatics, may provide a valuable outlet.
4. Physical cleanliness. Local irritation arises when the sex organs are not kept perfectly clean and may lead to sex desires.

5. Avoidance of undesirable sex stimuli. Among these may be included "petting parties," careless dancing, and most of the cheaper type of moving pictures and novels. Petting directly stimulates sex desire and is the normal preliminary to sex intercourse. It is far easier to start than to stop when powerful instincts are deliberately awakened.

Conclusion

In these pages we have considered some of the problems incident to growing up in the modern world. The facts regarding them have been set down frankly, for you should know just what is involved. By doing always the easiest thing and following the impulse of the moment, you may present a weakened and warped personality to the world; or you may begin today to be the person you imagine as yourself five or ten years from now — a man or a woman, well balanced, self-controlled, equal to all the demands of life. The choice will mean much to yourself, much also to society.

Good Books for Young People

Before the Teen Age:

Growing Up, by Karl de Schweinitz. Macmillan, 1944. \$1.75.

Being Born, by Frances Bruce Strain. Appleton, 1936. \$1.50.

The Early Teens:

Attaining Manhood, by George W. Corner, M.D. Harper's, 1939. \$1.00.

Attaining Womanhood, by George W. Corner, M.D. Harper's, 1939. \$1.00.

The Wonder of Life, by M. I. Levine and J. H. Seligman. Simon and Schuster, 1940. \$1.75.

The Later Teens:

Love at the Threshold, by Frances Bruce Strain. Appleton, 1939. \$2.25.

Sex Adjustments of Young Men, by Lester A. Kirkendall. Harper's, 1940. \$2.00.

Looking Toward Marriage, by R. H. Johnson, H. Randolph and E. Pixley. Allyn and Bacon, 1943. \$.80.

Preparing for Marriage:

When You Marry, by Evelyn Duvall and Reuben Hill. Association Press, 1945. \$3.00.

Marriage and Family Relationships, by Robert G. Foster. Macmillan, 1944. \$2.50.

Marriage for Moderns, by Henry A. Bowman. Whittlesey House, 1942. \$3.75.

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These books and others may be borrowed from the free lending library of the Massachusetts Society for Social Hygiene, 1146 Little Building, Boston 16, Massachusetts. Telephone, Hancock 3176.

The Massachusetts Society for Social Hygiene

is a voluntary organization of citizens incorporated under the laws of the Commonwealth. Its purpose is to help people to understand sex and its relation to health, good citizenship, marriage, parenthood and family life.

The Society reaches people in groups through lectures and courses, and helps individuals through personal counseling. We publish pamphlets and have a free lending library with good books for boys and girls, young people who are planning to get married, fathers and mothers, teachers, physicians, ministers and all others who are interested in this work.

The Society is supported by contributions from interested citizens and funds, and for that part of the work which is done in Greater Boston, we receive help from the Greater Boston Community Fund. We also share in funds raised by the American Social Hygiene Association in Massachusetts outside of Greater Boston.

For further information about the lecture work, personal counseling service, pamphlets, films, and books, write or telephone to the headquarters of the Society.

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The Wonderful Story of Life

A Father's Talks with His Little Son
Regarding Life and Its Reproduction



*The material in this bulletin was prepared
by the U. S. Public Health Service*

Virginia State Department of Health—Richmond, Virginia

FOREWORD

Today enlightened parents recognize the need of instructing their children in matters of sex. They know that such instruction is of real value for wholesome development; that it prevents much needless worry and possible bad practices on the part of the growing child. They understand also that it provides a valuable protection later against the very serious venereal diseases. In increasing number parents are endeavoring to teach their children, and the results achieved indicate very clearly the importance of widely extending this work. Eventually every child should be instructed concerning sex matters just as surely as it is taught to walk, to eat properly, to wash.¹

Nevertheless, this instruction is not altogether an easy task for many parents. Their own education along this line was too negative; it created a false modesty which they find it hard to overcome. And yet most of them, as has been said, realized its importance, not to say its necessity. They do not mean to allow their child to go forth into the world unprepared. They know that reliable information on sex subjects is essential for happiness and well being. They realize that too often such instruction as is given comes altogether too late. They are convinced that sex education is one of their responsibilities to their children, just as it is their duty to teach the care of the teeth, good manners, and habits of cleanliness. Yet they can not bring themselves to the point of telling the simplest facts of sex, although the critical years are approaching rapidly—in some cases are already at hand.

This booklet is an attempt to provide such parents with a means of sane instruction for a son of 6 to 10 years of age. This will not be too early to begin. It is suggested that the mother or father read the book aloud to the child. If the parent is in the habit of reading aloud this procedure will not attract special attention. First, the parent should go through the book alone in order that its contents may be clearly understood. Then *gradually* a chapter or more at a time may be read to the child. This should be done as informally as possible. Such informality may be assisted by introducing details which relate directly to the child's personal experience. Perhaps he has been planting some seeds; perhaps some robins are building a nest in the tree outside his window. Some parents, perhaps will find it helpful, before taking up a new chapter, to review or to assist the child to review in his own words the main points in the preceding chapter.

Questions or comments from the child should be encouraged and met sympathetically. Parents should not be shocked at anything the child may say, else he will stop confiding in them. An atmosphere of informality can be created which will help to make this rather formal method of sex instruction effective.

Some parents will not wish to read this material to their children, but will prefer to tell the story informally. This method has numerous advantages. Even for such parents, however, it is believed this book will furnish useful suggestions and possibly some information which can be effectively used.

It is hoped that this little book will prove of real assistance to the many parents who have been hesitant but anxious to give their children the necessary sex instruction. Simple but clear terms have been used to make known the exact facts of sex life. In these days information on this subject can not be kept from a wide-awake child. It is merely a question as to whether the child will get this information from reliable or unreliable sources. With instruction from good sources the child will be better able to meet such problems of his sex life as may immediately arise. This material will, moreover, furnish a solid foundation for the further instruction and training which will be necessary later.

¹ Evidence of the need for sex education is to be found in V. D. pamphlet No. 61, issued by the U. S. Public Health Service. See also M. J. Exner: A study of 948 College Men.

CHAPTER I

This book, Robert, is written particularly for you and me. We are going to read it together because I want to be sure that you understand the things which we shall find in it. If as we read, there are any words or sentences which puzzle you, which you do not understand, be sure to ask about them. I shall try to answer your questions as well as I can.

We are going to read, you and I, about wonderful and beautiful things. There are as you know many, many beautiful things in the world. The maple tree out in front of the house, which is so fresh and green; the rose bush in the garden just covered with roses; the birds which sing outside your window every morning; and the fish, if you catch a glimpse of them in the cool, dark waters of the little pond just outside the town, the silvery fish, which dart to and fro so quickly—all these things are beautiful. If it were not for them and for many other living things this would be a very dreary and unhappy world to live in. What would the world be like if there were no plants, no fish, no birds, no animals, or men upon it? Nothing but the unchanging rocks, the drifting sands, and the lonesome waters. You and I would not like to live in such a world.

Already probably you have noticed that all living things change almost continually. If a thing does not change we say it has no life. That rock beside the road is just the same today as it was yesterday, and if we come back next year it will, as far as we can see, still be the same. It does not grow at all. The sand bank in which you and your friends play changes only because you dig tunnels into it, the sand itself does not change. But flowers and trees, and fish, and you yourself, Robert, are never quite the same one day as you are the next. Yesterday you were not as big a boy as you are today, and you are not as big today as you will be tomorrow. We human beings grow from childhood to youth and from youth to manhood, and then we gradually grow old and finally die. All living things, plants and animals, do the same.

Since all living things change and finally die, it is necessary always that new plants and animals be created to take their places. If new plants, fish, birds, animals, and people

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were not constantly produced, the earth would soon be left without any. In a short time it would all be a vast desert without a living thing on it; no plants, fish, birds, animals, or men.

Now, this does not happen, because all living things multiply or repeat themselves in their offspring. Every kind of plant, every kind of animal in the world, has the power to produce baby plants and baby animals like itself. The grass makes or brings forth new grass; the oak tree, new oaks; the pretty violets and all other flowers, new flower plants; the chickens, little chicks; cattle, their calves; dogs, their puppies; and people, their babies.

How they do this is a wonderfully interesting story. I am going to tell you about it—tell you how the flowers make the new little plants which will produce flowers next year; how the fish which we eat for breakfast or dinner have already provided for the little fish which will take their places; how the birds arrange so that there will always be birds to come to us in the springtime; and how your little baby sister and yourself, Robert, came to be born.

This story of reproduction, as we call it, is a wonderful and beautiful story. It is beautiful because it tells about living things which, we have agreed, are amongst the most beautiful things in the world. It is wonderful because it tells about wonderful things. Men have made many marvelous inventions, like automobiles and steamships and airplanes; but they have never been able to invent anything so wonderful as the simplest little plant or animal which may reproduce itself. Yet unless God had given all living things this power to reproduce, plants and animals and men would long ago have disappeared from the earth. That is why we say this story is not only beautiful and wonderful; it is sacred.

About sacred things we do not talk lightly. We do not talk about them with other children, for many children do not know how wonderful and beautiful this story of the reproduction of life is. But you talk about it freely with your mother and me. We are always ready—yes, anxious—to help you understand and will always answer your questions as well as we can.

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CHAPTER II

We have decided, Robert, as you remember, that living things are among the most beautiful things in the world, and that because all living things change and finally die there would soon be none of them left unless new ones were produced. How sad it would be if all the green grass and the beautiful flowers, and the birds, and all the animals should disappear. If you will listen very carefully I shall tell you why they do not disappear.

First, we shall consider the flowers. How many, many different kinds of flowers there are. There are violets and dandelions and buttercups and roses and sweet-peas and daisies and forget-me-nots and lilies and pussy-willows and hollyhocks, and perhaps you can name a lot more. All these flowers are beautiful, and you and I would be very unhappy if a time should come when there were none.

Now, flowers come from plants, and each flower has its own particular plant. In order to have a wild rose you must have a wild rose bush. In order to have dandelions there must be a dandelion plant. Sweet-peas do not grow on apple trees or currant bushes, but on sweet-pea vines. You know that as well as I.

The sweet-pea vine, like other plants, has roots by means of which it draws water and nourishment from the ground. You know that if you cut off its roots the vine will die. It also has leaves, by means of which it gets air, and you know that if bugs continually destroy its leaves it will die. You know that it has a stem which holds up the leaves and flowers, but that without the sap from the roots the stem will die. You know that it has flowers, lovely and sweet, beloved by bees and girls, and that after the flowers have faded and their petals fall, the little stumps which are left change into pods filled with seeds.

These seeds, if planted and given water, air, and sunshine, will sprout into young sweet-pea vines. So every year when all the old sweet-pea vines have died we can still count upon new sweet-pea vines starting from the pea-vine seeds. These new pea vines will bear sweet-peas, just as pretty and sweet as the old pea vines did.

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Did you ever think what a wonderful thing a seed is—that a little pea seed has in it something which will sprout and grow and become another plant, and something also which will surely make that plant take a certain form? Its stem will have tendrils; its leaves will be pea leaves and not oak leaves or tea leaves. It will bear flowers which will surely be sweet peas and not hollyhocks; and which will have a certain odor and no other; and which will be followed by pea pods, not by peach or sunflower seeds. All of that and much more is wrapped up in the tiny seeds.

The seeds are so very wonderful, Robert, that I am going to tell you more about them. Every part of a pea vine or any other plant has a particular work to do. I told you a little while ago why roots were necessary, why leaves, and why the stalk. They all have very definite work. But how about the flower? Is it only a pretty decoration for you to put in a vase on the dining-room table or for your mother to wear to parties? No; the flower, like the leaves, has a definite work. It is to help form this very wonderful little seed.

In the very center of all flowers there is a stalk called the pistil. And what is a pistil, you ask? Well, I will try to draw a picture of a pistil for you. Or wait; perhaps we can find it here in this flower.¹ That will be better, because my pictures would not help you very much, I am afraid.²

Here is the pistil. It is this upright part in the very center of the flower. It is carefully protected there. As you see it broadens out at the lower end. There are tiny passages from the top of the pistil into the broader part at the bottom. Now, if we cut through this broader part, the little green ball or stem at the bottom of the flower, we will see a number of little white dots. These dots or egg cells, as we call them, will in time grow into seeds. The tiny passages in the pistil lead to egg cells.

Have you ever looked at a flower carefully? I know that you have been very close to one many times, and have, in fact, stuck your nose deeply into it in order to get all its fragrance. Now, sometimes when you have done this I have noticed that some yellow dust from the center of the flower has been left on your nose. It has looked very funny there. This dust is

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called pollen. It doesn't seem of very much importance to you and you brush it off quickly. Still, this pollen plays a most important part in the making of flower seeds.

When the bees and the butterflies fly into the center of the flower seeking honey, their feet and wings get covered with the fine yellow pollen, just as does your nose. Then when they fly to another flower some of this yellow pollen dust is brushed off on top of the pistil as they pass by. But the pollen dust does not stay on top of the pistil. Through the passages in the pistil of which I have told you it sends a little shoot down into the little white dots or eggs. This process is called fertilization. After they have been fertilized the eggs enlarge and become seeds. Unless the pollen finds its way to the pistil the little white dots can never become real seeds. But if it does find its way, with the help of the bees or the wind, the little white dots become seeds, and these seeds, if planted carefully, will grow into fine flower plants and bear the pretty flowers which bring so much happiness to you and me.

¹ Among the flowers particularly adapted to use for illustration are: Sweet-pea, apple blossom (and other fruit blossoms), lily, wild rose, tulip, etc.

² Some parents, of course, are able to explain these matters very clearly by drawings.

CHAPTER III

In our last talk, Robert, I told you about plants—how each particular part, leaf, stem, root, and flower, has its work to do. We love flowers so much that we were particularly happy to know about flower seeds. Even if all the plants now living should die, these seeds would grow into new plants with the same beautiful flowers. And I told you about how the seeds were made—the little specks of pollen finding their way down through the tiny passages in the pistil to the little white eggs, which then grow into real, true flower seeds.

To-day I have another interesting story to tell you. It is about fish. I wonder how much you know about fish, Robert. You know they live in water, and you like to see them swim about, and some day you may want to go fishing with me. But you don't know what fish do in their watery homes, and you don't realize how they live. There are thousands and thousands of fish in the world, however, and many people depend on fish for food. So you will see that they have an important place in life.

Let us take one kind of fish—the salmon—and I shall tell you some of the things I know about it. Salmon live in the great Pacific Ocean and spend most of their lives far from the sight and knowledge of people. They swim about in the deep water looking for food. Day after day they spend in this way, eating food and growing bigger and bigger.

There finally comes a time when each salmon feels an impulse, which it doesn't understand, that it has a work to do up a fresh water stream. So the salmon turn toward the land and start up the rivers and brooks which lead from the sea. By thousands and tens of thousands they come. Fishermen catch many thousands of them, which are put into cans and sent all over the world for you and me and millions of other people to eat. You will remember that we had some salmon for supper not many days ago.

But, happily, not all of the salmon are unfortunate enough to be caught. The lucky ones press on up the stream, swimming hard, growing tired but always intent upon that great

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business which brought them in from the sea. They swim up the swiftest rivers, and though sometimes the water carries them back they try again and again, until they reach a very narrow stream far up among the cool, shady mountains.

Do you wonder why salmon work so hard to reach this narrow little stream, when they might be wandering happily in the ocean? Just as the rose bushes produce rose seeds from which new rose bushes will come, the salmon must produce the little salmon which will grow up some day. Unless they did this, there would soon be no salmon left. But salmon can not produce their little ones in the dark waters of the sea, so they must come up into the sunny, clear fresh water brooks.

After days of swimming, as I have said, the salmon reach the cool, shallow mountain streams. Here the mother salmon (for there are father and mother salmon) can safely do her work in the making of baby salmon. She selects a bit of sandy bottom in the cool, clear stream, and with her tail scoops out a little hole. Then, hovering over it, she discharges into it from her body a stream of little golden beads—her eggs. She does this at a number of places on the sandy bottom. This is her part toward keeping the salmon family alive.

The mother salmon does not know, as we do, that not one of those eggs can hatch out into a little baby salmon until a father salmon has done his part—has furnished something from his body for it. He has come up the river also, driven by the same feeling as sent the mother salmon up from the ocean. After the mother salmon has given up her eggs, and they lie in the little hole which she has scooped out, the father salmon hovers above them and discharges over them from his body a thin, light substance called milt. This milt carries thousands of little wriggling bodies which look something like pollywogs, only they are very, very much smaller, so that a powerful microscope is required to see them. They are called sperms and they are much smaller than the pollen grains of the flower. But the sperms have the same purpose and work to do as the pollen grains. By it the mother fish's eggs are fertilized, just as was the white dot or egg in the flower. One of these little wriggling bodies enters each of the eggs that the mother salmon left. In this way each egg contains a part of the

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mother's body and part of the father's body. It at once begins to change and grow and finally becomes a baby salmon. If it had not been for the milt, this could not have happened.

These baby salmon grow, and then gradually not all, but very many, find their way down the brooks and rivers and out into the sea. In the great ocean they live their childhood lives as did their fathers and mothers. There they wander about and have their fishy adventures, and when the proper time has come they in turn seek the clear, fresh water in the mountain streams where the sand is smooth and the daylight bright, and where they become fathers and mothers of baby fish.

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CHAPTER IV

I am sure, Robert, that you know more about the habits of fish than you did when we began our last talk. You now understand that the salmon come up the fresh water streams from the great Pacific Ocean, and that where the sand is smooth and the sunlight bright the mother salmon lays her eggs. Only if the father salmon comes along afterwards and discharges his milt over these eggs will they grow into little salmon. Of course, not all fish travel as far as the salmon. Some spend their whole lives in the ocean; others never go down into the sea; some stay in the lakes and ponds. But all mother fish lay their eggs where the father fish can pour his milt over them, else there would be no new little fish and soon no fish at all.

You are, I think, better acquainted with the birds than you were with fish, and I know you want to hear their story too. How glad you have been to see them again after the cold winter. You have missed their bright colors and their clear songs. But, sure as the spring comes, the birds return from the warmer southland, where they have spent the winter, and now you hear their joyous singing each morning as they welcome the bright sun of the returning day. They are saying that it is good to be alive in such a world, where there are shady trees and beautiful flowers and fat, juicy earthworms.

But the birds are singing not always to you and me or to the bright sun. They are singing to each other and saying that it is good to be alive in such a world. They are saying that there must always be birds in the world to make people happy. So finally each male singer will find a female bird who agrees with him, and they will agree to build a nest and have some baby birds.

How can they do it? Ah, that is a great mystery that they don't understand. But they set about their business and play and work together, these two, apart from the rest of the birds in the world, intent on making a nest. And the more they are together the more they love each other, and the more they love each other the more they become affectionate to one another. Finally they reach a point of affection at which they merely

flutter about one another, and you will occasionally see a father bird on top of a mother bird, snuggling as close to the mother bird as he can. She seems very willing to have him do so. And this is the reason: As they are together there passes from his body to hers, through parts provided for this purpose, a fine stream, much like the stream of milt which the father salmon poured out over the salmon eggs, a stream bearing thousands of the same kind of little wriggling bodies, far too small for us to see with our eyes. But each of these wriggling bodies carries in it something of the father bird which enters the seeds or eggs in the body of the mother bird to fertilize and make them alive, so they can, with proper care, later become baby birds.

Without that little portion of the father bird, no eggs could ever hatch. The father bird makes the eggs fertile. That means they can grow into baby birds and finally break through the shell. The hen can lay eggs, which for your purposes and mine, to make omelets or soft-boiled eggs, are as good as any. But unless she lives with a rooster and receives from him the little wriggling bodies which make eggs fertile she can never lay an egg that will hatch into a chicken. An egg that will not hatch into a chicken is not worth anything at all to a mother hen. She might just as well have a stone or a door knob to sit on.

It is the same with the mother bird. While she or the father bird might either of them build a nest alone, and she could even lay an egg alone, neither of them could possibly produce a baby bird without the help of the other. Thus it is that they will find their greatest happiness in life living together and loving one another, and in raising and caring for their baby birds.

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CHAPTER V

When you reach high school or college, Robert, you may begin to study Latin, the language which the old Romans used to speak and write. Perhaps some day you will come across the Latin words which were written many years ago and which mean "Every life comes from an egg." You may be surprised to know that this is true for almost all living things. You understand or believe that the fish comes from an egg and that the bird does; and you can even understand what I mean when I say that the seed of a plant comes from an egg at the base of the pistil. But you may think that puppies and calves, colts and babies do not come from eggs, because you have never heard of such things and never saw the egg of a dog, cow, horse, or woman. There are such things, however, and all of these young animals come from eggs just as truly as do chickens and birds.

Now, why is it that, if animals come from eggs, you have never heard of or seen the eggs? The fact is that the eggs of the higher animals are too small to be seen. You are surprised, of course, that the egg of so large a creature as a horse, or a cow, or even an elephant, should be too small to be seen, while a little bird like a humming bird lays an egg as big as a pea. The reason is this: What we call the bird's egg really contains two different things. First there is the little egg itself, which is to grow and become the young bird. Secondly, there is food enough inside the shell to supply the little bird while it is growing to the age and size at which it will hatch. The stored-up food inside the shell is the part which is good to eat. Just as it is good food for the little unhatched birds, so it is good for you and me. The egg of the cow and other animals, on the other hand, does not contain food, so it can be very small—so small that only a microscope would enable you to see it.

These eggs are so small that, unlike the hen's egg, the fish eggs, and the rose's egg, they can not, even after they have been made fertile, live outside the animal's body. They can only be cared for properly within the bodies of their mothers. After a time, when they have grown into young animals, they are born into the world. Even then they are still pretty help-

less and have to be cared for during long periods—puppies for weeks, babies for years. In fact, you yourself, Robert, with your nine years, are not yet able to take full care of yourself and to make your own living. Your mother and I still have the happiness of looking after you and having you for our child. And it is a wonderful blessing that parents do love to look after and care for their children. If the children are good and honest and loyal and brave, it gives the parents the greatest sort of happiness, much, much greater, than any happiness than can come from money, pleasures, parties, fine clothes, shows, or any other thing.

You, Robert, are a great happiness for mother and me, because you have been a good boy and we shall take the greatest care to look out for you until you are able to take good care of yourself.

The Wonderful Story of Life

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CHAPTER VI

In our last talk, Robert, I told you that the eggs of all baby animals are very small, and that baby animals can be cared for properly for a long time only within the bodies of their mothers. Now you are wanting to know how the eggs get inside the mothers and what cause them to grow. For just as the chicken's egg begins inside of the chicken, the fish egg inside of the fish, the sweet-pea seed inside of the pea pod, so the eggs of all baby animals and of the human baby begin inside the mother.

There are, as you know, many different parts in your body. Just as the plant has its roots and stems and leaves and flowers, each for a special purpose, so the human body has many parts, each with its work to do. The heart is to pump the blood about the body; eyes are to see with; teeth are to eat with; lungs are to furnish fresh air or oxygen to purify the blood. There are many other parts such as the stomach and brain and muscles and skin, all with their special work. And hanging from the lower part of a boys body are two glands called testes or testicles which have two very important kinds of work to do. In the first place they make a substance which is taken up by the blood and has a great deal to do with the development of a boy into a man. If it were not for these glands he could not become a strong, vigorous, manly man. Their other purpose is to make some tiny cells called "sperms," similar to the little cells in the milt deposited by the father salmon over the eggs laid by the mother fish. So you see that without these glands a boy could not grow up properly, nor could he become a father either. Of course, when a boy realizes how important are these organs at the lower part of his body, he will be careful not to do anything to harm them.

Now, within the lower part of the woman's body, far from injury and well protected, are two parts called ovaries whose work is to produce eggs. Without them she could never become the mother of charming babies. For out of the eggs which the ovaries produce the little baby develops.

No egg, however, will develop into a baby until it is fertilized by the sperms from the father. You have been told