Analysis of selected adolescent novels published between 1971 and 1974 which may lead the reader to some positive growth in character

Judith Bruno Schaumberg

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AN ANALYSIS OF SELECTED ADOLESCENT NOVELS PUBLISHED BETWEEN 1971 AND 1974 WHICH MAY LEAD THE READER TO SOME POSITIVE GROWTH IN CHARACTER

by

Judy Bruno Schaumberg

A RESEARCH PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION (READING SPECIALIST) AT CARDINAL STRITCH COLLEGE Milwaukee, Wisconsin 1975
This research paper has been
approved for the Graduate Committee
of Cardinal Stritch College by

Sister Marie Collette
(Advisor)

Date May 10, 1975
ACKNOWLEDGMENTS

The writer wishes to extend her most sincere gratitude to her husband, Douglas, for the fifteen years that he has given her understanding, support and encouragement in her academic pursuits. She also wishes to thank her colleagues in the reading department at Burleigh Junior High, Lorraine Gerhart and Jolean Wegner, for making it possible to have the time off from her teaching duties so that this paper could be written. The principal at Burleigh Junior High, Donald Fenzl, and the Elmbrook School Board are also thanked for the roles they played in granting a sabbatical leave for the purpose of writing this paper.
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CHAPTER I

INTRODUCTION

Adolescence is the period between childhood and adulthood usually demarked by pubescence to the age of majority. It is a time when growth is taking place within the individual physically, intellectually, emotionally, socially and morally. It is also a time filled with questions. This questioning involves a reevaluation of the principles blindly accepted in childhood. Determination of the old principles that will be retained and the new ones that will be added builds an increasingly strong value system. The values accepted lead to the formation of attitudes and the attitudes coalesce to form the nebulous facet of a person interchangeably called personality and character. Or, as Carlsen has stated it, "Adolescents are now in a period where they want to crystallize their own value systems. This means searching, questioning, probing, sometimes even destroying. They want to find a personal direction for their lives."\(^1\) The goal of adolescence is, then, to develop a mature personality.

Since adolescence is such a formative period in the life of an individual, it would seem to be the most opportune moment to lead adolescents to the development of their character through the transmission of values and attitudes that will act as its foundation. This task is made more difficult, however, in an era that is filled with confusion. Society in general is arguing about what is "good" and what is "bad". There is a continuing argument between the liberal and conservative, the right wing and the left wing. The social malcontents are advocating destruction of all society's limitations in order to build a society in which everyone is told, "If it feels good, do it!" In view of all this controversy, how is the adolescent expected to emerge as a well-adjusted, empathetic adult? Yet, this is exactly what he is struggling to become. As Garrison has said,

Conflicts in values characterize life today: many people are less certain about the line between right and wrong; they have no firm beliefs. Young people feel insecure in such an era, yet they still seek the purpose of life and kinds of behavior that will lead to the highest fulfillment of such a purpose.¹

The reading of books helps the adolescent to raise himself above these confusions and conflicts largely through his own imagination and identification with the characters in them.

Books can be very useful to the young person searching for a philosophy of life. Observing through reading the ways other people have decided what was right or wrong to do helps one see a possible way of formulating values for oneself.1

A child learns what behavior is acceptable and what is not through trial and error. If his behavior is met with a reprimand, he knows it is unacceptable. When he reaches the stage of adolescence, he has come to certain decisions about what he considers to be worth imitation. At first it is his parents whom he imitates, then it is other adults with whom he comes in contact. Finally, he is able to identify with and sometimes imitate characters in books. Because of the possibility of this imitation occurring, books can be used as a source of direction for the adolescent's growth in character. According to Carlsen,

Books may play an important role in helping adolescents achieve maturity. . . . literature has always held a mirror up for the reader to see himself sharply and clearly. Literature, by its very nature, is selective and suggests integrations, connections, insights into experience, and values which the individual might not otherwise find for himself.2


2Carlsen, Books and the Teen-age Reader, p. 15.
With some care in the selection of books that have (1) characters the adolescent can identify with, (2) a plot that is entertaining or exciting, and (3) include some positive growth in character or the maturing of the personality of the central character in the story, teachers can render a service to the adolescents searching for adulthood.

**Justification**

The belief that an adolescent who is brought to an analysis and discussion of fictional characters can result in the reevaluation and reorganization of his own value system is behind the writing of this paper. The research involved in the writing of this paper will also support a mini-course written in 1974 on adolescent novels. The course was designed to allow for the individualized reading of selected adolescent novels and discussion of the characters in them so that this same purpose of positive character development in the students might be accomplished.¹ The list of books and their analyses will also be used in supporting that mini-course. The analyses of books included in this paper could be helpful to other junior high teachers who share the writer's concern about the adolescent and his struggle for maturity, as well.

¹See Appendix, p. 117.
Extent and Limitations

In selecting the books to be read and analyzed in this paper, certain limitations had to be imposed. Since the mini-course was to include current adolescent literature, only books with a copyright of 1971 through 1974 were used. For the same reason, only paperbacks were included. If the course is to continue to be current, new books are going to have to be used each year. Paperbacks are inexpensive and are expected to have a short life span; therefore, they can more frequently be replaced than hard bound books.

The question of accessibility also had to be dealt with. Only those books which the writer had in her possession through purchases from teen-age book clubs or from paperback book stands or that could be borrowed from colleagues, students, or from libraries were used.

The books chosen for use in this paper also had to be designated as adolescent or junior novels by their publishers or intended for consumption by adolescent audiences by their authors. Further, they had to have an adolescent as the central character as added insurance that the reader would be able to identify with that central character. Finally, they had to be fictional rather than biographical. The writer's experience indicates that junior high students more readily read fiction than they do
biography. Carlsen agrees, saying, "In the early years of adolescence, young people prefer fiction to any other kind of reading material."\(^1\)

Within the scope of this paper then, the writer will present a survey of research to support the opinion already stated that books can be used as an aid to direct the adolescent in his search for maturity. Selected books will be presented illustrating the movement of their characters through the developmental tasks leading to that maturity. This paper also will include an annotated bibliography of the adolescent novels used to provide aid to others who may be interested in selecting current books for use with the adolescent reader.

CHAPTER II

SURVEY OF THE LITERATURE

The Nature of Personal Growth

Since the object of this study is to promote the developmental growth of the adolescent to maturity through the use of literature, it is necessary to take a look at the nature of personal growth. The adolescent must move through steps on his way through adolescence to his ultimate achievement of maturity. In his movement towards this goal, the adolescent flows from one step to another with no definitive sequence and with no apparent stops along the way. He may be involved in many developmental steps at the same point in time, and he may move from one to another without having completed the first. He is, in fact, engaged in the development of many adolescent tasks which result in maturity, simultaneously.

The adolescent at this point is striving toward a secure and healthy outlook, what the philosophers would call a scale of values to live by, or simply a philosophy of life. He wants to know what is good, and what is bad; what is lasting or permanent, and what is merely transient; what is healthful and what is not healthful.
The adolescent wants above all to know how he can go about deciding what he should do in a particular instance.1

Formation of Values

Values are in a state of flux. What was acceptable in one period of time becomes unacceptable in another. The corollary also holds true. A look at fashions in clothing will serve as an example for this point. At a time when the adolescent girl was allowing her legs to peek out of mini-skirts, she was chastized because of her preference for short skirts. Yet, how long was it before her mother began to wear skirts of the same length? How many fathers are willing to discuss the badgering they gave their sons about the long hair the younger generation was sprouting now that they, too, are getting scissors trims rather than clipper clips?

The speed with which society's values are changing leads Horrocks to his remarks that, "The adolescent may, in his attitudes and values, be more in tune with his times than the adult who tries to change them."2


There are certain theories in psychology about how values are acquired and attitudes are formed. One is dissonance. In this instance, there must be some conflict between opposite values and attitudes of which a person is made aware. These inconsistencies may be within himself, or within others, or between himself and others. The adolescent may find this dissonance between the values his parents hold and those that are held by his peer group.  

A system of values that is well-formed and well-founded is the foundation for the freedom that the adolescent is striving for. It is this value system which allows him to make the decisions about his life that he deems necessary. Whether the decisions are somewhat trivial, as in the example used of the length of his hair or the length of her skirt, or whether they are momentously influential in the formation of his future life; they are still based on his own value system. "A well-developed value system is of inestimable value in arriving at such decisions."  

The development of a value system will bear directly on the adolescent's moral, spiritual, and social  

---


development. . . . it is clear that healthy moral
growth depends greatly on the internalizing and refine-
ment of moral principles, ideals, and attitudes, all
of which have their roots in an ethical value system.
The adolescent who regards lying or cheating as a
wrong, who regards the wanton taking of a human life as
a violation of a primary right, or who values the
property rights of his neighbor, is well on his way to
a sound ethical system and a well-formed character. 1

This well-formed character is developed in three
ways: "through reward and punishment, through unconscious
imitation, and through reflective thinking." Within and
closely related to this process of imitation is "the pro-
cess of developing an 'ideal self'." The growth of the
'ideal self' probably begins with the imitation of one
of the parents and is added to so that it includes attri-
butes from many people. These may be people with whom
the adolescent has actual contact or those with whom he
had contact through media of one kind or another, in-
cluding novels. 2

Values and their acquisition lead to the forma-
tion of a value system. This value system, along with
its accompanying attitudes, leads toward the development
of character. This character is reflected in the adoles-
cents behavior, which is the outward manifestation of
those things, ideas, concepts, and attitudes which he values.

---

1Ibid.

2Robert J. Havighurst and Hilda Taba, Adolescent
Character and Personality (New York: John Wiley and Sons,
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1Ibid.

2Robert J. Havighurst and Hilda Taba, Adolescent
Character and Personality (New York: John Wiley and Sons,
Marks of Maturity

Acceptable attitudes, good values, and fine ideals on the part of an individual result in his possessing what is called "good character". It is a term of approval and is applied to a person whose system of values, conduct, and belief is in accord with that of the person using the term.1

In an effort to gain maturity, "adolescents seem to want to assert a rightfully developing attitude of independence and release from earlier accepted adult control."2 Their struggle is for "self realization" and "self sufficiency".3 Schneiders states the same idea differently when he says that the adolescent has certain goals and tasks related to the development of his maturity. The basic goals involved are "seeking independence", "achievement of self-hood", and "seeking maturity".4

Maturity "is the point where the impulses, feelings, and dependencies of childhood are laid aside and the self-determined choices of adulthood begin to set life's pattern."5

3Ibid., p. 218.
5Crow and Crow, Adolescent Development and Adjustment, p. 381.
the mature adult enjoys freedom of decision making and action, is self-motivated toward establishing and fulfilling purposeful life goals, and desires contentment and a feeling of security in his life relationships.¹

There are, according to Cruze,² Schneiders,³ and Garrison,⁴ various areas of maturity. These are physical, emotional, intellectual, social, and moral. Certain criteria can be used to measure the evidence of maturity in each area that an individual has achieved. Finally, all the facets coalesce to form the mature person which Cruze states is:

one who has attained physiological maturity and who, at the same time, has developed certain attitudes, interests and ambitions that are very different from those that were characteristic of his earlier periods of development. The mature person is able to perceive things as they are and to react to realities rather than to rose-colored fantasies that are the products of his desires and prejudices. He has developed a repertory of reaction patterns that will enable him to adjust to his environment in such a way that his fundamental needs will be satisfied with a minimum of conflict and frustration. He is capable of providing adequate economic support for himself and his family. Finally, he had developed a philosophy of life that recognizes his own relative unimportance in the universe.⁵

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¹Ibid.


³Schneiders, Adolescents and the Challenge of Maturity A Guide for Parents and Teachers, p. 179.

⁴Garrison, Psychology of Adolescence, p. 434.

⁵Cruze, Adolescent Psychology and Development, p. 523.
The definition given by Cole, as reported by Crow and Crow, contains many of the same elements as does Cruze's definition.

A true adult is a person of adequate physical and mental development, controlled emotional reactions, and tolerant attitudes; he has the ability to treat others objectively; he is independent of parental control, reasonably satisfied with his point of view toward life, and reasonably happy in his job; he is economically independent; he is not dominated by the opinions of those about him, nor is he in revolt against social conventions; he can get along in ordinary situations without attracting unfavorable attention; and, above all, he has learned to accept the truth about himself and to face reality instead of either running away from it or making believe it is not there. ¹

Developmental Characteristics of Adolescents

In the movement from adolescence to maturity one is governed by his physical growth and the "cultural expectations of the particular society" in which he lives. ²

There are, however, certain general tasks that are related to and prerequisite for the adolescent's search for maturity. He is, at this point in his development: (1) learning to make decisions; (2) developing a scale of values; and (3) forming his goals for a vocational choice and as a citizen, both of which are inherent in his search for self-identity. ³

¹Crow and Crow, Adolescent Development and Adjustment, p. 382.
³Schneiders, Adolescents and the Challenge of Maturity A Guide for Parents and Teachers, p. 40.
While striving for self-identity, the adolescent must reevaluate and readjust his relationship with his parents and with other family members. He will have to move away from the dependence he had on them in childhood to the independence of adulthood. He is, therefore, faced with the difficult task of reaching the desired goal of retaining affection for his parents without continuing to depend on them.¹

... in learning to accept the responsibilities of adults, young people must establish new relationships with their own families and with their peer group— at home, in school, and on jobs. ... ²

Along with this independence from parents comes a movement from an "attitude of self-centeredness to one of other- or group-centeredness".³ Adolescents begin to develop a social consciousness that makes them more aware of other people, their welfare, and an appreciation of their differences. This insightfulness does not come easily. Involved in its development is the acquisition of "certain intellectual skills and concepts", along with a "better understanding of himself as a growing person".⁴

¹Garrison, Psychology of Adolescence, p. 22.


³Hanna and McAllister, Books, Young People and Reading Guidance, p. 34.

It is an accepted axiom that adolescence is a period of time when the formation of self is taking place. The period is marked by uncertainty and suggestibility.¹ During this period of suggestibility, the adolescent tries out various models "upon which to build his own personality." These models are usually someone who is older than himself and someone who characterizes those attributes that "the adolescent admires and would like to take to himself." For this reason, adolescence is a period strongly motivated by "hero worship".²

During adolescence one learns, too, what it means to be a member of one of the sexes. This increasing knowledge of one's sex role is one more facet of the greater development of self-understanding.³ He also, in his effort to understand his sex role, changes his attitudes towards the opposite sex. He begins to view them as more than just pals. He starts to see them as people with whom he can communicate because of like interests and as potential marriage partners.⁴

²Hanna and McAllister, *Books, Young People and Reading Guidance*, p. 34.
Havighurst, Garrison, Strang, Carlsen, Schneiders, and Crow and Crow have organized these concepts of adolescent development into a set of developmental tasks or steps. All six of these authors have included among their developmental steps that the adolescent must (1) develop more mature relations with members of both sexes; (2) develop a set of values or ethical standards as a guide for his behavior; (3) learn acceptance of himself and his physical body; and, (4) develop emotional independence from parents and other adults. All except Strang have indicated the need for the adolescent to develop an appropriate masculine or feminine sex role. Carlsen is the only one of the six authors who omitted mentioning the development of socially responsible behavior as one of the developmental steps the adolescent must take towards maturity. All except Garrison have included the selecting

2Garrison, Psychology of Adolescence, p. 23.
4Carlsen, Books and the Teen-age Reader, p. 11.
and preparing for a vocational choice as one of the developmental steps. There was less agreement among these authors on the developmental tasks of (1) preparing for marriage and family life, (2) the development of intellectual skills needed for civic responsibility, and (3) the assurance of economic independence. Table 1 compares the six authors' developmental steps.

The analyses of adolescent novels done for this paper were based on this series of developmental steps summarized above and in Table 1. Since Havighurst's list of ten developmental tasks is the most complete, and for the sake of consistency, his wording is used both in the foregoing explanation and in the analyses within Chapter IV. The reader is directed to the page numbers on which the other five authors' tasks are stated in the event he would be interested in their exact statements.

Literature Is an Aid to Adolescent Development

It has been recognized since time immemorial that literature and books have some effect on the reader. The theory dates back to the ancient Greeks and all through more modern history. An appropriate illustration is Bacon's statement that "Books maketh the whole man." \(^1\)

\(^1\)Samuel Weingarten, "Boundaries of Reading in Satisfying Needs," *Education* 84 (April 1964): 481.
### TABLE 1

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It has also been recognized that no one book affects two readers in precisely the same way. In fact, the reading act is "highly individual" in its effects. This observation then leads the investigator to the questions of: (1) How do books affect readers? (2) What conditions within the reader must be present in order for such effects to take place? and, (3) How can literature be used to affect the reader?

We may hypothesize that impact of reading is determined by the situation in which the reading is done, by the reader's expectations or set, by his overt purpose for reading, by his conscious or unconscious needs, by the personality traits or patterns which affect much of his conduct, and by combinations of these factors.

Effects on the Reader

Books affect the reader in that they provide an opportunity for him to see the world in a broader perspective than that of his own experience. Through books, he becomes aware of a cultural background, a living society with all its divergent aspects, and is afforded a glimpse of "ideas, problems, questions, values, and situations."

that other human beings have encountered. It is through this wider perspective that literature

... can teach students how to adopt a self-satisfying identity, how to cope with loneliness and alienation, how to develop empathy and compassion, how to broaden perspectives and horizons, how to comprehend and interpret man's inhumanity to man, and ultimately how to learn.¹

Literature has been said to hold many advantages for the reader. Havighurst says it "is especially good for helping young people to organize their goals and aspirations".² Witty has stated, "reading may be used to satisfy needs and to promote individual happiness and welfare."³ Hanna and McAllister have said that "Reading can reveal to us in some measure the potentialities of human nature."⁴ Bolton has indicated that literature is written to expose and explore the ideal in human character having the effect of making the reader want to become a better person.⁵ Moody and Limper state, "Reading for enjoyment is

²Havighurst, Human Development and Education, p. 155.
⁴Hanna and McAllister, Books, Young People and Reading Guidance, p. 84.
so taken for granted that its power to develop and strengthen wholesome attitudes is often overlooked."¹

For many persons the written word has exceptional authority and authenticity. Evidence of the extent to which individuals look to reading material for help with personal problems and concerns is prevalent. Most literate persons can mention at least one or two books which have affected them profoundly, which have expanded their potential for growth and development, and have provided not only instruction and knowledge but also understanding and inspiration.²

All of these statements seem to be quite emphatic and yet, idealistically vague. Hanna finally brings a measure of reality to the question of how literature can affect the reader.

Growth toward maturity is the ultimate aim of reading especially in the ability to understand and accept oneself and others and to face and solve social problems with some effectiveness.³

Identification with Characters

The ultimate aim of maturity can only be met if the reader has made an identification with the character about whom he is reading. If the character is accepted as a model for the reader, identification and an attempt at emulation will be made. The reading of literature is a way

¹Ibid., p. 11.
²Ibid., p. 7.
in which one learns about human beings and their actions, thereby having a model which can be used to gain a greater understanding of himself.1

Their [adolescents] reading provides them with heroes and models with whom they can identify and then set their level of aspiration and frame a clear picture of their goals.2

The kind of identification with a character which would result in changes within the reader can be encouraged by teachers who are able to help the student relate the novel to his own experience through questioning and background explanations. Then the reader will come to place the book in his world and himself in its world, thus achieving real identification with it.3

Reading about characters who are in similar circumstances and who have similar problems helps the adolescent to grow in character and maturity since it gives him insights into his own personality. An adolescent's identifications with and involvement in a book can broaden his background of experience. These experiences, even though vicarious, can then become a permanent part of the reader if he is emotionally involved in the story.

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1Allers, *Character Education in Adolescence*, p. 150.
… literature might serve the function of revealing how others have adjusted themselves to comparable crises, have made the most of them, or have turned the occasion into an opportunity for achievement and growth.¹

A hit-and-miss strategy for solving one's problems can be made less dependable as a recognized pattern of behavior for the adolescent who is exposed to literature.

Modern literature for children and young people abounds in situations and problems they are likely to encounter in today's world. The best of this literature is not only good recreational reading, but also serves to help the reader understand himself and the world in which he lives. Through the actions of the characters the reader will often gain some insight into why he behaves as he does. Where this insight also motivates altered and improved attitudes or behavior, the reading of the book results in problem solving and life enrichment. ²

Literature can give the adolescent the opportunity to consider his problems objectively, as an observer rather than a participator. He may, through this objectivity, arrive at a workable solution to his problem.³

… when one reads an interesting novel he becomes for a time the hero or heroine of the story. In psychiatry, one speaks of identifying oneself with the hero and thus his ideals become for the time being at least our ideals and they may become a permanent acquisition of the mind.⁴


² Moody and Limper, Bibliotherapy Methods and Materials, p. 61.


The reader, then, is led to growth in his personality and maturity through his identification with the character in a book. Further, he is led to a greater insight into himself resulting in self-discovery. "At the same time that he realized the needs and aspirations of the character, he was vicariously recognizing his own needs and aspirations."¹ Moody and Limper quoted Josette Frank's statement, "All great fiction may be said to hold up a mirror to its readers. But for boys and girls certain books reflect back an image they recognize as themselves."²

If the reader is fortunate enough to meet the right character in the right book at the right time, the reader may act in a manner similar to that of the character in a like situation. This is true internalization which "is attained if the self recognition in identification is carried to action." This is the process which results in a change within the adolescent. "The change of basic concepts is not easily done, but it can be aided through literature which is dealing with fundamental human conditions."³ This too, is one facet of the development of self and "is a


²Moody and Limper, Bibliotherapy Methods and Materials, p. 65.

³Fennimore, "Developing the Adolescent's Self Concept with Literature," p. 1278.
process of which we are usually unaware. Seeing stages of development of a literary figure may help the child to realize that he, too, is becoming a unique person. ¹

There is the danger, however, that his identification with character and its resultant advantages may not occur within the reader.

Meckel warns that "identification between the reader and a character may be repressed and the reading content criticized or rejected" when the character exhibits "unaccepted" behavior or personality traits or suffers unpleasant experiences.²

Transmitter of Culture

Literature has yet another effect on its reader. In addition to the identification with the character that may take place causing an introspective look at himself, it also functions as a transmitter of culture to the reader. The story-teller is an organizer of the human race in that he is a transmitter of culture, human understanding, and human development from one generation to another.

Nowhere else can this universality of problems of human nature be more easily seen and recognized than in good reading, for it is the business of the story-teller to highlight characters, situations, actions, problems and their solutions, . . . ³

¹Moody and Limper, Bibliotherapy Methods and Materials, p. 138.
³Hanna and McAllister, Books, Young People and Reading, Guidance, p. 82.
Literature has inherent in it the ability to show human beings as they are and as they have been. It has in it the ability to provide a "whole picture of the interwoven mesh of interrelationships that make the human being what he is." ¹

Growing up involves fundamentally a developing understanding of human nature. A principle touchstone of maturity is awareness of the complexity of human nature. Characters in good literature whether real people in non-fiction or people artistically created in fiction, exemplify the complexity of human motivation. ²

The adolescent is able to see, through literature, the commonness of the human situation. He is able to see through it that he is not unique in his efforts to grow to maturity. He is able to see that others have gone through the same experiences that he has and that they have emerged victorious. "Literature, by exhibiting patterns of conduct approved in a wider culture, may have the effect of supplying the something 'greater than one's self'." ³

... we have assumed, and must assume, that the reading of good books will influence the manner of one's thinking, feeling and acting. In reading a story, a boy or girl symbolically or vicariously goes through the experiences described. We may reasonably conclude that the effects


²Burton, Literature Study in the High Schools, p. 6.

of these experiences on the reader will be similar to those of comparable experiences in real life, although perhaps less intense.\[1\]

The adolescent's penchant for hero worship is the catalyst needed to allow for the use of literature as a leavening agent in the development of his character or mature personality. Through it he is able to recognize himself in the total scheme of the human drama surrounding him. He is in a period of his development when he is searching for a philosophy of life. Books can help in his efforts to find it.

... [literature] deals impersonally with great questions and develops principles of conduct inductively through concrete illustrations. The reader imperceptively builds up standards as he is carried along by emotional currents stimulated through admiration for certain characters portrayed and through disgust or hatred of others who are unworthy characters.\[2\]

**Formation of a Philosophy of Life**

The formation of a philosophy of life is developed by degrees throughout one's lifetime. It grows out of values that one holds and attitudes which are formed as a result of these values. One learns values and attitudes from one's parents, from significant others and finally vicariously.

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\[1\] Ibid., p. 76.

Where secondary sources of values are concerned, there is no more reliable source of values than the novels and periodicals, the textbooks and magazines that are available to every youth today who is interested enough to look for them. Literary works are the crystallization of man's experiences. They contain numerous references to values and to life styles. They are for many adolescents and adults a tremendously rich source of concepts and ideals which can be woven into the fabric of personal value systems.

According to Havighurst and Taba,

... good character, the kind of character which is desirable in our society—develops when the external and automatically accepted influences are transformed gradually into inner, conscious, and personally directed criteria of behavior.  

The book, or even the character within, in and of itself is not sufficient as a molder of character. The adolescent himself is instrumental in deciding what he will take from the vicarious experiences provided him in his reading. For one thing, "the attitudes the reader brings to the page affect what he gets from it." For another, Books of and by themselves can only serve as informers and stimulators. It is the reader who must interpret the experience and make it meaningful. Only the reader can build his own socially sensitive attitudes and grow into a mature adult.

2. Havighurst and Taba, Adolescent Character and Personality, p. 188.
Books do, however, "open up new worlds, broaden horizons and increase the scope of choices for behavior."¹ With proper consideration in the selection of books that are used and in pointing out values that are acceptable to the adolescent, he may be led to make sound decisions about the types of behavior he will accept for himself.

Guidance which promotes personal and social growth as a result of reading must be done subtly and with a light touch. The objective is to help young people learn how to solve their own problems and the problems of society with intelligence and wisdom.²

The solving of his own problems and those of society can only come about if the adolescent achieves each of his developmental tasks.

Reading is a tool for the achievement of developmental tasks because it gives knowledge, esthetic enjoyment, and a supply of vicarious experiences that is nearly inexhaustible. . . . the teacher may choose literature as a means of aiding the emotional adjustment and formation of values in her pupils.³

Carlsen maintains that adolescents choose and are interested in certain books at particular times as a result of the developmental task they are involved in trying to achieve.⁴

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¹Moody and Limper, Bibliotherapy Methods and Materials, p. 65.
²Hanna, "Promoting Adolescent Growth Through Reading" p. 475.
⁴Carlsen, Books and the Teen-age Reader, p. 238.
It has long been recognized that books can have a powerful effect upon thoughts and actions. The idea that books may contain character building elements for youth, sometimes called developmental values, has now become an accepted concept.\(^1\)

This section has shown that authorities in reading and psychology believe that literature can be instrumental in the development of the adolescent's character and his growth toward maturity. It affects him by providing many vicarious experiences from which he can choose bits and pieces that will form his ethical and moral code or his philosophy of life. It helps him to achieve those developmental tasks in which he is involved. It provides him with characters which he may choose as models for his own behavior. It helps him to see himself through others and his cultural heritage. Literature, therefore, is one source of information about humanity that can affect the development of the maturing adolescent.

The Nature of Adolescent Developmental Tasks

The first section of this chapter discussed the Nature of Personal Growth. Within that section the developmental tasks expected to be achieved by adolescents in their bid for maturity were outlined. Six authors were cited as having listed similar tasks. Havighurst's list of ten tasks was considered to be the most complete and was

\(^1\)Hanna and McAllister, *Books, Young People and Reading Guidance*, p. 54.
selected by the writer to be used in the analysis of the adolescent fictional selections within this paper.

A composite explanation of the nature of each of these tasks follows. It includes statements of goals included in each of the ten Havighurst tasks as made by the six authors: Havighurst, Garrison, Strang, Carlsen, Schneiders, and Crow and Crow.

**Task 1. Achieving more mature relations with age-mates of both sexes**

The goal of this task is "to become an adult among adults and to learn to work with others for a common purpose, disregarding personal feelings";¹ "to learn to get along with age-mates of both sexes";² "to develop new relations with one's own sex and form easy relationships with the opposite sex";³ "to adjust to the opposite sex";⁴ and "to form appropriate affectional patterns".⁵ Crow and Crow merely recognize a necessity to develop a "feeling of security in life relationships".⁶

¹Havighurst, p. 111.
³Carlsen, p. 12.
⁴Schneiders, p. 45.
⁵Garrison, p. 23.
⁶Crow and Crow, p. 381.
Task 2. Achieving a masculine or feminine sex role

Havighurst states the goal simply when he says, "to learn to look upon girls as women and boys as men". Carlsen is a bit more explicit with his explanation of "discovering and accepting his sex's role in our culture." Garrison and Schneiders both explain the goal as "acquiring an appropriate sex role", although Schneiders adds "adjusting to the opposite sex". Crow and Crow state it simply as "changing attitudes toward the opposite sex".

Task 3. Accepting one's physique and using one's body effectively

It includes, according to Havighurst, becoming "proud, or at least tolerant, of one's body". Carlsen agrees with this explanation. Strang includes "discovering

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1Havighurst, p. 115.  
2Carlsen, p. 11.  
3Garrison, p. 23.  
4Schneiders, p. 45.  
5Crow and Crow, p. 219.  
6Havighurst, p. 120.  
7Carlsen, p. 12.
and accepting one's most acceptable self" along with "physical competency". ¹ Schneiders states it as "discovery and acceptance of self" or "self-hood". ² Crow and Crow consider the goal to be "self-realization", ³ while Garrison states it as "accepting one's possibilities and limitations."⁴

Task 4. Achieving emotional independence from parents and other adults

Havighurst says the goal of this task is "to become free from childish dependence on parents; to develop affection for parents without dependence upon them; to develop respect for older adults without dependence upon them". ⁵ Garrison calls it "achieving an appropriate dependence-independence pattern" and being "independent of parental control". ⁶ Strang says it is "getting along with one's family" and "gaining emotional independence from parents and other adults". ⁷ Schneiders includes "learning to make decisions" along with "seeking independence". ⁸

¹Strang, p. 201.
²Schneiders, p. 46.
³Crow and Crow, p. 218.
⁴Garrison, p. 23.
⁵Havighurst, p. 123.
⁶Garrison, p. 23.
⁸Schneiders, p. 45.
Crow and Crow leave it at "freedom of decision making and action";\(^1\) whereas Carlsen says it is simply "changing his relationship with parents."\(^2\)

**Task 5. Achieving an assurance of economic independence**

Havighurst describes the goal as feeling "able to make a living".\(^3\) Strang describes it as "being economically independent",\(^4\) and Carlsen says it is "working for pay".\(^5\) Crow and Crow also say it is "being economically independent."\(^6\)

**Task 6. Selecting and preparing for an occupation**

Havighurst considers the goal of this task to be "choosing an occupation for which one has the necessary ability" and "preparing for this occupation".\(^7\) Strang says it is "making sound educational plans and choosing and preparing for and entering a vocation".\(^8\) Carlsen merely

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\(^1\) Crow and Crow, p. 382.

\(^2\) Carlsen, p. 12.

\(^3\) Havighurst, p. 127.

\(^4\) Strang, p. 203.

\(^5\) Carlsen, p. 13.

\(^6\) Crow and Crow, p. 382.

\(^7\) Havighurst, p. 128.

\(^8\) Strang, p. 201.
calls it "finding a vocation". ¹ Crow and Crow include this task in a general category they have, which is "establishing and fulfilling purposeful life goals". ² Schneiders includes "making a vocational choice, accepting the challenge of school," and "blueprinting for the future" ³ in his explanation.

Task 7. Preparing for marriage and family life

Havighurst considers this task to be "mainly for girls" in his explanations of its goal of getting "the knowledge necessary for home management and child rearing". ⁴ Boys may be included in the other half of the explanation which is developing "a positive attitude toward family life and having children". Crow and Crow include this task in their general category of "establishing and fulfilling purposeful life goals". ⁵ Strang is the only other author who considers "being prepared for marriage and family life" ⁶ to be a developmental task.

¹Carlsen, p. 13.
²Crow and Crow, p. 381.
³Schneiders, p. 43.
⁴Havighurst, p. 133.
⁵Crow and Crow, p. 381.
Task 8. Developing intellectual skills and concepts necessary for civic competence

"To develop concepts of law, government, economics, geography, human nature, and social institutions which fit the modern world; to develop language skills and reasoning ability necessary for dealing effectively with the problems of a modern democracy"\(^1\) is the goal of this developmental task. Garrison states the goal as "developing intellectual skills and concepts."\(^2\) The only other author to include the task is Schneiders. He says it includes the "formation of goals of citizenship".\(^3\)

Task 9. Desiring and achieving socially responsible behavior

Havighurst defines its goal as "participating as a responsible adult in the life of the community, region, and nation; taking account of values of society in one's personal behavior".\(^4\) Garrison and Schneiders both use the term "achieving social maturity"\(^5,6\) to define the goal. Strang calls it developing "socially responsible behavior".\(^7\)

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\(^1\) Havighurst, p. 136.
\(^2\) Garrison, p. 23.
\(^3\) Schneiders, p. 40.
\(^4\) Havighurst, p. 142.
\(^5\) Garrison, p. 23.
\(^6\) Schneiders, p. 45.
\(^7\) Strang, p. 205.
while Crow and Crow describe it as "assuming responsibility for other’s welfare". 

Task 10. Achieving a set of values and ethical system as a guide to behavior

The goal of this task, according to Havighurst, is to form a set of values which are possible of realization; to develop a conscious purpose of realizing these values; to define man's place in the physical world and in relation to other human beings; to keep one's values in harmony with each other.

Crow and Crow again use "establishing and fulfilling purposeful life goals" as their explanation. Garrison calls it "developing conscience, morality and a set of values".

There is agreement in Strang's statement that it is "developing a workable set of values, moral standards, and religious beliefs—of evolving a functional philosophy of life". Schneiders agrees with his explanation of the "development of a scale of values which will lead to a philosophy of life". Carlson simplified it by saying it is "becoming aware of his value patterns".

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1 Crow and Crow, p. 382.
2 Havighurst, p. 147.
3 Crow and Crow, p. 381.
4 Garrison, p. 23.
5 Strang, p. 204.
6 Schneiders, p. 44.
7 Carlson, p. 13.
Literature Is a Tool for Meeting Developmental Tasks

Literature has been shown to be instrumental in affecting the reader. The developmental tasks the adolescent must accomplish have been presented and explained. The remaining question is, how can literature be used to help adolescents to achieve the developmental tasks that are rungs on the ladder to maturity?

... all teachers must be aware of the affects of reading upon children and must realize that, through literature, most children can be helped to solve the developmental problems of adjustment which they face.¹

Teachers of adolescents should become knowledgeable about these developmental tasks. They should also come to know their students better because,

... knowing what the tasks are that young people are trying to accomplish... we have a tool, like a surgeon's scalpel, with which to work in giving our students the release they need to grow into mature men and women.²

Since the "potency of literature... is the effect that its content can have on readers",³ "it may be part of the social and educational process based on a structure of developmental tasks".⁴


⁴Moody and Limper, Bibliotherapy Methods and Materials, p. 17.
We have been aware for some time that an adolescent undergoing some problems will be helped toward the solution of those problems by reading about someone in the same situation. "That kind of thinking has done much to establish the principle that we must think of the child first in selecting books for a course of study." ¹

Reading about characters who are in similar circumstances and who have similar problems helps the adolescent to grow in character because it gives him insights into his own character. Because books can change character and help adolescents grow to independence and maturity, they should be carefully chosen to promote desirable values and attitudes. ²

"Among the problems peculiar to children which books can alleviate are those of growing up and preparing for life as an adult. . . ." ³ Another is the need to have assurance that they are within the limits of normal. The adolescent with a problem or some handicap needs to know that he is not unique and that there are others who have similar problems. Further, he needs to view the problem

²Hanna and McAllister, Books, Young People and Reading Guidance, p. 54.
³Moody and Limper, Bibliotherapy Methods and Materials, p. 63.
realistically and adjust to it in the best possible way. Books can help to make these adjustments. "If someone else has felt as we feel perhaps there is hope for us, . . . Being different is not what upsets adolescents, but the dread of being alone and isolated in that difference" does.\(^1\)

The books supplied must have other interest factors besides a theme that will meet a particular adolescent need before he will read it.\(^2\) In choosing literature to be used with adolescents, the first consideration should be whether or not they will like it. It should be filled with action, romance and believable characters. Then they will be able "to appraise the deeds of the characters. That is the objective in trying to develop moral thoughtfulness."\(^3\)

An adolescent's choice of books has alternately been attributed to his interest in the story and to his interest in accomplishing a particular developmental task. In either case "Those things young people want to read about are related to their chronological age regardless of the level of their reading ability."\(^4\) In fact, according to

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\(^1\) Hanna and McAllister, *Books, Young People and Reading Guidance*, p. 59.

\(^2\) Ibid., p. 56.

\(^3\) Bolton, *Adolescent Education*, p. 469.

\(^4\) Carlsen, *Books and the Teen-age Reader*, p. 3.
Loban, "adolescents rate as better stories the ones within their intellectual and emotional range..."¹

It is unfortunate, however, that "most of the stories dealing with the adolescent's personal problems interest principally girls. Certainly of the novels which are outstanding, most are for girls."² The reason that this is unfortunate is, "books subtly teach, and not only when read by the child individually. They can also be used to augment the group discussion of problems between young people and those who guide them."³

Guidance is a handmaiden to the use of literature in the promotion of adolescent growth since,

Much reading is done for the story only. Unless guided, most children read for interest only, but even then we have evidence that from time to time they gather unwittingly ideals and principles of value.⁴

Guidance is also important because

... books are most effectively used for meeting needs when reading is associated with firsthand experience,

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³Moody and Limper, Bibliotherapy Methods and Materials, p. 61.

⁴Moore, Personal Mental Hygiene, p. 222.
when identifications with characters in books are discussed, and when additional related reading is introduced.\(^1\)

Finally, books along with effective guidance through discussions about them led by skillful, knowledgeable teachers "help bring out a potential humanity, lead the individual toward his full status as a human being—in a word, help him to mature or grow up."\(^2\)

**Literature has been Effective in Promoting Development**

It has been found that adolescents are more willing to discuss their developmental needs through a fictional character than they are directly. Without the ability to use the subterfuge fictional characters provide them, they may simply avoid references to their developmental concerns. Stanton has said,

Adolescents often refuse to discuss their friends and their difficulties but would probably talk about the characters in a book, who have much the same problems. Fiction provides a sort of neutral territory.\(^3\)

Heaton and Lewis agree with this premise.

Teachers often find young people better able to discuss problems that are real to them after they have read a

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sufficient number of stories and have planned discussion of them in such a way that they see their own problems not as unique, but as common to many young people.¹

The effect that literature has on adolescents has been shown to be highly individualistic. Smith found in her study that no two children in the same room attributed a change of attitude to the same book. This led the author to conclude that "reading values are personal and individual; not all books affect all individuals in the same way."² Squire also concluded, "the evidence seems largely to support the point of view that readers respond to literature in a unique and selective way."³

From the research point of view, we suspect that much reading by itself has little effect on a person's deeper layers of feeling and behavior. So far we have been unable to disentangle the influences of reading from the consequences of other activities. . . . We know that the impact of reading is related to constellations of factors in literature, in people and the settings in which reading is done.⁴

 Apparently, the reader has a great deal to do with the impact his reading will have on him. His personality traits, his


attitudes, his environmental conditions, his receptivity, plus other factors, all have some bearing on the effect his reading will have on him.

In mass communications Hovland has indicated that effects depend upon (a) the individual's readiness to accept or reject a given idea, (b) his general susceptibility to persuasion and social influence—his "persuasibility", and (c) the interpersonal relationships of his group and the individual's conformity or independence in relation to group influences.¹

Studies have been conducted in an effort to determine the amount and quality of response that readers have to literature. Smith enlisted the aid of several teachers of grades four through eight in various sections of the country. She asked them to have their students recall a "book, story, poem or article which had changed their thinking or attitudes in any way."² If they could, they were asked to write about it. No student was forced to write. They were given the choice of writing or doing free reading. Five hundred two responses were received and analyzed by Smith. She found that 60.7 percent of the respondents stated that they had experienced some change in attitude as a result of reading. The attitude changes were distributed according to type in the following way:

¹ Ibid., p. 403.

37.4 percent toward people
33.3 percent toward animals
16.2 percent toward work and vocations
4.0 percent toward different locales
3.0 percent toward sports
2.0 percent toward historical changes

Changes of behavior were mentioned by only 9.2 percent of the five hundred two students responding.

Weingarten used a questionnaire to determine the degree to which literature meets the developmental needs of adolescents and young adults. Students who were freshmen and sophomores at midwestern colleges were used as his sample. He found that "young people profit from reading in the following ways:

1. By attaining an understanding of themselves
2. By attaining gratification in a worthy concept of self
3. By recognizing an ideal person suitable for emulation
4. By understanding other people's motivations
5. By noting other people's solutions to their problems
6. By seeing that their own problems are not unique
7. By acquiring perspective on their own problems
8. By finding solutions for their own problems.  

1Smith, "Some Effects of Reading on Children," p. 271.
2Ibid., p. 274.
Elkins confined her research to members of her own eighth grade class. After having determined the needs and concerns of her class members, she tried to help them to achieve a more mature outlook. She collected stories and books that revolved around her students' concerns. Some of them were read aloud to the group and some were read individually. After they had been read, free discussion of them was encouraged.¹

Elkins was of the opinion that her students had developed a more mature outlook as a result of the experience. She found that,

1. When children talk about a story in which the characters experience dilemmas similar to theirs, they can express their feelings about their own situations without actually having to divulge that fact.

2. The child can consider the problem involved in a more objective manner than if the difficulty were his very own. He can look at all sides of the problem, at many points of view. Objectivity would be more difficult, if not altogether impossible, if the problem under consideration were an immediate personal one.

3. Children's own experiences are so limited, their ways of handling difficult situations so lacking in versatility, their knowledge of cause and effect so restricted, that they need new perspective. Stories can help to supplement their own experiences, to create new concepts, new awarenesses, new expectations. Fiction can help set new goals for them, show them how changes can be made to achieve these goals, how people develop themselves to attain the end they desire, prepare them for facing disappointments, show them how to adjust to situations.

4. Fiction helps them look at problems which are not theirs personally, but of which they need knowledge in order to understand their own peer group. It helps them learn something of the emotions, aspirations, and hopes of people whose problems may not be the same as theirs.

5. Fiction can help attach prestige to attainment of skills other than sports alone, for example, so that children may have a broader base for choice and inclusion of others within the group. It can extend the prestige basis to being liked, being helpful, being self-sufficient in managing and planning things.

6. Group discussion based on fiction can help change attitudes, for group opinion has a tremendous effect on peers during adolescence.¹

Russell is still of the opinion, though, that "from the research point of view, . . . the effects of reading are an uncharted wasteland in an otherwise well-mapped territory."²

Witty, however, steadfastly maintains that students at the Psycho-Educational Clinic at Northwestern University have been helped in meeting their developmental needs through books.³ Stanton goes one step farther than this. She believes that adolescent fiction can be used to develop a greater empathy in parents for their adolescent children. She is teaching a course at the University of Wisconsin--Milwaukee for parents of adolescents in which adolescent

³Witty, "Reading to Meet Emotional Needs," p. 78.
fiction will be used to promote communication between the
generations about teen-agers, their problems, and solutions
for those problems.¹

Curricular Changes are Needed

Certain changes in the school will be necessary to
carry out a program of using literature to promote growth
by meeting the developmental needs of adolescents. The
most obvious change will have to be made in the inter-
personal relationships of teachers and their students.
Teachers will need to be aware of the developmental tasks
in which their students are involved in order to select
books to fit their needs. Elkins achieved this awareness
through the use of sociometric tests, student interveiws,
students' writings about their wishes and their worries,
student diaries, and sociodramas.²

The second change that will have to be made is in
the English or the reading class curriculum. This is tra-
ditionally the area in which novels are used. If this
literature is going to be used to solve personality problems
and developmental needs, the curriculum will have to be
organized around these problems and these needs. This
would cause a change in the traditional systems of

organization around periods or types of literature.¹

Carlsen has also stated that books should be selected on the basis of the needs of the adolescent.²

Changes in this direction are already being implemented. There is a trend toward teaching units of study around themes such as "Growing Up" and "Interpersonal Relations".³

The same shift in emphasis may be noted in criticism of books for younger children away from consideration of literary values to explorations of meanings or functions in the life of the child.⁴

Perhaps the reasoning behind these changes is that the greater majority of students in the junior high are going to be ordinary citizens rather than literary scholars or writers.⁵ For that reason and others, "literature should help young people to live a better life. A successful program of teaching literature need accept nothing less as its major outcome."⁶

¹DeSoer, "Literature and Human Behavior," p. 81.
⁴Ibid.
⁵Bolton, Adolescent Education, p. 467.
The analogy of analyzing a joke to tell why it is funny has been applied to our more traditional method of teaching literature by analyzing its structure. These authors maintain that a more desirable method could be used. They say that literature should be approached from the point of "What does it mean to me?" so that it will better enable the reader to face up to himself in the real world.1

Witty sums up this point with,

A defensible reading [or English] program . . . recognizes the value of systematic instruction, utilization of interests, fulfillment of developmental needs, and the articulation of experience in reading with other types of worthwhile activity.2

The third area in which changes would have to take place would be in the total school organization. Havighurst and Taba have said that adolescent development in the schools can be encouraged by broadening the curriculum to include more areas of interest and relevance to the student.3

It was precisely this train of thought which led to the development of mini-courses at Burleigh Junior High.4

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1Hurley and Sullivan, "Teaching Literature to Adolescents: Inoculation or Induction?" p. 55.

2Witty, "Reading to Meet Emotional Needs," p. 84.

3Havighurst and Taba, Adolescent Character and Personality, p. 197.

4Burleigh Junior High is located in Brookfield, Wisconsin and is the school in which the writer has taught reading and English for the past ten years.
The program of extra courses was started slowly as a part of the extra-curricular program in 1972. Such recreational offerings as rug hooking, snowmobile safety, and small engine repair were taught. Students were allowed to select courses of interest to them and attended them during the school day meeting one hour per week for a period of six consecutive weeks.

The faculty, students, administration, and parents considered the experiment to be a successful one in that it provided additional interest and enthusiasm as determined by course evaluations that were filled out by students enrolled in the classes, teachers of the classes, and parents of Burleigh's students. It was desirable, therefore, to incorporate a similar expanded choice of subjects into the regular school curriculum. Those mini-courses that could be realistically expanded to a nine-week course which would meet daily were retained. Those faculty members who had potential courses in mind that could meet the requirements were asked to write them for approval. The appendix to this paper is one of the courses which evolved in the manner described.

After all of the courses had been written and scheduling problems were worked out, the proposal to have nine-week elective courses included in the Burleigh Junior High curriculum was presented to the Elmbrook School Board.
When they had finished a thorough review of all the courses, thirteen of them were approved for use in a one-year pilot program.

One year later, in 1975, the concept was approved and adopted for use in all three of the district's junior highs. The list of courses approved was expanded to eighteen at that time. A commitment to the concept of the greater advantage of an expanded curriculum and the good which students can derive from it is a reality in the Elmbrook School District.
CHAPTER III

METHOD

The method used in the selection and analysis of the books included in this paper was based on the research done as reported in Chapter II. The method was also determined by the criteria in the mini-course plan.¹

The first step was to gather a total of seventy-seven paperback books that were available from personal collections, purchases, and colleagues. The books were then scanned to determine if they were, in fact, adolescent novels. Publishers make this designation either directly through a coding system such as Dell's "Laural Leaf Library" or their "Yearling Books", Pocket Book's "Archway", and Berkley's "Highland" trademarks; or obscurely through their notes about the author as being a writer of juvenile books or in the listings of "Other Books for Young Adults" at the back cover. When such indications were not given, the books were skimmed to determine whether or not the main characters were adolescents. These, too, were considered to be adolescent novels, and so were included.

¹See Appendix, p. 117.
The copyrights were then checked. If the book had a copyright of 1971, 1972, 1973, or 1974, it was considered to be current and acceptable for use in this paper. Where at all possible, the author's copyright was used rather than the copyright of the paperback publication. It was thought that this limitation would avoid the inclusion of a book that had been written much earlier but that had been recently resurrected for republication. Again, the restriction of current adolescent fiction was the object behind this method of elimination.

Thirty-eight of the original seventy-seven books that were gathered were eliminated because they were non-fiction, they had a copyright that did not fall within the 1971 through 1974 limit, they were short story anthologies, they did not have an adolescent as a central character, or they were not in paperback editions. The remaining thirty-nine books were read.

Twenty-one of the thirty-nine books that were read were subsequently included in this paper. The decision of whether or not a specific book should be included was largely an arbitrary one. The writer was most interested in finding books that would support the nine-week elective course that was written¹ and that would suit the writer's

¹See Appendix.
perception of the population to whom the elective course would be offered. Novels that revolved around current interests the students at Burleigh had expressed such as mysteries, outdoor adventure stories, and sports were included simply because they were interesting stories.

The writer also wanted to expose the students of this insulated suburban community to people who are different than they are. Novels containing characters of different race and religion were included to meet this objective. Acceptance of those who are handicapped because of physical or mental problems and acceptance of different family members was the rationale for the inclusion of certain novels.

Finally, novels that were illustrative of a teenager resisting peer pressure in order to meet his obligations to the wider society were also sought. Contemporary problems treated in these novels include prank phone calls, theft, and malicious rumors.

The eighteen novels that were read but not included in this paper were eliminated because, in the writer's judgment, they had limited appeal. This judgment was based on evaluation of the setting or situation, or because the novels had themes that have been used frequently. Also judged to have limited appeal were historical novels and those whose situations were so far removed from the
experiences of the intended consumers as to render them unbelievable. Some novels which had well-worn themes such as teenage pregnancies, adjusting to divorced parents, adjusting to a family one considers odd, and teenage love were eliminated. Representatives of each type were included.

While the books were being read, passages were marked which indicated some new insights that the central character had gained or some evidence of newly-developed maturity. Some of the books read contained no passages that could be used as examples of the acquisition of developmental tasks by the central characters. These were not analyzed.

A determination of the appeal of novels to male or female readers was made on the basis of the criteria set down by Carlsen. These criteria have been put into Table 2 for easy reference.

To summarize the masculine or feminine appeal of adolescent books, boys like books that have masculine characters and epic-like stories. Girls, on the other hand, prefer books that are more restrictive and are more closely related to their own lives, but feminine readers are less concerned about the sex of the characters in them. Carlsen admits, however, that "certainly there are many exceptions to these general tendencies." 2

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1 Carlsen, Books and the Teen-age Reader, p. 24.

2 Ibid.
TABLE 2

MASCULINE OR FEMININE APPEAL

<table>
<thead>
<tr>
<th>Characters</th>
<th>Boys</th>
<th>Girls</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>large cast of masculine characters</td>
<td>small cast of characters of either sex</td>
</tr>
<tr>
<td>Setting</td>
<td>far away places shifts from one place to another</td>
<td>country estate, small town, or neighborhood</td>
</tr>
<tr>
<td>Plot</td>
<td>much intrigue, much action and many plots</td>
<td>direct and straightforward plot line</td>
</tr>
<tr>
<td>Time</td>
<td>considerable time span</td>
<td>a weekend, a vacation, a school year</td>
</tr>
<tr>
<td>Actions and Reactions</td>
<td>description of external actions of the characters</td>
<td>details of emotional reactions of the characters</td>
</tr>
</tbody>
</table>

These synopses and indications of masculine or feminine appeal can be found in the annotated bibliography of adolescent novels used in the writing of this paper.
CHAPTER IV

ANALYSIS OF THE NOVELS

Those novels which contained examples of the major characters being involved in Havighurst's developmental tasks have been analyzed within this chapter. Quotes from the novels have been placed under the task they seemed to have exemplified. Those novels which did not contain examples of the developmental tasks are not included in this chapter. They are listed in the Bibliography of Novels Read But Not Included.\(^1\) Table 3 designates the developmental tasks that were included in each of the novels as a summary for the analyses.

Havighurst's ten developmental tasks are listed below.

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine sex role.
3. Accepting one's physique and using one's body effectively.
4. Achieving emotional independence from parents and other adults.
5. Achieving assurance of economic independence.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.

\(^1\)Bibliography of Novels Read But Not Included, p. 129.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and ethical system as a
guide to behavior.

These tasks are needed in interpreting Table 3.

### TABLE 3

**TASKS EVIDENT IN NOVELS**

<table>
<thead>
<tr>
<th>Novel</th>
<th>No. 1</th>
<th>No. 2</th>
<th>No. 3</th>
<th>No. 4</th>
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<td>Reggie and Milma</td>
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<td>x</td>
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<td>Hey, Dummy</td>
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<td>The Long Black Coat</td>
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<td>A Day No Pigs Would Die</td>
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<td>An End of Innocence</td>
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<tr>
<td>Sticks and Stones</td>
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</table>
Achieving new and more mature relations with age-mates of both sexes

After a fire has destroyed the hut Luke and his friends used as a meeting place for their exclusive club which limited its membership to the five boys in the gang, their relationships with each other change. The boys grow further and further apart.

He did not really miss the club meetings, though sometimes he felt a fleeting nostalgia for the closeness of the other boys. They were still friends, they still saw each other now and then, but the fire that swept the hut had somehow made too wide a gap to bridge and there seemed no way they could return to the old companionship. p. 122

The quote above illustrates the implication that Luke and the rest of the former club members are moving away from the clique-forming stage of adolescence to a more adult method of choosing companions.

When Luke is trying to explain why Sim returned to the burning shack to save Butch he says, "I guess . . . I guess he loves you!" p. 115 The explanation satisfied Butch that despite the fact that he continually tormented Sim, there was a strong bond of friendship between them.

Achieving a masculine or feminine sex role

The introduction of this developmental task in Luke's life is entwined with his love for Milo. Through this relationship he is led to recognize the role of the sexes.
Luke could hardly believe it, he had thought that part of growing up would be so difficult to begin, wasn't sure he would ever consider it worth the trouble. Now he could not imagine how he ever got along without Milo. p. 39

He begins to look upon himself as a man, and Milo as a woman when he muses,

Womanly is Milo. Milo is my woman. He liked that much better than "my girl". It was adult. It was good. All his feelings about her since Christmas had been more grown-up and solemn, he thought with satisfaction, p. 83

Achieving emotional independence from parents and other adults

Luke hints at his movement away from the dependence in his parents that he had in childhood. "Maybe he imagined it, but it seemed to Luke his father was bending over backward lately in a sort of man to man attitude." p. 27

Another hint is given with

Luke didn't understand the awkwardness that built up between a man and his son. There were so many things he didn't understand and they had a way of appearing lately, to hang him up. p. 23

This last statement is a foreshadowing for Luke's discovery of his father's illness with heart disease. Luke's mother worries about her husband and his avoidance of doctors. She knows that she could never convince Henry to see one, so she suggests that Luke should.

He felt burdened by his mother's suggestion. He was going to sound mighty foolish, trying to lay the law down to his old man. On top of that it would probably irritate Henry Sawyer to one of his rare outbreaks of temper, start up the business over his grades likely as not and Luke sure as heck didn't want that! Well, he was stuck with it now and would have to take a whack at it. p. 89
After his father's death, Luke takes one more step towards manhood.

Luke said, "Don't worry, Ma. I'LL take care of you," knowing how like a little boy it sounded. How long would it be before he would be equipped to take care of her and how—the old question—would he go about it? p. 133

Achieving assurance of economic independence

After the fire at the hut, Luke's father tries to shelter him by insisting that Luke give up his part-time job at the Shell Service Station. Luke is not so independent that he would argue with his father and so, "Luke still didn't say anything, knowing that when his hands had healed he would go back to his job." p. 110 The discussion is continued later and again,

Luke didn't argue. But the job was necessary. To his self respect. He was not about to go back to a measly two or three dollar a week allowance doled out by his father. p. 109

Later, after his father's death, Luke's mother is trying to assure his married sisters that they will not be in need of any financial help. She says, "... Luke makes his own money, so we're fine that way..." p. 139

Selecting and preparing for an occupation

Throughout the book, Luke holds a part-time job and has a full-time position as a mediocre student. He has no clear vocational aspirations until after the fire. He then begins to admire Dr. Bob. It isn't until much later, though, that he has an imaginary conversation with his dead father.
In it he says, "... I'm going to study medicine." p. 237 He also vows to become a better student so that he will get into medical school.

**Desiring and achieving socially responsible behavior**

Luke becomes involved in this developmental task after the service station he works at is robbed. He suspects that his old friend, Butch, was involved in the robbery and wonders what to do about his suspicions.

What was he going to do? In case Butch was involved, could he shield him without risking charges as an accomplice himself? He didn't know much about the law, had never figured on any entanglement with it, though everyone knew how common it was for teen-agers these days to encounter it in one way or another. p. 171

He is even concerned about the welfare of those who robbed him.

Something in their faces and voices made him wonder if they weren't high. He thought about it after they'd gone speeding up the highway to Baysboro, half hoping they'd get pinched before something worse happened. p 148

**Acquiring a set of values and an ethical system as a guide to behavior**

Luke has a bout with this particular task immediately after the fire. He feels responsible for it because he was supposed to have repaired the heater which blew up causing the fire. "If this don't cure me of putting things off, I don't know what could." p. 105
Later when he's thinking of marrying Milo and giving up any plans he had for the future,

An uneasy suspicion settled over him that he was a weak character. He could see himself leading a treadmill existence day in and day out like his father, working for somebody else, growing used to it and not minding any more than Henry Sawyer. p. 110


Achieving new and more mature relationships with age-mates of both sexes

Sarah Grinnell learns to establish more mature relationships with two age-mates in particular. She forms a friendship with Millie, a social isolate, because she discovers that they have intellectual compatibility. Millie is artistic through her drawings and her love for art, while Sarah's artistic endeavors are in the area of creative writing. This similar interest cements their relationship despite the fact that Millie is completely rejected by the rest of her peers. Sarah ignores the usual adolescent peer group and family pressure to remain her friend.

Sarah forms a mature, although not a sexual relationship, with a member of the opposite sex, Howard. It's difficult for her to convince her friends, Mutsie and Millie, as well as her family members that Howard is not a boyfriend but rather a friend who is a boy.
Mutsie asked if I like Howard. "Sure I do," I told her. Then she started again about my having a "boy friend". She's six months older than I am, and she's silly when it comes to boys. She doesn't understand that Howard is a friend, not a "boy friend". I think Mutsie pretends to be more grown up than she is. I wish she didn't.

Two of the sentences in the above quote also show that she has a perception about her friends that is quite mature. Her maturity in this regard is also expressed in her statements about why she likes Howard.

... because he's not silly. He's very serious and he knows a lot. He can also be funny. p. 83

... because he doesn't talk about nature but you know he feels it. He doesn't keep saying this or that is beautiful, but you can tell by his silence that he feels it inside, the way I do. And he knows the names of all the birds, too. p. 103

Achieving a masculine or feminine sex role

Her relationship with Howard also reflects an emerging recognition of the difference between the sexes and therefore some recognition of her feminine role.

It is a bit of a strain being with a boy because you cannot say the same things to him that you would to a girl friend like Millie or Mutsie. It must be very trying to live with someone of the opposite sex when you're not used to it. p. 107

She also begins to show a glimmer of knowledge about a sexual relationship as a result of her friendship with Howard and the reflection it prompts her to undergo.

What does it mean if a boy "likes you"? It gave me a funny feeling as if I was supposed to do something about it but I don't know what. p. 33
I don't know anything about boys. Everyone talks about sex but no one actually tells you anything. If everyone in the world has intercourse and everyone gets born the same way, I don't understand why it is kept such a secret. It's wild. My mother says she'll tell me anything I want to know about sex, but she gets a funny look when she even mentions the subject, so I know she doesn't want to talk about it. I can't imagine being naked in front of a boy, much less intercourse. p. 52

Accepting one's physique and using one's body effectively

Sarah reaches physical maturity as marked by the onset of her first menstrual period. She describes her feelings at the time.

... I felt terrific and excited. I guess I'm a woman now. It does make me feel different—like I've gone over to the other side. But I'm still me, Sarah Grinnell. Sex female, height five feet, weight 105 pounds, dark hair, hazel eyes, olive complexion. Me, a person who wrote a play. p. 114

She makes other discoveries about herself, as well. These are in the area of a general self-acceptance rather than of an acceptance of her physical body.¹

I liked being alone. I couldn't believe it. I was suddenly discovering something fantastic—that I never had to be afraid just because I was alone. Like I'd always be with me, if you know what I mean. I'd always have my own thoughts. I felt like I suddenly found a friend in myself. That sounds cuckoo, but it's the way I felt. p. 48.

¹Havighurst alludes to the inclusion of general self-acceptance under this developmental task.
Achieving emotional independence from parents and other adults

Sarah's first assertion of her independence occurs when her sister, Didi, is trying to convince her parents that she should not count Millie as one of her friends. Her retort is, "You're all disgusting. I don't care about Millie's parents, and I don't care if nobody likes her. I do." p. 22

Later, she begins to tell her family while at the dinner table, that she's made very definite plans for her spring vacation from school. She tells them,

"I want to have time to myself. I want to sleep late--I'll make my own breakfast, Mom, don't worry--go out when I want, come home when I want--oh, not late at night, but eat when I want, read when I want. I don't want to live on a schedule." p. 65

The ultimate gesture is made toward independence while the family is in a psychiatrist's office. Sarah's mother has suffered a "nervous breakdown" which is attributed to her feelings of guilt toward her two daughters. She feels that she's not doing enough for them—that they can't count on her. When the psychiatrist turns to Sarah to find out her reaction to this revelation, she says, "... I loved Mom the way she was, that I didn't have to count on her. I just wanted to feel close." p. 78
Desiring and achieving socially responsible behavior

Sarah begins to see inequalities in her society. She writes in her diary that,

It is hard to believe that people are starving (I wonder what it feels like to have nothing to eat?) and that people are fighting and killing each other. I hope there are no more wars when I grow up. p. 39

Her grandmother helps in her discovery of these inequities when she takes Sarah along to the day-care center in which she is a volunteer worker. Sarah makes the following observation while she's there,

Grandma says it breaks her heart to see the homes they [the kids at the day-care center] go back to. I think things should be evened up more. I read in the paper about some woman who bought a diamond for $450,000. What will she do with it? It's disgusting. p. 60

Sarah reflects her idealism in regard to the equal distribution of the world's wealth through a play she's writing for her creative writing project at school. The play is a modernization of the Cinderella story with a few changes as well as up-dates. She finally decides to end it with,

... she could talk the prince, who's a good guy, into leaving the palace, dividing up all the riches among the people, and to go and live with her in a little cottage. p. 113

Acquiring a set of values and an ethical system as a guide to behavior

Sarah has developed a strong sense of honesty which stands up under pressure from her best friend, Millie. Millie wants Sarah to join her in stealing small items from the local dime store. Sarah sticks to her convictions
with an emphatic, "I'll buy it. I won't steal it." p. 63


**Achieving new and more mature relations with age-mates of both sexes**

Tony and Kim had counted their maid's son, Reggie, as one of their closest friends for most of their lives. Their relationship begins to show the wearing results of a friendship that crosses color and class lines when they are in their middle teens. It is at this point that the pressures of society make them aware of their differences. They resist these pressures until it is discovered that their apartment is being burglarized by someone who has a key. Reggie is suspected and is questioned by the police. He can never forgive Tony and Kim for not standing by him.

His personality changes in a way that reflects the bitterness he feels about the lack of trust showed him. Kim accepts the change philosophically and optimistically as reflected by her statement to Reggie's mother, Nilma. "Reggie's going through a bad time, . . . but he'll survive, just the way Tony and I have. Wait and see." p. 166 She is unable to close her eyes to the changes she observed in Reggie. Later she admits, "The hot tears were about to start down my cheeks. I no longer knew Reggie." p. 181.
She is finally able to reconcile herself to these changes that have caused Reggie to reject her friendship later when she reflects, "When you really understand anyone's hangups, it's hard to blame them for anything they say." p. 189.

**Achieving a masculine or feminine sex role**

Kim has been a tomboy and associated exclusively with Tony and Reggie. She played football in the streets with them, climbed fire escapes with them, fished with them, and played poker with them. Her only concession to the fact that there is any difference between them because of their sex is, "I've noticed something about boys: They always feel good when they're explaining something to someone else." p. 156

**Achieving emotional independence from parents and other adults**

Tony, who is seventeen and two years older than Kim, acts as a spokesman for their assertions of independence. The two of them are continually at odds with their mother. The differences center around the middle class values she holds such as, no girl can become a lady unless she attends dancing school. Kim objects and Tony comes to her support. At the end of the debate, Mother says,

"You are nice children, ... It's too bad I always seem to be battling with you."

"It hasn't actually been a fight," said Tony. "It's
like a meaningful international dialogue. You're wrong and you know it as well as I do, but it has given me some insight into the whole gamut of archaic motivations." p. 77

Mother concedes to the fact that Tony, at least, has achieved independence from her with Kim's relation of this incident.

Next he asked that the passbook where his Christmas money had been piling up for years be put in his own name so that he could make withdrawals without Mom's consent. The summer after, when he worked for a while in the stock room of a publishing house, all was lost. "I've lost my last hold over you," Mom said. p. 73

Desiring and achieving socially responsible behavior

The most important aspect of Tony and Kim's social responsibility lies in the area of acceptance of people of different race or socio-economic class. They are, in many ways, more willing to accept these differences than the adults in their neighborhood. Kim, in speaking about a remark made by one of her neighbors about the fact that she and Reggie were playing ball together is illustrative of the point.

Already I hated her. That crack about black as the ace of spades really bugged me. Reggie was Tony's and my best friend and people were always making remarks about him as if he weren't in the room. p. 17

At the death of Martin Luther King, Harlem becomes an armed camp. The book describes New York as being two cities at this time--one white and the other black. The
waitress at a restaurant which Tony, Kim and their mother go to at this time vocalizes the tension in the city. Kim's recognition of Tony's response reflects their attitudes.

"It was brave of you to come out with all those animals loose. They say they're going to dynamite all the bridges and tunnels."

Tony started to say something. We ordered up fast, before he could straighten her out about the Fallacy in her Basic Premise. p. 90

Much later, Kim reflects her philosophy about social interaction. "God, I hate people who kick other people around, . . ." p. 125

Tony and Kim have another area of social concern—the many drug users they observe. Tony's comment about this is,

There are a lot of stoned kids walking around. They scare hell out of the tourists—though basically what scares me about them is that they look so sad. p. 170

**Acquiring a set of values and ethical system as a guide to behavior**

The false values of the adult society around them cause Tony and Kim to reevaluate the values they consider worth holding. Kim wonders if she should have told Reggie a "little white lie" to protect him from the hurt he felt as a result of being suspected of burglarizing their home. She asks her mother's opinion about it with the additional comment, "Be serious, Mom. Because it's important. I've always been totally honest. I mean, basically that's what I'm all about." p. 185 Mother answers with,
"You might kid him along with some comforting myth in the interest of 'propping up his personality', as you put it. Then after that, you might even conveniently forget that you had ever doubted Reggie. And a few years from now, when the lie comes so easily that it's almost second-nature and you hardly notice it--then, baby, people will look at you and call you grownup."

My lip started to tremble. "But, Mom, Tony and I would rather die than learn to live that way." p. 186

Tony's retelling of his experience with drugs reflects his system of values as well as the knowledge he gained from the experience. He is objective in his statements in that regard.

"When you smoke with someone you feel very close, and when you're really grooving, it seemed that we almost had telepathy. . . . If I'd left it at that, I'd have been okay. My mistake was to go on to acid." p. 168

And, "It's a bad scene, Kim. For God's sake when you're old enough don't try it. . . . It's so goddamn stupid."


Achieving new and more mature relations with age-mates of both sexes

Apple Alex Sandy Alexandra Appleton's best friend is Bradley. They have an exceptionally close relationship--so close that Alex describes it in this way,

Do you believe in fate? E.S.P.? There I was, standing in the street in front of Haight's feeling absolutely like I wanted to see Bradley more than anything else in the world. And there was Bradley. p. 101

Mother is not so well pleased with this relationship as is Alex.
"All right," my mother signs. She thinks a girl should have girl friends. It doesn't make sense to her that Bradley is my best friend. I've known Bradley practically my whole life. When I was a kid, my mother used to make a joke out of calling me a tomboy, and she'd laugh about me and Bradley always riding our bikes together or climbing trees. But lately her attitude is different. She seems worried that Bradley and I spend so much time together. If I'm going to have a friend that's a boy she wants it to be formal. p. 87

The only other friendship Alex has occurs after Bradley's death. When she is released from the mental institution, Jazz suddenly starts appearing at her home. Unfortunately, Jazz is hanging around Alex in hopes of finding out something about her relationship with Bradley, his death, and her experiences in the institution. Alex recognizes the insecure foundation for their false friendship. She says, "I've grown used to her, like a canker sore in my mouth. Maybe because I feel guilty about not needing her services... as a crazy-sitter" p. 75 Later, she says of their friendship,

I suddenly didn't know if Jazz and I were going to remain friends. It was like we didn't fit together any more. ... I could feel the bond already broken. We didn't need each other anymore. p. 178

Achieving a masculine or feminine sex role

Alex's friendship with Bradley develops into love by the time they're seventeen. The transition takes place slowly. They had been cavorting in the woods and decided to take a swim. Without considering their sex differences, they swim naked. Afterwards, Alex says,
We had been together, naked, in the middle of the forest, and it was the most natural thing in the world. They would never believe we could do something like that and not make a big sex scene out of it. p. 49

Their relationship grows increasingly away from friendship toward love.

We are so close together, I can feel his shape from top to bottom and yet he is hardly leaning toward me. And I hardly know what I am thinking, except that the closeness of him is so different from any other nearness, the smell of his hair, the salty scent of his skin so different from the Bradley apart from me. . . . "We better go," he whispers. . . . We are once again apart. Bradley. Alexandra. Two strangers arranging their clothes. Two friends again. . . . p. 96

and closer,

He put his hands on my shoulders and leaned over and kissed me. Not a kiss from a time before, not sloppy, nonsensical, fooling around smoochings, but the way we should have touched at Sugar Creek. p. 113

and closer, "I lie here and wonder if Bradley and I will have premarital sexual relations. Not here, of course, but someday, somewhere, soon." p. 127 Until ultimately,

And now I keep asking myself what makes one human being love another. I can find no logical explanation for the way my mind and body are suddenly existing only in relation to Bradley. It is the most complicated, mysterious, inexplicable thing in the world, this fact that I love him beyond everything, in a totality that confounds and overwhelms me. He is my world. p. 128.

With the realization that they are in love, they are led to a near act of love.

"Do you want to?" he asks me.
"I don't know." . . . I don't need everything so fast anymore, . . . we can take our time and love each other slowly, as slowly as Bradley turns toward me and kisses me, and something happening but not everything not completely. p. 137
Alex comes to some mature realization in regard to what love is all about. "It's not sex that's so important. It's holding someone and being held." p. 167

Her parents' attitude toward the incident at Sugar Creek is one of suspicion. They are unwilling to believe that nothing came of a boy and girl being together in the nude. Alex is unable to understand the anger the incident has provoked because, of course, she knows that there wasn't anything more to it.

What did I do? Is touching forbidden? Do I get a life sentence for feeling love? Are they going to tie me up in the electric chair and punish me with dying for wanting to be held? p. 103

Achieving emotional independence from parents and other adults

Alex collapses after Bradley's death. When she is released from the hospital, her mother reverts to being stiflingly protective of her little girl. Finally, the great day arrives when she lets Alex go out for a walk. "For the first time since I've been home from the hospital, my mother let me go out alone." p. 21

Alex's frustration with her confinement explodes when she demands to know when she'll be allowed to return to school.

"I think I'm entitled to know something," "Of course you are, dear, . . . of course you're entitled to know."
She puts her hand on my arm and I feel sorry for her. I feel a million years older than my mother. I feel like I'm the mother. p. 74

During the summer before Bradley's death, the two of them decided to run away to a commune in search of their independence. The commune was aptly called New Life.

**Achieving assurance of economic independence**

While she was packing for the trip to New Life,

The last thing I put into my knapsack was my money. I went to the bank this afternoon and withdrew some from my savings account. . . . I'm not supposed to withdraw money from my savings account. It's being saved for college. p. 115

Alex had earned the money that she was saving for college by babysitting for the Jaffes. "I sit for them a lot in the winter, usually on Friday and Saturday nights, when they go out to dinner parties." p. 105

**Acquiring a set of values and ethical system as a guide to behavior**

Alex and her parents have conflicting values. Alex believes in sincerity and is disappointed in her parents because,

Adults make a lot of insincere gestures. My parents, for instance, will make a big fuss about inviting someone over and giving him drinks and asking if everything's okay and then they'll sit there with smiles glued on their faces and the moment the person leaves they launch into an attack on how impossible it is to get along with him and how boring he is and how they hope they'll never have to see him again, etc., etc., etc. p. 17
She thinks this insincerity is also reflected in their reaction to the Sugar Creek incident.

The real reason my parents are so upset is because they're worried about what other people think. It seems like all their opinions are based on what the neighbors think. I'd like to know what they would say if there were no neighbors. I'd like to know if they really care one way or the other, deep down, inside themselves. p. 104

She reflects a complete rejection of their hypocrisy later with her statement,

I'm not sure of anything. It's like I have no opinion. I wonder where I ever heard the story in the first place. All my opinions are my mother's and father's, all my facts belong to them. And a lot of them are wrong, based on preconceived notions of the world, misrepresentations of life. I promise myself never to say anything again until I'm sure it's something from within me alone. Something I know about, not something I heard. p. 123

Her beliefs about materialism are illustrated by,

"I realize that possessions don't matter. You can always buy new stuff. You can always replace the accouterments of life." p. 115

And finally, her determination about a supreme being is mixed with Bradley's philosophy.

I guess I believe in God. I mean, I'm not overly religious or anything but I'd like to think there was somebody or something around in the end. It's a kind of horrible and lonely feeling to think that absolutely nothing exists out there. Bradley believes that the human race hasn't even come close to what's really going on in the universe. He believes in more than God which he says is just a title, a name, a word. He believes in a universal super-something that we can't even begin to imagine with our small brains. That's okay with me, as long as there's something. p. 107
Achieving new and more mature relations with age-mates of both sexes

Cathy is the high school dean's daughter. Because of it, she is in an awkward position when it comes to finding friends at school. Some of her classmates consider her to be an untouchable because they fear their extra curricular activities will get back to her father through her. The other faction considers her to be a valuable asset in their search for social prestige. As a result, she wears a facade molded by her social position and her family so that she is able to have friends.

One of the friends who is using her as a stepping stone to status is Todd. He knows that befriending and dating Cathy will help him to get a good recommendation for the college he wants to attend after graduation this year. In an effort to hang on to Todd, Cathy does and says only those things that she thinks will please him. It is this need to please Todd that causes her to go along with his suggestion of making a prank phone call. She is just to dial a number and say her one line from the senior play with all the conviction she had earlier that night on stage. She does, with disastrous results.

It's a long time coming, but Cathy finally does realize that Todd is unworthy of her friendship. Now that she is aware that he's been using her she starts to act herself.
With a shock she realized that this was the first time she'd said something to Todd that was unplanned, honest, with no thought as to how it would sound. It just slipped out. p. 51

The other couple involved with Todd and Cathy at the time of the phone call is Deedee and Paul. Paul begins to gravitate toward Cathy and away from Deedee after the incident. They begin to realize that they have compatible feelings about the call and its results. Deedee comes to Cathy to try to convince her that Paul belongs to her.

Afterwards, Cathy,

had always thought people wanted to be decent and happy, without getting in each other's way. But one person's hopes seem to spill over, get tangled up with another's so there was always a winner and always a loser. Or so it seemed. God help us all, winners and losers alike, Cathy thought.
That is when she gave up.
"Deedee, I swear, no matter what happens, I'll never hurt anybody again, ever." p. 118

Accepting one's physique and using one's body effectively

Cathy comes to self-realization after two people had been killed resulting from the prank telephone call that she made. "As the days went by, Cathy reached the point where she realized she would never get over the whole thing, but she might, she just might learn to live with it." p. 147

Achieving emotional independence from parents and other adults

Even though Cathy is a high school senior, she has never really asserted her independence. She finally gets
the opportunity to do so. She is informed that she has been accepted at a college in Virginia. She knows that leaving home will result in changes in her life.

She wondered how much difference not being Dean Shorer's daughter would make. . . . She would be on her own, people would like or dislike her for herself. . . . No, she could be her own self in Virginia. She wouldn't have to be anything big or great. p. 79

Desiring and achieving socially responsible behavior

Cathy takes responsibility for her own actions and their results.

She had done it. Her innocent little joke, her showing off in front of Todd and the others, had caused the death of two people. A sickening picture crossed her mind. Two people . . . the car . . . the concrete wall at the underpass. p. 37

She is unable to stop "hearing that woman screaming over the phone. What a cruel thing, to scare someone like that. Whoever the woman was, Cathy hoped she'd forgive her." p. 24

Her friends try to placate her and to salve the open wound of guilt she has.

Cathy kept her eyes focused on her lap because she thought that might be the best way to keep from being sick. Finally she found her voice, and she was surprised because it was so calm. "Do you kids believe what Todd said about it not being my fault?" p. 33
Accepting one's physique and using one's body effectively

Karen's mother is dead. Her father is careful to keep her far away from him in fashionable boarding schools during the school year and camps in the summer. She sees the only remaining part of her family, her father, so infrequently that when she sees him at the time she's fourteen she says, "Do I look different, Daddy? . . . I'm developing a figure, sort of." p. 15

She is led to self-realization and a realistic view of her family situation after she's been kidnapped and taken to Europe. She learns that her father is a very influential syndicate boss and that her captors are his competitors. She seeks out the only person she knows in England to help her to escape. Jay is a childhood friend to whom she says, " . . . You're looking for freedom. I'm trying to find a family that doesn't exist. Maybe we're both just trying to find ourselves." p. 95

After having survived the ordeal of a kidnapping, an escape from the kidnappers, and a return to her badly burned, hospitalized father she tells Jay.

" . . . All those things that were so sure and important to that little boarding-school girl I used to be are all meaningless now, I don't think I'll fit in with all those prep-school types any more. They haven't found out yet that they're going to have to grow up." p. 110
Achieving emotional independence from parents and other adults

Because she's been alone so much of her life, Cathy had learned early "how to handle herself, to protect herself, though she didn't quite know who she was." p. 14

Later, when Jay suggests they seek help from his parents in their efforts to escape from England and the kidnappers, she is the first to realize that getting help from them is a mistake. She explains to Jay, "They haven't got the solution. . . . Parents hardly ever do. I've been on my own long enough to know that." p. 69

A bogus telegram arrives for her supposedly from her father. She discovers that it is false.

She was getting along fine, of course. She always had. She'd learned her lessons in independence thoroughly. And yet maybe he [her father] needed her. For the first time in their lives. p. 48

Cathy comes to the realization that she always has been and always will be self-sufficient. She remembers a time when she wasn't quite so sure of it.

How hard she'd tried to call out then, hoping someone would hear—a boy who'd hardly existed for her then—a father who could never dare to exist for her at all. She'd never be lonely like that again, and she knew it. She'd learned to be stronger than that. p. 123
Achieving new and more mature relations with age-mates of both sexes

Jeremy begins to develop a more mature relationship with Susan. He is, until the time he accidentally discovers her, a loner who isolates himself from others through personal choice resulting from insecurity. After having seen Susan, he makes an effort to get to know her even though he describes himself as having a basic fear of girls.

I saw her often enough around school, I made it a point to find out where and when her classes were, and a few times when we passed in the corridors our eyes met. That was fine for a start and I didn't feel as nervous as I had, thinking that I had to call her and go through the whole thing of asking her for a date. p. 29

Once he has finally established contact with Susan, their relationship is quickly enhanced. On their first date he says, "I wanted to learn everything I could about her all at once. . . ." p. 54

Later, he tells his only other friend and his confidant, "Ralphy, I swear to God . . . it's like everything I've ever read. My head's like spinning around. I'm just in love." p. 59

Achieving a masculine or feminine sex role

Jeremy is quite aware of the fact that he's masculine. His shy personality inhibits him from actually participating in a masculine role for a time.
I don't think it was so unusual that at fifteen I hadn't yet shown an active interest in girls. That's not to say they didn't turn me on. They did, especially the girls at school. But they always seemed to hang out in groups, at least the ones my age, and that autumn they all looked about the same to me, probably because most of them dressed alike and almost all of them had long hair. They tended to blur together. In retrospect, I think I was mostly attracted to the idea of girls. It was pleasant to watch them and to entertain the usual harmless fantasies. 

It is his relationship with Susan that leads him to acceptance of his masculine role. In describing the sexual desires she provokes in him he says,

The images would come anyway, again and again, and Susan would be there, looking lovely and happy, in sometimes elaborate situations and dialogues, and I would make concentrated efforts not to think about her; sometimes, in desperation, I would ask God for help.

Their relationship progresses. Ultimately, they have a sexual experience. Afterwards, Jeremy is replaying the episode in his mind.

I tried to remember exactly how that felt, that sudden punch in your stomach when someone you love says it to you for the first time. And to recall how it felt to discover her whole body for the first time, to touch gently, to know that it was all right to do that and not something to be embarrassed about or ashamed about or to feel guilty about doing.

Accepting one's physique and using one's body effectively

Jeremy learns to accept himself despite the fact that his own description is, "I felt that I was just plain unattractive. I wore heavy glasses, I was painfully shy, awkward as hell, . . ." He also accepts the fact that his cello is the only outlet for his self-expression. "When I'm playing my music, I'm me."
Selecting and preparing for an occupation

Jeremy has already selected his occupation as a cellist and has been preparing for it. He attends the School for Performing Arts in New York City. When he finishes there he says, "I'd like to go to Juilliard . . . " p. 54

He rationalizes his occupational plans with,

". . . I know who I'd like to be. I'd like to be a great musician. Music is the only time I feel like I'm me, you know? Not like my parents' little boy or some kid going to school, I mean I feel like a whole person. . . ." p. 55

Acquiring a set of values and ethical system as a guide to behavior

It is quite obvious from his story that Jeremy believes that premarital sex is an acceptable practice provided two people love each other, even if it is not directly stated in the book. His actions and reactions can lead the reader to no other conclusion. His attitude towards other sexual behavior is also quite liberal. After having lost the battle with himself over masturbation he rationalized the act with,

Someone, anyone, should have had the courage in this day and age to tell me the truth: that neither my parents, nor my religion, nor my God really held that there was anything shameful or dirty or dishonorable about such a personal physical fact as masturbation and there was no need for repentance of any kind. Someone should have told me that it was merely a necessary part of my transition to maturity. p. 31

**Achieving new and more mature relations with age-mates of both sexes**

Ellen, Kitty, Cam, Julian, and Andy are spending another dull summer at their lake homes. The basis for their friendship is that Kitty, Ellen and Cam are siblings. The other two boys are in close proximity, so they, too, are members of the group. They are all in early adolescence.

At Julian's suggestion of a new game that he calls *Takers and Returners*, the five break up into two teams. Julian and Cam comprise the membership of one; Kitty, Ellen and Andy are the other. Now the basis for their relationship becomes competition. Ellen says of her team, "We were as brave and smart as Julian and Cam. And we were going to prove it to them." p. 37

Andy had always been on the fringes of the little group. Yet, he proves to be an invaluable asset to Ellen's team by being brave enough to scale up to the roof of their house to steal the weather vane perched atop it. Ellen's and Julian's families are away from town while Andy is performing his duty. Ellen expresses her concern for him. "My main concern was still for Andy Foster getting up and down that ladder safely." p. 50 The accomplishment of this feat causes Ellen to think,
I was glad I'd chosen him first. It was the first time anybody ever had. It seemed to have made up to him for all the times the other boys had laughed at him for being slow and fat, for all the times we had let him just hang around with us without caring one way or another whether he was there or not. p. 109

Desiring and achieving socially responsible behavior

The objects of their new game are to steal some item that would surely be missed by its owner, remain undiscovered as the thieves, and give the item to the opposite team so that they can return it again without discovery.

Ellen expresses social concern in trying to decide what items she and her team-mates should steal. One suggestion her team made was to take a pie that was cooling in a neighbor's window. Her answer was, "We couldn't do that... That would be a dirty trick. It's probably for their supper tonight." p. 43 Another suggestion was to steal her mother's crystal punch bowl. Kitty had hoped they could win the game with this theft because the boys would certainly be unable to return it in one piece. At this, Ellen says, "It all sounded so heartless to me, somehow I felt depressed,..." p. 71

The game is brought abruptly to an end with neither team winning. Julian and Cam had stolen a neighbor's car from the garage knowing they would certainly foil Ellen's team since none of them would be able to return it. After all, they couldn't drive. Ellen's team stole Sammy, a neighbor's dog. They knew Julian could never return Sammy because he'd be bitten if he ever attempted to get close
to the dog. Andy is the only child in the area that Sammy will let near him.

Disaster is the only word to describe the results of these thefts. Sammy is run over by the car that is being returned. The car is smashed, and Sammy is killed.

All of the Takers and Returners take responsibility for their acts and know, as Ellen says, "We had to pay, all of us kids, for the damage to the car. But there was no amount of money that could bring Sammy back." p. 156


**Achieving emotional independence from parents and other adults**

Leslie's mother is divorced. The two of them live alone. There are times when Leslie considers leaving her mother to go away to college but,

... her mother needed her. With Leslie gone her life would be without hope or direction. Sometimes she felt years older than her mother, for she had always understood that her mother had to feel needed. p. 19

**Desiring and achieving socially responsible behavior**

Leslie goes out with Chip for the first time. He takes her to a coffee house in the village where she is initiated to smoking pot. On their way home Chip's car hits a pedestrian. Leslie wants him to stop, but he refuses. Two days later she reads that the man was killed. She pleads with Chip to go with her to the authorities.
"But a man died! A mean with a wife and two children died. Don't you even care about that?" . . . He's afraid, she told herself. He's scared to death because he knows there is no way he can keep me from going to the police if I want to . . . "I think we should go right down and tell the police everything we know." p. 73

Chip's lack of responsibility to his fellows is contrasted with Leslie's strong obligations in that regard. He does figure out a way by which he can keep Leslie from going to the police. At first he tells her that he'll simply deny it. She was, after all, stoned; so she hallucinated the incident. His argument doesn't deter her determination. He, therefore, plants drugs in her apartment and gives her enough of a dose of L.S.D. to send her to the hospital in an effort to discredit her.

**Acquiring a set of values and ethical system as a guide to behavior**

Despite Leslie's previous comment, "I just don't have the guts to do what I think is right, . . ." p. 96 Her ethical system prevails. She does go to the police, and Chip gets the punishment he deserves.


**Accepting one's physique and using one's body effectively**

Brett and her mother are alone, too. Mother is terribly unorthodox—she's never been married and lives a hippie kind of life. Brett has learned to accept her
circumstances and herself. In fact, she's quite happy with the way she and her mother are. She doesn't want her mother ever to marry. Then the Wolf Man comes into their lives.

Brett described herself. "My face is okay, but . . . all my features are very big, and my hair is the kind that always flops all over the place, whether its short or long. Even Mom says I'm not beautiful." p. 28 She proves to be more perceptive than her eleven years should allow when she says, "I'm not shy. People sometimes think I am because I don't always talk that much. But that's not the same as a shy person who wants to talk but feels funny about it." p. 113

**Achieving emotional independence from parents and other adults**

Brett has always been allowed to be relatively independent and yet she says,

I enjoy going places by myself in New York, especially when it's something unexpected, . . . I used to pretend I was running away, but lately I just pretend I'm grown-up and can do whatever I like. p. 139


**Accepting one's physique and using one's body effectively**

Chloris calls anyone who disagrees with her a creep. But the biggest creeps of all are her mother's boyfriends.
She is convinced that her dead father can never be replaced. She ignores the fact that he mistreated her mother, her sister and herself, divorced her mother and neglected the two girls, and ended his life by shooting himself. In her eyes, he's Superman—perfection personified.

Her mother does eventually marry, however. Fidel Mancha wants to adopt the two girls, as well. The younger daughter, Jenny, loves him and would like to be his daughter. Chloris refuses to accept his overtures towards her sister and herself. She convinces Jenny to tell them she will not be adopted. "It was the first time I ever really felt like a creep," Jenny said afterward. p. 91

Chloris finally begins to face reality as a result of psychotherapy. She begins to see that her father was not Superman, and she begins to accept Fidel. Jenny says, "It was okay after that. All of a sudden Fidel Mancha had two new daughters, one eight and three-quarters, the other eleven going on twelve." p. 156

Desiring and achieving socially responsible behavior

Fidel, in his role as adoptive father, helps Jenny to social awareness.

"This is a very good country," he said, "but some people are not so lucky. To be born the wrong color is a big mistake."
"But that's not fair," I said. "They can't help it." p. 62

Acquiring a set of values and ethical system as a guide to behavior

Buddy says of his friend, "If I ever got into a jam, I knew Alex Cramer would do anything he could to help me. He was the most loyal and dependable friend you could want." p. 19 With this, the conflict within Buddy is to be loyal to Alex in seeking revenge against the U.S. Army or to abide by his value system which abhors illegality. Alex thinks his brother has been unjustly punished by the army. He plans to call attention to the injustice by damaging an army fort with dynamite that he intends to steal. Buddy is convinced that he must help Alex in these plans in order to remain a loyal friend.

On the way back home from stealing the dynamite, the four boys are stopped for speeding. Buddy comments,

I think it was right then, the minute the state trooper stopped us, and for the rest of the ride home, that I realized we were getting tied into something crazy and dangerous. It was brave and well meant, but that didn't make it sensible. p. 50

Buddy finally decides to tell Alex that he will not go along with the rest of the plan to use the dynamite. He feels guilty about having made this decision, but he finally rationalizes it with, "And then I told myself it wasn't because I was afraid, but that a judgment between right and wrong had to be made." p. 58
He is worried about Alex and his insistance on carrying out his plan despite the fact that Buddy, and now Kell, have refused to help him with it. Buddy vacillates between going to the authorities and trying to stop Alex himself.

How could I tell the police, inform on a friend? For one thing, I would have to tell the whole story, and that would include not just Alex and Maxie, but Kell and me, too. We had been in on part of it, stealing dynamite. That meant we'd all go to jail together. But there was something else, too. What if Kell was right and Alex didn't go through with it? . . . Telling the police would open up an awful lot of cages. p. 64

He does not go to the authorities. He and Kell manage to trace Alex to Fort Milford where they know he's going to use the dynamite. Again, he's torn between informing the fort authorities about Alex or not. " . . . I hate to say it, but the smart thing to do would be to call them and put them on the alert." p. 112

Kell and Buddy are able to stop Alex and convince him that he wouldn't be helping his brother by dynamiting the fort. They get him to scrap the plan and return home with them.

. . . Alex said he had an idea for the dynamite. We would leave it in a certain place along the road here, then make an anonymous phone call to the police and tell them where it was. They would know how to dispose of it. p. 126

And so, they get rid of the stolen dynamite. They return home without having done any damage and, no one is the wiser. The four boys are the only ones who ever know anything about their adventure.

Desiring and achieving socially responsible behavior

Neil becomes involved with Alan, a thirteen-year-old retardate, because of his sense of social responsibility. It hurts him to see a fellow human being abused and tormented, even if he is a Dummy. Their relationship begins when Neil and his friends are playing football on the corner lot. Each time the football gets away from them they shout at Alan, who happens to stand near it, "Hey Dummy . . . Throw the ball back." p. 12

Neil's friends go to the Dummy to retrieve the ball. They begin to make sport of him and physically push him around. Neil joins in. But then,

I glanced back at the kid. He was still lying there. I wondered was he hurt or something . . . . Thinking about that Dummy just lying there saying "Aaah!" after I hit ruined my game. p. 14

They meet again when a group of boys is playing pickle-in-the-middle with Alan's cap. Neil described the incident and his feelings about it.

. . . I got sick watching. The Dummy was too slow and clumsy, he didn't have the right reflexes, he couldn't move right when he has to. It was pathetic. He would make a rush for his cap, eyes and mouth wide open, his hands outstretched, making that awful "aaaah" sound. They'd trip him, let him get up, fool him, trip him again, allow him to get close, almost touch the cap, and then--off it would go to somebody else. p. 39
His sense of social responsibility wins out.

I couldn't stand it any longer. The next time the hat was flipped I was able to reach up and grab it. "That's all," I said. "He's had enough . . . ." "Can't you see he's a sick kid?" I said. "Come on--you've had your fun." p. 39

Acquiring a set of values and an ethical system as a guide to behavior

Alan's lack of a value system is abhorrent to Neil. They both happen to be in the neighborhood bakery when Neil observes the Dummy.

. . . facing a high showcase piled with trays of cakes. I saw him reach up and take one. He put it in his pocket. He reached up for another, and put this one into his mouth. I looked around wondering why nobody noticed what he was doing. p. 25

His feeling of responsibility toward protecting the Dummy and his value system collide when a little girl is found bleeding and with her clothes torn in the park. Alan is seen running from the scene. A group of people jump to the unfounded conclusion that he's responsible for having hurt the little girl. Neil races to the Dummy's home and pulls him out of it before his rock-throwing neighbors can hurt him. He wonders,

. . . was I doing the right thing helping him run away. It was one thing to be trusted, but altogether different in his case because he couldn't think straight, if at all . . . . What if I messed up his life by leading him wrong? He needed help all right, but he needed it from somebody a lot smarter than I was. p.140
Achieving new and more mature relations with age-mates of both sexes

Cindy and Tony are in a unique situation. They have to learn to cooperate with each other, in spite of their mutual dislike, in order to survive. They're lost and alone with nothing but snow and wilderness around them. They have no way out. Their car has been ruined, they're off the road, and haven't seen anything move for days, there is apparently no one searching for them--they'll have to walk out. Cindy says,

"... It's important for us both to keep our heads and think. We have to cooperate. ... We got into this mess and there's no use blaming anyone. Now we have to help each other. With thought we ought to be able to get ... to help ourselves. What do you think, Tony?" p. 63

Accepting one's physique and using one's body effectively

During their ordeal, which lasts for ten days, Cindy has a lot of time to think about herself. She comes to some important determinations about herself. She says, "... Those days alone..." They had to make a person different. "I've changed a lot." p. 114 She also comes to realize the kind of person she's been. "I used to be so critical of people and life--everything. I never gave anyone a chance to get close to me. I had to be so aloof, so critical and demanding." p. 101

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1. [Footnote: Included self-realization within this]
Achieving emotional independence from parents and other adults

It was their search for independence that threw Cindy and Tony together and then got them into the predicament in which they found themselves.

Tony was angry at his parents for throwing his dog out into the street. He insists that he's going to find Arthur and bring him back home again. "He wasn't going to school until he found his dog." p. 20 He is unable to find Arthur. Because of his frustration he wants to lash out at his parents. He determines to hurt them by taking his mother's car and running away. Even though he's not old enough to drive and doesn't have a license, he thinks he can drive well enough to make it to his Uncle Leonard's farm. "He had the car. For what they'd done, he'd give them something to worry about. He'd show them that they couldn't push him around and get away with it." p. 33

Cindy had been spending some time with her grandmother but has gotten bored and wants to return home. Grandmother escorts her to the bus station. "When her grandmother insisted on leading her like a child into the bus station, Cindy protests, saying (but only in her head) I'm perfectly capable of taking care of myself. p. 21

The bus service is poor because of the snow storm. Cindy insists that her grandmother leave her alone to wait for her bus. She becomes bored with waiting in the hot, stuffy bus station and so decides to hitchhike home.
She'd hitchhiked before. . . . Her father didn't know she hitched, and she was pretty sure he wouldn't care for the idea at all. To her it was as simple, or as complicated, as crossing the street. If you were careful you made it to the other side, but if you were careless, anything could happen. p. 26

Tony picks her up. They ride northward, directly into the storm. They become lost, wreck the car, and end up being snow-bound alone for ten days.

Desiring and achieving socially responsible behavior

Tony undergoes a change in his personality. He moves from being a spoiled, egocentric brat to a socially responsible adult. He returns feeling remorse for what he has put his parents through.

He'd taken the car and wrecked it. Now it was up to him to make it good. . . . They didn't understand that it did matter to him. When he'd taken the car he'd acted like a spoiled, punk kid. He wanted them to know he wasn't that way anymore. . . . p. 139


Desiring and achieving socially responsible behavior

Phil wants to behave in a manner that is socially responsible. He wants to live up to his memory of his older brother, Vinnie. Vinnie had given his life for his society and his country in Viet Nam.

Suddenly, two men begin to persecute Phil. They tell him that they're Vinnie's war buddies. They tell him
that before Vinnie died, he told them to go to his kid brother. Phil was supposed to have a package for them from Vinnie. Phil knows nothing about a package.

The men become more persistent. Phil would like to seek some help but,

He thought of going to the police and asking for help. But that would only lead him into a blind alley. For there at the end of the alley would be the enigmatic figure of his brother. p. 68

Vinnie suddenly appears. He was not killed in the war, but chose to make it seem as though he had been. It was the easiest way to return for the loot he and the other two men had received from a robbery they committed just before they were shipped overseas. Phil's image of his brother is destroyed. He wants Vinnie to be caught, but he can't turn him in. Instead he chooses to remain silent and try to get away with Vinnie until, "... the instant he became aware that there was a car following them, why didn't he tell Vinnie?" p. 121 His silence allows Vinnie to be stopped before he can escape and enables Phil to meet his social responsibility.


Selecting and preparing for an occupation

Robert had lived all of his thirteen years in his parents' simple Shaker farm home. He wanted to continue in exactly that way. His father insists that he continue
to go to school so that he'll be a better farmer, perhaps as good a farmer as their neighbor. Robert protests saying, "I don't want to grow up to be like Mr. Tanner. I want to be like you, Papa." p. 111

Desiring and achieving socially responsible behavior

The Peck family lives by the Book of Shaker. In it, one can find a quote to cover any situation one might meet in his life. "In the Book of Shaker it says to do a good turn and neighbor well." p. 80 The Book also demands that its readers repay all debts to one's neighbors, including one's family members. Robert abides by its teachings.

He had gone to the fair in town to show his prize pig. While he was away, his father had to do his farm chores for him along with his own hard work of butchering pigs. When Robert returns, he says,

"Thank you, Papa. I'm beholding."
"I accept your debt," Papa said, "and come 'morrow, you'll work double."
"That's meet and right," I said. . . . p. 98

The simple philosophy from the Book of Shaker carries Robert through even to his father's death. Preparations have to be made that Robert handles like a man.

"Rob," Mama said, "I'm glad we've got you to handle things. I couldn't of done it alone."
"Yes, you could, Mama. When you're the only one to do something, it always gets done." p. 133
If anything, the Book of Shaker causes Robert to be a little too narrow. He finds it difficult to tolerate anyone who's different until the following occurs to him,

There they were, the three people who probably loved me more than anyone in the whole world (besides Papa, Mama, and Aunt Carrie)—Mr. and Mrs. Tanner, and Aunt Matty. And all of them were good shouting Baptists. It just goes to show how wrong I could feel about some things. And how foolish. p. 123

Acquiring a set of values and ethical system as a guide to behavior

Robert places great value on simple things. He is able to see great beauty in those things around him. "Papa, I said, 'of all the things in the world to see, I reckon the heavens at sundown has got to be my favorite sight..." p. 67

He is attracted to and interested in the animals in nature, too. He derives a great deal of pleasure from watching a hawk hunt down a rabbit. Afterwards, he thinks, "I sure would of wanted to see his nest. And to see him tear up that fresh rabbit and feed his little ones." p. 63

He does not take pleasure in man's inhumane treatment of animals, however. His father had bagged a weasel that was raiding his chicken coop. He was reluctant to waste it by shooting it, and he certainly wasn't going to release it to return to his chicken coop. It was decided that the weasel would be put to good use in training a neighbor's terrier dog to hate and hunt weasels. The acceptable Shaker method for such training was to put both the dog and the weasel in a barrel. Only one would survive.
Robert makes this observation during the training session.

The whole thing seemed senseless to me and I was mad at myself for standing there to hold down the barrel lid. I even felt the shame of being part of it. From the look on Papa's face I could see that maybe he wasn't enjoying it so much either. p. 103


**Selecting and preparing for an occupation**

Cathy Wheeler is a blind college student enrolled in speech therapy courses. It takes the length of the novel for her to come to the realization that she really wants to be a speech therapist, though. At first, she is only in it to prove that she, a blind person, can make it. "A college degree and the training it represented would be vital assets to her, if she was to compete successfully in a sighted world." p. 84

In her junior year, she finally discovers what it really means to be a speech therapist. This is the year that she has her clinic experience. She is assigned two students with whom to work. Rodney has been enrolled in speech therapy for the past two years. He has a simple lisp which is nearly corrected. Leonard is her real challenge. He is completely unable to talk at the age of six. It is he, who teaches her what it means to be a speech therapist.
Teaching Leonard to talk was what was expected of her. . . . Doing it was a speech therapist's job. But when the miracle happened, to her or any therapist, it was a miracle, just the same. It couldn't be anything less. Was that perhaps what speech therapy was all about? p. 132

Desiring and achieving socially responsible behavior

It is Cathy's chosen occupation that leads her toward the achievement of this developmental goal. Her internal struggle revolves around Leonard and her inability to accept him as a person. "She shrank from him, in spite of herself, . . . Cathy made herself hug the matchstick shoulders." p. 53 She does come to the realization, though, that she can accept Leonard. "But, in fact, he was a child, not a gnome; he was a flesh-and-blood little human whose mother wanted and loved him. It was a revelation that needed digesting." p. 102

Her clinic experience also teaches her that human interaction is an integral part of the teaching act. She says of her students,

She had been looking on him and Leonard both more as problems to be solved than as real children who might be sensitive to whether the teacher's praise was heartfelt or mechanical. p. 112

Desiring and achieving socially responsible behavior.

Steve, Fox, and Bruce have little difficulty in relating to one another even though Bruce is black. It is the people with whom the boys come in contact on their canoe trip down the Colorado River that make them self-conscious enough to reevaluate their attitudes towards each other.

Bruce is accused of burglary in a small town they stop at down river. He is accused for two reasons. He's black and he's a stranger in town. Steve and Fox are led to doubt their friend until they finally snap to their senses with, "We're saying that because a black man has been wronged he immediately turns to crime in order to get even. We're using the same point of departure that bigots do." p. 49

Acquiring a set of values and an ethical system as a guide to behavior

Three boys who set out on a summer canoeing and camping trip would most certainly learn to value and respect the majestic wilderness around them.

When you stop to consider the greatness of the mountains and the oceans, you realize you're not such a big shot. The only thing that makes man worthy of them, in my opinion is his desire to conquer them. p. 90
Steve is disappointed that there are those who would defile the wilderness that he's come to respect by so callous an act as littering. He says that if people would learn to be considerate enough not to mark the landscape with beer cans and gum wrappers, "... you can still have that great feeling of being the first one ever to be there, which is part of the fun and excitement of camping." p. 20


Achieving a masculine or feminine sex role

Seventeen-year old Gina, comes to a rather naive revelation as a result of her relationship with the troublemaker. "I was seventeen years old. And when Jesse Wade kissed me for the first time I was instantly a woman grown, and I knew all I would ever have to know. ..." p. 26

Desiring and achieving socially responsible behavior

Jesse Wade had been thrown out of a high school in California for leading his fellow students in a protest movement. His reputation as a troublemaker precedes him when he arrives at his new midwestern high school. After having resolved to stick it out for just the one remaining year before his graduation, he is made painfully aware that
the school's administrator is a capricious tyrant. Jesse simply can't follow his resolve to sit back and watch while he and the high school football star are expelled for so small an infraction of the rules as having a fist fight in the hallway. He considers it his social responsibility to organize his fellow students in a protest against such inequitable treatment from the administration.

Jesse, who had been a rock 'n' roll star in California, organizes a concert at which his fellow students will be recruited for the protest. He invites Willy, the football star, and another friend, P. B. to play in the group even though they've had no previous experience. While she is in the audience, Gina feels empathetic towards Willy's efforts on the trumpet.

... it was like real pain ... here was somebody we knew, trying to do something ... and failing ... and we were part of the failure ... and we couldn't do anything to help ... and it was just a very painful hurting thing to have to be there and watch and share in the failure. p. 137

She is also able to sift through the propaganda in P. B.'s rallying speech to hit on the realization that he is reflecting reactions to the feelings provoked in him because he is black. "The white teacher-tyrant, I realized ... and that had to make it different and worse for P. B. and Ruth Graham in a way I would never be able fully to appreciate." p. 118
Acquiring a set of values and an ethical system as a guide to behavior

Jesse's music is the value he holds that strongly motivates his feelings and his actions. He is aware that a career in music is something worthwhile to strive for but is something not easily gained.

There are natural geniuses in every art form, but you'll find that the real ones have paid their dues too, in quantities of blood and sweat that most of us can't even think about. p. 154

He notices and respects creativity in even the simplest things. His mother's homemade soup prompts him to discover, "... and watching other people get all the way into what you've created... hey!... that's always where it's at. For all of us." p. 148


Achieving new and more mature relations with age-mates of both sexes

Tom Naylor is a sensitive high school senior interested in intellectualizing, studying, and playing classical music on his piano. There aren't many people his age in the small town where he lives with whom he can share these interests. His is, consequently a loner. There is another loner in the town, Fat Floyd. Poor Floyd is so dull that he's being retained in the ninth grade for the
third time. His interests revolve around girls, food and his collection of pornographic pictures. The only commonality between Floyd and Tom is that they are alone and in need of friendship.

It is an uneasy, illmatched pairing which leads Tom to think, "Tonight what he needed was a friend of the mind, and Floyd Schleffe's dense crudeness only intensified the need." p. 30 He tries to get rid of Floyd and terminate the friendship by making excuses. "He tried to make his voice patient but steely. 'Floyd, I cannot leave the house tonight. I have to work. I'm sorry.'" p. 32 He is without success. Floyd clings to him tenaciously until Ward Alexander appears in town.

Ward and Tom begin to discover that they have a great deal in common despite the difference in their ages. Ward is twenty-two, and Tom is seventeen. They discover that they are both intellectual and that they share an interest in and love for classical music. Their friendship is reflected by, "They laughed together, warm easy laughter that filled a hollow that had been inside Tom. ..." p. 61

Floyd can no longer stand Tom's rejection of his friendly overtures. He lashes out at Tom by spreading vicious rumors about his sexuality. He selects details about Tom's life which he can misconstrue so that they lead others to say of Tom,
"Look at the way he's always playing that opera music or whatever it is. That's not normal. And didn't you ever notice what a mother's boy he is? They say that's one way you can really tell about people like that. Their mothers always dominate them." p. 62

A few well-planned, well-planted remarks coupled with the towns-people's knowledge that Ward is a homosexual result in Tom's principal denying him the opportunity to go on an overnight band trip. His explanation to Tom is,

"Tom, I've had complaints from the parents of the other boys who'll be making the trip. I don't know any way to say this except just to say it. They don't want their sons making a two-day out-of-town trip with a young man who is a homosexual." p. 117

Tom goes to Ward, finally, to confront him with the situation in which Floyd has placed them. Ward admits that, "I was discharged [from the service] because of a 'homosexual involvement' . . . . I do have these--tendencies." p. 159. Tom's reaction to the revelation was, "He felt betrayed. He felt quite literally that he had lost his last friend." p. 160

Tom eventually realizes that Ward is important to him and that they can still be friends despite their different sexual preferences. At the end of the book, "Tom reached for his friend's hand. 'Ward, I'm glad you came.'" p. 187

Achieving a masculine or feminine sex role

Suzanne Hagen rejects the stereotyped sex role imposed on her by society. The principal of her high school tries in vain to impose society's demands in regard to a feminine sex role on her with his rejection of her chosen nickname, Zan. He says, "I prefer your given name, Suzanne. Softer, more feminine." p. 26 He also tries to discourage her love for football because he considers it to be too masculine a pursuit for a young lady. "You should cast aside silly ball games and turn to less aggressive, less tomboyish pursuits," he says. p. 26

Zan refuses his suggestions that she turn to cheerleading to meet her needs for athletic outlets with, "Phoney nonsense. I want to play ball. I like to win." p. 27 She also rejects his alternatives for meeting her competitive drives with, "To stand forever between the Pillsbury Baking Princess and the Embroiderer-of-the Year. Oh, no you don't. I want to play ball." p. 27

Her single-mindedness carries her through the many obstacles standing in the way of women who are sports enthusiasts. She manages to form and train a team that eventually is granted an opportunity to play against the
boys' junior varsity football team. Zan and her team prove that women can be competitive in sports when they tie the boys' team. She never does, however, cast aside, what the principal refers to as her tomboyish pursuits for those he considers a part of society's acceptable feminine mold.
CHAPTER V

CONCLUSIONS

Thirty-nine books were read for this paper. Twenty-one of these were selected for inclusion in the paper. Since the books were selected on the basis of availability to the writer, it is assumed that they are representative of what publishers and authors are currently offering the adolescent reader. These twenty-one novels selected by chance contained examples of major characters being involved in the achievement of one or more adolescent developmental tasks. Although the developmental tasks were of varying degrees of prominence in the novels, one can conclude that teenage problem novels could be used to discuss the acquisition of these goals with the adolescent reader. The discussions, in turn, would be a springboard to the adolescent's acceptance or rejection of the character's method of meeting his developmental needs.

The problem in regard to using novels this way is that the right novel must be suited to the student at the time he needs it. The solutions to this problem are the
same as those inherent in individualizing any and all forms of education. The teacher must become informed about her students and must familiarize herself with the great amount of published material that is available for her use. Suggestions for accomplishing this feat will have to come from other researchers.

The developmental tasks which appeared most frequently were task 9, desiring and achieving socially responsible behavior and task 10, acquiring a set of values and ethical system as a guide to behavior. Task 9 appeared in seventy-one percent or fifteen of the twenty-one novels. Task 10 was found in eleven of the twenty-one or fifty-two percent.

None of the novels analyzed contained any examples of task 7, preparing for marriage and family life or task 8, developing intellectual skills and concepts necessary for civic competence. Examples of these tasks may have been found if time had not limited the analyses to twenty-one books. That, too, is a consideration that will have to be explored by another researcher.

Task 1, achieving new and more mature relations with age-mates of both sexes was present in nine of the twenty-one books or forty-two percent. Task 4, achieving emotional independence from parents and other adults appeared in thirty-eight percent or eight of the twenty-one novels which were analyzed.

In view of the developmental tasks they exemplify, the assumed interest for the adolescent reader, and the
preference of this writer, the following novels will be added to the nine-week course of study.¹

Fog
Diary of a Frantic Kid Sister
Reggie and Nilma
The Summer Before
Just Dial a Number
Leslie
Snow Bound
Gift of Gold
The Troublemaker
Sticks and Stones

These ten novels were thought to have the greatest amount of utility in meeting the objectives of the course.

The completion of this paper does not complete the search for adolescent novels that can be used in helping to meet adolescent needs. It will continue for these reasons--new materials are continually being published, adolescent interests change rapidly, and the writer wishes to keep the nine-week course current as well as to expand it.

¹See Appendix.
Suggested Novels

It is recommended that the list of novels be reviewed and revised at least once per year so that it will continue to be a list of adolescent novels that are of current interest.

The book list should include a variety of reading levels (5th grade to adult) as well as a variety of interests from science fiction to the drug scene. All should have major characters with whom today's teen can identify.

A list of ten novels will be used for each class. The ten that will be selected will be subject to consideration of the makeup of the class. The member's interests and reading levels should be taken into consideration when choosing the ten novels that will be concentrated on for that class section. Other novels will be recommended for further reading in the course.
Major Concepts and Objectives

To become familiar with a wide variety of current novels available to the adolescent, students will ...

- read three novels from the suggested list
- learn about novels other than the three they read personally by participating in class sharing sessions
- critically evaluate novels through comparison techniques
- be able to make selections of novels on the basis of their needs and interests
- be encouraged to read widely

Students will broaden their background of experiences vicariously through books.

- view their problems, concerns and interests more wisely after having read about characters in similar situations
- be better able to make decisions in their lives as a result of having seen the decisions made by others and consequences of those decisions.

Students will analyze characters critically noting and evaluating their traits, motivations, effect on their environment, response to others and growth.

- be able to write an effective character sketch
- be able to compare characters from different novels, in different settings, and in different situations
be able to have insight into the character enough to role play him

Students will be able to transfer ideas, people and settings from one media (the novel) to another (the newspaper).

Activities

Bearing in mind that the major thrust of the course is wide reading and the analysis of characters from novels, various teachers may wish to add their own activities to those already included so to better suit their own personalities and teaching strategies. The list of suggested activities included is quite extensive so that the instructor may be able to make choices of what shall be included each time the course is taught on the basis of the class populations' interest and abilities. It is doubtful that the entire list of activities could be done adequately in one nine-week session.

Uninterrupted Sustained Silent Reading is to take place three times per week. The time in which it will be practiced will start at ten minutes and gradually increase to one-half hour. During the U.S.S.R. periods, the teacher will set an example by reading for pleasure with the class. The only activity to be allowed during this time is reading.
Major characters an understanding of and development of empathy for them will be the primary concern of this class. For that reason, both large and small group discussions will center around the characters. Some questions to include are these:

What is the major character's family like?

Who is in it?
How does he fit into it?
What interactions does he have with the various members of the family?
How might these interactions have caused him to become the person he is at the beginning of the novel?
at the end?
How has his family situation helped him to achieve or kept him from realizing his goals?
What family problems is he faced with?

What is the major character's environment?

How might it have helped to form him?
How does he react to it?
What is his economic status?
What is his social status?
What are his educational opportunities?
What are his prospects for changing it?
What is his willingness to change it or to accept it?
What period of time is he living in?
How might his life be different if he were in a different time period?
What environmental problems is he faced with?

What is the character's personality?
How might his family have influenced it?
How might his environment have influenced it?
What are the values he holds?
What are the goals he seeks?
How does he react under stress?
How does he react when joyful?
How does he react to defeat? victory?
What motivating forces are present within him, i.e., curiosity?
How does the character solve his problems?
What problems does he face?
Is he impulsive? erratic? deliberating? Cite a particular passage or speech that shows what the character is like.
How does he grow and change through the novel?
Oral presentations other than class discussions will also be made.

Role playing situations other than those encountered within the novel... Students will portray their character in some suggested situation. Situations will be played with characters from various novels. The object of this role playing is for the student to act and react in a way that he thinks his character would in these same circumstances. Cuts of novels will be read so students will be exposed to and be interested in more books.

Newspapers will be compiled based on the novels that were read. The newspapers will be worked on individually or in groups as chosen by the students. Group productions are preferred. The groups will be made up of about three students each. The newspapers will include information on three or more novels depending on what the group members have read. The articles, features, and other components, will be typed, neatly printed or drawn on typing paper in column form. These will then be cut and mounted on construction paper backing sheets.
Written assignments will center around the analysis of characters as mentioned earlier in the unit and the creation of articles based upon the books read.

Vocabulary may be concentrated on through the following areas: news writing, reflections of authors' style, dialogue, figures of speech, setting, and characterization.
BIBLIOGRAPHY
BIBLIOGRAPHY OF SOURCES

Books


**Periodicals**


---. "Reading to Meet Emotional Needs." Elementary English 29 (February 1952):75-84.
BIBLIOGRAPHY OF NOVELS READ
BUT NOT INCLUDED


ANNOTATED BIBLIOGRAPHY
OF NOVELS


Appeal is either masculine or feminine. Seventeen year old boy character. Involved in mystery and suspense. Only developmental task in evidence is socially responsible behavior; therefore, limited utility in meeting developmental needs.


Appeals to girls. Major character is college co-ed in junior year training as a speech therapist. Tasks included are occupational choice and social responsibility. The first is the major area of concentration. Useful for the achievement of that task in the face of great odds.


Major appeal for girls. Eleven year old major character discusses her relationship with her fifteen year old sister. The theme is learning to have better sibling relationships. Great utility in leading early adolescent girls toward achieving developmental tasks. Six out of the ten are exhibited.


Appeals to either sex. Seventeen-year-old male main character suffers through rumors circulated which label him a homosexual. The theme is the course of destruction that a rumor can take, rather than homosexuality. More mature relationships with age-mates is the developmental task Tom achieves.


Appeal is masculine. Major characters are three college boys on a canoeing adventure laced with mystery and a view of the outdoors. Tasks involved are social responsibility in regard to racial prejudice and values of the wilderness.
Masculine appeal. Four high school senior boys are involved in adventure rising out of revenge leading to theft and possible use of dynamite against a public institution. It is quite negative and so has little utility in helping adolescents to achieve their developmental tasks.

Feminine appeal. A small amount of self-realization and feeling of social responsibility come to this eleven year old girl. It would be of little help to the early adolescent seeking to achieve her developmental tasks. It is, however, an interesting story of a girl growing up in the midst of the new morality.

Feminine appeal for the girl who's really into football. Story is about the struggle for the establishment of an all-girl football team and its right to play. A negative example of achieving a feminine sex role is given.

Would appeal to either sex. Seventeen year old boy is major character. Theme is his growing to manhood. Excellent vehicle for use with adolescents seeking to achieve their developmental tasks. Seven out of the ten are in evidence.

Appeal would be to either sex. The technique of splitting the narration of the story between the points of view of Gina and of Jesse is used. Both are seventeen year olds. The theme of bucking the establishment would also appeal to boys. Major emphasis is given to the development of socially responsible behavior.

Appeals to either sex. Major character is seventeen year old girl but the theme of a prank phone call with its tragic results would be of interest to boys. Four of the ten tasks are shown.

Would appeal to either sex. Major characters are fifteen year old Tony and seventeen year old Cindy. The theme is survival with the conflict between the two teenagers and a hostile environment. Four developmental tasks are in evidence. The Major emphasis is the growth that occurs in the characters as a result of their fight to survive.


The appeal is feminine even though the major character is a fifteen year old boy. It is the story of his love for Susan and his discovery of sex. It could be used since five out of the ten tasks are included. Caution should be exercised, though. Premarital sex is condoned.


Self-sufficiency and independence are the emphasis for this mystery around the kidnapping of a seventeen year old daughter of a syndicate boss. Character and story would be more appealing to girls. Caution should be exercised in its use because the girl learns to accept her father and his position in the underworld.


Masculine appeal. A thirteen year old farmboy learns to be a responsible man. Animals and nature provide the interest for boys. Subtle humor is also included. Social responsibility and values are stressed.


Would appeal to either sex. Twelve year old boy develops a protective role toward a retardate. Social responsibility towards those who are less fortunate is the theme.

Feminine appeal. Very mature eight year old girl gives perceptive look at her eleven year old sister who is unable to accept their father's death and their mother's remarriage. Facing reality is the central theme.


Feminine appeal. Seventeen year old girl eventually faces her responsibility to report her involvement in the death of a hit-and-run victim. Social responsibility and development of a value system are emphasized and would allow for great utility in development of these tasks.


Would appeal to either sex. Narrator is a fifteen year old girl but the story is about a seventeen year old boy who is alienated as a result of the racial prejudice that is directed toward him. Many subplots would appeal to boys. Five out of the ten tasks are included. Of major importance are developing mature relations between age-mates, social responsibility, and a value system.


Appeals to girls. The major character is sixteen year old girl who suffers a mental collapse at the death of her closest friend, Bradley. Flashback technique is used. The story starts with "The Winter After", goes to "The Summer Before", and ends with "The Autumn That Feels Like Spring". The literary style makes this a challenging book for proficient readers. Five developmental tasks are included.


Feminine appeal. Narrator is thirteen year old Ellen. She relates the story of a game centering around the theft and return of property that is too pat to be believable. Good for development of social responsibility growing out of consequences resulting from dishonesty.
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