BIBLIOThERAPY IN THE JUNIOR HIGH SCHOOL

APPROVED:

Major Professor

Lyle Domina

Minor Professor

E. S. Clifton

Director of the Department of English

Dean of the Graduate School
BIBLIOTherapy in the Junior High School

Thesis

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

Master of Arts

by

Dorothy Van Voorhis, B.A.
Denton, Texas
January, 1970
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td></td>
</tr>
<tr>
<td>The Scope of the Problem</td>
<td></td>
</tr>
<tr>
<td>The Procedure</td>
<td></td>
</tr>
<tr>
<td>II. NATURAL READING INTERESTS</td>
<td>13</td>
</tr>
<tr>
<td>Animals Stories</td>
<td></td>
</tr>
<tr>
<td>Biography</td>
<td></td>
</tr>
<tr>
<td>Sport and Car Books</td>
<td></td>
</tr>
<tr>
<td>III. GROWING-UP</td>
<td>29</td>
</tr>
<tr>
<td>Family Relations</td>
<td></td>
</tr>
<tr>
<td>Achievement, Self-confidence, Identity</td>
<td></td>
</tr>
<tr>
<td>Peer Relations</td>
<td></td>
</tr>
<tr>
<td>Boy-Girl Relationship</td>
<td></td>
</tr>
<tr>
<td>Value Building</td>
<td></td>
</tr>
<tr>
<td>IV. ESCAPE READING</td>
<td>54</td>
</tr>
<tr>
<td>Adventure, Mystery, and Supernatural Books</td>
<td></td>
</tr>
<tr>
<td>Science Fiction</td>
<td></td>
</tr>
<tr>
<td>V. ANNOTATIONS INTEGRATED WITH THE SEVENTH GRADE CURRICULUM</td>
<td>66</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>71</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The Problem

As the world appears smaller through the improved media of transportation and communication, the tempo of living creates tensions and pressures on adults and adolescents alike. A most important function of education is to produce students who are able to adjust to this kind of world and yet make their school life a learning, growing process not separate from reality but reality itself. This adjustment can be aided through reading. Books and stories can make important contributions to the mental health of adolescents (8, p. 335). Since most teachers have little time to familiarize themselves with a variety of books, this thesis, containing annotations, is designed to acquaint them with a number of books in various areas and to give them an understanding of bibliotherapy, which is one tool of teaching that has been advanced as an aid to students for the present as well as for the future. "Bibliotherapy may be defined as a process of dynamic interaction between the personality of the reader and literature--interaction which may be utilized for personality assessment, adjustment, and growth" (10, p. 335). Through books adolescents are encouraged to
discuss their personal problems, to escape temporarily from their frustrations, and to gain insight into their own behavior by experiencing the life problems of others. These contributions gained from books provide the teacher with two methods of using bibliotherapy—direct or indirect.

The teacher may use the direct method of bibliotherapy by selecting stories and books for classroom use that deal with personal problems common to a particular group. Encouraging students to discuss the problems read about lends objectivity to the behavior discussed. "The average adolescent is far too inhibited to discuss his personal problems in a class situation. But give him a fiction prototype through whom he may project his own problems, and the way is open to him for a frank discussion with his peers" (2, p. 473). For example, an eighth grade teacher became aware that there was much friction in many of the students' homes. She and her students, through reading and reporting to the class, selected books that portrayed family life. The teacher encouraged them to discuss the feelings of the people involved rather than the plot. After hearing the reports, the class through discussion expressed their own opinions concerning the behavior of the characters in the stories. This led to other oral and written activities. The teacher noted that the students began to understand the problems portrayed in the books and to apply these understandings to
their personal situation, becoming aware of the factors underlying the friction within their own families (8, p. 355).

Recommending escape books to students to read is an indirect method of bibliotherapy. All students at various times need relaxation from physical and mental stress, and this relaxation can be gained through reading escape books. When students become excessively anxious or frustrated from the pressures of reality, they need to read a book in which they can completely lose themselves; then later they may return to their problems refreshed. Escape reading is a sensible measure of safety for students who suffer from feelings of inadequacy due to social or physical failures (1, p. 9). This type of reading is not to be considered harmful as long as the student does not obtain false ideas of life (8, pp. 356-357). Adventure, mystery, supernatural, and science fiction stories are usually the books suggested for escape purposes. Through these types of stories, students alleviate frustrations or escape boredom.

A third therapeutic effect from reading may be described theoretically in terms of identification, catharsis, and insight (10, p. 336). Identification involves the affiliation of the student with a character being read about. The catharsis entails the student's feelings becoming so strong that he shares the same motivation, conflicts, and experiences expressed in the book. "Reading may therefore provide a
release of tension through a symbolic gratification of socially unacceptable urges or substitute gratification of socially approved motives" (10, p. 336). From the combination of identification and catharsis comes insight, which is borne out in reality. If the character in the book makes adjustments that are maladaptive to life, then the student's recognition of himself through this character may change certain habits. If the fictitious character makes satisfactory adjustments, the student may incorporate this method of behavior into his own personality.

The degree of insight gained from this kind of reading depends upon the individual. Some students may have a definite interaction with a work of literature, others may not. Gaining insight may be derived from either method of bibliotherapy. When given the opportunity, the teacher may recommend books that pertain to a student's personal problems. For instance, through the recommendation by a teacher, one boy, who was worried about being too fat, selected a book about a boy who faced the same problem. After reading the book, he obtained a new insight concerning his own life and also realized that his problem was not unique (9, p. 357).

Bibliotherapy can be dangerous if the teacher makes the wrong diagnosis of a student's personality and problem. If a teacher recommends a book to a handicapped student dealing with the same problem, an emotional difficulty may be created when the student is already well adjusted to his handicap.
(9, p. 36). Again if a teacher recommends a book dealing with a problem that a student is facing, at that time the book may compound the confusion of the student and have an adverse effect (1, p. 11). Therefore it is imperative that the teacher understand the students' problems and personalities before attempting bibliotherapy. In view of this disadvantage, bibliotherapy should never be attempted at the beginning of a school year.

The Scope of the Problem

The beginning of the adolescent period is marked by rapid physical development, sexual maturity, and emotional instability (7, p. 19). The teen-ager sees himself differently and becomes completely self-centered as he searches for his identity as an individual. He is constantly comparing himself with his peers; consequently, if the biological growth and changes start too early or too late, they can add to the anxiety of the teen-ager (11, p. 128). Since the teen-ager is overly self-conscious and overly critical of himself, excessive height, weight, body development, or pimples are some physical aspects that can cause emotional problems (7, p. 32).

Sexual maturity is completed during the adolescent period, causing teen-agers to feel insecure because they realize that they are no longer children but not yet adults. They are now able to procreate but are not ready to assume
this responsibility. Society has established sex roles, and the adolescents must discover and accept their roles in our culture (3, p. 11).

The emotional instability brought on by these factors is characterized by a rebellious attitude toward parents or others in authority and by erratic behavior that consists of immature, irritable, aggressive, moody, excitable, withdrawn, or temperamental actions (6, p. 158). Since the adolescent is faced with the anxieties of growing up, he places prime importance on his relationship with his peers (4, p. 68). He needs someone to accept him as he is, and someone who really understands his experiences. Because he is turning away from his parents, the adolescent desperately needs to feel the security of group acceptance and the intimate association with best friends. These friends become confidants, giving the teen-ager encouragement, moral support, and confidence. Unusual friendships may develop to satisfy an emotional need. These usually end naturally after the need has been fulfilled. If the adolescent has no close friends, he will need special help in making adjustments (7, p. 50).

Throughout childhood the child has readily accepted the values of his parents, but as he reaches adolescence his capacity for abstract thinking develops, and he begins to question the validity of those beliefs. If the moral and spiritual values have been taught from an early age, they usually will not be changed through the adolescent period
(7, p. 187). Yet, the adolescent will analyze and evaluate in the light of the knowledge gained about himself and the world. Many times the adolescent acts against his own values in order to conform to the rules established by the peer group, whose values are determined by the peers and not by the parents. If the individual's values and the group values vary greatly, the adolescent will feel guilty and isolated even though he conforms. Questions and doubts concerning religious faith are also a major concern of the adolescent. In spite of the confusion, doubts, and arguments, however, religious belief is usually maintained by the adolescent who has had early religious training (7, p. 194).

These frustrations and anxieties, then, often cause the adolescent to feel that he is unable to cope with reality; his answer to this seeming inadequacy is to escape through daydreaming, overactivity, or idolizing people and things. Most daydreaming arises from conflict dealing with physical features, sex, and love. If a teen-ager is frustrated over some physical defeat, he overcomes these handicaps in his daydreams. Our culture frowns on sexual intimacies before marriage, of course, and this causes teen-agers to daydream about the opposite sex. "Daydreaming serves as a safety valve to frustrated emotions" (7, p. 37).

Overactivity serves the same purpose as daydreaming—escaping reality. Teen-agers that choose this form of escape
are always on the go, taking little time to settle down or think enough to solve their problems.

Other adolescents find relief from frustration by devoting themselves to music, musicians, television, or movie stars (7, p. 37). The new sound in music offers the adolescent an opportunity to express himself in an original manner. Many teen-agers lose themselves by listening to music for hours. Hero-worship of famous individuals or groups represents success and popularity to young people. Above all the adolescent craves success, individually and with his peers; consequently, the teen-ager copies the dress, personality, and style of speaking from television and movie stars.

Awareness of these problems and escape patterns can benefit the teacher, who can recommend books to be read.

Books may play an important role in helping adolescents reach maturity. They serve in several different ways, seemingly in opposition to one another. Books may become a part of the adolescent's rebellion against the adult world. Often the teen-ager dislikes the reading adults like and praise, and he may scorn their selections. His own favorite authors, the writers for his generation, are usually experimenters both with literary forms and with basic concepts. Yet 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, insight into experience, and values which the individual might not otherwise find for himself (3, p. 15).

The books annotated in this thesis are written by contemporary authors and pertain to modern-day problems. These
annotations may better prepare the teacher to motivate the student to read the books that would be of therapeutic value to him.

The Procedure

Even though students do not have the same reading ability, nevertheless, the things they want to read about are related to their chronological age, not their reading level (3, p. 3). Preferences are determined not only by age but by sex (3, p. 23). Many times girls will enjoy the same masculine books as boys, but rarely will boys enjoy feminine books. Students will read difficult material if the book lies within their interest realm. Simple books will be rejected if they are not of interest to the student.

Adolescence is a crucial period in developing the habit of reading. Teen-agers have free time in which to read, and their wanting to be alone much of the time gives added opportunity for reading--if the adolescent learns the excitement and satisfaction gained through books. Enthusiasm for reading can be stimulated through the adolescent novel, a type written for the teen-aged reader and expressing his views, feelings, and emotions. These novels show "the whole spectrum of human life; the good, the bad; people's successes, their failures; the indifferent, the vicious, the lost" (3, p. 46). As in real life there is no patterned solution to life's problems.
There are many themes into which these novels can be classified. Some of these groupings are animals stories, science fiction, adventure, mystery, sports, hobby, growing-up, boy-girl relationships, family relations, and moral and ethical dilemmas (3, p. 57). In this thesis these themes have been combined into three groups: (1) natural reading interests, (2) growing-up, and (3) escape reading, all of which may be fused together in a successful bibliotherapy program. Since several themes usually occur in one novel, many times this same novel can be used in all three groupings depending upon the purpose of its recommendation. For instance, in an animal story, a natural interest area, there can also be the theme of growing-up, shown through girl-boy relations, basic moral dilemma, or family relations. This same book can be recommended for a change in reading if a pertinent problem is not emphasized in the story. Since these novels are for teen-agers, a variety of things can be learned that are pertinent to their way of life.

In order to use bibliotherapy effectively, the teacher must stimulate an interest in reading, and work through the interest areas of the students. If a student has only one particular interest, the teacher will begin therapy by recommending books in this area. Later through other recommendations the teacher may help to broaden the student's reading areas. Giving students an opportunity to discuss the books
that they read increases the desire to read more books. As the interest level expands, other books of therapeutic value may be used according to the needs of the student. Muriel Crosby, in the article "Of the Times and the Languages" describes a teacher in this way:

English teachers are not just teaching English. They are building human beings through the medium of a great instrument, the English language. They have a powerful resource, for language is deeply rooted in personality development, in shaping the image a human being has of himself and others (5, p. 396).

In trying to live up to this definition and in providing the best education possible for the students, teachers should use all the tools available; therefore, adding the tool of bibliotherapy to a teacher's repertoire may fulfill an educational need.
CHAPTER BIBLIOGRAPHY


CHAPTER II

NATURAL READING INTERESTS

Annotations of animal, biographical, sport, and ear stories combined in this section have been especially selected to meet the needs of the junior high student, ages eleven through fifteen. Regardless of the reasons for reading these books, students may unconsciously gain insight that might benefit them.

One reading phase that all students go through is the reading of animal stories, because all children seem to have an inherent love for animals. Most children have had some kind of pet that depended upon them for love and care. Parents sometimes obtain pets to help teach their children responsibility. Through observing animals, children gain an understanding of the reproduction process. Seeing animal stories on television and in the movies also stimulates an interest for this type of reading. Many students desire to read the same books portrayed or similar ones. Reading animal stories gives the student a deeper appreciation of the wonders of nature and an understanding of the realistic aspect concerning the survival of the fittest. "Best of all, these four-footed heroes display the qualities that children most admire in human beings--
courage in the face of danger, fortitude, loyalty, and zest for life" (p. 1419). Taking advantage of this natural reading interest, the teacher may suggest animal stories that also have therapeutic value. The following annotations show family relations and a growing maturity of the characters involved.

Through biographies, students can enjoy reading about the successful achievements of other people. From these stories, students may become aware of the difficulties in various vocations and the handicaps people have overcome to be successful. They learn to appreciate the courage and stamina it takes to be outstanding.

The sport and ear stories are of special interest to boys. Besides teaching sportsmanship, sport books show peer relations, school problems, and maturity gained from participation in sports. The ear stories deal with many problems that the adolescent faces in school, with girls, family and friends.

Animal Stories

Steinbeck, John, *The Red Pony*

Jody Tiflin lives on a farm with his parents, grandfather, and Billy Buck, the hired man. Through the four episodes in the book, Jody's relationship with these people and his gradual maturity become evident. The first episode, "The Gift," is found in several school anthologies. This
section deals with Jody and his red pony, Gabilan. The pony contacts "the strangles" after becoming soaked in the rain. All efforts to save the pony fail. Jody's grief is intensified because, through his carelessness, he allowed the pony to get wet the second time, lessening his chances to survive. Jody faces the reality of death through his loss of the red pony; through his encounter with the old Indian, Gitano, returning to his home to die; and through the loss of Nellie, a mare, giving birth to Jody's promised colt. This animal story shows Jody's love for a horse and his acceptance of more responsibility concerning animals. Nature is portrayed as a powerful force showing that life and death are closely related. This novel also illustrates family relations within the Tiflin family. Jody changes from an idealistic boy to a practical one facing a real world (6,p.18).

Howat, Farley, The Dog Who Wouldn't Be

Mutt is a dog who refuses to be classified as merely "dog." When Mutt comes to live with the Howats, mother thinks that Mutt will be a fine hunting dog, but father has his doubts. Constantly showing that he has a mind of his own, Mutt does learn to retrieve, but in an unorthodox manner; he also learns to walk on six-foot fences, thus avoiding meaner dogs, but aiding in chasing cats. During family excursions through Canada, Mutt often gets into
trouble with skunks. The last chapter is beautiful and sad, involving Mutt's death, a situation faced by many teen-agers. This book would interest students who like nature, animals, pets, humor, and out-of-doors (5, p. 53).

North, Sterling, Rascal

This is the story of one year in the life of Sterling North. His mother is dead; his older brother and two sisters are away from home. Living with his father, who is often away on business trips, Sterling is allowed to live his own life, even to the extent of building an eighteen-foot canoe in the living room. Many times when a child loses one or both parents, he substitutes pets for a family, thus compensating for his loneliness; therefore, Sterling has a variety of pets including a baby racoon named Rascal, who eats breakfast at the table with Sterling and his father. After Rascal starts raiding the neighbor's corn patches, Sterling has to agree to keep Rascal caged or on a leash at all times. Understanding this close bond between Sterling and Rascal, Sterling's father takes them camping for two weeks before Rascal has to be put in a cage. Later Rascal learns to get out of his cage and raids a neighbor's henhouse. Sterling faces the fact that his pet is restless and unreasonable. Since he has finished his canoe, Sterling takes Rascal across the lake and to a creek. There he hears the crooning of a female racoon and turns Rascal loose (3, p. 60).
Adamson, Joy, *Born Free*

Joy and George Adamson train a pet lioness to become a fierce wild animal, ready to return to the natural life of the African forests. Elsa, raised as a gentle pet, grows too big for the Adamsons to keep. They can either send Elsa to a zoo to be kept in a cage or set her free to fend for herself in the jungle. The Adamsons choose to return her to the jungle life. Never having had to hunt for food, to kill, to defend herself against enemies, Elsa must be taught these things by the Adamsons. Slowly and carefully, gaining insight into animal behavior, Joy and George succeed and Elsa is returned to the jungle. This book shows conflicts involving man, animal, and nature. The themes of courage, unselfishness, and survival are easily understood and traced through the story (2, p. 7).

Gipson, Fred, *Old Yeller*

Travis Coates is a teen-age boy forced to become the man in the family while his father is on a cattle drive north to Abilene. Other members of the family are Mrs. Coates and the little brother, Arliss. A yellow dog announces his arrival by stealing a side of beef hung near the cabin. Travis needs a dog but decides that he does not want this one and plans to get rid of him as soon as possible, but the dog saves Arliss from a bear, which causes Travis to have a change of heart, and he and Old Yeller become
inseparable. Old Yeller helps in many ways on the farm. During a hydrophobia epidemic, Yeller fights a rabid wolf and Travis shoots it. Then he realizes that he must shoot Yeller too because he was bitten by the wolf. Travis is depressed for several weeks and his grief remains until Yeller’s pup begins to act like his father. This novel not only shows the love between man and animal, but also shows Travis maturing into a man. Family relationships are portrayed in a realistic way, and insights are gained into the hardships and lives of early settlers (3, p. 38).

Biography

Ripley, Elizabeth, Raphael

Raphael Santi, an artist, follows in his father’s footsteps. His father was a court painter to Duke Burchisaldo. When Raphael is eleven, his father dies, and the Duke sponsors the boy’s education as an artist. Raphael is dissatisfied with his own work, even though he is commissioned at the age of twenty. This book tells about the years of Raphael’s success and his association with some of the great figures of his day. He died at the age of thirty-seven. Included in the book are over thirty reproductions of his work (10, p. 272).
Campion, Hardi, and Stanton, Rosamond, Look to this Day!

The Lively Education of a Great Woman Doctor: Connie Guion

Doctor Connie Guion is a famous physician and a charming woman. In a family of twelve children, she struggles to get her own education and then helps the younger children before she enters medical school. In order to help her brothers and sisters, she teaches chemistry at Vassar and Sweet Briar. Connie begins medical school at the age of thirty-one. Fifty years later she is honored by having a hospital named for her. Students may gain insight into the difficulties faced by women as they try to enter various professions (10, p. 58).

Manton, Jo, The Story of Albert Schweitzer

This book begins with Schweitzer's childhood. His life is divided into three phases: as a musician, as a minister, and as a missionary doctor. Students interested in these professions may learn a great deal from this book (10, p. 225).

Rosen, Sidney, Dr. Paracelsus

Theophrastus von Hohenheim, who took the name of Paracelsus, is one of the great medical men of all time, as well as a rebel and pioneer. He fights against the acceptance of improper practices of his times and is ridiculed by his colleagues. To learn by experiment and
observation, Paracelsus spends years wandering about Europe, and he studies at universities in many countries. This book shows that his teaching and writing have contributed much to the medical world. Students who are idealists may be strengthened by reading about the impact on society that Paracelsus had (10, p. 275).

Meltzer, Milton, *A Light in the Dark: The Life of Samuel Gridley Howe*

The young Dr. Howe is active in many great causes, controversial issues, and new programs. After devoting six years to Greek independence, he becomes the first director of the Perkins Institution of the Blind. Later he works for prison reforms, for educational improvements, including provision for the retarded, and gives aid to fugitive slaves. Through reading this book, students may become more aware of the reforms that are still needed in our society (10, p. 233).

Sterne, Emma, *Mary McLeod Bethune*

Mrs. Bethune, a great Negro leader, begins her childhood with poor but ambitious parents living on a farm in a remote area of the South. Because of this meager beginning, she understands the problems and needs of other Negro young people living in the same environment. Through her efforts, she succeeds in improving the educational facilities for
the Negroes of the South, thereby earning the respect and admiration of many people. The Bethune-Cookman College stands as a monument to her memory. This book shows that improvements can be made without violence (10, p. 311).

Swanson, Eric, The South Sea Shillings: Voyages of Captain Cook

This book gives an account of Captain Cook’s voyages from his first trip until his death in the Hawaiian Islands. In these thirty-three years he made many discoveries. Because this adventure story is about real people and voyages, the suspense and excitement becomes intensified for the reader (10, p. 324).

Killilea, Marie, Karen

Karen Killilea, a premature baby, is born with cerebral palsy. Even though several doctors tell Karen’s parents that her case is hopeless, one doctor tells them that Karen is a bright girl and that she can learn as well as other children, but warns them that teaching Karen will be a long and tedious task. The doctor also explains that there is no relationship between cerebral palsy and mental retardation. The parents and Karen’s older sister work patiently to teach her simple movement that most children learn automatically. They are especially successful in teaching her self-confidence and self-reliance. By the time Karen is
ten, she learns to accept her physical limitations. Her family never allows her to use this as an excuse for failing to try new activities. Her parents help other interested parents to build hope and confidence in their handicapped children. Through their efforts, all the cerebral palsy organizations are united into a single association (2, p. 45).

Killilea, Marie, *With Love from Karen*

This book is a continuation of Karen's life from age twelve through young adulthood. Karen makes the decision for an operation to improve her walking. She is denied entrance to public school, even though she is physically able to handle the rigors of school life. She does gain entrance to a private school. The final part shows her struggles to reach a decision on whether to use a wheelchair or braces and crutches in the future. These two books about Karen may give students a deeper insight into the feelings and courage of handicapped persons (4, p. 13).

Gunther, John, *Death Be Not Proud*

This book deals with the final chapter in the life of Johnny Gunther, son of John and Frances Gunther. In the foreword, the reader is given a physical and mental picture of Johnny before his illness. While Johnny is attending Deerfield Academy it is discovered that he has a brain tumor. He undergoes the first operation, and the Gunthers learn
that Johnny's tumor is malignant and that death is only a matter of time. Johnny is not told that his illness is fatal, but he is aware that he has little time left. Johnny begins, with the help of a tutor, to make up the courses he has missed at Deerfield. He graduates with his class in June, and two weeks later he dies at the age of seventeen. Even though death is the central theme of the book, Johnny plans, works, and hopes for a future. This book also shows that even though parents are divorced, the children can be well-adjusted (4, p. 20).

Sport and Car Books

Carson, John F., Hotshot

Dave York is truly a hotshot basketball star. Glenn Wilson, Dave's physics teacher, warns Dave that he cannot enter college with easy baskets; he must pass physics. Because of Dave's temper, Wilson transfers him to Miss Pruett's homeroom. There Dave discovers that he must make up his failure in physics by taking Miss Pruett's course in English composition. Dave does not realize the error in his behavior until Bo Mills wins a scholarship to college and he gets nothing because just being a hotshot was not sufficient. He realizes that his attitude toward college, studying, and basketball is warped, and he must suffer the consequences. His ego is hurt, but he learns an important lesson (2, p. 49).
Porter, Mark, *Keeper Play*

This story is about jealousy among football players who play on the same team. The secret play called the keeper play involves both Win Hadley, the hero, and Dan Slade, the villain. Dan's jealousy causes him to attempt to ruin Win's brother's business deal. The scheme is uncovered and Dan is forced to play a straight game. Dan, possessed with his desire for revenge, makes one foolish error after another, which makes him more typical than Win (2, p. 55).

Mantle, Mickey, *The Quality of Courage*

These stories are about fellow major leaguers that Mickey Mantle knows, facing the same problems that confront many young people. Some stories deal with the physical handicaps overcome by the players; others tell about the mental courage shown through their careers. From these stories the student may realize that courage can conquer many obstacles. Included in this book are stories about Phil Rizzuto, Nellie Fox, Lou Brissie, Whitey Ford, and many other great names in baseball (5, p. 43).

Tunis, John Robert, *Go, Team, Go!*

The Ridgewood Redskins won the state basketball tournament. The boys feel that this should afford them many privileges. To their surprise, the entire team is suspended
for breaking the rules. When they threaten to quit, the coach lets them go and begins to work with the B team. Tom McWilliams joins a group of townspeople who are petitioning to have the coach fired. The petition is unsuccessful because the B team is winning their games, and the people realize they have a great coach. Tom realizes his mistakes and returns to help the team in practice sessions even though he cannot play in the games. This situation causes him to become more mature. This story realistically portrays a situation that can happen when townspeople try to take an active part in a school's athletic program (10, p. 334).

Felsen, Henry Gregor, Road Rocket

Woody Abern and three friends have organized a car club, but they have no car to work on until Woody's father allows him to buy Sidekick, a dilapidated 1947 Ford. Their happiness is short-lived when they find that working on a car is harder than they thought. Woody soon finds himself alone, but he goes on with determination. Soon he finds that he must work two jobs to get the parts he needs for his car. Woody gives up one job to help a friend; this causes Woody to realize that he can no longer afford Sidekick. After selling it, he finds that he is relieved and happy because now he is free to do what he wants without having the car to remind him of all the work he must do.
This book presents many problems that adolescents face and problems that adults face in raising their children (5, p. 16).

**Gastex, Pierre, *Nightmare Rally***

"A young garage mechanic rebuilds a wrecked Renault Dauphine to compete in the Brie Rally, but gets involved in a mystery even more exciting than the race" (9, p. 67).

**Harkins, Philip, *The Day of the Drag Race***

"The choice between a career in automobile racing and a college education is not as easy to make as Oscar had expected" (9, p. 68).

**Jackson, C. Paul, *Tournament Forward***

Neil Vincente learns through playing basketball that leadership comes through self-control, consideration of others, and right relationships with associates. While the emphasis is on the game, the book also shows some faculty-student and age-mate relations (8, p. 214).

**Felsen, Henry Gregor, *Hot Rod***

Bud Crayne, who lives with a bachelor uncle, loves his self-made hot rod and checks it every day to keep it in top condition. Walt Thomas, Bud's rival, makes a ten-dollar bet with Bud that he cannot drive the Trenton run in twenty minutes. Even though his friends urge him to take the bet, Bud is not swayed until he sees LaVerne, his girl, riding
with Walt. Jealousy and self-pride encourage Bud to prove himself. Since Bud needs assistance to continue his schooling, Mr. Cole, the driver education teacher, wants him to stay out of trouble so that Bud might assist him with his classes and continue his engineering studies. In order to do this Bud must receive permission from the local school board. Bud takes the bet and wins, but he is seen by a board member and, consequently, is denied any rights in the school. Meanwhile two younger boys, who admire Bud, imitate his fast driving and are killed. Feeling responsible Bud feels isolated from his friends. He enters the state competition Roadee to compete for a scholarship and wins; thus, his future dreams can be continued. He believes that young people should be taught safe driving, a lesson that he had to learn himself (7, p. 28).
CHAPTER BIBLIOGRAPHY


CHAPTER III

GROWING-UP

This section of annotations is aimed at helping students in their emotional development and adjustment. The books are divided into these categories: (1) family relations, (2) achievement, self-confidence, and identity, (3) peer relations, (4) boy-girl relationships, and (5) value building. Even though these books are placed in a particular category, they may be used in other sections, because most books dealing with adolescent problems do not limit themselves to one situation but to several facets important to the teen-ager. From these books the student finds more than one way to handle a situation, thus supplying him with experience that may prove helpful in real life.

Family Relations

Lewiton, Mina, The Divided Heart

The separation of her parents forces Julie Forrest, fifteen, to face this new situation. She is shocked by their separation, but hopes that they will get together again. She is hurt when she overhears her father saying that he is tired of being Julie's nursemaid. Further saddened by the necessity to move to a smaller apartment, Julie feels that
her best friend will desert her. School and the school concert no longer hold her interest. Later her spirits are brightened when she receives a harp, which she thinks is from her father. Learning that the gift is from the woman that her father wants to marry, Julie wants to return the harp, but her mother asks her not to do so, but to keep it and learn to play. After visiting her mother's hometown, Julie returns more mature and triumphs at the school concert (5, p. 38).

Thompson, Mary, The Steadfast Heart

Their mother's death and their alcoholic father's desertion cause adjustment problems for the Price children. Jo, fifteen, and Dot, four, move in with the Bentleys. Jo, because she is afraid people will snub her because of her father's desertion, is defensive. She becomes even more unhappy when Dot cannot adjust to the Bentley family and, because of open rebellion, is moved to another family. Through the patience and understanding of the Bentleys and a social worker, Jo and Dot find satisfactory solutions to their problems (5, p. 327).

Caudill, Rebecca, The House of the Pipers

Adolescence is a difficult period for Monica Pifer because she does not understand herself or the people around her. Her association with a gang of older boys
and girls who lack stability and values creates a problem for her father. Seeking to solve this problem, he sends Monica to the ancestral home in Kentucky to live with her aunt and uncle. Monica rebels at first, then decides not to become involved with her relatives or their problems. Before the summer is over, however, she learns to appreciate her relatives and her own roots. She even gains enough maturity to accept the idea of her father's remarriage (6, p. 63).

Cavanna, Betty, **Angel on Skis**

Angela Dodge's dream is to join the skiers who gather at Bromley Mountain, but circumstances prevent her from doing so. Since her mother operates a guest house, she cannot afford the money for skis, and Angela must work performing tasks for the guests. It takes Angela a long time to learn to accept her family responsibilities; then with her mother's aid and approval she obtains skis and lessons (6, p. 65).

Hunt, Irene, **Across Five Aprils**

This is a family story during the Civil War. Jethro Creighton is the youngest member of a southern Illinois family. When the father becomes ill, Jeth takes over his work. His three older brothers are in military service. One of his brothers fights for the South, and two fight for the North. This story portrays the emotional conflicts
within the border-state family (8, p. 165).

Willars, Barbara, Storm from the West

Sibling relationships are the main problem in this novel. Two sets of children, ranging in age from ten to sixteen, are brought together through the marriage of their widowed parents. Since two children are British, and four are American, many problems arise. When their jealousies and prejudices become unbearable, the parents go off together. Compelled to work out their problems alone, the children do so in realistic and humorous ways (8, p. 353).

Stolz, Mary Slattery, Good-By My Shadow

Barbara Perry has lost confidence in herself and is in conflict with her family, thus creating a grim view of life. A new love affair raises her spirits, but a tantrum directed at her father and mother creates feelings of despair. Finally through developing an interest and concern for others, Barbara begins to understand her own problem (8, p. 315).

Knight, Frank, Family on the Tide

Father, who plans to write a book, buys a houseboat for his family to live in. The children, Maureen, Brian, and Michael are anxious to make the move. Their mother is less excited because she foresees the many disadvantages
of living on a houseboat. The family adjusts to the new way of life and learns to cope with the problems that arise. They become friendly with a family whose oldest son, Ted, is in conflict with his parents over his vocation. Mainly because of his friendship with Maureen, Ted is allowed to pursue a career in art. This story shows family relations within the two families and boy-and-girl relations between Ted and Maureen (5, p. 191).

Sherburnem Zoe, Jennifer

This book deals with the problem of alcoholism and its effect on others. Mrs. Martin saw her child, Jennifer's sister, run over and killed by a car, and in her grief she turns to drinking. Through joining Alcoholics Anonymous, she recovers completely, and the family moves to a new town. For Jennifer there is the constant dread that her mother will resume her drinking. Just when Jennifer begins to feel that her mother is completely cured, she begins to drink again. Jennifer finds that some people are understanding. At times Jennifer is able to forget her troubles and feels sympathetic toward her mother; at other times she becomes defiant, resentful, and ashamed (5, p. 295).

Neville, Emily, It's Like This, Cat

Dave, an only child of fourteen, is growing up in New York. Dave's relations with his parents are very
precarious. He feels that his father may explode at any time, and he constantly pacifies his mother in order to avert bringing on one of her asthma attacks. A cat, his only friend, helps in bringing Dave two new friends. One is an older boy, who Dave's father helps, causing Dave to realize that his father is a good guy in comparison to the other boy's father. Mary, his other friend, makes Dave feel comfortable, and he even enjoys doing things for her. This book shows Dave's family relations and the family relations of his friends (8, p. 245).

Johnson, Annabel and Johnson, Edgar, A Golden Touch

Since his mother died, Andy Brett has been brought up by his grandparents. When his father wants him to come to a tough mining town to live with him, Andy feels uneasy about going. After living in the mining town for awhile, Andy learns that his father has a reputation for being a crooked operator. When confronted with this rumor, Bill Brett gives no explanation to his son. All the men that work in the mine hold equal shares. Andy patiently waits and discovers the culprit who has been doing the robbing. This book shows the gradual development of affection, trust, and respect between father and son (8, p. 173).
Viereck, Philip, *The Summer I Was Lost*

The stage between boyhood and manhood is very painful for Paul. He is confused about his own identity and his peer relationships. He is discontented with school because he feels that the teachers are unconcerned about whether the students learn or not. Part of Paul's problem lies in the fact that he does not do well in sports. Most of his age group want to participate in sports, but Paul usually makes mistakes and becomes embarrassed. Being awkward and shy causes Paul to have girl problems too. Even on his summer job, he is unable to compete with the taller boys his age. Through summer camp, Paul finds the solutions to his problems. There, he is accepted and becomes a leader. His self-confidence comes when he gets lost in the forest during a thunderstorm. Fighting for his life, he realizes that it is not team sports that can save him but his own ingenuity (5, p. 37).

Lawrence, Mildred, *The Questing Heart*

Dinny Bracken, completely lacking in self-confidence, grows in maturity, enabling her to face the future with assurance. A hailstorm that destroys the peach crop causes Dinny to be unable to enter college. As she works with her father getting the peach trees ready for the next year, she
discovers her real vocation is in local history. Two things that help Dinny mature are the handling of the situation concerning her brother's doing undercover work in gambling for his boss, and the saving of some men from an ice floe when it breaks off. There are also boy-and-girl relationships in this novel (4, p. 19).

Summers, James L., Trouble on the Run

Roger Holman is on the track team and a substitute for the basketball team, but he is looking for a way to impress his peers. Accidentally becoming chairman of the float committee, he discovers that the responsibility rests on him alone. He has another problem with Marjory Conway, his sister's best friend. With the help of his parents and Marjory's parents, the high school float wins first place. Marjory, looking so lovely on the float, is voted May Queen, and Roger discovers her true worth (4, p. 34).

Armer, Alberta, Screwball

Michael Williams had polio when he was a child, leaving him with a weak right arm and leg. The kids call him Screwball because of the twisted way he maneuvers. Consequently, Michael faces the problem of feeling inferior, especially when his twin brother Pat is respected and liked. Mike wants to win the respect of his twin and his peers. Through the efforts of Mr. Duffy, the Scout Master, the
twins enter the Soap Box Derby. Through this experience the boys feel hate, jealousy, comradeship, and understanding. Mike wins the derby, gaining the respect that he deserves. Pat does not win because of his attitude. Both boys are able to work out their problems (1, p. 47).

Pedersen, Elsa, Cook Inlet Decision

Gregor Dennis, an orphan, decides to leave school in his junior year. Since he has more schooling than most Alaskan boys, he feels equipped to be the fisherman that he has always wanted to be. Even though salmon fishing in the Alaskan waters is profitable, Gregor's initial expense is great, and he has to contend with Curly, a vindictive bully. All these difficulties cause Gregor to decide that Rosie, his friend, was right in telling him that he needed more education. Gregor does return to school to better equip himself for his future vocation (8, p. 256).

Simpson, Dorothy, New Horizons

Coming to the mainland to go to high school, Janie must adjust to being away from her island home for the first time. Besides being shy and homesick, Janie feels that the other students look down on her. After she returns home for a visit, she views her problem with perspective and gains courage to accept her new situation. A
universal quality makes Janie's problems feasible any time or place (3, p. 300).

Turngren, Ellen, Listen, My Heart

Sigrid Almbeck, experiencing conflicts within herself, sympathizes with her parents when conflicts arise between them. Her father sometimes becomes restless and wants to move around; her mother, on the other hand, wants to stay put and establish firm roots. Sigrid understands and experiences these same feelings of her parents. Her maturity develops after her older brother and sister leave home, and she assumes more of the family responsibilities. Ultimately, she finds satisfying solutions to her various needs (8, p. 335).

Walden, Amelia Elizabeth, My Sister Mike

Mike Patterson is a tomboy who enjoys being just the captain of her basketball team until she meets Jeff Parker. Part of Jeff's initiation into a VIP Club is to date Mike, the ugly duckling. Mike discovers the reason for the date and vows revenge. With her sister's help, Mike becomes an attractive young woman whom all the boys want to date. Of course, Mike has always been beautiful, but nothing had caused her to emphasize her beauty. Instant beauty brings instant popularity, which in turn brings problems, making Mike wish that she had remained unattractive. The theme
emphasizes personality development and proves that beauty alone cannot bring friends or popularity (5, p. 35).

Craig, Margaret Maze, *Marsha*

Marsha is a young girl who learns to overcome feelings of inferiority and inadequacy. Diane, her older sister, is lovely and popular despite her methods of getting what she wants, and Marsha has always lived in her shadow. When financial problems prevent Marsha from joining her older sister in college, Marsha gets a summer job. During the summer, with Steve Holliday’s help, she gains poise and confidence, becoming more popular than Diane. Marsha points out to her family how selfish Diane has always been. Since Marsha is not vindictive toward Diane, the reader can learn much from her (5, p. 35).

Turngren, Ellen, *Hearts Are the Fields*

Lovisa and Nils Enberg and their five children live on a Minnesota farm. The stern and strong-willed father tries to dominate the three older children. Nils has decided that Daniel will go to college, and Paul will become a farmer, but the boys have opposite ideas. Daniel, wanting to become a farmer and get married, refuses to go to college, and Paul wants to go to college instead of becoming a farmer. Susan marries Charlie, even though her father has a low opinion of him. Each child struggles for the right to plan his own future, and their father painfully concedes to his
children's desires (8, p. 335).

Peer Relations

Du Jardin, Rosamond, One of the Crowd

Midge Heydon finds school rather grim without Judy, her best friend, who has recently moved to a distant city. Even Bob Pierson, the boy next door, and Hans Dietrich, a German exchange student, cannot liven her spirits. When Sandra Towers offers her friendship, Midge really begins to feel better. She becomes part of the in-group. Midge finds herself doing most of Sandra's homework, and finally realizes she is just being used. When asked to drink and enjoy the lights-out coziness at Sandra's party, Midge denounces the crowd and goes home. After breaking with that crowd, Hans' interest in Midge seems livelier than ever (3, p. 56).

Craig, Margaret Maze, Trish

Patricia Ingram because of Dick Keating's attention becomes part of the notorious "Hamilton Street" crowd, an undisciplined group. Since Pat is not afraid to stand up for her convictions, her association with this group strengthens her own ideals. As she breaks with the crowd, she loses her previous illusions concerning wealth and status. She is proud of the feelings her family has about her welfare and is saddened by the indifference of Dick's
mother. Pat acts according to her conscience and learns not to be just a crowd follower (7, p. 39).

Jacobs, Emma Atkins, *A Chance to Belong*

The Kareel family are immigrants from Czechoslovakia. The father buys a rundown greenhouse, and the entire family works to make a success of the business. Jan, because he works in the greenhouse with his father, cannot join in the activities at school. He desperately desires to make friends and to participate in the school's social events. After an argument with his father, Jan gets a chance to belong by joining a music group. This book shows family relations of a different culture (4, p. 49).

Emery, Anne, *Sorority Girl*

Jean Burnaby starts her junior year in high school looking forward to all the school activities. She receives a bid to the Nightingales, a sorority, and accepts over her mother's protests. Participating in all of the sorority's activities, Jean realizes she has little time for her friends. Seeing the flaws connected with sorority life, Jean decides to resign. Since this decision is not easy for her, Jean suffers much unhappiness in the process (8, p. 108).
Emery, Ann, *Sweet Sixteen*

Jane Ellison is bored with the goody-goody life that she has been leading for the last fifteen years. When she meets Bunny and Rita, her life begins to change. They introduce her to Fred Jordan, a sullen and intriguing under-achiever. Coming home late from dates brings serious talk from her parents. Jane seeks advice from a young teacher boarding with the family. As a result, Jane's grades gradually rise, and Fred starts to look like a man-sized child. Breaking from the tough crowd is difficult, but Jane discovers that the best way is not always the easy way (6, p. 37).

Butters, Dorothy Gilman, *Masquerade*

Unusual combinations of girls are often assigned as roommates in a dormitory. Liz, Melanie, Penny and Cora find themselves in this situation. Through living together, they develop close friendships. Liz, who was jilted earlier, finds a new boyfriend; Penny, who was shy at first, gains self-confidence; Melanie changes little through these relationships; and Cora, a Negro passing as white, feels relief when the discovery is made. Cora can no longer stay in the dorm, and Liz and Penny decide to share an apartment with her (8, p. 56).
Stola, Mary Slattery, *Second Nature*

Anne Rumsen, seventeen, tells with keen insight about her relationships with her family and friends. She learns the necessity for tolerance in keeping friends and experiences unhappiness in her love life. Different methods of facing the common problems of courtship and adult status are pictured through the young people involved (3, p. 318).

Hahn, Emily, *Frannie*

Frannie has lived with her aunt in a small midwestern town since her mother's death. She is spoiled and lovely and the most popular girl in high school. Her father pays one of his rare visits and decides to take Frannie to England with him. Frannie does everything except throw a temper tantrum. She goes, but with the promise of a fur coat if she sticks it out for a year. In England, she is enrolled in a boarding school, which she hates at first but eventually comes to understand and appreciate. She finds the girls are surprisingly immature because they show no interest in boys. Frannie strives to become one of the group, but they do not accept her as readily as she wants them to. She learns both tolerance and understanding of other people. She also learns to look at herself from the outside and examine her own feelings. At the end, she wants to use the money for the fur coat to buy gifts for her friends in England (2, p. 144).
Boy-Girl Relationship

DuJardin, Rosamond, Senior Prom

During Marcy's senior year, she struggles to keep a firm balance between her schoolwork, her job, her household tasks, and her social life. Marcy's busy life is also entangled with the lives of Steve Judson, Rick Whitney, and Bruce Douglas. She and Steve decide to date other people since he is in college. Rick is dependable and comforting, while Bruce is dashing and exciting. After many experiences, Marcy realizes that she is fortunate in choosing Rick (7, p. 37).

Cleary, Beverly, Fifteen

Jane Purdy yearns for a more exciting boyfriend; George has been dependable but dull, and he is even shorter than Jane. While babysitting a spoiled child of eight, Jane meets Stan Creadall, a delivery boy. Their friendship blossoms into romance, and Jane finds the excitement that she has been seeking (6, p. 29).

Bennett, Eve, Walk in the Moonlight

Mary Munday, a seventeen-year-old high school student, is in love with a fellow student, Andy Bremer. Mary is very mature because her mother's death has given her the responsibility of running the house and caring for her father and brother. Because of a false rumor concerning
Andy and her, Mary loses her friends and even Andy. Hurt and disillusioned, she quits school and gets a job as a waitress. During the next summer, she meets Mike Aldo, a serious and mature young man. She tells Mike about the gossip that ruined her life, and he is understanding because he is a member of an Italian minority group that has also suffered from gossip. Persuaded by Mike, Mary returns to school, and they plan to marry in a few years (h, p. 29).

Du Jardin, Rosamund, *Class Ring*  

Even though Tobey Hayden accepts Brose Gilman's ring, she dates Dick, a college student, and Kim, the class ham actor. Brose is patient and has unquestioning faith in Tobey, but after Tobey denies him two dates, he calls the score and retrieves his ring. As her romances sputter to a halt, Tobey finds herself without a date for the prom. Again, Brose comes back and takes her to the prom. He is her only real friend, and they need no ring to prove it (l, p. 22).

Unger, Arthur, editor, *First Dates and Other Disasters*  

Eighteen short sketches, written from a teen-age girl's point of view, discuss various social problems of the teen-ager. All involve some problem in the adolescent boy-girl relationships. The approaches to the problems are very realistic and are dealt with from various points of view.
The students will identify with the characters and their problems. The collection indicates several shadings of the emotion of love (5, p. 38).

Cavanna, Betty, *The Boy Next Door*

Jane Howard rebuffs Ken Sanderson when he tries to put their relationship on a romantic basis. After Ken starts dating Jane's younger sister, Jane loses confidence in herself and in her ability to attract boys. Then Jane meets Peter Shakespeare, an English boy, and her outlook on life changes because he emphasizes individuality rather than conformity to the group. Ken loses the respect of his friends because working on a car keeps him from school activities. Jane, Ken, and Peter unite to save Ken's car and to obtain a town car club (2, p. 24).

Cavanna, Betty, *Fancy Free*

Francesca Jones, called Fancy, goes with her father's archaeological expedition to Peru. The four college boys on the expedition hold little interest for Fancy except Tom Kimball, who is gay and sophisticated. Christopher Barlow is a nice enough boy, but he does not match the excitement that Tom does in Fancy. When Fancy discovers that Tom is stealing valuable artifacts, she turns to Chris for advice and help. As they plan a way for the artifacts to get to the Peruvian Government without exposing Tom as
a thief, Fancy realizes Chris' true worth (8, p. 65).

Noble, Iris, *One Golden Summer*

Lisa Penhold begins her first job away from home. She is working at McKellway's Inn and Ranch in California for the summer. Lisa finds the routine easy, and makes friends with the young boys and girls working there. Romance is furnished by Stan and Peter Henrie. In the end she chooses Peter because she cannot accept Stan's values. Lisa learns, by almost losing her job, that there is more joy in work well done than in pleasures gained by quickly doing the job (2, p. 52).

Gleary, Beverly, *The Luckiest Girl*

Shelley spends her junior year with one of her mother's college roommates in Southern California. She enjoys the experience of a new school and the family life. Two boys enter her life. Philip is athletic and handsome, but Hartley has more in common with her. By the end of the year, she understands that her love is real but not permanent (8, p. 76).

Gilbert, Nan, *The Unchosen*

Debbie, Kay, and Ellen have never dated. They are not attractive or happy. Ellen escapes this situation by writing to pen pals. One boy, who has written affectionate letters, adds to her dilemma by asking for a date and not keeping it.
The girls decide to give a party, which is a success, but still they receive no invitations for dates. Through a self-improvement program and the broadening of their circle of friends, each begins to date. The book also shows Ellen's resentment toward her mother because she is different from other parents (6, p. 139).

Value Building

Clark, Ann Nolan, **Santiago**

Santiago, a Guatemalan Indian boy, is seeking his place in the world. He has been reared by Tia Alicia, who taught him to act and think like a Spanish gentleman. The boy loves Tia Alicia, but his deepest affection is for Jim, an American boy whom he has grown up with on a banana plantation. At the age of twelve, Santiago is reclaimed by his Indian relatives and taken back to his father's village. The next few years he lives the poor, hard life of an Indian until Jim's father wants Santiago to become a banana grower and later plans to give him a share of the plantation. Santiago decides to help his people by becoming a teacher and returning to his father's village to educate the children to be useful in today's world (6, p. 72).

Clarke, Tom, **The Big Road**

During the depression era, Vic Martin, seventeen, runs away from farm life and the conflict he is having with his
stepfather. He tries to join the Navy and the Civilian Conservation Corps but he is turned down; therefore, he becomes an adolescent hobo. Vic works at odd jobs, but most of his adventures are as a vagrant. After tiring of hobo life and realizing that most of the conflict with his stepfather was his fault, Vic decides to return home (8: p. 74).

Crockett, Lucy Herndon, Pong Cheolie, You Rascal

Pong Cheolie, a twelve-year-old South Korean boy, is sent by his father to work for the Communists in North Korea. After watching the war and becoming involved in it, Pong Cheolie begins to decide for himself where his loyalties should lie. The reader develops an understanding of the Korean people and appreciates their difficulty in understanding American ways (8: p. 86).

Gendron, Val, The Fork in the Trail

Fifteen-year-old Wint Hanners starts out with a farm wagon, plow horses, three cows, and a young bull to make the journey to California and the gold fields. His wagon breaks down at the forks of the Platte River. Accepting the advice of a scout, Charlie Clemens, he winters in a nearby valley. Trading tools and materials with other wagon trains, Wint builds up his herd of cattle. While he is preparing to continue his journey to California, he meets
the Bennetts, whose father has been killed and the daughter has cholera. Even though it means giving up his plans for that year, he takes them in. The next spring when the wagon train comes through, Wint realizes that his real gold mine is his cattle herd. He and the Bennetts decide to round up the cattle and start for the Texas plains (8, p. 137).

Neville, Emily Cheney, Berries Goodman

Anti-Semitism is the theme in this novel. Berries Goodman reflects on the two years his family lived in a suburb before returning to New York. Berries (Bertrand) becomes good friends with Sidney at school. When he brings Sidney home, he is puzzled by the reaction. Gradually, from one person and then another, Berries learns about prejudice and false rumors. After Sidney is hurt, the situation changes. Because Sidney’s mother’s resentment emanates by refusing to allow the boys to see each other, she shows that she, too, has her prejudices. Suburban segregation is incorporated into the book by describing both sides of the prejudices (8, p. 244).

Wojciechowska, Maia, Shadow of a Bull

Manolo knows that he is being trained to follow the footsteps of his father, who had been Spain’s greatest bull-fighter. Manolo is aware that he is a coward, and he does not want to kill, but he can not fail his community.
He practices a great deal and prays for courage. At the age of eleven, Manolo is to meet his first bull. Before the event, he makes his decision concerning bullfighting, thus making a step toward manhood. He finds the courage to face the bull, and then he tells his sponsors that he does not want to become a bullfighter (6, p. 357).

Shorwell, Louisa, **Roosevelt Grady**

Henry and Addie Grady are Negro migrant farm workers. Roosevelt, their son, and his mother both have the same desire and that is to have a permanent place where they can belong. Roosevelt has attended nine different schools, and in some places there were no schools for him to attend. He puzzles about the meaning of "opportunity." He becomes friends with Manower, a boy his age, and together they plot to get the Grady family into a camp where each family has a bus to live in. This task is done, and Papa thinks that it is the hand of Providence that provided this opportunity. The father finds winter work, so they become permanent residents. The reader knows that Manower will become a member of the family because Mamma thinks it unbearable that anyone should be alone as an outsider (6, p. 17).

Means, Florence, **Reach for a Star**

Toni Veval changes her mind about attending Denver University. This change in plans is to avoid the questions
of her friends concerning her broken romance with the rising Negro violinist, Fred Fenton. She decides to attend Fisk University where she meets the problems of prejudice for the first time, causing her to pattern her own life in a different direction (8, p. 232).

Wier, Ester, *The Loner*

Because he is orphaned and nameless, the boy travels from place to place as a crop-picker. A shepherding woman from Montana picks him up and names him David. David's benefactor, Boss, determines to kill the bear that killed her only son, and because of her kindness to him, David yearns to do this for Boss. While learning to be a sheepherder, the boy gradually develops loyalties, skills, and goals. After beginning his education, he learns to accept and trust his friends. He is able to kill the bear before the story ends (8, p. 351).
CHAPTER BIBLIOGRAPHY

1. Beauchamp, Robert F., editor, Junior Challenges
   (October, 1965).

2. --------------------------, Junior Challenges
   (November, 1965).

3. --------------------------, Junior Challenges
   (January, 1966).

4. --------------------------, Junior Challenges
   (March, 1967).

5. --------------------------, Junior Challenges
   (September, 1967).

6. --------------------------, Junior Challenges
   (November, 1967).

7. --------------------------, Junior Challenges
   (December, 1967).

8. Bakin, Mary, editor, Good Books for Children, Chicago,
CHAPTER IV

ESCAPE READING

As discussed earlier in this thesis, escape reading can benefit students. Adventure, mystery, supernatural, and science fiction stories have been combined to make up this category. These types of books are in the interest level of the adolescent and have equal appeal to both sexes.

Seeing and hearing about an adventure is always appealing to the adolescent. Since life may sometimes appear to be ordinary and dull, students satisfy their adventurous spirit through the high level excitement of adventure stories. The mystery stories that teen-agers most enjoy do not necessarily involve murder but rather strange and unexplained happenings. The novels of the supernatural are closely related to the mystery books in that they supply an atmosphere of excitement and suspense that encourages reading.

Living in a scientific age creates an interest and curiosity in reading science fiction novels and stories. A few decades ago the idea of outer space travel was considered fantastic. With the current scientific advancements, space travel has become a reality. The adolescent enjoys this type of reading in which his imagination can run rampant.
through the possibilities and impossibilities of the stories. Since most students have vivid imaginations, they can appreciate the fantasy involved in writing these stories.

**Adventure, Mystery, and Supernatural Books**

_Falkner, J. Meade, Moonfleet_

John Trenchard, an orphan, lives with his pious aunt, and longs for adventure to break the monotony of his existence. He discovers a cave that is used to store smuggled brandy, and a tunnel leading to the burial vault beneath the church. Forced to hide from the smugglers, John is sealed in the tomb. The smugglers, hearing his cries, rescue John from the tomb and take him to the inn to recover. His aunt disowns him because of his association with these men. John becomes one of the smugglers. Elzivir Block, the leader, and John find the buried treasure that they have searched for but must flee to Holland to save themselves. Both are sentenced to ten years in prison on a false charge of trying to sell an imitation stone. Later, when they are being transferred to the Dutch Indies, the ship wrecks near Moonfleet. John, the only survivor, returns to his friends (3, p. 37).

_Kipling, Rudyard, Kim_

Kimball O'Hara, orphaned by the deaths of his parents, grows up in the streets of Lahore, India. Brought by the
sun, Kim lives with a half-caste woman as an Indian boy even though he is Irish. He becomes connected with a Tibetan lama and meets Mahbub Ali, a British Secret Service man. Kim delivers a message for Mahbub Ali to the British ordering men to go to war. Later, Mahbub Ali enlists Kim as a member of the secret service, and he fulfills several missions (3, p. 50).

Garfield, Leon, Black Jack

A convict is hanged, but comes back to life. With the assistance of an orphaned boy, he holds up a coach, allowing an insane girl to escape. Afterwards, the boy and girl join a caravan, and she overcomes her insanity, and their romance develops. The girl's father is murdered, and she enters an asylum, but the convict rescues her. Stowing away on his uncle's ship, the boy and girl sail away (11, p. 142).

Watson, Sally, Jade

Jade is a misfit in her environment. Because she is a tomboy and a rebel, she is sent away to Jamaica to live with a stern uncle. Even his discipline does not change Jade. She becomes a pirate, enjoying the freedom and adventure of this new life. Adding a love story to this sea adventure makes this an appealing book for girls (10, p. 135).

Garfield, Leon, Mister Gorbett's Ghost
Benjamin Fartridge, employed by Mr. Corbett, is sent on an errand. Since it is such a miserable New Year's Eve night, the boy resents this task, especially when his family is waiting for him. Having more important things to do, he wishes that Mr. Corbett were dead. In a pact with a strange man, which involves a share of Ben's life earnings, his wish is granted. Then, Mr. Corbett's ghost accompanies Ben causing him to feel terrified and guilty. Finally the ghost returns to life] and Ben never forgets this lesson (9, p. 92).

Coombs, Charles, Mystery of Satellite

Government projects, such as the space program, are always in danger of sabotage. Steven Kenton, Karl Hoffman, and Coris Bancroft are friends whose fathers are involved in the space program. Steve's father is in charge of the space experiments and is faced with six unsuccessful rocket launchings, causing him to suspect sabotage. While shell hunting on an island, Steve sees a man with a telescope, who quickly disappears. Before the final test, Steve and Karl return to the island and discover the saboteurs. After destroying their equipment, the boys watch the successful launching (4, p. 40).

Tvergren, Annette, Mystery Walks the Campus

Wendy Deland is beginning her first year in college, Through strange circumstances, she meets Sky Humboldt, who
accepts the Deland's invitation to live with them. It is learned that Sky is the missing heir to her grandmother's estate, but Mr. Fowler, the executor of the estate, attempts to stop Sky from receiving her inheritance. Wendy helps to unite Sky and her grandmother and solves the mystery (3, p. 55).

Dillon, Eilis, The Singing Cave

This suspenseful story takes place on the Irish Island of Barrinish. Pat and his grandfather find a Viking skeleton in a cave and tell a friend about it. The three of them return to the cave and discover that the skeleton and other objects have disappeared. Pat pursues the treasure by stowing away on a boat for Brittany. When the mystery is solved and the guilty are known, the island people forgive and forget, because they must continue to live together (3, p. 101).

McLean, Allan Campbell, Master of Morgana

The Isle of Skye is the setting for this novel about smuggling and salmon-fishing. Niall, sixteen, takes his brother Ruari's place after he has a serious accident. Niall's suspicion is that it was no accident, and he suspects one of the fishing crew caused Ruari's fall. Niall also feels that his brother's accident was planned because smuggling has been going on. There are some excursions at sea that add to this adventure story (3, p. 223).
Speare, Elizabeth George, *The Witch of Blackbird Pond*

Kit Tyler lived in Barbados for sixteen years. After her grandfather dies, Kit sails to Connecticut to live with her aunt. Accustomed to freedom and independence, Kit finds it difficult to adjust to the strict ways of the Puritan community. She makes friends with an old woman suspected of being a witch, and later, Kit is accused of witchcraft. She is rescued by a man, whom she later marries, and by a little girl, whom she has been teaching (3, p. 304).

Supernatural and horror short stories have been compiled to make anthologies that fit this category. Some of them are

Cerg, Bennet, editor, *Stories Selected from the Unexpected*;
Benedict, Stewart, editor, *Tales of Terror and Suspense*;
Hitchcock, Alfred, editor, *12 Stories for Late at Night*; and
Poe, Edgar Allan, *Great Tales of Horror*.

Science Fiction

West, Jessamyn, *The Chishings*

In the twenty-first century a retired army captain recalls the events that happened in 1950. Grown men suddenly became dwarfs, and the children grew over six feet tall. Even the doctors have no explanation for this scientific phenomena. These overgrown children have not grown intellectually, thus causing the adults to be fearful of being
crushed by their offsprings. Even though the Chiliekings control the country physically, they are not wise enough to govern intelligently. They sink a Russian ship because they have been told that communism is evil. The Chiliekings, moving toward world domination, conduct an adolescent ceremony pledging allegiance to their newly elected leader (5, p. 26).

Tolkien, J. R. R., The Hobbit

In the Middle Earth live the tiny liliputian creatures called Hobbits. Living in their homes, which are holes in the ground, they possess an unusual physical feature, brown hair on their heads and feet. Gandalf, a wandering wizard, casts a magic spell on the hobbits, leading Bilbo, the hero, and others on an adventure into the mysterious lands where good and evil forces clash for pre-eminence. Freeing the dwarves’ ancestral home is the purpose for the expedition, and the liliputians are victorious. Bilbo returns home and undertakes the writing of poetry and his memoirs (5, p. 33).

Asimov, Isaac, Pebble in the Sky

Joseph Schwartz, a retired tailor, is whisked through time into the strange Galactic Empire of the future. The Earth on which he finds himself has been conquered by people from other planets through a nuclear war, leaving the planet populated by twenty million people and ruled by distant and
healthier planets. Even though the conquerors rule benevolently, the Earth people, filled with hatred, plot a revolt that will destroy all human life. To keep the population in bounds on this radioactive Earth, people reaching sixty years of age are put to death. Much of Asimov's philosophy is in this book (2, p. 38).

Fairman, Paul, *The Forgetful Robot*

Barney is a complex machine whose memory banks have been damaged. Being a robot, he has been programmed to react to his owner's instructions, but he cannot remember who his owner is. Planning an interplanetary Shakespearean tour with their grandfather, two youngsters pick up Barney. The entire group is hijacked and escorted to a forbidden city of Old Mars. Barney plays an important part in freeing the Shadow People, saving his real owner, and outsmarting the hijackers. Since Barney's responses and feelings are almost human, he makes a convincing author (10, p. 125).

Lightner, A.M., *The Space Plague*

Mankind has been annihilated, except for a colony in Africa, by the Diaster. Since the white men caused the Diaster, the machines of the white men are taboo, and persons with light skin are taboo, too. After discovering others are alive in the world, a team of five fix a helicopter and fly to England. The white culture they find
duplicates the bees' organization with the women as queens and the men as drones. When the party is attacked by giant bees, they fly home with a captive, a drone who has befriended them. Each culture is imaginatively described (11, p. 145).

Wibberley, Leonard, The House on the Moon

The Prime Minister of the small country of Grand Fenwick, the Count of Mountjoy, desires to add new fixtures in the royal castle, but lacks the funds to do so. The count asks the United States for the money but disguises his request by saying it is for a rocket to the moon. Taking advantage of the valuable publicity, the Secretary of State laughingly contributes fifty million dollars for rocket research. The Count immediately buys gold faucets for his new bathtubs, but the representative of the workers' union insists the money be spent on the rocket project. Dr. Kokintz, a physicist, discovers a new kind of nuclear fuel from one of the wine crops. The rocket is constructed in the castle from a cast-off American rocket and the gold plumbing fixtures. The United States and Russia launch rockets, trying to reach the moon before the Grand Fenwick rocket, but they do not succeed. When the rocket returns to Earth, the crew is hailed as the first men on the moon (6, p. 39).
Asimov, Isaac, *Fantastic Voyage*

The Combined Miniature Deterrent Force's agency has developed a "miniaturization" process which reduces objects to any size. The main problem is the limited duration of miniaturization. Jan Benes, defecting to this country, has a solution to the problem. While Benes is traveling to CMDF headquarters, an attempt is made to kill him. As a result, he is in a coma and may die from a blood clot. A nuclear submarine and medical team are miniaturized and injected into Benes' bloodstream to remove the clot by surgery. The operation is successful and the sub is ejected through a tear duct. Dr. Benes is saved (2, p. 26).

Wells, H. G., *The Invisible Man*

Griffin, a former chemistry student, has discovered how to become invisible. He comes to an English village wrapped in a thick cloth from head to foot. The villagers consider him supernatural and start to investigate. As he disrobes, the villagers are horrified to see that there is nothing. The stranger is forced to leave the village. Each time he tries to secure help, he is betrayed, causing Griffin to begin a reign of terror. He is finally killed (6, p. 37).

Heinlein, Robert, *Farmer in the Sky*

A group of colonists from Earth settles on one of Jupiter's moons, an unfavorable environment for survival.
In order to live on this moon, man breaks down rock to make soil and constructs sun traps to provide a livable temperature. This story is patterned from the pioneer story, suggesting that man will face a frontier in the future similar to the frontier of the past. The family life in this book is similar to present family life, and even though the external conditions are different, the basic emotions, conflicts, and relationships of the people are not changed (7, p. 52).

Bradbury, Ray, R is for Rocket

This book contains several science fiction stories. The title story is about a young boy, fascinated by a strange rocket that suddenly appears. He is chosen to be one of the experimental crew. A humorous story is about a deep-sea monster answering the call of a fog-horn. Two tales show how man values the sun. A horror tale tells of a hot-cold planet where men live their lives in an eight-day cycle. One tale describes going back in time via the time machine to capture a butterfly. Another starts with a mock three-witches scene, and the death of a crew on a rocket ship follows. The doctor is unable to determine the cause and sends for books to help him. These books are by forbidden authors from Poe to Huxley, who were burned the same year that holidays were banned (1, p. 38).
CHAPTER BIBLIOGRAPHY


CHAPTER V

ANNOTATIONS INTEGRATED WITH THE SEVENTH GRADE CURRICULUM

The prime reason for writing this thesis was to prepare beneficial material for the classroom teacher. Integrating with it the seventh grade Scott, Foresman anthology, *Projection in Literature*, will illustrate for the teacher its usefulness and its practicality.

The first unit in the anthology is entitled "Standpoint," and is designed for the junior high student who is beginning in a new school and who is also beginning to seek his place in the world. "Being young means meeting challenges, making decisions, facing difficulties—growing up" (1, p. 2). The stories, ranging from humorous to serious, explore these difficulties of growing up from the youth's "standpoint."

The books from the "Family Relations" and "Achievement, Self-Confidence, and Identity" categories can be integrated smoothly into this unit. The "Animal Stories" from Chapter II may also be blended into this unit because of the family relations and the growth toward maturity shown through these books.

For direct bibliotherapy, the teacher may assign different students to read the books from the three categories.
suggested. Then, when the books show a connection to a story from the anthology, the teacher may ask for an oral report to be given to the class about the book. After the report, a class discussion should show a relationship between the book and the story studied and a comparison of the methods of handling the problems brought forth in each. Indirect therapy may be used by suggesting books connected to the stories in the anthology for the students who show an interest in further reading. The teacher will probably want to post a list somewhere in the room allowing the students an opportunity to select one or more books for outside reading.

The second portion from *Projection in Literature* is "A Gallery of Heroes."

Heroes are set above and apart in the history of yesterday, in the struggles of the present, by bravery and boldness, by skill and intelligence, by worthiness and will, observed, honored, imitated, for what they are, for what they do, for what we wish to be (1,p.94).

Since most teen-agers are hero worshipers, they will find excitement and inspiration in this study. The books from the biography section in Chapter II may be appropriately used during this section, and the book, *The Quality of Courage* by Mickey Mantle, from the "Sport and Car Books" category is also pertinent.

Unit III, "The Outsider;" deals with the loneliness and individuality of the typical junior high student. These
selections are designed to help the student "accept and take pride in his own uniqueness, an essential step in the process of becoming an adult" (2,p.104). Since being a part of a group is an important phase of adolescent life, the stories from this unit, along with the books recommended from this thesis, can enable the student to gain insight into this phase of living. Books from the "Peer Relations" and "Boy-Girl Relationship" sections will enhance the teaching and add depth to this study.

The theme for the next division, "Yesterday and Tomorrow," is fantasy which serves as "a lure, an escape, and enticement" (1,p.282) to leave the world of reality. The books from Chapter IV, "Escape Reading," dealing with science fiction and the supernatural will add breadth and enjoyment to this section.

"Parallels," the last unit in Projection in Literature, deals with people throughout the world who "learn the joy and despair of being human" (1,p.442). This study is to show that people, regardless of their race, language, and customs face the same universal problems, thus broadening the student's understanding that people around the world have many things in common. The books from Chapter III from the category "Value Building" may be fused into this unit, and the book, Francis by Emily Hahn, from the "Peer Relations" section is also adaptable because it deals with
an American girl who develops an understanding of the people and customs of England while attending an English boarding school.

Integrating this thesis with the seventh grade English curriculum exemplifies a usable method by which it can be inducted into the eighth and ninth grade programs as well.
CHAPTER BIBLIOGRAPHY


BIBLIOGRAPHY

Books


Articles


Sutherland, Zena, editor, Bulletin of the Center for Children's Books, XXII (February-May, 1959).