to sit down in groups and discuss frankly the role of husband and wife in marriage and come to approximate the democratic idea in marriage and home life as we are coming to view it in so many important areas of living.

The topic of sex has not been included. The authors frankly feel that this series is intended for use as a basis of discussion, wherever feasible. It would not be possible to discuss a pamphlet on sex in most communities and at the grade level for which these materials are prepared. The authors do not deny the importance of sex in marriage, but they feel that other areas which have great significance for success in marriage can be explored with helpfulness to youth.

The modern school is trying more and more to get subject matter and method closer and closer to what we are pleased to call education for living. One of the greatest experiences of life is marriage and the adjustments that follow. Marriage and homes are here to stay. It is inconceivable that the better school of today, or that any school of tomorrow, should neglect this important area.

Guidance Practices for Child Socialization

AILEEN SCHOEPPE

Implications of recent studies having to do with child socialization are developed in this article. Aileen Schoeppe is assistant professor of education, Roosevelt College of Chicago, Illinois.

SOCIALIZATION is the lifelong process by which the human organism develops its primary drives and emotions into the socially controlled motivations which are expected and rewarded by his society. Thus "socialization" and "education," in its broadest interpretation, may be considered synonymous.

'Frameworks of Adjustment'

An individual's adjustment thus becomes the matter of integrating his own needs and purposes with those of his social world. This is sometimes difficult, particularly because the pattern he may be expected to learn, especially in modern intricate societies, is sometimes inconsistent. But, fortunately, "frameworks of adjustment" (12) set limits to the possibilities of adjustment.

The first of these frameworks—the consistent and repeated patterning of beliefs, values, sanctions, expectancies and pressures characteristic of the social group in which he grows and develops —limits the range of possible behavior and clarifies the direction of proper social adjustment for a given individual. Early in the individual's life there is the organization and development of the "self," which sets a second framework. The third delimiting framework is the knowledge that most of an individual's adjustments are to tasks com-

mon to all members of his social group. Thus, each of these frameworks, while permitting great individuality, tends toward consistency and stability for all members of a social group.

The recent book, *Fostering Mental Health in Our Schools,* poses the fundamental question in studying the long-range developmental process of the individual: "What kind of experiences does each child need to have, as a thinking-feeling-doing person to take his next step in growing up in a democratic society?" (11, p. 88). Findings of a recent empirical study offer some information about principles and processes involved in socialization which have definite implications for socializing agencies in our society. This study of the achievement of fifteen sixteen-year-old boys and fifteen sixteen-year-old girls in a Midwestern American community on five adolescent developmental tasks[1] and some factors which were responsible for the present level of achievement will be reported (8, 9, 10) and will not be described here. But this paper will discuss some implications of these findings for socializing agencies in our culture.

Implications for the Individual

First, there are some implications for the individual himself—some that relate to the second framework of adjustment, the "self." The "normal" adolescent must recognize the importance to himself of establishing good relations with his peers. Not only must he be cognizant of this, but he must know how he can best make himself acceptable to his age-mates. He also needs to understand his cultural milieu and its demands upon him. In short, he himself needs to know the developmental tasks he is striving to achieve during this period.

Further, he needs to understand himself as a living organism, to accept his impulses and to learn to channel them for his and society's mutual benefit. Human relations, psychology, personality, or such "courses" by any other name will help him to do this. These must not be didactic, but so organized as to help him acquire greater self-understanding. With this greater understanding, it is hoped he will not be defensive in seeking help on problems that unduly disturb him and hinder his efficiency. Teaching of this type may lessen the need for therapy.

Implications for the School

The adolescent can hope to look both to his parents and teachers for instruction in self-understanding. To offer it in formal courses and by precept is a major function of the school. This of course means that every teacher is a guidance worker and considers his primary job to be teaching *individuals.* The teacher must understand human development, be aware of the developmental tasks upon which the youth is working at a particular time, and ingenious enough to devise situations to aid him. Briefly, the school should have as a foremost objective the emotional conditioning of the child and should promote this greater self-understanding

[1] These developmental tasks were: (a) Learning an appropriate inner and outer sex role; (b) Achieving inner and outer emotional independence of parents and other adults; (c) Developing conscience, morals, and a set of values; (d) Getting along with age-mates; (e) Developing intellectual skills.

both by formal instruction and by functional activities. It is so very desirable that educative practices promote the development of insights into one's own behavior and that of others because these appear so important in the total socialization process.

Attention to Developmental Changes

The school needs to give increased attention to harmonizing its organization and curriculum to developmental changes. Certainly these sixteen-year-old boys studied were less mature than the girls of the same age. Grade placement by maturational rather than chronological levels may seem desirable. Greater awareness of changes, particularly psychological ones, occurring during the latency period should be heeded in the school program and more provision made during this period for orientation to adolescence.

Another finding with major implications for the school is the great differences in factors significant for boys and girls to achieve on the developmental tasks of adolescence. Different socialization patterns for the sexes suggest the desirability of greater differentiation in educative practices and experiences for them. There is at present a growing body of thought from well-informed persons stressing the desirability of greater differentiation; this recent finding further fortifies their conviction.

All findings suggest the need for greater freedom and opportunity for expression by adolescents in the secondary school. The school needs to give them greater responsibility in determining the school's code and in educating their peers to accept it rationally. It needs to provide positive outlets for emotional expression: the creative arts and literature courses can do this; extracurricular activities also serve this end; group work rather than teacher-dominated classes likewise does. School therapy groups, while only recently being initiated and experimented with, have proved very promising and should be increased; it should be noted that these have generally seemed to date more effective than attempts to structure situations to incorporate isolates, but the research evidence is scanty.

The findings also repeat the question of the validity of the values the school rewards. For example, a highly socialized lad and his friend schemed deliberately to quit working because to achieve meant they would be "rewarded" by *having* to make a speech! But how much some recognition can mean to others is shown by a poorly socialized girl's thrill over making candy in a teacher's apartment. Again, a neurotically compensating girl did what the school expected of her, but feared to talk over her personal problems with her teachers.

Conformity to Adult Code

All this adds up to the primary emphasis in our contemporary schools on conformity to adult values and an adult code, which in the school has rewarded intellectual achievement almost exclusively. The school must place emphasis on the importance of the individual and his motivations, not on teaching directly for rewards the teacher may deem important. There should be greater freedom for adolescent groups to develop values and school codes by rational group processes and less im-

position of adult values on them. In all areas and activities the secondary school must provide maximum opportunity for peer group interaction and less adult-dominated activity.

Inasmuch as intellectual achievement may be used as a compensatory defense promoting neuroticism and stifling desirable personality development, the school should study the ends to which a particular student is using this achievement. Feelings of inadequacy in meeting socialization pressures often produce undesirable patterns of compensation. Compensation on the developmental tasks appears for the most part and for most people a temporary mechanism of adjustment to alleviate differences in physical maturation. However, the problems of compensators are well worthy of study, both in order that more may be known about them and more efficient ways of guiding them determined; this information will aid both the educator and the therapist.

Since identification is such an important mechanism in child socialization and since it presents especially grave problems for the boy, it is highly desirable that there be more male teachers in our schools, particularly in the middle and upper grades, so they may serve as effective role models for the male youth during this period when he is learning his appropriate adult sex role.

The findings also have an implication for teacher-training. Emphasis must be placed on the importance of the individual and his motivations, not on teaching directly for rewards the teacher may consider important. The prospective teacher must understand himself and his motivations, so he can view his own interaction with students and others more objectively. A few teacher-training institutions are working to reorganize their programs so prospective teachers are oriented to this approach. Numerous others subscribe to it, but do little to make their stated objectives the reality.

Implications for the Home

The development and adjustment hypotheses imply the cruciality of optimum early child-rearing practices. Parents must understand the developmental tasks the child may be working on at a particular age period and the conditions which tend to facilitate the achievement of the tasks, then seek to structure such conditions and allow the child to set his own pace on the tasks. It is urgent that parents realize the necessity for an affectionate, accepting, mutually respecting home atmosphere in order to promote positive covert feelings, minimize guilt feelings, encourage emotional maturing, and permit development of a wholesome self-concept.

At each developmental stage, but especially during those of great changes, parents should appreciate and evaluate the merits of the compensatory devices the child may be using. At each stage of development, but particularly at adolescence, are compensations being positively or neurotically used? Earlier orientation of adolescents to the developments and readjustments of this period should be made by the home as well as by the school. In fact, the development hypothesis suggests the real importance of orienting toward each new developmental period.

The importance of therapy for maladjusted parents is shown by the case-studies made as a part of the empirical

study cited. Parent education classes are oriented toward a mental approach; parent psychotherapy toward an emotional one. As Symonds has said, "A purely instructional approach is not effective with parents who have problem." (7, p. 142).

Implications for Society

The results of the study imply that society should weigh sex differences in socialization practices and determine which practices may promote desired societal codes and an individual's adjustment in society, and which may deter these. It needs to understand the differences in the sex roles, the unique problems of each sex in adjusting to the cultural demands put upon it, and the effects of these on family life. Is it failure to accept their respective sex roles that contributes to the constantly mounting divorce rate? Following are three of the more specific implications in this respect:

- The mores that cause conflict in inner and outer sex roles, particularly of girls, and results emanating from these should be appraised.
- The different techniques used by the sexes to achieve emotional independence and ramifications of these should be evaluated.
- The merit of the widely divergent bases of morality for the sexes should be considered.

Several community institutions may well review their status, both their function and their success, in adolescent socialization. The community needs to understand its adolescent society and subgroups of it and utilize these forces. It needs also to be cognizant of the positive and negative effects of community pressures, attitudes and values upon its families and upon its adolescent societies. It is encouraging that forward-looking communities are becoming aware of their obligations to assist positively in the socialization of their children. The reports from the recent Midcentury White House Conference on Children and Youth (3) leave little doubt of this, and descriptions of programs such as those in Texas reported in *Family, Community, and Mental Health* (6) substantiate it.

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Children's International Summer Villages

DORIS TWITCHELL-ALLEN[1]

In the face-to-face relationships of camp life, children from many lands gain the concept that all countries are parts of one world. Doris Twitchell-Allen is associate professor of clinical psychology, University of Cincinnati.

THE STORY of the Children's International Summer Villages, Inc., will, I believe, cause you as school people to share with me an awareness of the discrepancy between the potentialities of young children for friendly social relations and the reality of suspicions and hostilities of adult behavior as reported in the daily papers.

What is the usual outlook of our children toward people of other nations? Do they not think of them merely as "foreigners"? Even learning facts that we teach about other peoples in our current social science classes does not seem to eliminate the barriers that make the children of our country look upon other peoples as "different" and "separated" from us.

It was to break down these barriers and to have not only our children but all children perceive their countries as sub-parts of one world that Children's International Summer Villages, Inc., (CISV) was founded. Developmental psychology indicated that if a plan were to be effective, it should include face-to-face contacts at early ages. A program providing for a series of Children's Villages was conceived. A research plan was organized under a National Advisory Committee.[2]

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[2] Members of the National Advisory Committee were: Robert C. Angell, University of Michigan; Eugene Hartley, College of the City of New York; Arno Huth, New School for Social Research; Otto Klineberg, Columbia University; Robert Leeper, University of Oregon; Ronald Lippitt, University of Michigan; Margaret Mead, American Museum of Natural History; J. L. Moreno, Sociometric Institute, New York.