*DELTA LIFE SKILLS*sm

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Integral Energy Psychology
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THE PROBLEMS AND NEEDED LIFE SKILLS OF ADOLESCENTS: A SOURCE BOOK

Phillip W. Warren, 1972
Saskatchewan NewStart, Prince Albert, Saskatchewan, Canada

[Current Note: This version has a few more recent entries in the bibliography and several cartoons. Warren, P.W., 1972, The Problems and Needed Life Skills of Adolescents, Second Edition, Training research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan. As you can gather, things are MUCH different in many areas now, but surprisingly some things are not, especially in Section I. One major lack was the discussion of issues of sexual identity (Gay and Lesbian issues) since the "coming out" in the research literature was not there at the time.]

TABLE OF CONGENTS

"I curse you; may you live in an important age"
(ancient Chinese imprecation)

I. THE CULTURAL CONTEXT: PREPARING FOR AN UNPRECEDENTED FUTURE USING AN UNFINISHED PAST

A. THE WORLD OF FUTURE SHOCK

"Take an individual out of his own culture and set him down suddenly in an environment sharply different from his own, with a wholly novel set of cues to react to, different conceptions of time, space, work, love, religion, sex and everything else; then cut him off from any hope of retreat to a more familiar social landscape and the dislocation he suffers is doubly severe. Moreover, if this new culture is itself rife with change, and if, moreover, its values are incessantly changing, the sense of disorientation will be even further intensified. Given few clues as to what kind of behavior is rational under the radically new circumstances, the victim may well become a hazard to himself and others. Now, imagine not merely an individual but an entire society, an entire generation -- including its weakest, least intelligent and most irrational members -- suddenly transported into this new world. The result is mass disorientation, future shock on a grand scale." (Toffler, 1970a, p. 94)
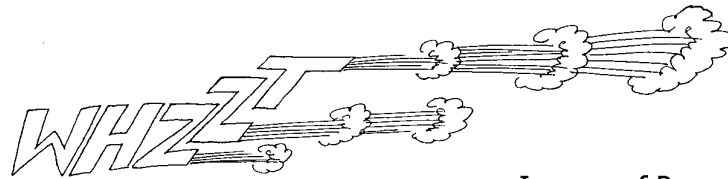
Images of Progress

"The Tyranny of the NEW"

Stewart Brandt
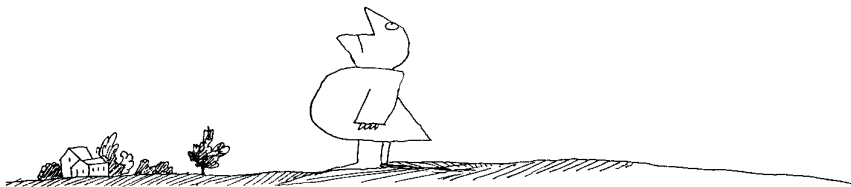
The life skills necessary for the adolescent are those required to cope with a society which exhibits an accelerated rate of change, a quickened pace of life and increased transience. The time of life called adolescence is also characterized by accelerated rate of psychological and physical change. Youth are typically more in touch with, and influenced by, contemporary social trends than adults. This fact, labeled the "generation gap", is more accurately termed the "assumption gap" (Hansel, 1969). Adults who are supposed to know more about "what's happening" instruct, develop, rear and tame the children to become functioning members of society. This socialization model has became increasingly inappropriate and maladaptive due to the increased rate of change of future society and the general discontinuity of tasks of succeeding generations due to the "missed revolutions." (Benedict, 1948; Bettleheim, 1963; P. Goodman, 1960; Mead, 1970). The skills of adults are at best of little value for coping with the unprecedented future. Thus, since the future is now (Mead, 1970) new modes of preparation for living in the future are needed. The traditional methods have become dysfunctional and there is an accelerated need for new techniques of socialization -- preparation for the life circumstance one will be confronted with The various revolutions in education are attempts to grasp and cope with the unprecedented future (Kaiser Aluminum News, 1967a, 1967b). However, when facts and theories learned in Grade 9 become obsolete and even erroneous by the time of graduation one asks, of what value can this learning be? one of the answers became the "learning by discovery" approach where "what is learned" was not data or facts but the "process of discovery", "learning how to learn" and "inquiry training." This initial change in curriculum focus became generalized to the current attempts to develop curricula for teaching generalized skills of thinking, creativity and problem solving. The next step of this process was to expand these inquiry skills to areas other than traditional subject matter. Thus, the various "curricula of affect and personal development" were born attempting to integrate the affective, cognitive, and psychomotor domains. The Life Skills Course is one of several attempts to provide such a curriculum. For other approaches see: Ashton-Warner, 1967; Bloom, 1956; Borton, 1970; Brown 1970a; Dennison, 1969a; Glasser, 1969; Goodlad & Anderson, 1963; Goodman, P., 1960, 1962, 1964a, 1968b, 1970b; Gordon, J.W., 1946; Gordon, W.J.J., 1961; Gross & Gross, 1969; Gross & Murphy, 1964; Gross & Ostermann, 1971; Henderson & Bibens, 1970; Holt, 1964, 1967, 1969; Tones, 1966, 1968; Jung, Pino & Emory, 1970; Kapfer, Kapfer, Woodruff & Stutz, 1970; Kohl, 1967, 1969; Krathwohl, Bloom & Masia, 1964; Leeper, 1967; Leonard, 1968b; Lyon, 1971; Manning, 1971; Miles, 1964; Moustakas, 1967a, 1967b; Muessig, 1968; Neill, 1960, 1966; Otto, 1966, 1968; Otto & Mann, 1968; Parnes, 1967; Parnes & Harding, 1962; Passow, 1964; Pines, 1967; Rasberry & Greenway, 1970; Research for Better Schools, 1969; Rogers, C., 1969; Rubin, L.J., 1969; Schu1tz, 1967; Scobey & Grahm, 1970; Standing, 1957, 1962; Thomas & Crescimber, 1967; Torrance, 1962, 1965b, 1970a, 1970b; Weinstein & Fantini, 1970.

For some examples of curricula designed to develop interpersonal and related skills, mostly aimed at younger students, see: Alschuler, Tabor & McIntyre; Anderson, Land & Scott; Arnspiger, Brill & Rucker; Belka; Bessell & Palomares; Buethe; Covington, Crutchfield & Davies; General Relationships Improvement Program; Hawkins & Ojemann; Human Relations Laboratory Training; Lippitt, et al; McConncl; O'Conncll & Cosmos; Palomares & Bessell; Peterson; Powers; Rando1ph & Howe; Seferian & Cole; Smiley, et al; Wellingham; Wells & Canfield; Williams.

B. ADOLESCENTS AND THE STATE OF SOCIETY

The opening quotation, while dramatic, reflects the situation before us. It reflects even more the situation of adolescents (i.e. people in the approximate age range of 13 - 19 years). Given this description, the problems of adolescents become understandable but not simpler and no one need ask "What's the matter with the young these days?" They are just "over hip" with a high level of awareness without the requisite abilities and skills to act on their awareness.

However, to make matters worse the young have also inherited the "missed social changes" of our society. (Goodman, P., 1960, Chapter 11). Many cycles of action have been left uncompleted resulting in a weakened base from which to face the unprecedented future. It is the "missed social changes" of modern times (their shortcomings and compromises) that culminate in the conditions of today making it hard for the young to grow up in our society. The lost causes haunt us in the present as unfinished business. When fundamental social changes fail to take place at the appropriate time or only partially occur, then succeeding generations are burdened and confused by the resulting lacks. Sometimes social changes fail to occur at all. Most half-occur or are compromised, attaining some of their objectives resulting in significant social changes, but giving up others, producing ambiguous values in society. This would not occur if the change had been complete.

A compromised social change tends to disrupt society without substituting a new social balance. The accumulation of these missed and compromised social changes with their consequent ambiguities and social imbalances has fallen, and must fall, most heavily on the young, making it hard to grow up. It is necessary for adolescents to have a coherent, fairly simple, viable society to grow up into. Otherwise, they become confused, dropout or are squeezed out. Tradition has been broken, yet there is no new standard to affirm. A successful social change establishes a new community. A missed social change makes the community that persists irrelevant. A compromised social change tends to shatter the community that was without providing an adequate substitute. However, for youth, the geographical and historical community and its patriotism constitutes the important environment for the gradual withdrawal from the family until they can act on their own with fully-developed skills. (Goodman, P., 1960, p. 216-217) The task of a human being is to confront an uninvented and undiscovered present and future. Unfortunately, at present, he must also try to complete the unfinished past. This bad inheritance combines with the unprecedented future and produces the extreme reactions which we see today. Thus Toffler is partly correct, as is Goodman.

Combining the two analysis produces a more complete and more devastating picture of the "problems of youth." The following propositions seem to be a fairly accurate statement of the problems of youth: (Goodman, P., 1960, p. 282-283). (1) In the economy of abundance there is now a surplus of people, and the young are one of the major groups of surplus people. There is in fact no work available for most of them, whether this work is meaningful or not. (2) We are inheriting our failure, as an advanced industrial country, to develop flexible social arrangements in the last century so that now, without the motive to work hard and accumulate wealth, there is no ready available alternative style of life. (3) The dominant style of life that exists, e.g., "the establishment", "advertising and promotion", "political expediency." etc. is seen as too phony for the young to grow up into and many reject it. (Hedgepeth, 1971) (4) The young are searching for alternatives and there is great attraction to the comparative greater vitality of the blacks and other "third world peoples." The black culture provided a language and music which "caught on" but this culture became caught up in promotion and advertising and was corrupted. This cycle produces the almost frantic pace of

changing fads and styles as the young attempt to create a culture of their own. (5) In family life there has been a missed social change and confusion so that many young people have grown up in cold, hypercritical or broken homes. (Bronfenbrenner, 1967) Lacking in a basic environment for the expression and training of their feelings, they are both affectless ("Cool") and naive in the social/cultural environment. (Sarff, 1965) (6) The style of life resulting from all of this tends to be nonfunctional: either an obsessional conformity, busyness without any urge towards the goals of activity (whether idealistic or money/power goals) or a dropout mentality expressed in search for "the experience" via drugs or other means, feeling "groovy", "blowing your mind" with combinations of excessive sensory stimulation and drugs, etc.

Fortunately, there is an important minority of youth who are also highly idealistic and committed, "the new aristocrats." (Duberman, 1968; Goodman, P., 1967; Keniston, 1968; Lieber, 1967; Poirier, 1968; Rockerfeller, 1968, 1971).

1. SITUATION: THE EFFECTS OF THE "MISSED SOCIAL CHANGES"

To provide the reader with a taste of the "missed social changes" which P. Goodman discusses, this section briefly describes the outcomes of 27 reform movements or social changes under the five headings of Physical Environment, Economic & Social, Political & Constitutional, General Moral and Reforms Directly Related to the Young.

    a. <u>Physical Environment Reforms</u>

        (1) <u>Technocracy:</u> Philosophers of technology succeeded in making efficiency and know-how major values of the people but they did not succeed in wresting management from the businessmen and promoters and setting up their own world of a neat and transparent physical plant and a practical economics of production and distribution Instead we have slums of factories, confused and useless overproduction, gadgetry and hordes of middlemen, promoters, need makers and advertisers. The ecological crisis is a dramatic example of this failure.

        (2) <u>Urbanism</u>: We have the plan and style of functional ;architecture, human considerations in housing, scientific study of traffic and city services, some zoning and the construction of large scale projects but nowhere is the ideal of over-all city planning realized, the open green city or the natural relation of work, living and play. What we do have is increasing "commuterism" and traffic, segregated ghettos and the tendency to squeeze out some basic urban functions such as recreation and schooling.

        (3) <u>Garden City:</u> The garden city planners achieved some planned communities protected by greenbelts but they did not get integrated towns, planned for industry, local commerce <u>and</u> living. The result is that the suburbs and garden cities are

dormitories ("bedroom communities") with their culture centering around small children and the absence of the wage earner. Shopping centres do not produce a sense of community and tend to disrupt the existent natural communities.

b. <u>Economic and Social Reforms</u>

(4) <u>New Deal</u>: Up to a point the economics of the New Deal cushioned the business cycle and maintained a high level of employment. It has not achieved the ideal of a social balance between public and private works. The result is an expanding production of unneeded goods with great disregard for the public need and welfare.

(5) <u>Syndicalism</u>: Industrial workers won their unions, obtained better wages and working conditions, and affirmed the dignity of labor but they gave up their ideal of workers' management, technical education and concern for the utility of their labor. The result is that most care little about what they make and the "labor movement" has become the other side of the coin of "management" in contributing to the present problems of society (overproduction, discrimination, ecology crisis, etc.).

(6) <u>Class Struggle:</u> The working class achieved easement of the "iron law of wages" and won a minimum wage and social security but the goals of an equalitarian or freely mobile society and the solidarity of the underprivileged have been given up. The result is increasing rigidity of statuses with some of the underprivileged tending to drop out of society altogether. The cultural equality that has been achieved has largely been the degradation of popular culture to the lowest common denominator.

(7) <u>Production for Use</u>: This goal was missed resulting in or contributing to many of the other failures listed. Society tried so hard and so ably to defend the practice and theory of production for profit and not primarily for use that now most of its jobs and products are profitable, but useless.

(8) <u>Sociology</u>: Sociologists achieved the aim of dealing with humankind in natural groups with common problems rather than as isolated individuals or a faceless mass and social science has replaced many prejudices and ideologies of vested interests, but they gave up their goal of fundamental social change and an open-experimental method of determining social goals, e.g., the pragmatist ideal of society as a laboratory for freedom and self-correcting humanity. The

result is the emphasis on "socializing" and "belonging" with a loss of nature, culture, group solidarity, variety and individual excellence.

c. Political and Constitutional Reforms

(9) Democracy: The democratic revolution succeeded in extending formal self-government and opportunity to nearly everybody, regardless of birth, sex, social class, education, etc., but it gave up the ideal of the town meeting with initiative and personal involvement which could have trained people in self-government and given them practical knowledge of political issues and processes. The result has been formation of a class of professional politicians who govern and who are in essence fronts for various pressures and power groups.

(10) The Nation: The self-determination won by the American Revolution for the states that should have made possible real political experimentation soon gave way to a national conformity; nor has the nation as a whole conserved its resources and maintained its ideals. The result is a deadening centralism with neither local nor national patriotism. The best people do not offer themselves for public office and few have the aim of serving the nation, but only the most potent pressure groups therein.

(11) Free Speech: The fate of this constitutional freedom is typical. Editors and publishers gave up trying to provide an effective voice to important but unpopular opinions. Anything can be printed, but the powerful interests have the big presses and only the safe opinion is proclaimed and other opinion is swamped in the noise and information/opinion glut. The other media are too expensive and so money usurps most of the air time.

(12) Liberalism: The liberal revolution succeeded in shaking off onerous government controls on initiative but did not persist to the goal of real public wealth as the result of free enterprise and honestly informed choice on the market. The result is an economy dominated by monopolies in which the earnest individual entrepreneur or inventor, who could perform a public service and also make a living, is actively discouraged from pursuing his ideas. Consumer demands are also extremely synthetic, governed by gimmicks and promotion.

(13) Agrarianism: The ideal of a proud and independent productive freeman, with natural family morals and a co-operative community spirit did in fact energize settling the west and

provide the basis for present abundance. However, since it has failed to cope with technological changes and to withstand land speculation, "farming as a way of life" has succumbed to cash-cropping dependent on distant markets and is ridden with mortgages, tenancy and hired labor. Yet the narrow rural morality and isolationist politics remain, farmers are suckers for the mass culture of the media and offer great resistance against a genuine culture in the new cities where many farmers migrate.

(14) <u>Liberty</u>: Constitutional safeguards of person were won but, despite the increasing concentration of state power and mass pressures, no effort was made to give to individuals and small groups new means to easily avail themselves of these safeguards. The result is that there is no longer the striking individuality of psychologically free men and even quiet non-conformity is hounded. It is difficult to find asylum.

(15) <u>Fraternity</u>: This short-lived ideal of the French Revolution, animating a whole people and uniting all classes as a community, soon gave way to a dangerous nationalism. The result is extreme competitiveness and the "lonely crowd."

(16) <u>Brotherhood of Races</u>: The American Civil War won formal rights for Blacks but failed to win social justice and factual democracy. The result has been segregation, fear and ignorance for both white and black.

(17) <u>Pacifism</u>: This has been entirely missed with the result of increasing reliance on force as a means of diplomacy and the domination of the government-military-industry-school-church complex.

d. <u>General Moral reforms</u>

(18) <u>Reformation</u>: The Protestant Reformation freed individuals from the domination of the clergy and led, indirectly, to the toleration of private conscience. But it failed to withstand secular powers, it did not cultivate the meaning of a vocation as a community function, and in most sects the spirit of the churches did not spring from their congregations but was handed down as dogma and discipline. The result has been secularism, individualism and subordination of human beings to a rational economic system, with churches largely irrelevant to practical community life. Meantime, acting merely as a negative force, the jealous sectarian conscience has separated religion and morals from social thought.

(19) <u>Modern Science</u>: The scientific revolution freed thinking of superstition and academic pedantry and advanced the observation of nature, but it failed to modify and extend its method to social and moral matters and has gotten further and further from ordinary experience. With the dominance of science and applied science in our times, the result has been a specialist class of scientists and technicians, the increasing ineptitude of the average person, a disastrous myth of "value free science," and a superstition of scientism that has put people out of touch with nature and produced a growing hostility to science.

(20) <u>Enlightenment</u>: The enlightenment unseated age old tyrannies of state and church and won a triumph of reason over authority but its universalism failed to survive nationalism, except in special sciences and learning. We now have nationalism without brotherhood or peace, with science used as a secret strategic weapon and a general belief that the rule of reason is impractical.

(21) <u>Honesty</u>: The rebellion for honest speech in the 1890's broke down the hypocrisy of Victorian prudishness, reopened discussion, renovated language and weakened official censorship but it failed to insist on the close relation between honest speech and corresponding action. We now have a weakening of the obligation to act according to speech so that, ironically, the real motives of public and private behavior are more in the dark than ever. The "credibility gap" is endemic especially among the young ("Don't trust anyone over 30") and at the same time many believe that if something is spoken and especially written it is true. Thus, officials are working with two worlds: one made of paper (memoranda, laws, bills, recommendations, proposals, analyses, etc.) and the other made of flesh and blood and stuff. The strong belief that the paper world represents the real world is a source of much mystery and confusion today.

(22) <u>Popular Culture</u>: This ideal freed culture from aristocratic and snobbish patrons and allowed thought and design to be relevant to everyday affairs but it did not succeed in establishing an immediate relation between the artist and his audience. The result is that the popular culture is controlled by hucksters and promoters as if it were a saleable commodity. The popular culture remains uncultivated in depth but we are inundated by "cultural commodities."

e. <u>Reforms Directly Related to Children and Adolescents</u>

(23) <u>No Child Labor</u>: Children have been rescued from the exploitation and training of factories and sweat shops but, relying on the public schools and apprentice-training in an expanding and open economy, the reformers did not develop a philosophy of competency development and commitment to a vocation. Nor did they face the problems of a growing person's need to earn some money by doing small jobs. The result is that growing youths are idle and vocationally useless, and often economically desperate with many necessary jobs (e.g. in ecology, human resources, poverty) going unpaid or undone. The schools have become apprentice training and baby-sitting services paid for by public funds.

(24) <u>Compulsory Education</u>: This gave children certain equality of opportunity in an open expanding industrial society. Formal elementary discipline was sufficient when one could learn from the environment and it provided opportunities for advancement and self-fulfillment. Now, overcrowding and bureaucratic interference make individual attention and real teaching/learning difficult. Many schools are as stupefying as they are educative and compulsory education is often like jail. This is especially true of minorities and "underprivileged."

(25) <u>Sexual Revolution:</u> This accomplished a freeing of animal functioning in general, relaxed repression and inhibition, weakened legal and social sanctions and diminished the strict training of small children. The movement is still in process but strongly resisted by prejudices, fears and jealousies. By and large practical freedom for older children and adolescents has not been won. The result is that at present many are trapped by inconsistent rules, suffer because of excessive stimulation with inadequate discharge, and become preoccupied with sexual thoughts as if these were the whole of life, the be all and end all.

(26) <u>Permissiveness</u>: Children have more freedom of spontaneous behavior and their dignity and spirit are not as frequently crushed by humiliating punishments in schools and homes but this permissiveness has not guaranteed means and conditions for expression. The young might be sexually free but have no privacy, they are free to be angry but have no way to escape from home and school and no way to get their own money. Also, where upbringing is permissive, it is necessary to have strong values and esteemed behavior at home and in the community so that youth have worthwhile models, goals and objectives to structure their experience. Since these are too

often lacking, permissiveness often leads to anxiety and weakness instead of confidence and strength.

(27) Progressive Education: This proposal, aimed at solving the dilemmas of education in the circumstances of industrialism and democracy, was never given a chance. It succeeded in replacing ability oriented psychology in the interests of educating the whole person and in emphasizing group experience. It failed to introduce learning-by-doing with real problems. The result has been to weaken the curriculum and foster adjustments to society as it is instead of social and intellectual innovation and experimentation.

f. Summary

What can one make of all of this? As a form of summary one can collect the catalogue of shortcomings resulting from each of these "missed social changes" to form an exaggerated picture of the problems of society.

(1) Catalogue of Social Problems: Slums of industry and business; useless overproduction; chaotic congestion; hordes of middlemen and promoters; basic city functions squeezed out; garden cities (suburbs) for children but not families; indifferent workmen; generations of underprivileged on welfare; superficial "belonging" without nature, culture or community; manipulated politicians; little patriotism and pride in community or nation; empty nationalism headed for a disastrous finish; wise opinion ignored for political expediency; enterprise sabotaged by monopoly; prejudice and mutual hostility increasing; religion ineffectual and superfluous; the popular culture debased; science specialized; science made secret and a weapon; the average man inept; youth idle and truant; youth sexually suffering and sexually obsessed; youth without goals and commitments; and poor schools.

(2) Utopia? What kind of a society would we have if the various "social changes" had been finished with completed cycles? We would have a society where: a premium is placed on technical improvement and on the engineering style of functional simplicity and clarity; the community is planned as a whole, with a natural integration of work, living , and play; buildings which integrate the variety of their real functions with the uniformity of the prevailing technology; large sums of money spent on public goods; workers who are technically educated and have a say in management; no one drops out of society and there is an easy mobility of classes; production is primarily for use; social groups are laboratories for experimentally solving their own problems; democracy begins in the town meeting and a person seeks office because they have a program to offer; regional variety is encouraged and there is pride in the nation; all feel themselves citizens of the universal order of reason; it is the policy to give an adequate voice to the unusual and unpopular opinion and to give trial and a market to new enterprise; races are factually equal; vocation is sought out and cultivated as an inborn capacity to be nurtured and developed; the church is responsive to the spirit of its congregation; ordinary

experience is constantly scientifically examined by the average person; it is felt that the suggestion of reason is practical; the popular culture is daring and passionate; children can make themselves useful and earn their own money; children's sexuality is taken for granted; the community carries on its important adult business and the children fall in at their own pace; education is concerned with fostering human potentials as they develop in the growing child.

In such a society it would be very easy to grow up. There would be plenty of concrete and worthwhile activities for youth to observe, fall in with, do, learn and improvise on their own. Thus, it is not the spirit of modern times which makes our society difficult for the young. It is that this spirit has not sufficiently realized itself. In this light, the present plight of the young is not surprising. In the rapid changes of "future shock" people have not kept in mind that the growing young also exist and the world must fit their needs. So instead, we have the present phenomena of the excessive attention to children as topics and problems in psychology and the suburbs and coping with "juvenile delinquency" as if it were a disease entity. To grow up, the young need a world of finished situations and a society made whole again.

(3) <u>Restoring</u> <u>the Balance:</u> In order to cope with the changes occurring with unusual rapidity, shattering traditions without substituting a new community, there is no going back since there is nothing to go back to. P. Goodman proposes a return to "right proportion" (Goodman, P., 1960, p. 232-234) in several areas of social life. (a) With the increase in population and crowding, the number and variety of human services increase disproportionately and areas of freedom decrease. Thus the <u>units of human service</u> (e.g., school classes, client load) must be smaller to avoid the creation of mass education, mass medicine, mass penology, mass politics, mass welfare. (b) The usual goal in <u>vocational</u> <u>guidance</u> of fitting the person to the job and chopping them down so they will fit must be changed to finding the opportunity in the economy that brings out the potential in the person. If there is no existent opportunity we must create it. This involves encouraging new small enterprises and unblocking or supporting invention. (c) Considerable <u>decentralizing</u> will be needed along with increasing the rural proportion of the population. It will involve transforming the many neglected small places, hopelessly dull and the same, into interesting villages that promote individual pride. (d) Since <u>prosperity</u> itself has made it more difficult for the underprivileged to get started it is necessary to devote more money, time and ingenuity to helping them find themselves and get started. On the other hand we should provide means by which a person, if he so chooses, can be <u>decently poor,</u> to work for a real <u>subsistence</u>(not starvation) without necessarily involving himself in the "rat race" ,f the "high-standard economy". (e) In <u>arts and letters</u> there must be right balance between usual social standards and creative novelty, between popular entertainment and esthetic experience. Many new little theaters, magazines and journals, artistic media makers, etc. must be encouraged in order to offset the monolithic mass-media effects. (f) The <u>legislature and public spokesman</u> must be balanced by increasing the number of reasoned and knowledgeable voices that can thoughtfully address the fundamental issues of our time. (g) Finally, in a society tightly organized and conformist a vast increase in the safeguard of civil liberties is needed so that dissent is not reacted to by police riots.

(4) <u>Youth and the Missed Social Changes:</u> When one views the events of "the movement" (Goodman, M., 1970) in relation to the description of the missed social changes one can see that many developments are attempts to restore the balance and complete the cycles of action. True, many of these attempts involve extreme responses to what are perceived as either/or crisis situations, but youth are implicitly more aware of the unfinished business of society just as they are more aware of the on rushing future.

2. SITUATION: PRESSURES AND LIMITS OF TECHNOLOGICAL SOCIETY (McCabe, 1967, p. 13-20)

a. <u>Sensory Bombardment and Urban Demands</u>

The urban-electronic age bombards the senses -- the continual din of cities, airplanes, rushing traffic, voices; the hum of machines; the flickering glow of neon signs and TV sets; the thump of juke box music and the richness of hi-fi tones; loudspeakers announce arrivals, departures, and officials to be elected; the news noises of all the world; even the electronic cracklings of outer space; billboards, busboards, subway and taxi boards, all proclaim or sell; newspapers, magazines, piles of junk mail; telephone calls and telegrams from every conceivable place; flashy paperbacks roll off the presses. All press for response, recognition, acknowledgment.

Youths appear less bothered by this deluge than do adults -- they handle it by programming their own media environment. The transistor radio is their tool. Soon it will be the transistor TV, when the price is low enough. Still, a multitude of messages pass through each day -- things to buy, to do, to see, to eat -- all requiring decisions. How much of this stimulation can human beings stand? Our culture may turn out to be a testing ground for that single question. Yet on the other hand, at a very early age, the human infant learns to avoid an overload of the senses by screening out some of the inflow. However sensory deprivation produces illusion and hallucination. Thus, some sensory input is necessary for optimal functioning. The upper and lower limits of stimulation of the senses have not yet been pinpointed. If it is possible to stretch these limits, then the factual question is further complicated.(Toffler, 1970)

The home and family structures are challenged by urban society. (Bronfenbrenner, 1967, 1970a; <u>Time</u>, December 28, 1970). Less and less time is spent in the home by all members of the family. Work, school, voluntary organizations, friendships, cultural and recreational activities nearly all center outside the home. The expansion of individual choice and freedom is valuable but what of the consequences of decaying family ties? Disagreements seem based in a definition of humanness. Is or is not a close-knit family structure necessary for human beings to experience a full and satisfactory life? There is evidence from the concentration camps that some survive when nearly all traditional ties are broken while others do not. Is this capacity to survive "given" through one's inheritance and experiences, or is it a matter of decision? Viktor Frankl (1963) suggests it is a matter of choosing one's life stance.

Technological society places other strains on the family. The styles of behavior and models of reality which parents can share with the young are no longer adequate for the world of electronics and other technologies in which youth live. In the past, the environment for the family changed little and slowly, if at all. Therefore parents, "the settled", could draw upon their store of experience in teaching the young. Today, the realities of a computer and TV culture -- undergoing constant, rapid change -- mean that youth have more contact with the contemporary world than their parents.

While emerging adults have a "clean cognitive slate" with which to face the new order, their parents have to unlearn many of their understandings from the old order so that they may come to terms with the ever new surroundings of technology. It frequently seems that young people and their parents live in utterly different worlds -- a radical "Assumption Gap" (Hansel, 1969).

The question is: What kind of values and attitudes will enable us to move into the future and survive? If the foregoing description is accurate, youth are better equipped for dealing with many aspects of our world. Their flexibility, pragmatism and awareness need somehow to be geared into the structures of research, planning and decision making. How this can be done is a major area for exploration.

b. Automation, Unemployment and Specialization

The advance of automation and cybernation complicates the situation of youths wishing to enter the job market. (Hillenbrand, Fried and Merrick, 1971) There is general agreement that the level of education or training required to get and hold a job is steadily increasing. Disagreement about the impact of automation on employment patterns stems from the assessment of trends -- how fast are machines replacing human workers? Which jobs will be replaced by automated systems? Is retraining a viable option for those displaced? The change might be handled largely by occupational switches. About 10% of workers are employed in agriculture, 30% in manufacturing, and 60% in the service trades or tertiary (supporting) industries. While agriculture may decrease to 5% or less and manufacturing to 15%, the service and tertiary industries may rise to 80%. However, services will also be automated and therefore cannot be expected to provide new jobs for all those displaced. Some feel that youth unemployment is currently intensified because the war babies have come of age, and that this disruption will level off. Others judge that it will continue due to overall population increase and increased automation. Again, the disagreement apparently results from differing interpretations of trends.

In the light of accelerated advancing technology, some argue that radical specialization is imperative, instead of comprehensive awareness. They declare that, because of the knowledge explosion, it is impossible to do justice to more than a small section of knowledge and attempts to secure a broader grasp of the realities and demands of culture will seriously jeopardize one's competence in his own field. Those who favor the inclusion of breadth, even if somewhat superficial, argue that without a broad grasp of the directions of human adventure, specialism is likely to be irrelevant, if not dangerous.

Another alternative for dealing with the specialist/generalist dilemma is to bring together task force groups of specialists working in different fields. Such groups could, in turn, focus on some aspect of each man's work, or center on a broad enough problem so that the specialized wisdom of each person would be used and integrated to focus on the problem. The question is how these two perspectives influence man and his social contribution. The side arguing for specialism apparently discounts the promise of computer technology to do much of the fact retention and sorting. In some fields, computers are already allowing a greater devotion of time to expanding one's breadth of study and discovering overall patterns. Specialism seems to encourage competitive achievement, more than serious dialogue and co-operative work on human concerns.

c. <u>Adult Expertise and Control</u>

Today's world is largely run by adults, "the settled" (Hansel, 1969). Because young people, "the searching", are not expected to assume real maturity, they are insulated from most of the responsibilities of the real world. (Berger, 1969) They are expected to go to school endlessly. Adults both expect and allow little from young people. There is a great push towards <u>superficial</u> maturity, such as early dating, social graces, going steady or being cynical and sophisticated. (Sarff, 1965) The pressure to conform to middleclass society is enormous. Young people are counted upon to be employed, to earn money, and to be consumers. They are told to be responsible, but if they are radical on important issues they are chastised by parents, teachers, and various officials.

It seems apparent that students, until recently, have had little power to reformulate the educational institutions of which they are part. Though many youths are very sensitive to all that is going on in the world and to their own educational needs, they are seldom given the power to decide about curriculum, faculty, and course requirements. "The settled" are happy with this state of affairs, arguing that the young lack wisdom to shape their curriculum or help decide on the tenure of their teachers. The students respond that this is a basic part of the educational process -- to begin deciding what kinds of study would be really relevant and to focus on which teachers are making a significant contribution to their education. The disagreement here centers on educational theory, and behind that, on the nature of man. Is the 16-or-17 year old competent to decide what should be involved in his education?

Youth have also met adult opposition in their attempts to change policy towards Vietnam. The effort, in the U.S., to expand the possible categories of Conscientious Objection to include objection to a particular war has met with extreme resistance. A substantial segment of settled society fears that the possibilities of conscientious objection to a particular war -- such as that in Vietnam -- would open the floodgates for irresponsible draftdodging. Others sense that the opposition of many students to this war is based on a moral sensitivity and commitment to human values new to this society. (See Hampden-Turner and Whitten, 1971) Their commitment is thought to transcend nationalism and narrow self-interest. Perhaps such sensitivity is related to the continued coverage of the war on TV and in magazines and newspapers; no doubt it is spurred by the considerable criticism radiating from university centers. Because we are part of a "global village" (McLuhan, Fiore and Agel, 1968) through the international TV network, persons are immediately involved with the anguish of Vietnam, and some are repelled by what they experience.

In spite of adult control, occasionally youth have been able to alter the social order. In these cases, the mass media frequently have contributed to their effectiveness. The prime examples have to do with integration: the sit-ins, freedom rides, and freedom marches in which hundreds of young and older people participated. (Sutherland, 1965) Nationwide news coverage of the beatings and mistreatment they received with cattle prods and police dogs helped to rally support, both personal and legislative, to back up these efforts. Thus, the technologies of communication have sometimes aided the power of young people.

3. RESPONSE: THE MOOD AND STYLE OF TODAY'S EMERGING ADULTS (McCabe, 1967, p. 20-31)

a. Aware

Today's youth are very aware of the whole world; through TV they are plugged into the problem areas of the entire globe. Everyday they are bombarded with Vietnam, China, Black Power, the U.N., air pollution, treaties with the Soviet Union. The song "Silent Night -- Seven O'clock News" of Simon and Garfunkel illustrates perfectly this global awareness.

Though their fears are often not formulated, many know of the movement to automate; it is nearly impossible for them not to learn of the proposed data storage bank, (Miller, 1970; Nader, 1971) which would include all the available information on each person from many agencies -- and they wonder. They hear about Berkeley and about Mississippi, and ponder the wisdom of adult control. This aware generation seems to experience increased insecurity. The normal questions of "Who am I?" and "What am I going to do with my life?" are raised, but they are more intense. These questions are intensified because parents seldom offer valid models of what it means to be a responsible person in society. (Mead, 1970) The insecurity is also heightened because we live in a world of fantastic accelerated change (Toffler, 1970) a world of hunger and increasing unemployment, yet of enormous wealth and resources; (Harrington, 1962) a world of growing international inter-relatedness and, at the same time, of national arrogance; as illustrated by South Africa or the U. S's paternalistic relationship with Latin America. In such a world of continuing change, the educational demands become greater and greater.

b. Hungry for Depth

The purpose of education as opposed to training
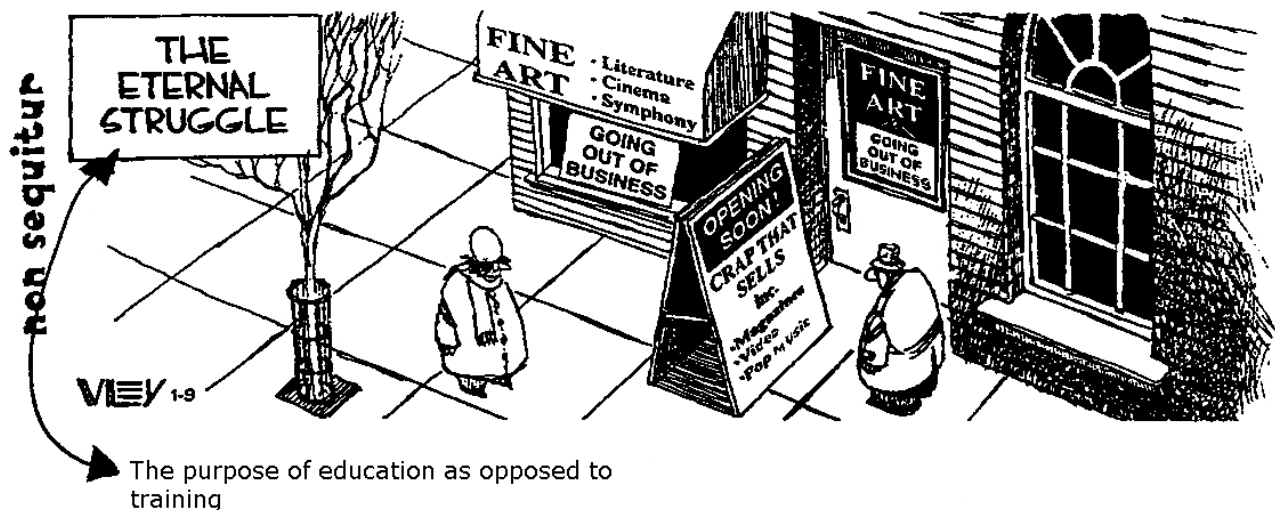
A striking characteristic of emerging adults is a great desire for depth involvement. Perhaps it is because they were raised on television that young people desire deep exercise and depth involvement. Some signs of this are the expressive and individually involving dances of the day, the increasing interest in methods of "consciousness expansion" (drug and non-drug) and the continuing high rates of attendance at experimental films and media shows. Quite possibly, today's mobility and the dispersion of the family add fuel to the search for new relationships and experiences.

The desire for "depth" and "involvement" among the emerging adults puzzles many. The "teeny boppers" and "hippies" seem opposed to involvement. Yet they are involved in their self-involvement and self-exploration. Marshall McLuhan describes this side of the debate:

> "The young people who have experienced a decade of TV have naturally imbibed an urge toward involvement in depth that makes all the remote visualized goals of usual culture seem not only unreal but irrelevant, and not only irrelevant but anemic. It is the total involvement in all inclusive nowness that occurs in young lives via TV's mosaic image. This change of attitude has nothing to do with programming in any way, and would be the same if the programs consisted entirely of the highest cultural content. The change in attitude by means of relating themselves to the mosaic TV image would occur in any event." (McLuhan, 1964, p. 292)

The "settled" people maintain that the concern for depth is only superficial, representing merely a desire to absorb and experience without action. Those persons describe youth as unwilling to take on the responsibility of relating deeply with other persons. They doubt the worth of that "depth" which seems to rob youth of serious engagement. In response, others argue that today's emerging adults do take responsibility for one another -- that the new sexual openness frequently means taking the other person much more seriously than before. Sometimes that means respecting mutual wishes not to assume long-term commitments, even though going to bed together. Development of "the pill" has made such new relationships more easily attainable. (Montagu, 1968)

The "settled" generation (Hansel, 1969) tends to insist that real depth means commitment and involvement over a long period of time (as with "study-in-depth"); The underlying question is, perhaps, one of values: What kinds of life experience do people wish to have? Is the apparent depth experience through drugs, meditation, biofeedback training, films, etc., genuinely deep and serious? The supporting side says drugs have made many more perceptive of the world, more aware of themselves, more sensitive to others. Their critics say, "It sounds like escape from reality."

Simmons and Winograd (1966) suggest that today's adults are frightened by psychedelic drugs because they are afraid of their own emotions. Most people have so subjugated their emotions to the rationality of a "technological ego" (Keniston, 1965) that they are made anxious by the thought of "a trip" which would take them over and remove them from their comfortable familiar place in the driver's seat.

c. Frustrated

Young people today find many possible paths of action and expression cut short (Goodman, M., 1970). Frustration is the result of coming up against adult control in many kinds of situations. Barriers of communication are experienced everyday: with their parents and with educational administrators; with teachers and employers; with the opposite sex and with themselves -- for adolescence is a time of self-discovery and self-definition.

The methods of the educational system, including its segmented curriculum and neatly divided class-hours, are out of tune with the inner drives of becoming adults. (Kaiser Aluminum News, 1967b) They strive for total involvement now and for discovering a picture of the whole of things.

Rather than unfolding as a process of adventure, the education they encounter grows more and more like a dogfight, with a competition assuming ever-new forms.

In addition, many ideals of youth such as peace, integration and justice are often betrayed and crushed. Frustration from the many forms of powerlessness shows itself in numerous ways. There is the cynicism represented by Bob Dylan, in the "Ballad of a Thin Man" in which he speaks about Mr. Jones who always shows up never quite knowing what is going on. There are the various kinds of satire carried on by the Beatles, Simon and Garfunkel, and other groups. The mass demonstrations, be-ins, love-ins, smoke-ins, rock festivals, etc., are, in part, a response to the frustrations of a non-responsive system.

There is, as yet, little clarity about the root causes or effects of experimentation with drugs and sex. However, populations under strict control have in the past been known to resort to these activities as escapes. Among youth, there is the added dimension of rebellion--drugs and sex can be ways of punishing parents who are too restrictive or considered inadequate or phony, etc.

A further source of frustration among youth is that passage to the status of "adult" is ill-defined. Indeed, the concept of maturity may have very little to do with adult behavior and ideas. In lower class families, getting a job has been the sign of maturity. But now, due to problems of unemployability from lack of education or training, desirable jobs are often impossible to find. For girls in lower class families, having a baby is the "rite of passage". This, especially for unwed mothers, complicates the economic difficulties and compounds the matriarchal family structure, often encouraging irresponsibility in the young man.

For the middle-class youngster, extended education continues dependency into the twenties. (Berger, 1969) Even after marriage, the parents frequently lend support to their children. Thus, the old image of the child as one who is dependent often is carried on into marriage, leading to feelings of inadequacy and making maturity difficult to achieve or even to imagine.

Frequently the role of wage-earner has shifted to the wife of the undergraduate or graduate student. While this shift has occasioned some struggles over masculine/feminine identity, it has opened up possibilities for changing roles, including the sharing of housework and child-rearing. The Woman's Liberation Movement is in part a manifestation of this trend. (Bowers, F., 1971; Gornick & Moran; Greer; Gullian; Janeway; Leonard, 1968; McLuhan and Leonard, 1967; Time, December 28, 1970)

It seems imperative that society discover concrete ways in which responsibility can be increasingly granted to the young or a great deal of creative energy and thought will be lost. In spite of all that has been said, some youths have not chosen complacency, cynicism or escape, but have begun to wrestle with the present structures of society. Cries of "Black Power", "Red Power", and "Freedom Now" indicate a new response to a past heavily burdened with frustration. (Goodman, P., 1967a)

d. Tentatively Committed

Among contemporary youth there is a spectrum of commitments. Relativism has eclipsed the ultimacy of most causes in our time so the loyalties of youth are tentative ones. Because adolescence is a time of trying out different identities, what commitments there are tend to change from year to year.

The following continuum is presented as an approximate sketch of the variety of commitments among emerging adults. Not only do individual young people change their views and loyalties over time, but the ratio of commitments is different for each age level. In other words, the balance of subgroups for 13 - year-olds would probably differ from those at 17, and those of the 17 - year-olds from those at 21. (Havighurst, 1970b)

This estimated (1972) continuum probably best represents the 17 - 21 age group:

new radical activists	5%
concerned liberals	15%
hippies and teeny-boppers	10%
dropouts and drifters	10%
delinquents and gang members	5%
concerned conservatives	15%
reactionary activists	5%
"silent majority"	35%

In spite of this variety of perspectives, there seems to be a large measure of common characteristics among the young. The requirement of technological society for specialized personnel leads to an enforced alienation taking the form of a "youth culture". (Keniston, 1965, p. 402) Words such as "teenager", "beat", and "swinger" point to this special world, which is a rather unnatural transitional realm. It is almost an isolation ward. Keniston summarizes the shared elements of this subculture: "A preoccupation with the present, a concern with the search for identity, many symptoms of continuing problems of dependency, a quest for positive values which aborts in private commitment, and a preoccupation with the ego demands of our technological society." (Keniston, 1965, p. 403) Some observers of the youth sense a shift beyond the question o£ identity. They judge that the new question is one of vocation: "What am I going to do with my life? Where, when and how shall I invest it?" It seems evident, on the other hand, that not all emerging adults are seriously raising this question. The disagreement may center on a differing assessment of trends.

Much of the communality in attitudes and wants of youth may be attributed to TV and other mass media. 94% of U.S. homes in 1967 had television. The aspects of awareness and hunger for depth seem especially related to TV. It may also be the case that the encounter with numerous "experts" over TV, often with differing views, has contributed to the distrust of most authorities by the young.

Another significant influence has been the awareness of possible destruction at any moment. The film Dr. Strangelove brought this underlying fear into the open. The bomb threat, as well as the historic upsets of the 20th century -- Einstein's Theory of Relativity, World War I, the Depression, World War II, Korea, the Civil Rights Revolution, Vietnam, and Kennedy's and King's assassinations -- have helped to call into question most contemporary myths. As part of this process, Nationalism, Christianity and the "settled culture" have suffered severe blow. The settled prefer to speak of this questioning as a "loss of moral fiber", attributable to the loss of influence of the family, church and school. The disagreement appears to lie in a differing interpretation of the facts.

Undoubtedly one's experience in the home, school, and church are important in shaping perspectives; but TV is now another potent "window" on the world, challenging the prior authorities.

Two final centers of disagreement about the commitments of youth are:
(1) How much are youth today influenced by the drives to earn and consume?
(2) What will be the future of the "hippies"?

(1) Is it possible to be the most important part of the consumer market without being slave to it? Are the emerging adults really free from the selling that confronts them at every turn via TV, radio, billboards, peers and schools? The folk-rock singers like Peter Seegar ("Little Boxes") and Simon and Garfunkel ("The Big Green Pleasure Machine") point to a significant awareness of the problems.

On the other hand, the number of poverty program graduates grows daily, swelling the army of consumers. Some of the dropouts now involved in job training centers are unable to sense the satire of a film like American on the Edge of Abundance, which clearly exhibits the ridiculous extremes of consumerism (hair spray for men; ear cosmetics). The fact that these job corps trainees do not sense the humor or tragedy of such scenes indicates that they have bought the " psychology of more" (Demott, 1969; Looft, 1971) i.e. something more is always needed to make us fully human.

(2) Are the "hippie" successors to the "beatniks" just lazy or cynical, or are they waiting for a new society to be born? There is disagreement here about values and trends. What will happen to the hippies and teeny-boppers who seldom protest and who seem to converse so little, who appear to "hang loose" even when dancing? Will they become the complacent citizens of tomorrow, supporters of a repressive Establishment? There are indications that the young radicals engaged in political and social protest frequently become bourgeois with age. But, perhaps today's "happeners" will actually hang loose from the pressure to conform and will constitute the nucleus of a renewed social order. They seem to participate in abundance without becoming enslaved by it. Just possibly they await an effective means of challenge. It is this group of hippies, along with the drifters and dropouts, who seem the most uncommitted to society in its present form, but who may be the most deeply committed to its ideal shape. (Duberman, 1968; Goodman, P., 1967)

e. A New Morality?

Another important area of disagreement is the range of attitude and behavior related to middle-class standards. (Gagnon and Simon, 1970) The concerned conservatives and reactionaries come closest to an embodiment of these middle class values. They tend to be the legalists, "men of duty", "the settled", maintaining that certain rules or guidelines are essential for the continued functioning of society (Kohlberg, stages 3 & 4). They tend to respond in similar patterns to similar situations. Rather than expecting responsible behavior from youths or the poor, the conservative group wants to train it into them through a poverty program imposed from above and through high schools where teachers and administrators are clearly the authorities, imparting middle-class values. To these persons, the idea of deciding anew about each relationship indicates a basic irresponsibility. New ideas such as trial marriage seem to them to threaten the very institutions of marriage and the family. The do not see living together on an experimental basis as a possible way of developing genuinely stable marriages.

At the other extreme, are those who actually accept <u>no standards</u> or norms. As pure "existentialists", they decide their behavior in the moment with no discernible criteria. Many of the drifters and the dropouts, hippies and gang members would belong here. Some would also place most of the "middle class complacents" in this category, arguing that while these give lip service to the Good Way of Life, their behavior shows lack of values. The hippies confront their bourgeois critics thus:

> "Look at you, blowing up whole countries for the sake of
> some crazy ideologies that you don't live up to anyway. .
> Look at you mind fucking a whole generation of kids into
> getting a revolving charge account and buying junk.(Who's
> a junkie?) Look at you, needing a couple of stiff drinks
> before you have the balls to talk with an other human
> being. Look at you, making it with your neighbor's wife on
> the sly just to try and prove that you're really alive. Look at
> you, hooked on your cafeteria of pills, and making up dirty
> names for anybody who isn't in your bag, and screwing up
> the land and the water and the air for profit, and calling this
> nowhere scene the Great Society! And you're gonna tell us
> how to live? C'mon man, you've got to be kidding! "
> (Simons & Winograd, 1966, p. 28)

Between the extremes is a middle group which feels that this rebuttal by the hippies doesn't excuse the irresponsible behavior, with regard to sex, free speech, etc. which is often their style. The "new morality" or "situation ethics" (Fletcher, 1966) points to the concerns of this substantial segment of the emerging generation, "the searchers". (Hansel, 1969) Some of them are "new radicals" or "concerned liberals", yet others are from the hippie and delinquent populations. Their concern is for the specific situations and <u>concrete responsibility for concrete persons</u>. They maintain that one cannot know ahead of how to act in a particular relationship. One does not live fully by applying a set of principles, but by responding afresh to every situation, without denying a variety of values and norms. This stance appears to demonstrate considerable commitment to the welfare and happiness of others, emphasizing the belief that people should be allowed and encouraged to express themselves, to make their own decisions, to determine their own destinies. Some of these "situationalists", feeling that one can bring about creative change in almost any context, are found at work with "the Establishment".

The basic questions in this area appear to center on the nature of man and the character of responsible action. While the "settled" hold that responsibility means fulfilling certain rules, the "irresponsible geniuses" at the other extreme maintain that every specific situation calls for a new, normless response. The "situationalists" call for a continuing tension between values and circumstances in deciding about action.

4. FUTURE: CHANGING CONTEXT & DEMANDS OF TECHNOLOGY
(McCabe, 1967, p. 31-37)

Six Chix by Margaret Shulock

SORRY, I DON'T HAVE A CLUE. WHEN MINE GOES OUT, I JUST GET MY KIDS TO START IT.

WITH EVERY NEW TECHNOLOGY, SAME OLD PROBLEMS
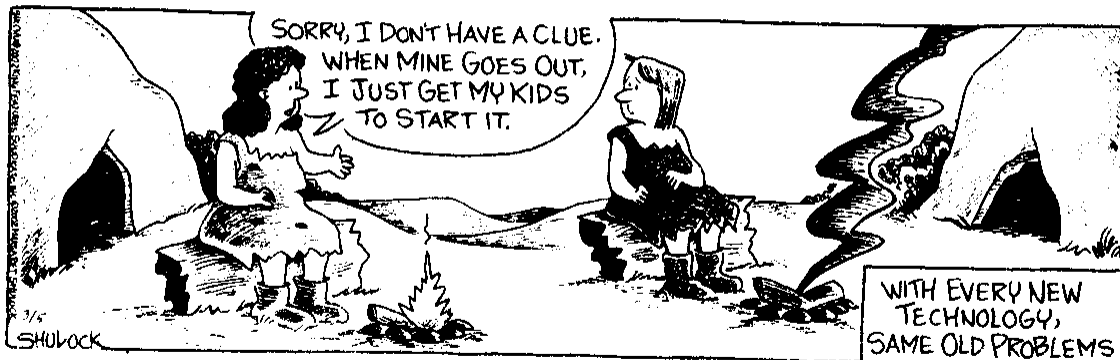
a. The Transformation of Education Through Technology

The increased use of teaching machines for basic routinized types of subject matter appears quite likely, but there is disagreement about whether or not this is a good thing. Those who see further use and development of teaching machines as beneficial argue that it will free teachers from many of their menial tasks to work in more depth with each student. (Bushnell, 1966; Bushnell & Allen, 1967; de Grazia & Sohn, 1962a; Galanter, 1959; Gross & Murphy, 1964; Lumsdain & Glasser, 1960; Suppes, 1966; Uttal, 1967)

Other commentators are bothered about the use of machines for teaching, feeling that machines cannot provide the necessary sensitivity to the real needs of the child. These critics fear that all children taught without human dialogue will become depersonalized, that is, less responsive and sensitive to other persons and to human values.

While there is a danger of automated learning environments doing all the instruction, it is unlikely. (see: Leonard, 1968; Moore, 1964) The effect usually found is that the automated approach, especially the more sophisticated Computer Assisted Instruction environments, teaches more efficiently and leaves more time for human dialogue; e.g. in the Edison Responsive Environment setting the child spends 30 minutes a day and learns his basic language skills as well as he would if he spent a much longer period of time in a more traditional setting. (Moore, 1964) Another argument for using machines is that interaction with some teachers is precisely what produces the dehumanization in the schools especially for minority and underprivileged children. (Herndon, 1968; Hickerson, 1966; Holt, 1964, 1967, 1969; Kohl, 1967; Kozol, 1967) Thus, avoiding these teachers is a good thing since the machines are less dehumanizing than the teachers.

> Behind these two views seems to lie disagreement about:
> ∞ the ways in which humans learn
> ∞ the manner of using teaching machines and instructional hardware

McLuhan's assertion that the medium or technology itself carries a message will need to be tested out in the former instance, for the effects of learning via teaching machines have not yet been carefully assessed.

With regard to the second question, various models for using the devices could meet the demand for human presence and dialogue. (Taylor & Williams, 1988) Close supervision, perhaps through closed circuit TV, could enable the teacher to respond personally at any moment. As the student population grows ever larger, sub-professional assistants and fellow students (Gartner, Kohler & Riessman, 1971) may be engaged to help spot students having difficulties not sensed by the mechanical teacher. An issue which will continue under exploration for some time is what sorts of material can be effectively taught by machines.

Computers are increasingly being used to store facts and basic information. This stored knowledge is almost instantly available to the person who needs it. If this trend progresses, it will certainly alter the tasks of education. Those supporting this development state that the learner-researcher spends less time on gathering and mastering basic information and can devote himself more fully to discovering and creating patterns and hypotheses. Thus, this use of computers will speed up the process of developing comprehensive theories. The basic questions beneath this disagreement may be factual. How does the mind work in moving from specific to general? Could the computer provide close contact with <u>more</u> specifics, rather than with fewer aspects of the situation?

Computers are also being used increasingly for registration and record keeping. Opponents of this development say that it pushes further the already present impersonality of educational bureaucracies. They argue that it is not possible to protest to a machine about a bad schedule, nor can a machine take individual differences and peculiarities into account. (Friedenberg, 1959, 1965a)

Those supporting greater use of computers say that this method makes possible <u>more</u> individualized treatment of persons, (Bushnell, 1966; Moore & Anderson, 1969) and also helps by speeding up the process of registering, etc., so that there is time for personal attention when needed. Perhaps the conflict here is a matter of facts: what can computers do and how will administrators use them?

b. <u>The Question of a Central Records Bureau</u>

The proposed national computer center which would maintain a cumulative history of every person, living or dead, would be very useful for police agencies to locate suspects, for universities to decide about admission, for employers to learn about skills and reliability, for sales agencies to uncover the best potential customers. The argument against this data bank is that it would tend to limit an individual's possibilities for reforming his life style, for simple mistakes and bad ethical judgments would become a permanent part of one's record. (Friedenberg, 1959) This record would probably be available to numerous agencies which determine the destiny of persons. It seems likely that people would try to withhold some kinds of information, through bribery and other means, or attempt to get false information, helpful to them, into the record.

There is <u>already</u> a growing records bureau and it is becoming increasingly centralized; information on credit, income, expense accounts, and health histories has been collected for years! (Miller, 1970; Nader, 1971) The basic issue seems to be that of values or the kind of world we wish to create. Do we want a world where people are hemmed in by what they have done in the past or where persons have the flexibility of some degree of anonymity? The impact of the records center might conceivably be heaviest upon youth. (Friedenberg, 1959) Would they tend to become more fearful of risk-taking, which many psychologists regard as crucial for full self-development? The juvenile court idea may have recognized this basic problem for juvenile records are less complete

and their sentences are less severe than for adults. Juveniles are seen as not fully in control of themselves, and their names are withheld from the news media when they are apprehended. No doubt, this sort of consideration could be incorporated in a national records center. Thus, another basic question concerns the control of data fed in and taken out.

c. Problem: The Creative Use of Leisure

Despite disagreements about the speed with which automation will supplant jobs, it seems agreed that youths and adults will find more leisure time on their hands. (Charlesworth, 1964) How will it be possible for people to make creative use of their new-found free time?

Three alternative styles for the use of leisure might be: engaging in worthwhile service for others; involving oneself in contemplation and reflection; taking part in spontaneous play and celebration. The first two suggestions would involve considerable educational experience and a large measure of motivation while the latter demands overcoming excessive valuing of rationality and ego-control. Although the education needed for successful service and/or contemplation is more than (and in a different form from) that which people now get, an automated and cybernated age could provide new and satisfying modes of education to keep people engaged in a continual learning process, rather than a system oriented towards degrees. (Leonard, 1968) Still, some observers question our ability to develop these means. A different assessment of trends appears to be the source of this questioning.

It may well be that many members of the emerging generation are already farther along than their elders in realizing the third alternative, that of play. The use of marijuana and the psychedelic drugs frequently serves as a means of play and entertainment, just as participation in films is serious or light-hearted recreation. Perhaps racing miniature slot-cars and adopting more playful views of sex are less irresponsible and empty than they seem to a number of commentators. An "anti-work" ethic has begun developing, not only among the hippies, but with the dropouts and drifters, teenagers and other marginals who confront a diminishing number of unskilled jobs. These new actions and attitudes may be preparing the way for an otherwise frustrating future.

Once again, the nature of man appears as a basic issue. Is man a creature who must produce things, who must be a reflective being, or who can be satisfied to playfully enjoy himself and others? Which of these dimensions, or what balance between them, is crucial for humanness?
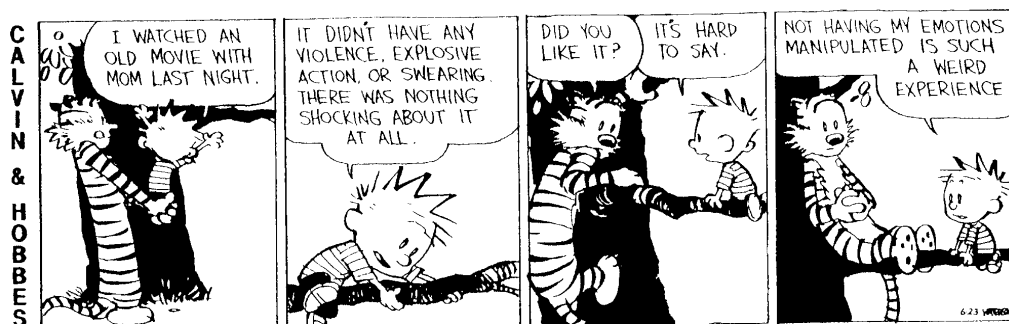
d. Space Exploration and Global Humanization

A final future consideration will close this section. (Fuller, 1969) Very few persons have contemplated the effects of our space probes on the minds of the young. The rising generation takes

for granted man's conquest of space. This stance may unleash new powers of imagination or it could lead to overconfidence in the ability of man to control the universe. That is, optimism might develop to such a stage in the new generation that dangerous side-effects of space and other technologies would be ignored. This is quite probable, based on the past performance in the use of technology. (See also Transpersonal Psychology)

5. ALTERNATIVE MODELS FOR THE REFORMULATION OF EDUCATION (McCabe, 1967, p. 34-40)

a. The Paradox of Education Reform

When considering alternative models and methods of reforming education it is wise to consider also the underlying tension and paradox which exists in these approaches. (Spring, 1970) Henry (1963) discusses this problem in Chapter 8 of his Culture Against Man. "The paradox of the human condition is expressed more in education than elsewhere in human culture, because learning to learn has been and continues to be Homo Sapiens' most formidable evolutionary task...In all the fighting over education we are simply saying that we are not yet satisfied -- after about a million years of struggling to become human -- that we have mastered the fundamental human task, learning. It must also be clear that we will never quite learn how to learn, for since Homo Sapiens is self changing, and since the more culture changes the faster it changes, (Toffler, 1970) man's methods and rate of learning will never quite keep pace with his need to learn...Another learning problem inherent in the human condition is the fact that we must conserve culture while changing it, [Revel, 1971] that we must always be more sure of surviving than of adapting -- as we see it...this tendency to look first at survival has resulted in fettering the capacity to learn new things...Today, when we think we wish to free the mind so it will soar, we are still, nevertheless, bound by the ancient paradox, for we must hold our culture together through clinging to old ideas lest, in adopting new ones, we literally cease to exist...The function of education has never been to free the mind and the spirit of man, but to bind them; and to the end that the mind and spirit of his children should never escape, Homo Sapiens has employed praise, ridicule, admonition, accusation, mutilation and even torture to chain them to the culture pattern. Throughout most of his historic course Homo Sapiens has wanted from his children acquiescence, not originality. It is natural that this should be so, for where every man is unique there is no society, and where there is no society there can be no man. Contemporary...educators think they want creative children, yet it is an open question as to what they expect these children to create...It stands to reason that were young people truly creative the culture would fall apart, for originality, by definition, is different from what is given, and what is given is the culture itself...The function of education is to prevent the truly creative intellect from getting out of hand... Educational institutions anywhere express the values, preoccupations, and fears found in the culture as a whole. School has no choice; it must train the children to fit the culture as it is...The creativity that is conserved and encouraged will always be that which seems to do the most for the culture...The child who has the intellectual strength to see through social shams is of no consequence to the educational system...The child with a socially creative imagination will not be encouraged to play among new social systems, values, and relationships...The child who finds it difficult to accept absurdity as a way of life, the intellectually creative child whose mind makes him flounder like a poor fish in the net of absurdities flung around him in school, usually comes to think of himself as stupid. The schools have therefore never been places for the stimulation of young minds. If all through school the young were provoked to question the Ten Commandments, the sanctity of revealed religion, the foundations of patriotism, the profit motive, the two party system, monogamy, the laws of incest, and so on, we would have more creativity than

we could handle. In teaching our children to accept the fundamentals of social relationships and religious beliefs without question we follow the ancient highways of the human race." (Henry, 1963, p.283-288)

The reader will note that the turmoil of "The movement" (Goodman, M., 1970) is precisely that youth has questioned many of these fundamentals of society, has not accepted them in large part and has acted accordingly. Still, living with the tension implied by the paradoxes of stability and change, it is the thesis of this paper that much of the problem involves the vacuum left by this questioning. Given the fact that "the searching" are in battle with "the settled" (Hansel, 1969) it is imperative that youth be given or have nurtured the skills necessary to cope; to examine their own assumptions as well as those of others; to be able to formulate alternatives and carry them through and evaluate the outcomes (e.g. use problem solving skills) and so on. Until recently, these skills have not been seen as valuable in the actual classroom setting although much lip service has been given to them as ultimate values. By providing a program which seeks the development of these skills to solve life's problems (Life Skills) hopefully the tremendous vacuum being left by future shock and missed social changes can be filled.

The extensive list of references in section I.A. of this paper indicate the plans which have been proposed or used to fill the vacuum. Emerging adults need models of mature behavior in confronting situations for which there is very little if any precedence (Mead, 1970; Michael, 1963, 1970; Toffler, 1970). It must also be demonstrated to them that social change can be achieved without the total destruction of the culture (Revel, 1971). There is also the demand on the part of the Young for depth involvement and relevance in education (Leonard, 1968). These trends and others reflect the needs of emerging adults which education is responding to in more or less adequate ways. A brief reference to a few such educational models follows.

b. <u>Radical Revolutionizing of the Schools</u>

Some wish to use the present schools and educational systems as a basis from which to introduce educational reform (Bowers, G. A., 1968; Gross & Gross, 1969; Gross & Murphy, 1964; Pines, 1966). For some school is viewed as the means of introducing social reform and social experimentation which was one of the original goals of progressive education. Summerhill (Neill, 1960, 1966, 1968) as an example is a very permissive school where, within community chosen limits, the students are allowed to explore their own interests. The emphasis is on self-development, but talented teachers are always available as a part of the environment. Other approaches are described by Dreikurs (1965), Ludeman (19663 and Drews (1968a, 1968b). If automation continues to advance, the selfreliant and responsible citizens nurtured at Summerhill and other places will be absolutely necessary.

Another approach is to use the school as an environment. The full use of electronic media and the self-conscious design of a school as a stimulant for continual probing and learning is a powerful model. The task to be done is that of applying and experimenting with the insights of McLuhan throughout the total learning environment. Leonard (1968) has provided a vivid description of this possibility, especially in Chapter 8.

c. Deschooling Society: The Community as a Learning Environment

Several people feel that the educational establishment is hopelessly entrenched and no amount of reform will produce the desired effects. P. Goodman (1962, 1964a, 1965, 1968b, 1970b) for sometime has pushed for the dissolution of the educational establishment and turning the whole environment into the classroom, e.g., making the environment educative. This is one of the major themes of Illich and his colleagues (Illich, 1970a, 1970b, 1971a, 1971b; Reimer, 1971; Spring, 1970; Livingstone, 1971). Illich poses the issue this way: "Either we can work for fearsome and potent new educational devices that teach about a world which progressively becomes more opaque and forbidding for man, or we can set the conditions for a new era in which technology would be used to make society more simple and transparent, so that all men can once again know the facts and use the tools that shape their lives. In short, we can disestablish schools or we can deschool culture...Deschooling the culture and social structure requires the use of technology to make participatory politics possible. Only on the basis of a majority coalition can limits to secrecy and growing power be determined without dictatorship. he need a new environment in which growing up can be classless, or we will get a brave new world in which Big Brother educates us all." (Illich, 1971b, p. 45, 60) The implications of McLuhan are precisely that this is all too prevalent and this is one of the major concerns expressed by him -- the young are so totally immersed in the media environment that this education has become subliminal conditioning via the electronic media environment. (McLuhan, 1970; Packard, 1965)

d. Imaginal Education

Imaginal education is a more immediate remedy for the lack of models of responsibility and provides a way to recover involvement and the sense of self determinism. (de Charms. 1968; Zavolloni, 1962) This mode of education, developed by the Ecumenical Institute of Chicago, (Image, 1965) involves the use of films and art forms, in addition to dramatic lectures and essays, and serves to engage students in altering their images of themselves and the world. The approach has been used with considerable effectiveness with suburban high school students, with ghetto youngsters, and with adults.

The crucial task of education in a world of change is to prepare emerging adults to deal imaginatively and experimentally with their total environment. One thrust of imaginal education is to focus on replacing the "pawn" self-image with that of the "origin." (de Charms, 1968) Without such an imaginal shift in many people mankind is unlikely to survive.

e. Depth Education

The change in self-image from pawn to origin or creator is basic to prepare people for responsible action in society. (Etzioni, 1968) Depth education is viewed as one means for enabling creative social change; education is a process involving people from diverse walks of life in an issue of concern to them. (Carkhuff, 1971a, 1971b) This calls for a problem solving model which involves steps such as the following:

- ∞ A description, definition and statement of the issues and problems which are to be worked on.
- ∞ The construction of alternative plans or models for dealing with the issue. This involves producing ideas and solutions, getting facts and identifying causes; critically examining

these ideas, facts and solutions; producing evaluative criteria and selecting the most relevant ones; selecting the best solution or model to the problem from the suggested alternatives using the criteria; planning in detail how to implement the solution or model and predicting the results.

∞ Experimental implementation of the model(s) or solution(s).

∞ Evaluating the outcome of the implementation, by comparing predicted to actual results, revision of the plan and strategies.

This is the basic problem solving model used in the Life Skills Course and thus the course is a form of depth education with added features taken from the "imaginal education" approach.

C. SUMMARY

One of the basic ideas fundamental for understanding the "problems of adolescents" is that this group as a whole, is in closer contact with the society in which they are imbedded than any other age grouping. At this point in history they have more exposure to more varieties of mass media than any other group and so the state of society has the greatest influence on the functioning of the individuals in this group (McLuhan, 1964; McLuhan & Fiore, 1967, p. 9). Thus, since adolescents typically are emotionally labile, the chaos of youth is a fairly accurate indication of the underlying chaos of society indicated in Toffler's work on "future shock" (Toffler 1970a, 1970b, 1970c) and Goodman's work on "missed social changes" Goodman, P., 1960). The effects of society are in a sense magnified in this group and thus we expect proportionately more upset among this group when the society is upset. Assuming this is true then one can say that, especially for adolescents, their problems are also those of society and any complete solution of their problems will involve social solutions. This limitation must be kept in mind when considering a remedy such as Life Skills, with the focus on individual coping skills (Carkhuff, 1971a, 1971b).

There exists a very distinct possibility of making some adolescents more "radical" should they become more skilled and informed via the Life Skills Course. The word radical, used here in its non-political sense, means reaching to the fundamentals, the center or ultimate source, the vital principles. When one confronts, without his usual protective shields and distortions, a fundamental flaw, injustice, lie, or deceit in society the likely response will be called radical. This is precisely what has happened to youth in the Company of Young Canadians, VISTA, Peace Corps, Sit-ins, Peace Movements, Free Speech Movement, etc. (Goodman, M., 1970; Divoky, 1969; Gadling & Garskof, 1970). Radical youth (socio-politically defined) tend to fall into two different stages of moral development (Kohlberg, 1967, 1969a, 1969b). Although most "radicals" show a very highly developed moral sense there is a sizable minority showing a quite primitive, egoistic and opportunistic level of development (Hampden-Turner and Whitten, 1971). Both groups make trouble for the "settled people" (Hansel, 1969) but their behavior stems from very different stages of moral development. The response of society, however, is very similar and thus jail becomes the

typical solution to all radicals whatever their intentions. Radicalism, however, in its good and bad forms is not the problematic response to exposure to society -- superindustrial, fast-paced, fragmented, with bizarre styles, customs and choices and rife with contradictions. Far more prevalent are the symptoms of maladaption and social disorganization. Mosher and Sprinthal describe the state of affairs from which the following is taken with alterations (Mosher Sprinthal, 1970, p. 911-912).

Many indexes will confirm the existence of multiple difficulties in personal development for adolescents and young adults. High school dropout rates, low academic achievement, drug usage among teens and pre-teens, runaways (Rattner, 1967; Time, September 15, 1967), personal alienation (Earlham College, 1968) stand as examples of current and obvious problems. Many of these problems are not new ones, since adolescence has always been a somewhat turbulent era, especially in societies that deliberately make the adolescent a "marginal man". In addition to the difficulties of inconsistent socialization practices, there are also the problems caused by the accelerated rate of physiological change during this period with accompanying psychological effects.

However, in the contemporary world, such adolescent adjustment problems are increasing in magnitude and frequency. In the extreme case, the suicide rate has risen in the past 10 years to the point where it is reported as the third leading cause of death in the 15 - 19 year-old age group (Jacobs, 1971; Pollack, 1971). Estimates of the incidence of drug usage among teenagers vary widely. Almost all predictions agree, however, that the user rate is increasing by geometric proportions, while the user age is decreasing, both in the city and the suburbs. For example, New York City's Associate Medical Commissioner reports a 300% increase in deaths from heroin use among 15 to l9-year-olds in 1969 over 1968. Anyone working with adolescents today is confronted by a terrifying increase in drug use (Coles, Brenner & Meagher, 1971; Fort, 1969; Goldstein, 1966a, 1966b; Newsweek, July 5, 1971; Playboy, February, 1970; Simon & Gagnon, 1968; Smart & Fejer, 1971; Sutton, 1970; Time, March 16, 1970). A direct connection between drug usage and compulsory education has been suggested by Herter Berger, associate professor of clinical medicine at New York Medical College, who concluded from a study of 343 addicted youths:

> "Compulsory education engenders in the individual [drug
> user] a hatred of society...He attempts to destroy his jail
> [school]...Finally, he attempts a chemical escape [drugs]
> from his environment" (cited in McCormack, 1969).

In secondary schools there are manifestations of increased student unrest in the forms of the student power movement, underground newspapers, and problems with racism. Many urban secondary schools are virtually paralyzed as educational institutions. Delinquency, runaways, vandalism, and racial polarization within the school indicate the breadth and depth of the problem facing the school as an institution. (Bouma, 1969; Conant, 1971; Diviotky, 1969a, 1969b; Fish, 1970; Forer, 1970; Goodman, M., 1970; Harris, L. 1969; Strouse, 1970) Disaffection at the college level with existing education, politics, national priorities, and quality of life options is so endemic and so extensively chronicled and commented on as to require no elaboration here. (American Council on Education, 1970; Nichols; Smith, 1969)
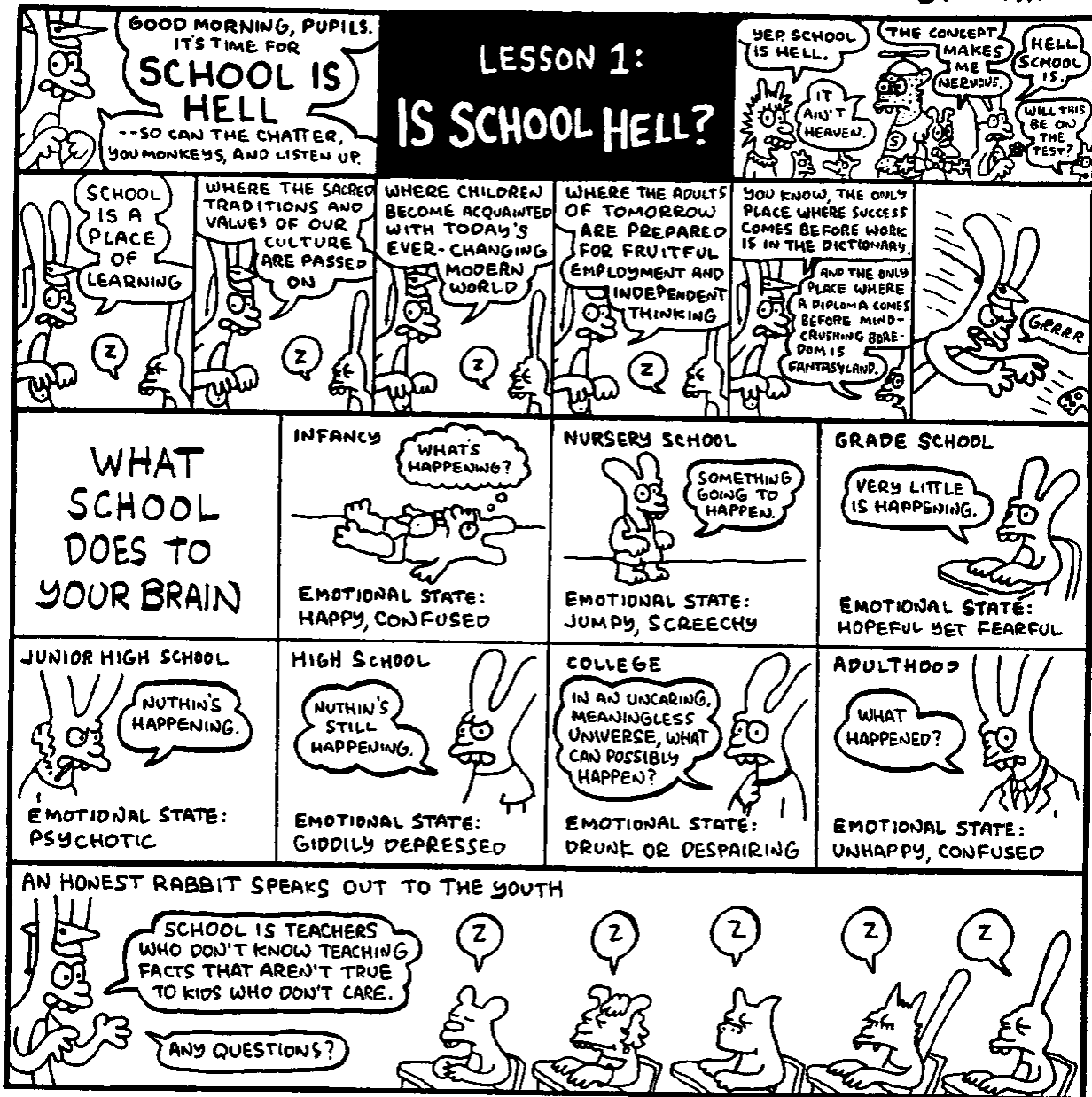
The causes of the general failure to promote positive and healthy personal development during adolescence are multiple and complex. Post industrialization, the elimination of the extended family, the rate of societal change, materialism, the exposure of adult hypocrisy, the rise of a separate youth culture, the decline of "traditional" values and the growth of emergent values, affluence and poverty, the failure to value "parenting", the bomb, in general the "missed social changes" and "future shock" are all suggested as causes.

A society meets its severest survival test during such periods of rapid change. (Arendt, 1960) "The uprooting of past traditions, the increasing alienation and 'atomization' of stabilizing orders create

the conditions that produce the need for a new order. The definition of the new order, of course, has yet to emerge. Regardless of the causes, or the ultimate outcome, of this social change, the effects are most rapidly and widely reflected by adolescents and young adults. By definition, the need to create an adult identity fashioned not simply as the sum of childhood identities forces the adolescent to confront important and upsetting questions even during periods of relative societal stability. During periods of genuine social revolution, such as the present, these questions are escalated to penultimate importance. When problems such as the draft, the immorality of a foreign adventure including such events as atrocities, and racism are added to the normally difficult problems of choice faced by high school students, the tensions for the young become acute. To think clearly about college career, vocation, independence from parents, and 'the future' becomes increasingly more uncertain and difficult.

"For black youth in the ghetto, an analogous situation prevails, although the injustice, the anger, and the disposition to direct action are all the more pronounced. [Forer, 1970; Seiden, 1970] Those who participated in the riots following the assassination of Martin Luther King were predominantly the young who were no longer content to follow the path of the moderate adults in their neighborhoods. The ills of society are most striking to the young. The essential point is that <u>youth</u> (both white and black) <u>experience and are more deeply affected by such</u> <u>problems because they live psychologically</u>, <u>in a more exposed</u> <u>and vulnerable position</u>. To some degree, horrified by the deficiencies and inequities of their society, frightened by the prospect of adulthood in the 'lonely crowd' and simultaneously the victims of an increasingly imbalanced educational program that tends to emphasize the cognitive to the detriment of the experiential, adolescents seem caught in a cross current of forces that strip away their sense of growing competence and control, the essential elements of adulthood in its best sense." (Mosher & Sprinthall, 1970, p. 912)

The Life Skills Course seeks to restore the sense of control and competence by increasing the skills of the individuals to solve their life problems. This provides a firm basis for the sense of control and competence in contrast to the illusionary basis sought in drug highs where the feelings of self-determinism are not backed up with any increased abilities and thus the person has to resort to the drug to restore the feeling. If the feelings of competence were based on actual skills in handling problems then the drugs become not only unnecessary but a definite hindrance to increased competence.
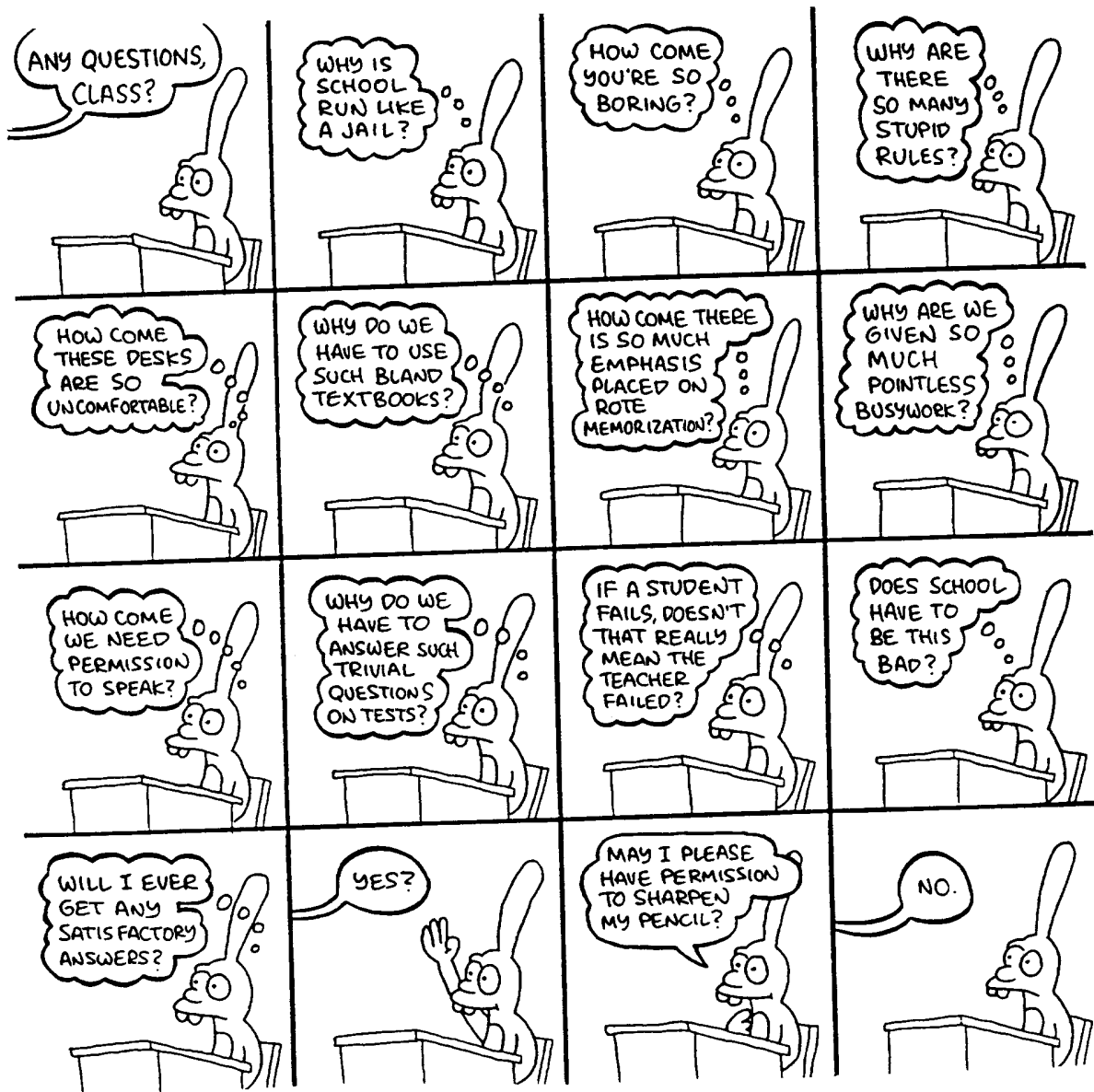
II. SURVEY OF THE CHARACTERISTICS OF ADOLESCENTS

A. ADOLESCENCE IN RELATION TO THE LIFE CYCLE

I. PSYCHOSOCIAL DEVELOPMENT AND THE LIFE CYCLE
(See Muuss <u>Theories of Adolescence</u>, 3rd ed., Ch.4)

a. <u>Introduction</u>

Erikson, (1950, 1959, 1963, 1968a, 1968b) has developed the most complete statement of the psychosocial development of the person throughout the life cycle. This section of the paper constitutes a greatly edited version of his ideas. He has divided this cycle into eight life stages and has identified the psychosocial crisis for each life stage. These 8 crises also point to the basic psychosocial tasks or themes of development. By combining the 8 life stages (vertical dimension) with the 8 psychosocial tasks (horizontal dimension) he develops a matrix as in Figure l. Most of the cells in the matrix are not filled as yet but the basic structure of the theory is given. The intersection of the stages and the tasks on the diagonal indicate the sequence of development with the major "crises" of psychosocial development labeled. The <u>epigenetic principle</u>, employed as the fundamental organizing concept to understand psychosocial growth, states that all growth involves a basic plan, and out of this plan parts arise, each part having a time of special ascendance, until all parts have developed forming a functioning whole. This is obvious for prenatal development where each part of the organism has its critical time of ascendance and danger of defect. At birth the baby leaves the biological exchange of the womb and becomes involved in the social exchange system of his society. Here his developing capacities meet the opportunities and limitations of his culture. The maturing organism continues to unfold, not by developing new organs but by means of a sequence of psychosocial abilities. With experience the healthy child, given a reasonable amount of proper guidance, will follow inner laws of development which generate a sequence of potential abilities for interactions with people and institutions who tend and respond to him. While such interactions vary from culture to culture, they must remain within "the proper rate and the proper sequence" which governs psychosocial epigenesis. Personality, therefore, develops according to a predetermined sequence exhibited in the person's readiness to be attracted to, to be aware of, and to interact with an expanding number of significant individuals and institutions. (Erikson, 1968a, p. 92 - 93; Maslow, 1962, Chapters 3 and 4)

Erikson uses the "epigenetic diagram" (Figure 1) to present the stages, tasks and crises of development. The thick lined cells signify both a sequence of developmental stages and a cumulative development of component facets of personality. The diagram indicates first, that each item of personality is systematically related to all others in that they all depend on the proper development in the proper sequence of each item and second, that each item exists in some form before "its" decisive and critical time normally arrives. A sense of basic trust will be the first component of personality to develop, a sense of autonomy the second, and a sense of initiative the third, and so on. Each component comes to its ascendance, meets its crisis, and finds its lasting solution. (Erikson, 1968a, p. 93, 95) Each basic psychosocial task or theme (1,2, etc. on the horizontal axis) meets a crisis (I, l; II, 2; etc. the diagonal cells) during a corresponding life stage (l, II, etc. on the vertical axis). All components exist from the beginning in some form (signified by the thin single line cells). All components continue to be differentiated and reintegrated with newly dominant tasks in late stages (signified by the double line cells).

An infant will show something like autonomy from the time of birth (1,2) but it is not until about the second year (II,2) that he is ready to confront the critical conflict of becoming autonomous while continuing to be dependent. At this time those around him will convey to him a cultural and personal version of the ratio of autonomy and dependence. The diagonal (thick lined cells) thus indicates a necessary sequence of such encounters but leaves room for variations in tempo and intensity. (Erikson, 1968b, p.287) One must avoid the misinterpretation that these crises represent an "achievement" in their resolution. One does not achieve once and for all at a given stage an absolute sense of trust or any of the other "positive" senses. For instance, a person unable to mistrust would be as handicapped as one unable to trust What a person acquires at a given stage is a certain ratio between the positive and the negative which, if the balance is toward the positive, will help him to meet later crises with a predisposition toward optimum functioning. It is not true that at any stage a "goodness" is achieved which is impervious to all new conflicts and changes.

Erikson uses the epigenetic pattern in his diagram to display for each stage (a) the psycho-social crisis evoked by social interaction, facilitated and necessitated by newly developing drives and capacities, and the specific psycho-social strength arising from the resolution of this crisis; (b) the specific sense of estrangement at each stage and its connection with some major form of psychopathology; (c) the special relationship between all of these factors and certain basic social institutions. (Erikson, 1968b, p. 287) From the cycle of life such dispositions as faith and hope, self determinism, purposefulness, efficiency, devotion, affection, responsibility and wisdom, criteria of optimum psychosocial functioning (Maslow, 1962, p.23 - 24) flow into the life of institutions. Without them, institutions wilt; but without the stability of institutions providing the patterns of care and love, instruction and training, no enduring strength could emerge from the sequence of generations. Erikson attempts, with his psycho-social model, to account for the origins and development of an inescapable and intrinsic set of fundamental social values which indicate the minimum goals of informed and responsible participation in life and society. Psycho-social strength depends on a total process which regulates individual life cycles, the sequence of generations, and the structure of society simultaneously, for all three have evolved together. (Erikson, 1968b, p. 292)

Once again, the close relationship between the social context and individual development is emphasized. The characteristics of the 8 stages are briefly outlined in Table 1. A brief description will be made of each of the life stages with a more detailed description given of the adolescence stage.

<div align="center">

b. <u>Infancy: Basic Trust vs. Mistrust -- Hope (Cell I,l)</u>

</div>

A sense of basic trust is the most fundamental prerequisite of optimum psycho-social functioning. It involves a pervasive attitude towards oneself and the world derived from the experiences during the first year of life. The newborn infant's needs to incorporate by mouth and through the senses meets the mother's and the society's readiness to feed him and to stimulate his awareness. Even though there is imperfect coordination between needs and readiness the mother should represent to the child an almost biological conviction that she is trustworthy enough to satisfy and to regulate his needs. Unavoidable pain and delay of satisfaction and inflexible weaning make this stage also the prototype for a sense of abandonment and helpless rage. (Erikson, 1968b, p. 287 - 288) The sense of basic trust develops into the capacity for faith based on the attitude of hope, the outcomes of a favorable ratio of trust/mistrust. Hope, the first psychosocial strength, is the enduring belief in the attainability of satisfaction of basic needs. (Erikson, 1968b, p. 288)

c. Early Childhood: Autonomy vs. Shame & Doubt -- Will Power (Cell II,2)

Early childhood sets the stage for psycho-social autonomy because of rapid gains in muscular maturation and coordination, movement, verbalization and sensory/perceptual discrimination. All of these meet limits, imposed in the form of spatial restrictions and of categorical divisions between "yes and no", "good and bad", "right and wrong", and "yours and mine". This stage becomes decisive for the ratio of good will to willfulness. A sense of self-control without loss of self-esteem is the fundamental source of self-determinism or free will. A sense of over control and loss of self-control can give rise to a lasting tendency for doubt and shame. From this stage emerges the propensity for either compulsive over compliance or impulsive defiance if the individual is denied a gradual increase in autonomy of choice. Will power and self-determinism involve the unbroken determination to exercise free choice as well as self-restraint in spite of unavoidable experiences of shame, doubt, and anger over being controlled by others. Good will is rooted in the wisdom of parents to be guided by their grasp of the proper balance between self and other determinism. (Erikson, 1968b, p. 288)

FIGURE 1: THE EPIGENETIC DIAGRAM

	1: Hope	2: Will Power	3: Purpose	4: Competencee	5: Fidelity	6: Love	7: Care	8: Wisdom
VIII: Mture Age								INTEGRITY vs. DESPAIR
VII: Adulthood							GENERATIVITY vs. STAGNATION	
VI: Young Adult					Solidarity vs. Social Isolation	INTIMACY vs. ISOLATION		
V: Adolescence	Faith in vs. Mistrust in	Self-Certainity vs. Self-Consciousness	Role Experimentation vs. Role Fixation	Apprentischip, Anticipation of Achievement vs. Work Paralaysis	IDENTITY vs. IDENTITY CONFUSTION	Sexual Identity vs.Bisexual Confusion	Leader & Followership vs. Authroity Confusion	Ideological Commitment vs. Confusion of Values
IV: School Age				INDUSTRY vs. INFERIORITY	Task Identification vs. Sense of Futility			
III: Play Age			INITITIVE vs. GUILT		Anticipation of roles vs. Role Inhibition			
II: Early Childhood		AUTONOMY vs. SHAME, DOUBT			Will to be Onself vs. Self-doubt			
I: Infancy	TRUST vs. MISTRUST				Mutual Recobnition vs. Autistic Isolation			

BASIC PSYCHO-SOCIAL TASKS OR THEMES

THE PROBLEMS AND NEEDED LIFE SKILLS OF ADOLESCENTS: A SOURCE BOOK - 42

Table 1 Characteristics of the Eight Life Stages

Life Stage	Psycho-social Crisis	Psycho-social Theme/ Task	Scope of Significant Social Relations	Related Aspects of Social Order- Institutions	Psychosocial Modalities	Additional descriptive aspects
I. Infancy	Trust vs. Mistrust	1: Hope	Maternal person	Experienced world, "religion"	To get; To give in return	Establish a sense of the world's continuity, predictability, connectedness & trustworthiness
II: Early Childhood	Autonomy vs. Shame & Doubt	2: Will-power	Parental persons	"Law & order", Justice	To hold on; To let go	Establish self-determinism, personal power, deal with dilemmas of dependence/independence, goodwill/willfulness, compliance/ defiance
III: Play age	Initiative vs. Guilt	3: Purpose	Basic Family	Ideal models, Role Modeling	To make (go after); To "make like" (play)	Role playing/practice, explore social environment, initial sex-typing, beginning morality & conscience
IV: School age	Industry vs. Inferiority	4: Competence	Neighborhood, School	Technology/ culture	To make things (completing); To make things together	Industriousness, explore the physical environment, skill learning, division of labor, cooperative participation
V: Adolescence	Identity vs. Identity Confusion	5: Fidelity	In groups & out groups. Model of ideal (hero)	Ideological perspectives	To be (or not) to be)one-self; To share being oneself	Integrating & forming a self out of past experiences & competencies, fulfill potentials & be true to self and significant others, concern with ideals, define self & place in the social/technical/ideological world
VI. Young Adult	Intimacy vs Isolation	6: Love	Partners in friendship, sex, competition, cooperation	Patterns of cooperation & competition	To loose & find oneself in another	Secure identity permits self-abandonment called love, resolution of the dilemma of diversity & sex role specialization vs oneness
VII: Adulthood	Generativity vs Stagnation	7: Care	Community in general	Community and Social service	To make be; To take care of	The need to be needed, help the young, broadened concern for others & society, continuity of social life
VII: Mature Age	Integrity vs Despair	8: Wisdom	Humanity, Heritage	Wisdom, ultimate concerns, "religion"	To be by having been; To face not being	Establish the integrity of experience in the face of decline, be able to relinquish leadership but provide continuity, provide an integrated heritage for the young

d. Play Age: Initiative vs. Guilt -- Purpose (Cell III,3)

"Three developments support this stage, while also serving to bring about its crisis: (1) the child learns to move around more freely and more violently and therefore establishes a wider and, to him, unlimited radius of goals; (2) his sense of language becomes perfected to the point where he understands and can ask incessantly about innumerable things, often hearing just enough to misunderstand them thoroughly; and (3) both language and locomotion permit him to expand his imagination to so many roles that he cannot avoid frightening himself with what he-himself has dreamed and thought up." (Erikson, 1968a, p. 115) The child "begins to comprehend his expected role in the adult world and to play out roles worth imitating. He develops a sense of initiative. He associates with age-mates and older children as he watches and enters into games...His learning now is intrusive; it leads him into ever new facts and activities, and he becomes acutely aware of differences between the sexes...The play age relies on the existence of some form of basic family, which...teaches the child by...example where play ends and...purpose begins." (Erikson, 1968b, p. 288-289) The indispensable contribution of this to later identity formation is that of freeing the child's initiative and sense of purpose for adult tasks which allow, but cannot guarantee, a fulfillment of one's potentials."This is prepared in the firmly established, steadily growing conviction, undaunted by guilt, that 'I am what I can imagine I will be.'" (Erikson, 1968a, p. 122) "Purpose... is the courage to envisage and pursue valued and tangible goals guided by conscience but not paralyzed by guilt and by the fear of punishment." (Erikson, 1968b, p.289)

e. School Age: Industry vs. Inferiority -- Competence (Cell IV,4)

During this period of latent sexual maturation the child develops a sense of industriousness, i.e., he begins to comprehend the technical and task world of the culture, and he can become an eager and absorbed member of "school". In all cultures, at this stage, children receive systematic instruction of some kind and learn eagerly from older children. The danger of this stage lies in the development of a sense of inadequacy. If the child despairs of his skill or his status among his peers in skill level, he may be discouraged from further learning. It is at this point that the larger society begins to be significant to the child by introducing him to roles preparatory to involvement in society's technology, economy, tasks and projects. This is socially a most decisive stage since it influences the child's response to a series of learning experiences involving cooperative peers and instructive adults. Since industriousness involves doing things beside and with others, a first sense of the division of labor and of differential opportunity begins at this time. "Competence...is the free exercise (unimpaired by an infantile sense of inferiority) of dexterity and intelligence in the completion of serious tasks. It is the basis for cooperative participation in some segment of the culture." (Erikson, 1968b, p. 289 - 290)

f. Adolescence: Identity vs. Identity Confusion -- Fidelity (Cell V,5)

(1) Introduction

With a sound initial relationship to skills and materials, and with the advent of puberty, childhood proper comes to an end. The rapidly growing youths, faced with the inner revolution of puberty and with as yet intangible adult tasks, are now primarily concerned with the psychosocial identity and with fitting their rudimentary abilities and skills to the tasks and projects of society. The integration of an identity is more than the sum of childhood identifications. It is the acquired confidence that the personal integration and continuity gathered over the past years of development are congruent with the meaning one has for others, as evidenced in the tangible promise of meaningful activities and life styles. (Erikson, 1968b, p. 290)

As technical advances put more and more time between early school life and the young person's final access to specialized work, the period of adolescence becomes ever more distinct and, as it has always been in some cultures in some periods, almost a way of life between childhood and adulthood. (Coleman, 1961) Thus in the later school years young people, confronted with the physiological revolution of sexual maturation and the uncertainty and vagueness of adult roles, seem much concerned with faddish attempts at establishing an adolescent subculture. They are extremely preoccupied with what they appear to be in the eyes of others as compared with what they feel they are. In their search for a new sense of continuity and integration, which must now include sexual maturity, same adolescents resolve again the crises of earlier years before they can formulate a concept of final identity. The need, above all, a moratorium for the integration of the identity elements formed in earlier stages except that now a larger context called "society", vague in its outline and yet immediate in its demands, replaces the childhood milieu. A review of these earlier identity elements is also a list of potential adolescent problems. (Erikson, 1968a, p. 128) In Figure l the horizontal row "V" indicates the form which the earlier crises take in adolescent identity formation. These constitute the derivatives of earlier relative achievements which now become part and parcel of the struggle for identity. Earlier relative achievements (the diagonal thick lined cells) when considered at a later stage (the solid lined cells) must be reviewed and renamed in terms of that later stage. The psychosocial quality of each relative achievement becomes more differentiated as the person gains in cognitive, affective and psychomotor skills. (Erikson, 1959, p. 140-141)

(2) Cell V, 1: Faith vs. Mistrust In

If the resolution at the earliest stage (Cell I,l) produced an important need for trust in oneself and in others, then the adolescent looks most fervently for people, ideas and causes to have faith in, which also means people, ideas and causes in whose service it would seem worthwhile to prove oneself trustworthy. The outcome is the quality of fidelity. (V,l) At the same time, however, the adolescent fears a foolish, over-trusting commitment, and will, paradoxically, express his need for faith in loud and cynical mistrust. (Erikson, 1968a, p. 128 - 129)

(3) Cell V, 2: Self-certainty vs. Self-consciousness

If the second stage (Cell II, 2) established the necessity of being defined by what one can decide upon freely then the adolescent now looks for an opportunity to freely decide on one of the available avenues of duty and service; at the same time he is mortally afraid of being forced into activities which would result in exposure to ridicule or self-doubt (Cell V,2) "This, too can lead to a paradox, namely, that he would rather act shamelessly in the eyes of his elders, out of free choice, than be forced into activities which would be shameful in his own eyes or in those of his peers." (Erikson, 1968a, p. l29)

(4) Cell V, 3: Role Experimentation vs. Role Fixation

If an unlimited imagination as to what one might become is the resultant of the play age (Cell III, 3) then the adolescent will show a willingness to put his trust in those peers and elders who will give imaginative, if not illusory, scope to his aspirations. (Cell V, 3) By the same token, he objects strongly to overly practical and restrictive limitations on his self-images. (Erikson, 1968a, p. 129)

(5) <u>Cell V, 4: Apprenticeship (anticipation of achievement) vs. Work Paralysis</u>

If the desire to <u>make something work well</u> is the gain of the school age (Cell IV,4), then the choice of an occupation or calling assumes a significance beyond the question of money and status during adolescence. (Cell V, 4). For this reason some adolescents prefer to postpone commitment to a career rather than be forced into an otherwise promising career which would offer money or status without the satisfaction of self-fulfillment, skill utilization and challenge. Those youths who find themselves involved in a technological, economic, or ideological trend which seems to promise all that youthful vitality could ask for, will feel most fulfilled. Adolescence, therefore, is least "stormy" in that segment of youth which is gifted and well trained in the pursuit of developing technological trends, and is thus able to identify with new roles of competence, task, and invention and to accept a more implicit ideological outlook. Where this is not true, adolescents become more explicitly ideological, searching for some inspiring unification of traditions, causes, tasks, techniques, ideas, and ideals. It is the ideological potential of a society which speaks most clearly to the adolescent. On the other hand, should young people feel that society deprives them of too many forms of expression which permit them to develop and integrate the next step they may resist and fight with a force appropriate to defending their lives for, in the social jungle of human existence, there is no feeling of being alive without a sense of identity. (Erikson, 1968a, p. 129-130

(6) <u>Cell V, 5: Identity vs. Identity Confusion</u>

At this point we reach the focal crisis of adolescence. Youth after youth, frustrated and bewildered by the incapacity to assume a role forced on him by the inexorable socialization process of adolescence, runs away in one form or another, dropping out of school, leaving jobs, staying out all night, withdrawing into bizarre and inaccessible moods, becoming involved in odd groups and activities, recklessly experimenting with drugs and so on. In general the inability to settle on a meaningful career identity most disturbs young people. To keep themselves together they temporarily over-identify with the heroes of cliques and crowds to the point of an almost complete loss of individuality. Yet in this stage "falling in love" is not entirely, or even primarily, a sexual matter. To a considerable extent adolescent love includes the attempt to arrive at a definition of one's identity by projecting one's diffused self-image on the other and, by receiving "feedback" concerning one's impact on the other, having it clarified. This is why so much of young love is conversation. On the other hand, clarification can also be sought by destructive means. Young people can become remarkably clannish, intolerant and cruel in their exclusion of others who are "different", in racial or cultural origins, in tastes and talents, and often in very petty aspects of dress and gesture arbitrarily selected as the signs of an in-grouper or out-grouper. It is important to understand (but not necessarily approve in all of its manifestations) that such intolerance may be, for a while, a necessary defense against a sense of identity loss. This is likely at a time of life when the body changes its proportions radically, when puberty floods body and imagination with all manner of impulses, sensations and thoughts, when intimacy with the opposite sex approaches and is, occasionally, forced on the young person, and when the immediate future confronts one with too many conflicting possibilities and choices. Adolescents not only help one another temporarily through such discomfort by forming cliques and stereotyping themselves, their ideals, and their enemies; they also constantly test each other's capacity for sustaining loyalties in the midst of inevitable conflicts of values. Democracy faces the job of winning the young by convincingly demonstrating to them, through practice, that a democratic identity can be strong yet tolerant, judicious and still determined. But industrial democracy poses special problems since it insists on

self-made identities ready to grasp many chances and ready to adjust to changing circumstances. Democracy, therefore, must present its adolescents with ideals which can be shared by young people of many backgrounds, and which emphasize autonomy in the form of independence and initiative in the form of constructive work. These promises, however, are not easy to fulfill in the increasingly complex and centralized systems of organization, which increasingly neglect the "self-made" ideology still expounded in oratory. This is hard on many young people because their whole upbringing has made the development of a self-reliant personality dependent on a certain degree of choice, a sustained hope for an individual chance, and a firm commitment to the freedom of self-realization. In order not to become cynical, apathetic or resigned, young people must see that those who succeed in their anticipated adult world are also usually the best. It is through their ideology that social institutions enter into the life and thought of the next generation and attempt to absorb into their life the rejuvenative power of youth. "Adolescence is thus a vital regenerator in the process of social evolution, for youth can offer its loyalties and energies both to the conservation of that which continues to feel true and to the revolutionary correction of that which has lost its regenerative significance." (Erikson, 1968a, p. 132-134)

"In times of unrest, the adolescent mind becomes an ideological mind in search of an inspiring unification of ideas. Youth needs to be affirmed by peers and confirmed by teachings, creeds, and ideologies which express the promise that the best people will come to rule and that rule will develop the best in people. A society's ideological weakness, in turn, expresses itself in weak utopianism and in widespread identity confusion, Fidelity...is the ability to sustain loyalties freely pledged in spite of the inevitable contradictions of value systems. It is the cornerstone of identity and received inspiration from confirming ideologies and 'ways of life'." (Erikson, 1968b, p. 290)

At this point we enter the area of psycho-social elements which are not the derivatives but the precursors of future psycho-social crises. (Cells V, 6; V,7 and V,8)

(7) Cell V, 6: Sexual Identity vs. Biosexual Confusion

The first aspect of identity formation which anticipates future development involves the elaboration of a particular ratio of masculinity and femininity in line with identity development. In adolescence bisexual confusion is a fairly common but temporary experience where the young person does not feel him-her-self to be clearly a member of one sex or the other.

In adolescence, bisexual confusion (Cell V, 6) together with self-consciousness (Cell V, 2) may result in excessive preoccupation with the question of what kind of man or woman or intermediate or deviate one might become. With his excessive preoccupation an adolescent may feel that to be a little less of one sex means to be much more of the other. If at this time something happens that marks him as deviant, he may develop a fixation and true intimacy will then seem dangerous. Here the sexual mores of cultures and classes produce immense differences in the psychosocial differentiation of masculine and feminine. These differences can obscure the common fact that the development of psychosocial intimacy is not possible without a firm sense of identity. Induced by peer pressure, young people can prematurely terminate their identity development by concentrating on early sexual activity without intimacy; or, on the other hand, they may concentrate on pastimes and activities which underplay the sexual element to such an extent that a permanent weakness of possible intimacy with the other sex results. (Erikson, 1968a, p. 186 - 187)

(8) <u>Cell V, 7: Leader & Followership vs. Authority Confusion</u>

Youth also makes an important step toward parenthood and adult responsibility in learning to take leadership as well as to assume <u>followership</u> among peers and to develop insight into these functions. Such insight can be ahead of the individual's overall maturity because the existing ideology provides a framework for an orientation to leader/follower roles. The common "cause" provides a means to follow and to obey replacing parental authority with leader/authority figures associated with the current collection of causes, ideals and movements. (Erikson, 1968a, p. 187)

(9) <u>Cell V, 8: Ideological Commitment vs. Confusion of Values</u>

Societies present to the young a system of ideals in the explicit or implicit form of an ideology. The ideology has the function of offering youth (a) a simplified perspective of the future which encompasses all foreseeable time and thus counteracts individual "time confusion"; (b) some conviction that there is a correspondence between personal concepts of good and bad and society with its goals and dangers. (c) an opportunity to appear and act alike to help weather problems of excess self-consciousness; (d) encouragement to collectively experiment with roles and interpersonal techniques which help overcome inhibition and pluralistic ignorance of personal guilt feelings; (e) an introduction into the values and beliefs of the prevailing technology which includes the approved and regulated methods and areas of competition; (f) a geographic-historical world view, a community ideology, as a framework for the young individual's growing identity; (g) a rationale for a sexual way of life compatible with a <u>convincing</u>, system of principles; and (h) with leaders, who as "super-human" figures or ideals are above the ambivalence of the parent-child relation. Without some <u>ideological commitment</u>, however implicit in a way of life," youth suffers a <u>confusion of values</u> which on a large scale is dangerous to the existence of society. (Erikson, 1968a, p. l87 - 188)

g. <u>Young Adult: Intimacy vs. Isolation -- Love (Cell VI,6)</u>

A firmly established identity permits the self-abandonment demanded by intimate affiliations, by passionate sexual unions, or by inspiring encounters. The young adult, if ready for intimacy and solidarity, can commit himself to affiliations and partnerships even though they may call for significant sacrifices and compromises. Ethical strength emerges from ideological conviction developed in adolescence, and a sense of moral obligation developed in childhood. True genital maturity is first reached at this stage since much of the previous sex life was primarily for identity-confirmation. (Erikson, 1968b, p.290)

Sexual intimacy is only part of the process for it is obvious that sexual intimacies often precede the capacity to develop true, unconflicted and mutual psychosocial intimacy with another person. A youth unsure of his identity either avoids interpersonal intimacy or throws himself into "promiscuous" acts of intimacy without true fusion or real self-abandon. Young people who do accomplish intimate relationships with others in late adolescence or early adulthood, may settle for highly stereotyped interpersonal relations and develop a deep sense of isolation. If the society favors impersonal interpersonal patterns, the person can go very far and yet harbor a "socially patterned defect" (Fromm, 1965) doubly painful because they never feel really themselves although everyone says they are "somebody." (Erikson, l968a, p. 135 - 136)

Only at this stage do the biological sex differences result in a full polarization within a joint life style. The sexes first become similar in orientation, language, and values in order eventually to be maturely different; but this, by necessity, causes ambivalences. Maturity allows one to go beyond pure erotic attraction and develop selectivity of mutual love providing a basis for a new shared identity with interest in the procession of generations. The problem involves changing from the experience of being cared for by parents to the experience of an adult affiliation deliberately chosen and cultivated as a mutual concern within a new generation. Love is a mutuality of devotion greater than the antagonisms inherent in divided function. (Erikson, 1968b, p. 290 - 291)

h. Adulthood Generativity vs. Stagnation -- Care (Cell VII,7)

Dependency and maturity are reciprocal: mature human beings need to be needed and maturity is guided and fostered by the nature of that which must be cared for. Generativity, then, is primarily concerned with establishing and guiding the next generation and from the crisis of generativity emerges the strength of care. Where such enrichment fails, a sense of stagnation and boredom develops. Generativity provides a driving power in human organization. For the intermeshing stages of childhood and adulthood are in themselves a system of generation and regeneration with continuity given by various social institutions. Care is the broadening concern for a new generation resulting from love, necessity or accident. This concern must constantly overcome the ambivalence resulting from the irreversible obligation to the young and the restricted freedom of the parents. (Erikson, 1968b, p. 291)

i. Mature Age: Integrity vs. Despair--Wisdom (Cell VIII 8)

Strength in old age takes the form of wisdom in its many forms -- ripened "wits", accumulated knowledge, inclusive understanding, and mature judgment. Wisdom conveys the integrity of accumulated experience in spite of the decline of physical and psychological functions. To respond to the oncoming generation's need for an integrated heritage, the wisdom of old age must remain aware of the relativity of all knowledge acquired in one lifetime in one historical period. Integrity implies emotional integration of commitments to ideologies and causes of the past and a readiness to take and eventually to renounce leadership in the present. The lack or loss of this integration is signified by a fear of death; fate is not accepted as the frame of life. Despair indicates that time is too short for alternative roads to integrity and the old "doctor" their memories. A meaningful old age provides an integrated heritage which gives a living perspective to those in the earlier stages of life. The end of the cycle also evokes "ultimate concerns." Whatever chance there is to transcend the limitations of one's self depends on the full engagement in the one and only life cycle permitted in the sequence of generations. A civilization can be measured by the; meaning it gives to the full cycle of life, for such meaning, or lack of it, reaches into the next generation and determines the likelihood that they will meet ultimate questions with some clarity and strength. Wisdom is a detached and yet active concern with life in the face of death. (Erikson, 1968b, p.290-291)

2. STAGES OF MORAL DEVELOPMENT (See MUUSS <u>Theories of Adolescence</u> 3rd ed,, Chapter 12)

The major system described in this section was developed by Kohlberg. We begin, however, with a brief description of the pioneering theoretical work of Piaget based on the discussion contained in Flavell (1963, pp. 295-296). See also Ginsburg and Opper, 1969; Phillips, 1969; Piaget, 1932.

a. <u>Piaget's Theory of the Development of Moral Judgment</u>

There are basically two moralities in childhood. A <u>morality of constraint,</u> the first one to be developed, arises in the unilateral relations between child as inferior and adult as superior. The child adapts to the prohibitions and sanctions handed down by reifying them into moral absolutes -- simple "givens" which are unquestioned and sacred. This is a form of <u>moral realism</u> similar to Piaget's <u>intellectual realism.</u> The child views wrongdoing in objective rather than subjective terms; his judgment is confined to the letter rather than the spirit of the law and he does not see morally relevant acts either in terms of the actor's inner motives or of interpersonal meaning of the act itself. The overt consequences alone count in assessing the wrongfulness of acts not the inner intentions and motives involved. Similarly, justice is based on whatever authority commands, rather than on equitable distribution of sanctions and rewards, meaningfully related to the acts which engendered them.

With increased maturity, the morality of constraint is partially replaced by a <u>morality of cooperation</u>, formed out of the reciprocal relationships among peers based on mutual, rather than unilateral, respect. With increased understanding of the role of intentions in behavior and of the implications of antisocial behavior, the child begins to view, if not always to follow in practice, moral action as intrinsically good, essential to any social arrangement. With this orientation, rules become rational conventions which serve orderly group action, not arbitrary and absolute; harmful action is judged by motivational as well as objective criteria; and justice, now placed in a social context, is seen in terms of equality and equity. Th. mechanism Piaget postulates for the development of a rational morality is the same as the one which produces rationality in general. Both morality and logic develop and mature in the context of the spontaneous give and take between peers. The logical and moral rules which parents and other adults impose upon the young are compliantly accepted but also simplified and distorted. It is through sharing perspectives with equals that genuine logic and morality gradually develop.

b. <u>Kohlberg's Stages of Development of Moral Reasoning</u>

Kohlberg and his associates (Crowley, 1968; Haan, Smith and Block, 1968; Hampden-Turner and Whitten, 1971; Kohlberg, 1958, 1964, 1967, 1969a, 1969b, Kramer, 1968; Krebs, 1967; Lehrer, 1967; Rest, 1968; Rest, Turiel and Kohlberg, 1969; Turiel, 1966, 1969) have done very sophis- ticated and relevant research on moral development and receive the most attention in this section of the paper. Tables 2, 3 and 4 summarize the heart of the theory. The following is based on the discussion in Kohlberg (1969b, pp. 375-389). Using Piaget (1932) as a base, Kohlberg has postulated 'natural" culturally universal and regular age trends of development in moral judgment which have a formal cognitive base. Aspects of moral judgment which do not have such a cognitive base do not exhibit universal and regular trends of development. Age trends, however, are not in themselves sufficient to define stages. While Piaget defined two basic stages of moral judgment (called "the morality of constraint" and "the morality of cooperation" in the prior section) his moral

stages do not meet his criteria of a stage in the way his cognitive stages do. Using Piaget's (1932) formulation as well as others (J.M. Baldwin, 1906; O. J. Harvey, 1966a, 1966b; Harvey, Hunt & Schroder, 1961; Hobhouse, 1906; Loevinger, 1966; McDougall, 1908; Peck and Havighurst, 1950) Kohlberg defined stages of moral judgment which meet the logical and empirical criteria of "stage development". A summary of the stages is presented in Table 2. The stages were developed using free responses to ten hypothetical moral dilemmas. Each moral judgment, made in response to the moral dilemmas, is classified in one of twenty-five aspects of moral judgment listed in Table 3. These aspects represent basic moral concepts *assumed* to be present in any society. Each aspect of moral judgment is defined and used differently in each of the six stages of moral judgment. Definition or usage of these aspects at each stage involves a differentiation and integration of the aspect as it is used at the preceding stage.

An example of how "intentions" and "consequences" (aspects 1 and 2) are defined and used in each of the six stages of moral judgment is presented in Table 4. While it is not surprising to find concepts of intentionality developing along cognitive-formal dimensions (Piaget, 1932, studied this aspect) it was a surprise to find that motives for moral action (aspects 10 and 13) also have a cognitive-formal base. Table 4 also presents the definition of moral motives characteristic of each stage. As Table 4 indicates, each stage involves a differentiation not present at the preceding stage. The definition of the stages is not bound to a particular set of test materials but is based on a system for categorizing any moral judgment unit or sentence in any context. The evidence suggests that the stages do meet the criteria of developmental stages. This evidence comes from studies conducted in several cultures (Taiwan, Great Britain, Mexico, Turkey and the United States), and social classes (middle- and lower-class urban boys, preliterate or semi-literate villagers in Turkey, Mexico and Taiwan). Age trends show that some modes of thought are generally more difficult or advanced than other modes of thought but they do not demonstrate that attainment of each mode of thought is necessary to the attainment of the next higher in a hypothetical sequence. For instance, Stages 5 and 6 may not be developmental end points in morality since Stage 4 is the dominant stage attained by most adults. Thus Stages 4, 5 and 6 may be alternative types of adult response rather than a sequence; that is, conventional-authoritarian (Stage 4) and humanistic (Stages 5 and 6) character types may represent alternative channels of personality crystallization. If it can be shown that Stage 5 and 6 persons go through Stage 4 while Stage 4 persons do not go through Stages 5 and 6, then the stage hierarchy constitutes more than a value judgment by the investigator.

The age trends indicate that many moral concepts and ways of thought attain meaning only at successively advanced ages and require a background of social experience and cognitive growth. One possible alternate interpretation of moral development could view age changes in modes of moral thought as successive acquisitions or internalizations of cultural moral concepts. Thus. the six stages would represent six patterns of "verbal morality" in the adult culture which are successively absorbed as the child grows more verbally sophisticated. Thus the observed age order may represent the order in which the culture presents various concepts and/or may mean that greater mental age is required to learn the higher order concepts. Kohlberg's developmental interpretation views these types of thought as representing structures emerging from the interaction of the child with his social environment, rather than direct reflections of external cultural structures.

Table 2 Classification of Moral Judgment into Levels and Stages of Development

Levels	Basis of Moral Judgment	Stages of Development
PRE-MORAL OR SITUATIONAL	Moral value resides in external, quasi-physical happenings, in bad acts, or in quasi-physical needs rather than in persons and standards.	Stage 1: <u>Obedience and punishment orientation</u>. Egocentric deference to superior power or set. Objective responsibility. Stage 2: <u>Naively egoistic orientation</u>. Right action is that instrumentally satisfying the self's needs and occasionally others. Awareness of relativism of value to each actor's needs and perspective. Naive egalitarianism and orientation to exchange and reciprocity.
CONVENTIONAL	Moral value resides in performing good or right roles, in maintaining the conventional order and the expectancies of others.	Stage 3: <u>Good-boy orientation</u>. Orientation to approval and to pleasing and helping others. Conformity to stereotypical images of majority or natural role behavior, and judgment by intentions. Stage 4: <u>Authority & social-order maintaining orientation</u>. Orientation to "doing duty" and to showing respect for authority & maintaining the given social order for its own sake. Regard for earned expectations of others.
PRINCIPLED	Moral value resides in conformity by the self to shared or shareable standards, rights, or duties.	Stage 5: <u>Contractual legalistic Orientation.</u> Recognition of an arbitrary element or starting point in rules or expectations for the sake of agreement. Duty defined in terms of contract, general avoidance of violation of the will or rights of others majority will and welfare. Stage 6: <u>Conscience or principle orientation</u>. Orientation not only to actually ordained social rules but to logical universality consistency. Orientation to conscience as directing agent to mutual respect & trust.

Source: Kolberg, 1967, p. 171

Table 3 Coded Aspects of Developing Moral Judgment

Code	Description	Aspects
I. Value	Locus of value -- modes of attributing (moral) value to acts, persons, or events. Modes of assessing value consequences in a situation.	1. Considering motives in judging action. 2. Considering consequences in judging action. 3. Subjectivity vs objectivity of values assessed. 4. Relation of obligation to wish. 5. Identification with actor or victims in judging the action. 6. Status of actor & victim as changing the moral worth of actions.
II. Choice	Mechanisms of resolving or denying awareness of conflicts.	7. Limiting actor's responsibility for consequences by shifting responsibility onto others. 8. Reliance on discussion & compromise, mainly unrealistically. 9. Distorting situation so that conforming behavior is seen as always maximizing the interests of the actor or of others involved.
III. Sanctions & Motives	The dominant motives and sanctions for moral or deviant action	10. Punishment or negative reactions. 11. Disruption of an interpersonal relationship. 12. A concern by actor for welfare for positive state of the other. 13. Self-condemnation.
IV. Rules	The ways in which rules are conceptualized, applied, & generalized. The basis of the validity of a rule	14. Definition of an act as deviant. (Definition of moral rules & games) 15. Generality & consistence of rules. 16. Waiving rules for personal relations (particularism).
V. Rights	Basis & limits of control over persons & property.	17. Non-motivational attributes ascribed to authority (knowledge, etc.) (Motivational attributes considered under III above.) 18. Extent or scope of authority's rights. Rights of liberty. 19. Rights of possession or property.

VI. Positive Justice	Reciprocity & equality.	20. Exchange & reciprocity as a motive for role conformity. 21. Reciprocity as motive to deviate (e.g. revenge). 22. Distributive justice. Equality impartiality. 23. Concepts of maintaining partner's expectations as a motive for conformity. Contrast & trust.
VII. Punitive Justice	Standards & functions of punishment.	24. Punitive tendencies or expectations (a) Notions of equating punishment & crime. 25. Functions or purpose of punishment.

Source: Kohlberg, 1967, p. 172-173

Table 4
Six Stages of Moral Development in Relation to a. Intentions and Consequences (Aspects 1 & 2),
and b. Motives (Aspects 10 and 13)

Stage 1 a. Motives & need-consequences of act are ignored in judging badness because of focus upon irrelevant physical form of the act (e.g., size of the lie), or of the consequences of the act (e.g., amount of physical damage).
b. Action is motivated by avoidance of punishment and "conscience" is irrational fear of punishment .

Stage 2 a. Judgment ignores label or physical consequence of the act because of the instrumental value of the act in serving a need, or because the act doesn't do harm in terms of the need of another. (Differentiates the human need-value of the act from its physical form or consequences.)
b. Action motivated by desire for reward. or benefit. Possible guilt reactions are ignored and punishment viewed in a pragmatic manner. (Differentiates own fear, pleasure, or pain from punishment-consequences)

Stage 3 a. Action evaluated according to the type of motive or person likely to perform the act. An act is not bad if it is an expression of a 'nice" or altruistic motive or person and it is not good if it is the expression of a "mean" or selfish motive or person. Circumstances may excuse or justify deviant action. (Differentiates good motives to which an act is instrumental from human but selfish need to which it is instrumental.)
b. Action motivated by anticipation of disapproval of others, actual or imagined hypothetical (e.g., guilt). (Differentiation of disapproval from punishment, fear, and pain.)

Stage 4 a. An act is always or categorically wrong, regardless of motives or circumstances, if it violates a rule and does foreseeable harm to others. (Differentiates action out of a sense of obligation to rule from action for generally "nice" or natural motives.)
b. Action motivated by anticipation of dishonor, i.e., institutionalized blame for failure of duty, and by guilt over concrete harm done to others. (Differentiates guilt for bad consequences from disapproval.)

Stage 5 a. A formal statement that though circumstances or motive modify disapproval, as a general rule. the means do not justify the ends. While circumstances justify deviant acts to some extent they do not make it right or lead to suspension of moral categories. (Differentiates moral blame because of the intent behind breaking the rule from the legal or principled necessity not to make exceptions to rules.)

      b. Concern about maintaining respect of equals and of the community (assuming their respect is based or. reason rather than. emotions). Concern. about own self-respect, i.e., to avoid judging self as irrational, inconsistent, nonpurposive. (Discriminates between institutionalized blame and community disrespect or self-disrespect.)

Stage 6 a. Good. motives don't make an act right (or not wrong); but if an act follows from a decision to follow general self-chosen principles, it can't be wrong. It may be actually right to deviate from the rules, but only under circumstances forcing a choice between deviation from the rules and concrete violation of a moral principle. (Differentiates good motives of following a moral principle from natural motives as following a rule. Recognizes that moral principles don't allow exceptions any more than do legal rules.)

      b. Concern about self-condemnation for violating one's own principles. (Differentiates between community respect and self-respect. Differentiates between self-respect for general achieving rationality and self-respect for maintaining moral principles.)

Source: Rest. 1968

Awareness and some behavioral internalization of the basic prohibitions and commands of culture exist from the first stages. Movement from stage to stage represents the way in which these prohibitions, as well as other aspects of society, are incorporated into the child's organization of moral order. This order may be based upon power and external compulsion (Stage 1), a system of exchanges and need satisfactions (Stage 2), the maintenance of legitimate expectations (Stages 3 and 4), or ideals or general logical principles of social organization (Stages 5 and 6).

Rest (1968) measured children's comprehension of each stage, instead of their use of it, by asking them to restate in their own words statements at each stage. They correctly restated statements at all stages below or at their own level, correctly restated some, but not all statements at one stage above their own, and failed to correctly restate statements two or more stages above their own (Rest, 1968; Rest, Turiel & Kohlberg, 1969). Thus an individual's pattern of use of the stages involves the dominant stage he is in, a stage he is leaving but still uses somewhat and a stage he is moving toward but which has not yet "crystallized". While people have difficulty comprehending stages above their own, and do not have difficulty with the stages below their own, they prefer higher stages to lower. If they can comprehend a statement two stages above their own, they prefer it to a statement one above. If they comprehend statements one stage but not two above their own they prefer them to statements either two above or one below their own. Thus patterns of usage of stages are dictated by two factors, preference and use. The person's typical stage represents the most preferred stage which he can readily use. Thus, the moral stages empirically and logically meet the criterion of sequence and hierarchical integration in that each stage represents a differentiation and integration of prior concepts, as indicated in Table 4. This means that the stages represent a hierarchical sequence independent of any correspondence to age-development trends. The actual sequence of age-development does not fully correspond to the sequence just described. Findings are available from a longitudinal study of 50 American boys, half middle class, half working class, tested every three years over a 12 year period. Original ages ranged from 10 to 16, and on the final testing from 22 to 28. While only the data on development after age 16 has been fully analyzed

(Kramer, 1968), the findings fit a sequential developmental change pattern, with one exception. During tile age period from the end of high school to mid-college, 20 per cent of the middle-class boys "regress," or drop in total score. They come up again after college so that by the late twenties, none of them are below their high-school level and most are above .No such temporary "regression" occurs in the non college or lower-class population as a whole. The only cases o£ "regression" found in the lower-class sample were among six delinquents where reform school and jail had a "regressive' effect on morality for three of them. The theory claims that the "normal" course of social experience leads to progression through the sequence but special forms of experience may have a "regressive" effect.

In addition to sequence, stages must meet the criterion of consistency, implied by the notion of a "structured whole". Logical consistency is found in the fact that twentyfive distinct aspects of moral judgment are derived from the core concepts of the six stages. Empirically there is consistency across aspects and across verbal situations. Consistency is indicated (1) by the fact that an average of 50 per cent of a subject's moral judgments fit a single stage; (2) by fairly high correlations in moral levels from one story to another (the highest correlation is .75, the lowest .31, and median .51); and (3) by the fact that the correlations between situations are not specific, i.e. there is a general first moral level factor accounting for most covariations from situation to situation (Kolberg, 1958). Thus, the theory implies (1) that stages constitute "structured wholes" (are internally consistent); (2) that age leads to increasing consolidation of a given stage, and (3) that higher stages eventually represent better structures than lower stages (Turiel, 1969). As children move into adulthood, then, those who remain primarily at Stages 1 and 2 crystallize into purer types, an extreme being some delinquents with explicit Stage 2 con-man ideology. Subjects moving into the higher stages (4, 5 and 6) stabilize more slowly than the lower stage subjects, but by the middle twenties become the purest types of all (Kramer, 1968; Turiel, 1969).

c. Moral Development and Response to Ideological Issues

This section summarizes how Kohlberg's theory of moral development relates to recent ideological conflicts and is based on the Hempden-Turner and Whitten, (1971) article.

An understanding of the levels of moral development sheds light on such polarizations of society as left wing vs. right-wing, militant vs. pacifist, the movement vs. the system. Studies comparing moral judgments made by political conservatives, liberals and radicals confirm some of the stereotypes these groups use to describe each other as well as those they use to describe themselves. Evidence supports the conservative's view that the radical movement consists of starry-eyed idealists "infiltrated" by Machiavellian opportunists. The same evidence, however, also supports the radical's claim of moral superiority over both liberals and conservatives. In addition, there are indications that confrontation tactics used by the radical movement may actually increase the moral awareness of the young ("The Searching") but are less effective with older generations ("The Settled"). Four keys are available to help understand recent political and cultural turmoil.

1. Different types of moral judgment tend to discriminate radicals from liberals, at least among the middle-class.
2. College activists typically are found at the highest (6) and lowest (2) stages of moral development.
3. People seldom comprehend judgments more than one level above the one they typically use.
4. Growth in the capacity for moral judgment can be induced by creating conflicts between two or more stages and by dramatizing issues.

Most people never advance beyond Stages 3 and 4. It is primarily college-educated, middle-class youth who have attained high levels of moral judgment in recent years. Research indicates that young adults who think of themselves as political conservatives consistently refer to law, order, and authority maintenance (Stage 4) and conformity to stereotyped roles (Stage 3) in making moral judgments. Self professed liberals and moderates tend to make Stage 5 judgments. Radicals, however, show an interesting division. Most show Stage 6 consciences and principle orientation, but a significant minority make egocentric Stage 2 judgments. These findings correspond to the image of a fairly homogenous "silent majority" of settled people (Hansel, 1969) confronting a disparate array of left-of-center idealists (Stage 6) and opportunists (Stage 2). Between the poles Stage 5 liberals desperately urge the two groups at least to agree on the methods of disagreement. The main thesis is that conservatives, liberals and radials use moral judgments to justify their actions and different levels of moral development are intimately associated with different political positions on various social issues.

One reason for the rise of the "counterculture" involves youth's attempt to transcend cultural values of conservative, rule-centered Stage 3 and 4 and move through Stage 5 into the fully person-centered Stage 6, a progression similar to Reich's analysis of the movement from "Consciousness I", to "Consciousness III" (Reich, 1970; Nobile, 1971). The "settled" culture's external symbols of virtue, e.g., status, income, private property, good grades, winning the ball game, are reasonably explicit and unambiguous. Now virtue is attributed to the self and must be uncovered, actualized and shaped from ideas and feelings within the person. The search for self requires many of the things "the settled" fear such as permissiveness, experimentation, incompleteness, frankness about previously taboo topics, criticism of and skepticism toward, inherited truths, and recognitions of contradictions. Growth beyond Stage 4 requires self-determined commitments to others as well as acts of conscience in which authenticity is crucial to communication and clarity of purpose. Those who deviate from settled roles and traditions risk alienation unless their humanity and sensitivity evokes a similar response in others and thus creates new bonds. For those at Stages 3 and 4, authenticity is at best a qualified good since the self lacks intrinsic worth; its value resides in conformity to a norm, a measure, an ideal essence, basically outside the individual. "The settled" believe that self-centered strivings typical of Stage 2 behavior must be harnessed and controlled by imposed roles (Stage 3) and due respect for authority (Stage 4). It is considered safer and more basic to civilized society to make a calculated impact or good impression. The well-groomed, self-conscious, respectable aspects of the personality are selectively presented to others. (Goffman, 1959) For one to be "authentic" he must like and trust his unvarnished self. In their search for self-discovery the young let their hair fly free, their beards grow wild and their bodies go unsupported; love is expressed openly and indignation is combustible. A11 this frustrates and provokes authorities wishing to shape the young to fit traditional settled roles. The settled believe that spontaneity betrays secrets, causes trouble, impedes the installation of new technology, weakens moral imperatives, undermines social control, and is bad for business. The conservative

old culture (Stages 3 and 4) grew up with perpetual psychological scarcity and it still assumes there is never enough, materially or spiritually, to satisfy everyone's needs. There is always a shortage of status, influence, power, wealth, property and school marks, all ordered hierarchically for purposes of measuring personal progress and worth. Those who fall just short of the advertised ideals in this atmosphere of contrived scarcity never feel adequate to question the ideals. It is significant that the radical counterculture originated among some of the brightest students at the best universities, who, having won the prizes, denounced the whole rat race as worthless and unjust. They reject marks, hierarchies and competitiveness, insisting on sharing and communal festivals of life, determined to create an abundance of sights, sounds, experiences and necessities of life. Radicals and liberals are perplexed by the contradictions of the old culture for they feel there is enough to go around. They attack the system designed to protect and hoard the resources, a system that maintains itself at the cost of abandoning millions of its own citizens to malnutrition, infant mortality and death from easily preventable diseases. (Harrington, 1962)

The major flaw in radical morality is that both the highly moral Stage 6 and the essentially premoral Stage 2 are heavily represented in the radical population, along with a few Stage 5 allies. The radical activists in Stage 6 and Stage 2 groups are outwardly very similar. Many of both groups interrupt college careers, move off-campus, disagree with their parents, involve themselves intensely in politics, assume the dress and speech of the counterculture, and pursue creative and artistic endeavors. Stage 6 radicals, however, value sensitivity, empathy and altruism far more than do Stage 2 subjects, who pride themselves on being aloof, reserved, stubborn and uncompromising. Whereas Stage 6 radicals seem capable of replacing outdated structures by pouring in their creative energies and capacities and building anew, Stage 2 radicals are essentially adolescents who mimic, misinterpret and misrepresent the ideals of Stage 6 leaders and thinkers. There also appear to be "Mixed 2's" complicating the distinction between 6s and 2s. Unlike the typical premoral individual, the Mixed 2 comprehends higher levels of judgment but refuses to use them. It might be that such people are situational pragmatists who do not oppose roles or authorities in general but merely particular roles and authorities that are blocking them at the time. Another interpretation might be that the transition from Stage 4 to more person-centered Stages 5 and 6 is not complete resulting in the individual slipping into premoral judgment of Stage 2. The characteristics of person-centered growth, e.g., the communal, experiential, uninhibited aspects of the counterculture, can thus be equally interpreted as regression to an egocentric state. Indeed, there is some evidence that hippies and street people are mostly 2s with some stereotyped beautiful 3s. When radicalism became fashionable many adopted the style of the revolution without the awareness of the revolutionary. The harsh truth is that crime spreads and drug abuse reaches epidemic proportions; they are "kids searching earnestly for a magical mystery tour as they share despair, hope, marijuana and gonorrhea". Given this ambiguity in the radical movement where those who are moral are closely associated with those who are amoral, the conspiracy theories so prevalent among the settled become understandable. They accuse radicals of putting up an "idealistic front of wishy-washy, starry-eyed, bleeding-heart do-gooders and dupes, behind which all manner of sinister and criminal elements gnaw at the nation's moral fiber." Another reason for the conservative misperception of the left is that practitioners of Stage 3 and 4 judgments can understand the rationale of Stage 2 radicals, but cannot comprehend or take seriously the judgments of Stage 6 radicals since people cannot generally comprehend more than one level above their own. Conservatives know that individual conscience is somehow good since the liberal (Stage 5) media frequently stress the nobility of the principled civil disobedience of men like Daniel and Philip Berrigan, William Sloane Coffin and Martin Luther King. But individuals at Stages 3 and 4 can never accept the wisdom or sincerity of such men since it sounds like typical liberal rhetoric covering the spread of dangerous

elements whose Stage 2 behavior conservatives recognize clearly. One of the items on the California F Scale which best differentiates between conservative and liberal tendencies, states that <u>Young people sometimes get rebellious ideas, but as they, grow up they ought to get over them and settle down</u>. The statement describes precisely the experiences of stage 3 and 4 individuals who have grown out of the self-assertive, premoral Stage 2. Both the Left and Right, therefore, have good reason to see each other in terms of their own immature pasts. The settled Stages 3 and 4 see the Stage 2 radical occupying a level morally beneath them; Stage 6 radicals and Stage 5 liberals see conservatives in a condition they have transcended.

How might maturity of moral judgment best be developed? Two methods, both supported by research, are available. One method emphasizes congruence between different levels to facilitate growth. For example, research indicates that fair-minded authorities hasten passage through the law-and-order orientation in that children with Stage 6 mothers reach and transcend Stage 4 at an earlier age. The second method says that when disputes are dramatized and higher-level judgments clash with lower-level ones, people learn to prefer the higher-level judgments indicating that the shortcomings of lower-level judgments must be demonstrated before they are discarded. The two methods, while apparently contradictory, are actually complementary. Growth is enhanced by congruence between the different levels of judgment since young radicals (Keniston, 1968) are oriented to conscience and commitment partly because fair-minded parents explained rules to them when they were children. This path to maturity is blocked when different levels move out of harmony and a credibility gap exists between the explanations of authorities and the perceptions of the young. At this point growth proceeds from conflict rather than from cooperation. Dramatic confrontations can promote moral growth for some by dramatizing the conflict between higher and lower stages of development nt. They also tend to polarize the various groups in society. What is needed is a mechanism to integrate the various groups. In any society Stage 6, and to a lesser extent Stage 5, people are the experimenters, the innovators, the dynamic searching segment of society. But the settled elements in society, represented by Stages 4 and 3, function to salvage the conventional social system when experimental morality miscarries. (Reich, 1970; Revel, 1971)

3. DEVELOPMENTAL TASKS
(See Muuss <u>Theories of Adolescence</u>, 3rd ed., p, 141-144)

An additional way to place the adolescent period of development in the total life cycle involves the concept of "Developmental Tasks" (Havighurst, 1953). Table 5 summarizes the tasks for each major developmental period.

a. <u>Definition of Developmental Tasks</u>

Every culture recognizes that it is possible to master certain skills and learn certain behavior patterns at some ages more readily than at others. Because these skills and behavior patterns are seen as essential to personal and social adjustment at those ages, each cultural group expects its members to acquire them. These, known as "developmental tasks", are defined as tasks which arise at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness and difficulty with later tasks. (Havighurst, 1953) The three major determinants of developmental tasks are physical maturation, cultural pressures of society, and personal values and aspirations of the individual. In most cases developmental tasks arise from these three forces working together. The ages at which the cultural group expects its members to master the developmental tasks for that age are "critical

ages". Although each culture has developmental tasks it expects the members of that culture to master, cultural values change and some of the old developmental tasks may be eliminated and replaced by new ones or their relative importance will be lessened. (Hurlock, 1968, p. 14)

b. Failure to Master Developmental Tasks

Failure to master the developmental tasks may be due to several factors. Failure may be due to retardation in the individual's developmental level, illustrated by the late maturing boy whose physical immaturity makes it difficult to establish new social relationships with age-mates of both sexes because of the immaturity of his appearance, interest, and behavior. Failure may result from lack of opportunity to learn the approved developmental tasks for the age level. Institutional children, for example, who receive little handling by attendants are slow in creeping, sitting, and standing as compared with babies brought up in environments with opportunities and encouragement to learn motor skills. (Bowlby, 1965; Bowlby, et al., 1966; Spitz & Gobliner, 1965) Failure to master developmental tasks may come from lack of incentives in the society. For instance, a society that grants high status to older people provides them with a reason to continue to function socially on a high level in spite of declining structural basis for the functioning. In a "youth-oriented society" (Aldridge, 1970; Misgrove, 1965) that devalues age and denies the elderly an opportunity for social functioning, the motivation to continue to function at a high level will be greatly weakened. (Hurlock, 1968, p. 15-16)

c. Importance of Developmental Tasks

Developmental tasks serve two useful purposes. First, they are guidelines to enable the individual to know what society expects of him at a given age. Parents, for instance, can be guided in their child rearing by the knowledge that society expects mastery of certain skills at certain ages and that adjustment will be greatly influenced by now successfully these developmental tasks are mastered. Second developmental tasks show the individual what lies ahead and what is expected when the next stage of development in the life span is reached. For instance, young adults, preoccupied with rearing children, can look ahead and see that one of the developmental tasks of middle age is to develop adult leisure-time activities to replace the time formerly spent on rearing children. Adjustment to a new situation presents some difficulties and involves some emotional tension; this difficulty and stress can be lessened by knowing what will come next and gradually preparing for it. (Hurlock, 1968, p. 16)

d. Developmental Tasks of Adolescence

The developmental tasks of adolescence focus on putting away childish attitudes and behavior patterns and learning to be an adult; this requires major changes in the adolescent's life. Consequently few, especially late maturing adolescents, can be expected to master these tasks during the years of early adolescence. The most that can be hoped for is to lay the foundations on which the older adolescent can build the attitudes and behavior patterns of maturity. A brief survey of the important developmental tasks of adolescence illustrates how great the required change in life style is.

Accepting one's physique will be difficult if the adolescent had a vivid "he man, "sex symbol," or other fantasy image of, his/her adult body. It takes time to revise this image and learn ways to improve appearance so that it will be more in harmony with the glamorized concept of childhood.

Acceptance of the adult-approved <u>sex role</u> is less difficult for boys than girls since there is more continuity from childhood to adulthood. For girls who, as children, were permitted or even encouraged to play an equalitarian role, learning the adult-approved feminine role and accepting it is often a major task which requires many years of adjustment. The Women's Liberation criticism of this role will change this developmental task considerably for both boys and girls. However, it is doubtful that the change will result in an easier task.

For the adolescent who scorned members of the opposite sex during middle childhood, learning new relationships with them literally means starting from scratch to discover what members of the opposite sex are like and how to get along with them. Even <u>developing new relationships</u> with age-mates of the same sex presents problems to the adolescent.

Achieving <u>emotional independence</u> from parents and other adults would seem an easy task for the independence-conscious adolescent. However, emotional independence is not the same as behavioral independence. Many adolescents who want to be independent also want and need the security resulting from emotional dependence on parents or other adults. This is especially true for adolescents whose peer group status is insecure or who lack a close tie with some member of the peer group.

<u>Economic independence</u> cannot be achieved until an <u>occupation is selected</u> and the time needed to prepare for it is competed. Should the occupation selected require a long period of training, there can be no assurance of economic independence until the individual reaches adulthood and even then, if occupational preparation continues, he may remain economically dependent.

Schools and colleges emphasize <u>developing intellectual skills and concepts necessary for civic competence</u> but usually do not allow adolescents to use these skills and concepts in practical affairs. This pattern is changing now with student demands for rights and student activism in social issues reaching to ever younger age levels. However, the change came, not from the educational institutions, but from students, at first in college, then high school and now junior high.

Schools and colleges, as well as parents, try to <u>build conscious values</u> in harmony with those held in adult life. When the values preached and those practiced contradict each other the result is extreme confusion of values in youth. Also when adult values clash with peer values, the adolescent must make the choice of accepting peer values if he wants peer acceptance and because his social life depends on peer acceptance, he has little choice but to accept values which are not in harmony with those of the adult world he is preparing to enter.

Closely related to the problem of developing mature values is the task of developing and achieving <u>socially responsible behavior</u>. Again, when adult behavior is seen as largely socially irresponsible the task becomes more difficult -- there are too few good models. Also, most adolescents want peer acceptance but this acceptance often is at the expense of behavior that adults consider socially responsible.

The gradual relaxing of strict social taboos relating to <u>sex behavior</u> has gone a long way toward preparing adolescents of today for the sexual aspects of <u>marriage,</u> although there is still considerable ignorance (Fleming and Fleming, 1970; Holt, S., 1967). However, little is done to prepare them for other aspects of marriage and even less for <u>family life and child rearing.</u> In the

absence of this preparation and with the emphasis on the glamour of marriage and family life depicted in mass media, this developmental task is one of the major aspects of "unfinished business" which adolescents carry into adulthood. (Hurlock, 1968, p. 397-398)

Most adolescents make greater strides towards completion of these developmental tasks during late adolescence than during early adolescence because of a number of factors; they have laid the foundations for mature behavior during early adolescence, they have a more clearly defined status now than they had earlier and, as a result, know better what is expected of them, and they have a stronger motivation to prepare themselves for the independence, which legal maturity will bring them than they had earlier when this time of independence seemed so remote.

How successfully the older adolescent masters these developmental tasks depends largely on opportunities to master them. The adolescent who prolongs his education in college or some professional training school, for example, will have less opportunity to master these tasks if the institution has a strong in loco parentis orientation. Even going into the adult world as a breadwinner does not guarantee opportunities if the adolescent lives under the parental roof, subjected to the same parental overprotectiveness that prevailed when he was younger. Thus many older adolescents seem to "grow up" literally overnight when they go into an environment that allows and encourages mature, responsible behavior.

Most adolescents master some of the developmental tasks of that age level while other tasks are only partially mastered. Which will be carried over into adult life as "unfinished business" depends mainly on learning opportunities and encouragement from peers, institutions, parents and other adults. (Hurlock, 1968, p. 469)

e. Developmental Tasks of Early Adulthood

When an individual attains the legal status of an adult, he is expected to assume the duties and responsibilities of an adult and conform to the approved behavior patterns of the adults in the culture. If he does not come up to social expectations and makes poor adjustments to an environment where the standards of behavior are set by successful adults, this frequently leads to feelings of inadequacy and general unhappiness. Social expectations for young adults in our culture expressed in terms of developmental tasks of early adulthood include selecting a mate, learning to live with a marriage partner, starting a family, rearing children, managing a home, getting started in an occupation, taking on civic responsibility, and finding a congenial social group.

How well the individual masters these developmental tasks during the years of early adulthood influences success and happiness during middle age as during the latter periods of adult life. As is true of the earlier years, failure to master successfully developmental tasks for this period means a poor foundation for mastery of subsequent developmental tasks. Conversely, success in mastering the developmental tasks of early adulthood is greatly influenced by the kind of foundations laid in the earlier periods of life.

Up to the age of thirty years both men and women are immature in certain areas of behavior, at the same time showing marked degrees of maturity in other areas. Gradually much of the immaturity characterizing behavior in the early part of this period disappears resulting in more even development on a more mature level. There are, however, many individuals who remain immature throughout the major part of their adulthood and who, as a result, can make successful adjustments

to life only so long as their environments remain simple and in keeping with their immature level of development.

The more "unfinished business" the individual carries into adulthood the longer and harder the adjustment to adulthood will be. This is not always the adolescent's fault since in many instances, he is encouraged to remain immature because his parents do not want to relinquish their role of parenthood and the emotional satisfaction they derive from his dependency on them. (Hurlock, 1968, p. 534, 535)

B. GENERALIZATIONS ABOUT, AND CHARACTERISTICS OF, ADOLESCENTS

1. CHARACTERISTICS OF EARLY ADOLESCENCE: AGES 11 TO 14
(Britton and Winans, 1958, p. 58-67)

Girls are more than a year ahead of boys in most aspects of development through this period. For both, this stage covers a quick trip from the comparative serenity of childhood to the challenges and complexities of adolescence. Powerful forces bring about sweeping physical and emotional changes. Almost one third of the girls will have begun menstruation in their twelfth year. Breasts and hips are more adult than childlike. For the boys, the penis growing rapidly, shoulders and chest are broader and deeper, and the voice is beginning to change. Early adolescents are dependent on wise adult help if these changes are to take place without undue anxieties. Parental patience is required for the flighty and inconsistent behavior that appears from time to time.

Table 5: Developmental Tasks for Each Major Development Period of Life

Developmental Tasks of Infancy & Early Childhood	Developmental Tasks of Early Adulthood
Learning to walk.	Selecting a mate.
Learning to take solid foods.	Learning to live with a marriage partner.
Learning to talk.	Starting a family.
Learning to control the elimination of body wastes.	
Leaning sex differences sexual modesty	Rearing children.
Achieving physiological stability.	Managing a home.
Forming simple concepts of social & physical reality.	Getting started in an occupation.
Learning to relate oneself emotionally to parents, siblings & other people.	Taking on civic responsibility.
Learning to distinguish right & wrong & developing a conscience.	Finding a congenial social group.

Developmental Tasks of Middle Childhood

Learning physical skills necessary for ordinary games.
Building wholesome attitudes toward oneself as a growing organism.
Learning to get along with age-mates.
Learning an appropriate sex role.
Developing fundamental skills in reading, writing & calculating.
Developing concepts necessary for everyday living.
Developing conscience, morality & a scale of values.
Developing attitudes toward social groups & institutions.

Developmental Tasks of Adolescence

Accepting one's physique & accepting a masculine or feminine role.
New relations with age-mates of both sexes.
Emotional independence of parents other adults.
Achieving assurance of economic independence.
Selecting & preparing for an occupation.
Developing intellectual skills & concepts necessary for civic competence.
Desiring & achieving socially responsible behavior.
Preparing for marriage & family life.
Building conscious values in harmony with an adequate scientific world-picture.

Developmental Tasks of Middle Age

Achieving adult civic & social responsibility.
Assisting teenage children to become responsible & happy adults.
Developing adult leisure-time activities.
Relating oneself to one's spouse as a person.
Accepting & adjusting to the physiological changes of middle age.
Adjusting to aging parents.

Developmental Tasks of Later Maturity

Adjusting to decreasing physical strength & health.
Adjusting to retirement & reduced income.
Adjusting to death of spouse.
Establishing an explicit affiliation with age group.
Meeting social & civic obligations.
Establishing satisfactory physical living arrangements.

Source: Havighurst, 1953

Early adolescence is the introduction to the next developmental stage, adolescence, where children learn to come to terms with a new, challenging, and, at times, difficult way of life.

a. Physical Development

(1) Growth

(a) The slowdown in growth at the end of later childhood is followed in this stage by rapid acceleration.
(b) Appetites may be enormous, boys needing up to 4,000 calories, girls to 3,000.
(c) There is great variety in weight and height due to the different ages at which they reach the growth spurt.
(d) Bones and ligaments are not yet sufficiently formed to withstand heavy pressure so high pyramid formations can do permanent damage to those supporting the weight.
(e) Coordination is improving though not at adult levels. Emotional problems of some may lead to coordination problems. Girls are more precise in their movements than boys.

(2) Health

(a) They continue to enjoy comparative freedom from diseases but ears, eyes, and especially teeth, may require medical attention. Minor illnesses of short duration are fairly common, and while some of these may be imagined, they are very real to the child.

(b) Some may still be fussy about foods.

(c) The deterioration in posture first noted in later childhood continues through this period.

(d) Most require at least nine hours of sleep.

(3) Activities

(a) Endurance is usually not high, perhaps because of the rapid growth spurt. They can over-tire themselves in exciting competition.

(b) For many, this is a period of listlessness, caused by physical or emotional factors.

b. Emotional Development

(1) Growth

(a) The comparative serenity of later childhood is left behind and emotions begin to play a more obvious part in their lives. They frequently appear to be unable to control them and lose themselves in anger, fear, or love. There is often no relationship between the importance of the situation and the strength of the reaction.

(b) They are beginning to experience rapid swings in mood completing a cycle from extremes of elation to depression within a few hours.

(c) The early adolescent's strong emotions can become an asset in developing positive social attitudes, since they have strong positive feelings towards ideals presented to them effectively.

(d) At no age will a person with unmet emotional needs change his behavior to any extent as a result of logical arguments. This is especially true of adolescents.

(2) Problems: Irritating but Temporary

(a) Both boisterous and nervous behavior indicate the early adolescents' strangeness with new feelings. They become less responsible and less obedient and more hostile to the adults most loved.

(b) Frustrations may grow out of conflicts between parents and peers, an awareness of lack of social skills, or failure to mature at the same rate as others. The early maturing girl and the late-maturing boy encounter the greatest difficulties .

(c) They are much given to secrecy. They like their own room, complete with "keep out" sign.
(d) Anger is very common. It may grow out of feelings of inadequacy in the face of new challenges, fatigue associated with rapid growth, feelings of rejection, or simply general feelings of uncertainty.
(e) Fears. too, are common.
(f) Other responses to unsuccessful experiences are overeating and over-activity.

(3) Problems: Possibly Persistent

(a) Over dependence on parents and constant failure to enjoy the company of others may be symptoms of problems that can become increasingly serious.
(b) Failure to achieve status and belonging to the peer group may lead to loneliness and self-pity.
(c) At this stage those with delinquent tendencies come into conflict with the law. They have the knowledge and physical capacity necessary to commit serious offenses.

c. Social Development

(1) Peers

(a) Their status with the peer group becomes more important than in later childhood. Adult approval is correspondingly less important even though they show need of it when it is withheld.
(b) They feel a growing compulsion to conform to the dress, language, possessions, and general behavior of the peer group.
(c) They may look down upon those who are less mature and be greatly impressed by those who are more so. Hero worship is common.
(d) By the end of this stage for most, the "gang" with its out-of-the-way meeting place is changing into the "crowd" often found talking eagerly in their favorite places.
(e) Teamwork is now readily understood and practiced. They can work together effectively on projects and enjoy games involving detailed organization.
(f) Most friendships continue to be formed within the immediate neighborhood or school. For some, common interests will lead to friendships further afield.
(g) Both friendships and quarrels are becoming more intense though neither is likely to survive for a long time.
(h) Boys, more than girls, choose friends from their own sex and express antagonism toward the other. When girls have boyfriends the boys are generally from the next older age

group. Early adolescent boys begin to show an interest in girls by teasing and hiding their possessions. Girls who receive such attention gain status with their peers. By the end of this period both boys and girls want mixed parties.

(2) Family

    (a) The early adolescent shows his concern for his family by anxiety when any member encounters poor health or any other serious problem. However, he is working hard to achieve independence from them and his efforts in this direction are often misinterpreted by parents.

    (b) Some children at this stage are very much concerned if they feel that they are failing to measure up to parental expectations. Parents sometimes cause serious problems when they demand a level of performance far beyond the child's ability.

(3) Teachers and Other Adults

    (a) The unsuspecting adult is often confused in working with these children. The early adolescent's ideas about himself are constantly changing. One day, or even one hour, he is acting the role of an adult and the next he is a child again.

    (b) He may have reached the point where he looks to some adult, other than a parent, for help in understanding the complexities of life. This adult must respect his independence, make him feel that he is being treated as a peer, and be willing to listen at length as well as to talk. Such a person frequently has a strong influence on the child. This relationship becomes even more important in adolescence.

    (c) A crush on the teacher is common, especially the girls for the men teachers. This is a highly sentimental feeling and is much different from the relationship described in the previous point.

    (d) They expect a high level of skill and maturity in teachers and parents.

    (e) The uncertainties and insecurities of the early adolescent make it difficult for him to accept criticism.

d. Mental Development

(1) Ability

    (a) While brain and other neural developments are almost complete, these children lack the experience to enable them to solve many adult problems.

    (b) They are still most comfortable working on immediate concrete problems though some are now ready to consider in a more

mature manner concepts like democracy. History begins to have more meaning and they can relate it to present events.

(c) They are able to apply a scientific problem solving approach to increasingly complex problems if placed in an environment that encourages it.

(d) Some will be satisfied with manipulating and learning the general characteristics of electric bell circuits, for example. Others will go on to discover the basic laws at work and to apply them in new situations.

(e) Charts, maps and diagrams are now useful means of communication. Imaginative multi-media presentations are quite effective.

(f) They are able to use good judgment in handling money. If properly prepared, they can budget their allowance and supplementary income without the supervision of adults.

(g) The attention span continues to increase with all activities. The most striking gains are in problemsolving activities.

(h) Their reading rates may be adult.

(2) Interests

(a) Their interests are much influenced by their accelerating physical growth, their increasingly strong emotional reactions, and their awareness of the new roles awaiting them in society. While interest in physical science continues, especially for boys, problems of human relationships become increasingly important.

(b) They have a much wider variety of interests now. Individual differences in interests become greater.

(c) They respond well to opportunities for creative expression. Writing, dramatizing, and painting all allow them to explore and develop new interests and to turn to their own advantage the emotions they are feeling so strongly.

(d) They like expressing their thoughts in diaries, poetry, and letters.

(e) This is the period of much daydreaming, They pretend that they have famous parents, they have been adopted, or they are orphans. Daydreaming may become frequent enough to interfere with school work. They no longer engage in imaginative play.

(f) Girls lose interest in playing with dolls. They become preoccupied with themselves and their appearance and are more prone to wish for success in adult life than are boys.

(g) Home responsibilities are expanded. They can wash the car, wash dishes, and look after younger children. They appreciate an increased voice in planning along with these new responsibilities.

e. Moral and Spiritual Development

(1) A conscience becomes more apparent at this stage, and they exhibit strong feelings about honesty for example. However, more of them than formerly will steal. This may grow out of their greater need for a wide variety of articles, the greater chances of success in stealing, the greater pressure of peers and the general emotional instability characteristic of this stage.

(2) Feelings of guilt, based on both real and imagined wrongdoings, become common.

(3) Their sense of simple justice remains strong and they are quick to challenge the teacher or parent who violates it. However, with guidance, they can be led to understand the need for meeting the problems of different people in different ways.

(4) Some will begin to question the religious teachings of the home. Their feelings will be intense, though changeable.

(5) Girls demonstrate superior moral knowledge. Parents spend more time with them talking about proper behavior.

(6) Children of this age can assume jobs away from home and see them through.

(7) Many will be able to reject an immediate enjoyment for a longterm satisfaction.

(8) They are ready to accept the other person's point of view and to live in harmony with those with whom they disagree, if in an environment that values these skills. They are beginning to see the possibilities of cooperative group action.

(9) They begin to exhibit more concern for others and are willing to be helpful without any tangible reward.

2. SOME GENERALIZATIONS ABOUT THE ADOLESCENT STAGE OF LIFE

a. The adolescent period between pubescence and adulthood has been increasingly prolonged in our culture over the past several decades. In times past, children became adults a short time after the onset of pubescence and in some cultures this transition occurs almost overnight. However now, full adult status is often not attained until young people are in their early 20's. Schools are thus working with young people who have the bodies, emotions and mental capacities of adults, but the social and legal status of children. The adolescent rebels against this prolongation of his childhood status by trying to gain independence and much of his behavior can be explained on this basis. (Berger, 1569)

b. As a consequence of the prolongation of the adolescent period and of the lack of a clear demarcation of its termination, youth find themselves in an ambiguous position. In some matters they are expected to behave as adults, without the prerogatives of adults and without opportunities for learning how to behave as adults, how to take responsibilities or how to make decision. In general the behavior of organisms faced with inconsistency may be characterized as ambivalent and disorganized, and this is in fact characteristic of the adolescents who frequently vacillate between aggression and affection, anxiety and carefree moods, joy and depression.

c. Because of rapid physical growth and increasing differentiation of mental characteristics, individual differences among adolescents are very great. Differences in mental abilities among 1st grade children, for instance, show a range of mental age from 4 to 8, and increase so that by 8th grade the range is from 7 to 17. In high school sophomores the range is 8 to 20. Figures from a large 8th grade class illustrate the variety: age -- 11 to 15 years; height -- 9 to 18 year level; weight -- 8 to 18 year level; intelligence -- 8 to 18 year level; achievement -- 4th to 13th grade level; reading --5th to 12th grade level; math -- 4th to 13th grade level; English 5th to 13th grade level.

d. There is a leveling off of mental growth in adolescence. Consequently, if a youngster does not now have high academic aptitude, he is unlikely ever to have it. Caution must be exercised in using intelligence tests requiring much reading because it is possible for a person of high ability to be a poor reader. Also, I.Q. tests over-emphasize convergent thinking and under emphasize divergent (creative) thinking. Thus, a creative individual will not have a fair assessment of his intellect using many of the most commonly used tests. Even though leveling off, ability does continue to grow all through high school and since these curves are somewhat individualized, the growth may be greater for some children than for the average.

e. As children grow older, abilities become more and more specialized. There is a lower correlation between general I.Q. and special factors or aptitudes than for younger children. There is also a tendency, partly because of specialization of abilities, for an increase in variability within the individual during adolescence. In a group of adolescents, within the individual variability is half again larger than between individuals variability. Schooling often leads children to do more and more of what they already do well and less and less of that which they do poorly contributing to the specialization trend.

f. There is an increasing specialization of interests in adolescence and a decrease in the number of things in which they are interested as compared with children. The interests of adolescents become pretty well stabilized in the middle of this period. A child with academic interests is likely to retain them while one whose interests are in other areas is unlikely to change. The gifted are likely to retain their wide variety of interests. On the average there is a decreasing interest in school as children grow older. Some studies have shown that the decrease in interest for some school subjects such as social studies and English occurs in spite of a stated belief by adolescents that these subjects are the most important.

g. In the early grades, children may be enthused about almost anything. They are likely to do busy work without struggle if the teacher tells them it is important. The adolescent, on the other hand, tests what the teacher says against various realities outside the school. With his narrowing interests, and his suspicion of adults, he may see only a portion , if any, of what is going on in school as relevant, significant and worth serious effort.

h. Children reach the time of pubescence at ages ranging from about 9 to the late teens, and this diversity among them creates psychological problems, especially for the early maturing girl and the late maturing boy. Girls generally reach pubescence earlier and their sex-social interests develop earlier than boys. Studies of boys who are late to mature show them to be less popular, less aggressive and with less self-confidence than their mature age mates.

i. Adolescents in our culture develop a stylized hostility toward adults which often expresses itself through the peer group, i.e. "the counter culture". Partly this hostility can be traced back to the

ambiguous status accorded adolescents in our culture. Also the hostility and aggressive expression adds strength to the group which is made up of individuals who feel insecure. The easiest way to arouse this hostility is to treat adolescents like children. The best way to avoid it is to provide opportunities for significant activities -- something in which they have a proprietary interest and which they can work on in their normal adolescent groups.

j. There is a residue of childish modes of thought among adolescents even though most now have the capacity for adult reasoning. Syncretism, juxtaposition, and over generalization are common and normal residues of childhood.

k. They seem unwilling to accept deviations among peers in appearance, physique and behavior. Both the need for conformity and the need for attention are great resulting in ambivalence, e.g. some may deliberately appear different in order to gain attention. There should be opportunities for the adolescent to gain attention in socially meaningful ways. There needs to be an acceptance of differences by the individual himself and by those in his group.

1. Adolescents have a rich fantasy life that often serves as a background for later accomplishment, but which may also interfere with normal social and personal growth. They have various kinds of daydreams involving physical feats, vocational success, money or possessions, sex, and worries and fears. Psychological themes of aggression and love are most prominent.

m. Adolescents are striving to find an acceptable philosophy of life and a system of values. Consequently they are impressionable but not so much as the child. They are much more vulnerable to media and peer influences than to adult ("over 30") influences. Temporary adoption of unconventional ideas is not too alarming. Occupational choice often reflects idealism and goals still somewhat unrealistic by adult standards.

n. There is an ambivalence between idealism and cynicism reflected in areas such as family relationships, sex, social development, education, social policy, and occupational choice. At one time something may appeal to them on grounds of starry-eyed idealism -- at another only hard-headed approach will please. The best approach is to emphasize the realistic and specific in the context of an idealistic end.

o. Adolescents are likely to be plagued by feelings of guilt, worry and anxiety because of discrepancies between predominant cultural values, the values of the home, school, church and peer group and their own behavior. The home has certain expectations about such matters as grades in school, deportment, social behavior, etc., which may not jibe with the youth's capabilities or desires. Unable to measure up to standards, the adolescent frequently develops feelings of guilt and secretiveness. Very common is the case of the young person whose home prohibits certain kinds of behavior demanded by the peer group.

p. Initial sex experiences and receiving sex information heavily laden with myth and misconception may result in traumatic experiences that have far-reaching effects. It is very likely that many problems in later sex life and marital adjustment stem from this period. Since sex role perception is closely allied to the self-concept, distorted notions may have a pervasive effect upon behavior.

q. The peer group reaches its peak of development and strength during the adolescent years and peer leaders exert a tremendous influence upon attitudes and behavior of members. Frequently the

group's strength is such that an adolescent will engage in behavior absolutely contrary to values and norms acquired over his lifetime up to that point.

r. Adolescence is a time when habits of health may undergo a rapid change. Nutrition, proper rest, etc., may be perceived as parental controls, and the adolescent, striving for independence, may try to break these habits to his own detriment. Increased metabolism and changing taste and fads all lend complexity to the problem of adolescent nutrition.

s. Family problems and conflicts are common and frequent.

3. HISTORICAL CHANGES IN ADOLESCENT STATUS

Table 6: The general change trends in the status of adolescents in our culture.

FROM	TO
A short pubertal period between childhood and adulthood (primitive cultures)	An ever-increasingly longer period (four to seven or eight years) of preparation for the assumption of adult responsibility
The experiencing of rigid rites and ceremonials as tests of readiness for adult status (primitive cultures)	Relatively little emphasis upon such procedures, except for religlous observances (confirmation) during early adolescence and some social recognition ("coming out" parties) for girls at the end of the adolescent period
Early marriages and the raising of families for the benefit of the societal group	No restriction upon age at marriage or size of family. Increase in alternatives to marriage.
Mating controlled by parental authority	Individual freedom of mate selection
Specialized training of upper-class boys for war or political leadership (Greek culture)	Many-sided education as preparation to engage in one or another occupational or citizenship activity
Little, if any, education for girls beyond some training in homemaking (Athenian and Roman culture)	Increasing trend toward equalization of educational opportunities for the two sexes
Great emphasis upon superiority in physical strength and endurance	Concern about the mental as well as the physical health of young people, and decreasing emphasis upon me~e physical strength and endurance
Educational advantages available to a relatively small number of young people	Educational advantages available to all

Schooling, for the most part, the responsibility of parents, religious institutions, or national organizations, usually on a fee basis, especially for adolescents and young adults	Non-tuition, citizen-supported education available for all from the preschool level through adolescence and, in some communities, through the graduate-college or university level
No recognition of individual differences among children except in physical structurc and constitution	A recognition and acceptance of the fact that young people are different as well as alike, physically, mentally and emotionally
Almost complete disregard and nonunderstanding of young people's developing interests, aptitudes and needs	Increasing interest in, and study of, the developmental pattern of the needs, wants, interests, and aptitudes of maturing children and adolescents
Emphasis upon the submission of young people to the authority and will of parents and other elders	Encouragegent of individual freedom of behavior from early childhood through adolescence within the framework of the general welfare of a democratic society

Source: Crow and Crow, 1965, p. 28

4. GOALS OF THE ADOLESCENT PERIOD

Table 7: The general direction of change during the adolescent period.

FROM	TO
A. General Emotional Maturity	
1. Destructive expressions of emotion 2. Subjective interpretation of situations 3. Childish fears and motives 4. Habits of escaping from conflicts	1. Harmless or constructlve expressions 2. Objective interpretatlons of situations 3. Adult stimuli to emotions 4. Habits of facing and solving conflicts
B. Establishment of Heterosexual Interests	
1. Exclusive interest in members of same sex 2. Experience with many possible mates 3. Acute awareness of sexual development	1. Normal interest in members of opposite sex 2. Selection of one mate 3. Casual acceptance of sexual maturity
C. General Social Maturity	
1. Feelings of uncertainty of acceptance by peers 2. Social awkwardness 3. Social intolerance 4. Slavish imitation of peers	1. Feelings of secure acceptance by peers 2. Social poise 3. Social tolerance 4. Freedom from slavish imitation
D. Emancipation from Home Control	
1. Close parental control 2. Reliance upon parents for security 3. Identification with parents as models	1. Self-control 2. Reliance upon self for security 3. Attitude toward parents as friends
E. Intellectual Maturity	

1. Blind acceptance of truth on the basis of authority 2. Desire for facts 3. Many temporary interests	1. Demand for evidence before acceptance 2. Desire for explanations of facts 3. Few, stable interests
F. Selection of an Occupation	
1. Interest in glamorous occupations 2. Interest in many occupations 3. Gverestimation or underestimation of one's own abilities 4. Irrelevance of interests and abilities	1. Interest in practicable occupations 2. Interest in one occupation 3. Reasonably accurate estimate of one's own abilities 4. Reconciliation of interests and abilities
G. Uses of Leisure	
1. Interest in vigorous, unorganized games 2. Interest in individual prowess 3. Participation in games 4. Interest in many hobbies 5. Membership in many clubs	1. Interest in team games and intellectual contests 2. Interest in success of team 3. Spectator interest in games 4. Interest in one or two hobbies 5. Membership in few clubs
H. Philosophy of Life	
1. Indifference toward general principles 2. Behavior dependent upon specific, learned habits 3. Be~avior based upon gaining pleasure and avoiding pain	1. Interest in, and understanding of, general principles 2. Behavior guided by moral principles 3. Behavior based upon conscience and duty
I. Identification of Selt	
1. Little or no perception of self 2. Little idea of other people's perception of self 3. Identification of self with impossible goals	1. Moderately accurate perception of self 2. Good idea of other people's perception of self 3. Identification of self with possible goals

Source: Cole andHall, 1964, pp. 6-7

5. OPINIONS OF ADOLESCENTS REGARDING ADOLESCENCE AND THEIR RIGHTS AND RESPONSIBILITIES

Two older studies (which thus must be interpreted with caution) assess the attitudes and opinions which adolescents hold concerning the time of life through which they are going. In an attempt to discover young people's reactions to the growing-up process Strang (1957) conducted a study where 1500 junior and senior high school students were invited to write compositions on "How It Feels to be Growing Up." The young people involved in the study came from various environments: urban, suburban, semi-rural, rural; public, private, and parochial schools; lower-, middle-,and upper-socioeconomic levels. The majority represented urban and rural areas, and middle- and lower-socioeconomic groups. The dominant feelings about growing up are presented in Table 8.

A study of Table 8 reveals that four of the first five categories about which more than 20 per cent of the adolescents were concerned are in the area of their relationships with other people; boy-girl, social, marriage and family, and feeling of independence. Concern about vocation and the future, although somewhat personal, may be associated with desire for effective family life and social

recognition. Strang found the emotional tone of the compositions ranging from "delight to despair". (Crow and Crow, 1965, p. 64-65)

No doubt a contemporary survey of rights and responsibilities would be very different and onsiderably more radical (see for instance: Divoky, 1969a; Forer, 1970; Gadlin and Garskof, 1970; Goodman,M., 1970; Gross and Gross, 1969; Gross and Osterman, 1971; Hoffman, A., 1971; Reich, 1970; Repo, 1970; Sabine, 1971; Strouse, 1970.)

Table 8: Attitudes of Adolescents Toward Growing Up

RANK	CATEGORY	PER CENT
	Relations with others Ranks 1-5.	
1	Concern with boy-girl relationships	33.4
2	Feeling of increasing independence and self-direction	27.6
3	Concern about vocation or the future	26.4
4	Concern with social relationships	25.6
5	Concern with marriage and raising a family	23.1
6	Awareness of increased responsibility	19.9
7	Feelings about religion or morality	17.6
8	Concern about school success or grades	17.5
9	Problems of sibling relationships	14.9
10	Dissatisfaction with school experiences	12.9
11	Interest in sports	12.3
12	Concern with larger social problems (national, international)	10.5
13	Concern with clothes or appearance	10.3
14	Feel "good," it is "fun", it is "nice" time of life	9.4
15	Feeling of frustration that independence is not recognized	8.4
16.5	Viewpoint that adults do not "understand" adolescents	6.1
16.5	Problems about money	6.1
18	Suggestion of reluctance to lose dependence	4.4
19	Awareness of increasing acceptance in the adult world	4.1
20	Concern with military service	3.6

Source: Strang, 1957, p. 138

Table 9 summarizes the results of a study of the opinions of college students as to teen-ager's rights and responsibilities (Crow, 1958):

Table 9 Teen-ager's Rights and Responsibilities (Based on opinion of college students)

Relationships In Family	
1. To have status as a respected member of the family	1. To accept parental guidance and discipline, especially concerning dating, friendships and recreational activities
2 To be loved and cared for	2. To display respect, gratitude and consideration for parents
3. To participate in over-all family discussions dealing with everyday life	3. To understand the economic limits to which the parents can afford to meet one's money for "extras"
4. To express one's opinions freely and be listened to with interest	4 If financial assistance is needed, to help by taking an after school job
5. To voice a point of view concerning one's future career, education, goals, etc.	5. To perform household chores: keeping one's room clean, washing dishes, marketing, etc.
6. To have freedom within reason to select one's friends, invite them to the home, and engage in social activities out-side the home	6. To care for one's own belongings and for grooming and clothing needs
7. To receive correct information concerning matters dealing with sex	7. To respect the personal belongings of others in the family
8. To have equality of treatment with other siblings	8. To be loyal to one's family
9. To be permitted to arrange and decorate one's room as one pleases	9. To visit relatives with parents
10. To be accorded the right to have personal property respected and to have privacy of all, telephone, conversations, etc.	10. To protect one's own health and the health of the family
11. To receive an appropriate allowance, if not working	11. To take care of younger siblings, as needed
12. To be given increasing independence and responsibility with increasing maturity	12. To keep parents informed of one's activities
	13. To cooperate with all members of the family

In School Relationships	
1. To be provided with proper facilities to gain an education	1. To cooperate with teachers and schoolmates
2. Not to be compared unfavorably with classmates	2. To attend school regularly
3. To have curricular offerings and teaching methods suited to one's ability level	3. To obey school rules and regulations
4. To receive teacher recognition of successful study achievement	4. To appreciate and utilize the right to a free, public education
5. To have reasonable freedom in choice of subjects to be studied	5. To take an active part in school affairs
6. To receive help in vocational selection and planning	6. To respect school property
7. To have freedom in the expression of one's opinion in class	7 To uphold school standards; honesty in examinations, attention in class, etc.
8. To have the opportunity to join clubs or to participate in extracurricular activities in terms of one's interests	8. To accept deserved disapproval of one's work or conduct
9 To ask pertinent questions in class	9. To respect the rights of other students
10. To receive expert counseling when it is needed	10. To meet school obligations by completion of homework, proper grooming and dress, etc.

In Social Relationships	
1. To join groups of one's own choice	1. To conform with desirable group standards but maintain proper individuality
2. To have status in a group	2. To be a good sport
3. Not to be discriminated against because of creed or race or nationality	3. To share in group activities
4. To choose one's hobbies and other activities, such as sports, dancing, etc.	4. To trust parental guidance of one's social activities
5. To be accepted for one's self rather than for another's worth	5. To abide by all safety and sanitary codes of the community
6. To lead or to follow, depending on one's ability and interest, and the situation	6. To manifest no superiority or prejudiced attitude
7. To develop a normal interest in the members of the opposite sex	7. To avoid influences and situations which might lead to trouble, such as gang war, vandalism, loitering late at night.
8. To exact loyalty and justice from group members	8. To respect the opposite sex (for boys especially)
9. To have such prestige as one merits	9. To be careful of one's language
10. To be permitted sufficient time each week for constructive and relaxing activities	10. To be loyal to friends

Source: Crow, 1958, pp. 370-371.

Rather than cover the aspects of adolescent development proposed in the next eight sections, the report will only outline them and then go on to the problems which adolescents have (Part III). The description of adolescent development in the areas of Social Behavior, Heterosexual Relations, School and education, Family Relationships, Emotionality, Physical changes, Recreational interests and activities and moral development can be obtained from standard books on the psychology of adolescence. A possible outline (abstracted from parts of Hurlock, 1967) is contained on the next few pages. This represents a rather standard treatment of the topics as presented in text books. One of the problems of text books in this area involves the fact that while in general the broad topic areas continue to be relevant, the manner in which these topics are discussed tend to be out of date before the book is written. Thus, taking any given classification of topics and comparing 18-year-olds, for example, in 1966 and 1971 (see Chickering, 1971) one will be struck with the great differences over this five year period. Rapidity of change has always been characteristic of adolescents but, in line with the general trends described by Toffler's Future Shock (Toffler, 1970) the change is occurring at an accelerating rate making any attempt to obtain a fix on the characteristics of adolescents extremely difficult. Another complication is that the characteristics of adolescents during 1966 are now characteristics of pre-adolescents in 1971, i.e., adolescence is occurring at earlier ages than before.

C. GENERAL SOCIAL BEHAVIOR

1. Types of adolescent social groupings (see: Hurlock, 1967, p. 122-130)
    a. Chums
    b. Cliques
        (1) Clique formation
        (2) Activities of cliques
        (3) Cliques of out-of-school adolescents
        (4) Influence of cliques on adolescent's behavior
    c. Crowds
        (1) Crowd activities
        (2) Advantages of crowds
        (3) Disadvantages of crowds
    d. Formally organized groups
        (1) Advantages of formal groups
        (2) Disadvantages of formal groups
    e. Gangs
2. Friends (see: Hurlock, 1967, p. 130-134)

    a. Choice of own friends
    b. Number of friends
    c. Friends of opposite sex
    d. Friends of same sex
    e. Treatment of friends
    f. Stability of friendships
3. Leaders (see : Hurlock, 1967, p. 135)
4. Social attitudes and behaviors (see: Hurlock, 1967, p. 135-151)
    a. Heterosexual activities
    b. Conformity to the group
    c. Self-assertiveness
    d. Resistance to adult authority
    e. Criticisms and attempts at reform
    f. Liberalism and radicalism
    g. Helping others
    h. Prejudice
    i. Social competence
5. Adolescent questions concerning social relations (see: Crow and Crow, 1965, p. 477-478)
6 . Social acceptance (see : Hurlock, 1967, p . 164-189)
    a. Meaning of social acceptance
    b. Degrees of acceptance
    c. Awareness of acceptance
    d. Aids to recognition of status
    e. Factors influencing social acceptance
    f. Effects of acceptance on attitudes and behavior
    g. Preponderance of the socially isolated
    h. Persistence of acceptability

i. Improving social acceptability
7. Leader/Follower Roles (see: Hurlock, 1967, p. l89-202)
    a. Status of leader
        (1) What is a leader?
        (2) How leaders are made
        (3) Distinguishing characteristics of leaders
        (4) Persistence of leadership
            (a) Factors favoring persistence
            (b) Factors militating against persistence
    b. Status and types of follower
    c. Effects of status on attitudes and behavior

D. HETEROSEXUAL RELATIONS

1. Meaning of Heterosexuality (see: Hurlock, 1967, p. 501-502; Crow and Crow, 1967, p.244-245)
    a. Stimuli to heterosexual interests
    b. Influence of age on sexual maturing
    c. Opportunities for development
2. Types of problems resulting from sexual maturity (see : Hurlock , 1967, p . 503 , 504)
    a. Boy-girl problems
    b. Social-sex problems
    c. Moral-sex problems
    d. Sex-role problems
    e. Problems of abnormal sexuality
3. Tasks in achieving heterosexuality (see: Hurlock, 1967 p. 504)
4. Knowledge about sex and sex roles (see: Hurlock, 1967, p . 505- 509)
    a. Areas of adolescent interest
    b. Sources of information
    c. Evaluation of sources
    d. Adolescents reaction to sex instruction
5. Attitudes toward sex (see: Hurlock, 1967,p.510-514)
    a. Conditions affecting attitudes
    b. Improvement in attitudes
    c. Effects of improved attitudes
    d. Importance of improved attitudes
6. Patterns of heterosexual behavior (see: Hurlock, 1967, pp. 515-544)
    a. Crushes and hero worship
    b. "Puppy love"
    c. Dating
    d. Going steady
    e. Pinning and engagement
    f. Adolescent marriages
    g. Pre-marital relations
    h. Mixed group arrangements
7. Establishing values in mate selection (see: Hurlock, 1967, p. 545-551)
    a. Obstacles to wise mate selection

b. How values are established

c. Characteristics with high value

d. Characteristics with low value

e. Evaluation of sex values

8. Learning to express love (see: Hurlock, 1967, p. 552-560)

    a. Essentials in demonstration of affection

    b. Common forms of expression of affection

9. Learning to play approved sex roles (see: Hurlock, 1967, p. 561-570)

    a. Uncertainty about approved adult roles

    b. Stereotypes of adult sex roles

    c. Acceptance of stereotypes of sex roles

    d. Concepts of equalitarian roles

    e. Effects of sex role concepts

    f. Effects of role conflicts

10. Success in making transition to heterosexuality (see: Hurlock, 1967, p. 571-578)

    a. Unsatisfactory adjustments

    b. Satisfactory adjustments

E. SCHOOL AND EDUCATION

1. Areas of interest and aims in education (see: Hurlock, 1967, p. 332, 337)

    a. Academic subjects

    b. Grades

    c. Academic rewards

    d. Autonomy

    e. Extracurricular activities

2. Factors influencing students' attitudes (see: Hurlock, 1967, p. 337-342)

    a. Cultural values

    b. Social class values

    c. Parental attitudes

    d. Peer group attitudes

    e. Sex roles

    f. Vocational plans

    g. Social and academic success

    h. Attitude toward teachers

    i. Teaching techniques

3. Effects of attitudes on performance (see: Hurlock, 1967, p. 342)

4. Satisfactions with education (see: Hurlock, 1967, p. 342-344)

5. Dissatisfactions with education (see: Hurlock, 1967, p. 344-350)

    a. Criticism and attempts to reform

    b. Misbehavior

    c. Under achievement

    d. Over achievement

    e. Dropouts

6. Seriousness of dissatisfaction with education (see: Hurlock, 1967, p. 350-351)

F. FAMILY RELATIONSHIPS

1. Patterns of family relationships (see: Hurlock, 1967, p. 589)
2. Effects of family friction on home climate (see: Hurlock. 1967, p . 584 - 590)
3. Overt expressions of friction (see: Hurlock, 1967, p . 590- 593)
      a. Effects of overt expressions
      b. Effects of nagging
      c. Effects of non expression
4. Conditions affecting the home climate (see: Hurlock, 1967, p. 593-629)
      a. Understanding of others
      b. Independence
      c. Conflict of values
      d. Parental age
      e. Togetherness
      f. Parental control
            (1) Authoritarian control
            (2) Democratic control
            (3) Permissiveness
            (4) Inconsistent control
      g. Marital relationships
      h. Broken homes
      i. Family size
      j. Composition of family
      k. Invasion by outsiders
            (1) Boarders or paying guests
            (2) Servants
            (3) Guests
            (4) Relatives
            (5) Grandparents
      l. Socioeconomic status
      m. Parental occupations
      n. Parental aspirations
      o. Concepts of family roles
      p. Favoritism
5. Effects of home climate on the adolescent (see: Hurlock, 1967, p. 629-633)
      a. Personal adjustment
      b. Social adjustment
      c. Maturity of behavior
      d. Work attitudes
      e. Dating
      f. Marriage
      g. Happiness

G. EMOTIONALITY

1. Evidence and expressions of heightened emotionality (see: Hurlock, 1967, p.77-79)
> a. Specific nervous habits
> b. General nervous tension
> c. Marked mood swings
> d. Predisposition to emotional outbursts
> e. Quarrelsomeness
> f; Finicky appetites
> g. Escape mechanisms
> h. Moodiness

2. Causes of heightened emotionality (see: Hurlock, 1967, p. 80-82)
> a. Physical condition
> b Adjustment to new environments
> c Situations in which the individual feels inadequate
> d. Social expectations of more mature behavior
> e. Social adjustments to the other sex
> f. School failure
> g. Vocational problems
> h. Religious doubts
> i. Unfavorable family relationships
> j. Obstacles that prevent the adolescent from doing what he desires

3. Common emotional patterns in adolescence (see: Hurlock, 1967, p. 82-99)
> a. Fear
> b. Worry
> c. Anxiety
> d. Anger
> e. Annoyances
> f. Frustrations
> g. Jealousy
> h. Envy
> i. Curiosity
> j. Happiness
> k. Affection

4. Effects of the emotions (see: Hurlock, 1967, p. 99-101)

5. Emotional control (see: Hurlock, 1967, p. 101- 105)
> a. Wholesome versus unwholesome control
> b. Influence of social expectations
> c. Effects of control
> d. Achieving wholesome control

6. Emotional catharsis (see: Hurlock, 1967, p. l05- 110)
> a. Physical aspects of catharsis
> b. Mental aspects of catharsis
> c. Success of catharsis

H. PHYSICAL CHANGES

1. Early recognition of puberty (see: Hurlock, 1967, p. 34)
2. Age of puberty (see: Hurlock, 1967, p.34-38)
    a. Criteria of sexual maturity
    b. Stages in puberty development
    c. Variations in the ages of maturing
    d. Effect on body development
3. Time need for maturing (see: Hurlock, 1967, p. 38-39)
    a. Variations in rate
    b. Effect on development
4. Causes of puberty changes (see: Hurlock;, 1967, p. 39-40)
    a. Role of the pituitary
    b. Role of the gonads
    c. Interaction of gonads and pituitary
    d. Abnormal functioning
5. Physical transformations at puberty (see: Hurlock, 1967, p. 40-52)
    a. Growth in body size
        (1) Height
        (2) Weight
    b. Changes in body proportions
        (1) Changes in body exterior
        (2) Changes in body interior
    c. Development of primary sex characteristics
        (1) Male sex organs
        (2) Female sex organs
    d. Development of secondary sex characteristics
        (1) Pattern of development
        (2) Secondary sex characteristics of girls
        (3) Secondary sex characteristics of boys
6. Psychological significance of body transformation (see: Hurlock, 1967, p. 53-62)
    a. Causes of psychological effects
        (1) Rapidity of change
        (2) Lack of preparation
        (3) Childhood ideal
        (4) Social expectancy
        (5) Stereotypes
        (6) Social insecurity
    b. Areas of effect
        (1) Sources of concern
            (a) Sex organ changes
            (b) Secondary sex characteristics
            (c) The menarche
            (d) Menstruation
            (e) Nocturnal emissions
            (f) Skin disturbances
            (g) Body build

(h) Physical! defects
(i) Fat
(j) Health
(k) Uneven growth
(l) Sex difference in development
(2) Effects on behavior
(3) Common behavior patterns
(a) Shyness
(b) Preoccupation with sex
(c) Awkwardness
(d) Restlessness
(e) Pride in achievement
(f) Eating
7. Effects of deviant development (see: Hurlock, 1967, p. 63-66)
a. Differential effects
(1) Effect on boys
(2) Effect on girls
b. Longer Effects

I. RECREATIONAL INTERESTS AND ACTIVITIES

1. Importance and benefits of recreations: (see: Hurlock, 1967, p. 216-217)
a. Physical health
b. Mental Health
c. Improvement of social status
d. Foundations for adult life
2. Changes in recreational activities (see: Hurlock, 1967, 217-218)
a. Changes in time spent in recreation
b. Changes in number of recreational activities
c. Changes in companions
d. Changes in energy expenditure in recreation
e. Change from informal to formal activities
3. Factors influencing adolescent recreations (see: Hurlock, 1967, p. 218-221)
a. Personal interests
b. Opportunities
c. Physical development
d. Intelligence
e. Sex
f. Environment
g. Socioeconomic status
h. Peer interests
i. Prestige of recreations
j. Popularity
4. Common recreations of adolescence (see: Hurlock, 1967, p. 221-242)
a. Conversations
b. Loafing
c. Parties
d. Dancing

e. Games and sports
f. Hobbies
g. Exploring and traveling
h. Daydreaming
i. Reading
j. Movies
k. Radio
1. Television
5. Do recreations meet the adolescents needs? (see: Hurlock, 1967, p. 243-244)

J. MORAL DEVELOPMENT

1. Meaning of morality (see: Hurlock, 1967, 427-432)
    a. Difficulties in making transition to adult morality
    b. Causes of difficulties
    c. Effects of difficulties
    d. Variations in making transition
2. Learning of morality (see: Hurlock, 1967, p 432-433)
3. Role of conscience in morality (see: Hurlock, 1967, pp. 434-436
    a. Conscience building
    b. Types of conscience
    c. Variations in influence of conscience
4. Changes in moral concepts (see: Hurlock, 1967, p. 436-441)
    a. Time of change
    b. Types of change
    c. Specific moral concepts
5. Building morality through discipline (see: Hurlock, 1967, pp. 441-444)
    a. Education in moral concepts
    b. Reward for socially approved behavior
    c. Punishment for intentional wrongdoing
    d. Consistency in social expectations
6. Need for discipline (see: Hurlock., 1967, pp. 444-445)
7. Methods of control(see: Hurlock, 1967, pp. 445-447)
    a. Authoritarian control
    b. Democratic control
    c. Permissive control
    d. Variations in choice of method
8. Evaluation of methods of control (see: Hurlock, 1967, pp. 447-451)
    a. Authoritarian control
    b. Permissive control
    c. Democratic control
    d. Evaluation of punishment
    e. Evaluation of reward
    f. Evaluation of consistence
    g. Long term affects of control

III. SURVEY OF THE PROBLEMS AND CONCERNS OF ADOLESCENTS

A. GENERAL OVERVIEW OF THE PROBLEMS OF ADOLESCENTS

Since Section III deals exclusively with the problematic areas of adolescence it must be pointed out that adolescence is NOT one big black sticky mass of problems, worries, frustrations, troubles, woes, fears, and emotional upsets; if it were no one would want to survive it. However, it is easier to defend the view that this period is more fraught with problems than others due to two basic factors: one, the accelerated internal changes, physical and psychological, which disrupt the normal point of stable individual judgment and two, the heightened awareness of the social environment. These two factors interact in a multiplicative fashion resulting in greater psychosocial upset when there is social ferment; as stated earlier, adolescents present a magnified version of general social confusion.

Another caution which needs to be stated explicitly is that when using a phrase such as "the problems of adolescents" the danger of treating individuals as identical with the same type of problems must be guarded against. There is great variation among adolescents, possibly more so than other age groups. Thus, any problems and skills identified apply to some segment of the group of adolescents but not all. There may be some aspects of life which are problematic to all adolescents but in varying degrees. Thus, the importance of individual differences must be kept in mind at all times so that any statement in this paper describing adolescents as a group actually has several qualifiers attached to it.

Throughout this paper the point has been emphasized that many problems of adolescence arise from, or are aggravated by, the problems of the society in which they live. Thus, the solutions are not found within individuals but involve general social reforms and changes. However, the Life Skills Course uses a skill training and problem solving model with an individual focus and this limitation must be kept in mind. For instance, when dealing with genera] adult hostility towards that horror or horrors "Unauthorized Hair" most of the problem lies in adult guilt, jealousy, insecurity, suspicion, frustration, etc. and to "treat" or "train" adolescents will not "solve the problem.". The course can address the problem and adolescents can examine their own feelings and behaviors but, as with the Blacks (Racism) and Women (Sexism), Youth have "Youngism" to cope with.

There is very little that the Life Skills Course can do directly or immediately about the lack of a sane, safe, coherent, mature, rational, good, just, meaningful society. It can address the individual skills usable in coping with this lack and possibly reduce personal upset over these lacks by providing more competence to deal with the problems. Maybe, in the long run, people will gain the ability and desire, as a result of a successful outcome from the course, to fill the vacuums in society. The course should not attempt to make adolescents happy with the present state of affairs. If adolescents see this as a goal of the course, they will effectively undermine it, and rightfully so. It is hoped, however, that they will be personally less upset and able to use less self-defeating means of coping with life's problems as a result of increased competence.

B. A REVIEW OF STUDIES (up to ~ 1970) OF THE PROBLEMS OF ADOLESCENTS

The studies reviewed here of what adolescents consider problematic are rather old (dated) and must be interpreted with caution. Since adolescence is arriving earlier each year, due to the general tendency for puberty and the growth spurt to arrive earlier and to the increased exposure to the world through the engrossing mass media, many of the findings on adolescents done at the time of these studies are more appropriate to pre- or early adolescence, now, or to contemporary adolescents who have not been exposed to the tendencies of post-industrial society.

1. HISTORICAL STUDY OF SEX AND AGE DIFFERENCES IN LIFE PR0BLEMS OF ADOLESCENTS

Kaczkowski (1962) replicated the studies of Symonds (1936) and Harris, (1959). The surveys consisted of ranking 15 issues considered problems by adolescents in order of importance to the individual. 600 students, 75 from each sex for grades 9 to 12, were administered the survey in their classes in a rural high school in Wisconsin. The average ranks were computed for each group and sub-group involved in the comparisons. The major results are presented in Tables 10 and 11. Table 10 shows the historical trends broken down by sex. Comparing historical change trends, mainly 1957 with 1961, both boys and girls show an increased concern with Health, Love and marriage, and a decreased concern with Civic interest, no change-low concern with Safety, Recreation and Getting along with other people, no change-high concern with Money, Study Habits and Personal and moral qualities. Sex differences appear on the other trends: boys show increased concern with Mental hygiene and Home and family relationships and a decreased concern with Manners, Daily schedule and Philosophy of life and no change -- medium concern with Personal attractiveness. Girls show decreased concern with Personal attractiveness, no change-high concern with Mental Hygiene, no change-medium concern with Home and family relationships and Philosophy of life, and no change-low concern with Manners and Daily schedule.

Table 11 shows the ranks for the 1961 sample broken according to grade within sex. The grade trends are in general as follows. Health seems to be of great concern for both 10th grade boys and girls and is moderate for other grades. Love and marriage remain of moderately high concern for girls but increases for boys from grade 9 to 12. Safety is of low concern for girls throughout but, for boys, starts out moderately high and then drops towards the bottom in grade 11. Money remains of great concern for both sexes and all grades. Mental hygiene, Study habits, and Personal attractiveness are variable but remain of moderate concern for both sexes and all grades. Daily schedule, Recreation and Civic interest remain of little concern for both sexes and all grades. Personal and moral qualities are of moderate concern for all ages but boys tend to decrease concern in grade 12. For both sexes Home and family relationships are of little concern in 9th grade, increase to high or moderate for the 10th and 11th grades and stay moderate for boys but drop for girls in the 12th grade. Manners start out at moderate concern for both sexes and then drop. Concern about Getting along with other people tends to decrease for girls and increase for boys although it is never more than of moderate concern for either sex. Philosophy of life tends to be of low to moderate concern for boys and girls in grades 9 to 11 but increases dramatically for both in grade 12.

Table 10a: Ranks Accorded Issues Considered as Problems by High School Boys and girls in 1935, 1957 and 1961

Issue	Girls			Boys		
	1935 rank	1957 rank	1961 rank	1935 rank	1957 rank	1961 rank
Health	2	12	5.5	2	12.5	1
Love, marriage	15	13.5	7.5	15	10	5.5
Safety	8.5	13.5	11	12	14.5	15
Money	1	2	1	3	2	2
Mental hygiene	13	8	3.5	9.5	3.5	3
Study habits	3	1	2	6	1	4
Recreation	8.5	15	14	11	14.5	13
Personal & moral qualities	4	3	3.5	4	5	5.5
Home & family relationships	7	10	5.5	9.5	6	7
Manners	11.5	5	13	6	11	10
Personal attractiveness	6	6	9	1	3.5	13
Daily schedule	14	9	15	14	12.5	13
Civic interest	11.5	7	10	13	9	11
Getting along with other people	10	11	12	8	8	9
Philosophy of life	5	4	7.5	6	7	8

Source: Kaczkowski, 1962

Table 10b: Combined (boys & girls) Ranks of Issues Considered as Problems: 1935, 1957, 1961 and 1969

Issue	Combined Ranks for Year:			
	1935	1957	1961*	1969
Health	2	**12.5**	3	**9**
Love, marriage	15	**12.5**	**7**	8
Safety	12	14	13	10
Money	1	2	1	1
Mental hygiene	**11**	**5.5**	3	3
Study habits	4	1	3	2
Recreation	**10**	**15**	14	15
Personal & moral qualities	5	3	5	4
Home & family relationships	8.5	7	6	6
Manners and courtesy	7	**8**	**12**	14
Personal attractiveness	3	**4**	**11**	7
Daily schedule	14	11	15	13
Civic interest	**13**	**9**	10	12
Getting along with other people	8.5	10	9	11
Philosophy of life	6	5.5	8	5

Source: Lowry, W.H. and Reilley, R.R. (Nov., 1970) "Life problems and interests of adolescents" The Clearing House, pp. 164-168. * = estimated from Table 10a, Ranks for 1935, 1957 and 1969 from Lowry and Reilley. Bold ranks = trend changes

Table 11: Ranks accorded issues considered as problems by various grades of high school students in 1961

Issue	Girls Grades:				Boys Grades:			
	9	10	11	12	9	10	11	12
Health	5	2	12	7	8	3	9	5.5
Love, marriage	4	8	4.5	6	15	12	2.5	7
Safety	13	13	15	15	4	5.5	14	13
Money	2	3	2	1	3	5.5	1	1
Mental hygiene	1	9	1	5	9	1	4	3
Study habits	7	10	4.5	2	1	4	2.5	4
Recreation	14.5	12	13.5	13	12	7	13	15
Personal & moral qualities	6	4	7	4	2	8	5	10.5
Home & family relationships	11	1	6	11.5	14	2	6	5.5
Manners	8	11	10	14	5	9	12	14
Personal attractiveness	3	6	3	8	6.5	13	7	8
Daily schedule	14.5	15	13.5	9	11	15	15	10.5
Civic interest	12	14	11	10	6.5	11	10	12
Getting along with other people	9	5	8	11.5	13	14	8	9
Philosophy of life	10	7	9	3	10	10	11	2

Source: Kaczkowski, 1962

2. WORRIES OF HIGH SCHOOL STUDENTS

Table 12 summarizes the results of an investigation by Crow and Crow (1965) where 658 fifteen- and sixteen-year-old high school students were given an opportunity to list their worries during the teen years in the ten areas of School life, Home life, Boy-Girl relationships, Friends, Recreation, Vocational choice, Religion, Health and Money. The worries in the areas of Recreation and Money were absorbed into the areas of Boy-Girl relationships and Friends. There are striking similarities between the sexes in most of the areas.

3. PROBLEMS OF ADOLESCENT GIRLS

Hemming (1960) based his study of the problems of adolescent girls on the contents of letters submitted by 3,259 girls to a weekly British periodical for two years, 1953 to 1955. Since some of the letters included more than one "worry" the total number of problems classified was 3,738. These were reported by girls over the age of 10 years. The four main categories of Peers, Home, School and Personal were classified into the 22 subcategories listed in Table 13. Because of the nature of the magazine vocational problems, except as related to parent-child conflicts, are not included.

4. DISTURBING PARENTAL BEHAVIOR ~ DIFFICULTY IN DISCUSSING PROBLEMS WITH PARENTS

Crow and Crow (1965) asked more than 4,000 adolescent boys and girls to state briefly the parental attitudes and actions that seemed to them to be disturbing factors in their relationships with their parents. The items listed in Table 14 are the ones of major importance, listed from most to least serious.

Table 15 lists some of the problems young adolescents find easy or difficult to discuss with their opposite sex parents. (Dubbe, 1965) Problems decrease in seriousness for adolescents when they feel free to discuss them with others, but many are unwilling to discuss their problems with parents or other adults. They fear, rightfully, that their problems will not be understood or that in discussing them they will reveal their inability to meet their own problems, or lose their independence if they seek help from others. The more serious the problem the less willing the adolescent is to seek help in solving it, precisely the opposite of what is needed. In order to help their children with their problems, parents need to keep the communication channels open and in order to do this they must change their usual behavior. Ginott (1965, 1969) and T. Gordon (1970) address the problems of communication between parents and their children and find that most parental communication styles and contents tend to effectively close the channels of communication and thus most parents need "Parent Effectiveness Training" (Gordon, 1970).

Table 16 lists the 12 typical responses parents make to communications from their children and how each of them is bad and shut off communication in varying degrees. After reading this list one might ask what can one say or do? What are the alternatives to the "Typical Twelve"? Both Ginott (1965,1969) and T. Gordon (1970) have made suggestions for parents on "how to talk with your kids". Gordon has developed a program to train parents to be effective and has the most explicit solution worked out. He calls his alternative "Active Listening". Active Listening (and to a lesser extent "Passive Listening") helps keep the communication channels open. In active listening the receiver is active in the process as well as the sender in that he tries to understand the sender's feelings or what the message means emotionally. Then he puts his understanding into his own words and feeds it back for the sender's verification. The receiver does not send a message of his own --e.g. the "typical twelve" -- but only feeds back what he feels the sender's message meant emotionally; nothing more and nothing less. Gordon says that, if used as trained or described, active listening: fosters helpful catharsis, helps children become less afraid of negative feelings, promotes a relationship of warmth between parent and child, facilitates problem-solving by the child, influences the child to be more willing to listen to the parents' thoughts and ideas, and keeps the initiative with the child. (T. Gordon, 1970, p. 50,53, 57-58)

5. ADOLESCENT CONCERNS ABOUT FAMILY LIFE

D. Brown (1959) attempted to discover adolescents' problems of family living by using the 1,213 questions anonymously submitted to him by ninth-, eleventh- and twelfth-grade high school students over a ten year period. The results are presented in Table 17. Two general trends of interest are one, the small percentage (about 10 per cent) of problems dealing with existing family relations and, two, the differences between the ninth-grade and upper-class percentages. The ninth-grade concerns are mostly concentrated into two categories (Interpersonal relationships and Dating

problems) whereas the concerns of the upper classman are spread out more evenly over the 10 categories.

Table 12: Adolescent worries in various life areas listed by l5 & 16 year old high school students

LIFE AREA	MALE WORRIES (N = 306)	FEMALE WORRIES (N = 352)
School Life	Homework Getting along with teachers Tests Marks Failure Reciting in class Grade for parents' sake College entrance Being accepted	Homework Getting along with teachers Tests Marks Failure Reciting in class Parents' attitude towards grade Being accepted College entrance
Home life	Arguments with sister or brother Arguments with parents Arguments between parents Strict parents Conflicts with parents Arguments about dating Treated Unjustly	Younger brothers get what they want Parental domination Parents object to going steady Conflicts with parents Fear of mother Conflicts on values Augments in home
Boy-Girl Relationships	How to get a date Girls I like don't like me Girls cost too much How to be invited to parties Mother objects to going steady How to have a girl go steady Inability to dance Does girl love me? Girls of another religion How to forget girl who jilted me	How to meet new friends Boys I like don't like me How to be popular Boys are too demanding I would like to go steady Loss of boy friend Behavior of boy friend Sexual relations to maintain friendship Girls who try to steal boy friend How to get; over love for boy How to refuse a date tactfully
Friends	Are they true friends? Friends may not like me To be-worthy of good friends How to make friends To be popular	Are they true friends? Not to let friends down. To be popular How to be a leader in a group Feelings of inferiority
Vocational Choice	State of indecision How to get a job	State of indecision How to get into show business
Religion	Should I marry cut of my religion' Indecision Not attending religious services	Should I marry out of my religion? Doubts about religious values Fear parents will discover that I wish to change my religion

| Health | How to grow more
How to lose weight
Pimples
Disease | Thinness and smallness
Fear of losing good health
Disease
Illness tendencies |

Source: Crow & Crow, 1965, p. 145

Table 13: Proportions of problems in four major and twenty-two subcategories for adolescent girls

CATEGORY	PERCENTAGES	RANK ORDER
Peers	36.2	1
Friendship (girl-girl)	16.5	1
Friendship (girl-boy)	13.2	2
Crushes on older girls or adults	6.5	4
Home	21.7	3
Difficulties with both parents	4.7	8
Difficulties with mother	4.6	9
Difficulties with father	2.0	18
Difficulties with sister(s)	2.8	13
Difficulties with brother(s)	2.7	14
Difficulties with both siblings	0.3	22
Disagreement about bedtime	1.2	20
Other family problems	3.4	10.5
School	11.9	4
Difficulties with authority at school	2.9	12
Difficulties with particular subject at school	2.5	15
Anxiety about school failure	2.4	16
Difficult contemporaries at school	1.3	19
Problems of leadership...............	0.7	21
Miscellaneous school problems........	2.1	17
Personal	30.2	2
Anxieties about personal deportment.	9.8	3
Anxiety about physical characteristics	6.3	5
Fears (other than examination fears)	5.3	7
Problems of dress and appearance	3.4	10.5
Other personal difficulties	5.4	6
	100.0	

Source: Hemming, 1960, p. 34

Table 14: Parental behavior considered disturbing to adolescent girls and boys listed in order from most to least serious (N = 4000)

The items for girls indicate that parents:

1. Object to car riding with boys at night.
2. Scold if school marks are not so high as those of other students.
3. Insist that food be eaten even though disliked.
4. Insist that brothers and sisters be taken when they go out.
5. Insist that exact reports be made on money spent.
6. Hold up sisters or brothers as models.
7. Won't permit use of car.
8. Nag concerning personal manners and habits.
9. Insist on their approval of friends.
10. Object to car riding with boys during daytime.
11. Pester concerning boy friends.
12. Fuss at the way lipstick is used.
13. Worry about health.
14. Object to going to dances.
15. Insist on overprotection.
16. Won't permit free choice of subjects in school.
17. Refuse to extend the privilege of selecting own clothe
18. Won't give an adequate regular allowance.
19. Won't permit entertainment at home.
20. Insist upon criticizing what clothes are worn and how are worn.

The items for boys indicate that parents:

1. Won't let them use the car.
2. Insist that they eat foods which they dislike.
3. Scold if their school marks aren't so high as their friend's.
4. Insist that exact reports be made on money spent.
5. Pester them about table manners.
6. Hold their sister or brother up as a model.
7. Won't permit a free choice of vocation.
8. Object to dirty hands and fingernails.
9. Object to rowdy behavior with other boys.
10. Won't give an adequate regular allowance.
11. Tease them about their girl friends.
12. Demand that they take their sisters or brothers with th when they go out.
13. Brag about them to other persons.

Source: Crow & Crow, 1965, p. 375-37

Table 15: Problems young adolescents discuss with their opposite sex parents ranked from most to least difficult to discuss

SUBJECT AREA	Ranks		
	Boy-Mother Discussion	Difference.	Girl-Father Discussion
Sex	1	0	1
Petting	2	0	2
Late hours	3	2	5
Misbehavior	4	3	7
Courtship	4	1	3
Drinking	6	4	10
Marriage	7	3	4
Engagement	8	0	8
Smoking	9	4	13
Use of automobile	10	7	17
Health habits	11	5	6
Parents in projects	12	0	12
Friends of opposite sex	13	2	15
Friends of own sex	14	8	22
Beliefs	15	4	11
Privacy	16	10	16
Social behavior	17	5	19
Money of my own	18	3	21
Ailments*	19	9	9
Family finances	20	11	25
Clothing and its care	21	0	18
Care of property*	22	9	31
Eating habits	23	11	34
Fears	24	0	24
Failures or defeats	25	3	28
Entertaining friends*	26	12	14
My own education	27	2	29
Forms of entertainment	28	2	26
Car expenses	29	6	35
Division of work*	30	10	20
Food I eat	31	4	27
Political and civic issues	32	4	36
How to dress*	33	10	23
Relatives	34	4	30
Life work	35	3	32
Jobs, summer work	36	3	33

Source: Dubbe 1965 * = large sex difference

Table 16 A catalogue of effects of typical parent interactions with children (the "dirty dozen")

1. Ordering, Directing, Commanding: Telling children to do something, giving an order or a command.

    a. These messages tell a children that their feelings or needs are not important; they must comply with what the parent feels or needs. (" I don't care what you want to do; come into the house this minute.")

    b. They communicate unacceptance of children as they are at the moment. ("Stop fidgeting around.")

    c. They produce fear of the parent's power. The child hears a threat of getting hurt by someone bigger and stronger than they. ("Go to your room -- and if you don't, I'll see to it that you get there.")

    d. They make children feel resentful or angry, frequently causing them to express hostile feelings, throw a tantrum, fight back. resist, test the parent's will.

    e. They can communicate to the child that the parent does not trust the child's own judgment or competence. ("Don't touch that dish." "Stay away from your baby brother.")

2. Warning, Admonishing, Threatening: Telling children what consequence what consequence will occur if they do something.

    a. These messages can make children feel fearful and submissive. ("If you do that, you'll be sorry.")

    b. They can evoke resentment and hostility in the same way that ordering, directing, and commanding do. ("If you don't get to bed right away, you're going to get paddled.")

    c. They can communicate that the parent has no respect for the child's needs or wishes. ("If you don't stop playing that drum, I'm going to get cross.")

    d. Children sometimes respond to warnings or threats by saying, "I don't care what happens, I still feel this way."

    e. These messages also invite children to test the firmness of the parent's threat. Children sometimes are tempted to do something that they have been warned against, just to see for themselves if the consequences promised by the parent actually happen.

3. Exhorting, Moralizing, Preaching: Telling children what they should or ought to do.

    a. Such messages bring to bear on children the power of external authority duty or obligation. Children may respond to such "shoulds", "oughts", and "musts" by resisting and defending their posture even more strongly.

    b. They may make children feel the parent does not trust their judgment -- that they had better accept what "others" deem is right. ("You ought to do the right thing.")

    c. They may cause feelings of guilt in children -- that they are "bad". ("You shouldn't think that way.")

    d. They may make children feel the parent does not trust their ability to consider and evaluate others' plans or values. ("You should always respect your teachers.")

4. Advising, Giving Suggestions or Solutions: Telling children how to solve a problem, giving them advice or suggestions; providing answers or solutions for them.

    a. Such messages are often felt by children as evidence that the parent does not have confidence in the their judgment or ability to find their own solution.

b. They may influence children to become dependent on the parent and to stop thinking for themselves. ("What should I do, daddy?")

c. Sometimes children strongly resent parents' ideas or advice. ("Let me figure this out myself." "I don't want to be told what to do.")

d. Advice sometimes communicates your attitudes of superiority to children. ("Your mother and I know what's best") Children can also acquire a feeling of inferiority. ("Why didn't I think of that?" "You always know better what to do.")

e. Advice can make children feel their parent has not understood them at all. ("You wouldn't suggest that if you really knew how I felt.")

f. Advice sometimes results in children devoting all their time reacting to the parents' ideas to the exclusion of developing their own ideas.

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5. <u>Lecturing, Giving Logical Arguments</u>: Trying to influence children with facts, counter arguments, logic, information, or your own opinion.

a. The act of trying to teach another often makes the "student" feel you are making him look inferior, subordinate, inadequate. ("You always think you know everything.")

b. Logic and facts often make a child defensive and resentful. ("You think I don't know that?')

c. Children, like adults, seldom like to be shown they are wrong. Consequently, they defend their position to the bitter end. ("You're wrong, I'm right." "You can't convince me.")

d. Children generally hate parental lectures. ("They go on and on and I have to just sit there and listen.")

e. Children often resort to desperate methods of discounting parental facts. ("Well, you are just too old to know what's going on." "Your ideas are outmoded and old fashioned." "You're squarer.")

f. Often children already know very well the facts parents insist on teaching them, and resent the implication that they are uninformed. ("I know all of that--you don't need to tell me.")

g. Sometimes children choose to ignore facts. ("I don't care." "So what." "It won't happen to me.")

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6. <u>Judging, Criticizing, Disagreeing, Blaming</u>: Making a negative judgment or evaluation of the child.

a. These messages, probably more than any of the others, make children feel inadequate, inferior, stupid, unworthy, bad. A child's self-concept gets shaped by parental judgment and evaluation. As the parent judges the child, so will the child judge themseves. ("I heard so often that I was bad, I began to feel I must be bad.")

b. Negative criticism evokes counter-criticism. ("I've seen you do the same thing." "You're not so hot yourself.")

c. Evaluation strongly influences children to keep their feelings to themselves or to hide things from their parents. ("If I told them I'd just be criticized.")

d. Children, like adults, hate to be judged negatively. They respond with defensiveness, simply to protect their own self-image. Often they become angry and feel hatred toward the evaluating parent, even if the judgment is correct.

e. Frequent evaluation and criticism make some children feel that they are no good and that the parents do not love them.

7. <u>Praising, Agreeing</u>: Offering a positive evaluation or judgment, agreeing.

     a. Contrary to the common belief that praise is always beneficial to children it often has very negative effects. A positive evaluation that does not fit the child's self-image may evoke hostility: "I am not pretty, I'm ugly." "I hate my hair." "I did not play well, I was lousy."

     b. Children infer that if a parent judges positively, they can also judge negatively some other time. Also, the absence of praise in a family where praise is used frequently can be interpreted by the child as criticism. ("You didn't say anything nice about my hair so you must not like it.")

     c. Praise is often felt by the child as manipulative -- a subtle way of influencing the child to do what the parent wants. ("You're just saying that so I'll study harder.")

     d. Children sometimes infer that their parents don't understand them when they praise. ("You wouldn't say that if you knew how I really felt about myself.")

     e. Children are often embarrassed and uncomfortable when praise is given, especially in front of their friends. ("Oh, Daddy, that's not true'")

     f. Children who are praised a lot may grow to depend on it and even demand it. ("You didn't say anything about my cleaning up my room." "How do I look, mother?" "Wasn't I a good little boy?" "Isn't that a good drawing?"

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8. <u>Name-calling, Ridiculing, Shaming</u>: Making the child feel foolish, putting the child into a category, shaming them.

     a. Such messages can have a devastating effect on the self-image of a child. They can make a child feel unworthy, bad, unloved.

     b. The most frequent responses of children to such messages is to give one back to the parent. ("And you're a big nag." "Look who's calling me lazy.")

     c. When children gets such a message from a parent who is trying to influence them, they are much less likely to change by looking at themselves realistically. Instead, they can zero in on the parent's unfair message and excuse themselves. ("I do not look cheap with my eye shadow. That's ridiculous and unfair.")

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9. <u>Interpreting, Analyzing, Diagnosing:</u> Telling the child what his motives are or analyzing why they are doing or saying something; communicating that you have them figured out or have diagnosed.

     a. Such messages communicate to the child that the parent has them "figured out", knows what their motives are or why they are behaving the way they are. Such parental psychoanalyzing can be threatening and frustrating to the child.

     b. If the parent's analysis or interpretation happens to be accurate, the child may feel embarrassed at being so exposed. ("You're not having dates because you are too shy. "You are doing that just to get attention.")

     c. When the parent's analysis or interpretation is wrong, as it more often is, the child will become angry at being accused unjustly. ("I am not jealous --that's ridiculous.")

     d. Children often pick up an attitude of superiority on the part of the parent. ("You think you know so much.") Parents who frequently analyze their children communicate to them that the parents feel superior, wiser, cleverer.

     e. The "I know why" and "I can see through you" messages frequently cut off further communication from the child at the moment, and teach the child to refrain from sharing problems with his parents.

10. Reassuring Sympathizing, Consoling, Supporting: Trying to make children feel better, talking them out of their feelings, trying to make their feelings go away, denying the strength of their feelings.

 a. Such messages are not as helpful as most parents believe. To reassure a child when they are feeling disturbed about something may simply convince them that you don't understand them. ("You couldn't say that if you knew how scared I am.")

 b. Parents reassure and console because they are not comfortable with their child feeling hurt, upset, discouraged, and the like. Such messages tell a child that you want him to stop feeling the way he does. ("Don't feel bad, things will turn out all right.")

 c. Children can see through parents' reassurances as attempts to change them and often distrust the parent. ("You're just saying that to make me feel better.")

 d. Discounting or sympathizing often stops further communication because children sense that you want them to stop feeling the way they do.

11. Probing, Questioning, Interrogating: Trying to find reasons, motives, causes; searching or more information to help you solve the problem.

 a. To ask questions may convey to children your lack of trust, your suspicion or doubt. ("Did you wash your hands like I told you?")

 b. Children can also see through some questions as attempts "to get them out on a limb", only to have it sawed off by the parent. ("How long did you study? Only an hour. Well, you deserve a C on that exam.")

 c. Children often feel threatened by questions, especially when they don't understand why the parent is questioning them. Note how often children say, "Why are you asking that?" or "What are you driving at?"

 d. If you question a child who is sharing a problem with you, they may suspect that you are gathering data to solve the problem for them, rather than let them find their own solution. ("When did you start feeling this way? Does it have anything to do with school?" "How is school?") Children frequently do not want their parents to come up with answers to their problems: "If I tell my parents, they will only tell me what I should do."

 e. When you ask questions of someone who is sharing a problem with you, each question limits the person's freedom to talk about whatever he wants to -- in a sense each question dictates their next message. If you ask, "When did you notice this feeling?" you are telling the person to talk only about the onset of the feeling and nothing else. This is why being cross-examined as by a lawyer is so terribly uncomfortable-- you feel you must tell your story exactly as demanded by the questions. So interrogating is not at all a good method of facilitating another's communication; rather, it can severely limit his freedom.

12. <u>Withdrawing, Distracting. Humoring, Diverting</u>: Trying to get child away from the problem; withdrawing from the problem yourself; distracting the child, kidding them out of it, pushing the problem aside.

      a. Such messages can communicate to children that you are not interested in them, don't respect their feelings, or are down-right rejecting them.

      b. Children are generally quite serious and intent when they need to talk about something. When you respond with kidding, you can make them feel hurt and rejected.

      c. Putting children off or diverting their feelings may for the moment appear successful, but a person's feelings do not always go away. They often crop up later. Problems put off are seldom problems solved.

      d. Children, like adults, want to be heard and understood respectfully. If their parents brush them aside, they soon learn to take their important feelings and problems elsewhere.

Source: T. Gordon, 1970, p. 41-44, 321-327

Table 17 Family living questions asked by high school students

TYPE OF QUESTION	Per Gent of Total	
	Grade 9, N= 448	Grades 11 & 12, N= 765
1. Problems concerning parents, intrafamily relationships: role of parents in choice and approval of dating partner, in granting permissions, inquiring into "personal" affairs	11.6	8.8
2. Problems concerning interpersonal relationships: how to turn down dates tactfully, how to get along with others; how to regain lost love; how to get attention of opposite sex; how to overcome shyness, jealousy	36.0	13.5

3. Dating problems: etiquette; whom to date; what age; what to talk about; how long to stay out; where to go; what to do; age; religious differences; going steady	35.8	14.5
4. Problems concerning parking, necking, kissing, petting: when, how much, right or wrong, how to avoid it	4.7	7.5
5. Problems concerning love, infatuation, characteristic qualities of emotional maturity	1.1	8.8
6. Lack of adequate factual information concerning physical & sexual processes & functions, such as menstruation & sexual intercourse	1.5	8.0
7. Problems concerning ethical behavior & sex problems: right or wrong of premarital intercourse, what about the person who has premarital intercourse; general conduct	1.3	11.6
8. Problems concerning engagement: length of engagement; preparation for marriage; timing; marriage in service; personal relationship with fiancé	3.8	8.8
9. Marriage problems: age; religious differences; divorce; housekeeping budget; legal problems; children	3.8	13.0
10. Problems concerning vocations, careers; desire of some not to marry; happiness & success of single persons or of those who combine careers & marriage	0.4	5.5
TOTAL	100.0	100.0

Source: D. Brown. 1959, p. 390

6. BOY-GIRL RELATIONSHIPS
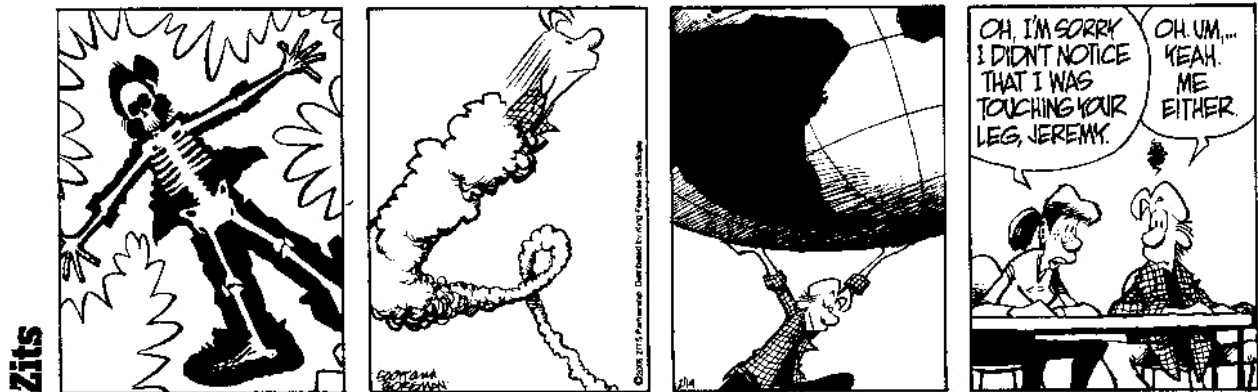
In order to understand more clearly the attitudes of teen-agers regarding boy-girl relationships, Crow and Crow (1965) studied what young people considered to be desirable and undesirable qualities in friends of the opposite sex. About 4,900 young people (2,500 girls and 2,360 boys) representing a cross section of junior and senior high school students in New York City and environs were asked to write answers to the following questions:

1. What are the personality characteristics that you admire in girls (boys)?
2. What traits do you dislike in girls (boys)?
3. What do you do to increase your popularity with girls (boys) whom you know?

Most of the younger adolescents emphasized physical characteristics and overt behavior while the more mature stressed attitudes and behavior associated with inner motivations and character traits. There were certain qualities, however, that were considered by most adolescents. Tables 18, 19 and 20 summarize the results of this study. A contemporary study of urban adolescents would probably yield a very different picture. However, these results may be characteristic of contemporary pre-adolescents or rural or semi-isolated adolescents.

Table 18: Personality traits admired by members of the opposite sex (arranged according to frequency)

PERSONALITY TRAITS OF GIRLS ADMIRED BY BOYS	PERSONALITY TRAITS OF BOYS ADMIRED BY GIRLS
Good personality	Good personality
Good-looking--beautiful face, dress & figure	Good-looking--not necessarily handsome
Look nice in a bathing suit	Neatness
Neatness and cleanliness	Clean and appropriate dress
Helpful to others	Intelligent
Consideration for others	Good conversationalist
Appropriate dress	Consideration for a girl's wishes
Dependable	Respect for girls--not fresh
Good talker	Willingness to take a girl on dates
Good listener	Boy to be older than girl
Friendliness	Good manners
Ability to dance	Good-natured
Good manners	Smart in school
Acts her age	Clean-shaved and hair cut
Courtesy	Clean-minded
Politeness	Kind, generous, tall
No show-off	Acts his age
Interest in hobbies of boys	Has a sense of humor
Modest but not shy	Not too shy
Act grown-up, not like a baby	Honest and fair
Clean-minded	Respect for rights of girls
Able to take a joke	Punctuality
	Not to try to be a big shot
	Able to get along with others
	Has self-control
	The way he kisses
	Good listener

Source: Crow & Crow, 1965, p. 218

Table 19: Personality traits disliked by members of the opposite sex (arranged according to frequency)

TRAITS OF GIRLS DISLIKED BY BOYS	TRAITS OF BOYS DISLIKED BY GIRLS
Sloppiness of appearance	Sloppiness of appearance
Overweight or underweight	Boastfulness
Tendency to flirt or "two-time"	Act like big shots
Talk too much	Display poor manners
Extremes of dress	Stinginess
Little regard for money	Being conceited
Too much interest in self	Poorly groomed
Lack of punctuality	Laziness
Snobbishness	Foolish behavior at parties
Talk about other dates	Exhibit fresh behavior
Too much make-up	Shyness
Sulking and pouting	Smoking excessively
Being conceited	Using bad language
Bites nails	Discourtesy to elders
Smokes and drinks	Talks too much
Giggling or tale bearing	Wants to be center of attention
Inability to dance	Moodiness
Immature behavior	Sponging off other boys
Mingling with a fast crowd	Asking for date at last minute

Source: Crow & Crow, 1965, p. 219

Table 20: Attempts made by boys and girls to increase their popularity with members of the opposite sex (arranged according to frequency)

ATTEMPTS MADE BY BOYS TO IMPRESS GIRLS	ATTEMPTS MADE BY GIRLS TO IMPRESS BOYS
Develop good taste in dress	Become careful about appearance
Participate in school activities	Try to be friendly
Avoid annoying habits in school	Develop sincerity
Be considerate of other persons	Be popular with girls also
Develop similar interests	Try not to be catty
Become lively	Not go to expensive places on a date
Be as friendly as possible	Be a good conversationalist
Eliminate all annoying habits	Go in for school activities
Always be dependable	Avoid ridicule of others
Be polite to everyone	Have respect for elders

Source: Crow & Crow, 1965, p. 219

C. INVENTORY OF PROBLEMS OF ADOLESCENTS

The plan for analyzing the problems of adolescence is depicted in Figure 2. Due to the limited number of man hours available and the necessity to complete other projects, only a beginning has been made on this inventory. A complete analysis will involve considerably more time, effort and thought than is presently available and so this is only an initial run. In the final version of this section each area should be defined and described as to its scope and the general problems associated with that area of life (part "a" of each section) and then the relationships which exist between this area and the other areas of life should be discussed (parts "b", "c....of each section) . In all cases the focus should be on the problems and the implied skills needed to handle these problems.

Again, a caution to the reader; these are the problems that some adolescents have or-all adolescents have some of the time. Obviously, not all adolescents have all of these problems all of the time -- there is not enough time for them to do that and no one could or would want to survive if they did.

Figure 2: Matrix of Problematic Areas of Adolescence

	1. Physical Aspects	2. Self Concept	3. Family, Parents, Siblings	4. Peers: General	5. Peers: Same Sex	6. Peers: Opposite Sex	7. Adults: General	8. Schools	9. Legal Institutions	10. Political Institutions	11. Society in General	12. Values, Morals	13. Work, Vocation	14. Leisure
1. Physical Aspects	a	b	c	d	e	f	g	h	i	j	k	l	m	n
2. Self Concept		a	b	c	d	e	f	g	h	i	j	k	l	m
3. Family, Parents, Siblings			a	b	c	d	e	f	g	h	i	j	k	l
4. Peers: General				a	b	c	d	e	f	g	h	i	j	k
5. Peers: Same Sex					a	b	c	d	f	g	h	i	j	k
6. Peers: Opposite Sex						a	b	c	d	e	f	g	h	i
7. Adults: General							a	b	c	d	e	f	g	h
8. Schools								a	b	c	d	e	f	g
9. Legal Institutions									a	b	c	d	e	f
10. Political Institutions										a	b	c	d	e
11. Society in General											a	b	c	d
12. Values, Morals												a	b	c
13. Work, vocation													a	b
14. Leisure														a

1. PHYSICAL ASPECTS

a. General

The area labeled "Physical Aspects" includes problems involving: general physiology, the puberty growth spurt, and the body; physique/figure; rapid growth rate and internal and external body changes; the lack of preparation for these changes and unrealistic or fantasy expectations regarding physical maturity; increased sex drive, development of sex characteristics and general sexual development; homo-/heterosexual balance; varying and erratic appetite and unbalanced diet; health, exercise, sports, sleep, energy and activity level; need for stimulation, variety and novelty; heightened emotionality and mood swings; harmful emotional states; problems of coordination; appearance, grooming, cleanliness, hair, skin and clothes; race, skin color and observable racial-nationality features; effects of psychoactive chemicals and drugs; attempted or successful suicide, self destruction and mutilation tendencies (psychological and/or physical).

Sections "b" through "n" are listed but not done at this time.

b. And Self Concept
c. And Family, Parents and Siblings
d. And Peers: General
e. And Peers: Same Sex
f. And Peers: Opposite Sex
g. And Adults: General
h. And Schools
i. And Legal Institutions
j. And Political Institutions
k. And Society in General
1. And Values/Morals
m. And Work/Vocation
n. And Leisure

2. SELF CONCEPT

a. General

Included here are the individual and personal problems arising from self-image and establishing an identity; identity foreclosure, identity diffusion, negative identity, combative identity, dropout identity; feelings of personal worth and degree of self-confidence; conflicts regarding self-/other determinism, dependence/independence; feelings of uncertainty, confusion and disorientation; inability to cope with excessive pressures; conflicts involving the choice among growing, regressing and staying the same; conflicts over feeling competent/incompetent, knowledgeable/ignorant, intelligent/stupid, skilled/unskilled, creative/conventional; personality integration vs disintegration; authentic/manipulative interpersonal style; cooperative/competitive relations; confusion over expected sex roles; socially alienated vs integrated; together/alone; committed/uncommitted; idealistic/cynical; setting impossible goals and excessive daydreaming; shifting and transient. interests; concern with ultimate issues.

Sections "b" through "m" are listed but not done at this time.

3. FAMILY, PARENTS, SIBLINGS

a. General

This includes any problems involving the people with whom the adolescent lives (the "home life") but especially those who have power over him and who affect his opportunities, freedoms and outcomes. In a typical household, in addition to father, mother, brother(s), sister(s) (whether original, step or foster), there may be assorted relatives, in-laws, friends, lovers, mistresses and landlords/ladies. If the adolescent is married the couple may be living with parents or independently. In this case we must consider the spouse and children, if any. If the adolescent lives in a commune of some type the other members of same and opposite sex are "the family" plus whatever this may imply about relationships to the biological/legal family. Some may be living together in dyads or more (with opposite sex), with or without sexual contact, etc.

If the adolescent is living in an institution of some kind (correctional, mental, physical, fraternal/sororal, religious, military, educational, or orphanage) the "family" may involve cell-, cottage-, ward-, platoon-, house-, dorm- or room-mates; guards; platoon leaders; nurses, doctors, orderlies; upper classman, counselors, confessors; keepers, house mothers; religious brothers/sisters, etc.

Whether or not a given person is included as part of the adolescent's "family" depends on the type of relationship which exists in terms of emotion, power and the extent to which their mutual outcomes are interdependent. In the contemporary world, biological and legal bonds are only one of the many possible bonds and they may not be the most important ones.

The problematic aspects involve issues of: privacy and "meddlesomeness"; rules, regulations, freedom and possessiveness; disagreements over duties, responsibilities and rights; divergent cognitive and communication styles of "family" members; differing beliefs and values; favoritism and sibling rivalry; security and support; relation of the "family" vis-à-vis the external world; parents using the "typical twelve" rather than "active listening" (see Table 16); the style of discipline and control; parent-teen disagreements over friends, dating, hours, use of car, school, homework, hobbies, religion and values, politics, noise, neatness, dress and style, etc.; parental absence from home (either physical or emotional); using the home as a way station; general social/

cultural revolution in changing family functions and make up; emotional climate of home; excessive, unrealistic and/or irrelevant aspirations of "parents" for children.

Sections "b" through "1" are listed but not done at this time.

> **b. And Peers: General**
> **c. And Peers: Same Sex**
> **d. And Peers: Opposite Sex**
> **e. And Adults: General**
> **f. And Schools**
> **g. And Legal Institutions**
> **h. And Political Institutions**
> **i. And Society in General**
> **j. And Values/Morals**
> **k. And Work/Vocation**
> **1. And Leisure**

4. PEERS: GENERAL

a. General

This involves problems involving the peer culture or "counter culture" as a whole which includes both sexes. Problems typical of only one sex or between the sexes will be covered in the next two categories.

Problematic aspects involve the faddish, petty, cliquish, superficial, fearful, intolerant, cruel, ignorant and arrogant aspects of adolescent groupings; their excessive susceptibility to, and unawareness of, the influence from peers, the media (e.g. disk jockeys and promoters) and sub-cultural heroes which can amount to "brain washing", especially when coupled with drug and/or excess sensory stimulation inducing analytical attenuation; their excessive fear of appearing foolish, out of it, or not in the know; their inability to utilize critical feedback; their irrational, unexamined, generalized rejection of adults or authorities (a form of "oldism" exemplified by the slogan "don't trust anyone over 30"), the general front they feel they must put up indicating they know the score. Many problems result from being both ignorant or inexperienced and arrogant or proud (but basically insecure) and the adolescent period is particularly prone to the most perfect of all traps, arrogant ignorance; the virtue of adolescent enthusiasm becoming dispersed into too many channels or channeled into dead ends, trivia and fads.

Sections "b" through "k" are listed but not done at this time.

b. And Peers: Same Sex
c. And Peers: Opposite Sex
d. And Adults: General
e. And Schools
f. And Legal Institutions
g. And Political Institutions
h. And Society in General
i. And Values/Morals
j. And Work/Vocation
k. And Leisure

5. PEERS: SAME SEX

a. General

Problems typical of one sex only or problems involving same sex relationships will be dealt with here (e.g. problems which males have but not females and vice versa or problems arising from male-male and female-female relationships). Here we need to divide the problems into male and female types.

For males: problems of homosexuality arise since boys have been primarily concerned with interacting with their own sex and have shown great pride in this fact and disdain of girls. However, the behaviors appropriate for this setting become increasingly non-functional and non-approved. The rough, crude, competitive, tough, cruel, he-man behaviors and attitudes are less appropriate for wider interaction spheres. If continued they may lead to trouble of gang and delinquency form. The issues raised by the feminist identification of "sexism" in males and society cause added problems for both males and females. The current rejection, by some, of sex differences and the coming together of styles of dress and hair (e.g. "unisex") may aggravate the problems of homo-/heterosexual balance. Late maturing boys have traditionally had the most problems in adjustment, but, paradoxically, their problems may lessen with these trends while the early maturing boys (more masculine) may have increased problems.

For females: The usual problems associated with their biology exist now as before; pregnancy, birth control and abortion are more problematic now with increased sexual freedom and the confusion in morality and ethics; it may not be true that girls are more knowledgeable about sex than before -- there is some evidence that teens in general are still quite ignorant in this area. Problems arising from not being psychologically prepared for the changes of puberty, such as menstruation, may also exist. The issues arising from the "women's Liberation Movement" increase the problems of adjustment for girls since they experience more conflict between the discrimination and "sexism" in the educational legal, occupational areas of society and their aspirations and needs; i.e. they are now painfully aware of the issues whereas before they were not and thus were not as obviously upset. Traditionally, the early maturing girl has had the greatest problems during adolescence but again with the current trends she may become more of a leader rather than an outsider in the adolescent peer group.

Sections "b" through "j" are listed but not done at this time.

b. And Peers: Opposite Sex
c. And Adults: General
d. And Schools
e. And Legal Institutions
f. And Political Institutions
g. And Society in General
h. And Values/Morals
i. And Work/Vocation
j. And Leisure

6. PEERS: OPPOSITE SEX

a. General

Included here are those problems involving or arising from male-female peer relationships. Mainly this involves problems arising from sexual relationships of various kinds including: premarital relations, various types of non-standard relations such as living together but unmarried, mixed sex communes with or without group sex, promiscuity, venereal disease, etc. Some other issues involve: the over stimulation with inadequate approved sexual outlets; the excess importance assigned to sex by adolescents and society in general (either over or under emphasis); the general confusion regarding the amount, length and type of commitment made to the other person; the permanence or impermanence of a relationship; premature and/or forced intimacy; the preparation or lack of it for marriage and family life; sex information and education. Also included are the less serious but possibly troubling aspects of dating (frequency, age, etc.), petting-necking, protocol of dating, what to do and say on dates, etc. which adolescents used to worry over when times were less hectic than they are now. There exists considerable confusion regarding sex roles and sex appropriate behavior and tasks. There is a general trend to equality and similarity between males and females, but the process of homogenization has just begun and things are in a great state of flux. The issues raised by Women's Liberation have resulted in fundamental reexamination of and confusion over sex roles. This confusion on the part of society is magnified in adolescents trying to form an identity based, in part, on their sex.

Sections "b" through "i" are listed but not done at this time.

b. And Adults: General
c. And Schools
d. And Legal Institutions
e. And Political Institutions
f. And Society in General
g. And Values/Morals
h. And Work/Vocation
i. And Leisure

7. ADULTS: GENERAL

a. General

This is a general category to include all problems that adolescents have with adults qua adults which are not covered in other categories (e.g., Family, Schools, Legal Institutions, Political Institutions, Values, Work and Leisure). Included here are problems arising from: the generalized adult hostility and jealousy displayed in interpersonal encounters and in the media; the fact that, at present, adults are mostly in control of resources (power, money, influence); the fact that adolescents show the form of prejudice called "oldism" and thus tend to reject adults because they are older ("Don't trust anyone over 30"), largely an irrelevant criterion for judgment; the hypocrisy, dishonesty, materialism, consumerism, authoritarianism ("Law n' order") of many adults; the high and unrealistic expectations adolescents have of adults who have at best feet of clay; the need for adolescents to both rely upon, and gain emotional independence from adults.

Sections "b" through "h" are listed but not done at this time.

b. And Schools
c. And Legal Institutions
d. And Political Institutions
e. And Society in General
f. And Values/Morals
g. And Work/Vocation
h. And Leisure

8. SCHOOLS

a. General

This includes all problems arising from the process/product of education in all its facets including: the physical structure of schools ("institutionalism"); the curriculum and instructional materials (irrelevance, lack of imagination, over reliance on print; overemphasis on the cognitive and neglect of the affective and psychomotor domains);the instructors and teaching methods (authoritarianism, one way communication), the bureaucracy (administrators and support personnel, rigidity, interference and lack of concern for the real purpose of the institution); scheduling of classes with the ubiquitous bells; excessive rules and regulations; compulsory attendance with its accompanying mental or physical drop-out and truancy; cumulative records and personnel-counseling files (the "dossier" threat); the emphasis on adjustment and conformity to society as it is and not intellectual/social innovation; the lack of a meaningful relation between school and the world (work, leisure, community involvement, family, social problems, etc.); the lack of emphasis on developing skills and potentials with the emphasis instead on test passing, "psyching" out teachers to find out what they want to hear, grade getting, putting in time, and baby sitting; issues involving students' human/civil/legal rights (student power, no say in their education, the under-ground press, not being allowed peaceful protest, the lack of freedom of expression, hair and dress regulations, suspensions and punishment without due process); racism, sexism and social "classism," etc. among school personnel and fellow students.

NOVEMBER 29, 2004

Sections "b" through "g" are listed but not done at this time.

b. And Legal Institutions
c. And Political Institutions .
d. And Society in General
e. And Values/Morals
f. And Work/Vocation
g. And Leisure

9. LEGAL INSTITUTIONS

a. General

Included here are any problematic dealings which adolescents have with the legal system, laws and legally enforced rules; police of various types (undercover agents, "narcs", police from federal to local level, riot police and military personnel used for domestic police activities, regular police, border patrol); courts, judges and parole officers; jails and prisons of various types; customs and immigration officials; the general problems of the ambiguity of the legal and civil rights and the status of adolescents; the unjust, prejudiced, brutal, corrupt individuals in the legal system (e.g., cops as heroin pushers); the fact that laws are causing more problems than they are preventing/curing (e.g., police riots, drug laws with excessive penalties and placing adolescents in jails for non-crimes and thus creating criminals); the general use of violence And civil disobedience as a method of social change, etc.

Sections "b" through "f" are listed but not done at this time.

b. And Political Institutions
c. And Society in General
d. And Values/Morals
e. And Work/Vocation
f. And Leisure

10. POLITICAL INSTITUTIONS

a. General

This involves all dealings with government bodies at all levels from local to national or international including the various agencies of governments (welfare, health, education, civil rights, legal aid, consumer protection, ecology, housing authorities); legislatures and their committees; city councils; the military and related agencies dealing with military based research and development, internal security and spies to discover "subversives"; political parties, candidates, miscellaneous power structures. The problems here involve those aspects of services, agencies and bureaucracies which are unresponsive, irrelevant to needs, prejudiced, corrupt, dishonest, phony and unfeeling. The many problems of democracy: representative vs. participative involvement; the selling of candidates; the fact that the best or the most competent and qualified people frequently do not serve the public interests or do not win elections; the difficulties of the average person gaining access to the safeguards for individual freedom and redress of grievances, the general feeling of "you can't fight city hall."

Sections "b" through "e" are listed but not done at this time.

b. And Society in General
c. And Values/Morals
d. And Work/Vocation
e. And Leisure

11. SOCIETY IN GENERAL

a. General

Included here are general local, regional, national or international social issues, policies, priorities, ideologies and goals. Problems arising out of the uptight, humorless, pluralistic, fragmented, transitory, fast paced, paradoxical, hypocritical, superficial, unjust, violent, prejudiced, racist, sexist, materialistic aspects of society. The paradox of poverty amid affluence; the discrepancy between rhetoric and reality, the paper world vs. the real world; the information/awareness overload (global village); the fragmentation of peoples into semi-hostile camps (3rd world peoples, other minorities, silent majorities, youth-counter culture, etc.) who are over-aware of each other (due to the media) but who can not come together and communicate meaningfully and are thus becoming increasingly separated and hostile; the fact that the technological hardware of connectedness (e.g., media, communication and travel) is-not accompanied by the human skill needed to actualize social cohesion using this technology; this is all a part of the general failure to cope with technology.

People of many classes and groups are dropping out of society and the lonely crowd due to the inflexibility of the mainstream to allow social experimentation and quiet, non-intrusive nonconformity, The units of human service (education, health, welfare, service, government) need to be reduced and decentralized instead of the direction they are going now: paradoxically, automation could provide this but instead of decentralizing service, it is being used to centralize and "impersonalize" service. There is a lack of community, patriotism (on all levels of community), and incentive to worthwhile goals; there are ghettos and suburbia with shopping centers and high rises replacing community centers; the urban environment is becoming unlivable with "commuterism" and traffic resulting from the more affluent moving out of cities. There is a confusing issue of

personal liberty, privacy and commitment/responsibility to others; the increasing presence of centralized records centers; the pressure to conform to dominant values, norms, roles, and behavior patterns of an increasingly centralized and interconnected "establishment".

Problems result from the increasingly prolonged period of adolescence with no clear-cut formal delineation of life stages -- an ambiguous situation resulting in vacillation and uncertainty among adolescents. There is confusion over authority; lack of opportunity to develop civic competence and to freely decide on opportunities for civic responsibilities, duties or service; youth have little contact with, and influence on, planning and decision making even in areas directly concerning them (e.g. education).

The general overemphasis and valuing of passive sensation and experience is especially potent among adolescents (i.e. reliance on chemicals to solve personal problems; reliance on passive but engrossing media for stimulation and entertainment).

Sections "b", "c" and "d" are listed but not done at this time.

b. And Values/Morals
c. And Work/Vocation
d. And Leisure

12. VALUES, MORALS

a. General

Included here are problems involving values, morals, ethics, ideals, commitments, philosophy of life and of man, religious beliefs, ideologies, conscience and moral/ethical development; prejudices and attitudes; means/ends conflicts, idealism/materialism, science/religion, authentic/manipulative; anti-intellectualism, anti-rationalism, anti-science, absolute/relative values and ethics (the "new morality' and "situation ethics"); the lack of balance between experience, reflection and action.

There are problems derived from the functional failure of traditional ideology (Erikson) i.e., the lack of a definite perspective on the future, the lack of compatibility between personal and social values, the lack of perspective on technology, the lack of a historical world view and community ideology, the confusion regarding sex with few explicit principles covering sex behavior, the lack of real heroes and the reliance on ever changing idols, the excess meddling in adolescent conformity needs and experimentation with various roles and interpersonal techniques which is necessary to overcome inhibitions, the presence of self consciousness and pluralistic ignorance of guilt feelings.

Adolescence seeks to seriously develop an examined philosophy of life, based on more general ethical/moral principles and an elevated level of ethical/moral development; they need to increase their ability to consider viewpoints other than their own (outgrowing "adolescent egocentricity"); they need to actualize their potentials (abilities, interests and skills). These tasks require people, ideas and causes to have faith in and be committed to; they take seriously the traditional values which are espoused and preached (peace, love, democracy, self-determinism, honesty, freedom, self-actualization, fraternity, equality, brotherhood, etc. e.g., the "Jesus freaks") and actually govern their lives by them.

Adolescence is a period of testing, examining and frequently rejecting old values: thus they reject the values that many adults live by (e.g., status striving, getting ahead, materialism -- "The failure of success"); they reject much of science and technology since it is part of the problem (e.g. it is selfish, resistant to change, corrupt, narrow, over specialized, irrelevant to human needs, etc., much like the church during the age of rationalism; specialists dominate and make decisions outside of their areas of competence); they also reject organized religion for being timid, irrelevant and dull; they are frustrated by the weak, inconsistent, pluralistic and expedient set of social values to which they are exposed.

As a result of this examination, frustration and rejection, many are moving toward a free (speech', sex, food, housing, drugs, etc.) communal type of value system emphasizing back to nature simplicity but heavily laced with interest in mysticism, occultism, spiritualism, Eastern and early Christian religious philosophies and practices, with a much higher value placed on play ("freebling") and pure experience ("turn on, tune in, drop out") with or without drugs. The activists who confront society have other value conflicts such as resolving the means/ends problem (i.e., is violence and aggression a method of achieving equality, understanding, peace, etc.?; is it morally/ethically right to "rip off" of -- i.e. lie, cheat and steal from-the establishment because the establishment "rips off" of people who are not powerful and wealthy?).
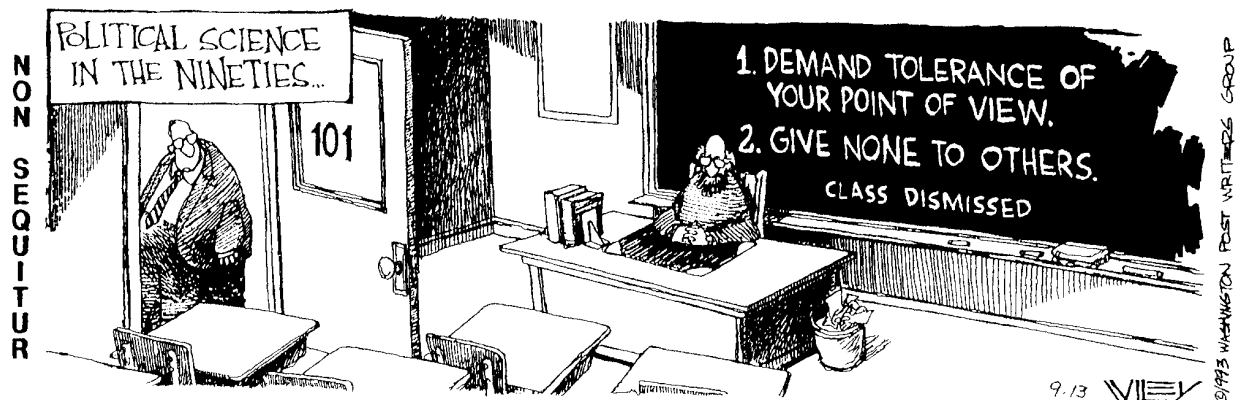
Sections "b" and "c" are listed but not done at this time.

b. And Work/Vocation

c. And Leisure

13. WORK-VOCATION

a. General

This includes problems involving jobs or their lack (the surplus of people); types of jobs and their "worthwhileness"; vocation vs. job; "the anti-work ethic"; self-support vs. welfare; training for jobs ("training robbery"); occupational choice and aspirations.

Also included here are issues involving the economy and GNP; the business world, banks and finance, the emphasis on consumerism and commercialism; public vs. private works; subsistence vs. high standard economy; automation, unemployment and changing manpower needs; overproduction and planned obsolescence; the excess number of middle men, advertisers and promoters; the lack of concern of workers for product; the fact that unions tend to be populated by very conservative types ("hard hats") and frequently practice discrimination against people due to race, etc. and frequently are not socially responsible; the fact that for the most part the intrinsic worth of a job is inversely related to the pay (thus creating an either/or crisis where it is felt you can either go for something worth- while but not get paid much or go for money and forget about whether the job is worth doing); the fact that the motive to work hard and accumulate wealth or power etc. is not as motivating as it once was and no motive has replaced it; the lack of encouragement for individual initiative (if you innovate you may get into trouble with your peers who just want to drift along and not get fired to keep the pay check coming and you also may get into trouble with the boss since you are rocking the boat); people are made to fit the jobs rather than jobs created to fit the individual interests and capacities of people; the frustrated dream of finding a job which tests personal capacities, provides challenge, meaning and growth to the person.

Given the present economic and employment situation, the tasks of adolescence are being frustrated, e.g., such tasks as achieving some assurance of economic independence; selecting, preparing for and starting in an occupation; the developmental task of moving away from an interest in glamorous occupations, an interest in many occupations, an over-or under-estimation of one's ability, and the lack of relationship between interests and abilities.
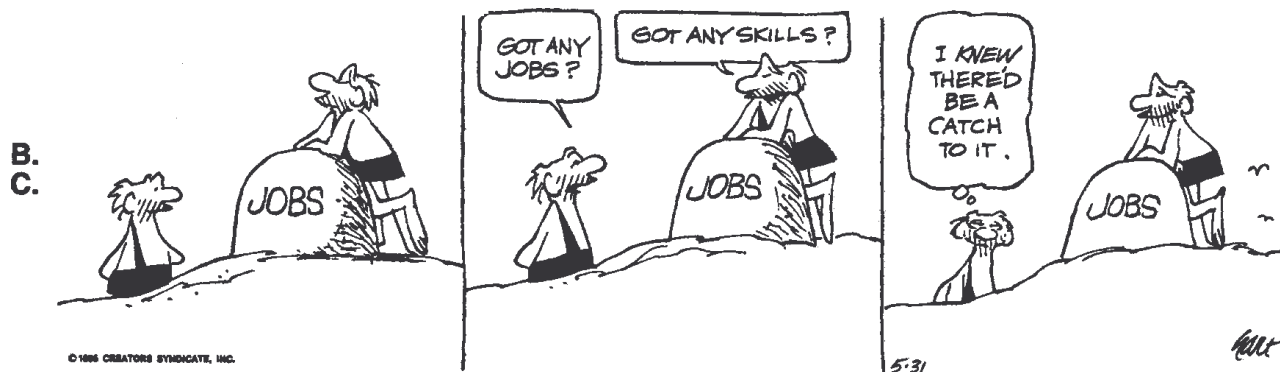
Section "b" is listed but not done at this time.

b. And Leisure

14. LEISURE

a. General

Included here are problems arising from leisure, pastime, free time, interests, hobbies, sports, the arts, media, "freebling" (i.e. "creative loafing"), daydreaming, clubs, traveling, "messing around", etc. The distinction between work and leisure is becoming increasingly blurred but to most people "work" means doing something for an extrinsic reward, something you would not do if the reward were not there. Leisure involves all other things you do because you want to do them (intrinsic rewards)-- obviously one person's work is another's leisure. However, some people enjoy their "work" but need to be paid sufficiently to live, support a family, etc. and thus their "work" is both intrinsically and extrinsically rewarding. Again, some people's "leisure" is taken up with their "work" (e.g., the "workaholic").

Many problems arise from the fact that much leisure is escapist in character -- i.e., the person is avoiding and attempting to forget some unpleasantness whether it be "work", boredom, his own emptiness of life, "social problems", involvement and commitment, family and friends, responsibilities, personal problems, etc. Thus much leisure time activity is meaningless, passive, substitutive, thrill seeking, "mind blowing", desperate, and sensational, relying on external stimuli such as drugs, media ("psychedelic light shows"), hypnotic techniques, and anything which will take ones mind off what one seeks to escape from.

Youth have considerable problems resulting from their "freebling" activities such as gathering in groups and talking, watching, etc., hitching around the country, making love and smoking pot; these activities are relatively harmless but in part illegal (e.g. "loitering with no visible means of support" etc.) so when authorities "crack down" trouble ensues and many youth become radicalized and convinced that the repressive society must go.

Rock festivals, psychedelic multi-media events, sit-ins, love-ins, smoke-ins, etc., protest marches, "freedom rides" and other activities mostly involve youth who are relatively well off, well educated, un-married, free of responsibilities and dependents and committed to causes but who can not or are uninterested in obtaining jobs.

The creativity explosion in the use of media for expression causes problems for the establishment (the "underground" press, films, music, art, dance, etc.) but creates many avenues of self expression for adolescents. The "counter culture" is very dependent on the underground media for its direction and solidarity and many aspects have found their way above ground and have been adopted by more commercial aspects of culture. The free expression of formally taboo subjects (language, nudity, sex, etc.) has caused confusion and revolution in morals.

IV. ANALYSIS OF PRESENT (1972) LIFE SKILLS COURSE WITH RECOMMENDED CHANGES FOR USE WITH ADOLESCENTS

A. BRIEF DESCRIPTION OF THE PRESENT LIFE SKILLS COURSE*

Since this section of the report constitutes a lesson by lesson by analysis of the present Skills Course, it assumes that the reader is familiar with the theory, struc6ure and content of the course as it has been developed and used. (more information is contained in: Life Skills: A Course in Applied Problem Solving, 4th edition and Life Skills Coaching Manual, 1st edition: Saskatchewan NewStart, Inc. 1971.)

Without this background this section will be of little meaning and usefulness. The present course was developed for use on a population of disadvantaged adults but many lessons are usable and relevant to a much broader population. This is especially true of the initial phases of the course. The later phases, which tend to deal more directly with the life problems of disadvantaged adults, become less appropriate to other populations and thus require changes and shifts in focus plus additional lessons to deal with the problems of other populations, in our case with the problems of adolescents.

The Life Skills Course using a problem solving model, seeks improvement of personal competence in 5 general life areas: self concept and interpersonal relations, home and family life, leisure time usage, community rights and responsibilities and employment. The course uses lessons with an instructional model using 5 phases labeled Stimulus, Evocation, Objective Enquiry, Application and Evaluation. The general goal of behavioral change is implemented by specially trained para-professional "coaches" using the process of behavior oriented helping group with V.T.R. playback and peer evaluation. There are four "dimensions" or fundamental aspects of the course which are used to conceptualize student progress: the breadth of response to the content (cognitive, affective and psychomotor); the extent of use of the learning/helping group (increasing risk); the extent of use of problem solving behaviors (increased array and systematic use of behaviors); and extent of transfer of skills outside of the training setting.

Life Skills are conceptually defined as problem solving behaviors appropriately and responsibly used in the management of personal affairs. As problem solving behaviors, life skills liberate in a way, since they include a relatively small class of behaviors usable in many life situations. Appropriate use requires an individual to adapt the behaviors to time and place. Responsible use requires maturity or accountability. And as behaviors used in the management of personal affairs, the life skills apply to five areas of life identified as self, family, leisure, community and job.

The course provides a pre-planned set of experiences in which the students apply problem solving techniques to the problems suggested by the five areas; however, the students also bring to the Life Skills groups an array of personal problems unique to them. When these problems lend themselves to handling in the Life Skills group, they become a part of the course proper. Through a sequence of lessons (simulated life experiences), participants are challenged and supported in a program oriented to developing competence and skill in five related areas of life with the following objectives:

(1) Developing One's Self and Relating to Others: Learn. to identify and develop personal strengths and abilities and engage in balanced degree of self-determinism; identify, resolve, and prevent personal problems and obtain help with them; expand, refine, and use problem solving skills and methods in personal problems; contribute to group effectiveness and inter-relate with peers in mutually enhancing ways.

(2) Coping with Home and Family Responsibilities: Identify, resolve, prevent and obtain help with family problems; plan and implement programs to improve family life.

(3) Using Leisure Time Purposefully: Use free time for personal development and social benefit; develop existing or new interests.

(4) Exercising Rights and Responsibilities in the Community: Learn more about the community so that resources car. used effectively and for their intended purposes; identify what one owes and can contribute to the community as a responsible citizen and how to effectively participate in community activities.

(5) Making Responsible Decisions for Work Future: Learn about different occupations and opportunities and having assessed personal interests, aptitudes and abilities, choose a career goal and plan entry into it so that, through further training and experience, a more meaningful work life can be attained.

B. RECOMMENTDED MODIFICATIONS OF THE PRESENT LIFE SKILLS LESSONS

1. Meeting one another: While basically acceptable as written, the Stimulus might include the "introduction game" as an option. The Overview needs to emphasize the increased transcience of social life where one makes and breaks many friendships and thus needs efficient ways of becoming acquainted (Future Shock). The lesson as written could address problems in areas 2c, 2d, 2e (self concept as related to peers), and area 2k (self concept as related to values) in the Objective Enquiry.

2. Surveying life skills: The lesson needs considerable revision. The Stimulus could use another film (e.g. "Nobody waved goodbye"); also need an expanded "Life Skills Check List" to include problems and Life Skills of adolescents. The Application needs some different situation cards more related to adolescents. The lesson as written could address problems in area 2a (general self concept) and area 4a (peer relations in general). The revised lesson could address problems in areas la (physical), 3a (family, parents, siblings), 5a (peers; same sex), 6a (peers; opposite sex.), 7a (adults; general), 8a (legal institutions), 10a (political institutions), 11a (society in general), 12a (values and morals), 13a (work/vocation), 14a (leisure).

3. Relating behaviors to roles: Basically acceptable as written but ray need some spice. The lesson as written could address problems in areas lb, and 2b thru 2m (self concept as related to all areas listed in Figure 2).

4. Seeing oneself on video: The lesson is acceptable as written and should be of great interest to adolescents; possibly it could be used as lesson 3. the lesson as written could address problems in area lb (physical appearance as related to self concept), areas 1d, le, 1f (physical appearance as related to peers), areas 2c, 2d, 2e (self concept as relates: to peers), and area 14a (leisure i.e. the interest in media).

5. Listening to others: Basically acceptable as written, but it should be recycled a s needed since it may take considerable time to learn and use the behaviors. Thus instructions for recycling should be given. To convince students that the behaviors are useful it may be necessary to use a simulated situation selected by the students (e.g., job interviews, talking to someone, influencing someone, etc.) where the behaviors are applied. The lesson as written could address problems in areas 2b thru 2m (self concept as related to all areas in Figure 2).

6. <u>Relating to others</u>: Acceptable as written. The "message play" used in the Stimulus should be very good for adolescents. The content of the play could address many aspects of adolescent concern (i.e. all problematic areas listed. in Figure 2 especially as they relate to self concept, areas 2b thru. 2m). The distance exercise in the Application phase could touch on the problems of physical closeness to peers (areas 1c, le, 1f).

7. <u>Describing feelings - I</u>: Acceptable as written. If done as written this is a fairly heavy lesson and thus may take more time than is indicated. If done lightly the timing may be accurate. Since adolescent feelings are typically very strong and deeply felt and a new sensation, the issue of describing them and bringing there out into the open is particularly important. Describing feelings may start the break down of the "sound barrier" and allow freer expression between peers. The posing exercise in the Stimulus and the eye contact exercise in the Application could address problems in areas lb, 1d, 1e, 1f, 2c, 2d, and 2e (physical intimacy and self concept as related to peer relations).

8. <u>Identifying assumptions</u>: Basically acceptable as written. The Application phase should emphasize the adolescent bias regarding adults ("oldism") as exemplified in the slogan "Don't trust anyone over 30". The lesson with slight modifications and changes in emphasis could address problems in areas lb and 2b thru 2m (self concept as related to all areas in Figure 2).

9. <u>Giving and Receiving feedback:</u> Basically acceptable as written. The blind-fold (or eyes closed) meditation exercise in the Stimulus could address problems in area lb (body awareness as related to self concept), the ranking of expression of feelings in the Evocation could address problems in areas 2c, 2d. 2e (self concept as related to peers) and, depending on the content of the role play, the Application could address problems in areas 2f thru 2m (self concept as related to adults, society, legal institutions political institutions, society, values, work and leisure).

10. <u>Depending on others</u>: Basically acceptable as written. The emphasis should be put on the adolescent's typical lack of awareness of influence or contra-influence from peers, media, adults, authorities, radicals, pop artists, etc. The lesson could address problems in areas 2b thru 2m (self concept as related to all areas in Figure 2).

11. <u>Portraying Oneself</u>: Acceptable as written. The task of drawing and working wit art materials should be interesting to adolescents. The task, in the Application, of teaching the self-portrait exercise to someone outside may be a bit heavy. The lesson could address problems in areas lb and 2b thru 2m (self concept as related to all areas in Figure 2).

12. <u>Surveying marketable skills:</u> This lesson will probably require a revision/expansion of focus. The area of work may be unreal or unimportant to adolescents depending on the job market, their eligibility for employment, the strength of the "anti-work ethic" etc. It should be expanded to "Surveying skills and abilities in relation to interests and aspirations". The lesson should emphasize what is learned in life outside of formal educational and training settings. The case study in the Stimulus, the suggested list of skills in the Evocation, the instructions in the Objective Enquiry and Application will have to be re-written, revised and expanded. The revised/expanded lesson could address problems in area 2a (general self concept) and areas 13a, lm, 21, 3k, 4j, 5i, 6h, 7g, 8f, 9e, 10d, 12b, 13b (work/vocation as related to all areas in Figure 2) and area 12a (general issue of leisure).

13. <u>Defining the problem:</u> Basically acceptable as written. This lesson should be a summarization and integration of many smaller goal setting activities which go on constantly in the course; that is, this should not be the first time goals have been set and commitments to change made. Instructions for recycling should be given. The lesson serves as a major turning point and systematic appraisal of what the student wants from the course. As such the time indicated in the lesson may be too

short. The lesson as written could address problems in areas lb, 2b thru 2m (self concept as related to all areas in Figure 2) depending on the problem the student chooses to work on.

14. Explaining life skills to others: Acceptable as written. The lesson as written could address problems in areas 2b thru 2h, 2l, and 2m (self concept as related to peers, adults, schools, legal, work and leisure).

I5. Expressing trust in the group: Acceptable as written The lesson serves to build trust in the learning/helping group but could address the general problems in areas 2c, 2d, 2e (self concept as related to peers) and areas 2j and 2k (self concept as related to society and values/morals).

16. Describing feelings - II: Acceptable as written. The lesson as written could address problems in areas 2a (general self concept), area lb (self concept as related to aware-.s ness of feelings) and 2c, 2d, 2e (self concept as related to peers). The imagination exercise in the Application could address area 2m (self concept as related to leisure).

17. Giving a Talk: Basically acceptable as written. The eventual application should be expanded to giving a talk outside the training group depending on how skillful the students are. The lesson as written could address problems in areas lb, 2c, 2d, 2e (self concept as related to physical appearance and peers) and an expanded. lesson could deal with problems in areas 2f and 2g (self concept as related to adults and schools).

18. Writing tests: Basically acceptable as written. This lesson will be useful depending on the extent of test sophistication of the students. The Evocation might focus on test anxiety and excessive emphasis placed on tests in contemporary society and education. The lesson as written could address problems in areas 2a (general area of self concept), 2b (self concept as related to family for institutionalized adolescents or those undergoing treatment), 2c, 2d, 2e, 2g, 2h, 2i, 2j, 2k, 2l (self concept as related to peers, school, legal institutions, political-agencies, society in general, values, work.)

19. Producing ideas about leisure time: Basically acceptable as written. This lesson could be quite stimulating and instructive to adolescents and it could be expanded to emphasize the future increase of free time available to everyone (shorter working hour fewer people working full time, etc.) As written the lesson could address problems in areas lb, 2b, 2c, 2d, 2e, 2g, 2m (self concept as related to physical needs, family, peers, school, leisure), the (interviews conducted in the Application could address problems it areas 2f and 2i (self concept as related to adults, ands society in general), the requirement to withhold judgment could address problems in area. 2k (self concept as related to values), the expanded emphasis on future free time could address problem areas 2f thru 2m (self concept as related to adults, schooling, legal, political, society-, values, work and leisure).

20. Rating behaviors in groups: Basically acceptable written. If done literally, this lesson is quite heavy and long, The ideas of what is desirable behavior in groups should be introduced much earlier in the course in an informal manner (see lesson 13). This lesson could then serve as a major assessment and systematic evaluation of these desirable behaviors. Instructions for recycling should be given. The primary purpose of the lesson is to develop the learning/helping group but with suitable modification some of the behaviors could generalize to outside the training. As the lesson is written it could address problems in areas lb (self concept as related to peers). The lesson as modified could address problems in area 2a (general self concept as it relates to the student's life).

21. Debating the topic: To Work or Not to Work: Basically acceptable as written. Some rewrite of the Stimulus case history needs to be done to use an adolescent as main character and situation. This is a crucial topic in our contemporary world and for adolescents in particular. Thus the lesson should generate considerable

interest and lead to consideration of many of the fundamental problems of society which adolescents are concerned about. The lesson as written could address problems in areas 13a, lm, 2l, 3k, 4j, 7g, 8f, 9e, 10d, 11c, 12b, 13b, (work/vocation as related to physical capacities, self concept, family, peers, adults, schools, legal institutions, political, society, values and leisure).

22. Identifying strengths of the family: The lesson needs some revision an expansion to include both family of origin and own family ("family of procreation" is the technical term but is now inadequate and misleading). The lesson must be expanded to include the many different definitions of "family" (e.g. communes, etc.) and also the issue of permanence of the "family" (e.g., "serial polygamy/polyandry", semi-formal arrangements not legally certified, etc.). The expanded lesson could address issues of sex appropriate roles and "unisex" etc. Some new material must be incorporated into the lesson. The directions of the Application must be expanded to include both family of origin and the students' future families, since there may be few if any students who have their own "family" (of whatever form) to analyze. The expanded lesson could address problems in areas 2b, 3a thru 3l, (family, parents, siblings, etc. as related to all areas in Figure 2).

23. Learning helpful behaviors in groups: The lesson requires revision and expansion. This learning must be started right from the beginning of the course in a micro way through some such process as the "pin-point behavior, set a goal, record progress" mechanism of a modified behavior modification technique (see Lessons 5, 13 and 20). This lesson is a major integration and summarization of this process which should occur throughout the course. Instructions for recycling should be given. The lessen needs to be somewhat revised and expanded to make it more suitable for adolescents and to facilitate transfer: some of the situation cards are not too appropriate for adolescents and emphasis should be placed on using some of the behaviors outside of the training setting. The revised and expanded lesson could address problems in areas lb, 2b thru 2m (self concept as related to all areas in Figure 2).

24. Exploring expectations of employers: Basically acceptable as written. There may not be too much interest among some students in this topic, depending on their age, eligibility for employment and strength of the "anti-work ethic" but nevertheless it could be a very valuable lesson and experience (see Lesson 12); it may start some students talking to adults that they would not ordinarily talk to and thus establish a communication line to bridge the "assumption gap". The Application phase's interviews in the field could be particularly valuable. The lesson could address problems in areas 2f (self concept as related to employers), 2g (self concept as related to school counselors) and 13a, lm, 2l, 3k, 4j, 5i, 6h, 7g, 8f, 9e, l0d, 11c, 12b, 13b (work/vocation as related to all areas in Figure 2).

25. Trying a creative exercise: Acceptable as written. This lesson should be well received by adolescents. The lesson as written could address problems in area 2a (general self concept) and especially areas 2c, 2d, 2e, 2k, and 2m (self concept as related to peers, values and leisure).

26. Fighting fairly: The lesson needs some beefing up and expansion to apply the skills outside of the training group. A fight is basically a problem situation with a great deal of affect and action un-encumbered by cognition (lots of heat but little light). The lesson seeks to teach the skills involved in reducing the heat and providing more light. Obviously this is a needed skill in al areas of life so the Application phase should emphasize using this not only in the learning/helping group but also in the student's life outside. The expanded lesson could address problems in area lb (self concept as related to emotional and behavioral control) and areas 2b thru 2m (self concept as related to all areas in Figure 2).

27. Solving problems with a system: Basically acceptable as written but could be expanded to address any problem the group decides to work on and not just leisure. The lesson, could be quite instructive depending on how strong the anti-intellectual feelings are among the students. The lesson should point cut the usefulness of developing a systematic presentation when: attempting to influence people,

groups, organizations, and agencies who have money, power and influence (e.g. preparing brief, etc.). The case study used in the Stimulus should interest adolescents, especially if from small towns, etc. but the lesson if used with urban adolescents would require considerable revision. Also, it might be useful to consider case studies dealing with other areas of life rather than lust leisure, i.e., provide more options in the lesson — this would be desirable but involve considerable work. The expanded. lesson could address problems in areas la, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, 10a, 11a, 12a, 13a, 14a (i.e., any of the areas listed in figure 2 could be the topical content depending or the groups decision), area 2k (self concept as related to values — the value of systematic thought and procedure to handle problems), and area 2m (self concept as related to leisure).

28. <u>Exploring job preferences:</u> Some revision and expansion is needed to broaden the lesson topic from just considering jobs. It might deal with the ways to make an acceptable living doing something you are interested in and able and proud to do (or at least not ashamed). The pictures used in the Stimulus should be revised or expanded to include more pictures of adolescents and more emphasis on the media, arts, etc. This will facilitate the fantasy exercise and. could lead into the consideration of how students' interests and aspirations match with their abilities and skills; adolescents often have over glamorized aspirations which have very little reality base and a great deal of peer pleasure and wishful thinking. It would be quite important to explore in the Evocation ways of making the dream real using a systematic reality based method. The Objective Enquiry should be expanded to obtain information about means to actualize their interests and develop their skills. The Application will be quite involved for the most part. The expanded lesson could address problems in areas 2a and 2m (general self concept and self concept as related to leisure-developing imaginal skills), area 2b (self concept as related to family), areas 2c, 2d, 2e (self concept as related to adults — interviewing, etc. during the application), areas 2g, and 2j (self concept as related to schools and society in general — learning about arid seeking out opportunities during the Objective Enquiry and Application), areas 2h and 2i (self concept as related to legal and political institutions — interviews during the Application), and areas 2k and 2l (self concept as related values and work).

29. <u>Setting goals:</u> Basically acceptable as written. However the same comments as were mace in lesson 13 (defining the problem) apply here: the lesson should be a summarization and integration of many smaller goal setting activities which go on constantly in the course. Instructions for recycling should be given. The lesson serves as another ma or turning point in the course and serves as a systematic appraisal of what the student wants from the course and his life. The lesson as written could address problems in areas 1d, 1e, and if (the physical act of lifting as related to trust of peers the lifting exercise in the Stimulus), area 2a (general. self concept and the issue of trust), lb, 2b thru 2m (self concept as related to all the areas in Figure 2 depending on the problems/goals selected in the Objective Enquiry and Application).

30. <u>Demonstrating life skills</u>: The lesson will require considerable revision to include the topic areas dealt with in the remainder of the course. Thus the chart and audio tape used in the Objective Inquiry which describe phase IV lessons will have to be redone. Depending on who the students invite to the demonstration, the lesson as written could address problems in areas 2b thru 2m (self concept as related to all areas in Figure 2).

31. <u>Getting out of a money trap:</u> This lessen <u>may</u> be of interest and relevance to adolescents depending on whether or not they have honey to budget or are able to enter into legal transactions, etc. The lesson needs to be expanded to include non-married and other forms of group relationships (e.g. communes) as well as single adolescents living on their own. The case study might have to be revised using characters more similar to adolescents with adolescent problems. The instructions in the Evocation would have to be revised. The lesson could address problems in area 2b (self concept as related to family -- defined in a broad way), and areas 3g, 3j, 3k, and 3l, (family broadly defined as related to legal institutions, society in general, values and work.)

32. <u>Looking one's best:</u> This lesson should be revised and expanded, changing the emphasis to examining how appearance can influence the behavior and opinions of others in relation to the adolescent and hew adolescents can greatly control others' behavior and opinions simply by changing their appearance. To stimulate interest in the topic the emphasis could be on examining the expectations of others regarding looks and the consequences which result from fulfilling or not fulfilling these expectations. Also, the lesson could be broadened to consider the general problems of personal hygiene and physical care. The revised and expanded lesson could address problems in areas la thru 1n (physical appearance, dress, grooming, cleanliness, figure/physique as related to all areas in Figure 2).

33. <u>Planning and preparing low-cost nutritious meals:</u> The usefulness and relevance of this lesson as written. depends whether or not the students are in fact cooking for themselves or planning to do so The lesson could be revised and expanded to cover the general topic area of nutrition and diet and so be a sequence to lesson 32. Many adolescents have very poor diets imbalance and nutritional lacks obtained at rather high costs, i.e. much food is bought ready prepared. The revised and expanded lesson. could address problems in areas la thru 1g, le and 1n (diet, nutrition and eating habits in general and as they relate to self concept, family-broadly defined, peers, values and leisure).

34. <u>Handling drinking problems</u>: This lesson should be revised and expanded. If could be expanded to consider the general "pursuit of intoxication.." characteristic of society using all types of chemicals, the general tendency to use chemical "solutions" to personal/social problems and so on. The relevance of the lesson depends on whether or not the students are affected directly or indirectly by drinking; for instance there may be children of alcoholic parents on course and thus the situation cards and suggestion for role plays in the application need to include a child with alcoholic parents. If one considers the lesson expanded to chemicals and drugs other than alcohol then considerably more revision is required and the questionnaire, films, etc. must be revised and expanded. This lesson could serve as an introduction to the lesson "Handling drug problems" (lesson 41) where the parent lessen would examine our pill consuming culture and the other lesson would examine drugs and chemicals as related directly to the students. It might be more useful to do a modest revision and expansion of this lesson, and write a new lesson or expand lesson 41 to deal with society and drugs. The lesson with the modification of adding the problem of alcoholic parents could address problems in areas lb thru In (alcohol as related to all areas in Figure 2).

35. <u>Planning for one's survivors:</u> Frankly I do not see how this topic can be made interesting or relevant to adolescents; it is difficult enough to involve older people in this planning. If the adolescent has not even considered marriage and offspring, etc. then planning for the as yet unplanned dependents will be almost totally meaningless. It might be useful if some students had a family member die and had troubles with funeral arrangements, wills, estate settlements, etc. In this case the lesson could be revised and expanded to consider the general topic of the "modern way of death" (e.g. the area of 11b-society as related to values/morals, areas 3g, 3i, 3j — family as related to legal institutions, society and values/morals). The lesson as written might possibly address problems in areas 2b, 2h, 2k, and 21 (self concept as related to family, legal institutions, society and values).

36. <u>Managing money:</u> This lesson might be basically acceptable as written assuming the students have enough complicated financial affairs to produce problems in money management. A simpler approach might be more appropriate for most adolescents. The lesson might be particularly useful for adolescents on their own or in groups which are attempting to be self supporting (e.g. communes, etc.). The lesson might be expanded to include managing money for organizations, groups, etc. rather than just personal money management. With some revision and expansion (changing the Stimulus) the lesson could address problems in areas 2b, 2c, 2d, 2e, 2h, 2k, 21, 2m (self concept as related to family – broadly defined, peers, legal institutions, values/morals, work and leisure). With considerable revision and expansion to include general money-financial

management and budgeting: the lesson could address problems in areas 2b thru 2m (self concept as related to all areas in Figure 2).

37. <u>Handling sex problems:</u> The lesson as written could serve as an introduction to the area of sex (information, practices, problems and also marriage and family). It is quite inadequate as it is to deal with the large area of sex and thus the course needs to branch off into other specific areas of concern to adolescents; especially the topics of V.D., contraception, pregnancy and abortion must be dealt with since they are increasing, becoming general social problems. While this lesson as written leaves the specific topics and problems to the students to investigate they should be more directly confronted in a clear, honest and straight forward manner on an .information giving level with the application up to the students. The lesson as written might serve as a means to break the "sound barrier" — the taboos and pluralistic ignorances involving sex and related topics. The lesson could be revised and expanded as an introduction to the topic, going into the problems of sex and society, sex role behaviors, and expectations and how they are drastically changing, women's liberation, pornography and sexual themes in the media and entertainment, nudity, physical contact between and within sexes, sex practices and, techniques, group sex, pre- and extramarital sex, sex clubs, sex research, sex as a form of recreation, the over concern of society with sex, etc. The lesson with some expansion and revision could serve as an introduction to the topic and further lessons, mainly information giving in form, could be written on topics of concern. In this manner problems in areas lb thru 1n (sex as related to all areas in Figure 2) could be addressed.

38. <u>Interacting with police:</u> Basically acceptable as written. This lesson should be considered as a component of an expanded treatment of the important problematic area of legal and civil rights and status of adolescents. Baernstein and Cohen have developed a program called "Teenagers Rights and Responsibilities" which has been tested in a high school in Maryland. This program. appears to be very complete and rather extensive and should be examined for possible: incorporation into the Life Skills course. Some suggested additions to the present lesson might include using the film "'Police power" and changing the case study to one involving adolescents in trouble with the law over a basically innocent issue. As written the lesson could address problems in areas 2h, 2k, and 2m (self concept as related to legal institutions; values — "law n' order", freedom, justice, leisure — "loitering", various "love-ins", "be-ins.", "smoke-ins" and "other-ins", messing around, etc.).

39. <u>Setting goals for guiding childrens behavior</u>: The lesson as written is mainly relevant to students who have or are planning to have children (preparation for child rearing). It could be revised and expanded to deal with the topic of how the students' parents reared them and what was right and wrong with it. TheStimulus will need to be revised to deal with adolescent-parent problems. The idea of formulating a statement of the rights and responsibilities of adolescents and parents might be a useful modification of the present "Child's bill of rights". TheApplication could be to present it at "home" and attempt to have some explicit contractual arrangement implemented in the interactions between parents and teenagers. A good source of information is contained in T. Gordon <u>(Parent Effectiveness Training).</u> The expanded lesson could address problems in areas 1c, 2b, and 3b thru 3l (family as related to all areas in Figure 2).

40. <u>Evaluating membership on a team:</u> Acceptable as written. The lesson could address problems in areas 2b thru 2m (self concept as related to all areas in Figure 2).

41. <u>Handling drug problems:</u> This lesson is similar to the one on sex lesson 37 in that as written, it could serve as an introduction to the problem of drugs. An alternate stimulus might be one or more of these films: "Monkey on the Back", "Beyond LSD", "Hooked", "The Seekers". While it is true that many adolescents are rejecting the use of drugs as a dead end (both literally and figuratively) it is still an enormous problem complicated and exacerbated by the confusion and irrationality of society in general and the legal/political system in particular, confused values, extensive boredom and frustration, etc. This lesson is not adequate to carry the load and thus, as with the sex lesson (37), it should be used as an introduction to the area with further lessons of mainly an informational focus as follow-ups. As discussed earlier it might be combined with the alcohol lesson (34) to deal with the general social issues around the use of chemicals (legal and illegal). The Objective Enquiry and Application of the lesson as written could be expanded to deal with most of the issues involving drugs but the topic is too difficult to carry without more assistance to the coach in the form of written lessons. The expanded lesson could address problems in areas 1b thru 1r. (drugs/chemicals as related to all areas in Figure 2).

42. <u>Telling children about sex</u>: This lesson is appropriate as written for students who have or plan to have children. If students, have younger siblings this could be used instead of their own children (see also lesson 39). As a group project it might be an alternate way of introducing the topic of sex and sex information. It might also be a method for students to relate the sex misinformation they were given as children and the resulting confusion and worry it caused. The lesson as written could address problems in area 1c (sex as related to family of origin) .

43. <u>Availing oneself of legal services:</u> The lesson needs some re-vision but is basically acceptable a written. Again, as with lesson 38, it might be considered a component of the expanded treatment of the area of legal-civil rights of adolescents. The Stimulus would need revision to use adolescent characters and situation. Again, the Baernstein and Cohen program should be examined to determine its usefulness in this topic area. The lesson with some expansion could address problems in area 9a (general problems involving legal system) and areas 1i, 2h, 3g, 4f, Se, 6d, 7c, 8b, 9b thru 9f, (the legal system as related to all areas in Figure 2).

44. <u>Finding reliable babysitting</u>. This lesson is acceptable as written but of very little use for adolescents. It is appropriate for students who have or plan to have children and if students have younger siblings it could be useful (see lessons 39, 42). With slight modifications the major use would be to provide a lesson in some aspects of learning how to baby-sit (mostly for female students).

45. <u>Dealing with the landlord:</u> Basically acceptable as written but of limited usefulness except for students who are on their own. It might be expanded to include students who operate drop-in centers, stores, drug crisis centers, and also those who live in commune (urban or rural). The lesson as written could address problems in areas 2f, 2h, 2i (self concept as related to adults, legal institutions, and political institutions — the interviewing in the community during the Objective Enquiry), areas 3e and. 3g (family – broadly defined as related to adults and legal institutions). The lessen expanded to include various living arrangements of adolescents could address problems in areas 4d, 5c, 6b, (adults as related to peers) and areas 4f, Se, 6d (legal institutions as related to peers).

46. Communicating with children: This lesson is acceptable as written for students who have or plan to have children or students who interact with younger siblings, etc. (see lessons 39, 42 and 44). The lesson might be completely revised using the same format but instead have it deal with "Communicating with parents, guardians, keepers, etc." Again, a very useful reference is T. Gordon Parent Effectiveness Training.

47. Voting in an election: This lesson is acceptable as written and could be used, where relevant (i.e. with students eligible to vote) as a component or introduction to lessons dealing with the political system in general—an introduction to political processes. If expanded to become such an introduction the lesson could address problems in areas 2g, 2h, 2i, 2k, (self concept as related to adults, schools, legal institutions and values), areas 3h, 4g, 5f, 6e, 7d, 8c, 9b, 10b, 10c, 10d, l0e (political institutions as related to all areas in Figure 2).

48. Raising a family alone: This lesson might be relevant to "unwed mothers" but would require revision and expansion to deal with this topic since they have special problems in addition to being a single parent. It might be revised to deal with the problems of students who were raised by one parent. Also, it could be expanded to deal with issues of stability of marriage, types of marriage and women's liberation. The expanded lesson could address problems in area 2b (self concept as related to family — mostly for females), area 3a (general topic of what constitutes a family), areas 3b thru 3l (the single parent family — although the mother may be part of a larger group -- as related to all areas in Figure 2).

49. Using community agencies effectively: Acceptable as written using it as a general introduction to the use of political/power processes and community resources. It is a good introduction to the preparation of briefs and proposals provided by the stimulation game in the Application. The lesson as written could address problems in areas lj, 2i, 3h, 4g, 5f, 6e, 7d, 8c, 9b, 10b, 10c, 10d, 10e (political institutions as related to all areas in Figure 2), areas 1k, 2j, 3i, 4h, 5g, 6f, 7e, 8d, 9c, 10b, 11b, 11lc, lid (society as related to all areas in Figure 2) and areas 10a aid 11a (general introduction tc political institutions and to society/community).

50. Dealing with discrimination: This lesson needs some revision and expansion to 'increase its relevance for adolescents. It is a very important topic since adolescents constitute one of the large minority groups who experience discrimination and exploitation because of their minority membership (they are young and suffer adult "youngism", just as women suffer male "sexism" and Black, Indian, Orientals, etc. suffer white "racism"). The Stimulus of lesson as written focuses on the stereotypes which the students hold and should be expanded to include the stereotypes typical of adolescents as a group. Then the lesson shifts into helping students cope with acts of discrimination against them. Again, the material needs to be expanded to include problems typical of adolescents and the young. The expanded_ lessen could address problems in. most of the areas in. Figure. 2. (1b, 1g thru 1n, 2b thru 2m, 3b, 3c, 3d, 4d thru 4k, 5d thru 5j, 6b thru 6i, 7e thru 7h, 8b thru 8e, 9b thru 9f, 10b thru l0e, 11b thru 11d, 12b. 12c, 13b).

51. Giving help with an individual problem: Basically acceptable as written but should be used in some form throughout the course. Instructions for recycling should be given. The lesson could address problems in the areas 1b, 2b thru 2m (self concept as related to all areas in Figure 2) depending on the problems brought up by the students.

52. Handling changes in my behavior: Basically acceptable as written but, as for lesson 51, it should be used in some form throughout the course to deal with problems of transfer of skills, etc. outside of the training; setting. Instructions for recycling should be given. The lesson could address problems it areas 1b, 2b thru 2n (self concept as related to all areas in Figure 2) depending on the problems brought up by the students.

53. Using parliamentary procedures: Basically acceptable as written but one will have a difficult time convincing most adolescents of its usefulness. Thus the lesson needs a greater Stimulus to provide the necessary motivation. The lesson could address problems in areas 10a and 11a (general political institutions and society in general) wherever parliamentary procedures are used and the student wishes to make his ideas heard and implemented.

54. Taking responsibility in the community: Basically acceptable as written. Adolescents will probably enjoy this. The lesson is somewhat flat in terms of interest and could be livened up with a focus on social problems (of which there are plenty). The situation cards used in the Stimulus do not appear to be too stimulating and at least need to emphasize situations which could involve adolescents. The planning and execution of a community project would probably excite adolescents. The lesson, as with lesson 50, could deal with problems in most of the areas in Figure 2, depending on what the students select as projects.

55. Helping a child with a school problem: As with lessons 39, 42, 44 and 46, the lesson is appropriate as written for students who have or plan to have children or students who interact with younger siblings, etc. To make the lesson more widely applicable it could be revised and expanded to involve students in a tutoring project or something similar. The story used in the Stimulus might still be useful. he lesson as expanded could address problems in area 2b (self as related to family-- siblings), areas 2g, 3f, 4e, 5d, be (school as related to self, family—siblings and peers).

56. Building strengths of the individual: Basically acceptable as written but as with lessons 51 and 52 it should be used in some form throughout the course. Instructions for recycling should be given. The lesser could address problems (or strengths in this case) in area 2a (general self concept') and areas lb, 2b thru 2m (self concept as related to ail areas in Figure 2).

57. Quitting the job: Acceptable as written but may not be relevant or useful for adolescents (depending on the job market, their eligibility for employment and the strength of the "anti work ethic" etc., see lessons 12 and 24). The lesson could address problems in area 13a (general work:/vocation area) and areas 1m, 21, 3k, 4j, 5i, 6h, 7g, 8f, 9e, 10d 12b, 13b (work/vocation as related to physica1 aspects, self concept, family, peers, adults, society, values and leisure).

58. Applying for a job: The lesson needs some revision using examples and materials relevant to adolescents. This lesson, like lessons 12, 24, and 57, may be of limited interest and may need a broader focus to include other types of application forms and. letters than those used just to obtain jobs (e.g. scholarships, training, grants, etc.). Regardless of whether or not the student is applying for anything (job or otherwise) making a resume is very helpful in that it puts the persons' past into a neat and objective order. This is useful in many areas of life. The lesson could address problems in area 13a (general area of work/vocation) and areas 1m, 2l, 3k, 4j, 5i, 6h, 7g, 8f, 9e, 10d, 11c, 12b, 13b (work/vocation as related to all areas in Figure 2).

59. Evaluating problem solving skills: Basically acceptable as written but, like lessons 13, 23, 29, 51, 52, and 56, it should be used in some form at some level through out the course with the finial assessment at the end. Instructions for recycling should be given. The lesson could address problems in area 2a (self concept, abilities and skills), areas 2c, 2d, 2e, (self as related to peers) and area 2k (self as related to the value of rationality).

60. Evaluating employability: Basically acceptable as written. Like lessons 13, 23, 29, 51, 52, 56 and 59 it should be used in some form at some level at various times in the course with the final assessment at the end. Instructions for recycling should be given. Also, like lessons 12, 24, 57 and 58 it may not be relevant for some adolescents. The lesson could address problems in most of the areas in Figure 2 depending on what individual students bring up for assessment.

Table 21: Life Skills Lessons: Code Numbers and Titles Listed According to Course Phase and Suggested Seauence of Use

Life Skills Lessons: Code numbers and Titles Listed According to Course Phase and Suggested Sequence of Use	
Code Number	TITLE
Phase I Recognizing Problems	
1	Meeting one Another
2	Surveying Life Skills
Phase II Defining Problems	
3	Relating Behavior to Roles
4	Seeing Oneself on Video
5	Listening to Others
6	Relating to Others
7	Describing Feelings
8	Identifying Assumptions
9	Giving and Receiving Feedback
10	Depending on Others
11	Portraying Oneself
12	Surveying Marketable Skills
13	Defining the Problem
14	Explaining Life Skills to Others

Table 21 continued

Phase III Choosing Solutions to Problems	
15	Expressing Trust in the Group
16	Describing Feelings II
17	Giving a Talk
18	Writing Tests
19	Producing Ideas About Leisure Time
20	Rating Behaviors in Groups
21	Debating the Topic: To Work or Not To Work
22	Identifying Strengths of the Family
23	Learning Helpful Behaviors in Groups
24	Exploring Expectations of Employers
25	Trying a Creative Exercise
26	Fighting Fairly
27	Solving Problems with a System
28	Exploring Job Preferences
29	Setting Goals

Table 21 continued

Code Number	TITLE
Phase IV <u>Applying Solutions Chosen</u>	
30	Demonstrating Life Skills
31	Getting Out of a Money Trap
32	Looking One's Best
33	Planning and Preparing Low Cost Nutritious Meals
34	Handling Drinking Problems
35	Planning for One's Survivors
36	Managing Money
37	Handling Sex Problems
38	Interacting with Police
39	Setting Goals for Guiding Children's Behavior
40	Evaluating Membership on a Team
41	Handling Drug Problems
42	Telling Children About Sex
43	Availing Oneself of Legal Services
44	Providing Reliable Babysitting
45	Dealing with the Landlord
46	Communicating with Children
47	Voting in an Election
48	Raising a Family Alone
49	Using Community Agencies Effectively
50	Dealing with Discrimination
51	Giving Help with an Individual Problem
52	Handling Changes in my Behavior
53	Using Parliamentary Procedures
54	Taking Responsibilities in the Community
55	Helping a Child with a School Problem
56	Building Strengths of the Individual
57	Quitting the Job
58	Applying for a Job
Phase V <u>Evaluating Outcomes</u>	
59	Evaluating Problem Solving Skills
60	Evaluating Employability

C. ANALYSIS OF PROBLEMATIC AREAS WITH RECOMMENDED ADDITIONAL LESSON TO COVER GAPS IN THE PRESENT COURSE

The present Life Skills Course was developed to help a certain segment of the adult population to better and more effectively cope with and solve life problems. While it was not explicitly future oriented it could and in fact did, become so through raising the competency of the individuals to handle present problems and thus cope with future problems. This tendency needs to be strengthened and made explicit for an adolescent Life Skills Course since adolescents are by definition the future citizens, decision makers, leaders, etc. requiring preparation for living in the future.

Since the future is coming at an increasingly rapid pace there is an increasing need for skills to cope with and change and novelty (i.e. future shock). In addition, adolescents have problems characteristic of their age grouping which are not characteristic of adults. These problems must be addressed directly and the present course, developed for adults, needs additional lessons for these two basic areas. Also, the value orientation of the course should be made more explicit and a deliberate attempt should be made to raise the level of moral/ethical judgment and action in line with Kohlberg's formulation of the area.

This section of the paper constitutes an initial analysis of the relation between the present course and the problematic areas illustrated in Figure 2 with recommendations for lessons which need to be developed and tried as a supplement to the present course.

1. PHYSICAL ASPECTS

a. Problems frequently develop around the <u>rapid rate of growth</u> in body size (height, weight) <u>and changes in body proportions</u> (internal and external); different stages in development in puberty; variations in rate of growth in terms of age (adolescents reach pubescence at various ages from 9 - 18) and sex; uneven growth within an individual -- some physical characteristics of an individual develop faster than others; the psychological effects of physical changes are due to rapidity of change, the lack of preparation for change, childhood fantasies, unrealistic social expectations, stereotypes, and insecurity. A lesson is needed to address this area emphasizing mostly the facts to get adolescents to accept them and realize that practically everyone has to cope with problems in this area.

b. Many problems involve the <u>increased sex drive,</u> increased development of primary (reproductive organs) and secondary (pubic hair, breasts, beard, etc.) sex characteristics. These changes produce a preoccupation with sex, increased "sexiness" (amount of skin exposed, "ban the bra", mini-skirts, hot pants, hip huggers, open shirts, etc.) accompanied by a lack of awareness of the effects on peers and adults in general**.** Problems of sexual outlet develop (concern with masturbation, nocturnal emissions, petting, necking, intercourse). This leads into the complications which arise from sex play and intercourse such as VD, contraception, pregnancy and abortion. Myths and facts about the similarities and differences of male and female sexuality should be addressed. Females have a very serious and special problem in their concern with menstruation which can be traumatic without proper preparation for this event. Problems of changing from homosexual to heterosexual interests, behaviors and roles can give rise to concern over homosexuality and male and female roles (this problem is addressed in the area of peer relations, sections 5a and 6a below).

The general misinformation which students-have regarding the physical aspects of sex should be corrected with an opportunity for them to relate the horror tales they were fed in their youth by the misinformed (see suggestion made regarding lesson 42). Modified lesson 37 could handle some of this but a series of lesson is needed to deal with this area directly. The problems involving relations between the sexes will be addressed later.

c. <u>Personal attractiveness</u>, having a realistic view of ones appearance and a realistic body image; concern with physique/figure (too fat/thin, short/tall); concern regarding physical defects and distortions (blemishes, birth marks, misshapen limbs and features, pimples and skin-disturbances); problems of general <u>appearance</u> in terms of clothes, grooming, cleanliness, hair, etc.; concern with <u>awkwardness,</u> lack of coordination and grace as these are affected by physical changes and emotional tensions; problems of appetite, diet, special nutritional needs for adolescents, over/under eating, erratic eating, eating nutritionally worthless types of food or foods of only one type (unbalanced diet); problems of general level of physical health. Modified lessons 32 and 33 could address the above. Also modified lessons 4 and 11 may address some of these issues. Some instructions need to be developed so that these problems are focused=on in the lessons.

d. The need for heightened <u>stimulation, variety, novelty</u> (e.g. adolescent music and dancing, drug use, traveling-hit etc.); problems of restlessness and over activity due to physical changes, increased <u>energy</u> and <u>activity levels</u> which need outlet in exercise, sports and active activities and projects; need for quiet, rest, respite, sleep, inactivity, peace, aloneness. A lesson may need to be developed for this area. Modified lesson 19 may address some of the issues.

e. Many problems involve <u>emotionality</u> and emotional disorders; suicide and attempted suicide, tendencies to self destruction and mutilation both psychological and physical; adolescence is characterized by strong emotions, emotional outbursts, destructive expressions of anger and fear, marked mood swings, instability and moodiness, general tension and nervous habits; this gives rise to problems of emotional control, expression and catharsis. Some of the problematic expressions of the heightened emotionality are: excessive use of escape mechanisms such as fantasy and daydreaming; quarrelsomeness, quick anger, lowered tolerance for frustration and annoyance; increased anxiety, worry and fear; envy and jealousy. Emotionality is increased by: being confronted with barriers to goals and aspirations; unfavorable family relationships and home climate; religious, moral, ethical, value doubt and confusion; vocational problems and worries; school failure and pressure; problems in social adjustment to opposite sex; societal expectations of more mature behavior than the individual can show; being placed in situations in which the person feels inadequate to cope; being forced to adjust to new environments; physical stress, illness, and physiological change. A lesson may be needed here but several lessons in the present Life Skills Course deal with the description and expression of emotions or feelings. See modified lessons 7,16, 23, 51, 52, 56 and especially 26.

f. Problems from race and <u>skin color;</u> racial and <u>nationality</u> features which may be more acute with adolescents but are not unique. Modified lesson 50 could be used here.

g. The problems in the use of psychoactive <u>drugs and chemicals</u> are very great and permeate every aspect of the life of adolescents. New lessons plus a rewrite of lesson 41 (and also 34) are necessary to examine in detail how drugs are related to all facets of life; this is a rather large task.

2. SELF CONCEPT

a. Problems involved in forming a <u>clear identity</u> .(self concept, self image) are: premature foreclosure, diffusion and confusion, negative, combative (activist reformer), dropout (withdrawal), immature identity outcomes. Adolescents are constantly changing their feelings regarding themselves and exhibit the ambivalence, disorientation, and labile emotions characteristic of a marginal man. There is conflict between growing to maturity and responsibility vs. regressing to immaturity vs. coasting along; feeling unable to cope with problems and pressures from within and without; being more psychologically exposed and vulnerable, more aware of what's happening but, at the same time, not being able to do anything about it; problems of personality integration and inter-relationship between the various facets of personality. An introductory lesson needs to be written addressing these issues directly; several modified Life Skills lessons address the issues indirectly. It should be emphasized that a fine identity (point of stable judgment) is needed more now than in the past because the external world is so unstable ("Future Shock").

b. Many problems involve feelings of <u>personal worth;</u> self confidence and certainty vs. self-doubt, uncertainty, self-consciousness, and confusion; problems of accepting criticism; conflict between basic trust-faith and mistrust. Modified lessons 9, 15, 20, 23, 51, S2, 56 deal with this issue.

c. Problems involving the conflicts between being: <u>skilled</u> vs. unskilled, <u>competent</u> vs. incompetent, <u>intelligent</u> vs. stupid (intellectually capable but lacking in experience and facts), knowledgeable (hip) vs. ignorant (out of it), <u>creative</u> vs. conventional. Problems arise due to the lack of definite ways and means of gaining maturity; lack of opportunities to develop/actualize and test/try aspirations; conflict between apprenticeship and work paralysis. Modified lessons 2,.12, 17, 19, 20, 23, 25, 27, 26, 59, 60 address this issue.

d. Problems involved in moving away from subjectivism and egocentricism discovering <u>other people's perception of the self</u> to help develop clearer self--perception. Modified lessons 3, 4, 6, 9, 11, 18, 20, 23, 52, 56 address this issue.

e. Resolving problems arising from: need for dependence vs. independence vs. counter dependence; the <u>prolonged dependency</u> produced by advanced training or general lack of opportunities for independence; conflict between desires to be with others vs. alone, socially alienated vs. integrated; problems in developing interpersonal competence, <u>authentic</u> vs. manipulative interpersonal style; conflicts of <u>cooperation</u> vs. competition; drawing the limits of self-determinism vs. other determinism, being accepted vs. rejected, popular vs. unpopular; the need for opportunities in role experimentation vs. role fixation; problems involving leader/follower roles, confusion over <u>authority</u> (unthinking acceptance or rejection of authority). Modified lessons 1, 5, 6, 9, 10, 1S, 20, 23, 26, 40, S1, 52 address this issue but the coach needs to be aware of some of the specific problems in this area.

f. Problems involving ideological <u>commitments</u> (committed vs. uncommitted); value confusion; <u>setting</u> oneself <u>impossible goals</u> and over committing oneself; avoiding conflicts and problems, excessive daydreaming; the continued <u>ambivalence</u> of idealism vs. cynicism in many areas; many shifting, temporary, <u>transitory interests</u> and commitments; the strong concern with <u>ultimate issues,</u> the meaning of life and death. A lesson needs to be developed addressing these issues in a more integrated manner. Modified lessons 13, 21, 29 address the issues of setting goals.

g. Problems concerning <u>sexual identity</u> vs. bisexual confusion; <u>sex roles</u> are confused and blurred; excessive interest and concern regarding sex. These issues are addressed in the area of opposite sex peer relations (Section 3a below).

3. FAMILY, PARENTS, SIBLINGS

a. Problems involve the uncertain <u>future</u> of the family as a social institution.$ the greatly expanded <u>definition of</u> what constitutes a <u>family;</u> the radically changed functions of the "family"; the problems of creating <u>alternative</u> and functionally viable groupings to take over for what the <u>family</u> used to do.. Modified lesson 22 addresses this aspect if greatly expanded. It should focus both on the general question of the family and male/female relationships and the specific question of what the students envisage as the form of "family" they will be involved with and what this entails in-terms of behavior, attitudes, values, etc.

b. Family of origin or <u>present family;</u> the problems the students have had or are having with <u>parents</u>, siblings, etc. New lessons are needed which complement lessons 39 and 46; e.g. a lesson on improving interaction and communication with parents (a la 46) coupled with one on establishing a more explicit statement of -the rights and responsibilities of both parents and adolescents, (a la 39)

4. PEERS: GENERAL

a. General and detailed analysis is needed of the <u>peer and "counter" culture;</u> its shortcomings and problematic aspects as well as its great potential for building a better future ("Consciousness III"). Particular emphasis must be placed on the increased "influencibility" and brain washing dangers produced by certain general characteristics of the peer culture involving a combination of: the strong need for mutual support and consensus among adolescents (insecurity, uncertainty, vague identity); the extreme popularity of high levels of sensory stimulation as exemplified [by] "Psychedelic light shows"; careless and excessive use of drugs aid chemicals of unknown effect; the popularity of large group gatherings exemplified by rock festivals and various types of "ins" ("love ins", "be ins", "smoke ins", etc.) and mass protest rallies and marches. These factors are very conducive to mass hypnosis and de-individuation (extreme reduction in individual responsibilities and personal guilt, etc.) and the dangers must be brought home to adolescents so that their great potential can be actualized for good. There is no lesson which addresses these issues and thus one needs to be developed. The Life Skills Course, by using the development of the learning/helping group peers as a major method of instruction, indirectly focuses on many of the issues here.

Modified lesson 8 could address this directly. However, the problems of self- vs. other-determinism should be explicitly addressed. The upcoming generation has always had the task of developing a new life but, as detailed in this paper, these problems are much more complex than in previous generations due to the "missed revolutions" (unfinished business) and "future shock" (accelerated rates of change in all areas of life).
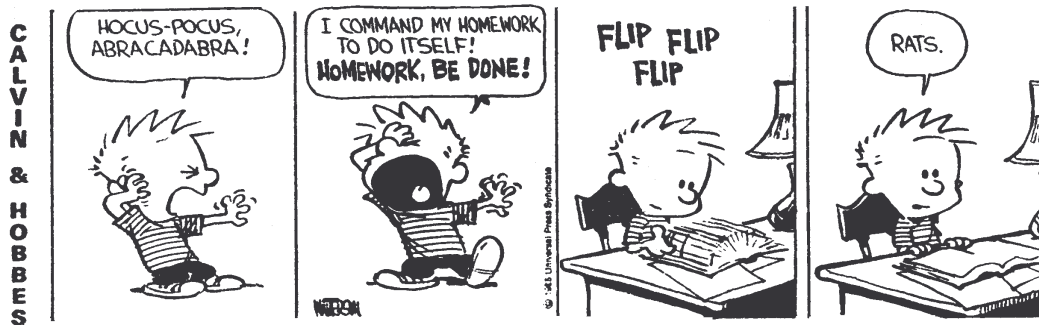
b. The problem of uncritical acceptance/rejection of influence should be treated separately, especially emphasizing the influence of the media (a la McLuhan). No lesson addresses this directly although lesson 4 may take some of the magical mystery out of TV; the other media should be included. Several lessons deal with the problem indirectly.
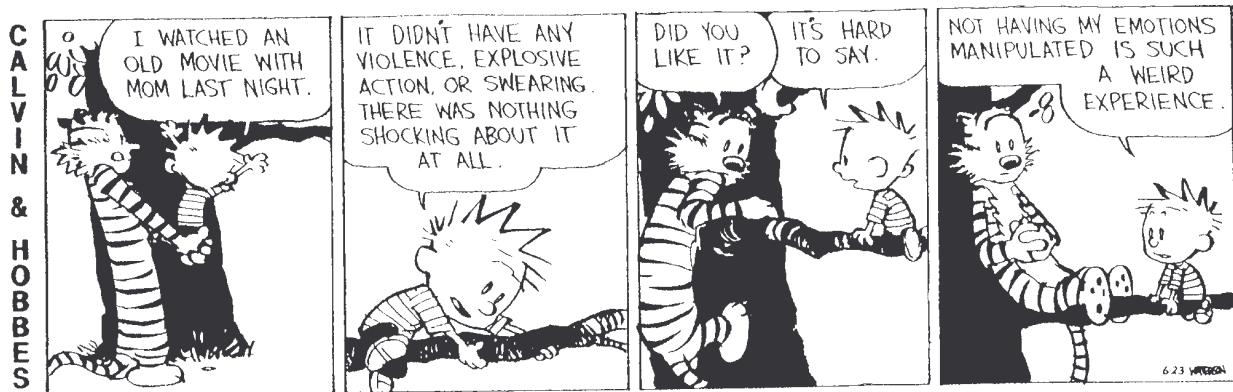
c. The problems involved in pressure to conform to peer norms, acceptance and rejection of those who do not conform, the use of peer relations to experiment with new types of ,interaction is a special problem in the area of influence ("b" above). Modified lessons 6, 9, 10, 15, 20, 23, 40, 51, 52, 56 address this directly and many other lessons do so indirectly - it should be a major theme throughout the course.

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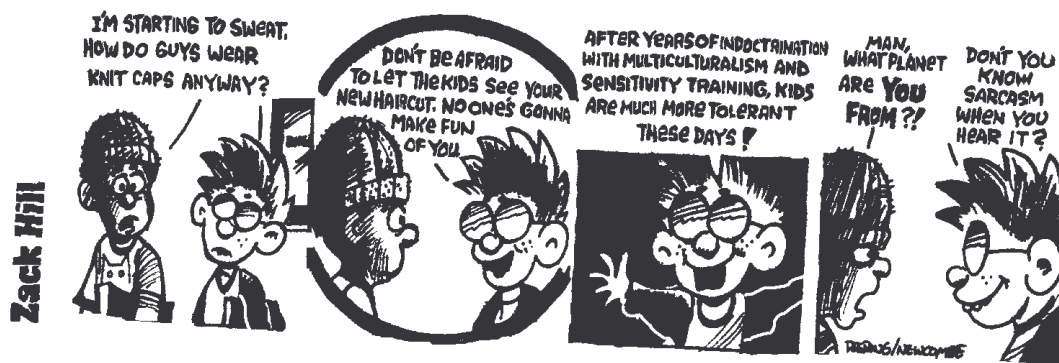
5. PEERS: SAME SEX

a. Male: The general issue of "What is a man"; how does he think, what does he value, what are male interests and attitudes, etc. should be addressed directly; there are problems involving male "sexism" and chauvinism; problems arising out of traditional and possibly inborn masculine tendencies (e.g. the preference for rationality, procedure, abstraction, control, activity and aggression, toughness, strength, bigness, loudness, winning competitions, over-valuing things, gadgets, stuff equipment$_s$ science and technology). There are problems involve changes from primarily male groupings to interactions with both sexes which may involve problems in homo/hetero-sexual balance. Whether or not the lesson covering this area should be done separately or with lessons on male/female interactions and roles and the definition of what is female is a question but the issues and problems need to be addressed directly.

b. Female: Many problems arise out of female biology and the male engendered (and female accepted) myths about what females can and cannot do in all areas of life. The fundamental issues being raised by the "woman's liberation movement" need to be addressed directly. Because of their biological make-up, females have problems of reproduction and child bearing/rearing, (pregnancy, contraception, abortion, adopt vs. retain child, marry for a husband/father vs. raise the child alone or in some other setting, etc.) which are almost totally incomprehensible to males, emotionally or intellectually. A lesson on this area should be developed (by a woman with experience in the problems) and it probably should be conducted in a mixed sex group for the instruction of males.

6. PEERS: OPPOSITE SEX

a. The "man/woman thing" needs to be addressed directly as a follow-up and expansion of (or introduction to) the problems unique to male/female interactions. Confusion exists regarding sex roles and sex appropriate behavior and attitudes; the implications that the changing concepts and practices of male/female relationships have for family , childrearing, etc.; the various types of existent or possible mixed sex groupings involving varying degrees of mutual commitment and involvement; and of varying sizes and composition of age, nationality/race, philosophy, etc.; and of varying degrees of permanence; and with varying degrees of connectedness to the main stream of society. Issues could be addressed in definition of the family (section 3a above) and a greatly modified lesson 22.

b. Sex behavior, dating, preparation for marriage and family (or something) and

moral/ethical issues involved in sex are issues to be addressed directly as a follow-up to the study of the biological aspects of sex. Hopefully modified lesson 37 in combination with the other lessons, could produce cognitive map of the sexual wilderness.
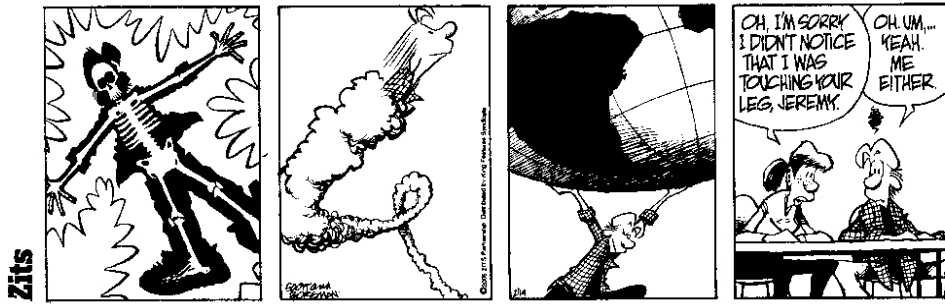
7. ADULTS: GENERAL

There are two interrelated sets of problems here, one from the side of the adults and the other from youth.

a. Youth have many problems arising from adult behavior and attitudes toward young people (what I have called "youngism") and this should be made clear and examined in detail. These problems are, of course, aggravated by certain obvious characteristics of contemporary youth culture (concern with honesty; authenticity; confrontation and truth; freedom and uncontrol -- in dress, behavior, ideas, speech, etc.; disregard and rejection of traditional values and taboos; unconventional -- compared to main stream -- hair and clothing styles; fascination with mind/experience altering methods -- drug and non-drug). A lesson needs to be developed to help youth cope with adult irrationalities (generalized hostility and jealousy). Youth need to learn interaction and communication styles which will "defuse these nut buttons in the adult population". The type of interaction skills stressed in the Life Skills Course are probably the most useful and need to be transferred to youth-adult interactions. Modified lessons5, 7, 8, 9, 16, 20, 23, 24, 26, 38, 40, 52, 56 and especially 50 deal with the issue.

b. On the other hand youth suffer from "oldism" (rejection of adult ideas, values, etc. simply because the adult is older) and need a more realistic and compassionate view of adults. They must realize that most adults are not deliberately evil but are largely products and prisoners of their own insecurity, ignorance and pride. Thus, the high and unrealistic expectations youth have of adults coupled with the desperate need for models when projected upon people who have at best feet of clay produces an extreme reaction of rejection of, and frustration with, the adult world. Youth need to develop a more objective (less emotional) view and simply acknowledge the good and the bad in adults and use the good and discard the bad without having to condemn adults or reject the good along with bad; they need to substitute the fantasy projections with a realistic picture of adults. Modified lessons 24, 28, 45, 49, 50, 54, and especially 8 deal with this issue.

8. SCHOOLS

Math anxiety

Latin convulsions
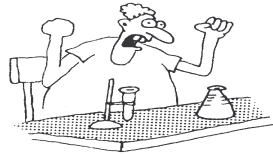
Chemistry conniptions
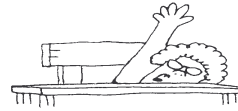
Physics floundering

Wood shop apathy

Basic stupidity

Classroom afflictions

Adolescents spend a good deal of time and energy in formal educational settings. The problems which they encounter there must be addressed directly. Basically three problematic areas need to be addressed regarding educational reforms which adolescents should or could, be involved in:
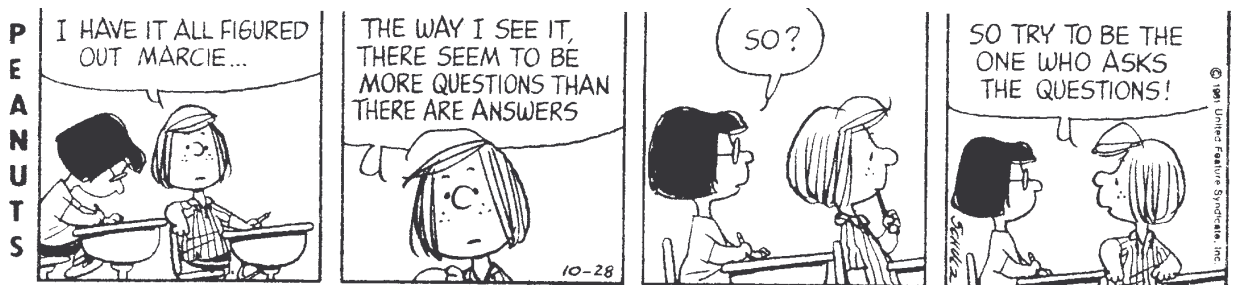
a. <u>Curriculum content</u> (the message). There are problems arising from the externally <u>imposed</u> nature of the curriculum; the fact that it is irrelevant to most students' interests, skills and abilities; it is very abstract and dry; it is not seen as relevant to much of anything; it largely ignores social issues and problems; it is highly print oriented and verbal.

FICTION

NON FICTION

STUFF YOU WERE SUPPOSED TO LEARN IN HIGH SCHOOL BUT THOUGHT YOU'D NEVER ACTUALLY PUT TO USE IN REAL LIFE

REFERENCE

12·13 ©1993 WASHINGTON POST WRITERS GROUP

NON SEQUITUR
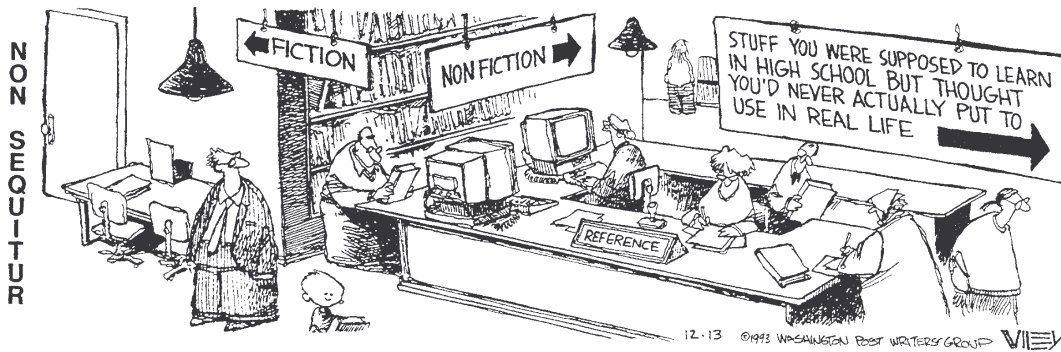
b. <u>Method of transmitting' the curriculum:</u> (the medium). This is a broad category and includes:

(1) <u>The physical structure</u> of schools and their typically inflexible spatial arrangements;

(2) The ineffective use of a variety of media to transmit the content (many "progressive" schools may have multi-media hard - and soft-ware but it is not used or is used ineffectively);

(3) <u>Teaching styles</u> that largely involve one way communication (teacher to student) with only token feedback;

Mr. Osborne, may I be excused?
My brain is full.

(4) Motivational techniques which rely heavily on aversive control (flunking, testing, grading, cumulative records, suspension, physical punishment, humiliation) and, in more "progressive" schools, extrinsic inducements (behavior modification techniques to control students and get them to complete programs of instruction). Very few schools are successful in relying on intrinsic motivation -- learning which capitalizes on the student's interests, abilities, learning style, natural curiosity, need for competence, etc.

DO YOUR HOMEWORK

ANOTHER DAY, ANOTHER HOLLER...

HEY, NANCY.. DO YOU WANT TO GO...

QUIET! CAN'T YOU SEE I'M TRYING TO **STUDY**??

STUDY?? GET REAL! YOU HAVEN'T WRITTEN ANYTHING DOWN OR LOOKED AT A BOOK ALL AFTERNOON!

I SAID "**TRYING**," DIDN'T I ??

(5) Administration and support personnel who are more interested in "running a tight ship" than education; issues of excessive and imposed rules, regulations, scheduling, record keeping, compulsory attendance and tardiness, no free locomotion (in or out of classrooms) without official permission, having to request permission to perform basic biological functions (e.g. rest room and drinking).

(6) The lack of relation between <u>educational rhetoric</u> (philosophy) and the actual <u>activities</u> of the school preaching a philosophy of individualism, creativity, self-actualization, skill development, social change, etc., and practicing adjustment, conformity, taking orders, obedience to rules, docility, immobility, silence, irrelevance, status quo, grade getting, test passing, time killing, etc.

IN CLOSING, LET ME SAY THIS: DON'T JUST THINK OF THESE AS SILLY OUTFITS, BUT AS THE FIRST IN A LONG LINE OF HUMILIATING POSTURES LIFE REQUIRES OF YOU ON A DAILY BASIS..
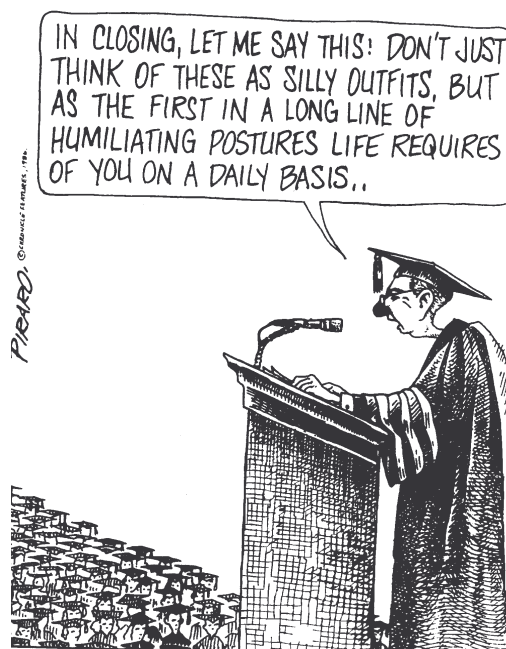
c. <u>The human/civil/legal rights of students.</u> Until recently, many people tacitly assumed that adolescents, at least while in school, did not have any rights; they had no say in whether or not they attended school, what was taught there and by whom, using what methods; their ideas, interests, learning styles, opinions, etc., were beside the point; they did not have the right of peaceful protest; they were only allowed approved expressions in e.g., the student newspaper; they were harassed about their dress and appearance, especially the length of their hair and were subject to discipline (psychological and/or physical), suspension or expulsion without any consideration for due process and with no effective redress for grievances, etc., (addressed in the lesson(s) on legal issues of adolescents in section 9 below).

Ten forty-three. In exactly TWO MINUTES I'll ring the FIRST BELL and they'll all stand still!

All, that is, except your potential DEVIATE! Your fledgling REBEL! Your incipient BOAT-ROCKER! THEY'LL try to move alright! THEY'LL have to learn the HARD way not to move!

So I'll SCREAM at 'em and take their NAMES and give them FIVE DENTIONS and EXTRA HOMEWORK! NEXT time they won't move after the first bell!

Because when they've learned not to question the FIRST BELL, they'll learn not to question their TEXTS! Their TEACHERS! Their COURSES! EXAMINATIONS!

They'll grow up to accept TAXES! HOUSING DEVELOPMENTS! INSURANCE! WAR! MEN ON THE MOON! LIQUOR LAWS! POLITICAL SPEECHES! PARKING METERS! TELEVISION! FUNERALS!

Non-movement after the first bell is the backbone of Western Civilization!

All of the above problems are undergoing change; the ferment in education is probably greater than any other sector of society. However, observing most educational institutions today, one would be struck by the fact that they have not been touched by the coming revolution and are in many ways even unaware of it. Adolescents, however, are probably more aware of the reforms and

are thus.-more frustrated by the school settings they experience which do not institute these reforms. Thus, a series of lessons should be developed to provide adolescents with effective skills and information to assist schools to change before the entire school system becomes functionally irrelevant or harmful. (According to some critics, it has already arrived at this dismal state.)

9. LEGAL INSTITUTIONS

Four interrelated sets of problem areas are involved here:

a. Relatively innocent acts which get youth into trouble such as hanging around with their friends in public places ("loitering"), hitching rides around the country ("vagrancy"), gathering in large groups in public places without permission (protests, art festivals, marches), living in mixed sex groups (communes) and being subjected to harassment by various officials (health inspectors, fire inspectors, etc.) under-age drinking, using the "soft" drugs (laws and judges which impose outrageous penalties, police entrapment methods), not going to school (truancy), indulging in sex (fornication, statutory rape).

b. Problems involving the ambiguity of adolescent civil and legal rights, much of what was discussed and indicated in the section on schools.

c. Deliberate illegal acts of two basic types: Those with an ideological or social change goal and those which are largely for personal gain.

(1) The use of civil disobedience, non-violent resistance, sit-ins, confrontation and provocation, damaging property (e.g., in the U.S., destroying draft files, burning ROTC buildings, bombing places associated with the military, etc.) draft resisting, dodging and deserting (some are motivated by ideology and some by personal gain), etc.

(2) More common criminal behavior such as drug pushing, shoplifting, car theft, breaking and entering, gang wars, rape, etc.

d. A great many problems for adolescents and society as a whole result from the defects in the legal system in general. The antiquated laws and judges, corrupt individuals in the system (bribes, payoffs, cops as heroin pushers, etc.), laws and law enforcement practices which are creating problems rather than solving them (police riots, radicalizing youth by putting them in prison for minor crimes where they learn from hardened criminals), etc.

This whole area must be addressed directly, and the modified Life Skills lessons 38 and 43 are not adequate to cover them. The suggestion is to use the program developed in the U.S. by Baernstein and Cohen (described in the B.L. Collier article) either in toto or in part.

10. POLITICAL INSTITUTIONS

The problems adolescents have in dealing with various agencies, bureaucracies, committees, councils, etc. are basically the same as for adults. Thus the modified lessons 47, 53 and especially 49 and 54 are probably adequate and no new ones need be developed. The problems of, adolescent cynicism, desperation, depression, hatred, etc., regarding government, public service, and politics is

another problem and will be addressed in the section on society in general.

11. SOCIETY IN GENERAL

a. Adolescents are much _troubled_ and worried about broad _social problems,_ society's inadequacies, social issues, distorted priorities, etc. This issue needs to be addressed directly and coupled with some form of social action program. Modified lessons 47, 53 and especially 54 could handle this area.
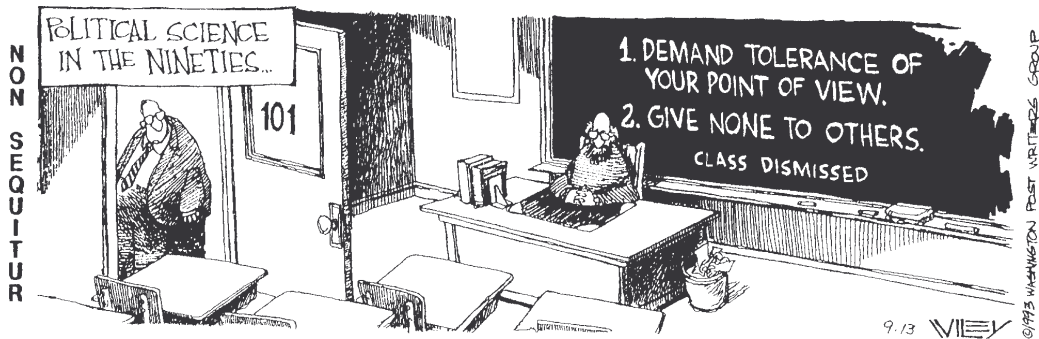
b. A lesson introducing students to the future _("future shock")_ must be developed emphasizing the fact that too much change, novelty, and newness produces illness and they need to provide themselves with points of stability and calm. This aspect of society makes it vital that a stable self-concept be developed as a basis from which to cope with change. (This issue is addressed in the proposed lesson on forming a stable identity, section 2a above).

c. Coupled with the above, the _use and abuse-of-technology_ should be addressed and students provided with experiences in using various technical developments, especially media (addressed in the lesson on the power of the media, section 4b above). An examination of the cost/benefits of technology, automation, etc., should be done in relation to the quality of life and environment Technology must. serve human needs and not vice versa and students must be able to recognize and act when things get out of perspective. Modified lesson 54 could address part of the issue but a new lesson is also needed.

d. The problems of the ever increasing _prolongation of dependence_ through the need for increased training, the lack of work - for low level jobs (automation) forcing people to rely on public assistance and the problems of identity this causes should be addressed directly. Modified lesson 21 could address some of the issue.
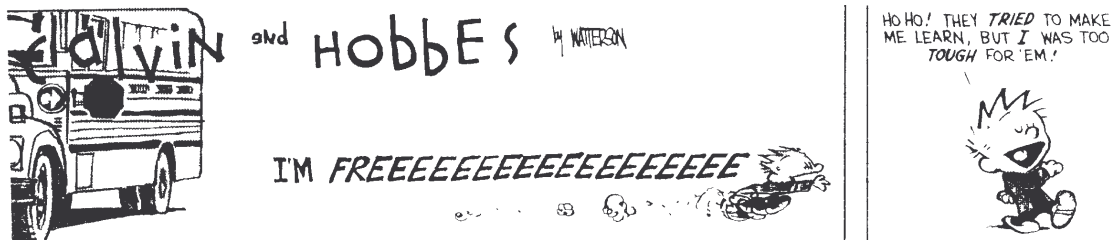
12. VALUES AND MORALS

a. The Life Skills Course has a definite value position encouraging interdependence, mutual help and support coupled with the belief that only the person himself can help himself, -- any change is up to him to do, it can not be done for him. There is also the belief in the use of creative problem solving in daily life involving an examined life to establish goals and develop systematic means for achieving them. This implies a balance between the experience-feeling-affect vs. thought-cognition analysis vs. action-behavior-psychomotor approaches to life. The course questions and discourages the tendency to anti-intellectualism, to go directly from feeling to action, and assuming that if the heart is in the right place then the action will automatically be good and if the outcome is riot good then the person is exonerated if he meant well (not remembering that the road to hell is paved with good intentions). In its place an applied problem solving approach is given. These issues are also addressed in the proposed lesson on the peer culture (Section 4a above).

b. There should be added a series of lessons which deliberately seek to raise the level of moral judgment and action of the students (using the Kohlberg model) by confronting the students with various moral/ethical dilemmas, means/ends conflicts, etc. This issue is addressed indirectly in the whole course.

c. A deliberate and detailed analysis of the values of the counter-culture vs. the establishment, the searching vs. the settled should be made. This issue is addressed in the proposed lesson on the peer culture (section 4a above).

13. WORK, VOCATION

a. The examination of the issues of work, the <u>anti-work</u> <u>ethic</u> of the counter culture, the decision about self-support vs. public support, the problem of lack of jobs or meaningful jobs, etc., is adequately addressed by modified lessons 21 ("To work or not to work") 24, 28 and 60.
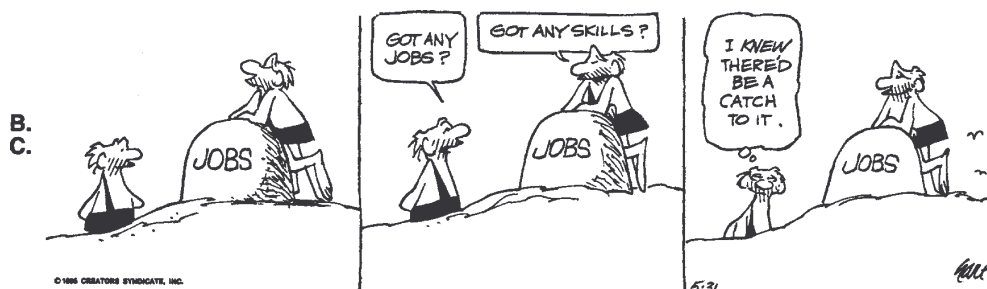
b. The problems of <u>profit oriented</u> <u>economy</u> (where goods can be profitable but useless, the lack of concern of the business world for community-public welfare and quality of life and related issues are addressed in the proposed lesson on the use/abuse of technology (section 11c above). Also the modified lesson 54 could address this issue.

14. LEISURE

a. The problem of a lack of a clear <u>definition of</u> what constitutes <u>leisure</u> is addressed in modified lessons 19, 27 and possibly 12.

b. The increased popularity of "freebling" (creative loafing), "messing around", "hanging around", hitching around the country or world with no particular destination or goal, involve problems for youth in that much of the "settled" society resents this freedom and aimlessness; they envy and admire the carefree philosophy but resent youth's living off of public funds (youth hostels, drop-in centers, etc.) without any apparent intention of paying their way or repaying their "debt to society". This issue should be addressed and information on how to benefit from, and avoid problems with, "freebling", be made available. Modified lessons 12 and 19 address some of the issue.

c. The issue of <u>escapist,</u> passive, hypnotic, time killing leisure vs. active, self-fulfilling, satisfying, <u>productive</u> leisure should be addressed. This could be integrated with the exploration of use of different art forms and media for creative expression and self-development. Modified lessons 12, 19 and 27 address some of the issues. A new lesson may be needed.
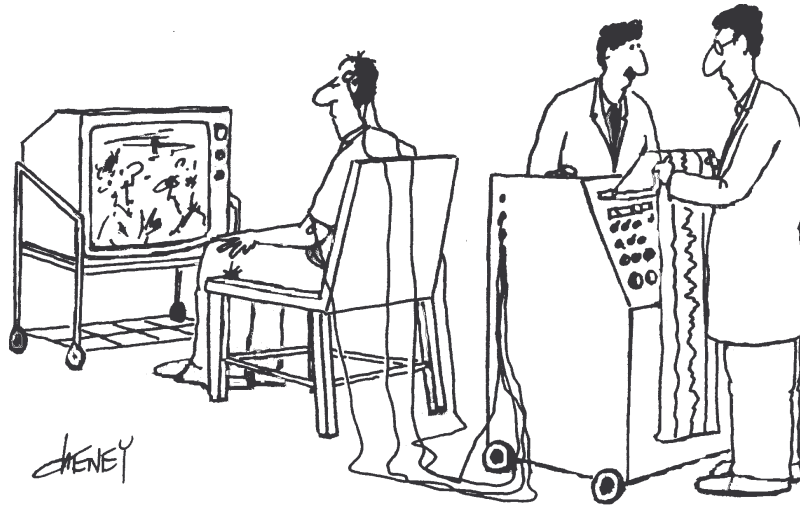
This can't be right...I'm not getting any brain activity.

15. SUMMARY

Table 23 summarizes the recommendations for new lessons to cover problematic areas not covered by the present course even if it is modified as recommended in section IV.B. This revised and expanded Life Skills course for adolescents outlined here would constitute an ideal course and could be very extensive and intensive. Whether or not the total course is implemented in a given situation is a problem of deciding on educational priorities in the use of time, material, personnel and the like. However, the course should be developed, tried, redeveloped and evaluated just to have it available for total or partial implementation. The finished product would constitute 80 to 85 lessons from which to choose. Some lessons should be identified as core lessons and the rest as lessons from which to choose according to the needs and interests of the group members and external constraints and limitations (e.g., time, personnel, etc.).

Table 22: Summary of the Extent of Lesson Revision/Expansion (Lessons listed by number given in Table 21)

Lesson of little or no value in the Adolescent Life Skills Course
        Some revision/expansion needed to be of any use: 44
        Considerable revision/expansion need to be of an use: 35

Lesson of questionable or limited value – depends on the characteristics of the group members:
         No revision/expansion: 46, 55, 57
         Some revision/expansion: 36, 39, 42, 58
         Great revision/expansion to increase usefulness: 31, 33, 34, (36), (39), 45, 48:

Lesson acceptable and useful as written: 4, 6, 7, 11, 14, 15, 16, 25, 40, 47, 49
Lesson requires some revision/expansion: 1, 3, 8, 9, 10, 17, 18, 19, 21, 24, 26, 38, 43, 53, 54
Lesson involves a change in sequencing/recycling instructions: 5, 13, 20, 23, 29, 51, 52, 56, 59, 60
Lesson rewuires great revision/expansion: 2, 12, 22, 23, 27, 28, 30, 32, 37, 41, (46), (47), (48), 50, (55)
( ) = essential involves creating a new leson based on the ideas and format of the present lesson.

Table 23: Summary of New Lessons to be Developed

Topic of lesson	New Lesson	Present Lessons Related to Topic		
		Much Modification	Some Modification	As Written
1. Physical Aspects				
a. Rapid growth rate	yes			
b. Increased sex drive	yes	37, (42)		
c. Body image, appearance, nutrition and health	maybe	32, 33		4, 11
d. Stimulation, variety and activity level	probably		19	
e. Heightened emotionality and instability	probably	23, 56	9, 26	7, 16, 51, 52
f. Race and nationality	no	50		
g. Drugs, etc.	yes	34, 41		
2. Self Concept				
a. stable identity formation	yes	Several address	topic indirectly	
b. Felt personal worth	no	20,23,51,52,56	9	15
c. Skill, competence, creativity, intelligence	no	2,12,20,23,27,56, 59,60	17,19	25
d. Objective view of self	no		3,9,18	
e. Dependence, cooperation, authority	no	4,6,11,20,23,52, 56	1,9,10,26	15,40
f. Commitments, setting goals, ultimate issues	probably	5,6,20,23,51,52	21	
g. Sex identity and roles	dealt with in defining the family (3a below)	13,59		
3. Family, Parents, Siblings				
a. Defining "family" and alternatives	yes / yes-2	22 / (46)	(39)	
b. Present family and parents				

Table 23 continued
Summary of New Lessons to be Developed

Topic of lesson	New Lesson	Present Lessons Related to Topic		
		Much Modification	Some Modification	As Written

4. Peers: General
  a. Peer/counter culture
  b. Power of the media
  c. Influence of peers
	
	yes
	yes
	no
		
		6,20,23,5152,56
			
			8
			
			9,10
				
				4
				15,40

5. Peers: Same Sex
  a. Maleness, "Male chauvinism"
  b. Femaleness, women's liberation
	
	probably
	yes			

6. Peers: Opposite Sex
  a. Male/female relations, sex roles, "family"
 	
  b. Sex behaviour
	
	dealt with in defining the family (3a above)
	no
		
		22
		
		37		

7. Adults: General
  a. Problems of "youngism"
  b. Youth views of adults, "oldism"
	
	Yes
	yes
		
		5,20,23,50,52,56
		45,50
			
			8,9,24,26
			8,24,28,54
				
				7,16,40
				40

8. Schools: Reforms involving:
  a. Curriculum
  b. Methods, media, teaching style, administration, philosophy vs. practice
  c. Student rights
	
	yes
	yes
	
	dealt with in legal rights area (9 below)			

9. Legal Institutions
  a. Relatively harmless acts that get you into trouble
  b. Ambiguity of rights
  c. Deliberate illegal acts
  d. Corrupt and outmoded legal system
 	
*use Baernstein and Cohen
	
	*yes
	
	*yes
	*yes
	*yes
		
		�
		}
			
			38,43	

10. Political Institutions Problems with agencies, etc.	 No	 47	 53,54	 49

Table 23 continued
Summary of New Lessons to be Developed

Topic of lesson	New Lesson	Present Lessons Related to Topic		
		Much Modification	Some Modification	As Written
11. Society in General				
a. Broad social problems	no	47	53,54	
b. Future shock	yes			
c. Technology	yes		54	
d. Prolonged dependence	yes		21	
12. Values, Morals				
a. Mutual help and individual responsibility	no	←-------------------- whole -------		course→
b. Moral judgment and action	yes several dealt with in counter culture (4a above)	whole -------		course→
c. Values of counter culture vs. establishment		←--------------------		
13. Work, Vocation				
a. To work or not	no	28,60	21,24	
b. Problem of consumerism	dealt with in technology (11c above)		54	
14. Leisure				
a. Definition of leisure	No	12,27	19	
b. "Freebling"	probably	12	19	
c. Escapist vs. self-fulfilling leisure	probably	12,27	19	

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Table 24: Summary of Lesson Revisions and Development (Tables 22 and 23)

	Revision of Present Lessons				New Lessons to be Developed		
Usefulness of Topic Area	Amount of Revision Needed				Maybe	Probably	Yes
	None	Some	Much	Total			
Little or no use	0	1	1	2			
Questionable use	3	4	5	12			
Useful	11	15&9	11	46			
Total	14	29	11	60	1	6	22+

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