


Problems of adolescence

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by Norman J. Kelman Adolescent Issues Transcribed by the audio recording of the Municipal Archives of New York (hosted on wvnc.org): Monday, December 12, 1949 Adolescence is one of the most difficult times to know, understand and work. This applies not only to adults associated with young people, but also to the teenager himself. Mental health at any age is based on self-respect, from which a real and healthy consideration emerges for the needs and needs of social life. The first five years of a child's life are the years when this self is defined; in this period, the healthy child began to clarify what is himself and what others are in his environment. From this moment to adolescence, the child is relatively stable in this definition of himself. Changes in personality happen, of course, but the self in relation to others has at least been defined. The first years of a child's life are of fundamental importance for the development of the self, but all subsequent events are not simple repetitions of models already established. In every life experience there is the possibility of a constructive growth; However, destructive changes are also possible, and even a healthy start in the first five years can be put to a tough test by mischievous experiences of subsequent life. When the individual reaches the adolescence period, he established a working relationship with himself and with others, based on a more or less healthy conception of himself. At present, however, there are a number of changes that put this concept to a great test. There are changes in his relationship with himself and also in his relations with others. They do not continue independently, but each participates in a mutual relationship with the result that the structure of the character is strengthened or weakened. One of the difficulties we have in defining the beginning of the processes that occur in the teenage period is precisely the basis of one of the problems that the teenager himself faces. The changes, individually and as a group, are irregular. Breast mates greet each other before the summer holidays, exchange rides on their bikes and discuss toys that will lead in the countryside. Then, in the fall, Johnny rushes to meet Steve, only to find a guy with his head taller than him, with a raucous voice and a strange alteration on his face. The few short months have produced huge physical and emotional changes in one boy, and few or no change in the other. It would be quite difficult if a child should face only the changes of his anatomy and his physiology, or even the rapidity of such changes. But the problem is complicated by the fact that these changes are so irregular, from one individual to another, and from one organic system to another within the same individual. Some children begin the changes of adolescence at 10 years, and at 12 years, they undergo most structural changes. Structural that will occur; others begin at the same time, but development will take more time; Others still start much later, and take the same fast or slow pace as those they started earlier. To further complicate the problems of the child, as well as his parents, some children show a rapid and complete growth of the model and muscle strength, and a delayed development of sexual characteristics, for example. Due to the variability in this growth curve, it is easy to see that even a fairly healthy character structure undergoes some tension. The three categories in which the problems of the teenager can be placed: First, the great changes that occur within him provide him with a fairly unknown physical and emotional being that must be integrated into the growth process and must be somehow connected to the personality he had until this moment. Secondly, it has to do some work deal with other teens, many of which have undergone several changes from its, or which have not changed at all. Thirdly, he must deal with his parents, who are often as baffled as he by the changes they are observing. When it reaches adolescence, the child began to recognize and also to do some consolidation of his position in the group. He knows that love and hostility can expect from the world. He probably earned some base for self-assessment. He probably falls into one or the other of Horney's three personality categories: move towards, away from, or against people.1 Or perhaps he developed such a degree of mental health that can approximate a movement-with relationship.2 Then, all of a sudden, the world begins to swing and tremble. If at first it does not experience internal changes, at least some of his friends start talking differently and have interests that are foreign to him. His parents, if they measure him against others, can find him childish and delayed — and then all his inner being begins to change. The feeling of self that had developed wavers before the reality of the changes he is experiencing, or before the different status in which you are in the group. As a rule, change is not a reassuring, no matter how much the child is wanting to grow. A well-built and robust young man suddenly begins to sprout in all directions, or suddenly secondary sexual characteristics appear that they are caricatures of vigor or charm that will later develop. There is a real task to deal with, and the child faces with available resources. These resources include the family, community, and most important of all, the structure of the character that was established through the first decade of his life. Now, adolescence must not make a profound, constructive or destructive change character. If the child has enough confidence in himself, and in the treatment that can expect from his environment, he will be able to satisfy most changes, accept them, and integrate them into his life in any stress period, or in any change situation, even the healthiest individual of any age may arrive at an unsatisfactory solution before solving a conflict. The teenager is in a similar situation, and also does not have the experience of solving conflicts with ease. Therefore, many of the features we consider characteristics of the teenager are actually the grooves of individuals who are trying to find unity within themselves. Teenagers use all psychological devices that individuals of all ages use to solve their conflicts, but two — extenuation and life in imagination — are often more prominent. These are the basis for the rapid expansion of the individual, in understanding the whole world and its problems in his daily thought. The teenager applies the solution of his problems to the problems of the whole world, and thinks and acts in terms of change of the world. An exceptional feature of the healthier adolescents is the extreme seriousness with which they take. They intensely want to face realistic problems, but have difficulty in doing so because of their climbing imaginations. They insist that their problems are not within themselves, but in the environment; that the solution lies in the change of the environment. You indulge in fabulous day dreams where everything will be different. What boy has never dreamed that the girl who gave it away is now standing at the train station as she passes through the city with a movie star on her arm? Faith is placed in the future by these young people. Summing up some aspects of his personality is another device that the teenager uses. He is, in turn, rebellious, complacent and withdrawn. And the intensity with which each of these solutions attempts makes it something of a process to live with. The feelings of omniscience are quite evident in the teenager. This attitude — a characteristic of the idealized image — comes from basic anxiety. Faced with a crushing of his previous self-knowledge, and uncertain about his value, the individual can erect some self-image which is so highly idealized that can be achieved only in imagination. It strives, however, to realize this image. So, he begins to believe that he knows all the answers and feels that his parents are dated. He often finds the school much more difficult, because he no longer has respect for his teachers. All the old ideas are wrong for him, and these are compulsively rejected. This tendency to question their views of the elderly can be exasperating. But it is not always destructive, and too rigid points of view are extremely healthy and often leads to progress in human relations. But when it is compulsive, it can be dangerous to the individual and to society. forming bands and clubs is another of the teenager. This can be constructive, because it represents the desire to be with other similar interests. But here too are compulsive compulsive of a flowing group. It can lead to destructiveness, contempt for others, a stately feeling of superiority, or the delinquency of the gang. The teenager is trying to re-establish himself, so does group identifications as well as individual ones. Fads in clothes, or in dance, are typical attempts of the teenager to establish a group model that will distinguish his group from all previous. In this way he points out to his elders that he also has distinction and originality. He is the youngest generation, and he usually does not bones about asserting this fact proudly. Once again, it should be pointed out that there are constructive possibilities in these teenage efforts, although it may result from conflicts within the child, and even if they try to try to his elderly. The teenager does not want intrusion in his thoughts and passions. This desire for privacy indicates growth, and also uncertainty. However, adults should try not to invade, since the child is doing the only healthy thing — trying to process their destiny. This does not mean that adults should not make themselves available if the advice is desired, nor does it mean that every individual can solve his problems alone. But unless there are serious neurotic symptoms, the teenager should have time to think, both alone and with his chosen companions. The maturation of sexual functions at this time led some to emphasize the part they play in the teenager. But sexual function does not determine the character of the individual. However, the total personality determines the character of sexual functions. At this time anatomical and physical changes occur, but they are not the crucial factors of adolescence. Of course, many of the problems that the child encounters right now have to deal with sex. Masturbation, disgust to menstruation, disorder to the need to engage in petting parties, and so on; and many of the complaints that parents do about their children are in the field of sex. However, we must not be taken from the aspect of things, but we must seek the deeper meaning of what seems to be in the sphere of sex. Let's take, for example, the case of a 16-year-old boy who was accused of a sexual assault on a girl. The investigation revealed that the attack was not sexual, but confessed to be beaten. He encouraged the progress of other boys, at the same time leading him to believe he was the only and only. He was a shy boy, with a deep feeling of uselessness, and his fantasies revealed his feelings of greatness, his need for perfection, and his contempt for others. This girl, with her own neurotic need to conquer all the boys, deliberately aims to attract this, and then continued to the next. His association with his feelings of uselessness and strengthened his feelings of superiority. Although other boys warned him of the character of the girl, he refused to believe them, partly because of his contempt for contemptment. When she could no longer ignore the fact that she was no longer her girlfriend, she lured her into a lonely place, and she darkened her eyes. This was not an affectionate boy; was not dominated by wrong sexual energies; his assault was the result of his pride offense — a pride that covered a serene mass of anxiety and hostility and self-consensus, sex as such played only a small part, and masturbation? is it simply, as it appears on the surface, a way to get rid of sexual energy? can be nothing but a healthy individual who explores to find out how his body works, or may have other reasons, we take, for example, the way in which an independent person needs it. his satisfactions come from solitary activities, such as reading, dreaming and masturbation, seems to count on itself for gratification, comes to live largely in the imagination, with the result that builds an idealized image that is quite different from its true self. living in imagination leads to an ever greater detachment by other people, and even by itself. This alienation itself brings with it a decrease in feeling, to the point where the person is emotionally dead. masturbation, with its vigorous stimulation, and its culmination in something vital, reassures the individual that something in him is alive. the psychological aspect of masturbation, which is most prominent in adolescents, the so-called sense of guilt that accompanies him. What happens in the person who is not forced to masturbate, but is it normally exploring his bodily functions? he heard from his parents, usually by insinuation, that this is not a healthy or correct thing to do. learned from the surreptitious discussions of his friends that this is something that does not allow parents to know. he was allowed to learn from a variety of sources — many of them culturally determined — that masturbation is wrong. but he did, and at this time, when it is in a period of bewilderment, when his values are revised, and when his concept of self is tested and remodeled, he confronts a conflict. in a highly personal way, it derived satisfaction from experience. On the other hand, who is he saying he didn't do something bad or even harmful? it would take a very safe person not to develop some feelings of fear and guilt, and self-consensus. the teenager had the opportunity to develop basic anxiety and hostility, and tends to outsource his hostility to his parents. Therefore, if parents prohibit masturbation, the child may consciously or unconsciously attempt to hinder them, and therefore a compulsive masturbation model could be initiated. the emergence of sex forces the teenager to realize that an entire area of anonymity must be abandoned. a child must accept or refuse role of girl, and her brother must face her role as a boy. Sexual impulses are constant reminder of the entire system must be adopted. We must recognize that culturally, there are differences along the sexual lines. Evil is a symbol of strength, responsibility, aggression, dominance. Femininity is identified with dependence, compliance, camel acceptance of charges. Despite the appearance of a well-integrated family unit, the mother may have hidden resentment on the lack of gratification it has from its lot. The discerning child can see that the promises of freedom are less in being a woman than in being a man. Perhaps he also knows some women who seem to have avoided the drudgery of homework, but seem perlor and unfinished — freedom and independence seem to be a lot of man. Added to this, she learned that menstruation is a periodic discomfort, and that child-feel painful and not reward. Becoming a working woman doesn't seem like a happy future. With this perspective, at the moment when the adolescent ferment is shaking the foundations of its self-identification, it is possible that she can repress all the feminine qualities, and as defense, adopt many male traits. Marriage is rather late in America, due to the economic need and tradition, and this poses an additional problem for the teenager. Most teenage fathers are in their forty years, and mothers are already shading their age. Another consequence is that there is a high value placed on youth, and what is most important, an extremely low assessment placed on age, and the virtues of experience have decreased. Too often, the man in the 1940s is in control of his results and, in the face of greater competition, finds that he has no security for which he sought. He begins to lose faith in himself and to respect himself. As a result, he is not a person who is suitable to represent a value for his son. It's so true with the mother. The high value we put on the physical appearance, beauty, sexual attraction, and so on, makes the approach of the age of forty practically resemble condemnation for many women. The disturbance in the relationship of the woman with herself is reflected in her relationship with her husband. And, with the emphasis he puts on sexual attractiveness, he could make his teenage son the object of his seductivity. The teenage girl certainly does not gain from a mother to whom she is a constant reminder of her faded blossoming, or a vehicle to compensate for her inner emptying. The story of cases of a teenage boy will serve to illustrate the point to be done. Paul's father had worked hard, but little avail. In his eyes, it was a failure. Paul's mother did not attempt to hide the fact that she considered her husband a poor excuse for a man. He took a position in the office, and he used all his money to buy clothes. She constantly pushed Paul topointing to his father as a horrible example. From early adolescence, Paul had to listen to the recitals of the qualities that adires in a man. At the same time, he had to feel how to avoid the whims of women who would try to hammer him seducing him and catching him in marriage by imposing on his good nature. This unconsciously effective atmosphere of the mother around the house in her negligée, and from her request for paulo assistance in fixing her intimate clothing. It was a confused situation for paul, and it is little wonder that it began to see itself as a sexual object — a bedmate for a girl who also had to reject, to not have some further designs on him. While there was some incentive to excel his father in professional activities, for practical reasons, he found this impossible. Instead, he developed his day for every type of work: a great feeling of being attractive to women, and, with a certain degree of poetic justice, a complete and absolute contempt for the mother, who could not, of course, compete with her younger achievements. Now, this was not a problem that began in adolescence, despite the fact that at that time, many manifestations became obvious. neither is it just a problem that affects sexuality — although it is in this field that many of the disturbed relationships of paulo have emerged. In fact, in early childhood, he became a pawn in the internal conflicts of his parents and in their attempts to solve them. Consequently, it would inevitably be that it would not develop as an entity. then, in adolescence, he was more actively drawn into the struggle of his parents — a struggle made more serious by their advanced age, and their final recognition of failure. This is what happened to paulo: with a bad feeling of self, and with an inner feeling of weakness and uselessness, he survived the only quality he believed to have superior degree — his erotic attraction. However, he found some of his deficiencies impossible to overcome. For example, in his circle of acquaintances, moderate success in school work and the intentions to enter college were essential, so paulo had to avoid girls from her own high school, who would have known she had repeated two terms. He looked for friends in other parts of the city, then found out he was too old for girls still in high school, and the girls his age was waving with the boys in college. So he began to tell people that it was a sophomore college, although it was only in his second high school term. with a part of himself, he believed he could enter college, except for some bad offers of teachers. Then the war came, and Paul had to lie again to explain why he was not in service. Actually, he wasn't old enough, but he said so many girls he was 18 years old, who couldn't avoid the inevitable question. to some, he explained that has been involved in a special research program of draft-exempt; to others, he said that a discharge was in service for some dark damage. When the contradictions of mistaken with him, he had to leave a group and go to a new one. A huge amount of energy, destruction, and vigilance went into this game, but it was not a game for Paul. He had to feel more and more useless when he thought about the duplicity he was involved in. He had to feel incompetent. He spent so much of himself maintaining this pose that he could not spend any time for constructive efforts. He fell forward in his school work, and did not earn work. His only solution was in fantasy. Paul believed, finally, that he should not work; that saying he was a sophomore in college, he actually became one. The degree of alienation itself was phenomenal. He himself was not aware of all these feelings and beliefs; all he knew was that he was constantly oppressed and depressed, he was constantly forced to lie, constantly forced to seek new fields to conquer. He wondered why he had so many times broken up with the girls he found attractive. Here he was a boy torn from internal conflicts, the consequence of parental disorder, cultural demands, his neurotic pseudo-solutions. The neurotic adults from whom the teenager is forced to depend do not help him develop self-esteem — and these are the people who believe to be the helpers and the guides of the teenager in his uncertainty period. Let us take, for example, a parent or teacher who has led to an inexplicable authority. Few people will admit to themselves that they have this feeling, and most of them take refuge in a variety of stock expressions, ranging from mild reproof to tight tolerance. If the teenager does not feel contempt for such a person, he can turn on and feel that he himself is a simple upstart. If a parent or teacher has an attitude the opposite sex that is determined by his neurotic needs, the effect on the child will be unhealthy. If a mother is constantly telling her daughter that men are wrapped, what chance the girl must feel that the kiss of the good night of her swain has something healthy about it? On the other hand, a couple mother can ruin the possibility of a girl to go constant, which is often a reassurance of its value. One of the most proven experiences a teenage girl can have is the careful scrutiny to which her mother shares her boyfriends. He who is rejected is rejected with all the ambitions of an experienced campaigner; the one who is selected is domed with praise, and monopolized so that the daughter hardly gets the chance to see it alone. And more often than not, the boy sees the laces arranged for him, and the daughter fails to get the dance invitation. Neurotic parents cannot understand the adolescent tendency to become secretive, banish and exclude parents from many intimacy. The parents more interested in believing himself to be an ideal parent than actually being is threatened by doubts, and takes these normal teenas proof of his failures. To compensate for her doubts, she can double her efforts to become friends with her child, and thus invade her secrets. You only achieve further alienation, or perhaps it extracts such conformity that the child loses the ability to do any constructive work alone. Or the child may become vaguely tolerant of his stumbling parent. There are an infinite number of ways in which fairly normal tendencies in teenagers free against the neurotic needs of parents. The consequences for parents are increased feelings of uselessness, hurt pride, revenge, despair, and so on. This is the time when the opiates "will grow it out of it", or "you will have its escape" start to sound blank. This is the time when parents should begin to understand that early neurotic patterns don't change on their own. It is the beginning of the payment period, when parents have to face the fact that their demands are beyond the realistic possibilities of their child. The effect on the child of his parents' reactions to his adolescence is directly related to the healthiest elements he has in his life right now: his previously developed character, and the other relationships with people he is able to establish. If these relationships are few and shallow, it will develop in an unhealthy direction. Although they are many or exceptionally helpful, they cannot compensate for what a deep relationship with parents can give. And of course the discerning parent is the biggest loser, because he cut himself off from a very wonderful experience to see, participate and grow himself, with a very new and vital life. life.

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