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February 1965

THIRTEEN'S NOT A MENACE

by Selma H. Fraiberg

Child Psychotherapist and author of "The Magic Years"

BLURB:

...He's only acting his age?

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THIRTEEN'S NOT A MENACE

by Selma H. Fraiberg

Child Psychotherapist and author of "The Magic Years"

Some years ago, a thirteen-year-old boy was surprised to find himself on the front page of a Detroit newspaper. He had boarded a streetcar with a large package and passengers watched as he juggled the box with one hand and emptied three pockets of his jacket searching for carfare. Finally, he placed the package very carefully on a seat and fished out some coins which he gave to the conductor. "Whatcha go there, Sonny?" said the conductor, nodding toward the package. "A bomb," said the boy politely. Something told the conductor that this was the truth. He stopped the car and ordered all passengers out. A passing scoutcar was signalled. The boy was taken down to headquarters, the package was opened and it contained a homemade bomb.

*was an honest
boy*

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The boy, bewildered by the excitement, answered all questions candidly. Yes, he had made the bomb himself, in his basement laboratory. No, he did not plan to blow up anybody or anything. He planned to take the bomb to his friend's house. It was too far to walk and so he took the streetcar.

Interrogation revealed no political motives, no hatred toward society. The boy was an excellent student, hoping for a career in science. It became perfectly clear that this boy was taking his homemade bomb to a friend in the same way his mother might have carried a freshly baked cake to her friend.

His friend was a would-be scientist, aged thirteen. Both boys had engaged in research on explosives in their basement laboratories; both were experienced in the handling of chemicals and were confident that the small amount of explosive material in the bomb would yield a small, controllable blast, without

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✓ danger to themselves or anyone else. He was grieved when the bomb was taken away from him.

Since I knew the family of this boy, I was able to follow his career. He was obliged to discontinue his research with explosives but was permitted to go back to work in his basement laboratory on other projects. He is a young man now, a capable research scientist in a field not connected with bombs.

class I like this story because it shows so well the dense fog that obscures communication between a child and the adult world during early adolescence.

✓ This is a boy whose intelligence and spirit, *inquirer* permitted *in a basement laboratory* fairly advanced research. But his motive for research revealed as *his* ~~was~~ childish excitement in playing with fire as *such as it did* the more ~~natural~~ *(nature)* desire to work out a difficult experiment. His superior intelligence was not in evidence at all in assessing danger. His conscience did not prevent him from jeopardizing the lives

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Whisper

of fifty citizens on the streetcar, though the same conscience did prevent him from telling a lie when the conductor ask^{ed} him what he had in the package. He was bewildered by the attitude of the adults, not understanding why they were afraid of his little bomb. They looked on him as a danger; he saw himself as a scientist who carried a piece of work to its conclusion. If this boy had been ten years older he would have been treated as a pathological criminal. But he was thirteen and everybody knows that at thirteen a child has moments when he looks like a menace to society though he's really only acting his age.

There are times when every parent of a young adolescent has the feeling that his child's personality is disintegrating before his eyes. But what he sees is not disintegration but the beginning of reintegration--the reorganization of personality to meet the goals of adult life.

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During the years following puberty until the achievement of physical and emotional maturity, the adolescent goes through a complex reorganization of personality. The changes are bodily to begin with, as new physical characteristics bring about a new image of the self, one that is becoming decisively masculine or feminine. The physical changes produce sexual and aggressive feelings of greater intensity than any that the child has known before. His inner controls ^{is} ~~are~~ at times ^{inadequate} ~~inadequate~~ ^{to} ~~of~~ coping with the strong impulses that emerge with puberty. These must be rebuilt and strengthened in order to bring about a new inner harmony. And this attachment for his parents, the deepest love he has known, must slowly and painfully change its course, so that in maturity, love can be given wholly and without reservation to a person of the opposite sex.

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✓ The entire maturing process may cover eight to ten years. But there is a great deal of difference between ^{the child in} puberty and the adolescent at eighteen or so. There are at least two major phases in this development ^{al} process. During the first phase--early adolescence--the child is still influenced by the biological processes of puberty. His love is still centered in his parents, and the turbulence of this period arises in large measure from the conflict of emotional separation from the parents. The second phase, which takes place from about fifteen to twenty is characterized by a shift in love interest; the youngster is emotionally ready to love a person of ^{the} opposite sex. At this time ^{the} his center of conflict has also shifted to a large degree from his parents to the new objects of his love.

Most parents will agree that the most painful period of adolescent development is the first phase. This is the period

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of turbulence and violent shifts of mood, the time of bitter recriminations against parents, the time of door-slamming and solitary weeping in the bedroom. The child who had been so reasonable and civilized only a year ago has become uncivilized again. The conscience that had grown in stability during the school years seems to be in danger of falling apart. The half-grown child is often overwhelmed by impulses ~~that~~ he cannot cope with, *which*. And yet, because he is no longer a child, the old measures of parental control cannot always be employed with the same degree of effectiveness. It is a time of anxiety for the child and a time of anxiety for the parents.

Declaration of Independence

Along with the first signs of puberty and recognition of body changes, the child makes a kind of declaration of independence. With the discovery that his voice is beginning to break in the

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upper registers, thirteen-year-old Jonathan proclaims himself a man, ready to drive the family car, eager to tell his parents how they have failed and prepared to overthrow their feudal and undemocratic rule which has prevented him from realizing his personal goals and improving himself.

For many months civilization recedes and advances, recedes and advances. At times young Jonathan is his old lovable self, witty at the dinner table, complimentary toward his mother's cooking, praising his father's golf game, helping a young sister with her math. At such times his parents say to each other, "Well, what's all this fuss about adolescence? What's so terrible about it, anyway?"

At other times young Jon drops his familiar personality as casually as he drops his pajamas on the bathroom floor. His conscience, his manners, his reason all get lost as frequently and easily as he misplaces textbooks or his wrist watch.

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He has gone off for the day with the boys. No permission asked; he has simply vanished after mumbling something about going out to see Tim. At 10:00 P.M., young Jon appears, cheerful and unconcerned. As soon as his parents begin their reproaches he counters with a speech which begins "I am sick and tired of being treated like a baby." (A text well known to all parents of adolescents). His school work is not as good as it was last year. He is sent out of class for excessive clowning and rudeness to a teacher. He is warned that if he expects to get into college he will need to pull up his grades. "Oh, that's O.K." he says cheerfully, "I've decided not to go to college anyway."

At such times parental hopes for the future collapse. His parents find themselves reading newspaper accounts of juvenile delinquents and asking themselves searching questions. Who knows this child anymore? What does he think about? What does he want to do with his life?

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Where did his conscience go? It's not really lost, though frequently misplaced. The boy who is callous to his parents' feelings and openly contemptuous of their old-fashioned virtues may be passionately involved in problems of justice and moral responsibility. An injustice to a schoolmate or a political injustice will disturb him profoundly. He will debate the moral problems of civil rights or nuclear warfare in his classroom and at the dinner table. He is sometimes moved to write letters to the newspapers offering solutions to juvenile crime or one of the global problems overlooked by the United Nations. He may not send in the letters, of course, but his parents will be struck by the fact that this often-times self-centered, impulsive and inconsiderate youngster is capable of profound feelings and ideas about moral issues.

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If only his humanitarian ideas were exercised at home! How can his conscience get mislaid so often at home, ^{yet} ~~and~~ turn up ^{moral} reliably for problems outside? This tells us that he has deep concernsⁿ with ^{questions} ~~problems~~ of good and evil, but there are times when he feels so embattled on all fronts that he finds it easier to settle international affairs than his own.

The trouble with conscience during puberty is that since conscience was made by the parents, it's like having them right inside. ^{And since} ~~the~~ the important business of puberty is to begin the separation from his parents ~~the~~ the child finds himself at odds with his conscience in much the same way he is at odds with his parents. However, if conscience is really part of the self, he can't close the door altogether on its nagging voice, or threaten to leave it and join the Navy. His conscience is himself and even if he silences it long enough to play hookey from school for a day or snitch

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something from the dime store, it will soon be sounding out its reproaches and its accusations in all of its tricky ways.

"All very interesting," says Jon's father, "but how do we know that Jon won't get himself into trouble? What do we know about his conscience anyway except that sometimes it turns up in the most surprising places?"

Well, we know this: A child who has owned a reasonably good conscience for most of his school years and who feels affection for his parents is not like to lose his conscience in puberty. It may not function very well at times. Sometimes a strong impulse may lead to rebellion in a classroom or a terrible scene at the family dinner table; and sometimes conscience works overtime to produce a multitude of fears and hypochondriacal worries.

Clidie ^{But} In all events the conscience is there ^{undergoing} ~~including~~ a reorganization which corresponds to the reorganization of personality.

As a child's personality becomes independent

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of the parents who formed it so his conscience achieves a kind of independence from the parents whom it first represented.

"Who am I?"

"James Arthur Anderson, 824 Willow Street, New Brunswick, Kansas, United States of America, the Universe." In case the young adolescent should get lost he can always be returned to his rightful owners by consulting the blank pages of his composition books or his school textbooks. This vital information will appear in graceful script, or ornamented block letters wherever space permits. At thirteen a child needs to remind himself frequently who he is because it happens so often that he can't be sure.

reston | During puberty boys and girls find that even their bodies have become strange to them. And while it's very exciting to discover bodily changes, it's also disturbing to find the familiar

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landscape acquiring unfamiliar features.

This body which is the very center of "I" from earliest childhood has now changed its characteristics. It's as if the house and the tenant have become strangers to each other.

In the loneliness of puberty there is a longing to return to the protection of parents and family, to remain a child, holding fast to the deepest love known until then. But there are strong tides at work moving the personality away from its moorings. The child feels pulled in two directions, but there is only one forward-moving direction and if he is to go with the tide he must fight his own longings to stay fast to the moorings. It is this fight which is played out dramatically in the conflict between a child and his parents.

He feels he must oppose, on principle, everything that his parents stand for.

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If they are democrats he must be a republican, and vice versa. He is opposed to baths, clean underwear, haircuts, social graces, family living and higher education for his parents are in favor of these things. During thirteen years he has amassed a tremendous amount of data on their preferences and standards and for the next year or two he will stage all-out warfare on such crucial issues as hanging up clothes, mowing the lawn, and the archaic custom of saying "hello" and "goodbye."

"He's like a two-year old!" his mother says in exasperation. And there's no denying it. That his behavior is reminiscent of the "No-No-No" stage of the defiant toddler is more than coincidence. That was the period during which the toddler made his declaration of independence, as he began to discover a body and a self, independent of his mother.

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The young adolescent is doing something very similar in his opposition and negation. For puberty is another phase in the emergence of self and independence from the parents. As a new and independent self is struggling to be born, the child repeats patterns of behavior which had been employed in early childhood. He negates everything. His opposition to his parents is often a measure of the strength of the love between them. The deeper the bonds, the more painful the leave-taking. This may be small consolation for Jonathan's parents who must put up with the antics of this obstinate thirteen-year-old, and yet it does help to know during this painful period that these are conflicts of love.

"It would be a help," says Jonathan's mother ruefully, "if we got an occasional glimpse of that love. He refuses to kiss me goodnight. He brushes off my hand if I try to tousle his hair, or put my hand on his shoulder. He seems bored by our company and spends most of his evenings in his room."

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This is the most painful part of all for parents. If only a child could show his deep feelings and accept his parents' love it would be so much easier to put up with his storms and infantile antics. Why can't he show his love? If we ask Jonathan he might say, "She still wants me to be her baby. I hate it, that's all! Goodnight kisses!" But behind his protest is a more powerful feeling that he is not even aware of.

rephrased

As he begins the process which will lead to his capacity to feel mature sexual love for a woman, the child, without knowing why, begins to feel that his mother's demonstrations of affection are blocking his progress toward other women, keeping him tied to his love for her. So he must fight his own love as well as the love of his parents.

Interestingly enough, ~~after the storms of puberty have subsided~~, the boy who squirmed under his mother's goodnight kisses at thirteen may have no trouble at seventeen in planting an affectionate kiss on his mother's forehead, or giving her an ex-

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travagant hug when he is in a celebrating mood. By this time many of his earlier conflicts are at least partially resolved. The danger of remaining mother's baby is passed. No longer afraid that his love will keep him tied to mother, he is free to express his affection.

The parent who understands this can ease the conflicts of puberty by not insisting on demonstrations of affection and by avoiding such accusations, as "You don't love us any more." Understandably, the parent feels rejected but he can find comfort in the knowledge that the child's love has not been extinguished. When this crisis of puberty has been successfully overcome, the adolescent's positive feelings will return.

I recall a father who found himself completely exasperated by his twelve-year-old daughter. He confessed that he could no longer feel affection for this obstinate and defiant child who in no way resembled the little girl she had

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been. Julie kept the entire household in ferment, ready to make a scene out of the most trivial occurrences. She accused her father of preference for a younger sister; ^{and} goaded him until he reached ~~the~~ ^{the} boiling point and found himself shouting at her. Then when his fury broke loose, Julia would burst into tears, cover her face and sweep out of the room, crying, "You don't love me; you've never loved me. I'd be better off dead."

~~And~~ while she accused her father of not loving her she managed in every way to make herself unlovable. Father liked girls who were ladylike. Julie was noisy, shrill and incredibly sloppy. Her blouses and skirts neither matched nor stayed together at the waist. She was always without a button and her hems were continually falling. Her father had always been proud of Julie's good achievement in school and her talent in music had given him special pleasure. But during the past year Julie had abandoned her music and her grades in school had declined.

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It was almost as if some uncontrollable urge was at work within Julie to make her lose value in the eyes of her parents.

Worst of all, the father said, was the feeling that his child no longer loved him. He did not know, he said, how he had failed as a father, but it was very clear that Julie, at times, behaved as if she could not bear the sight of him.

One day during a week when Julie had exhausted the whole family with her histrionics, her defiance and her dark moods, her father drove her to a birthday party on the other side of town. Julie was in one of her rare good moods that afternoon and chatted in a way he remembered from the old days. She was a good story teller with a gift for mimicry and as she recounted an amusing class event, her father found himself laughing appreciatively. Julie who had always known how to hold an audience brought forth another piece from her repertory, and soon the two of them were in a mood of high hilarity.

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Then, as the car approached the house of Julie's friend, Julie became silent and her father glancing sideways saw that she was crying. He thought to himself, "Well, here we go again." And his bitterness began to return. He said, "What's the matter? Did I say something or do something?" "No," said Julie, "It's just that I do love you, Daddy, and I don't know what makes me so awful sometimes."

"And that's just one of the things I can't figure out," said Julie's father. "If she loves us why does she fight us? And if she wants us to love her why has she turned herself into the kind of a girl who is exactly opposite from everything we value. That doesn't look like love in anybody's book."

Who can blame any parent, caught up in the turmoil of a child's puberty, if he cannot find meaning in his child's behavior? Julie is fighting her attachment to her parents by fighting her parents,

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themselves. And she is fighting her own longing to stay a child and keep the love of childhood forever. It is a safe and protecting love, and the future, at twelve, looks perilous and uncertain. To avoid the temptation to stay where she is, she must fight off the love of her parents. In making herself unlovable perhaps she is saying without knowing it, "Don't love me so much because then I will be tempted never to leave you."

But Julie's old and endearing qualities will be restored in a year or two. The only danger in the normal conflicts of puberty is that the temporary alienation of the child from his parents may be reinforced through mutual misunderstandings. If the child and his parents behave as if they had really stopped loving each other during this crisis, it may leave some bad scars to strain their future relationship. Fortunately, most parents and most children know that real love is not banished in crises. And even in the turmoil of puberty there are many occasions when af-

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fection, ^{comradeship} ~~and comradeship~~ and mutual enjoyment remind parents and child that while love is often misplaced in puberty, it is not really lost. END

by
Selma Fraiberg

Some years ago a 13 year old boy was surprised to find himself on the front page of a Detroit newspaper. He had boarded the Woodward Avenue streetcar with a large package and passengers watched as he juggled the box with one hand and emptied three pockets of his jacket searching for carfare. Finally, he placed the package very carefully on a seat and fished out some coins which he gave to the conductor. "Whatcha got there, Sonny?" said the conductor, nodding toward the package. "A bomb," said the boy politely. Something told the conductor that this was an honest boy. He stopped the car and ordered all passengers out. A passing scoutcar was signalled. The boy was taken down to headquarters with sirens screaming. The package was opened and it contained a homemade bomb.

The boy was honestly bewildered by the excitement he had stirred up. He answered all questions candidly. Yes, he had made the bomb himself, in his basement laboratory. No, he did not plan to blow up anybody or anything. He planned to take the bomb to his friends' house. It was too far to walk and so he took the streetcar.

A stern interrogation by police revealed no political motives, no irrational hatred toward society. He was a boy of good family,

an excellent student, and he was educating himself for a career in science. Finally, the police were as baffled as the boy. It was perfectly clear that this boy had taken his homemade bomb on the streetcar in the same spirit that his mother might have carried a freshly baked cake to a friend.

His friend was a fellow scientist aged 13. Both had engaged in independent research on explosives in their basement laboratories. They were both experienced in the handling of chemicals and were confident that the small amount of explosive material in the bomb would yield a small and controllable blast, without danger to themselves or anyone else. He was reluctant to confide the formula to the police and grieved when the bomb was taken away from him.

Since I knew the family of this boy, I was able to follow his later career. He ^{was} obliged to discontinue his research with explosives but was permitted to go back to work in his basement laboratory on other, less challenging projects. He is a man in his thirties now, a very capable research scientist in a field that I think is not connected with bombs.

I do not tell you this story in the spirit of "All's well that ends well", however. I like the story because it tells us so well and so concisely about the nature of puberty and the dense fog that closes out communication between a child and the adult world during this period.

This is a boy whose intelligence and spirit of inquiry permits a fairly advanced research in a basement laboratory. But the motive

in the research has as much to do with the small child's excitement in playing with fire as the intelligent 13 year old desire to work out a difficult chemical experiment. The superior intelligence is given over entirely to intellectual problem solving and is not in evidence at all in such vital areas as "assessment of danger". His conscience does not prevent him from taking his bomb on the street-car and endangering the lives of fifty citizens. But the same conscience will not permit him to tell a lie when the conductor asks him what he has in the package. He is bewildered by the attitude of the adults toward his homemade bomb since he, himself, looks upon it as the achievement of months of work. He does not understand why the grownups are afraid of this little bomb because he is confident that he can control its explosion. The adult world looks upon him as a danger to society; he sees himself as a serious scientist who carried a piece of work to its conclusion. The incendiary squad of the Detroit Police Department finds itself without precedents in dealing with this extraordinary case. If this boy were ten years older he would be treated as a dangerous and pathological criminal. But he is 13 and everybody knows that at 13 a child has moments when he looks like a menace to society but he's really only acting his age.

There are times when every parent of the young adolescent has the feeling that his child's personality is disintegrating before his

eyes. And it may be small consolation to the harried and exhausted parent if we remind him that what we see in puberty and early adolescence is not really "disintegration" but the beginning of the process of "reintegration", a reorganization of personality for the goals of adult life.

Between the years of puberty and the final achievement of physical and emotional maturation, the adolescent goes through a complex reorganization of personality. The changes begin within the body, of course, and the new organization of personality centers around a body that is achieving sexual maturation. The changes in the external characteristics of the body bring about a new image of the self, a self that is becoming decisively masculine or feminine. At the same time the physical changes within the body produce sexual and aggressive feelings of greater intensity than any that the child has ever known. The child's system of inner controls which may have been entirely adequate for the requirements of the ten year old personality is at times incapable of coping with the impulses of greater strength that emerge with puberty. The older control system must be rebuilt and strengthened in order to do its work and bring about a new harmony within the personality. And, finally, the attachment of the child for his parents, the deepest love and the only love he has known, must slowly and painfully change its course, so that in maturity love can be given wholly and without reservation to a person of the opposite sex.

The entire process of maturation and reintegration in adolescence may cover eight to ten years. But there is a great deal of difference between the adolescent in puberty and the adolescent at eighteen or twenty and if we look closely we can see at least two major phases in this developmental process. The first phase we might call "early adolescence", that period of adolescent development that centers in puberty and is still influenced by the biological processes of puberty. The child's love is still centered in his parents and the turbulence of this period arises in large measure from the conflicts of emotional separation from the parents. The second phase, which corresponds roughly to the age period fifteen to 20 is characterized by a shift in the center of love interest; there is emotional readiness for love of a person of opposite sex. At this time the center of conflict has also shifted to a large degree from the parents to the new objects of love in later adolescence.

Most parents will agree that the most painful period of adolescent development is the first phase. This is the period of turbulence, and violent shifts of mood, the time of bitter recriminations against parents, the time of door-slaming and solitary weeping in the bedroom. The child who had been so reasonable and civilized only a year ago has become uncivilized again. The conscience that had grown in stability during the school years seems to be in danger of falling apart. The half-grown child is often overwhelmed by impulses that he cannot cope with. And yet, because he is no longer a child, the

the old measures of parental control cannot always be employed with the same degree of effectiveness. It is a time of anxiety for the child and a time of anxiety for the parents.

Declaration of Independence

Along with the first signs of puberty and recognition of body changes, the child makes a kind of declaration of independence. With the discovery that his voice is beginning to break in the upper registers, thirteen year old Jonothan proclaims himself a man, ready to drive the family car, eager to tell his parents how they have failed and prepared to overthrow the feudal and undemocratic rule of his parents that has prevented him from realizing his personal goals and improving himself for too many years.

And now for many months to come civilization recedes and advances and recedes and advances. At times young Jonothan is his old lovable self, witty at the dinner table, complimentary toward his mother's cooking, praising his father's golf game, helping a young sister with her math. And at such times his parents will say to each other, "Well, what's all this fuss about adolescence? What's so terrible about it, anyway? Maybe we'll escape the worst of it."

At other times young Jon drops his familiar personality as casually as he drops his pajamas on the bathroom floor. His conscience, his manners, his reason all get lost at such times. He is always losing things anyway these days and he's just as likely to misplace his conscience as his history textbook or his wrist watch.

He has gone off for the day "with the boys". No permission

asked, no message left behind; he has simply vanished after mumbling something about going out to see Tim. At 9:00 in the evening with police alerted and mother on the couch with a migraine headache, young Jon appears, cheerful and unconcerned. No remorse. As soon as his parents begin their reproaches he counters with a speech of his own that begins with "I am sick and tired of being treated like a baby." (Since the text of this speech is known to all parents of adolescents we will not reproduce it here.) . . . He is sent out of class for excessive clowning and rudeness to a teacher. The whole episode leaves him with a sense of exhilaration and accomplishment. Is he embarrassed? Is there the slightest remorse? "No? What for?" . . . His school grades are not as good as they were last year. He is warned that if he expects to get into college he will need to pull up his grades. "Oh, that's o.k.," he says cheerfully. "I've decided not to go to college anyway."

At such times all parental hopes for the future collapse. His parents find themselves reading newspaper accounts of juvenile delinquents and asking themselves searching questions. Who knows this child anymore? What does he think about? What does he want to do with his life?

Where did the conscience go? If we look closely we find that it is not really lost but frequently misplaced. The same boy who is callous to his parents' feelings and openly contemptuous of their old-fashioned virtues may be seen passionately involved in problems

of justice and moral responsibility. An injustice to a schoolmate or political injustice in the United Nations will disturb him profoundly. He will debate the moral problem of nuclear warfare in his classroom and at the family dinner table. He is sometimes moved to write letters to the newspapers offering solutions to juvenile crime or one of the global humanitarian problems that have been overlooked by the United Nations. He may not send in the letters, of course, but you are struck by the fact that this oftentimes self-centered, impulsive and inconsiderate youngster is capable of profound feelings and ideas on moral issues.

If only his humanitarian ideas were exercised at home! How can his conscience get mislaid so often at home and turn up reliably for moral problems outside of the home? This tells us that conscience is still in working order, that he has deep inner concerns with problems of good and evil, but there are times when he feels so embattled by the problems facing him on all fronts that he finds it easier to settle the international problems of justice and moral conduct than those of his own.

The trouble with conscience in puberty is that it was made by the parents; it's like having your parents right inside of you. And since the important business of puberty is to begin the separation from parents the child finds himself at odds with his conscience in much the same way that he is at odds with his parents. But if conscience is built into personality, is really part of the self, you can't really bang the door on its nagging voice, or threaten to leave

it and join the Navy. It's you, and even if you silence it long enough to play hockey from school for a day or snatch a trinket from the dime store, it will soon be sounding out its reproaches and its accusations in all of its tricky ways and the holiday from conscience is brief, as usual.

"All very interesting," says Jon's father, "but how do we know that Jon won't get himself into trouble? What do we know about his conscience anyway except that sometimes it turns up in the most surprising places?"

Well, we know this: A child who has owned a reasonably good conscience for most of his school years and who has had affection for his parents is not likely to "lose" his conscience in puberty. It may not function very well at times. Sometimes a strong impulse may break through conscience and lead to rebellion in a classroom or a terrible scene at the family dinner table; and sometimes conscience works overtime and produces a multitude of fears and hypochondriacal worries in puberty; and sometimes the most devoted parent will strain his eyes in catching a glimpse of conscience during certain off days in puberty. But the conscience is there-- and what we see is not disintegration of conscience, but a reorganization of conscience, that corresponds to the reorganization of personality. As the personality grows independent of the parents who formed it so the conscience achieves a kind of independence from the parents whom it represents. It is finally one's own conscience and not only the representative of parents.

of puberty are beginning to be resolved. The danger of remaining "mother's baby" are passed. He is no longer afraid that his own love will keep him tied to mother so he is free to express the affection that had been too dangerous to express during puberty.

The parent who understands all this will find that he eases the conflicts of puberty by not insisting on demonstrations of affection and avoiding the accusations, "You don't love us any more." In the absence of the old endearments of childhood and the spontaneous expressions of affection, the parent, who understandably feels rejected by his child in puberty, can find comfort in the knowledge that the child's love has not been extinguished; it is there, concealed behind the child's fight against love. And if this crisis of puberty is successfully overcome, the positive feelings will return.

I recall a father who found himself completely exasperated by his twelve year old daughter. He confessed that he could no longer feel affection for this obstinate and defiant child of his who in no way resembled the little girl whom he had favored above all his children. Julie kept the entire household in ferment, ready to make a scene out of the most trivial occurrences. She accused her father of preference for the youngest sister. (She, who must have known that she had always been her father's favorite.) She goaded her father and was openly defiant until he reached his own boiling point and found himself shouting at her. And then when father's fury broke loose, Julia would burst into tears and like a t.v. tragedian, cover her face and sweep out of the room crying, "You don't love me; you've never loved me. I'd be better off dead."

And while she accused her father of not loving her she managed in every way to make herself unlovable. Father liked girls who were ladylike. Julia was noisy, shrill, tom-boyish and incredibly sloppy. She could be a pretty child but she wore her hair in a long, untidy mop to her waist and this, in her own fantasy, made her specially glamorous in some way. (Alice in Wonderland? ^{RAPUNZEL?} Lady Godiva? Neither comb nor brush disturbed this ravishing fantasy.) Her blouses and skirts neither matched nor stayed together at the waist. She was always without a button and her hems were continually unwinding. . . . Father had always been proud of Julie's good achievement in school and her talent in music had given special pleasure to him. But during the past year Julie had abandoned her music and her grades in school had declined. It was almost as if some uncontrollable urge was at work within Julie to make her lose value in the eyes of her parents.

But worst of all, the father said, was the feeling that his child no longer loved him. He did not know, he said, how he had failed as a father, but it was very clear that Julie, at times, behaved as if she could not bear the sight of him.

One day during a week when Julie had exhausted the whole family with her histrionics, her defiance, and her dark moods, father needed to drive her to a birthday party on the other side of town. Julie suddenly was in one of her rare good moods this afternoon and chatted with her father in a way that he remembered from the old days. She

To avoid the temptation to say here ^{STAY} and never leave, she must fight off the love of her parents. In making herself "unlovable" to her parents perhaps she is saying (unconsciously) "Don't love me so much because then I will be tempted never to leave you."

There may be small consolation to Julie's parents in knowing that these crises of puberty will subside in a year or two and that the old and endearing qualities of a Julie will be restored in a new integration of personality. The only real danger in the normal conflicts of puberty is that the temporary alienation of the child from his parents may be reinforced through mutual misunderstandings. If the child and his parents behave as if they had really stopped loving each other during this crisis, it may leave some bad scars that will strain the future relationship. Fortunately, most parents and most children retain the knowledge that a good love is not banished even in crisis. And even in the turmoil of puberty there are many occasions when affection and comradeship and mutual enjoyment remind parents and child that while love is often misplaced in puberty, it is not really lost.

SCHOOL OF SOCIAL WORK

MEMORANDUM

To.....

From.....

Date.....

only can be ~~see~~ shown the
one -

+ show working of lines.

①
Spandau about 10 lines. Leave room for title.

S. Fradley

④ Some years ago a 13 year old boy was surprised to find himself on the front page of a Detroit newspaper. He had boarded the Woodward Avenue streetcar with a large package and passengers ~~were-amused-by~~ ~~the-pantomime-of-~~ watched as he juggled the box with one hand and emptied three pockets ~~te~~ of his jacket searching for carfare. Finally he placed the package very carefully on a seat and fished out some coins which he gave to the conductor. "Whatcha got there, Sonny?" said the conductor ~~good-naturedly~~, nodding toward the package. "A bomb," said the boy politely. Something told the conductor that this was an honest boy. He stopped the car and ordered all passengers out. A passing street scoutcar was signalled. The boy was taken down to headquarters with sirens screaming. The package was opened and it contained a home-made bomb.

The boy was honestly bewildered by the excitement he had stirred up. He answered all questions candidly. Yes, he had made the bomb himself, in his basement laboratory. No, he did not plan to blow up anybody or anything. He planned to take the bomb to his friends' house. It was too far to walk and so he took the street car.

A stern interrogation by police revealed no political motives, no irrational hatred toward society. He was a boy of good family, an excellent student, and he was educating himself for a career in science. Finally the police were as baffled as the boy. It was perfectly clear that this boy had taken his homemade bomb on the streetcar in the same spirit that his mother might have carried a freshly baked cake to a friend.

His friend was a fellow scientist aged 13. Both had engaged in independent research on explosives in their basement laboratories. They were both experienced in the handling of chemicals and were

confident that the small amount of explosive material in the bomb would yield a small and controllable blast, without danger to themselves or anyone else. He was reluctant to confide the formula to the police and grieved when the bomb was taken away from him.

Since I knew the family of this boy I was able to follow his later career. He ~~resumed-his-in--scientific-investigations-in-the-basement~~ although-his-family-and-relucta-relucta was obliged to discontinue his research with explosives but was permitted to go back to work in his basement laboratory on other, less challenging projects. He is a grown-man man in his thirties now, a very capable research scientist in a field that I think is not connected with bombs.

I do not tell you this/ story in the spirit of "All's well that ends well", of-ee however. I like the story because it ~~tells-us-so-exactly-~~ condenses-so-nicely- tells us so well and so concisely the-central about the nature of puberty and ~~problem--nature-of-the-conflict-between~~ about the-gulf-that-separates the-child-in-puberty-and-the-world-of the dense fog that separates-- the-child closes out communication between a child and his the adult world during this period.

and spirit of inquiry
This is a boy whose intelligence ~~and-uses-of-intelligence~~ permits a fairly advanced research in a basement laboratory. The-same-intelligence was-not-employed-to-assess-the-dangers-involved- ^{the-good-intelligence} as much then-unites-with- But the motive in the research has-more to do with the small child's excitement in playing with fire as the intelligent 13 year old desire to work out a difficult chemical experiment. The superior intelligence is given over entirely to the ~~problem-solving-~~ intellectual problem solving and is not employed in evidence, ^{at all} in such vital other areas as "assessment of danger ". His conscience ~~permitted him~~

does
did not prevent him from taking his bomb on the streetcar and endangering the lives of fifty ~~of~~ citizens, ^{the same} But ^{will} his conscience ^{will} would not permit him to tell a lie when the conductor asked ^S him what he ^S had in the package. He is bewildered by the ~~stir-he-has-created--anxiety-in-the-adults-~~ attitude of the adults toward his homemade bomb since he, himself looks upon it as the achievement of months of work. He does not understand why the grownups are afraid of ^{this little} the bomb because he is ~~supremely~~ confident that he can control its explosion. The adult world looks upon him as a ~~freak-dangerous juvenile-mad-scientist-a-menace~~ a danger to society; he sees himself as a serious scientist who carried a piece of work to its conclusion. The incendiary squad of the Detroit Police Department ~~d~~ finds itself without precedents in dealing with this extraordinary case. If this boy were ten years older he would be treated as a dangerous and pathological criminal. ~~And-because-he-is-13~~ But he is ~~13~~ 13 and everybody knows that at 13 ^a every child has moments ~~at-which-he-looks~~ when he looks like a ^{menace to society} ~~juvenile-delinquent, a lunatic, a menace to society~~ but he's really only acting his age.

~~In-the-chaos~~ of the young adolescent There are times when every parent has the feeling that his child's personality is disintegrating before his eyes. And it may be small consolation to the harried and exhausted parent if we remind him that what we see in puberty and early adolescence is ~~a~~ not really "disintegration" but ^{the beginning of the} ~~part-of-the-process~~ of "reintegration", a reorganization of personality for ~~adult~~ the goals of adult life.

~~Let-s-consider-the-major-tasks-of-reorganization-that-must-be-carried-~~
out

Between the years of puberty and the final achievement of physical and emotional maturation, the adolescent goes through a complex reorganization of personality. The changes begin within the body, of course, and the new organization of personality centers around a body that is achieving sexual maturation. The changes in the external characteristics of the body bring about a new image of the self, a self that is becoming decisively masculine or feminine. At the same time the ^{physical} ~~chemical~~ changes within the body produce sexual and aggressive feelings of greater intensity than any that the child has ever known. The child's system of inner controls which may have been entirely adequate for the requirements of the ten year old personality is at times incapable of coping with the impulses of greater strength that emerge with puberty. The older control system must be rebuilt and strengthened in order to do its work and bring about a new harmony ~~in-t~~ within the personality. And, finally, the attachment of the child for his parents, the deepest love and the only love he has known, must slowly and painfully change its course, so that in maturity love can be given wholly and without reservation to a person of the opposite sex.

The entire process of maturation and reintegration in adolescence may cover eight to ten years. But there is a great deal of difference between the adolescent in puberty and the adolescent at eighteen or twenty and ~~it-is-probably-~~ if we look closely we can see at least two major phases in this developmental process. The first phase ~~centers-around-puberty~~ we might call "early adolescence", that period of adolescent development that ~~centers~~ ⁱⁿ centers around puberty and is still influenced by the biological processes of puberty. The child's love is still centered in his ~~relation~~ parents and the the turmoil-

turbulence of this period arises in large measure from the conflicts of emotional separation from the parents. The second phase, "~~later adolescence~~" ~~is characterized by a shift~~ which corresponds roughly to the age period fifteen to 20 is characterized by a shift in the center of love interest; ^{there is} emotional readiness for love of a person of opposite sex. ~~Conflict during this phase is has also shifted from the~~ At this time the center of conflict has also shifted to ^{new} some a large degree from the parents to the/objects of love ~~in~~ later adolescence.

Most parents will agree that the most painful period of adolescent development is the first phase. For ~~this half-grown boy or girl~~ this is a period of prolonged ~~and a~~ leave-taking in which ~~both child and parents need to give up free themselves of the child must become free of the close bonds of love that~~

Most parents will agree that the most painful period of adolescent development is the first phase. ~~This is the time of~~ This is ~~t-~~ After the relative calm and harmony of the school years it is ~~This is the period of the turbulence, of~~ ^{And} violent shifts of mood, ~~recriminations against the parents, conflict with parents the time of door slamming-~~ the time of bitter recriminations against parents, the time of door slamming and solitary weeping in the bedroom/ ~~and-~~ The child who had been so reasonable and civilized only a year ago ~~seems to be coming-~~ has become uncivilized again. The conscience that had grown in stability during the school years seems to be in danger of falling apart. The half-grown child is often overwhelmed by impulses that he cannot cope with. And yet, because he is no longer a child, the old measures of parental control ~~can be~~ cannot always be employed with the same degree of effectiveness. ~~So we have a~~

the
~~child-who-is-beginning-a-painful-leave-taking-of-his-parents-~~

It is a time of anxiety for the child and ~~for~~ a time of anxiety for the parents.

Declaration of Independence

go on to next page.

Declaration of Independence

And then, just at the point that parents have come to enjoy these blessings and to take them for granted, the civilized child ~~becomes-un~~ appears to become ~~uncivilized~~ again. Along with the first signs of puberty and recognition of body changes, the child makes a kind of declaration of independence. Along With the discovery that his voice is beginning to break in the upper registers, ~~the~~ thirteen year old Jonothan proclaims himself a man, ready to drive the family car, eager to ~~tell-his~~ tell his parents how they have failed and ^{prepared} ~~ready~~ to overthrow the ~~undemocratic~~-feudal and undemocratic rule of his parents that has prevented him ~~fer-~~ from realizing his personal goals ~~fer-t-~~ and improving himself for too many years.

And now for many months to come civilization recedes and advances and recedes and advances. At times young Jonothan is his old lovable self, ~~complimenting-his-mother-on-the-dinner~~ witty at the dinner table, compliment-
~~ing-his-mother's-cooking~~ ary toward his mother's cooking, praising his father's golf game, helping a young sister with her math. And at such times his parents will say to each other, "Well, what's all this fuss about adolescence? What's so terrible about it, anyway? Maybe we'll escape the worst of it."

At other times young Jon drops his familiar personality as casually as he drops his pagamas on the bathroom floor. His conscience, his manners, his reason all get lost at such times. He is always losing things anyway these days and he's just as likely to misplace his conscience as his history textbook or his wrist watch.

He has gone off for the day "with the boys". No permission asked, no message left behind; he has simply vanished after mumbling something about going out to see Tim. At 9:00 in the ~~evening~~ evening with police

alerted and mother on the couch with a migraine headache, young Jon appears, cheerful and unconcerned. No remorse. As soon as his parents begin their reproaches he counters with a speech of his own that begins with "I am sick and tired of being treated like a baby." (Since the text of this speech is known to all parents of ~~children-in-pubes~~ adolescents we will not reproduce it here.)... He is sent out of class for excessive clowning and rudeness to a teacher. The whole episode leaves him with a sense of exhilaration and accomplishment. Is he embarrassed? Is there the slightest remorse? "No? What for?" ... His school grades are not as good as they were last year. He is warned that if he expects to get into college he will need to pull up his grades. "Oh, that's o.k.," he says cheerfully. "I've decided not to go to college anyway."

parental
At such times all/hopes for the future collapse. His parents find themselves reading newspaper accounts of juvenile delinquents and asking themselves ~~if-young-Jon~~ searching questions. ~~Are they seeing in their child the early ominous signs of delinquency? And-are-they-the-negligent-and~~
~~see~~ Who knows this child anymore? What does he think about? What does he want to do with his life? ~~"He says- told me," says the mother, "that he would rather be a mechanic than a lawyer."~~ ^{to ambition.} His father digests this newest blow. "Well, then," he says fervently, "let us pray that at least he will become an honest mechanic."

~~What is happening to the conscience?~~
Where did the conscience go? If we look closely we find that it is not really lost but frequently displaced. The same boy who is callous to his parents' feelings and openly contemptuous of their old-fashioned virtues ^{may} ~~will~~ be seen passionately involved in abstract-social-justice-moral-problems-e-problems of justice and moral responsibility. His ~~eighth-grade-essay-on~~ "Should-the-United-States-have-Dropped-the-A-Bomb-on-Hiroshima"-shows-the most-profound-searching-for-moral-truth." An injustice to a schoolmate or

political injustice in the United Nations will produce-in-him-the-most-
 powerful- disturb him profoundly. He will debate the moral problem of
 using-the-A0Be- nuclear warfare in his cãssroom and at the family dinner
 table. An-episode-of-juvenile-He-is-shocked-and-disturbed-by-newspaper-
 reports-of He is sometimes moved to write letters to the newspapers
 eemmenting- offering solutions to juvenile crime or larger-humanitarian-
 problems-one-of-the-global-problems-of one of the global prob- humanitarian
 problems that have been overlooked by the United Nations. He may not send
 in the letters, of course, but you are struck by the fact that this often-
 times self-centered,^{and} ~~rebellious, inconsiderate~~ impulsive and inconsiderate
 youngsters is capable of profound feelings ~~on~~ and ideas on moral issues.

If only his humanitarian ideas were exercised at home! And-while-it-is-
 eemie-te-see-Why-should-he-spend-so-much-time-Why-should his conscience
 get mislaid/^{so often} at home and ~~always-be-available-for-~~ turn up reliably for
 moral ~~problems issues outside of the home?~~ It has to do with a major
 reorganization of conscience that goes with the reorganization of personality
 in ~~early~~ puberty and early adolescence. The early conscience that we see
 in the school age child is formed very largely on the basis of parental
~~standards~~ values and prohibitions. During the period of emotional separation
 from parents in puberty, that part of conscience that ~~was~~ is most intimately
~~lia~~ connected with the parents themselves becomes part of the dispute with
 parents. The child feels the same tension between his impulses and his
 conscience that he feels between himself and his parents. But since conscience
 is part of his personality he cannot repudiate his conscience even when he
 is most sorely tempted. ~~This-means-that~~ So even when he challenges parental
 values in his home he cannot ~~and~~ disavow part of himself and the powerful
 moral feelings ~~are-given-ever-often~~ attach themselves to ~~pel~~ social and
 political ideas ~~that-testify-~~ and give testimony that conscience is by no

~~If-only-his-humanitarian-ideas-were-exercised-at-home-~~

parents. So the declaration of independence has to be carried out on two fronts--~~with-the-parents-and~~ the adolescent is in conflict with his parents and with his own conscience.

moral problems outside of the home? This tells us that conscience is still in working order, that he has deep inner concerns with problems of good and evil, but there are times when he feels so embattled by the problems facing him on all fronts that he finds it easier to settle the ^{international} ~~universal~~ problems of ~~moral~~ justice and moral conduct than ^{those of} his own. The trouble with conscience ~~is-that-was-made-by-the-parents-~~ in puberty is that it was made by the parents; it's like having your parents right inside of you. And since the important business of puberty is to begin the separation from parents the child finds himself at odds with his conscience in much the same way that he is at odds with his parents. But ^{if} ~~since~~ conscience is ~~intimate~~ built into personality, is really part of the self, you can't really bang the door on its nagging voice, or threaten to leave it and join the navy, It's you, and ~~it's-there~~ ~~t--with-you-after-a-scene-with-your-father-~~ even if you silence it long enough to ~~ge-eff-en-an~~ play hookey ~~for-a-day~~ from school for a day or snatch a trinket from the dime store, it will soon be ~~following~~ sounding out ~~is-~~ its reproaches and its accusations in all of its tricky ways and the holiday from conscience is ~~bréaf~~, as usual.

"All very interesting," says Jon's father, "but how do we know that Jon won't get himself into trouble? What do we know about his conscience anyway except that sometimes it turns up in the most surprising places?"

Well, we know this: A child who has owned a reasonably good conscience for most of his school years and who has ~~had reasonably-~~ affection for

his parents is not likely to "lose" his conscience in puberty. That-would-only-happen-with-a-major-breakdown-in-personality-and-the-signs- It may not function very well when-you at times. Sometimes it-may-lead-to- rebellion in a strong impulse to may break through conscience and lead to extravagant-classroom clowning-in-a-French-or-biology-class;-and-sometimes-the-conscience-works overtime-and-produces- or a terrible scene at the family dinner table; and sometimes conscience works overtime and produces a multitude of fears and hypochondriacal worries in puberty; and sometimes the most devoted parent will strain his eyes in catching a glimpse of conscience in-a--his-child- during his certain days off days in puberty. But the conscience is there-- and what we see is not disintegration of conscience, but a re-organization of conscience, the first-phase-in-the beginning-of-the-final-phase- stage-in-the-development-of-an-independent-conscience.-As-the-child- In-a-few-years,-when-the-child-has-achieved-emotional-independence-of from-his-parents,-his-conscience-becomes-integrated-in-the-When-the-noise- and-the-confusion-of-puberty-dies-down- As the personality grows independent of the parents who formed it so the conscience achieves a kind of independence from the parents whom it represents. It is finally one's own/conscience and not only the representative of the parents.and-

negation

to other stages. In what follows we shall attempt to find the story of this development by observing the behavior of the child throughout the period of adolescence.

"Who am I"?

If the ten year old bothered to think about this question at all he would put it in ~~une~~ fairly succinct terms. I am a boy named Allen. I am ten years old. I live

The child in puberty will fill the blank pages of his notebooks with ~~full-i-~~ the following vital information: " James Arthur Anderson, 824 Willow Street, New Brunswick, Kansas, USA, the Universe.

"Who am I"

"James Arthur Anderson, 824 Willow Street, New Brunswick, Kansas, United States of America, the Universe." In case the boy or girl in puberty should get lost he can always be returned to his rightful owners by consulting the blank pages of his composition books or his school text books. This ~~identifying~~ ^{or} vital information will appear in graceful script, ornamented block letters wherever space permits.

~~The-danger~~ At thirteen you need to remind yourself frequently who you are because it happens so often that you can't ~~recognize~~ be sure who you are. Very often these days you have the impression that a ^{stranger} new-boarder has moved into your house, ~~sneaked-under-your-skin-~~ ~~dislodging-you-from-your-bed~~ ~~and-has-sneaked-under-your-skin~~ and has taken to wearing your clothes, eating your food and ~~dislodging you from~~ ⁱⁿ your ~~own~~ bed. The new boarder complains about the food at the dinner table, ^{talks back to} ~~argues-with~~ your parents, ~~complains-about~~ sulks in your room, ~~and~~ neglects your homework, ~~messes-up-your-closets-~~ and ~~reads-too-many~~ comic-books- ~~tries to tempt you into evil ways. He may-vanish-~~ has

At puberty even your body has become a stranger to you. And while it's very exciting to discover the changes in your body it's also disturbing to find the familiar landscape acquiring unfamiliar features. This body which is the very center of "I" from earliest childhood has now changed its characteristics. It's as if the house and the tenant have both become strangers to each other.

~~In-is-a-time-of-terrible-loneliness-~~

In the loneliness of puberty there is a ~~st~~ longing to return to the protection of parents and family, to remain a child and to hold fast to the ~~only~~ deepest love that has been known until now. But there are strong currents at work in the personality ^{tides} ~~and-within-~~ ~~the-body that-pull-the-personality-that-oppose-the-backward-drift-~~ that move the personality inexorably away from its moorings. The child feels ~~out-adrift-~~ pulled in two directions, ~~and-yet-~~ but there is only one direction that is forward moving and if he is to go with the tide he must fight his own ~~tendency~~ longings to stay fast to the moorings. And it is this fight ~~that~~ is played out ~~dramatically-~~ dramatically in the conflict between child and parents in puberty.

~~He-feels-at-times-that-he-must-oppose~~

~~He-opposes-everything~~

~~At-t-~~ He feels he that he must oppose everything his parents stand for "on principle". If his parents are democrats he must be a republican. ~~(If his parents were republican he would be a democrat. He is opposed to baths, e-haircuts, clean underwear, haircuts, higher-education, and social graces, family living, /higher education for-no-other-reason-than his-parents- only because his parents are in favor of these-same each of these things. In thirteen years he has amassed a tremendous amount of~~

data on the preferences and ^{Standards} ~~values~~ held by his parents and now for the next year or two he will stage ~~an~~ all-out warfare on such ^{crucial} vital issues as ^{hanging up clothes, moving the lawn} ~~clothes closets, grass-cutting, the-use-of-~~ and the ^{archaic} custom of saying "hello" and "goodbye".

"He's like a two year old!" his mother says in exasperation. And there's no denying it. All of this behavior strikes a chord ^{of} a memory in the experienced parent. That second year which has ~~mercifully-~~ been mercifully ~~forgotten-~~ lost to memory has emerged in a ~~se-~~ edition. new addition. Do you remember the "NoNoNo" stage and a defiant toddler who opposed any parental suggestion "just on principle". (Often he said NONONO even when he meant "yes").

There's more than a chance connection here. The "NoNoNo" stage ^{of-} ~~the-second-year~~ was the ~~time~~ period during which the toddler made his declaration of independence. He was just beginning to discover ^{were} ~~an~~ a body and a self that ~~was~~ independent of his mother and the concept of "I" was slowly emerging. And in order to establish his separateness and his newfound sense of self he had to oppose his mother, say "no" to her will in order to ~~assert-his-own-will-and-~~ ~~experience~~ assert his independence.

The child in puberty is doing something very similar in his ~~endle~~ opposition and his negation. ^{ef-} For puberty is another time of crisis in the personality, a new phase in the emergence of self feelings and independence from the parents. As a new and independent self is struggling to emerge, the child in puberty ~~finds-himself-~~ ~~opposing~~ repeats the patterns of behavior that had once been employed in earliest childhood to ~~re-inforce-the-establishment-of-an~~ establish ~~separateness and an-in- the sense of self.~~

separateness and the sense of self. He negates everything.

"But it's different when the child is two and when he's thirteen!"
parents will protest. ~~And-it-is.~~ When he's two he is still completely
dependent upon you and in a showdown

When the ~~two-year-old~~ child in the second year begins to experience his separateness from his mother, when he begins to ~~acquire~~ an "I" sense ~~and~~ he expresses his ~~new-found-independence~~ emerging independence by negating ~~everything~~ "on principle". He says "no" to everything, sometimes, comically, even when he is in favor of a proposal. In other words, the toddler Jonothan, in order to establish his identity as Jonothan and his ~~seapa-~~ separateness from his mother could only do this by opposing and negating, as if ~~difference-doing-just-the-opposite-of--"to-be-different"~~ "to be different" was "to be just the opposite".

The negativism of the child in puberty is also related to problems of emerging independence.

When 13 year old Jonothan says "no" to practically everything that is demanded of him, when he must express his opposition to everything that his parents stand for, he is employing measures that are very similar to these he had employed as ~~an-ebst-~~ a toddler-- and for similar reasons. He is getting ready for ~~a-second-and-most-essential-another-emotional-~~ a new form of emotional separation from his parents and the establishment of an independent self and in doing this he repeats the negativism that had first established the ~~identity-of-Jonothan~~ identity of Jonothan at two years. Ironically, the stronger the love ties to parents the more negative the child becomes in puberty.

This means of course that the child's antagonism and opposition to his parents in puberty is often a measure of the strength of the ~~original-~~ love bonds. The deeper the bonds, the more painful the leavetaking. This may be small consolation for Jonothan's parents who must put up with the antics of this obstinate 13 year old, and yet it does help to have the knowledge during this painful period of ~~growth~~ development that ~~the-child's-love--behind-the-nonsense-and-the-stubb-~~ the impossible

behavior in a 13 year old

these are conflicts of love.

"It would be a ^{help} consolation," says the mother of Jonothon, ^{ruefully,} if we got an occasional glimpse of that love. He refuses to kiss me goodnight. He brushes off my hand if I try to tousle his hair, or put my hand on his shoulder. He seems bored by our company and ~~goes-up-to-his-room-when~~ ~~after-dinner~~ spends most of his evenings in his own room."

And this is the most painful part of all for parents. If only he could show his love and accept his parents' love it would be so much easier to put up with the storms and the infantile antics. And why can't he show his love? If we ask the boy in puberty he will say, "She ^{"She} still wants me to be her ~~their~~ baby. ~~I-feel-like~~ I hate it, that's all! Good night kisses!" But behind the protest is a more powerful feeling that a ~~thirteen-~~ child in puberty cannot put into words/ ^{and is not even aware of.} ~~He-must-give-up-the first-loves-of-his life,-his-parents~~

He must give up the child love for his mother in order to begin a new progress in love that will lead to mature sexual love for another woman. The child in puberty ~~has-only-a-vague-and-uncertain-no-theory-about-~~ does not know why he must brush off his ^{mother's} ~~parents'~~ demonstrations of affection; he only knows that he feels uncomfortable. A new and complex re-organization of personality is beginning to take place and the child, without knowing why, begins to feel that his mother's demonstrations of affection are blocking his progress, keeping him tied to the love for mother. And because the love for parents is the oldest love, the ~~only-love~~ deepest love he has known he must fight his own love as well as the love of his parents.

Interestingly enough, in a year or two after the storms of puberty have subsided, the same boy who squirmed under his mother's good-night kisses

at 15
at 13 may have no trouble/in planting an affectionate kiss on his mother's forehead, or giving her an extravagant hug after-she-has- when he is in an a celebrating mood. By this time many of the conflicts of puberty are beginning to be resolved. The danger of remaining "mother's baby " are passed. He is no longer afraid that his own love will keep him tied to mother so he is free to express the affection that had been too dangerous to express during puberty.

The parent who understands this- all this will find that he eases the ~~conflicts~~ torments of puberty by not demanding insisting on demonstrations of affection and by-tactfully-letting-the-child-find-his-solutions not increasing-the-child's-conflicts avoiding the accusations, "You don't love us any more." In the absence of the old endearments of childhood and the spontaneous expressions of affection, the parent, who feels-that-his-own-love understandably feels rejected by his child in puberty, can find comfort in the knowledge that the child's love has not been extinguished; it is there, concealed behind the child's fight against love. And it-will-be-affection-will-return if this crisis of puberty is successfully overcome, the old- positive feelings will return.

And what about conscience? Isn't there a danger that this negative and rebellious 13 year old

I recall a father who found himself completely exasperated by his twelve year old daughter. He confessed that he could no longer feel affection for this obstinate and defiant child of his who in no way resembled the little girl whom he had favored above all his children. Julie kept the entire household in ferment, ready to make a scene out of the most trivial circumstances occurrences. She accused her father of preference for the youngest sister. (She, who must have guessed that she had always been

her father's favorite. She goaded her father through-teasing- and was openly defiant until the ^{peer}exasperated-man he reached his own boiling point and found himself shouting at her. And then when father's fury broke lose, Julia would burst into tears and like a t.v. tragedian, ^{cover her face}rise-from-the-table- ^{and}sweep out of the room crying, "You don't love me; you've never loved me. I'd be better off dead."

And while she accused her father of not loving her she managed in every way to make herself unlovable. Since-her Father liked girls who were ladylike.Julia-succeeded-in-making-herself-into- Julia was noisy, shrill, tom-boyish and incredibly sloppy. She could be a pretty child but she wore her hair in a-thick,-untidy-pony-tail-that-was- a long, untidy mop ^{waist} mass to her shoulders, ^{and this,} which, in her own fantasy, made her specially glamorous in some way. Her-blouses-and-skirts-were (Alice in Wonderland? Lady Godiva? Neither comb nor brush disturbed this ravishing fantasy.) Her blouses and skirts were neither matched nor stayed together at the waist. She was always without a button and her hems were continually unwinding. ... Father had always been proud of Julie's good achievements in school and her talent in music had given special pleasure to ^{her}her father. But during the past year Julie had abandoned her music and her grades in school had declined. She-had,-it-appeared,-lost-all-her-prize-It-was-as-if So-that-here,-tee, ^{these} in/other-ways-in-which-she-had-once-found-special-value-in-her-parents-eyes- It was almost as if some uncontrollable urge was at work within Julie to make her as unlovable--to-her-parents lose value in the eyes of her parents.

But worst of all, the father said, is-the-fact was the feeling that his child no longer loved him. He did not know, he said, how he had failed as a father, but it was very clear that Julie, at times, behaved as if

she could not bear the sight of him.

One day during a week when Julie had exhausted the whole family with her histrionics, ~~her-dark-moods-and~~ ^{and} her defiance, her dark moods, father needed to ~~pick-her-up-b~~ drive her to a birthday party on the other side of town. Julie ^{Suddenly} was in one of her rare good moods this afternoon and chatted with her father in a way that he ~~could-scareely-remember~~ remembered from the old days. She was a good story teller and had a gift for mimicry and as she imitated an elderly biology teacher ~~and-a-French-teacher~~ who became the victim of a class hoax her father found himself ^{laughing appreciatively} ~~laughing-appreciative-~~ ~~convinced with laughter,~~ a-Julia-who-had-always-known-how-to-handle-a-good-audience Julia who had always known how to hold an audience brought forth another another piece ^{from} of her repertory, and soon the two of them were in a mood of high hilarity. Then, as the car approached the house of Julie's friend, Julie became silent and her father glancing sideways saw that she was crying. And he thought to himself, "Well, here we go again." And his bitterness began to return. He said, "Well" What's the matter. Did I say something or do something?" "No," said, Julie, "It's just that I do love you, Daddy, and I don't know what makes me so awful sometimes."

~~"And that's just one of the things I can't figure out," said Julia's father. If she loves us why can't she show it in some ways? Why can't she be the kind of child we can love?~~

She can't be--for a while. If Julie should hold on to the ~~else-ti~~ same deep love for parents that she had in ~~child~~ early childhood she would ~~put-her-future-as-a-woman-in-peril~~ not progress in her emotional development. She is fighting her own deep attachment to her parents. The longing to remain a child and to ~~endear-herself-to-the-father-whom-she-loves-retain-the-eldest-~~ hold onto the child love for parents is also very strong within her. She must

"And that's just one of the things I can't figure out," said Julie's father. "If she loves us why does she fight us? ~~And~~ And if she wants us to love her why has she turned herself into the kind of a girl that is exactly opposite from everything we ~~like-in-a~~ want in a girl. ~~-I-keep~~ ~~thinking-that-maybe~~ That doesn't look like love in anybody's book."

And who can blame any parent, caught up in the turmoil of a child's puberty, if he cannot find meaning in ~~such~~ his child's behavior. Julie is fighting her attachment to her parents by fighting the parents themselves. And she is fighting her own longing to stay a child and keep the love of childhood forever; It is a safe and protecting love, ~~unlike-the-imaginary-~~ ~~love-of-a-distant-future,~~ and the future, at 12, looks perilous and uncertain. To avoid the temptation to stay here and never leave, she must fight off the love of her parents. ~~In-making-herself-"unlovable"-to-her-parents, in-~~ ~~she-is, perhaps, unconsciously-begging-them-not-to-love-her~~ In making herself "unlovable" to her parents perhaps ~~there-is-the~~ she is saying (unconsciously) ^{so much} "Don't love me/because then I will be tempted never to leave you. ~~I-need-to-~~ ^{even} ~~have-your-anger-and/your-disappointment-in-me-to-make-it-easier-for-me-to~~ ~~leave-you.-I-need-to-defy-and-to-hate-and-to-fight-you-sometimes-because-I-~~ ~~need-you-so-much-and-I-love-you-so-much-that-I-might-never-want-anything-~~ ~~else.~~

There may be small consolations to Julie's parents in knowing that these crises of puberty will subside in a year or two and that the old and endearing qualities of a Julie will be restored in a new integration of personality. The only real danger in ^{the normal} such conflicts of puberty is that the temporarily alienation of the child from his parents may be reinforced through mutual misunderstandings. If the child and his parents behave as if they had really stopped loving each other during this crisis, it may be

~~mere-diffi~~ leave some bad scars that will strain the future relationship. Fortunately, most parents and most children retain the ~~seeret~~ knowledge ~~even-in-crisis~~ that ~~the-bend-of-love-~~ a good love is not banished even in crisis. And even in the turmoil of puberty there are many occasions when affection and comraderie and mutual ~~sat-~~ enjoyment remind parents and child that while love is often misplaced in puberty it is not really lost.

~~fight~~ not only fight her own ~~wish-to-remain-a-child~~, love for parents but must fight her parents and their love. Each demonstration of affection from her parents is like a temptation to ~~stay-with-them-always-keep~~ the love of childhood forever; it is safe and ^{protecting} ~~comforting~~ love, unlike the uncertain love of the future. And to avoid the temptation to stay here and never leave, she must fight off the love of the parents. "Don't love me," she seems to be saying. I won't even let you. I will make myself unlovable to you. ~~Do-you-think-I-am-a-pretty-child~~ I won't let myself be what the child that you loved. ~~I-used-to-be~~ Can you possibly love such a mean and self-centered and temperamental child? Of course not. ~~Doesn't-it-disgust-you-to-see-~~ Can anyone like ~~me-when-I-am-so-funny~~ a girl who is so sloppy and badly unwashed and badly-put-together coming apart at the seams? And since you once loved me because ~~if~~ I was so clever and I ~~showed-promise~~ was a promising musician, I will make myself unclever and I will give up my music. And now there is nothing left to love in me

And the child in puberty discovers that now even his body has become a stranger to him. For while it is very exciting to discover changes in the body it's also disturbing to find the familiar landscape developing unfamiliar features. This body which is the very center of "I" from earliest childhood ~~is now changing-it~~ has now changed its characteristics. ~~The stranger inside has become the tenant of-~~ ^{in the child} ~~a house-that-is~~ All of this creates/a sense of estrangement ~~in-the child~~ from his old self during a time when the new self is not yet ^{so it happens that} formed. And/sometimes even the most stable ~~ye~~ child~~re~~ in puberty will have vague "spells" in which he momentarily loses his sense of identity and he harbors the secret fear that maybe he is losing his mind.

"I" also means that part of the personality that ~~is~~ controls and ^{behavior.} regulates/~~the-body-"I"-cause-myself-to-move,-to-take-action~~ But in puberty and early adolescence the child often feels himself helpless ~~before-~~ and overwhelmed by strong emotions. Strong anger may break through and the child feels himself out of control, endangered by his own uncontrollable impulses. Erotic feelings ~~of-a~~ which are qualitatively different from anything the child has known heretofore will make their appearance and the child, who does not know what to do with them, fears the powerful feelings,~~as-if-they~~ and is afraid that he cannot control them. ~~Both-boys-and-girls-~~ Masturbation is, of course, common in puberty

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Weiss

episode ~~sets-him-off-~~ leaves him with ~~nothing-less-than~~ a sense of exhilaration and well-being; ~~a-here-to-himself,~~ he is ~~a-he-~~ his own hero today. Is he embarrassed at all? Is there the slightest remorse? "No? What for?" He ~~argues-with-his-Sunday-School-teacher-responsibility.~~
(~~ON-questions-of-moral-responsibility.--(He-is-in-favor~~ His school grades are not as good as they were last year. He^x is warned that if he expects to get into college he will need to pull up his grades. "Oh, that's o.k.," he says cheerfully, "I've decided not to go to college anyway." And his mother cries softly to herself in the kitchen.

Deliberate misbehavior
There are ~~times~~ when his parents ~~cannot-banish-the-vision-~~ have the ominous feeling that they are rearing a delinquent. (~~They-have-forgotten,~~ but ~~He-is-negative-and-obstinate~~ He opposes everything his parents stand for-- just on principle. Since his parents are democrats he is republican. If his parents were republican he would be a democrat. If his father is rooting for the Dodgers he will root for the Yankees. If his ~~mother-has~~ ~~hopes-that-he-will-become-a-scientist-he-expresses-his-own~~ parents would like him to be a doctor he will let it be known that he intends to be a mechanic. If standards of cleanliness are high in this family, try to persuade him to take a bath! If mother is a good housekeeper ~~she-will-~~ wait til you see Jonothan's closet.

"He~~is-lik~~ ^{to her husband}
"He's like a two year old!" his mother says ~~one-evening-after-young-~~
^{young Jon}
one evening after ~~he~~ has ~~marched out-of-the-house-~~ upstairs after a family scene. And his mother is quite right in a way. Does anybody remember the toddler in the second year? (~~Most-parents-mercifully~~ Do you remember the "NoNoNo" stage and the opposition to any parental request "just on principle"? Is this more than just a chance connection?

~~all-be-entitled-to-enjoy-these-blessings-~~

And then, just at the point that parents have come to enjoy these blessings and ~~when-they-cannot-even-remember-that~~ to take them for granted, the civilized child becomes uncivilized again! Along with the first signs of puberty and recognition of body changes, the child--and he is still a child-- ~~declares-~~ makes a kind of declaration of independence. "I, Jonothan Phillips Stevenson, having this morning discovered that my voice is breaking in the higher registers solemnly proclaim that I am a man, ready to drive the family car, eager to tell you how you have failed as parents, determined to overthrow the tyranny through which you have governed me for thirteen long years." And now for many months to come ~~young-Jonothan-~~ civilization recedes and advances and recedes and advances. At times young Jonothan is his old lovable self. At other times he ~~drops-reason,-manners-~~ drops his familiar personality as casually as he drops his pajamas on the bathroom floor, and ~~just-as-casually-walks-walks-right-out-of-his-familiar-personality-~~ ~~as-casually-as-he-walks-out-of-his-pajamas-in-the-morning,-leaving-the-heap-on-and-leaves-the-heap-on-the-floor~~ His manners are atrocious and he seems to take pride in being rude. Then he becomes ~~His-manners-get-lost-somewhere,-(He's-always-losing-things--His-manners-get-lost-at-such-times,-(He's-always-losing-things-anyway-~~ His manners, his His conscience, his manners, his reason all get lost at such times. He is always losing things anyway, these days and he's just as likely to misplace his conscience as his history textbook or his wrist watch. He has gone off without permission on a bike trip without permission, explicitly without permission and when he returns to find his parents frantic with worry he is not only not remorseful but he cites Article II in his declaration of independence which is, "I'm sick and tired of being treated like a baby." He is sent out of class for excessive clowning and rudeness to his teacher. The whole

Between the years of puberty and the final achievement of physical and emotional maturation the adolescent ~~must-reorganize-~~ has a number of major tasks ~~of-reorganization-~~ (1)-~~He-must-reorganize-his-personality-~~ ~~come-to-terms-with-must-acquaint-himself-with-a-changing-body~~ (1) He must acquaint himself with a ~~strange-new-body-~~ metamorphosing body that alters its characteristics so rapidly that he ~~can-scarcely-find~~ ~~him-~~ his-moorings--~~often-fells-li--and-his~~ feels like a stranger in his own house. He experiences ~~qualitati~~ sensations in his sexual organs that are qualitatively different from any he has known. The chemical changes in his body produce both sexual and aggressive feelings of greater intensity than any he has ever known and at times he feels overwhelmed and fearful that he ~~cannot-control~~ may not be able to control his own impulses. His older control system must be rebuilt in order to accommodate the new and stronger impulses from within and in the process of rebuilding it doesn't always do its work efficiently. A new self is ~~emergins~~, a self that ~~is~~ must find its moorings in a changing body, a self that is becoming decisively masculine or feminine, but old doubts and worries will rise from the past like ghosts to disturb the child as he gropes for a positive sexual identification. ~~His environment~~ His society, like all societies, provides new tests for masculinity and femininity and he as he rises to meet the tests in competition with other boys and girls he is often beset by old doubts and worries that rise from the past like ghosts

He has appeared mysteriously one day and the Anderson seniors

He makes his entrances and exits unbidden; he just takes over and then just as suddenly vanishes for a while.

~~And-the-child-who-has-often-feels-like-a-stranger-to-himself-~~

Even his body has become a stranger to him. For while it is very exciting to ~~see-the-first-signs-of-a-boy-~~ discover changes in the body it's also a little disturbing to find the familiar landscape of the body ~~changing~~ developing unfamiliar features. This body which is the very center of "I" from the days of early childhood has never until now changed its geography; ~~it-has-grown-(imperceptibly,-of-course)~~ ^{its characteristics.} but-it-was-always-recognizable-as-yours-you. In the case of the boy one of the earliest signs of puberty is a ~~temporary~~ one that he cannot regard as ~~an-omen-of~~ a sign of masculine development at all. ^{the} breast tissue becomes full and there is a ^{brief} short period ~~in~~ during which ~~male-development-caricatures-the-development-of-the-female-~~ which every boy ~~would~~ considers with alarm that maybe a terrible mistake has been made ~~and-his~~. This is a transitory development of course. Later ~~he~~ the boy begins to ~~observe~~ discover a fuzzy growth on his face (a vastly reassuring sign) and ~~hair-in~~ a stray hair in the armpit and the pubic ~~regi-~~ ^{show} ^{heightened} area. The genital organs increase in size and there is ~~great~~ sensitivity ~~in~~ to both pleasure and pain. The voice range begins to change. ~~and-the-boy-in-puberty-~~ All of these ~~are~~ changes are exciting- welcome signs of ~~masculine~~ approaching maturity to the boy but ~~they-bring-with~~ for the period of puberty they also create in the child a sense of estrangement from his old self during a time when the new self is not yet formed.

In the case of the girl there are more radical changes in the
~~external-characteristics-of~~ the body both in external characteristics
and the esta
~~For-the-girl-~~

In the case of the girl there are more radical changes in the body
development
with the appearance of breasts and the establishment of menstruation.
~~And-with-all-the-wonder-and-excitement-that-these-changes-bring-to~~
~~the-child-~~And with all the wonder and excitement that these changes
bring to the child there ~~is-still~~ are also anxieties

(A) The whole sequence of development from puberty to mature love is typically so full of turbulence and confusion that often even the most enlightened parent has difficulty in seeing patterns of growth of purpose in the behavior of his child. And for parents and ~~for the~~ children alike there may be no more difficult period than the ~~earliest stages-of-adolescence-initiated~~ first phase of adolescence, puberty itself.

~~The-early-e-in-pre-puberty,-the-period-roughly-~~

The period that precedes puberty ~~has~~ is often a stable one for the child and his parents. The child ^{of ten} ~~has~~ achieved relatively good control of his impulses; he has a conscience that at last seems able to do its work without policing by his parents. ~~The-positive-ties-to-parents~~ There is relative harmony between the child and his ~~parents~~ family. The old jealousies have declined; the strong love-hate conflicts of the pre-school ~~period-have-child-toward-his~~ period are subdued and love ~~and-tenderness-toward-the-parent~~ for the parents seems to have won out over the strong antagonisms of early childhood. ~~The child gratifies-his~~ has grown closer to ~~the parent of own sex and we can see how the boy emulates his father in small and large ways and the girl has taken her mother as a model for her own femininity.~~ Reason is in the ascendancy and now at last we can, in fact, "reason" with the child and ~~alter-the-X-discipline~~ problems of discipline no longer ~~occupy~~ engage the parents' energies to a large extent. The child of ten is ~~a~~ civilized; ~~little~~ he has sensitivities to the feelings of others and his manners ~~reflect~~ tell us how far he has moved from the self-centeredness of the earlier years. His ~~intellectual~~ range of interests and ~~private independent~~ his appetite for knowledge tell us that he is becoming civilized in the deepest sense of the word.

Unsublimation again

~~His-parents-are~~ These are the rewards for good parenthood and we should

The entire process of maturation and reintegration in adolescence covers a period roughly eight to ten years. But there is a great deal of difference between the adolescent in puberty and the adolescent at twenty and for these reasons there is no point at all in speaking about the adolescent. We find it much more profitable to ~~sepak-a~~ ~~speak-about-early-adolescence~~ speak about adolescence in terms of phases so that we can understand the specific developmental problems encountered ~~in-at-these-~~ during these periods. For our purposes we might use a simple division of adolescence into two phases--"early-phases, "puberty-a "early adolescence" and "later adolescence". The period of "early adolescence" ¹ ~~which~~ in which we include puberty has ^{two} ~~three~~ main tasks to perform for development: (1) The child must adapt himself to the physical and emotional changes that ~~originate-~~ ~~in~~ are produced by ~~a-body~~ his sexually maturing body. (2) The child must begin the process of emotional separation from his parents who have been the center of his love since infancy. (3) ~~The-child-must begin-the-search-for~~ The period of "later adolescence" ² (~~-15-to-20-~~ which corresponds roughly to the ages 15 to 20 has these two ~~ma~~ chief tasks: (1) the boy or girl must achieve sufficient emotional independence from his parents and ~~his-own~~ so that he is capable of caring deeply for a member of the opposite sex and ~~even-falling-in~~ ~~love~~ is capable of falling in love (though ~~the-earliest~~ not necessarily choosing a permanent partner in love). (2) The boy or girl must complete the ~~integration-of-re-in~~ reintegration of personality that began in puberty with now a more favorable balance between impulse and control and a sense of personal identity, a knowledge of who he is and what he stands for.

The whole process takes 5-10 yrs - puberty most def.

Between the years of puberty and the final achievement of physical and emotional maturation, the adolescent goes through a complex reorganization of personality. The changes begin within the body, of course, and the new/organization of personality ~~begins-with-~~ centers around a body that is achieving sexual maturation. ~~Along-with~~ The changes in the external characteristics of the body bring about a new image of the self, a self that is becoming decisively masculine or feminine. The At the same time the chemical changes within the body produce both sexual and aggressive feelings of greater intensity than any that the child has known. The child's ~~system-of~~ system of inner controls which may have been entirely adequate ~~to-the-demands-of~~ the ~~school-years-~~ ^{is} for the requirements of the ten year old personality ~~are~~ at times ~~inadequate-~~ ^{with} incapable of coping/the impulses of greater strength that emerge with puberty. The older control system must be rebuilt and strengthened in order to do its work and bring about a new harmony within in the personality. And/ ^{finally} the ~~child's~~ attachment of the child for his parents, the deepest love and the only love he has known, must ^{in maturity} slowly and painfully change its course, so that ~~the-child-ma~~ love can be given wholly and without reservation to a person of the opposite sex.

^{from puberty to maturity}
The entire process of development/covers as many as eight or ten years and while we speak of the entire period as "adolescence" it is much more useful to look upon this period as a sequence of developmental phases. For the child in puberty ~~is~~ does not look like the ^{twenty} ~~eighteen~~ year old who is beginning to think seriously of marriage; the ^{and early adolescence} conflicts of puberty/are very different from those that we encounter in later adolescence. ~~If-we-want-to- In-order-to-understand-~~ We cannot, then speak of the adolescent and make sense out of his behavior, but

~~The-period-of-puberty-and-early-adolescence~~

Most parents will agree that the period of ^{puberty and} early adolescence ~~is~~ presents the greatest trials in the entire period of adolescent development. The impact~~x~~ of puberty on the child and family alike

From this ~~brief~~ sketch we can see that the conflicts of early adolescence are body centered and family centered and when we speak of the "turbulence of ~~ad~~ adolescence" we are more often speaking about this phase than the period of later adolescence. This is the period of the mood swings and the door slammings and the solitary weeping in the ~~see~~ bedroom and the accusations, "You don't love me!" and "I wish I was never born." These are times when well-raised, well bred otherwise healthy youngsters look as if they were possessed by demons. And then, ~~at-the-point-when-the-parents-seleemly-confer-~~ just as unppredictably, the demons leave and the child who had screamed accusations at his monster parents returns, restored to his natural form, and plants a wholesome kiss on a monnster's forehead.

~~It-is-frightening-to-see-your-own-child~~

"Who am I?"

Who is the adolescent? I said to myself

Who is the adolescent? ~~we ask ourselves~~. Do we mean the child in puberty who has ~~declared-himself-a-man~~ just discovered a fuzz on his upper lip and arrives at the breakfast table to declare himself a man? Do we mean the little girl in bobby-sox who has just stormed upstairs, crying undying hatred for the monster parents who have denied her lipstick (and who will be downstairs again in another hour to plant a cheerful kiss on ~~the-monster's-fe~~ ^{a-} a monster's forehead) Do we mean ~~the-boy-or~~ ^a the girl ~~whewhe-has--whe-has-just-fallen-in-love-(with-an-unstable~~ who has fallen in love (in rapid succession) with a t.v. crooner, a highschool math teacher and a boy who sits next to her in ~~social-science?~~ history class. Is the adolescent the boy or girl who has begun to date? Is it the boy who has ~~just-found-himself-deliriously~~ fallen in love to the depths of him, who has found a girl who is all things to him, ~~and-~~ a girl whom he wants to marry?

But each of these adolescents is different from the other. Each can be placed at a different point in the ~~scale-of-development-~~ growth process that we call adolescence. Between the first physical and emotional signs of puberty and the final achievement of love for a member of the opposite sex we can follow a complex emotional development. ~~If-we~~ We can actually see a series of stages in adolescent development, each of which ~~corresponds-~~ ~~to~~ has its own characteristics and needs to be understood in its own terms. In this sense we cannot speak of the adolescent.

The period that we call puberty brings with it certain characteristic problems

if we consider each of the phases of adolescence and the special developmental tasks of these phases we are likely to come out with a better understanding of the whole process.

If we look closely at the first phase in adolescent ~~pre~~ development, ~~puberty-itself-~~ and compare it with

The first phase of adolescent development is the period ~~the-immediate~~ ~~that-inaugurates~~ of puberty and ~~is-characterized-by-the-most-rap~~ the ~~chaotest-~~ characteristic turbulence of this period is directly related to the body changes and ~~their-effects-upon-~~ ~~the-new-requirements-~~ ~~requirements--requirements-made-by-a-changing-body-upon-a-child's~~ ~~personality-~~ the emotional crisis of leaving childhood ~~for-~~ and the protected love of parents. ~~for-an-unknown-and-distant-destination-~~ ~~future.~~ Between puberty itself and that time in mid adolescence when a boy or girl shows his readiness to ~~fall-in-love~~ date and even to fall in love, the parents and the family remain ⁱⁿ the center of the conflicts of the young adolescent and we can know through ~~his~~ the mood swings and the passionate alternation of love and hate toward the parents that the major developmental task of this period is to achieve the necessary and painful separation from a child's first loves-- his parents. There is no readiness to ~~fall~~ in love at this stage; the adolescent is still "in love" ~~as~~ it were with his parents, and ^{while} ~~when-he-isn't~~ fighting his love for them it would be only fair to say that the only other person he is in love with is himself. Only when the ~~boy-or-girl~~ adolescent has achieved a certain degree of emotional independence from his first loves, the parents, is he ~~ready-to-love-a-person-of-the-opposite-sex-~~ able to invest his interest and love in a person of the opposite sex. Usually this does not take place until mid-adolescence, between 15 and 17 and we

recognize the changes in the adolescent in two ways. ~~It~~ Typically the boy or girl develops his first real "crush" or falls in love. It will not be the last time he falls in love, of course, but this first love marks the end of early adolescence and the beginning of the second phase of adolescence. The second sign of the emergence of this new phase of adolescence is seen in the adolescent's relationship to his parents. Much of the conflict ^{with parents} has begun to die down ; ~~he has really become quite a delightful youngster~~ The mood swings and the storms and the door-slamming ^{and} the solitary weeping in the bedroom are very little in evidence these days and the parents have already forgotten the agony of the ~~ea~~ years of early adolescence. ~~Genfl~~ The major conflicts when they occur are now in relation to dating, to love and ~~je--the-unfaithfulness-of-~~ to disappointments and rivalries in love. At the same time we begin to see that the whole personality is beginning to integrate, to look whole again, and yet very different from the personality of ~~the-sehel-yea~~ pre-adolescence. The unravelled threads of the ~~pubertal~~ personality of puberty and early adolescence are being knit together. Then finally in the late teens ^{or} and-early twenties we begin to see the product of the years of metamorphosis; a young man ~~ow~~ woman who has achieved an independent self with relative inner harmony and harmony with the world and readiness to give himself completely to love and to seek a permanent union with a member of the opposite sex.

I have done nothing more so far than sketch the main lines of development in adolescence. Each of these stages is an indispensable link in the evolution of personality; each has its characteristic problems and should be understood ~~on~~ in its own terms as well as in relationship to other stages.