Problems of adolescence as presented in certain literary works

Clark, Leonard Hill

Boston University

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

PROBLEMS OF ADOLESCENCE AS PRESENTED IN
CERTAIN LITERARY WORKS

Submitted by

Leonard Hill Clark
(B.A., Wesleyan, 1937)

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FIRST READER:  Roy O. Billest
Dr. Roy O. Billest, Professor of Education

SECOND READER:  Frank L. Steeves
Mr. Frank L. Steeves, Instructor in Education
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CHAPTER I
THE PURPOSE

Statement of the Problem

The purpose of this paper is to suggest a method of analysing literary works which would lend itself to establishing a list of fictional realities which might help the student of adolescence to a better understanding of adolescent problems. To demonstrate this method ten literary productions have been analysed to determine what problems of adolescence appear in them and in what manner the authors treat these problems.

The Adolescent in Literature

A period of adjustment.-- Adolescence is a period in human life during which the individual puts away childish things and attempts to establish himself socially, economically, physically, mentally, morally and emotionally as an adult.

Naturally enough, such an undertaking is fraught with problems. It is not surprising that many individuals never completely succeed in reaching true adulthood and that in many cases such measure of adulthood as they do achieve is the result of bitter struggle and trying emotional experiences.
The increased importance of adolescence.-- From time immemorial people, both civilized and barbaric, have recognized the existence of adolescence. However, modern civilization, by artificially raising the age for accepting the responsibilities of adulthood, has made some adolescent problems more acute and created others.

The place of literary portrayals of adolescence.-- Since the publication of G. S. Hall's famous work, Adolescence, numerous scientific works, studies and text books have been published concerning the adolescent period in all its phases. However, writers of fictional works -- novels, short-stories, dramas, and the like -- have spent much of their time and effort producing works about young people for centuries. Literary men are reputed to be keen observers of mankind. In many cases this reputation has been well-earned. We find that in many fictional works the author in his attempt to mirror life has portrayed traits and problems of adolescents more vividly than any author can hope to do in a textbook or scientific treatise. Moreover, the presentation of adolescent traits and problems in facsimiles of real life situations makes it more meaningful than the dissecting room technique of the ordinary work on adolescence. While it is true that the observations of these writers are unscientific, they are oftentimes quite accurate.
Original Plan and Adolescent Traits and Problems

The original purpose of this paper was to analyze a group of literary productions, to find what traits and problems of adolescence were treated by the authors, to search for traits and problems not currently recognized by psychologists but included in literary works, to note the authors' treatment and evident attitude toward these adolescent traits and problems and to discover to what extent characters continued to exhibit adolescent traits and problems in mature life.

To implement this plan, the following list of adolescent traits and problems currently recognized by psychologists was drawn up:

General traits and problems.

1. The adolescent is neither child nor adult.
2. The adolescent lives in a world of confusion. He must adjust to several levels of development at once.
3. Adolescence is a period of conflicts.
4. The adolescent needs security.
5. The adolescent is impulsive and impatient.
6. Adolescence is often a period of disillusionment.
7. There is much death and going off the deep end mentally and socially during adolescence.

These traits and problems have been compiled from an analysis of the works listed in Bibliography A.
8. The adolescent's personality is unstable - usually settling down by the age of 30.

9. The adolescent's ambitions, enthusiasms and interests are continually changing.

10. Adolescent's attitudes and beliefs are often inconsistent.

11. Extroversion, as exemplified by loud talking and giggling, is common during adolescence.

12. Youth tends to respond to the new.

13. The adolescent is interested in adventure.

14. The adolescent is greatly self conscious, unsure and interested in himself and how he will turn out.

15. The adolescent must learn to adjust to and accept a minor role in the world.

16. The adolescent must obtain sufficient money for adolescent purposes.

17. The adolescent must establish economic independence.

18. The adolescent must find a firm foundation in the present changing world.

19. The adolescent must adjust to being considered a child one minute and an adult the next.

20. The community has many dangers for youth -- automobiles, liquor, tobacco, vice, night clubs, burlesques, gambling houses and many others.

21. Community dangers are particularly hazardous to
youth because he is unprotected and lacks experience.

22. Average community provides nothing for imppecunious youth to do in his leisure time.

23. The community is important in molding youths' behavior and attitudes.

24. Lotion pictures have tremendous influence on adolescent attitudes, dress, love technique and behavior.

25. The radio tends to keep the adolescent at home.

26. Where available, social centers for youth are usually used.

Traits and problems having to do with physical development.

A. Growth is uneven.

1. The face grows unevenly (first nose, then upper head, finally lower head).

2. Body proportions differ from those of adults (high waistline, long arms and legs, large hands and feet).

3. Uneven and rapid growth of muscles and skeleton results in awkwardness.

4. Some boys have definitely feralish figures.

5. Growth of other dimensions and organs often lags behind height. Growth. A boy may appear manly but be no man.

6. In late childhood growth is retarded. In prepubertal period and early adolescence there is a growth spurt.
7. Growth gradually slows to stop after girls' menarche and after boys' development is "well" on the way.

D. Growth varies from individual to individual.
   1. The advent of puberty occurs at wildly divergent ages (girls 9-17, boys 11-17).
   2. Girls are usually bigger than boys from 11 to 15.
   3. Rate of growth varies greatly from individual to individual.
   4. Girls mature physiologically before boys do.

C. Sexual growth occurs during adolescence.
   1. Hormones begin to circulate freely causing intense sex drive.
   3. Hair darkens; facial, pubertal and axial hair appears and darkens.
   4. Breasts develop (bud, primary breast, mature breast).
   5. Body odors increase and present a social problem.
   6. Testicles grow greatly.
   7. Voice changes (boys' voices change to lower register and for a time become uncontrollable; girls' voices become lower and fuller).

8. Menstruation is accompanied by fear and shock at first.

9. Menstruation causes embarrassment because girls
cannot engage in active games and because of the common belief that others know when their periods occur.

10. Menstruation is usually extremely irregular at first.

11. Sexual tension occurs.

12. Boys relieve sexual tension somewhat by dirty jokes.

13. Adolescents usually have little, no, or erroneous information about sex and their bodies.

14. Some adolescents are proud of sexual growth and want to show off.

15. Other adolescents are very secretive about and embarrassed by sexual growth.

16. Girls are usually excessively modest.

17. Boys are usually not modest.

D. Motor skills improve.

1. Motor skills increase for boys throughout adolescence.

2. Strength increases for boys throughout adolescence.

3. Endurance increases for boys throughout adolescence.

4. Motor skills increase for girls to 14 then decline.

5. Strength increases for girls to 14 then declines.

6. Endurance increases for girls to 13 then declines.

E. The capacity of the stomach increases enormously.

1. Adolescents have enormous appetites.

2. Adolescents often have vague, queer feelings in the
digestive tract.

3. Adolescents eat for immediate pleasure.

4. Adolescents eat and drink to excess.

F. Lungs are usually adequate unless diseased.

G. General traits and problems in this area include:

1. Weight increases markedly at pubescence - result of muscle growth.

2. Most adolescents get a little fat at pubescence.

3. Facial blemishes (acne, pimples) appear on most youths.

4. Greatly increased sweating occurs in adolescence.

5. Most adolescents are restless - probably because of physical causes.

6. Adolescents are energetic.

7. Adolescents are greatly concerned with their own bodies.

8. Chronic fatigue, faintness, and dizziness are common because of adolescent overdoing.

9. Making adjustment to and becoming accustomed to changes in their bodies are adolescent problems.

10. Sexually inadequate figures cause adolescent problems.

11. Doubts about normality at pubescence occur. These are caused by such things as nightly ejaculations, uncontrolled erections, and early appearance or non-appearance
of secondary sex characteristics.

Traits and problems having to do with mental development.--

A. General traits and problems having to do with mental development include:

1. Intelligence increases with age until late adolescence (there may be prepubertal growth spurt).
2. Mental growth is usually uneven.
3. The typical adolescent enjoys mental activity.
4. The typical adolescent is non-verbal.
5. The adolescent has greatly increased ability to reason.
6. The typical adolescent tends to be more superstitious than adults.
7. The adolescent can see through situations quite well.
8. The adolescent has increased persistence.
9. The adolescent's concentration is better than children's.
10. The adolescent's imagination is more vivid than a child's.
11. The adolescent's judgment is not reliable.
12. The adolescent is curious.
13. Older adolescents tend to use personal judgment rather than blind obedience.
14. The adolescent often daydreams.

15. The adolescent depends on intellectual authority (the true adult thinks for himself).

16. Young adolescents cannot understand generalized beliefs of behavior.

17. The power to generalize increases in adolescence.

18. Memory improves to maturity evidently.

19. Spread in mental ability seems to grow greater in adolescence.

B. Attitudes become more like those of adults.

1. Attitudes change as the adolescent gets older. They become more complex and acquire fuller meaning.

2. Adolescents are usually racially prejudiced.

3. Great interest in developing attitudes occurs.

4. The adolescent is usually intolerant.

5. The adolescent is usually more tolerant as he grows older.

6. Adolescents form opinions which they defend vigorously.

7. Adolescent opinions are often peculiar because of lack of experience.

C. School work is one of an adolescent's major concerns.

1. The average youth has difficulty with high school work - usually fails a subject or two.

2. School is boring to many adolescents.
3. Girls tend to be more linguistic than boys.
4. Boys tend to be better in mathematics and general information.
D. The brilliant adolescent encounters peculiar problems.
   1. Brilliant adolescents are usually better than average physically and socially.
   2. Many brilliant adolescents have hard adjustments to make because they are pushed too far ahead in school and consequently must compete with persons more mature physically and socially.
   3. Brilliant adolescents tend to be a little better than average in most personality traits.
   4. Brilliant adolescents prefer subjects with abstract thinking.
   5. Brilliant adolescents don’t work enough in school.
   6. Brilliant adolescents enjoy playing with ideas.
   7. Badly adjusted adolescents tend to sit off and scoff at the rest of the world.
   8. Brilliant adolescents are inclined to play alone.
  10. Brilliant adolescents are usually not leaders.
  11. Brilliant adolescents tend to change interests more than the average persons.
  12. Usually, brilliant adolescents have many hobbies.
E. The dull adolescent may have a difficult existence.

1. Dull adolescents are usually physically inferior.
2. Dull adolescents cannot understand abstractions.
3. Dull adolescents are usually socially competent.
4. Dull adolescents are usually interested in manual activities.
5. Dull adolescents cannot grasp high-minded ideals and ideas.
6. Dull adolescents seldom have hobbies.
7. Dull adolescents are easily led into delinquency, oftentimes.
8. Dull adolescents may be amoral because of inability to understand concepts.
9. Inability to compete in school work may cause many problems for the dull adolescent.

Traits and problems having to do with moral development.

A. Youth is idealistic

1. Adolescents tend to personify ideals.
2. Adolescent ideals do not always agree with those of adults.
3. Adolescents formulate ideals in peer groups and try to live up to them.
4. Children and dull adolescents have no ideals because of their inability to generalize.
5. Much dishonesty at school and at play exists.
6. Adolescents are extremely loyal to groups, causes, and leaders.

B. Standards of behavior gain a new importance.
   1. Peer groups establish definite standards of behavior to which members must conform.
   2. Adolescents usually conform to adult behavior standards and mores.
   3. Self control increases in adolescence.
   4. Habitual morality arrives in late adolescence.

C. Religion is a great concern to some adolescents.
   1. Adolescents are susceptible to religious appeal.
   2. Adolescents long to give themselves or to devote themselves to causes.
   3. Adolescents long for religious awakening, for higher things.
   4. Few adolescents have profound emotional religious experiences.
   5. Most adolescents accept religious teachings with some reservation.
   6. Most adolescents do not understand religion.
   7. To many adolescents religion is merely an extension of social life.
   8. Occasionally conversions occur.
   9. From thirteen on adolescents have many religious doubts.
10. Emotional problems such as feeling of sin and guilt result from church's teachings.

**Traits and problems having to do with social development.**

A. The adolescent leader is a great factor in adolescent life.

1. The adolescent leader is usually a little above average mentally - but not brilliant.

2. The adolescent leader is usually more socially active than average.

3. The adolescent leader is usually better than average physically.

4. The leader commands intense group loyalty.

5. The leader has tremendous influence over his group.

6. Loss of status is difficult for adolescents.

7. Leaders lose status fairly frequently.

B. The adolescent is greatly concerned about his friends.

1. Lack of friends is a serious problem.

2. Similar interests are important in the choice of friends.

3. Adolescents tend to pick friends from the same stage of development.

4. Adolescents tend to pick friends from the same neighborhood.

5. Adolescents usually pick friends from the same age
6. Adolescents often choose friends unwisely.

7. Parental influence on adolescent choices of friends is usually negligible.

8. The adolescent tends to pick friends from his own socio-economic background.

9. Adolescent girls may pick friends because of social standing.

10. Pubertal children tend to pick a particular chum of their own sex.

11. With changing interests at puberty, many children have to find new friends.

12. The adolescent insists he is old enough to pick own friends.

C. Adolescent gangs are compact units of the same sex.

1. Gangs form in prepubescence.

2. There is a falling off of gang activities as individuals develop heterosexual interests.

3. There is a reshuffling of gang personnel as individuals develop heterosexual interests.

4. Gangs are homogeneous in desires, likes, and dislikes.

5. Gangs tend to draw membership from same neighborhood.

6. Gang members have an intense group loyalty which may be more important to them than honesty and other ideals.

7. The gang equals the home in importance to the
adolescent.

5. The gang develops to thwart adult interference.

9. The gang demands conformity of members to its standards.

10. Gang activity is characterized by milling, excitement, adventure, movement as a unit, and planning.

11. The gang is a subculture formed to provide continuity of training not offered by adult society.

12. Gang activities may lead to delinquency.

D. Adolescent crowds are heterosexual groups.

1. The objective of the crowd is social development.

2. Crowds are usually larger than gangs (4 to 20 people)

3. Main activity is sitting about and talking.

4. Crowds tend to be antagonistic to other crowds.

E. There are many cliques among adolescents.

F. Other groups are important to adolescents.

1. The adolescent craves group activity.

2. The adolescent is interested in clubs such as The Boy Scouts and Hi-Y.

3. Supervised clubs often use up energies that would go into gang activities.

G. Sport and recreations play a major role in adolescent life.

1. Adolescent interest in athletics is intense.

2. The adolescent becomes more interested in individual
games and group games at the same time. These interests are complimentary.

3. Adolescent games have formal rules.

4. Adolescents have greatly increased interest in team activities.

5. The ability to take part in athletics or sports is important to adolescent adjustment.

6. Adolescent girls tend to lose interest in active games and participate for purely social reasons.

7. Interest in spectator sports, in preference to active participation, is great and increases as adolescence progresses.

8. Adolescents are intensely interested in parties.

9. Adolescents are intensely interested in dancing.

10. Adolescents are intensely interested in movies.

11. Just riding is one of adolescent's most important recreational activities.

II. General traits and problems in this area include:

1. Girls show earlier social maturity than boys.

2. Social awareness is extremely highly developed.

3. Adolescents will go to great lengths to get approval of the group.

4. Adolescents strive for absolute conformity to the group on clothes, looks, actions and speech.

5. Adolescents who cannot conform to their development
group have a difficult adjustment to make.

6. Early adolescence is characterized by the excited period of social life.

7. In late adolescence youth acquires more confidence, becomes more discriminating and throws off slavish conformity.

8. Excessive emotional (excited) social interests give way to normal adult level in late adolescence.

9. Eating and drinking become greatly socialized in adolescence.

10. Late maturation causes problems of conformity.

11. Late maturers must make a more sudden social development than early and average maturers.

12. Adolescents are greatly interested in etiquette and proper social behavior.

13. Adolescence is a period of social experimentation.

14. Adolescents tend to be snobbish.

15. Some youths don't adjust by late adolescence. Zoot suiters, gang loyalty, unique slang, special costumes and dance rituals are results of this lack of adjustment.

16. Values change throughout adolescence.

17. Typical qualities regarded as desirable by persons in late childhood or early adolescence are:

   a. Boys

      (1) competence in games
(2) fearlessness
(3) aggressiveness
(4) boisterousness
(5) enthusiasm
(6) friendliness

b. Girls

(1) friendliness
(2) tidiness
(3) quiet graciousness
(4) enthusiasm
(5) quiet good humour
(6) docility
(7) attractive appearance

18. Typical qualities regarded as desirable in excited period are:

a. Boys

(1) social ease and poise
(2) personableness
(3) likableness
(4) grooming
(5) physical skill
(6) aggressiveness
(7) fearlessness

b. Girls

(1) buoyant amiability
(2) aggressive good sportsmanship
(3) dominating tendencies
(4) attractiveness
(5) sophistication

19. Typical qualities highly regarded in late adolescence are:

a. Boys
   (1) poise
   (2) grooming
   (3) physical prowess

b. Girls
   (1) essentially feminine pattern
   (2) enthusiasm
   (3) friendliness
   (4) sociability
   (5) sense of humour
   (6) grooming

20. Typical qualities boys consider desirable in girls are:

a. beauty
b. good manners
c. femininity
d. good health
e. good personality
f. good education
21. Girls who are most popular with boys are not necessarily the ones most popular with other girls.

Traits and problems having to do with emotional development:

A. Fears change during adolescence.
1. Adolescents often fear unfavorable social situations.
2. Adolescents have fewer fears than younger children.
3. Fears decrease as adolescents become older.
4. Adolescents are quite capable of covering up fears.
5. Adolescent fears tend to be combination of childish and adult fears.
6. Fear loses its force as a medium of control during adolescence.

B. Anger is socialized during adolescence.
1. Adolescent anger is often caused by superficial social situation in which he feels at a disadvantage.
2. The adolescent anger reaction is usually talking.
3. Adolescents remain angry longer than children—one minute to forty-eight hours.
4. Adolescents are usually angry at someone rather than at something.

C. Love becomes more important.
1. Adolescents have a greater capacity for love than children.
2. Adolescents crave affection.

3. Prepubertal and early adolescent love objects are contemporaries of the same sex.

4. Crushes among adolescent girls are common, particularly in girls' schools.

5. Crushes on teachers are quite common.

6. Homosexual love is fairly common.

7. Some adolescents retain infantile type love for a much older person.

8. Heterosexual love develops.

9. General traits and problems concerning emotional development include:

   1. Emotional habits are unstable in adolescence.

   2. Control of manifestation of emotion is being learned and socialized during adolescence.

   3. Most adolescents are in a constant emotional turmoil.

   4. Girls are usually more emotionally mature than boys.

   5. Adolescent pleasantnesses are social.

   6. Adolescents crave excitement.

   7. Early or late physiological maturity may cause intense anxiety.


   9. The adolescent is oversensitive.
10. The adolescent is self-conscious.

11. Periods of depression are common in adolescence.

12. Games and social activities are emotional outlets for youth.

13. At adolescence full realization of physical deformity occurs and despair may result.

14. As a rule small adolescents have not had the same emotional experiences as their larger contemporaries.

**Traits and problems having to do with heterosexuality:**

1. Pubescents detest contemporary members of the opposite sex.

2. Early adolescents are shy in presence of members of other sex.

3. Soon after pubescence the "excited phase" begins.

4. Much heterosexual teasing occurs.

5. Any boy is a fit target for adolescent girl during the excited phase.

6. Between 12 and 15 years of age the adolescent girl changes from a quiet sedate creature to an aggressive extroverted thing.

7. Interest in the opposite sex sometimes occurs very suddenly.

8. Interests in the opposite sex sometimes develop gradually.

9. How to behave with members of the other sex becomes a problem.
10. Usually first heterosexual activities are group affairs.
11. Later couples pair off. Often adolescents go to a function as a group but return as couples.
12. To have a sufficient number of dates becomes important.
13. The problem of how to go about dating arises.
14. Between 12 and 15 years of age boys usually become tidy and well dressed (according to group mores).
15. After pubescence most girls are concerned with their own looks and adornment.
16. Often the results of an adolescent girl's adornment are startling. To be sexually attractive becomes important. Beauty and sex appeal are judged by current styles and fads.
17. A boy usually picks a tomboy for his first girl.
18. Often boys' early feminine companions are perfectly impossible feather-headed females. Boys pick them that way in order to be superior.
19. Boys show off their manliness by feats of daring, displays of strength and skill, and masculine activities.
20. Boys are concerned with their own manliness.
21. Girls adopt feminine manners, feminine wiles, and efforts to outwit rivals.
22. Belief in the double standard occurs.
23. Some boys think that right girl will be above sex.
24. Sexual experiences are liable to run away with youth because of their newness and because of strong sex drives.
25. Most adolescents know little about sex and learn by the trial and error method.

26. Adolescents desire to know what love is, how to recognize it and what one can give and receive in love.

27. Sexual urges may frighten youth.

28. Much sexual play and petting occurs. Sometimes it becomes a moral problem.

29. Fickleness in love is an adolescent characteristic.

30. In later adolescence boys pick more sophisticated girls.

31. After the excited phase girls become more discriminating and usually pick older fellows for companions and lovers.

32. In later adolescence a youth usually limits his interest in the opposite sex to one individual and problems connected with "going steady" and choosing a mate develop.

33. Boys need to be able to play up to their mothers as women.

34. A girl needs to have her father's admiration of her as a young lady.

35. Because of youth's interest in the new, the new girl (or boy) in a community tends to have the best chance with the other sex.

36. Many adolescents have difficulty in learning how to behave with the parents of members of the other sex.

37. To adjust to the mores and economic situation when the sex drive is at its height is a difficult adolescent problem.
Traits and problems having to do with the home:

1. The adolescent is dependent on the home and its security.
2. Adolescents need a sense of adequacy in the home.
3. Much of adolescent behavior is imitation of their parents.
4. Adolescents seem to like their others best.
5. Most adolescents have emotional problems in the home.
6. Adolescence is the period of weaning from the home and resistance to adults.
7. At puberty youth start to seek entertainment away from home.
8. Relatively easy adolescent adjustments are made in a large number of homes.
9. Many emotional conflicts are the result of parents' attempting to thwart adolescents' attempts for freedom.
10. Too much babying in some homes makes youths overly dependent.
11. Adolescents do not want complete independence from the home.
12. Adolescents often indulge in dissipation in order to demonstrate their independence from home.
13. Fathers often neglect their children, thus causing resentment.
14. Many parents expect too much of their children, particularly in school.
15. Many parents take adolescent standards and purposes
17. Many parents try to interfere with adolescents' choosing of friends.
18. Familiarity and childish treatment on the part of parents embarass adolescents.
19. Inconsistent behavior of parents causes adolescent confusion.
20. Many parents try to make children conform to mores, dress, and customs of the parents' generation.
21. Many parents attempt to map out their children's vocational lives.
22. Oftentimes adults interfere with an adolescent's choice of a mate.
23. Adolescents are often ashamed of their homes.
24. Adolescents are often ashamed of their families - particularly children of the foreign born.
25. Personal habits of members of the family are frequent causes of shame and embarassment.
26. The adolescent who is not proud of his home will not invite in his friends.

Traits and problems common to delinquent adolescent.
1. Most delinquents are bored with normal life.
2. Delinquents appear at adolescence in large numbers.
3. Delinquents are usually healthy and well developed.
4. There is no delinquent type.

5. Delinquent neighborhoods are usually:
   a. business areas
   b. factory areas
   c. changing areas which lack cohesion
   d. overcrowded areas

6. Delinquents are usually emotionally retarded.

7. School failure is an important contributor to delinquency.

8. Such delinquency is a result of intolerable personal situations.

9. Delinquents are sometimes compensating for small size or handicap.

10. Delinquents often feel bored or frustrated in school.

11. Adolescent delinquents sometimes have low intelligence.

12. Such delinquency starts with truancy.

13. Homes contribute to delinquency by example and intolerable situations.

14. Unsupervised gangs lead to delinquency.

15. Delinquent gangs are products of neighborhoods.

16. Some delinquency is a result of impulsiveness.

17. Thwarting an adolescent's drive for independence may lead to delinquency.

18. Common offenses are:
   a. by boys - stealing, careless or mischievous acts
   b. by girls - truancy, stealing, sexual immorality,
running away.

19. Delinquency is often an attempt to prove one's self not inferior.

20. Bright children who finish work quickly and have nothing to do are often problem children.

21. Discipline problem children often lack self control, are unwilling to play, are bullies and tease younger children.

22. Unusual social situations lead adolescents into delinquency.

23. Lack of home supervision often leads to delinquency.

24. Youth activities (Scouts, 4-H) contribute to reducing delinquency.

25. Community social centers for youth usually help reduce delinquency.

26. Delinquency is sometimes a substitute for sex activity.

Traits and problems having to do with vocational life.-

1. Many adolescents do not know what work is.

2. Many adolescents have no idea what vocation they want to follow and find their vocational abilities, aptitudes and interests by trial and error.

3. Adolescents tend to glorize vocations - to judge them by the outstanding successes, not the failures.

4. Many adolescents have vocational fads - first interested in one thing, then another.
5. By late high school most adolescents are quite interested in vocations and have some idea of what they want to do.
6. Many adolescents pick vocations they cannot afford to train for.
7. Many adolescent vocational choices have little relation to their abilities.
8. Many adolescents pick vocations which are either too difficult or too easy intellectually.
9. Many adolescent pick careers in which there is no demand.
10. Many girls are hypnotized by careers when they want homes and babies.
11. Many adolescents pick careers in which youth is "persona non grata".
12. Many adolescents pick jobs for which they do not have academic background or training.
13. Many adolescents pick jobs for which they are physically not qualified.
14. Many adolescents pick jobs because of family reasons.
15. Many adolescents pick jobs unsuited to their personalities.
16. In many cases if an adolescent knew what vocation he has chosen was really like he would not consider it.
17. Youth expect to obtain high class, well paying, prestige bearing jobs which are not open to young people.
18. Many youths have difficulty acquiring the experience necessary for procuring a job.

19. Many adolescents have no way of learning what occupational opportunities exist.

20. Often adolescents do not know how to go about getting a job.

Final Plan and Problems of Adolescence

After compilation of the above list it was decided that to continue in the original manner would be impracticable under the limits of a master's paper. To analyze literary works by using such a lengthy and detailed list as a guide would probably result in doing justice to no particular item or group of items.

Many of the traits listed - particularly physical traits - are of such a nature, that many authors would find no place for them except as incidental description or in connection with an adolescent problem. Other traits are of such a nature that an author's comment would be of little value in view of the present state of scientific knowledge. Consequently it was decided to limit the problem to a demonstration of a method for analysis of literary works which would indicate what adolescent problems are presented in certain literary productions and how they are presented by the author.
As a guide for such an analysis the following list of adolescent problems has been derived from the previous list. These problems have been selected arbitrarily because of their importance in adolescent life, and the probability of their appearance in literary works. In some cases several of the traits and problems of the detailed list have been combined to make one problem in this more general list.

General problems.

1. The adolescent must adjust to several levels of development at once.

2. The adolescent must adjust to being considered a child one minute and an adult the next.

3. The adolescent must learn to accept a minor role in the world.

4. The adolescent must acquire sufficient money for adolescent activities.

5. The adolescent must establish economic freedom.

6. The adolescent must find a firm foundation in the present changing world.

7. The average community does not provide adequate recreational activities for youth.

8. Fores, community attitudes and gossip cause many adolescent problems.

9. The adolescent is unsure.
Problems having to do with physical development.

1. The adolescent is often awkward.

2. Boys are unable to control their voices during adolescence.

3. Many adolescents have sexually inadequate figures.

4. The uneven growth of the adolescent face causes great concern.

5. Adolescents must find release from sexual tension.

6. Adolescents have great difficulty obtaining adequate, accurate information about their own bodies and sex.

7. Doubts about normality at pubescence plague many adolescents.

8. Lack of sexual control bothers most boys.

9. Many adolescents are actually embarrassed by sexual growth.

10. Many girls are extremely embarrassed by menstrual periods.

11. Adolescents must learn to adjust to and kill off body odors.

12. The appearance of skin blemishes causes adolescents much concern.


14. Masturbation is quite often a problem for ado-
Adolescent boys

Problems have to do with mental development.

1. Adolescents find it difficult to do satisfactory academic work.

2. Adolescent intolerance and prejudice cause many problems.

3. Young adolescents cannot understand generalized beliefs.

4. Many brilliant adolescents are so far advanced in school that they must make a difficult adjustment as they must compete with persons more mature physically and socially.

5. Often brilliant adolescents are bored by persons of their own age.


7. Dull adolescents often have great problems caused by the difficulty of school work.

8. Dull adolescents cannot understand generalization.

Problems having to do with moral development.

1. Adolescent ideals often conflict with those of adults.

2. The adolescent strives to live up to the ideals formulated by his peer group.

3. Adolescents strive for strict conformity with...
4. Many adolescents are troubled by religious doubts.
5. The teaching of the church may cause emotional problems such as grave feelings of sin, guilt.
6. Adolescents crave religious awakening; they long for higher things.
7. Adolescents are torn by conflicting loyalties.

Adolescent problems having to do with social development.

1. Adolescents need to acquire a satisfactory number of friends.
2. Changing interests at puberty break up old friendships and force adolescents to find new friends.
3. Adolescents may have to fight for the privilege of choosing their own friends.
4. Loss of social status causes a difficult adjustment.
5. The increased heterosexual interests of some members cause the problem of reconstituting gang membership.
6. Adolescents crave group activities.
7. Adolescents strive for absolute conformity to the group in such things as clothes, looks, speech and activities.
8. The inability to conform causes difficult adjustment.
9. Adolescents have an extremely well developed sense
of social awareness and consequently go to great lengths for social approval.

10. Adolescents are greatly concerned about etiquette and proper social behavior.

11. Adolescent snobbishness may cause problems.

12. Late maturers may have difficult problems as they must learn social graces rapidly.

Problems having to do with emotional development.

1. Adolescents must learn to control manifestations of emotions.

2. Adolescents seek affection.

3. Unfavorable social situations often cause adolescent emotional disturbances.

4. The school situation is often a source of emotional problems.

5. In some cases the problem of homosexual love occurs.

6. Most adolescents are in a constant emotional turmoil.

7. Adolescents are oversensitive.

8. Adolescents are self conscious.

Adolescent problems having to do with heterosexuality.

1. Oftentimes interest in the opposite sex arrives so suddenly that the adolescent is quite confused.

2. After pubescence there is great concern about looks and adornment.
3. Boys are greatly concerned about their own manliness.

4. The sexual urge is often frightening.

5. Sexual play and petting may cause individual moral problems.

6. Going steady causes many problems.

7. What to do about heterosexual teasing is a problem.

8. How to deal with heterosexual bashfulness is a problem.

9. How does one get along with members of the other sex?

10. How does one act toward parent of members of the other sex?

11. How does one go about dating?

12. How does one control sexual impulses and desires?

13. How does one obtain adequate knowledge about sex?

14. How does one obtain adequate knowledge about love?

15. To adjust to the mores and economic situation which forbid marriage and intercourse when the sex drive is most intense may cause severe problems.

Problems having to do with home.

1. The adolescent must find security in his home.

2. Adolescents need a sense of adequacy in the home.

3. The adolescent must gradually establish his independence of the home during the adolescent period.
4. Many parents take adolescent standards and purposes lightly.

5. Many adults treat adolescents as children.

6. Many adolescents are confused by the inconsistent behavior of their parents.

7. Many parents attempt to make their children conform to mores, customs and styles of the parents' generation.

8. Many parents attempt to map out adolescents' vocational life.

9. Many parents attempt to interfere with an adolescent's choice of a mate.

10. Adolescents are often ashamed of their home.

11. Adolescents are often ashamed of their families.

Adolescent problems having to do with vocations.

1. To find a suitable life work is one of an adolescent's most difficult problems.

2. Many adolescents find it difficult to acquire the experience necessary for procuring a job.

3. Girls often have the problem of deciding between a home and a career.

4. Youth must find what vocational opportunities exist.

5. Youth needs to learn how to get a job.

6. Youth needs to find out what his own interests, abilities and aptitude fit him for.
7. Youth needs to learn what the requirements for different positions are.
CHAPTER II
DESCRIPTION OF SELECTED PROBLEMS OF ADOLESCENCE

In this chapter an attempt is made to describe the adolescent problems selected for the remainder of this study.

General Problems

The adolescent must adjust to several levels of development at once. Since the adolescent matures unevenly, he often finds himself in the awkward situation of being a child in one respect and an adult in another. He may be manly in appearance but a child in interests, social development and physiological development. This category has to do with problems resulting from the asynchronous development of the individual himself.

The adolescent must adjust to being considered a child one minute and an adult the next. This category includes problems which result from adults' recognizing adolescents' maturity partially. This often boils down to adolescents' being expected to use mature judgment but being forbidden to exercise the privileges that come with such attainment.

The adolescent must learn to accept a minor role in the world. Most people dream of being somebody some day. Many adolescents expect to become important persons
immediately but soon must recognize that their immediate role in adult society is to be an exceedingly small one. This category deals with the adolescent problems which come while this adjustment is being made.

The adolescent must acquire sufficient money for adolescent activities. -- Particularly today, adolescent activities require a considerable amount of money. He must somehow find money for "cokes", school affairs, sports, dances, and so forth. Insufficient money may cut him out from many activities of his group. Problems concerning the procurement of the necessary funds (by fair means or foul, from work or from parents), or resulting from the inability to procure enough money are included in this item.

The adolescent must establish economic freedom. -- This category includes the problems of late adolescents who must find a way to support themselves and so free themselves from parental support.

The adolescent must find a firm foundation in the present changing world. -- To find a philosophy of life is important to any individual. This is particularly true in a period such as twentieth century when the world is in a state of flux - when the social structure of the world is being remade, when world philosophies are warring with each other and when faith in the old economic structure is being shaken. This item has to do with youth's problems
in finding suitable philosophies for their own individual lives.

The average community does not provide adequate recreational activities for youth. In this item are included the problems of finding something to do with one's leisure time, a particularly trying problem for non-school youth with little money. Recreational facilities of the western world are largely designed for adults. Not only are they beyond the reach of adolescent pocketbooks but in many cases they are inappropriate for youth. This is particularly distressful because adolescents crave group activity and, in many communities, have no opportunity to find it unless they create their own.

Gores, community attitudes and gossip cause many adolescent problems. Here we are concerned with the problems caused by the community and by the old wives who refuse to allow persons to grow up normally, who create scandals out of innocent pleasures, who refuse to let by-zones be by-zones, who magnify minor sins out of all proportion, and who keep to standards the rest of the world has passed by.

The adolescent is unsure. Being a novice at almost everything he undertakes, the adolescent must learn in order to acquire adulthood. During this period of learning and adjustment youth lacks confidence. It is only after
trying his hand and gaining experience that the adolescent reaches the confidence of maturity. It is with problems connected with this lack of confidence that this category deals.

Problems Having To Do with Physical Development

The adolescent is often awkward. The rapid growth of arms and legs plus the uneven growth of muscles and bones cause many adolescents to lose much of their muscular control. The resulting problems such as embarrassment and inability to perform well in sports, are within the scope of this problem.

Boys are unable to control their voices during adolescence. This well known problem sometimes lasts two years. It is a cause of much embarrassment among boys and occasionally results in a youth's refusal to talk in public.

Many adolescents have sexually inadequate figures. Many adolescents do not conform to their ideals of bodily perfection. This is a problem particularly for boys with definitely feminine contours. One girl takes great pains to make her figures conform to the current fashion, whatever it may be. For a girl to become even a trifle stout may cause her anguish.

The uneven growth of the adolescent face raises quest
During adolescence the facial bones grow at an uneven rate. At first the adolescent may seem all nose. Later the upper portion of the face develops and finally the lower portion reaches its adult dimensions. During this period of growth the individual may become greatly concerned about his appearance.

The adolescent must find release from sexual tension. With the increased flow of hormones after puberty the sexual drive becomes intense. This results in sexual tension. This category includes problems concerning what to do about this tension, how to relieve it, and its effect upon the individual.

Adolescents have great difficulty obtaining adequate, accurate information about their own bodies and sex. During adolescence many bodily changes occur. A great many of these changes have to do with sexual growth. Ordinarily there is no place nor person that an adolescent may turn to for information. What information that is obtained at home is usually insufficient. Information obtained from associates is quite likely to be inaccurate. It is only natural that the individual should want to know what is happening to him and what, if anything, to do about it. Problems concerning disturbances over what is happening to individuals physically and how to find out the reason for these changes and what they mean to one's life are included
Doubts about normality at pubescence plague many adolescents. Here are considered the problems of being different which result from the appearance or non-appearance of sex characteristics and new and unfamiliar thoughts, fancies, and interests.

Lack of sexual control bothers most boys. This category includes problems connected with uncontrolled erections and nightly ejaculations.

Many adolescents are actually embarrassed by sexual growth. Included in this category are problems caused by such fear as that, because of their greatly increased size, the testicles will show through the clothing, and the common belief among girls that people are watching their breasts. This also includes embarrassment caused by the growth of the beard.

Many girls are extremely embarrassed by menstrual periods. The inability to play actively and the belief that boys know what is wrong with them and problems which result therefrom are the concern of this section.

Adolescents must learn to adjust to and kill off body odors. Since sweating is greatly increased during adolescence the problem of body odor reaches a new importance. This is particularly true because youth is greatly interested in being socially acceptable.
The appearance of skin blemishes causes adolescents much concern. An extremely large percentage of adolescents have acne or some similar facial blemish. Because of the great concern about one's appearance during adolescence, such blemishes cause much anxiety. Under this item are considered any problems resulting from the appearance of such blemishes and attempts to remove or disguise them.

The appearance of facial hair and its control causes an adolescent problem. Feminine problems of eliminating hair and male problems resulting from shaving, comments of associates and elders, and non-appearance of the beard are considered here.

Masturbation is quite often a problem for adolescent boys. Masturbation is rather common among adolescent boys. This is accompanied by fancies and feeling of guilt and possible doubts of normality which become intense because of the faulty information on the subject popularly disseminated. Any problem connected with masturbation is included in this item.

Problems Having To Do With Mental Development
Adolescents find it difficult to do satisfactory academic work. Here are included all problems arising from the difficulty of school work such as frustration, discouragement and parental conflicts.
Adolescent intolerance and prejudice cause many problems. This category deals with problems of individuals as a result of the prejudices and intolerance of other adolescents as well as problems which adolescent create for themselves because of these traits.

Young adolescents cannot understand generalized beliefs. Any adolescents have problems which result from their being unable to understand generalizations and to generalize. This is particularly true with regards to standards of behavior.

Any brilliant adolescents are so far advanced in school that they must make a difficult adjustment as they must compete with persons more mature physically and socially. This item concerns any problem caused by a young brilliant adolescent’s being thrown into the company of more mature persons.

Often brilliant adolescents are bored by persons of their own age. This category includes the problem of finding persons who can reach him intellectually, and yet be on the same level socially.

Lock-step school methods make school work boring to the brilliant adolescent. In this category are included any problems which result from a brilliant adolescent’s being able to work above his school work is not equal to his capacity.
Dull adolescents often have great problems caused by the difficulty of school work. This category deals with the problems resulting from constant failure and consequent frustration on the part of abnormally dull adolescents.

Dull adolescents can not understand generalizations. In this section are included problems which result from the dull adolescent's inability to generalize and consequent getting into difficulty.

Problems Having To Do with Oral Development

Adolescent ideals often conflict with those of adults. Both creates its own ideals. Since these ideals do not always conform to those of their elders, often times conflicts result. Problems arising from these conflicts are treated here.

The adolescent strives to live up to the ideals formulated by his peer group. In this category are found problems the individual encounters in trying to live up to the ideals of his group other than those problems which concern adult interference.

Adolescents strive for strict conformity with peer group standards of behavior. This section deals with problems arising from an adolescent's inability to conform to peer group behavior standards.

Many adolescents are troubled by religious doubts.
At adolescence the youth begins to think for himself. He sees, reads, and hears things which are difficult to reconcile with what he has learned of religion. To a person who has been brought up in a religious home the apparent inconsistencies may cause serious problems.

The teaching of the church may cause emotional problems such as grave feelings of sin or guilt. -- The problems discussed in this category are those of the individual whose normal development leads him into conflicts with the teaching of the church and consequently is emotionally troubled.

Adolescents crave religious awakening; they long for higher things. -- This item includes problems of a religious nature in which the individual searches for something worthy of his devotion.

Adolescents are torn by conflicting loyalties. -- The adolescent is extremely loyal to his home, his school, his gang, and to any other group of which he is a member. Unfortunately for the adolescent peace of mind there is not always harmony among these groups. Then the adolescent must make a choice which may be extremely difficult. It is with such problems that this item deals.

Problems Having To Do with Social Development

Adolescents need to acquire a satisfactory pattern
of friends. -- This category deals with acquiring and keeping a satisfactory number of friends of the individual's own age group. Although this item includes friendship with persons of both sexes, it does not include adolescent romances.

Changing interests at puberty break up old friendships and force adolescents to find new friends. -- Since physiological maturity comes at widely varying ages from individual to individual, friends grow away from each other at puberty and problems of finding new friends and reconciling one's self to the loss of old ones result.

Adolescents may have to fight for privilege of choosing their own friends. -- Here the problems resulting from adult interference in the choice of friends are dealt with.

Loss of social status causes a difficult adjustment. -- This category has to do with problems caused by loss of leadership position or acceptability to the group.

The increased heterosexual interests of some members cause the problem of reconstituting gang membership. -- In this category are included problems not only of the readjustment of the gang but the problems of personal relations caused by the insertion of its members.

Adolescents crave group activities. -- The problem of finding and being accepted into suitable group activities
are considered in this category.

Adolescents strive for absolute conformity to the group in such things as clothes, looks, speech and activities. In this section the overcoming of obstacles which prevent, or make difficult, conformity are considered.

The inability to conform causes difficult adjustment. This item includes the problems of individuals who find it impossible to overcome the obstacles mentioned above.

Adolescents have extremely developed social awareness and consequently go to great lengths for social approval. This item includes all problems concerning the acquisition and maintenance of social approval. It also includes problems caused by the loss of social approval.

Adolescents are greatly concerned about etiquette and proper behavior. In this section problems of learning what is acceptable and of realizing both one's own social blunders and those of one's associates are considered.

Adolescent snobbishness may cause problems. This item includes problems of adolescents caused by the snobbishness of other adolescents.

Late matures may have difficult problem as they must learn social graces rapidly. The early maturer gradually learns to handle himself in heterosexual society. The late maturer, however, must adjust to the new situation at once during a period in which his contemporaries have already
learned at least the rudiments of social behavior.

Problems Having To Do with Emotional Development

Adolescents must learn to control manifestations of emotions. This category has to do with the conquering of fear and the channelling of anger manifestations into acceptable paths in order that one may not appear ridiculous.

Adolescents seek affection. The problems considered in this category are those connected with attempts of the individual to get sufficient affection and those caused by lack of sufficient affection. Problems concerning heterosexual love are not considered.

Unfavorable social situations often cause adolescent emotional disturbances. Here are considered problems caused by fear of future unfavorable situations and anger over past and present situations in which the individual appears unfavorably.

The school situation is often a source of emotional problems. In this category are included problems arising from the school situations which are not a direct result of academic work.

In some cases the problem of homosexual love occurs. Any problem having to do with homosexuality is included here.
Most adolescents are in constant emotional turmoil. Here are included problems caused by being continually excited.

Adolescents are oversensitive. They are hurt by slightest cause. This deals with problems of the adolescent caused by his taking to heart minor things which an adult would hardly notice.

Adolescents are self conscious. Adolescents are extremely concerned about themselves. Moreover they seem to believe that everyone else is equally interested in them. The result is acute self consciousness with all its attendant problems.

Problems Having To Do With Heterosexuality

Oftentimes interest in opposite sex arrives so suddenly that the adolescent is quite confused. A young person may start a day off with a strong dislike for the other sex and before nightfall find that these people are extremely interesting. Any problem caused by the suddenness of this fundamental change is dealt with here.

After pubescence there is great concern about looks and adornment. This item includes the problems of clothes, hair-do, make-up. It does not include concern about the figure and other physical attributes of appearance.
Boys are greatly concerned about their own manliness.--

Problems in this area concern prowess, skill, strength, and the other attributes of men.

The sexual urge is often frightening.-- This category includes any problems caused by fear as a result of the sudden appearance of an intense sexual urge.

Sexual play and petting may cause individual moral problem.-- This category deals with individual problems concerning how much, if any, sexual play is permissible if one is to remain decent in one's own estimation. It does not include conflicts with parents and other law-enforcing authorities on the matter except as they exert influence on the individual's judgment.

Going steady causes many problems.-- In this category are found the problems of picking the one, as well as the many normal problems of true love (including puppy love).

What to do about heterosexual teasing is a problem.-- Heterosexual teasing is extremely common among young adolescents. Any problems having to do with heterosexual teasing comes under this category.

How to deal with heterosexual bashfulness is a problem.-- Many adolescents are excessively shy in the company of persons of the other sex, especially during early adolescence. Problems created by shyness are treated here.
How does one get along with members of the other sex?--This item includes problems aroused by the lack of knowledge of how to treat members of the other sex.

How does one act toward parents of members of the other sex?--In particular, what do boys do and say to parents when they are calling on girls, and any problem of a like nature.

How does one go about dating?--This item includes both how to ask for dates and how to attract invitations.

How does one control sexual impulses and desires?--This item concerns individuals' problems in obtaining the answer to this question.

How does one obtain adequate knowledge about sex?--Here any problems concerned with obtaining information about sexual matters are included other than those mentioned under "Problems connected with Physical Development".

How does one obtain adequate knowledge about love?--This category includes problems concerning such things as the nature of love, how does one recognize love, what can one give and receive in love and marital relations other than sexual.

To adjust to the moral and economic situation which forbids marriage and intercourse when the sex drive is most intense may cause severe problems.--Adolescents are ready
to marry physically when they are still immature in other ways - the most important being economic. The strong sex drives of this period cause the development of oral problems and the need for finding of satisfactory acceptable substitute outlets for their drives.

Problems Having To Do with the Home

The adolescent must find security in his home. - Both attempts to find security and problems resulting from lack of such security are treated in this section.

Adolescents need a sense of adequacy in the home. - This item concerns both problems about obtaining and maintaining a sense of adequacy and problems resulting from loss of a sense of adequacy.

The adolescent must gradually establish his independence of the home during the adolescent period. - Problems resulting from parental interference with adolescent attempts to establish independence and the rebuffs the adolescent receives from the society in such attempts are treated in this section.

Many parents take adolescent standards and purposes lightly. - This category deals with the problems of adolescents resulting from blows to their egos from light treatment of things which to adolescents are important.

Many adults treat adolescents as children. - This item
deals with the emotional problems caused by childish treatment.

Many adolescents are confused by the inconsistent behavior of their parents. -- Here both problems caused by inconsistencies between the behavior of mothers and fathers, between what parents preach and what they do, and the uneven behavior of individual parents are dealt with.

Many parents attempt to make their children conform to mores, customs and styles of the parents' generation. -- Since conformity to his own group is so important to an adolescent, parental attempts to make their children adopt outworn behavior patterns is bound to create conflicts and are more or less doomed to failure. It is with problems arising from such conflicts that this section deals.

Many parents attempt to map out adolescents' vocational lives. -- In this item are considered problems resulting from conflicts about vocational choices and problems resulting from poor vocational choices because of family pressure.

Many parents attempt to interfere with the adolescent's choice of a mate. -- This category deals with conflicts between the family and the youth in his choice of a mate. It also includes problems which may result from the youth's yielding to the family.
Adolescents are often ashamed of their home. This category deals with shame because of the physical aspects of the home.

Adolescents are often ashamed of their families. In this section problems resulting from shame of members of the family, their habits, economic status, language and appearance.

Problems Having To Do with Vocations

To find a suitable life work is one of an adolescent's most difficult problems. In this item are considered all problems connected with selecting a suitable vocation which are not dealt with elsewhere specifically.

Many adolescents find it difficult to acquire the experience necessary for procuring a job. This category deals with the difficulties persons have in finding first jobs because of lack of work experience.

Girls often have the problem of deciding between a home and a career. Many girls feel they should pursue a career then what they really want is to become housewives. Other girls do not know which course to follow in order to make their lives more satisfactory. In this item problems arising because of the necessity of deciding between a home and a career in the business world or in the home are considered.
Youth must find what vocational opportunities exist. Here are included the problems of what vocational opportunities exist and the problems which result from learning of lack of opportunity after a vocation has been chosen and prepared for.

Youth needs to learn how to get a job. This section deals with problems of how to attack obtaining a job.

Youth needs to find out what his own interests, abilities and aptitude fit him for. In this section the problems of finding out what one is fitted for and the problems resulting from entering an unsuitable vocation are considered.

Youth needs to learn what the requirements for different positions are. This category includes problems of finding out what the requirements for positions are and problems resulting from choosing a vocation without having learned the requirements and consequent poor preparation.
CHAPTER III

THE ANALYSIS

The Scope of the Chapter

This chapter is an analysis of ten literary works in the manner indicated in Chapter I. First the works considered are listed and described in general. The descriptions are followed by an enumeration of the works in which each problem appears and a list of the problems found in each work. Finally there is a discussion of the manner of presentation of the problems.

Description and General Discussion of Works Analyzed

A list of the works analyzed and a brief description of each appear in the following paragraphs.

Henry James, "Daisy Miller".-- This well-known novella of James' early period presents the problem of a naive late teen-ager from a wealthy but middle-class provincial background who attempts to find social acceptance and love in the artificial world of the fashionable American expatriates in Europe during the last century. Her background has not prepared her for this experience. Her youth, inexperience, ingenuousness and independence doom her to tragic defeat.

Antonina Rasarevsky, "The Children".-- In this novel
youth is portrayed in a period of economic and social stress. The author portrays the life and problems of the sons and daughters of the Russian Czarists who have fled to Manchuria during the period following the Japanese occupation and just prior to the late war in Europe. Although the setting is far removed from the normal American home, the strains of this environment help to more sharply delineate the problems of the adolescent characters.

Samuel Butler, "The Way of All Flesh." -- Samuel Butler tells us the story of the maturing of Ernest Pontifex from a period two generations before his birth until he finally establishes himself in his early thirties. It is an excellent study of a boy who has been held too firmly under the parental thumb.

Booth Tarkington, "Seventeen." -- In this novel of a small town in the summer Tarkington presents the trials and tribulations of a normal American youth in the throes of his first love. In addition to the love interest we find youth presented in its contemporary social whirl with its many attendant problems.

Edith Wharton, "The Children." -- Although Edith Wharton's novel purports to present the problems of a family of children, there is really little of adolescence in the novel. The characters seem too old and unreal. The story concerns seven children, three of whom are neglected.
These children are the product of a home which has been broken and made over several times. During the period covered by the book, the children are "knocking" about Europe under the direction of 15 year old Judy, the oldest sister, in an unsuccessful attempt to escape from their home and thus prevent the next separation of their parents from separating them.

...So ergat Haugan, "Of Lian Jonlagen". -- The author has portrayed the life of a lave boy from early childhood through to a rather late maturity. Although a great portion of the book deals with the hero at an age at which one is usually considered an adult, he does not find himself until the end of the book. The story follows the boy through his school life, his vocational life, and his emotional life, and presents many traits and problems of youth in a realistic fashion.

Elma Berber, "The Girls". -- This novel is the story of three adolescent girls - one 14 years old, one 15 years old, and one 19 years old - in their pursuit of independence and self realisation. It is a valuable study of the effect of parental domination on the lives of young people as well as an interesting and accurate commentary on the traits and problems of late adolescence.

Richard Llewellyn, "How green was my valley". -- This modern novel of life in a Welsh mining community at the turn
of the century is a powerful commentary on youth. It portrays a large family of young people, who grow up in an excellent home. The problems of growing up, of finding a mate, of establishing one’s self, and the clash of youth and age are vividly expressed.

D.H.Lawrence, "Sons and Lovers".-- In this novel are found the problems of youth in a poverty stricken, unhappy home. The story mainly concerns the growing up of a boy who is unable to shake himself free from his mother’s love, his abortive love affairs and his final cracking up when he no longer has a mother on whom to depend.

Willa Cather, "Lucy Gayheart".-- Willa Cather’s unhappy story of a 21 year old girl’s love affair with an older man and her attempt to find meaning in life after the affair’s unfortunate ending, does not have much to offer as a study of adolescence, although the heroine is definitely adolescent in her behavior at times.

Adolescent Problems Presented in the Works Analyzed

In this section an attempt has been made to show which of the works consider the problems mentioned in Chapter 1. The problems have been listed as in the original list except that problems which have not been found in any of the selections have been omitted. For the purpose of this section the works are referred to by the following numbers:
1. *Daisy Miller*
2. *The Children* (Hartman)
3. *Seventeen*
4. *Sons and Lovers*
5. *The Children* (Riasanovsky)
6. *How Green Was My Valley*
7. *Of Human Bondage*
8. *The Girls*
9. *Lucy Gayheart*
10. *The Way of All Flesh*

The pages on which the author deals with a particular problem are designated by page numbers separated from the code designation of the book by colon. For example, should a particular problem appear on pages 10 through 15 of *Seventeen*, the reference would appear as 3:10-15.

**General problems.**

The adolescent must adjust to several levels of development at once.

2:74, 813

The adolescent must acquire sufficient money for adolescent activities.

1:143-213
7:92-151
5:2, 93
10:17-184
The adolescent must establish economic freedom.
4 : 228 - 230, 240 - 247
5 : 190
10 : 311-313

The adolescent must find a firm foundation.
4 : 490, 475-476
5 : 297-298, 110-111
7 : 268-270, 315-320, 393, 403, 405, 409, 79
9 : 181, 191, 151-165
10 : 728-730, 290-291, 308-310

The average community does not provide recreational activities for youth.
1 : 11
7 : 106-200

Community mores, attitudes and gossip cause many adolescent problems.
1 : 40, 40-43, 81
5 : 241, 340-341, 367-368
8 : 21-32, 27-60
9 : 146-147, 141, 104, 216, 178, 178

The adolescent is unsure.
1 : 14
6 : 5, 500

Problems revolving to is with physical development.
Many adolescents have sexually inadequate figures.
Adolescents must find release from sexual tension.

Problems having to do with mental development.

Adolescents find it difficult to do satisfactory academic work.

Many brilliant adolescents are bored by persons of their own age.

Lock-step school methods make school work boring for the brilliant adolescent.

Problems having to do with moral development.

Adolescent ideals often conflict with those of adults.

Adolescents strive for strict conformity with peer group standards of behavior.
Many adolescents are troubled by religious doubts.

The teachings of the church may cause emotional problems such as grave feelings of sin.

Adolescents crave religious awakening; they long for higher things.

Adolescents are torn by conflicting loyalties.

Problems having to do with social development.

Adolescents need to acquire a satisfactory number of friends.

Adolescents may have to fight for the privilege of choosing their own friends.

Adolescents crave group activities.
Adolescents strive for absolute conformity to the group in such things as clothes, looks, speech and activities.

Adolescents have an extremely well-developed sense of social awareness.

Adolescents are greatly concerned about etiquette and proper social behavior.

Adolescent snobbishness may cause problems.

Problems having to do with emotional development.

Unfavorable social situations often cause adolescent emotional disturbances.
Adolescents need affection.

5 : 124-126, 37

The school situation is often a source of emotional problems.

5 : 335-360
6 : 196-199
7 : 73-78

Host adolescents are in a constant emotional turmoil.

3 : entire
7 : first three-quarters of the book
9 : 146-201

Adolescents are oversensitive.

7 : 88

Adolescents are self-conscious.

5 : 26, 120, 214-215
4 : 31-33, 107-109, 110-113
7 : 89
8 : 76

Problems having to do with homosexuality.

After pubescence there is a great concern about looks and stature.

4 : 272-772
5 : 74-104, 144-74, 186-137, 149-146, 166-146
4 : 89
8 : 33
Boys are greatly concerned about their own manliness.

Sexual play and petting may cause individual moral problems.

What to do about heterosexual teasing is a problem.
How to deal with heterosexual bashfulness is a problem.

4: 127, 150, 176
6: 73-75, 310-320
7: 110, 115

How does one act toward parents of members of the other sex?

4: 142-144, 204, 212, 263, 331-332
6: 153

How does one obtain adequate knowledge about sex?

5: 136-142, 263, 230-239

How does one obtain adequate knowledge about love?

3: 50-59, 111-118
4: 197, 322-326
5: 47, 245-247

To adjust to the mores and economic situation which forbid marriage and intercourse when the sex drive is most intense may cause problems.

4: 387-342
6: 324-335

Problems having to do with the home.

The adolescent must find security in his home.

2: 4-14, 32-36, 104-111, 337-352
4: 71-73
Adolescents need a sense of adequacy in the home.
4: 126, 134

The adolescent must gradually establish his independence.
4: entire
7: 92-101
9: entire
3: 27

10: 161-163, 166-194, 298, 311-313

Many adults treat adolescents as children.
2: 51-62
3: 129-131
7: 717
5: 27-30
9: 110-111

Many parents attempt to make their children conform to mores, customs, and styles of the parents' generation.
4: 68, 110-120
3: 61-62
8: 139-140

Many parents attempt to map out adolescents' vocational lives.
4: 51
3: 51
7: 51, 96-97, 104-105, 208-212
Often parents attempt to interfere with an adolescent's choice of a mate.

Adolescents are often ashamed of their homes.

Adolescents are often ashamed of their families.

Problems having to do with vocational life.

To find a suitable life work is one of an adolescent's problems.

Many adolescents find it difficult to acquire the experience necessary for procuring a job.
Girls often have the problem of deciding between a home and a career.

Youth must find what vocational opportunities exist.

Youth needs to learn how to get a job.

Youth needs to learn what his own interests, attitudes, and abilities fit him for.

Problems Presented in Each Work Analyzed

This section lists the problems which are emphasized in each work studied.

Community mores, attitudes and gossip cause many adolescent problems.

Adolescents have an extremely well developed sense of social awareness.

Going steady causes any problems.
To find a suitable life work is one of an adolescent's most difficult problems.

The Children (Harston)

The adolescent must find security in his home.

Seventeen

The adolescent must acquire sufficient money for adolescent needs.

Adolescents have an extremely well developed sense of social awareness.

Adolescents are greatly concerned about etiquette and proper social behavior.

Unfavorable social situations often cause adolescent emotional disturbances.

Most adolescents are in a constant emotional turmoil.

Adolescents are self conscious.

Joining steady causes many problems.

After pubeescence there is great concern about looks and adornment.

Boys are greatly concerned about their own virility.

Adolescents are often ashamed of their families.

Sons and Lovers

The adolescent must find a firm foundation.

The adolescent must find relief from guilt feelings.

Many adolescents are troubled by religious doubts.
The teachings of the church may cause emotional problems such as grave feelings of sin.

Going steady causes many problems.

Sexual play and petting may cause individual moral problems.

How to deal with heterosexual bashfulness is a problem.

How does one act toward the parents of members of the other sex?

The adolescent must find security in his home.

The adolescent must gradually establish his independence.

Many parents attempt to make their children conform to mores, customs, and styles of the parents' generation.

Many parents attempt to interfere with an adolescent's choice of a mate.

Adolescents are often ashamed of their families.

The Children (Nisgahovskiy)

The adolescent must find a firm foundation.

The adolescent must establish economic freedom.

The adolescent finds it difficult to do satisfactory academic work.

Adolescent ideals often conflict with those of adults.

Adolescent boys, for religious experience, may long for other things.

Adolescents may have an extremely developed sense of
Social Awareness.

Adolescents are greatly concerned about etiquette and proper social behavior.

Going steady causes many problems.

How does one obtain an adequate knowledge of love?

Many parents attempt to pass on adolescents' vocational lives.

Girls often have the problem of deciding between a home and a career.

Low Green has a Valley

The adolescent must find release from sexual tension.

Adolescent ideals often conflict with those of adults.

Unfavorable social conditions often cause adolescent emotional disturbances.

The school situation is often a cause of emotional problems.

Post adolescents are in a constant emotional turmoil.

Going steady causes many problems.

Sexual play and petting may cause individual moral problems.

How to deal with hetero sexual bashfulness is a problem.

How does one act toward the parents of opposite sex of the other sex?

How does one obtain adequate knowledge of sex?
Many parents attempt to make their children conform to mores, customs, and styles of the parents' generation.

Often parents attempt to interfere with an adolescent's choice of a mate.

To find a suitable life work is one of an adolescent's most difficult problems.

Of Human Bondage

The adolescent must find a firm foundation.

The average community does not provide adequate recreational activities for youth.

Lock-step school method makes school work boring to the brilliant adolescent.

Many adolescents are troubled by religious doubts.

The teaching of the church may cause emotional problems such as grave feelings of sin.

Adolescents need to acquire a satisfactory number of friends.

The school situation is often the cause of emotional problems.

Adolescents are self-conscious.

Having steady causes many problems.

The adolescent must establish his independence.

Many parents attempt to map out adolescents' vocational lives.

Often parents attempt to interfere with an ado-
To find a suitable life work is one of an adolescent's most difficult problems.
Youth must find what vocational opportunities exist.
Youth needs to learn how to get a job.
Youth needs to know what his own interests, abilities, and aptitudes fit him for.

The Girls

The adolescent must establish his independence.
Going steady causes many problems.
Many parents attempt to map out adolescent's vocational life.
Often parents attempt to interfere with adolescent's choice of a mate.
Adolescents are often ashamed of their homes.
Adolescents are often ashamed of their families.

Lucy Gayleart

The adolescent must find a firm foundation.
Most adolescents are in a constant emotional turmoil.
Many adults treat adolescents as children.
Many parents attempt to make their children conform to rules, customs, and styles of the parents' generation.

The Day of All Flesh

The adolescent must find a firm foundation.
The adolescent must find release from sexual tension. Many adolescents are troubled by religious doubts. The adolescent must acquire sufficient money for adolescent purposes.

The adolescent must gradually establish his independence.

Ken parents attempt to map out adolescents' vocational lives.

To find a suitable life work is one of an adolescent's most serious problems.

Youth needs to learn how to get a job.

Youth must find what vocational opportunities exist.

Youth needs to know what his own interests, abilities, and aptitudes fit him for vocationally.

Manner of Presentation

In this section the manner in which the authors of the works analyzed treat adolescent problems is discussed. The problems will be discussed generally under the major division set up in Chapter I rather than individually. Problems which are merely indicated by the authors will not be discussed.

General problems.-- Kessenovsky has emphasized two of the problems found in this division - establishing economic independence and finding a firm foundation. The former the
has presented in one vivid episode. This episode depicts a girl who decides to marry one of the Japanese conquerors, a man she cannot stand, in order to attain financial security and to aid her family. The second problem, the finding of a life philosophy, has been presented more frequently. The youthful characters discussed and solicited about problems such as "What is life?", "What is love?" and "What is reality?" earnestly and sincerely.

In Lawrence's novel we again find the attempt to find a firm foundation emphasized. Here, although the characters do consider and talk about philosophic matters, the need for attaining a firm philosophy of life is accentuated by the portrayal of the tragedy of a life without a satisfactory foundation. Lawrence's painting, in this case, is stark, grim, and realistic.

Samuel Butler's hero, Ernest Pontifex, dabbles in philosophies of life. He plays first with one idea and then another, in accordance with the latest fad of his associates. But after first-hand experience with life, in which the philosophies he had accepted on faith proved wanting, Ernest evolves a personal philosophy on which he bases his later life. This presentation of the growth of a philosophy seems to be typical of the way the normal person finds the foundation on which to build his life.

Again in Somerset Maugham's Of Human Bondage we find
the emphasis placed upon attaining a life philosophy.

Kaugman's manner of presentation, like Butler's, consists of the principle character's playing with several philosophies and finally after some experience in life, creating a philosophy for his own needs.

Kaugman also shows us the awful loneliness of an impecunious youth in a large city which provides no recreation for the poor boy. The aimless wandering about the city streets, the boredom in an unfriendly room, and the hours spent hanging about public buildings show the unfriendliness of the city poignantly and sympathetically.

The only problem of this group considered in Daisy Miller is the effect of customs and gossip on the life of an adolescent. James' heroine is an innocent American girl from Schenectady. Amongst society people in Europe she acts much as she would have in the provincial city whence she came but the difference in customs and her independence cause raised eyebrows and finally ostracism as a completely immoral "person". The author ridicules the society rather than girl in this instance.

Although Llewellyn glosses over the adolescent problems of this division, Max, who tells the story of For Kern and Valley, in an editorial comment accordingly denounces gossip. The effect of gossip on minor characters is depicted in two instances.
The only adolescent problem considered in this section which is found to be emphasized in Lucy Marheart is the finding of a firm foundation. Lucy, after a tragic love affair, undergoes a period of lassitude. One night at a performance of The Bohemian Girl, she finds a philosophy which enables her to start looking forward again. Although the problem of community gossip appears many times in the latter part of this novel, it is not treated as a serious matter since the characters involved are too much disturbed by other matters.

The problem of acquiring enough money for adolescent needs is presented in a comical fashion in Booth Tarkington's Seventeen. We see a boy moving heaven and earth (to be more correct a few thousand coins and every thing portable in his possession) in an attempt to gather enough money to provide himself with the dress suit his folks believe he is too young to own, so that he can attend a dance in the manner he wishes people to believe he is accustomed. Although the episode is ridiculous, Tarkington shows us that it is only too real to the youth concerned.

Problems having to do with physical development—only three of the books studied dealt at any length on any of the problems having to do with physical development. Strangely enough, all three of the books emphasized only
one of these problems and in each case the problem was that of sex tension. In two novels, Sons and Lovers and How Green Was My Valley, the treatment of this problem is almost identical. One of the characters is driven by a strong sexual desire. The desire is so strong that it is almost overwhelming and results in the character’s indulging first in sexual play and finally in intercourse. Although Lawrence gives more attention to this problem than Llewellyn, and goes into much greater detail, both authors present the problem equally effectively and as a matter of fact incident in the development of the adolescent concerned. The boy of All Flesh presents a young victim for who (with some effort) has fairly successfully subdued his sexual life, but who finally gives way to his feelings and violently seizes the attention of a girl he erroneously believes to be a prostitute - an incident which lands him in jail.

Problems having to do with mental development.— Of the two novels which have dealt with the problems having to do with mental growth one has dealt exclusively with the brilliant student, the other with the effects of mental failure. Philip Carey, Of Human Bondage’s club-footed hero, is a naturally bright boy whose physical handicap tended to make him more sensitive. When forced to lay aside with the rest of his class he soon becomes brutal and we a
consequence does not in... The little Russian maiden of Krasanovsky’s *The Children* was quite different problem. He has been placed in an English school where because of the language barrier he cannot cope with the school work. The school failure, plus unfavorable social conditions, cause an emotional turmoil which finally results in his running away from this intolerable situation.

Problems having to do with moral development.-- Questioning of religious beliefs in the context connected with moral growth most frequently mentioned in the novels studied. The principle characters of *Of Human Bondage*, *The Way of All Flesh* and *Sons and Lovers* all reject the teaching of the church and find them unsatisfactory. Philip Carey, who had been brought up in a minister’s home and educated in a church school, as a young lad accepted all the teaching of the Bible and of the Church as literally true. His faith is considerably shaken when he has not heal his misshapen foot in spite of Philip’s prayers and absolute faith that He would, for he had interpreted the Bible passages about faith’s power to overcome literally. Later he cannot reconcile the belief that all non-Christians are doomed to perdition with the sincerity of their belief and the perfect moral behavior of members of other churches he meets soon after leaving such consequently he rejects the church. In the last of All Jean
Ernest Fontifex, after dealing with the different factions of the English Church, finally decides that the whole thing is humbug. Both of these stories are presented strongly. Lawrence's treatment of the problem is merely incidental to Paul's lack of a firm foundation which finally leads to his breakdown.

An interesting example of the difference between an adolescent's and an adult's conception of what is right and wrong, is found in Martian's The Children. The fifteen year old Heroine sees nothing wrong in removing 5000 from her millionaire father's safe because she wants to use it to keep the children from being separated. At the insistence of an adult friend, she does return the money, but she is still only half convinced that taking the money was wrong. The difference between the ideals of the younger and older generations is dramatically portrayed in the episodes concerning union activities in Low Green Valley. The sons of the family are strong unionists; the father believes that the union is wrong. As a result of this disagreement feelings run high and the boys leave home to live in a boarding house.

In contrast to the religious doubts of the novels previously mentioned we find a craving for religious experience in Kesavanag's The Children. This theme is recurrent in the life of Lisa, a molested minor of
the Russian Church, and Oasha, an equally whole-hearted believer in communism. The following statement of Oasha shows her longing for something more than her religion (communism is a religion to her) has given her. "Only I feel it is not all. That behind all these things there is something else - higher - and that escapes me. I try to see it, to catch it - I fail."

Emotional problems caused by church teaching are illustrated by, in Of Human Bondage, Philip Carey's fear that God will punish him because he has neglected his prayers while at school and, in Sons and Lovers, Miriam's inability to face any matter connected with sex.

Problems having to do with social development.-- The need for friends is amply demonstrated in Of Human Bondage, where we find Philip Carey, more or less an outcast because of his deformity, heartbroken because of the desertion of Rose, his best friend. In order to find companionship, Philip picks up with a boy who the police, but the note at being on the outside is only partly relieved. Later in the novel the same problem and the need for group activities is emphasized by the solution of Philip's search for occupation in London. Having no friends and belonging to no

group, Philip stands outside the great house in the west
and, through the open windows, watches the parties and
bances and then wanders off into the city alone.

Extreme social awareness and concern about etiquette
are highlighted in The Children (Riasanovsky) and Seventeen.
In an amusing episode the gang of street boys of Shanghai,
wishing to present their common opera singing heroine with
a bon voyage gift, consult an ancient book of etiquette
and the current moving picture The Three Musketeers. As a
result they present their star with flowers in a manner
which would have done credit to d'Artagnan, Athos, or even
Aramis.

Willie Baxter in Seventeen, although greatly concerned
about the proprieties as he conceives them, in all phases
of his social life, is primarily concerned by the "useful"
social blunders of his ten year old sister who, he feels,
is a disgrace to himself, his family, and the world at
large.

Daisy Miller shows well developed social awareness.
Daisy's greatest desire is to be socially important.
Because of her lack of control is doomed to failure and is
badly bruised by the snubs she receives in the fashionable
world.

Problems having to do with emotional development.
Emotional problems caused by unfavorable social situations
are quite common among adolescents. An excellent example of such a problem is contained in the story of Owen's love affair with Isa in *A Green Was My Valley*. Owen's father finds Owen kissing his daughter at a party at Owen's home. A row which all the guests witness develops. As a result Owen, who had previously wanted to marry Isa, feels disgraced and refuses to have anything more to do with his girl. She marries his brother as a sort of consolation prize but broods so over the broken romance that she loses her mind and finally destroys herself.

Another striking example of an emotional problem caused by unfavorable social situations occurs in *Evanescence*. Here on one occasion Willie has to carry some washtubs for his mother. This menial labor causes him to look ridiculous in his own estimation and in fact. The incident causes him great mortification and he goes to great lengths to keep his associates from knowing about it.

School-caused emotional problems are strongly presented in *Green Was My Valley*. Here Sam carries on a running battle with his teacher, Mr. Jones. Sam despises his teacher that he is unable to do any work at all in the classroom although the work he does in the comfortable atmosphere at home is superior. A similar situation is depicted in *A Green Was My Valley* where Julia is so afraid of
Mr. Goddard that he is unable to speak in class in spite of the fact that he is one of the school's brightest boys and well prepared. In Rasenovsky's The Oddman, Wily runs away from school because of the崽 race of boys placed in a class of younger boys and of being punished for cheating in a quiz.

Booth's constant emotional turmoil is well presented by Tarkin in Seventeen. Whenever we find illie he is worked up about something - his sister's appearance, his clothes, his girl, the foretelling of mustache, anything at all. In Eura Leachman we find the girl as worked up by a slight as the part of her former lover that she sud- denly kills herself. The result of her G'd's emotional upset in How Green Was My Valley has been previously mentioned.

Tarkin shows us how self conscious a youth can be. Wily stands in the school corridor. He is scared to make up with his best friend for fear of embarrassing himself.

Problems having to do with heterosexuality -- at one would expect the troubles of any youth and selecting a mate are important in most of the books studied. Eura-
teen presents "puppy love" with its many trials and tribulations in comic fashion. Of Human Bondage portrays the rather morbid attachment of a youth to a worthless female who is not fit for him in any way and who does not care for him. She finally disgusts him and he is able to break off his infatuation and find a more suitable mate. Sons and Lovers depicts the seamer problems of Paul's two love affairs as well as his older brother's affair with an irresponsible shallow young thing who would have made him an unsatisfactory wife and his brother's quite normal affair with the girl who later becomes his wife. In Loyalty we find two love affairs - the first the infatuation and devotion of a young girl for an older man which ends with his death by drowning, the other her affair with a young man who carries another girl out of Giilbe when she refuses him. Tsaacansky's The Children depicts several love affairs progressing at the same time. On the whole these affairs are quite normal and the difficulties, although intense at the time, are solved fairly easily. Similarly as has been noted, several love affairs, two of which are unhappy because they result in the marriage of the wrong persons and consequently marital failure. This villain tells of a girl who sees her friend a certain man but does not succeed in catching him.

In Seventeen the concern with looks and adornment
reaches a high point. illie, in his desire to impress Illice Pratt, a new girl in the vicinity, goes to almost unbelievable lengths to overcome all obstacles to clothe himself faultlessly, for to appear in a manner not up to his standard is unthinkable.

Manliness presents a problem for the boys in seventeen, particularly in the case of George who, having never tried before, finds it necessary to smoke two cigares after a too hearty meal in order to maintain his reputation in a part of the world.

But in "Green Fire, "My Valley" experiences the problem of deciding what is right and wrong so far as sexual play goes. His feminine companion, Ceinwen, as she says, likes to kiss, but for a time this is interfered by his conscience. In "Sons and Lovers, "Virian, as has been previously mentioned, feels that sex play is wrong and never allows herself any pleasure in sex activities.

"On Green Fire, "My Valley" presents the problem of hetero- sexual bashfulness on several occasions. The most vivid example is Owen's first attempt to become better acquainted with his girl - a thing which very nearly does not come off because of sexual bashfulness. In "Sons and Lovers" there is a less important treatment of this problem. Paul is extremely embarrassed by the presence of the girls in the factory. His first meeting with illie also causes sexual
The experience of Blethwyn Llywarch at the home of the Morgen in How Green was by Valley and Topsy's and Miriam's experience in the home of the Torels in Sons and Lovers show what the problem of getting along with the parents of friends may be for an adolescent. Blethwyn was fortunate because the Morgans liked him and tried ever so hard to put him at ease. Topsy and Miriam were not so fortunate. Miriam was never accepted by Mr. Morgan and Topsy, who was afraid in this strange family and surroundings, tried to play the "rondo de lune" and succeeded in annoying everyone including her fiancé.

One of the best illustrations of an adolescent's trying to learn about sex is the experience of Jack in How Green was by Valley. The boy hears a remark about one of the local old maids while at the tailor's getting his first pair of long trousers. On the way home he asks his father the meaning of the remark but his father puts him off. That evening he asks his sister-in-law and again he is put off. The following day the minister explains sexual intercourse to him in a truly beautiful stanza.

Issaurov's The Children is the only one of the novels in which the problem of acquiring knowledge of love is presented with any force. Here we see the constructive discussing the meaning of love and its limitations, "Let us
try to find out what love is. Why do we love?" as well as mulling over this problem in their minds.

The problem of adjusting to the mores which forbid sexual intercourse and marriage for the young adolescent when his sexual drive is intense appears in How Green Was My Valley. Jeinren's sexual urge is very strong, as is her desire to have a family of her own, but this is impossible because they are both still in school.

Problems having to do with the home.-- A vivid presentation of the adolescent's need for security may be found in Lawrence's description of the moral home in Sons and Lovers. The children live in fear of their drunkard father and lay awake until he has come home from the pub and gone to bed.

This same problem is the theme of Chartist's The Children. In this novel the children of a multi-millionaire and his wife, who both have been married several times, try to create some permanence in their life when the prospect that their home will be broken again appears. In this book this problem is all important.

Since the inability of Paul Morel to free himself from his mother, the problem of establishing independence pervades Sons and Lovers. Paul establishes his independence

for a time in minor ways but never completely makes the break. After his mother dies, he loses all sense of direction and becomes, in the words of the author, a derelict. The novel ends on the following note:

"Mother!" he whispered - "Mother!"
"She was the only thing that held him up, himself, amid all this. And she was gone, interminably. I wanted her to touch him, have him alongside her.
"But no, he would not live in. Turning sharply, he walked towards the city's golden phosphorescence. His fists were shut, his mouth set fast. He would not take that direction, to the darkness, to follow her. He walked towards the faintly humming, glowing town, quickly."

In the Way of All Flesh Ernest Pontifex, who had been thoroughly subjugated by his parents, finally escapes from their domination by breaking off with them completely and cutting them when they tried to effect a reconciliation. In his fight for freedom, Ernest exclaims to himself, "There are orphanages for children who have lost their parents - oh! why, why, why are there no havens of refuge for grown men who have not yet lost them?"

Again in Zina Farnam's The Girls the problem of establishing one's independence is the novel's theme. Great Aunt Charlotte who was unsuccessful in her attempts to break away from the home in her youth and at 74 lives with her

1/ J. Lawrence, Sons and Lovers. The Modern Library, New York, p. 461

sister, champions the revolt of her niece Lottie, age 32, and backs up the independent attitude of nineteen year-old grandniece Charley has acquired. Some storms are caused by Charley's placing her own affairs above those of her grandmother, Lottie's mother and Aunt Charlotte's sister, and her complete disregard of the grand-tete's advice. The meat of the book, however, is Lottie's realization that there is no need for her to sacrifice herself to her mother's wishes and her consequent, rather violent, breaking with her mother and leaving for Europe with an American Red Cross unit during the First World War.

On two occasions in Of Human Bondage, Philip Carey fights hard to assert his independence. In the first instance Philip, after tumultuous exams, persuaded his family and his head-ster to allow him to finish his education at Heidelberg rather than at Oxford. Later, in a similar scene, Philip strives to convince his guardian to let him have a portion of his inheritance in order that he may study art in Paris. On both occasions he is successful in his efforts only after the intervention of his aunt.

Only in Lucy Gayheart is the problem of being treated childishly of major concern. Lucy's former sweetheart, Harry Gordon, has come to Chicago to ask her to marry him. Since Lucy betrothed to her name, Henry the assurance the
loves the famous baritone, Sebastian, Gordon illegally at her romance. "Every girl falls in love with her singing teacher," he remarks. Infuriated by his attitude, she insists that the affair is serious, that it has gone "all the way." (Really, it was hardly begun.) The incident prove to be a turning point in the lives of both. Gordon immediately marries another girl and Lucy is left with the feeling that she has cheapened herself and Sebastian needlessly, and to some extent spoiled their relationship.

Parental insistence on outworn customs is treated as an adolescent problem only incidentally in these novels. Mrs. Lorel in Sons and Lovers bitterly opposes her son's dancing and is shocked by the naked shoulders of Cindy's evening dress. In How Green Was My Valley, the father chastises Huw for attending the theatre -- the play was Shakespearean. Charles's grandmother protests because the girl talks of her desire to have five babies in The Girls.

The Day of All Flesh presents the problem of parental interference in vocational life both in the relation of Ernest's difficulties and of his father's early life. As a young man, Ernest's father had wanted to try his hand at some other pursuit but his father forced him into the ministry. Ernest, himself, was a rather weak boy who allowed himself to be led into the new profession without much struggle, although it was not suited to him.
In Of Human Bondage Philip Carey was destined for the church also, but he succeeded in convincing his family and the headmaster of the school to let him follow his own course after several turbulent scenes during his last year at preparatory school.

Muscovy in The Children enacts one side problem startlingly in the story of Alla. When Alla was young, her mother decided that Alla should be a ballerina. Although the girl had little talent, a dancer she became. As the time we meet her the woman is worn out, prematurely old, and consumptive after a lifetime of poverty, one night stands, and failure. In an editorial column the author condemns parents who map out their children's vocational lives.

Again we find the problem emphasized in The Girls. Charley's grandmother creates a scene when Charley announces that she will work in a store. Later when she decides to leave the store to go on the stage, Charley encounters strong opposition from the entire family. In another instance the refusal of Jennie's family to allow her to become a secretary, is instrumental in starting the girl on the road to delinquency.

A striking example of the problem of adult interference in youth's choice of a vocation is found in Of Human Bondage.
Gacilie, who is about sixteen, falls in love with Mr. Sun, a Chinese student. In an effort to break off the affair it is decided to send Gacilie away but before the plan can be accomplished, the couple go off together.

All three of the Thirl girls in Ferber's novel encounter interference with their choices of mates. Charlotte's parents make it impossible for her to leave the house alone after she falls in love with a near-lo-ver. Lottie's only suitor is forbidden to see her, once it is known that he is Jewish. After the family has had financial reverses, Charley's mother attempts to force her to marry a successful middle aged business man.

Much of Sons and Lovers consists of a running battle between Paul and his mother in her attempt to break off his affair with Miriam. At times she succeeds in convincing him to stop seeing her for a while, but after a brief space of time he goes back to her again on each occasion, until he finally gives her up of his own volition when he becomes enamored of another woman.

In only one instance do we find any of the home treated as an adolescent problem: Jennie, the product of a thin home, poor in every description, has acquired middle class ideals of what a home should be like. In an attempt to get away from this squalid environment, she leaves.
...and runs away from home.

Not only does the incident related above demonstrate shame of the home but it depicts the problem of shame of the family. The family is as far removed from her ideal of what a family should be as the home is. The two problems combined cause her to seek escape.

Sons and Lovers shows some of the problems caused by shame of their ill-bred drunkard father whom the children all soon learn to despise and fear.

The perfectly normal behavior of ten-year-old Jane is mortifying to her brother Willie in Seventeen. He avoids her whenever possible because he is sure she will disgrace him in the eyes of his associates. He is shocked by her appearance and her carryings on with her friend Annie (later better known as Mrs. Illiam Baxter), and embarrassed by her comments in polite society. His needless concern about the activities of the child is causing to the young but torture to Willie.

Problems having to do with vocational life.-- In Of Human Bondage, The Far of All with and now known as Utah Valley the problem of finding a suitable life work is presented by showing the young men's abortive attempts at several fields of endeavor before they settle down to their respective vocations.
The problem of a girl's deciding between a home and a career is presented in Masaryk's The Children. Ella shows much promise as a singer. There is little doubt about her being able to succeed in music and a strong possibility that she could become a great star. After some debate she gives up this career to marry and have a home.

How to go about getting a job and how to find job opportunities present problems to both Philip Carey (Of Human Bondage) and Ernest Pontifex (The Way of All Flesh).

Neither young man knows where to start nor what to do and consequently tramps the street until he is aided by acquaintance.

The story of Miss Price related in Of Human Bondage shows how disastrous not realistic, one's vocational limitations may be. Miss Price believes that she has talent in art. Actually she has none. To continue her studies at the art school she deprives herself of food, clothing and the other necessities. After her money has totally run out she gives up and serves herself. In the same book Philip finds his interests and aptitudes by trial and error. After a few weeks in an accountant's firm he finds that the work bores him. Then he takes a band at painting, but plays some of the music in this field or, after a fairly long period of study, asks an instructor to frankly
evaluate his work. Upon being told that he is doomed to mediocrity in art, he gives it up and commences a successful career in medicine.

Henry James' presents the case of Daisy Miller with subtle sympathy. The book is, however, more a study of an aspect of society than a study of an adolescent. When Daisy falls below the ideal norm of society one feels that it is not Daisy who is failed. As a study of the effect the community has on an innocent young person this novel is excellent. James presents his case with a subtlety and irony which is so stimulating for the discerning adult reader, but would be almost impossible for the average adolescent to understand.

Edith Wharton presents the problem of the problem in sympathy, but without much insight. On the whole, the children are old for their ages, and their behavior and motives are both as a gibe on the normal child. Sympathetic as the author is, she is interested in her older characters, particularly the children's possessions, than the children. Little effort has been made to present the young characters' need for security, as the older children are concerned. This novel has an appeal for adult women and spite adolescents, especially girls, but cannot be
adolescent would find it a trifle taxing and difficult to understand.

Adolescence is subjected to mild ridicule by South Parkington. In order to achieve a comic effect the traits and problems of youth are exaggerated slightly. Still, the problems remain real problems, the overemphasis only then clearer to the reader. Written in a rapid, light, humorous style, this story is interesting to both youth and adults.

Although Lawrence gives us many all sorts of adolescent problems, he is so concerned with the presentation of the main theme, the domination of a boy by his father, that the picture of youth and its problems is distorted. The interest is placed almost entirely on Paul's relation with his mother and the sexual side of Paul's love affairs. Still there is no doubt that Lawrence sees and recognizes the problems of normal youth and presents some of them convincingly, particularly in the minor characters.

Lawrence's style has been called one of the best in modern English writing and is a peculiar one combination of the crudely realistic and lyrically poetic. These qualities are fully utilized, the intellectual youth is into adolescence. No mere world seeking or over-writing, no current reader.
been sympathetic observation of the problems of youth is the key-note of Liasnowsky's The Children. We find numerous young people beset by many problems. The author, evidently, has a sure understanding of youth and has tried to impart to the reader a portion of that understanding. She shows us the problems through the words and thoughts of the youths themselves as well as through their actions and her own comments. In spite of some deficiencies in the plot, this novel is a superior portrayal of the traits and problems of adolescence. Told in a simple, straightforward manner, containing a large amount of love interest, and being placed in an exotic environment, this novel should be extremely interesting to young adolescents. Girls and to other persons of both sexes. The preeminence of the love story and the fact that the most important characters are girls, would probably make it unpopular among young adolescent boys.

The beautifully told how green was my valley is presented with an unusual sensitiveness to the problem of youth. Numerous problems are presented and the result is a well rounded representation of normal adolescence. The technique of writing has been told the story of life after a long period of years lends itself to a presentation of the thoughts, as well as the activities of young, etc.
seems to make the reader a member of the group, rather than a distant observer. Llewellyn's attempt to portray the flavor of the Welsh language by carrying over the Welsh word order into the English and his habit of soliloquizing may make this novel difficult reading for some adolescents. However, once these difficulties are mastered there is action, excitement and human interest to hold the attention of both adolescents and adults of both sexes.

Somerset Maugham shows us many brilliant facets of adolescent behavior in his history of Philip Carey's life as told in Of Human Bondage. As in The Way of All Flesh, a large portion of the book presents the principal characters at an age normally considered adult although they are really adolescent in many ways until the very last chapter. The earlier portions of the novel, in which Philip is portrayed in school, at his first job and at the Paris art school, are by far the most important for the purposes of this study. Here Maugham has shown at least some of the traits and problems in all five different types of development. The latter portion of the book is, to a large extent, devoted to a rather cordial love affair which adds little to our understanding of adolescent problems. In his portrayal of the youth in this book the author seems to stand apart from the book. As reported that the
neither condemning nor approving. Although this book is rather difficult for younger adolescents, older persons will find it intensely interesting ordi

As a study of the effect of dominating parents and the thwarting of independence, The Girls is interesting. Practically all other aspects of adolescent life are merely incidental. We find the problem of gaining independence pervading every portion of the book. It is a subject of conversation among the girls and their associates. Even minor characters are parent-ridden. There is no escape from the problem at any point in this book and at times the presentation is bitter. The easy style and the subject matter would probably make this an interesting story for adolescent girls but it would not appeal to boys until late in adolescence.

Although we find some examples of adolescent behavior and problems in Lucy Allewalt, on the whole, Eilla Carter has not presented a typical adolescent. The adolescent problems and traits presented are not numerous but they, in general, particularly well drawn. Since this novel is primarily a love story, related in the simple, slightly sentimental style common in the popular novels of today, this novel would appeal to young adolescents only, not older adolescents in general. The realistic situation on near adult will find it galvanizing.
As we follow Ernest Pontiex through his adolescent years, we realize that Samuel Butler has observed youth well. However, a large portion of the novel relates the life of Ernest at an age when persons are commonly considered to be adult, although Ernest does not obtain true adulthood until the end of the novel. Butler's purpose was to trace the effect of the experiences of the older generations and of early training upon the molding of a man. Some of his comments demonstrate psychological concepts that are not currently accepted. Still, his observation of life is good and his treatment of youth's problems sympathetic. The novel contains little action, adventure, or romantic appeal. Consequently, although an interesting study for adult readers, it has little which would hold the interest of the average adolescent.
CHAPTER IV
SUGGESTED USES AND EXTENSIONS OF THE METHOD

This chapter attempts to show how an extensive study using the method indicated in this paper could be used and to suggest another type analysis which might be of value.

Suggestions for the Use of the Method Presented

From a perusal of the analysis contained in Chapter III it is evident that many problems of adolescence can be found in fictional works which deal with that period of life. That some authors have a great sensitiveness to these problems and present them accurately and with feeling is also evident. Obviously some authors, because of poor observation, because of some pet theory or bias, or because of an attempt to highlight some peculiar phase of life, have distorted their presentation of adolescent life. Moreover, authors, with or without distortion, depict certain aspects of life well but omit other aspects because of the nature of the material they wish to present to the reader. All fictional novels, then, are not equally valuable or studies of adolescence.
List of suggested reading for students of adolescence.

An analysis of the type proposed by this paper separates literary works which are valuable studies of adolescence from those which are not. Therefore, by using this method with a large number of literary selections, it would be possible to present a list of suggested readings of works which depict adolescent problems. Such a list could indicate which selections deal with specific problems or, conversely, what problems are dealt with in each work.

An example of each type of list may be found in Chapter III. Such a reading list should be of considerable value to the student of adolescence who wishes to find material which will increase his knowledge of adolescent behavior and should prove to be a considerable improvement over some of the present lists contained in textbooks on adolescent psychology, since works that paint a distorted picture could be pointed out and works that give little of adolescence could be eliminated. Furthermore, such lists would permit the student to pick readings which deal with the particular area in which he is interested.

List of suggested reading for adolescents.-- Once a study of the author's career or personality, in addition to the analysis of the problems, a list of literary works which depict adolescent awareness of themselves better, and perhaps more on varied types of
problems must be compiled. Such a list could be quite more valuable to a further analysis to discover which selections solve certain adolescent problems and see the authors have their characters arrive at their solutions. Some care should be taken in the suggesting of a fictional work as a tool to the solution of an adolescent problem or sometimes the methods which succeed for the fictional characters are hardly ones that should be recommended to young people. The analysis of solutions of the problems mentioned above would eliminate this danger.

Another Suggested Type of Analysis

A study categorizing a large number of fictional works into rather general divisions such as "selections dealing with adolescent social development", "fiction dealing with adolescent emotional development", would be of value as a basis for the compilation of a list of suggested fictional readings for students of adolescence. Categorizing works in this fashion would not require an exhaustive analysis of each work and consequently a very large number of books could be analyzed with comparative ease. Such a list of readings could serve the students of indicating to the student of adolescence a large number of selections which have to do with adolescent malle and problems in certain social respects of life.
A. Authoritative works concerning adolescence from which the lists of traits and problems were compiled.


F. Literary works included in this study.


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