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A STUDY OF SELECTED FICTION FOR YOUTH
IN RELATION TO ITS CONTRIBUTION
TO CHRISTIAN GROWTH

By

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INTRODUCTION

A STUDY OF
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INTRODUCTION

A. The Problem Stated

The story has universal appeal in all age groups. The world never tires of hearing or reading about the adventures of human beings. While stories are of two kinds, oral and written, this thesis will consider only the written story; that is, the fiction book or novel.

Willard A. Heaps says of novels:

All the world loves a good story and readers find satisfaction in observing, consciously or unconsciously, the ability of the writer to weave characters and setting into a well-wrought narrative that is ingenious, simple and interest-holding.¹

The adolescent is in a transition period of his life. He is emerging from childhood and entering into adulthood. Any period of change is a difficult one and many people deliberately avoid it rather than face up to the demands it will make. The unknown is frightening and to enter into it means insecurity. To remain in the same state brings security. However, the young boy or girl in the years twelve through eighteen cannot avoid the physical changes which take place but it is possible to circumvent the emotional changes which the process of growing up brings. The result is an adult who still clings to his childish ways.

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1. Willard A. Heaps: Book Selection for Secondary School Libraries, pp. 118-119.

Anything that the mature Christian can do to help and encourage boys and girls over this difficult period is his responsibility.

The adolescent is deeply interested in himself and will want to grow up if it seems worthwhile and if he knows how. It is at this point that fiction books come in. They are written about live persons like himself who are experiencing the same conflicts and struggles he is. The reader immediately identifies himself with the person he is reading about and critically follows the plot and solution. The teachings presented will be digested and accepted if they appeal. When these same things are said by parents and friends, they go unheard but when read in a book they assume authority.

Fiction books are interesting and therefore are being read. Is there anything to be gained by this reading other than several hours of enjoyment? A study will be made to discover the values of fiction reading. If the values of reading fiction are substantial, then the next question to ask is, can these values be utilized in the teaching of Christian education and how? It will be the problem of this thesis to see what fiction can give the reader and how certain selected fiction books can be used in the program of Christian education.

B. The Problem Delimited

Reading is done primarily for two purposes - for pleasure and for information. Helen E. Haines adds another purpose to these, that of inspiration. She then goes on to state the types of books which come under each classification. Fiction books appear under both headings - inspiration and recreation (referred to above as pleasure.) Here

are her divisions:

Books of Inspiration - as religion, philosophy, poetry, fine drama and fine fiction.

Books of Information - as biography, history, travel, science, useful arts, sociology.

Books of Recreation - as fiction, drama, humor essays, light reading in various fields.¹

According to Heaps:

The importance of opening up the treasures of real literature as early as possible cannot be overemphasized. To defer too long the use and enjoyment of library books as distinguished from formal textbooks is a clear loss in childhood and may be fatal to the development of a permanent interest in reading.²

The books studied in this thesis will be those which are read for pleasure - fiction books.

The study has been further delimited to fiction books written within the past eleven years and recommended in the catalogues of the major religious and denominational presses. Further selection has been made according to the interests and needs of the adolescent. Heaps classifies these reading interests as follows:

Readers of junior high school age are absorbed largely in plot narrative, excitement, thrills and suspense. On the senior high school level this entertainment value is linked with a greater appreciation of broader, deeper and more subtle values.³

It is with these two age groups and their fiction reading that this thesis will deal.

Heaps then goes on to suggest the following broad types as always being popular with adolescents: Adventure, animal, aviation, farm life, frontier and pioneer life, heroism, historical novels, home

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1. Helen E. Haines: Living With Books, p. 43.
2. Heaps, op. cit., p. 119.
3. Ibid., p. 119.

and family life stories, love and romance, mystery and detective, occupations - vocational and career, school stories, scientific, sea, sports, treasure seeking (pirates, etc.) war, western - cowboys, Indians, etc. To this list the writer has added racial, Christian doctrine and Christian growth.

C. Method of Procedure

As has already been stated, the reading of a fiction book is done for pleasure. Usually learning is connected with hard work and not with pleasure. Yet, this thesis will show that it is possible to learn much from fiction. These values will be discussed in the first chapter. The second chapter will be a review of certain selected books of fiction to see what they offer the reader. The third chapter will be concerned with the place and use of selected fiction in the program of Christian education. This chapter will be as practical as possible in relating the books to the program.

D. Sources of Data

The selected fiction books used for the basis of this study are:

After the Harvest, Edith Snyder Pedersen, Zondervan
 Assorted Sisters, Florence Crannell Means, The Riverside Press
 The Bishop's Daughter, Ernest F. MacDonald, Wm. B. Eerdmans
 Publishing Company
 Broken Threads, Ethel S. Low, Zondervan Publishing House
 Going on Sixteen, Betty Cavanna, Westminster Press
 Going Steady, Anne Emery, Westminster Press
 Highpockets, John R. Tunis, William Morrow & Company
 The Island Stallion, Walter Farley, Random House
 Light Across the Prairie, Norman E. King, Zondervan
 Publishing House
 Mastering Marcus, Paul Hutchens, Wm. B. Eerdmans Publishing
 Company

Treasure Bayou, Frederic Nelson Litten, Westminster Press
Tumbleweed Boy, Eleanor Hull, Friendship Press.

CHAPTER I

THE VALUES OF FICTION READING

A STUDY OF
SELECTED FICTION FOR YOUTH
IN RELATION TO ITS CONTRIBUTION
TO CHRISTIAN GROWTH

CHAPTER I
THE VALUES OF FICTION READING

A. Introduction

Of all the reading in the field of literature which is done today, the reading of novels dominates.¹ This is shown by the many book clubs which are in existence, by the number of novels on the lists of "best sellers" and by the continuous surging inflow of new novels.²

Therefore, reading a good book is something people like to do and will accomplish. If this same reading is also of value to them then there is a very desirable cause-effect situation which will be repeated often. Assuming that reading is pleasurable and at the same time educational, it should have a place in the program of Christian Education.

So often the study of the Christian way of life is associated with dull, uninspiring Sunday School lessons and with reading the Bible in such a way as yields no meaning to students unless it is explained to them. The conditioned response equates Christianity with boredom and

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1. Heaps, op. cit., p. 420.

2. At least 1,200 are published each year. Ibid. p. 437.

unreality. Through the use of fiction as a teaching medium the conditioned response associates Christianity with pleasure.

What, then, are some of the values of fictional reading?

B. Values of Reading Fiction

1. Inspiration.

A book will prove to be an inspiration when the ideas presented therein so move the emotions of the reader as to cause him to act upon the suggestion.

The pamphlet, "What Reading Does to You," gives some very interesting and surprising illustrations of the value of reading. Three of them will follow.

A baseball player won the game for his team in the ninth inning by a clever strategy play which had won the game for another team in a book he had once read. His mind had retained the idea and, at the moment when he found himself in a similar situation, he remembered it.

Jack London came from a poor home and had little formal education yet he enriched his boyhood and youth by reading book after book. Later, as he lived dangerously and opposed to the law, he still continued to read. When an opportunity came to go straight, he took it. Why? This is what the pamphlet says:

London continued to live with the moving power of books. Books must have been shaping him and forming him steadily for what was to come, for it is related of him that, after spells of sodden drinking, he would lock himself in the cabin of his boat with books and cleanse his soul.¹

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1. William Heyliger: "What Reading Does to You," p. 4.

The last illustration comes from the life of Robert M. Perry when he, as a naval lieutenant "explored a Washington bookshop and found the North Pole, and found it that day as truly as he found it the day he chopped the ice to plant his flag."¹

It may then be concluded:

All three - the baseball player, the oyster pirate, the naval lieutenant - touched a common experience. All found inspiration. All three found inspiration in a few drops of printer's ink spread over a clean, white page.²

2. Guidance.

a. Presupposes a Knowledge of the Adolescent

Books can be used as guides to the best way of living.

The definition of guidance offered by the Office of Education is generally accepted. Guidance is the process of helping the individual discover, and use, his natural endowment, in addition to special training obtained from any source, so that he may make his living, and live, to the best advantage to himself and to society.³

To guide a person pre-supposes a knowledge of that person and his needs. It has been said of adolescents that they are deeply interested in themselves and their personal relationships. The problems that are involved in guiding the adolescent may be thought of in various ways.

Knowledge must be gained in three fields in order properly to guide the child as he grows from childhood to maturity. The physiological process of puberty must be considered; the psychological experience of attaining maturity is next and lastly comes the sociological experience of adjustment to the world.

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1. Ibid., p. 11.
2. Ibid., p. 11.
3. Heaps, op. cit., p. 24.

Nevin C. Harner summarizes the chief problems perplexing youth as follows: "For the junior high school group it was the area of family relationships that concerned them most deeply. For the senior high school and employed groups it was the area of friendship.¹

Into the make-up of each person go two factors: heredity and environment. It is hard to say which has more influence. Various studies along this line have been made. Paul H. Landis feels that the society in which youth grows up is very important in moulding him. He states it thus:

Adolescent-youth problems must be analyzed in terms of the social experience of this age group. Simple though this statement may seem, little of the huge volume of literature in this field is based on this assumption.²

Areas in which youth need guidance will now be considered.

b. General Guidance

1. A Good Philosophy of Life

"Adolescents seek a set of values which may serve as a guide to establishing a life pattern.³ Fiction books present imaginary situations which may strike familiar notes in the reader. The hero or heroine may be struggling with the same problems as the reader and the outcome will help to guide the reader's way of life. Biography with its true experiences is also of value as it presents the philosophy of life which guided a living person but it has limitations which fiction does not have.

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1. Nevin C. Harner: Youth Work in the Church, p. 20.
2. Paul H. Landis: Adolescence and Youth, p. 28.
3. Heaps, op. cit., p. 26.

2.A Pleasing Personality

Next comes the desire of every adolescent for a pleasing personality since he wants with all his heart to be accepted and approved by the group in which he moves. He is eager for every book which will aid him in growing up gracefully. There are many non-fiction books on the market today written with this in mind but, if these same teachings are incorporated in an interesting fiction book, they are more apt to be read.

3. An Acceptable Standard of Conduct.

Not only does the adolescent need a philosophy of life and a personality which will be accepted by the group; he also needs to desire conduct which will not be anti-social. Because all his life he will be a member of society, he must learn to obey its rules while at the same time retaining his individuality.

4. A Knowledge of Manners

Then, too, he must feel sure of himself when in society. Poise comes when he knows that his manners are correct.

5. A Knowledge of his Bodily Functions

Finally, the adolescent is conscious of his body and its functioning, and seeks information on it.

c. Specifically Christian Guidance

While the above needs of adolescents are not strictly secular, neither are they necessarily Christian. Therefore, a further inquiry needs to be made from a definitely Christian viewpoint. Harner believes there are six basic needs of youth, which are crucial to his spiritual well-being, namely:

1. they need to find God
2. they need to find themselves
3. they need to find a life work
4. they need to find a life mate
5. they need to find society-and their relationship to it.
6. they need to find the Christian society, the Church-and their relationship to it.

As presented above, it was discovered that an adolescent needs to know what to believe so that he may pattern his life along those lines. Yet young people do not know what to believe. Many things or ways are put before them. Nazism and Fascism presented their "faiths." Communism is presenting its system of beliefs. In this era of high-pressure ideological systems the Church has failed to present its stand firmly. Theologians disputed among themselves about the doctrine of God, Jesus and man. The Bible has been under attack and because of this has lost some of its prestige as the guide to the Christian way of life. Science put forth hypotheses that challenged the teachings of the Bible. Last but not least, the world in which our young people have grown up is to a great extent secularized. God has no real meaning to people. He is very seldom if ever referred to. Boys and girls see their fathers and perhaps mothers go to their places of business rain or shine, many times even when they are sick and should be home in bed; but on Sunday any excuse is sufficient for them to stay home from Church.

In the light of this situation and considering that modern education has stressed the idea that youth should think for themselves, it is doubtful that they have been given anything upon which to think regarding a Christian faith. Therefore, books which might help to

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1. Harner, op. cit., pp. 31-32.

cultivate a living faith in youth are very necessary.

Harner mentions in the second place that youth must discover themselves. This is another and fuller way of saying that youth needs to develop a pleasing personality. This can only be accomplished as the process of understanding of oneself is achieved. Modern psychology has added greatly to this phase of growth.

Thirdly, there is a need for Christian, vocational guidance. It must be kept in mind that there is a divine plan for Christians and only by discovering it can one find his niche in the world. Harner believes this is the unique task of the Church in vocational guidance. While novels can help in this line, biography presents actual cases in point and for this reason helps even more.

Youth needs next to find a life mate. This will be aided by a study of Christian sex education. The attitude of the novel toward such subjects as petting, length of engagements, breaking of engagements, and differences which occur between two young people in such things as race, religion, age and education are the things to be considered. There is an acceptable standard of conduct regarding such matters based to some extent upon bodily functions.

Harner's fifth need is that of Christian social education. This includes the study of social problems - race prejudice, the life of the sharecropper, labor unions, etc. Youth must be awakened to these problems and discover that the mores of each culture dictate which actions are acceptable and which are not.

The last need - finding your place in the Church - is not found among the general guidance points. Adolescents need to have a

happy, rewarding experience in a church group of their own age and kind. They also need to feel a part of the whole church body. As Christians they need the fellowship of the Church.

3. Development.

Similar guidance values are to be found enumerated under the term "developmental values" in the book, Youth, Communication and Libraries. The term is defined as

an element in a book which serves as an instrument of communication and supplies vicariously a wealth of experience that may aid a reader in his choice of modes of behavior. A book has developmental value in so far as it provides stimulus situations for new behavior patterns or as it influences and reinforces desirable valuations and attitudes of the reader.¹

The book goes on to say that

The idea of using books in shaping and influencing a child's behavior is certainly not new. It is seen in the efforts of James Janeway, John Newbery, and the writers of the didactic era as well as in the saccharine flood of Sunday School literature of the early nineteenth century, but with a distinction. The concern of the publishers and authors of these books was largely with the morals and spiritual well-being of the child. Preachiness and moralizing protruded like a sore thumb from something that was far from realistic or complete. The writers are people of varied backgrounds and experience who by looking back into their own childhood or into the "child's world" about them have created stories that are vignettes of child life. In them a reader can see reflected his fears and dreams, problems and experiences in quite a complete and natural way. He sees characters his own age, meeting similar situations, dealing with like problems and coming in contact with a wide variety of people. The reader, as part of his enjoyment of the book, derives a personal satisfaction from discovering how these characters behave and react. It is conceivable also that indirectly the reading of such material and identification with the characters can have even more deepseated effects on the child.²

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1. Frances Henne; Alice Brooks; Ruth Ersted: Youth, Communication and Libraries, pp. 49-50.
2. *Ibid.*, p. 50.

4. Education.

Reading has other values, too, than those directly concerned with the individual personality. Reading helps people to understand the past and present and therefore helps develop broad intelligence and sound judgment. It is impossible to understand the present without some idea of what events have passed which lead up to the present. Miss Haines expresses it thus:

Through books we gain what John Morley called "the historic sense of progress through the ages," in other words, a background of understanding, a basis of familiarity with the interlocking of events with the great undercurrents that run, forever changing yet forever the same, through human experience, past and present.¹

No one can form valid opinion or pass fair judgment on what is, who has not some ability to compare, to contrast it with what has been.²

This background of understanding, in some degree, is indispensable to enjoyment of good reading; and it builds itself from that enjoyment. To care for good reading, to keep on with good reading because you care for it, means that little by little this background takes on substance in the mind, and unconsciously every new subject contemplated, studied, or enjoyed enlarges and enriches it.³

5. Fascination.

The fascination aspect of a novel differs from that of inspiration in that the reader is not expected to act upon that which he is reading. The idea is to hold the reader spellbound for a time in a world of enchantment and make-believe. There is no practical value from such reading other than to transport one from the humdrum world into a world of beauty and courage and faith and enchantment. Books which possess the power to fascinate "give wings to the

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1. Haines, op. cit., p. 4.

2. Ibid., p. 4.

3. Ibid., pp. 4-5.

mind and allow it to soar and expand and imagine, instead of forever hemming it in by boundaries which demand that everything must be 'really true'.¹

C. Form of a Novel

1. Literary.

The literary quality of a book will add to the value of that book also. Miss Haines presents her ideas of good fiction in the following quotation:

The two great requirements of a novel are truth and art. Truth implies vitality in the rendering of human beings, valid psychology, consistency in the relationship of cause and effect and of motive and action, verisimilitude of backgrounds. Art implies skill in workmanship, sound structure and good style.²

Miss Haines further suggests in her book which has just been quoted, the following questions which serve to bring out the qualities of a novel.

Is it true to life? Sensational? Exaggerated? Distorted?
Has it vitality and consistency in character depiction? Valid psychology? Insight into human nature?
Is the plot original? Hackneyed? Probable? Simple? Involved?
Is dramatic interest sustained?
Does it stimulate? Provoke thought? Satisfy? Inspire? Amuse?³

Other questions may be added to test for artistic qualities.

Does the work show any degree of creative power?
Is the form appropriate to the thought?
Has it originality of conception? of expression?
Has it a clear and graphic style? Charm? Profundity? Imaginative power?⁴

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1. Heyliger, op. cit., p. 17.
2. Haines, op. cit., p. 432.
3. Ibid., pp. 46-47.
4. Ibid., p. 433.

2. Textual and Physical.

As to the textual and physical aspects, the following should be looked for. A book should be convenient to handle, easy to read, have workmanlike execution, be made of good but not extravagant materials, and the design should be a thing of beauty, revealing the hand of an artist.

D. Summary

It has been found that fiction books are being read and that there are values to be derived from such reading. These values are inspiration, guidance, development (similar to guidance only using a different term), education and fascination. Each was studied and its relationship to Christian growth noted. Fiction books can provide positive ways of developing and enriching life.

CHAPTER II

REVIEW OF THE SELECTED FICTION

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REVIEW OF THE SELECTED

FICTION

A. Introduction

In this chapter each book will be reviewed first to present a summary of the narration; secondly, to discover the book's main message for the reader. The object of the review will be to find the central idea, unifying thought or distinctive quality of the book being reviewed and to point it out as briefly, simply and convincingly as possible. Thirdly, the form of the book will be considered.

Book selecting should be done with the principle in mind that the book should be worth reading. The book should help the reader toward the development and enrichment of life. Books should carry the reader one step further than he is in his own living. More than that, books should be positive not negative. It is not sufficient to say that such and such a book "can do no harm." It must be said of a book that it can be of actual service to somebody, in inspiration, or information or recreation.

An evaluation of the books will not be attempted in this thesis.

The books will be divided into those for boys and those for girls, the ones for boys being reviewed first, then those for girls. They will further be divided according to ages as far as possible.

B. Tumbleweed Boy - Eleanor Hull

1. Synopsis.

Colly Harper at the age of fourteen felt that the best word to describe himself and other migrant workers was "tumbleweed." It seemed to Colly that his life chased aimlessly all over the map like, he says, "Those tumbleweeds that roll over the Western prairies, round thistle bushes, dried and broken loose, scurrying before the wind, lodging for a while against some barbed wire fence, hurried on again by another sweep of wind."¹

These depressing thoughts come to Colly as he and his Mother, Father, brother Jay, age 12, and baby sister Pet, age 3, bumped along in an overloaded truck which was taking a group of migrants to Columbia, Wisconsin to harvest the pea crop. They had finished the asparagus picking in Alliston, Illinois and now had to move on to the next place where there was work. Colly was terribly disappointed to have to leave as he had made a friend in Alliston, named Al. Al was a Mexican. Mexican migrants were looked down upon by the American migrants. But Colly ignored the prejudice. Al was a good baseball player and that was what counted. That was another reason Colly hated to leave Alliston. There was a baseball team there. Two women, Miss Helen and Miss Donna supervised. They had arranged the game in which Colly and Al met.

Colly had noticed the "Misses" around the camp but hadn't paid any attention to them. He had seen women like them at other

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1. Eleanor Hull: Tumbleweed Boy, pp. 39-40.

camps. He knew they took care of the children sometimes and helped people get doctors but he never expected them to be interested in such things as baseball.

Now he was leaving all that behind and going on to some unknown place. At last they arrived in Columbia only to learn that their quarters were to be an old sheep barn. To add to their woes, children were not allowed to work on the vines. Colly was so disgusted and unhappy about the whole situation that when Jay came to him with a new boy, Jimmy Evans, in tow and suggested a baseball game, he told them to go play paper dolls. The next day Jay tried again. By this time Colly's unreasonable resentment against Jay had worn off and a game was started. Other boys quickly joined. However, without the pleasant firmness of the "Misses" to guide the game it soon dissolved into wrangling.

Colly discovered that he could belong to a Boy Scout troop in town and became enthusiastic about having some fun. Before he could get in on the fun, however, the family decided to move on, this time to Colorado to pick peaches.

The camp where they were to live was government owned and was fine. They had a little house all to themselves, with screens to keep out the flies and mosquitoes, beds with mattresses and a good little stove. The only trouble was the camp was going to close in the fall and they would have to move on again.

On the way to the new location, Pet had become seriously ill. Now it was imperative to get a doctor. Colly soon discovered that there was a woman here to help them just as there had been at

Alliston. As Miss Jean was leaving their home after seeing Pet, Colly said to her, "Are you from the - the Home Missions Council?" Miss Jean replied, "Why yes! Of course, I am. How did you know?"¹

Colly just smiled and dropped his eyes. He didn't know just what to answer, nor did he feel an answer was necessary. He had recognized her, and that was all, and he felt his question had caused her to recognize him, in turn, as someone a little unusual.²

Colly soon found a friend to take the place of Al. They played ping pong and swam together. But Jay couldn't seem to adjust himself. He and Jimmy Evans didn't feel wanted at the game hall. There was nothing for them to do and before long their desire for fun and adventure got them into serious trouble. Colly realized that he hadn't been a very good older brother and insisted upon taking some of the blame for the damage done. Miss Jean also apologized for not making Jay and Jimmy feel wanted at the recreation hall. Colly and Jay became pals again and looked ahead to plenty of fun together.

2. Message.

This is a book intended to introduce the reader to a migrant family and to present their problems. It is hard on a growing boy to move from one place to another. Just as he makes friends, the family moves on. The children of migrant workers live a life which lacks excitement and good clean fun. While their parents work at the harvest, they must amuse themselves unless they too are allowed to work. Then they need recreation afterwards.

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1. Hull: op. cit., p. 88.

2. Ibid, p. 88.

The Home Missions Council realized this situation and did something about it by supplying workers such as Miss Jean for many of the camps. Their work consists of providing a place for mothers to leave small babies while they work, help for mothers in taking care of their children, a recreation center for the children and a gathering place for evening parties among the migrants.

Children of migrant families can also live more normal lives because of the Boy Scouts. Most every town has a troop to which boys may go while they are in that location.

Through the eyes of Colly, a clear picture is gained of a migrant family and the efforts being made to improve their lot.

3. Form.

This book comes bound in heavy cardboard. Because of this it is not as easy to handle as a stiff covered book. The pages do not open as nicely or as conveniently. The book is a trifle smaller than most books. Therefore the inside margins are narrow. The print is sufficiently large and black. A nice quarter page sketch precedes each chapter and there is a picture of Colly on the cover.

C. The Island Stallion - Walter Farley

1. Synopsis.

As the title indicates, this is the story of a horse found on an uninhabited island. Even before the horse was discovered there, he was a reality in Steve's mind.

When Steve was seven years old, he had an operation for an abscessed ear. For two years it had been his dream to own a pony. Now, as he lay in bed shrieking for a pony, his father promised it to

him in order to quiet him down for the operation. This joyous promise was in his mind as he received the anesthetic. Soon it became a very real dream. A fiery red stallion emerged standing on a cliff. The name Flame came with the horse for his body was the red of fire. The dream was very vivid, so vivid that when the operation was over, Steve had a red horse named Flame.¹ Later his father brought up the subject of the promised pony. He explained that he would be unable to keep his word. He hoped that Steve would understand. Steve replied that it was all right. He did not want a pony any more. From then on horses were his main interest.

Now, ten years later, Steve was on a freighter carrying him from New York City to Antago so that he could spend the last few days of his school vacation with an old neighbor and friend, Phil Pitcher.

Phil, more often called Pitch, was a few years older than Steve. He had given up his city job to go and live with his step-brother, Tom, on his sugar plantation at Antago. Pitch had sent Steve the following clipping in his last letter:

CARIBBEAN ROUNDUP! - Last week a group of men from Antago traveled the twenty miles to Azul Island to spend the day wrangling the wild horses that inhabit that island. The horses are believed to be descended from those which the Spanish Conquistadores brought to this hemisphere centuries ago. The Government of Antago permits thirty horses to be removed from Azul Island every five years. The agent in charge of the procuring, breaking and sale of these horses is Thomas J. Pitcher.²

Steve's interest was caught immediately as the picture accompanying the clipping was that of a cliff at one end of a canyon with a group of horses running down the canyon.

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1. Walter Farley: The Island Stallion, p. 42.

2. Ibid., p. 8.

Once at Antago, it wasn't hard to talk Pitch into taking a trip to Azul Island. Pitch was somewhat of an historian and the idea that the Conquistadores had been on the island intrigued him although his step-brother insisted it was not true. Tom maintained that the Antago Chamber of Commerce put the horses there for a good news story. The horses were a mangy bunch hardly worthy of the Conquistadores. Yet these must be the horses if the story is true as the rest of the island is inaccessible, being solid walls of rock. Nevertheless, Steve and Pitch want to go.

Their first night on Azul Island is very exciting for Steve sees standing high up on the cliff outlined in the moonlight a horse - his horse. The horse could not possibly have gotten there from the valley. Therefore, there must be a way into the rest of the island where there are other horses.

The next day Steve and Pitch set out in their boat to search the rocks for an entrance. At last they discover it and after walking through underground tunnels; coming upon a room in which bones of dead men are propped up in sitting positions along a wall to which they had been chained and left to die; breaking their flashlight so that they have to travel the tunnels in darkness and getting lost in the maze of tunnels, Steve and Pitch finally discover a new world - a beautiful valley surrounded by cliffs. Not only that, grazing in the blue grass on the valley floor is a group of the most beautiful horses Steve has ever seen. Their leader is a magnificent red stallion - Flame - the horse on the cliff.

Each minute of the following days is packed with adventures for the two boys. Pitch discovers that the Conquistadores really were

on the island. He finds many treasures to take back with him. Together they discover a sliding door among the rocks on the other side of the island. A large boat could enter here and leave its cargo or take cargo away. Not only has Steve found Flame but now there is a way to get him off the island. The next thing to do is to make friends with Flame. The way Steve does this is fascinating and beautiful reading.

Neither Pitch nor Steve wish to share their new world with anyone else yet they know they cannot keep it secret if they bring home relics of the Conquistadores and such a fine horse as Flame. At last they decide to return without anything. Flame would not be happy in other surroundings. Pitch will undertake a private archaeological survey and share it with the world when it is finished.

2. Message.

This is the story of a boy and his love for a horse which causes him to be unselfish and of a young man and his love of history which causes him to realize that he is part of civilization and has a responsibility and duty to that civilization.

Steve realizes that Flame belongs in the valley with the other wild horses and abandons his plan to take him away.

Pitch recognizes that the discoveries he has made must be shared with the rest of civilization as much as he would like to keep the island as a secret place between him and Steve.

3. Form.

The two hundred and forty seven pages of this book are printed in good black ink in large type. They are bound together well and

attractively. Eight illustrations in black and white help the reader see the characters and situations more clearly. The chapter titles are short and to the point.

Treasure Bayou - Frederick N. Litten

1. Synopsis.

The story takes place in the bayous of Louisiana. Chris Lane and his mother are carrying on the orange grove which had caused Mr. Lane so much heartache and hardship when he was alive. Chris, thinking back over these years now feels trapped. He doesn't have his mother's optimism that the orange grove will eventually pay, and wishes only for money enough to leave the bayou forever and move out into the world in order to live. To prepare himself for work away from the bayou, Chris has enrolled in a mail-order course in engineering.

The bayous in West Louisiana are good for duck hunting and each season a group of wealthy men from Chicago come in for the sport. This year Mr. Matthew O'Donnell, one of them, brings along with him his son, Craig. In the eyes of the father, Craig is a failure. Craig is an idealist. He is not interested in amassing a fortune for himself but wants to see the "fellow in the ditch" get a break too. Mr. O'Donnell hits upon the idea to take Craig with him so that he may

"Get acquainted with 'the fellow in the ditch'. The marsh country's full of them! After you've been there awhile you'll understand why a few of us with brains and a sense of loyalty to Uncle Sam must hold his pocketbook."¹

Circumstances bring these two groups together. Mr. O'Donnell

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1. Frederick Nelson Litten: Treasure Bayou, p. 28.

learns from a match box in Chris' possession that there is a possibility of oil under the marsh land. Chris sees this as his opportunity to "make a million," take his mother and leave the bayou forever. Mr. O'Donnell wishes the discovery to remain secret until he is sure there is oil and until his company is able to buy up the land cheaply from the Cajuns. This, he says, would prevent any wild cat drilling and draining which might turn the whole field into salt water. Under this arrangement, if oil is discovered, the Cajuns would have sold their land too cheaply and would not profit from the oil. Only Chris and his mother would benefit.

Craig takes the part of the Cajuns, and, going against his father's wishes, warns the Cajuns not to sell. He tries to get Chris to 'buckle on the sword' and join the crusade to keep the oil for the trappers, but Mr. O'Donnell's reasoning sounded right to Chris.

The discovery of oil brings many changes to the bayou. Where once the people all lived peacefully, now there is hatred, jealousy and strife. At this time Mrs. Lane's words, "money isn't worth all this unhappiness,"¹ are all too true.

Exciting events follow one on top of the other as the oil wells go down. Lives are endangered and at last Chris must decide whether he is for O'Donnell and his oil company and some of their questionable practices or for the trappers. Polyte Crozat as the most important trapper is a very loveable, wise man. His manner of speaking will please the reader and so will his part in influencing Chris.

2. Message.

The feature of this book is the presentation of a philosophy

1. Litten: op. cit., p. 161.

of life regarding money, business ethics and happiness. Chris stands against his Mother and the trapper Polyte Crozat in the belief that money can make him happy and therefore should be the goal of life. They feel that happiness lies within the heart. The same conflict rages in the O'Donnell household. Here Mr. O'Donnell takes the stand for money as all important while Craig realizes that it takes more than money to make a good life.

The discovery of oil under the marsh brings these groups together and each tries out his philosophy of life and sees the other fellow's philosophy at work. Chris is all for O'Donnell's idea of one large company developing the land so that it would be done properly and without any waste. Thus "the greatest good to the greater number would be accomplished." However, the practices which bring this about seem rather dubious to Chris after he sees some of them in action. The more his eyes are opened the more he begins to question. Finally he swings over to Craig's side and helps the trappers to profit from the oil under their land. He comes to realize that the desire for a great fortune has caused too many heartaches and is not worth it.

3. Form.

This book contains 223 pages; is bound in a very attractive yellow cover and has an interesting jacket picture. It is convenient to handle. The print is sufficiently large and black. There is a frontispiece and another drawing which help the reader to visualize the location, the characters and the action.

E. Mastering Marcus - Paul Hutchens

1. Synopsis.

Miss Wiseman, the teacher of the Freshman Composition class

at Mayfair College required that each student write one story a week, the best ones to be read in class. On the morning when the book opens the last story to be read is entitled, "The Soliloquy of a Suicide." Marcus Dorr, unable to make Gwendolyn love him, cannot stand life without her. There is only one thing left to do - kill himself. This is the way Jim Bob Courtright, the author, has taken to let a fellow classmate, Arlowene Everly, know what her unresponsiveness is doing to him.

After each story is read, it is critized by the class. Vera Harper raises her hand and offers the following criticism of the Soliloquy:

To my mind, she said, the point of view of Marcus Dorr is a petulant, low-visioned, selfish point of view. It is true the author has given us an excellent character sketch, a true picture, no doubt, of one who cannot see beyond himself or his desires. The actor--or character-narrator point of view is well maintained--I have no criticism of the story itself, but it seems to me if Marcus Dorr's soul had been attached to some high, life purpose, if he had not allowed himself to live in a mental rut or if he had stood himself in a corner and faced the fact of the eternality of his soul, of his continued existence somewhere after he left his water-soaked body at the bottom of the lake, he might have chosen a different course. The question of a lost love is vital indeed but the question of a lost soul is far more important.¹

This criticism causes Jim Bob to reflect on life as he never had before. The idea that he had a soul to think of was new. But why should he let Vera Harper's words bother him? "It was Marcus Dorr who was low-visioned and selfish, not Jim Bob Courtright! Marcus Dorr was no more than a creature of his imagination."² Even as

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1. Paul Hutchens: Mastering Marcus, pp. 15-16.

2. Ibid., p. 17.

Jim Bob thought this he realized that it wasn't true. He and Marcus Dorr were one and the same. A new desire comes over him. He will be free of Marcus Dorr -- he will master him by attaching himself to some high life purpose and become a great man.

Much to Jim Bob's surprise and joy, he discovers that Arlowene, who is still interested in him, is thinking similar thoughts. She has found a book in her Aunt's attic entitled, You and Your Possibilities. From now on, she plans, the goal of their lives will be to get an education so that they can make a mark in the world. They solemnly agree to put aside all thoughts of love until after college.

But Jim Bob has another surprise coming to him. Sunday evening he and his friend Bill attend a church service conducted by Dr. Harper, Vera's father. His topic is "The Secret of True Greatness." The ideas he puts forth are exactly opposite from the philosophy Jim Bob and Arlowene have adopted, that of being master of their own fate and captain of their own souls in order to make their lives great. Dr. Harper maintains that greatness has to do with character and character is determined by a right relationship to God and one's fellow men.¹

After the service, Jim Bob stays to talk with Dr. Harper about the conflict of ideas. The book, You and Your Possibilities, from which Jim Bob has gotten his ideas brings back many memories to Dr. Harper. Years ago, twenty to be exact, before his conversion, he wrote the book. Later as a Christian he realized that his book robbed "Christ of his glory and of his rightful place as the captain of men's

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1. Hutchens, op. cit., p. 86.

souls. It encouraged a false egotism, exalted and deified man."¹ Therefore he withdrew all copies from sale. Only two remain, his and the one he gave to his old sweetheart, Johanna, years ago. The realization that Johanna must be here in town causes him to wonder whether, now that he is a widower, they could resume their romance.

After the talk Jim Bob is more confused than ever. He recognizes a certain something in Dr. Harper which he too would like to possess. Words which he has learned keep running through his head "Literary and scholastic attainments, love for and success in manly outdoor sports, qualities of manhood, leadership --"² Jim Bob ponders on what manhood is, and leadership.

A few days later in the same composition class, Vera Harper's story is read. It is an answer to the Soliloquy of a Suicide. Jim Bob hates Vera for this. His unhappy state of mind is lightened by the thoughts of a date with Arlowene after library hours that night. But their friendship does not run smoothly. Arlowene accepts dates with other students which make Jim Bob jealous. Then, ten days after that eventful day in Classroom B, Jim Bob accepts Christ as his Saviour and Marcus Dorr is dead. Because Arlowene is not a Christian they now have no mutual grounds on which to base their friendship.

Up until the very end of the book the reader is kept in suspense as to whether Arlowene and Jim Bob are really meant for each other and will marry. There is suspense too in the way Dr. Harper responds to the overtures of his old love, Johanna.

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1. Hutchens, op. cit., p. 67.

2. Ibid., p. 54.

2. Message.

This is the story of college freshmen and their problems. Jim Bob and Arlowene look at their love for each other and make of it a fine thing. There is a wholesomeness about their feelings for each other which will inspire and encourage other young people.

There is another and greater problem which they both must face and that is what to do with Jesus Christ and his way of life. In their pride, neither feels the necessity for a Saviour. Yet each is looking for a better way of life. The struggles Jim Bob goes through in mastering his old way of life and accepting Christ's way is a tender and true-to-life picture of the awakening of a young man. Many Christian teachings are presented as Jim Bob goes through the process of conversion and growth after conversion.

3. Form.

The book is bound very conservatively in blue with gold lettering. The paper jacket is also conservative being done in blue and white. There are no illustrations of any kind. Neither is there a table of contents nor any chapter titles. The print is relatively small and not very dark. The book is easy to read and handle but it lacks distinctiveness in makeup.

F. Light Across the Prairie - Norman E. King

1. Synopsis.

In the era of the horse and buggy, taffy pulls and curtsies, Perry Wheeler left his newspaper reporter's job in Des Moines in order to set himself up in a similar business in a small town called Batesford.

The move was rather sudden and done without too much knowledge of the new situation. Yet Perry felt it was the right thing to do -- God's will for him. Besides being a means of living and providing a good newspaper for Batesford, it will be an "opportunity for doing something, for helping some people who desperately need help -- even though they may not realize it themselves."¹ Perry intends to bring these people the Christian message.

Perry was not prepared for what he found. Batesford had earned a reputation for itself. The conductor on the train taking him to Batesford informed Perry that Batesford was the rowdiest burg on his run, excepting none. This was immediately confirmed as three farmers returning home from a business trip to Chicago entered the car and began to sing as only drunken men can. Perry's first thought was to return to the security and familiarity of his old job. Why buck up against this? As he took his Bible from his valise and read Proverbs chapter 2, he gained strength and fortification for the uncertainties ahead.

The Pomroy family soon becomes the most important group of people in Perry's life. Mr. George Pomroy, one of the three rowdy farmers on the train, saw Perry reading the Bible. Thinking Perry is a preacher, he informs him that Batesford doesn't want a religious man in town and offers him money to turn back. Perry refuses and Mr. Pomroy becomes his enemy.

As Perry descends from the train, in his excitement, he

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1. Norman E. King: Light Across the Prairie, p. 6.

stepped so quickly forward onto the station platform that he bumped into someone waiting there. It was Matilee Pomroy, elder daughter of George Pomroy. For a minute Perry is unable to take his eyes from her. She is very attractive. Later he is unable to keep his thoughts from turning to her. She has a most fascinating personality. Their paths are thrown together as she is the very capable society editor of the Batesford Bugle, the newspaper Perry will publish.

Then, at a party given at the Pomroy residence in his honor, Perry meets Leota the younger sister. Leota has a quiet loveliness about her so different from Matilee's dynamic and enticing personality. Perry had fancied himself in love with Matilee. Now he wishes to give his heart to Leota. For the first time Perry wonders whether he is fickle.

A stranger in the small town, Perry causes much excitement. His attempts to revive the declining newspaper are followed with interest. The first edition of the Bugle is highly praised by the subscribers. But Perry's stand against drinking and for Christ is not nearly as well received. Pomroy has voiced the feelings of the people in saying that a preacher is one thing Batesford doesn't need. Perry thinks differently as he feels he has been led to Batesford in order to present a Christian message.

Several people prove to be Christian allies such as Leota, the Websters and Buck Redfern's mother and Perry discovers that Batesford is not entirely heathen as he had been led to believe. First, it is necessary to have a place where Christians can gather on Sunday. The School House seems to be the logical place. George Pomroy refuses Perry the use of this public building. This causes

Perry to wonder why Pomroy has so much power. The only other place to meet is the printing shop. Two times the Christians gather here and two times Pomroy and his friends try to stop the meetings.

The first time Moss Gunther, mayor of the town, and proprietor of the saloon a few doors down from the printshop, George Pomroy and an assortment of followers tell Perry that they represent the ruling factions in the community who are against the religious meetings. The following Sunday an attempt by the same group to serve Perry with legal papers of eviction failed also.

Perry decides upon two courses of action. First, he made arrangements to buy the print shop and second, he stopped Moss Gunther on his way to the saloon one morning for a friendly chat. Moss was not fully in sympathy with the doings of Pomroy and his gang. Therefore, Perry realized the advantage of winning Moss to his side. And that is exactly what happened. Moss becomes a Christian and closes his saloon. Things seem to break after that. A lynching is averted, the Bugle is boycotted, Mrs. Redfern dies, a revival is started in Batesford, Mr. Pomroy's true character is exposed, a Church is built in Batesford and Leota and Perry are reunited.

2. Message.

This is a book showing how a vocation can be used for furthering God's Kingdom on earth. Perry's work is to publish the Batesford Bugle. He uses it to influence the thinking of the readers along Christian lines.

The idea that all those who serve God are not necessarily ministers is also presented. Perry explains to Buck Redfern that the

Lord needs Christian farmers as much as He needs preachers. A farmer can be as powerful a witness for the Lord among other farmers as a preacher can.¹

Matilee also assumes that anyone interested in religious matters must be a minister. To this Perry replies, "My own conviction is that anyone who really knows the Lord should make it his business to live Christ before those he contacts."²

3. Form.

This book is bound in brown leather with gold lettering. The printing is a good size and sufficiently dark. On the whole the chapters are fairly short. They start well down on the page and the beginning capital is done in large black type making an attractive page. The only drawing is on the paper jacket. The book opens easily and is pleasant to handle.

G. Highpockets -- John R. Tunis

1. Synopsis.

This is a baseball story through and through but even those who don't especially like or know anything about baseball will be carried along by the suspense of the narration.

Highpockets is one Cecil McDade from a farm outside of Bryson City, North Carolina. Now he is a professional baseball player for the Brooklyn Dodgers. He is called Highpockets because he is so tall - over six feet - and his legs are too long for his body.

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1. King, op. cit., p. 66.
2. Ibid., p. 38.

This makes his hip pockets appear to be well up toward his shoulder-blades. Highpockets is a natural athlete with good co-ordination in his movements and speed. He is a good baseball player and knows it. However, he lacks any team spirit. He is strictly interested in his own batting average. Batting averages are what pay off and he is out for big money for himself. To his teammates, manager, newspapermen and public he seems conceited and aloof. There is no rapport between him and the baseball fans. They jeer him the minute he appears on the diamond or his name is called. When Highpockets hits a home run and the crowd cheers, he never acknowledges that applause by the customary hat tipping.

To Highpockets his teammates are just a group of men; newspaper reporters are bothersome people always asking silly questions and the fans are just a jeering mob. Only the manager of the team causes him to stop and ponder his actions. Spike Russell informed Highpockets that he must either change his tactics and attitude and help the team come up from 5th position in the league by playing for the team and not for his batting average or run the risk of being sent back to the minors.

Highpockets honestly tries to obey as he does not want to go back to the minors but everything goes against him. The climax came the day the Brooks played the New York Giants. It was also the day a delegation from Bryson City came to present Cecil with a shiny, red Ford cabriolet. Due to the sun in his eyes, Highpockets missed a fly ball which he should have caught, thereby giving the game to the Giants. Later as he drove his new car away from the ballfield, he

stopped to ask directions of a policeman and blocked the way of a large truck. Angrily the truckdriver blew his horn. Highpockets stalled the car trying to start. At last the car moved off with that inevitable jerk, going down the street at a lively clip. Before Highpockets realized what was happening, a boy dashed out from between two cars. Highpockets felt a horrible bump as the boy smashed into the right fender and heard a sickening sound of something falling. The youngster disappeared from sight.

After this, Highpockets' game went completely haywire. He spent every free moment at the hospital with Dean Kennedy, the boy he had injured. Dean had no interest in baseball and Highpockets found it hard to talk with him. Stamps composed Dean's world. Highpockets took up their study and bought many for Dean. But instead of improving, Dean got worse. He had become very fond of Mr. McDade as he called Highpockets and begged him to stay whenever he came for a visit. The doctor encouraged Highpockets in this. He likened them - the doctors, nurses, Highpockets and Mr. Kennedy - to a team trying to save Dean's life and asked for Highpockets' cooperation. Perhaps it was this that awakened Highpockets to team responsibility or perhaps it was taking an interest in someone other than himself. Whatever it was, Highpockets changed, and by the time the series was over Highpockets at last belonged to the team.

2. Message.

During the course of this story, Highpockets changes from a lone baseball player interested only in his batting average to a team man. The transition and its causes are well told in dramatic form. At first Highpockets is entirely selfish but before the season

is finished he is risking his injured arm and his future as a ball-player to win the last game for the team.¹

Highpockets also learns to respect newspaper men. As Highpockets tries to make conversation with Dean, he realizes the job sports writers have with people like himself who answer questions but offer no voluntary information. Now he is on the receiving end of the long silences and not very happy about it.

Then, too, Highpockets has to think about the meaning of getting an education so that he can explain to Dean why he should go back to school even though he doesn't like it.

3. Form.

The book is well bound. The material used is good. The print is dark and large. The margins are sufficiently wide. There are no pictures to guide or help the reader's imagination. Neither is there a table of contents or chapter titles.

H. Going On Sixteen -- Betty Cavanna

1. Synopsis.

Julie is a girl who will capture the hearts of other girls who read her story; so will the dogs who are her constant companions throughout the book.

When we first meet Julie she is excited and apprehensive about the Freshman Frolic, her first high school dance. Her father has promised her money to buy her first long dress (although money is never very plentiful on their farm especially in springtime.) A good

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1. John R. Tunis: Highpockets, p. 176.

friend of Julie's, Anne, one of the most popular girls in the freshman class, and her mother, an old school friend of Julie's dead mother, are going to help Julie make her selection. Later Julie is to spend the weekend of the big event in their home in town.

The events of the dance and weekend set the tone for the whole story. Julie felt that she was a failure at the dance and her unpopularity and lack of poise make her miserable. She now feels shy and reticent with her girl friends because they were able to get along with the boys and she wasn't. They had many experiences to relate afterwards. Julie had to remain silent as she had nothing to say. Julie even feels strange with her childhood playmate and neighbor Dick - the one boy she would have liked to have impressed. This results in Julie drawing into a shell using the excuse that she is very busy taking care of the puppies on the farm. However, Julie realizes what she is doing. All through the story she shows an amazing understanding of the psychology of behavior of teen agers.

There is much for Julie to do on the farm and her afternoons when school is out are busy ones. She must manage the house for her father and look after the puppies a famous kennel is boarding with them. Into the latter she puts her whole heart. All goes well until one day she realizes that the puppies are not hers and eventually will be taken away from her. Julie has become very much attached to Sonny one of the pups. How Julie tries to earn money in order to buy Sonny thus making him her own is interesting reading.

However, events at school keep right on marching along and in her Sophomore year Julie is drawn into them. The operatta, "H.M.S.

Pinafore," is going to be produced and Julie's fingers itch to enter a drawing contest for the chairmanship of the advertising committee. It is due to this contest that Julie gets back into active school life and discovers the secret of popularity.

At the farm the dreaded moment arrives and Mr. Lonesdale comes to take Sonny away. Julie has schooled herself for this time and the hurt isn't too bad.

The Sophomore year draws to a close with another dance. Julie wears the same dress but under very different circumstances. She is a much wiser and happier girl who is now going on sixteen.

2. Message.

This book will have appeal as the author says, "whether you are in your teens, or have a teen-age daughter or niece, or just were once 'going on sixteen' yourself."¹

How Julie finds herself and her possibilities is this book's contribution to all teen-agers. It will also appeal to those who love dogs and dog stories.

There is much in this book in the way of teaching. It is brought in so skilfully that it could not be considered moralizing.

Julie recognizes her problem as that of growing up. She says the following of grammar school days:

In grammar school there had been a big group -- fifteen or more -- (girls) and eligibility had meant only the ability to be a good sport, play a fair game of this or that, and follow the general pattern of behavior. But now things were getting more complicated.²

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1. Betty Cavanna: Going on Sixteen, Jacket.
2. Cavanna, op. cit., p. 22.

Like everyone she wanted to be popular but the harder she tried the worse things became. An outside interest began to occupy Julie's mind and she stopped trying so hard to make the girls like her. Gradually they seemed more friendly. Her detachment made her less socially self-conscious and the girls interpreted this as self-confidence.¹ Taking part in the school activities and contributing to them made her happy and busy. Unconsciously this resulted in Julie's smiling a lot, just at anybody she happened to meet and she learned that to have friends, you must be a friend.²

Then too, Julie learned that when the school operatta was cast, ability counted more than popularity, although frequently she noticed that the two went hand in hand.³

The battle to be accepted by the others was won when Julie realized that she would conform to the standard pattern of behavior as best she could but there were some places where she must retain her individuality. She was Julie Ferguson and must be herself and not merely a duplicate of the other girls. It was this very thing that she so admired in Connie and which Anne lacked.

3. Form.

This book is bound in bright blue. The type is dark and large with nice spacing between each line making the pages attractive and neat. There are no chapter titles. Four full page drawings and a drawing on the paper jacket add to the book's appeal.

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1. Ibid., p. 115.
2. Ibid., p. 135.
3. Ibid., p. 118.

I. Assorted Sisters -- Florence Crannel Means

1. Synopsis.

The assorted sisters are three girls of different backgrounds and nationalities who discover they have several things in common which unite them.

First of all, their names are all Mary in variety. There is Mary Locke, then there is Mei-Lee - Mei being Chinese for Mary and last, Marita de Herrera y Aragon - Marita being the Spanish way of saying Mary.

Next is that thing in common which draws them to one another in the first place, a sense of being alone. Mary Locke has just moved with her family from Arizona to Denver. The Lockes had spent most of their life in Arizona working among the Hopi Indians as Mr. Locke was their minister. Now at the age of 15 Mary finds it rather hard to be transplanted. At the moment of seeing Mei-Lee she is feeling very lonesome in the big high school cafeteria. Because Mei-Lee reminds her of one of her Hopi friends, Mary starts a conversation with her. Mei-Lee also is alone, not only in high school but at home too. Her family (if they are still alive after the Japanese invasion) are all in China. Mei-Lee escaped and is living with a Chinese family in Denver. Marita, the third girl of the triangle, and very pretty, also sits alone as she eats in the cafeteria on that eventful day. She has not made friends at East High partly because of her haughtiness and her haughtiness covers up her loneliness. Mary was used to Indian girls who hid behind their faces. She knows how to meet reserve. In a matter of minutes the three are smiling at each other,

getting acquainted and seeing which classes they share.

The next day the girls discover another thing which they have in common - they haven't any use for boys in any way, shape, form or manner. After this surprising and pleasing discovery, Mary suggests that they form a club and it is then that they call themselves the Assorted Sisters.¹ The purpose of their trio is to comfort and support one another.²

Although the book concerns all three girls, Mary Locke is the main character. Her mother and father are home missionaries and the work which has called them to Denver is the management of the settlement house called Friendship House. This is an interracial house for all who are interested. Mr. Locke sees the work as an opportunity to put into practice his idea "that if you really believed in the fatherhood of God and the brotherhood of man, you have to be a brother yourself, and a friend."³ Therefore, he closed the deal without looking into it too thoroughly. The family is disappointed upon arrival to find that the living quarters are hardly adequate. Mary felt it keenly as she was at the stage in growing up when she wanted a nice home. However, there was a big ordeal ahead and this occupied her thoughts. She must go alone to a new school and adjust herself to it. The same things faced her older brother, Rusty, 18, but it didn't seem to bother him too much, and one of her younger brothers, Jick, 6, who dreaded it as much as Mary. Bitsey, the youngest child, aged 3, was not affected.

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1. Florence Crannel Means: Assorted Sisters, p. 57.

2. Ibid., p. 134.

3. Ibid., p. 21.

Mary soon learned that styles in skirt lengths and Latin pronunciation differed considerably at East High and at Oraibi High. She also had to get used to the idea of being a nobody. Among the Indians, she had always been Somebody.

That's Mary Locke, Reverend Locke's girl. . . . This is the only daughter of our very able minister at the Mesa church. . . . That's the only white girl around here who can speak fluent Hopi--like enough the only white girl in the world who can. . . . Or even simply, That's the white girl, Mary Locke.¹

One of her biggest problems was that of make-up. Feeling that her family would disapprove, Mary used it only at school and carefully washed it off before going home. As the weeks go by, she realizes the deceit in this and after a stormy session with her two friends, decides to confess her secret to her family.

There is also mystery in the book. Mei-Lee wears a string of beads around her neck all the time. It isn't until the girls have become fast friends that she tells them their secret. Marita also has an aura of mystery about her as she is very loquacious about her background. At times it seems to Mary that both girls act like exiled princesses. Especially do they annoy her at the end of the book with their busyness over something which she soon learns are plans to raise enough money to provide better living quarters for the Lockes so they won't have to leave the job at Friendship House.

2. Message.

Assorted Sisters is a book dealing with prejudices. The action takes place in Denver, where many races and nationalities live

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1. Means, op. cit., p. 31.

side by side. There are Negroes, Spanish, Mexicans, Chinese, Japanese and Americans. Friendship House provides a meeting place for them. The people learn to work together and to respect each other. At first there was friction with the Japanese. A program of re-education was started and the problem disappeared.

We see individuals work out their prejudices too. Mei-Lee learns to love the Japanese. Patsy and Day accept Caro, a colored girl, as their friend. Mary discovers that she makes hasty judgments of people which often turn out to be false. She also received a lesson about not using a rubber-stamp name like Sheeny for Jewish merchants. Her father says,

It's the easiest thing in the world to use a rubber-stamp name like Sheeny. Stereotypes are easy too, but they're bad medicine. There's always some truth behind them. But you need to ask, how come? What's made the Jew use every trick to save trade--and his own life?¹

The emphasis throughout the book is on putting brotherhood into action. The very fact that the Assorted Sisters are friends is an act of brotherhood. The climax comes when the Lockes find a more suitable home in which to live right in the middle of the colored section. This location does not stop them from moving in. All nationalities join together in raising money for the purchase of the house.

3. Form.

This book is attractively bound, well made and easy to handle. The type is large and dark. The pages are neat. The book has an added feature, that of being illustrated. There are four full

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1. Means, op. cit., p. 29.

page, pencil sketches done in black, brown, tan and orange. These pictures show the characters in various situations.

J. After the Harvest — Edith S. Pedersen

1. Synopsis.

As Mary Parker, age 14, watched her sister Kathryn Parker, age 16, fall in love with Clifford Birchwood, a local boy with absolutely no color or dash, she dreamed dreams about the man she would fall in love with and marry. To herself she thought:

Somewhere in the world, she didn't know just where, her Lochinvar lived. He was tall, suave, polished and elegant, unlike anyone Mayfield ever had seen. He was erudite, well traveled and so breathtakingly handsome that people stopped on the street to stare at him.

When her Lochinvar did appear it was Kathryn he fell in love with not Mary. Kathryn turned him down as he was not a Christian. In order to get revenge and also in order not to return home a failure to Velma Farrel, his aunt, David Clinton decided to marry Mary and tell his aunt it was she he discovered he really loved.

Velma was an admitted atheist. David pretended an interest in Christian things as an entrance into the Parker household. They both longed to get their hands on these two girls and show them what real life was. Kathryn was too strong a Christian to be tempted for long but Mary, impressionable, a dreamer and easily influenced fell into the trap. She and David were married secretly. Mary was very happy as she loved David with all her heart.

Velma and David immediately go to work on Mary to make her more worldly. The first change is her name. Mary is too ordinary. From now

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on she is to be called Merry. Next she must give up her queer ways and learn to smoke, dance, drink, go to the theater and do everything else David's crowd does. If this is contrary to her God, then she must give Him up too. Because Mary loves David so much she tries to be an obedient wife. David grows more and more proud of his charming wife and is very kind to her.

Mary's life becomes one round of parties and clubs and she has no time for her twins. Neither has David. He is away on business trips for long periods. It isn't until David Jr. leaves for overseas duty that David recognizes an inadequacy in himself regarding his children. This is crystallized even further when Dee Gee marries a man she has known only a few days because her crowd dares her to. Both Mary and David agree to be better parents in the future but only Mary lives to carry out the promise.

There was much emptiness, sorrow and loneliness in Mary's life until the truth dawned on her. She and David had drifted miles apart. They were traveling different paths. Instead of trying to find David, Mary decided to turn back to the road which led toward God. David Jr. was already traveling that road. David found it before he died and Dee Gee finally surrendered to Christ's way too.

2. Message.

Mary's belief in God was not strong enough to keep her from marrying an unbeliever. Although brought up in a Christian home, she gave up her childhood teachings in order to be a good wife to David. Her life was lean and unhappy without God. She failed in the raising

of her children, giving them nothing on which to build their lives. It wasn't until she rededicated her life to God that it began to take on meaning again and her empty hands became full.

3. Form.

This book is bound in red leather with gold lettering. The print is large and dark and the book is easy to handle. The paper jacket bears a picture of a farm yard. There is nothing in the book to indicate the nature of the story.

K. Going Steady -- Anne Emery

1. Synopsis.

This is the story of Sally Burnaby and "Scotty" Scott who have been neighbors ever since they can remember and who, at the high school senior prom, decided to "go steady." The reader is allowed entrance into the feelings and thoughts of a young girl who is going steady through the eyes of Sally.

The feeling of possessing Scotty and being possessed by him is very sweet to Sally. Now she won't have to fear being an old maid like Carol in the office. Nor will she always have to be on the lookout for a man like Carol. Also being married to Scotty will mean living away from home. Most of the time Sally wished her parents would treat her as a young lady instead of a child. After all, she is out of high school and should have more freedom. Then, too, there is never any peace and quiet in the house with four younger brothers and sisters all over the place. Sally dreams of the pleasant home she will make for Scotty.

So Sally saved her money in order to make her first pre-marriage purchase of an Orrefors curved crystal vase, with a dolphin

etched in the glass, with which she had fallen in love, as it represents to her a symbol of the kind of life one hoped to live, clear and shining and beautiful. No flaws. No unevenness¹.

The idea of a forthcoming marriage does not please either set of parents too well. Tension arises in the Burnaby home especially and Sally's only pleasant times are her dates with Scotty. On one of these they go to see two of their friends who are newly-weds. Sally and Scotty come away from their visit feeling that the young couple are "trapped." They wonder whether this will happen to them. Perhaps they are too young as their parents have maintained. By mutual consent they agree to break their engagement and be just good friends again.

2. Message.

This is a story about a "first love" and the problems connected with it. Sally keeps any opinions which differ with Scotty's to herself because she does not want Scotty to be disappointed in her. This becomes increasingly hard as it means trying to enjoy things about which she cares nothing.

Sally also tries to keep up with Scotty in such things as swimming, diving and playing tennis because she loves him so and wants to please him but more and more she acquires a sense of insufficiency.

Because they are in love they wish to get married as soon

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1. Anne Emery: Going Steady, p. 55.

as possible. This will require money. Both Sally and Scotty get jobs in a large store in order to save money for married life. Instead of being elated, Sally feels frustrated at the idea of settling down so soon. She discovers Scotty feels the same way; so they terminate their engagement and both feel free again.

3. Form.

The book is bound in an attractive orange cover with pictures of Sally and Scotty on it. There are no other pictures in the book. Neither is there a table of contents. The print is large and black and the book is easy to handle.

I. Broken Threads - Ethel S. Low

1. Synopsis.

Dorothy Morrison at the age of eighteen is in love with Richard Stanton. No one in her family can make her believe that Richard is a selfish show-off who could not be true to any girl for long. For different reasons the members of her family try to talk her out of marrying Richard. Mrs. Morrison feels that Dottie has been taken in by Richard's good looks and fine clothes. Her own marriage started that way and has not been happy. Kathie, the oldest sister, feels that Richard is not a Christian and therefore Dottie who is a Christian should not marry him until he becomes one. Dottie is in love and love is blind so none of these arguments changed her mind. A secret marriage is performed starting a life of heartache and tears.

Unfortunately Richard is everything the family said of him.

After about one year of marriage a baby girl is born. Richard was infatuated with and proud of his daughter. He insisted that the family find a home of their own instead of living with the Morrisons. Two years later a boy is born. Although Richard was proud of his children, he was not a family man neither did he provide financially for his family. The Morrisons helped Dottie get the necessary things while Richard spent his money on himself. Also, rumors reached Dottie that her husband was having flirtations with other women. And now he openly scoffed at Christianity.

Richard had a good business head though and after two more children are born he made a change in jobs, bettering himself. Now he was eager to provide for his family. They moved to a fine home, have a maid and two cars. Richard is seldom home though to enjoy his family as his new work - the real estate business - means calling on people in another part of the state.

Dot and Richard grow farther and farther apart until at last he gives her the only scriptural grounds there are for divorce - infidelity. The divorce is granted and the children remain with their mother.

Life takes a queer turn for Richard. He is in an automobile accident and seriously hurt. He calls for Dottie. She and their children visit him in the hospital and he realized how much he wants and needs them. Richard begs Dottie to take him back. A much wiser and older woman, she no longer loves him as before but for the sake of the children agrees to remarry him only if he becomes a Christian.

Richard is converted. He and Dottie remarry and peace comes to the Stanton family for the first time. Five years later Dottie records her thoughts in the diary she has kept over the years.

Today, as I was looking for some old music, I came across this dear old diary, and I wanted to read it over, so I took it down to the living room, in front of the cosy open fire, and read it through. As I lived over those terrible years, the "years the cankerworm ate," I praised God again for His wonderful love and mercy to a wayward and disobedient child; I praised Him that He led her out of the awful place she had made for herself. But as life goes on, I realize more and more how far-reaching are our mistakes, how endless the results of sin.

The hardest thing for us both is dealing with those same traits in our children, that wrecked our lives, or so nearly so.¹

The second part of the book is the story of the third generation. Barbara Stanton the oldest of the Stanton children and her husband Stuart Sherman have two children, Sharon and Jim. Sharon is faced with the same problem as her mother and grandmother - the love for and the desire to marry a non-Christian. She also feels that her place to serve the Lord is on the mission field; namely Japan. Therefore she agrees to a conditional engagement with Don. He is to become a Christian and they will then go to Japan together. Don is converted but feels that his place to serve is among business men. The engagement is broken by mutual consent and Sharon shortly discovers that she loves an old friend and playmate, John Madison, who is about to embark for Japan as a missionary.

2. Message.

The book covers three generations in order to make clear to

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1. Ethel S. Low: Broken Threads, pp. 86-87.

the reader that as a man soweth so shall he also reap. Dottie sinned by deliberately disobeying the will of God regarding the man she married. She reaped the penalty. So did her children and grandchildren. It is the will of God that a believer should not be unequally yoked to an unbeliever.¹ Dottie chose to disobey this. Barbara her eldest daughter almost made the same mistake and so did Sharon her granddaughter. But these two were fortunate in having consecrated Christian parents who guided them well and prayed for them. No one told Dottie when she was young that God has a plan for each life, even as to whom one shall marry.² Again she records her thoughts in her diary:

And there is that beautiful thought that ought to thrill girls — if they once grasped it — the wonderful thought that God has a plan for every girl's life, and that somewhere in the world is the very man God created for her, and that if she will put her life in God's keeping He will bring about the meeting of the two, in His good time. There could be no mistakes in choosing life partners if all Christians followed this plan. God does all things well, and there would be no broken hearts, no bitter years, no scarred souls, no shattered homes, if God shows our mates.³

3. Form.

The 184 pages of this book are bound nicely in dark blue with very little printing on the cover. The type is dark and large. The book is made up of two parts. Each chapter bears a title. The paper jacket has a picture of Dottie on it. There are no pictures in the book.

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1. Low: op. cit., p. 89.
2. Ibid., p.88.
3. Ibid., p.89.

M. The Bishop's Daughter - E. F. Macdonald

1. Synopsis.

Christine Hughson is the bishop's daughter. She is very attractive, an only child, in her late twenties and an artist by choice and skill. Men have played little part in Christine's life. It was not because she lacked attractiveness. She explained it thus:

She had not found herself interested in any of the men who had happened to cross her path. She was wrapped up in her art. The beauty of nature, and the reproduction of that beauty upon canvas, that was her joy and satisfaction.¹

The Bishop, Wallace Hughson, had been working hard and was under a strain. His wife and daughter felt that he needed a change and so they motored to the town of Felton, Virginia. Here was truly beautiful country and Christine could hardly wait to reproduce the lofty and majestic Massanutten peak on canvas. Christine preferred to paint still life rather than living subjects although she had done some portraits.

Much to the family's surprise the Felton House at which they were staying held weekly prayer meetings every Wednesday evening. They attended that Wednesday evening and were refreshed spiritually. Rodney Thayer, a new minister in town, led the service. Before the evening was over the Bishop saw in him the man to evangelize Sharpville, the town where he had failed so miserably when he was a young minister. Christine, too, reacted to the minister. She was strangely affected by the message and by the man himself.

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1. Ernest F. MacDonald: The Bishop's Daughter, pp. 29-30.

There follows a very beautiful love story. Rodney felt that his greatest rival was Massanutten. Christine loved the grandeur and strength of the mountain. As the days went on she discovered in Rodney the same characteristics she admired in the mountain peak -- one who stands alone against great odds without flinching¹ -- courage and stalwartness.² It became easy to transform her love from the inanimate to the animate. Their marriage plans are delayed because of an accident to Rodney but only for a short time.

Rodney showed great strength in his job as preacher in Felton. He was not well received by the mountain people. He received his first warning to leave when a bullet pierced the pail he was carrying. Undaunted, he continued building his church and holding services there. Other means of scaring him off also failed. As the people began to know him, their enmity changed to love. They came to his church and proved to be fine Christians.

2. Message.

Christine is the problem of this story. She is more interested in painting landscapes than in being a woman. So far nothing has stirred her soul except the beauty of nature. It almost seems as though she is waiting for the right person to come along and awaken her. Once this happened she blossomed into a fine young woman.

This is also the story of a young minister and the problems he has to face in a new town. It is the power of prayer which brings

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1. MacDonald: op. cit. p. 104.

2. Ibid., p. 105.

Rodney over the rough spots. Also it is the mountain people who make him humble as he realizes that he came to help them but they have helped him instead.

3. Form.

The book is well made and convenient to handle. Only the paper jacket bears a picture. The distinctive feature of the book is in the separation of the chapters. When a chapter ends on the right hand side of a page the next page is left blank so that each chapter starts on the right hand side of the page. This is a very pleasing feature. The print is large and dark.

CHAPTER III

THE PLACE OF SELECTED FICTION IN THE PROGRAM OF CHRISTIAN EDUCATION

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A. Introduction

It was learned that there is value to be derived from reading fiction. These values are enumerated in chapter I. Certain selected fiction books were chosen partly on the basis of the types they represent and the types popular with the adolescent. Not all the types are represented in the books chosen. The areas of boy-girl relationships, personality problems, occupational choices, adventure, racial discrimination, Christian doctrine and Christian growth were singled out to be studied.¹ The selected fiction was then read and is reviewed in Chapter II. It is the object of the chapter to see how these books may be used in the program of Christian education.

B. General Contribution of the Books to Christian Growth

1. Boy-girl Relationships.

Although two of the books were typical boys' books and did not have girl characters in them at all, and two more had women in them in the form of mothers, sisters and friends, the majority of the books were concerned with boy-girl relationships in one or several of the

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1. Books concerning the areas dealt with in this chapter are listed in an appendix as further help to adolescents and their leaders.

many phases.

The Island Stallion and Highpockets have no female characters of any importance in them. Collie, the Tumbleweed Boy, finds his life somewhat surrounded by women. The pleasant relations he has with them should lead to a good relationship with girls later in his life. Collie likes to help his mother and takes pride when she gets "dressed up" and looks nice. He wants to see his little, golden haired sister get well and be kept clean and neat like other girls. He would like to see her grow into a fine young woman. He also has a pleasant relationship with the Home Missions Council representatives at the several camps. The women in Collie's life are loving, kind and friendly and he develops a normal boy's instinct to love, take pride in and provide for them.

Mrs. Lane is the only woman in Treasure Bayou. Chris exhibits the relationship of provider and protector of his mother.

Mastering Marcus is the first of the boy's books which has to do with boy-girl relationships as such. Here is the problem of a poor boy and a rich girl who fall in love. Arlowene has everything money can buy. Jim Bob is spurred on to study hard in college in order later to make a mark in the world so that he can provide for Arlowene as well as, and better than, her parents do. After their conversions, material things take the proper place in life and the emphasis is on serving the Lord.

Several times the physical aspect of romance is mentioned. The influence of soft music and dim lights is described as follows:

There was no denying the effect of such music on two young people in love in a soft-lighted room. Romance didn't have to come from the inside nowadays; it was

created by high paid orchestras and magic-voiced crooners. An orchestra a thousand miles away could, by way of radio, weave its spell and make the whole listening world feel romantic -- with or without true love as a foundation. Such music had the power of hypnotism on the minds of men.¹

Drinking has similar effects but heightened. Giddyness and recklessness resulted for Arlowene when she let Dameron tease and coax her into taking a drink. These are her thoughts:

her blood ran warm in her veins and she talked glibly and unashamedly of the things Dameron seemed to wish to talk about. Almost, the womanhood in her had gone to sleep; almost, she had allowed herself to forget high principles and self respect; almost, she had yielded to the sensuous proposals of Dameron Corwith.²

Arlowene lost respect for Dameron when he tried to become too personal with her. Jim Bob gained respect for Arlowene when she would not allow him to hold her hand for long after they had agreed to let their love for each other wait until after their college days. He loved her for this firmness of character and expressed it thus, "A fellow really had to reverence a girl before his love was what it ought to be."³

Vera Harper, the other young girl in the story, received good advice from her mother regarding past loves in a man's life. Mrs. Harper exhibited no jealousy as she explained to Vera

It was the course of human nature that men and women should fall in love; and it was no more than natural that during youth's mating time there should be mistakes made; the intelligent and right thing for a husband and wife to do was to forget all past affairs and give themselves entirely to making each other happy now.⁴

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1. Hutchens, op. cit., p. 79.
2. Ibid., p. 110.
3. Ibid., p. 37.
4. Ibid., p. 58

Finally, this book has to deal with the problem of a Christian's attraction for one who has not yet accepted Christ. As strong as Jim Bob's love is for Arlowene, he realizes that serving his Lord must come first. He is willing to give up Arlowene if his love for her will keep him from doing and going where the Lord calls. Naturally he would like to have both and when Arlowene told him that she had accepted Christ at first it seemed too good to be true.

Light Across the Prairie is not primarily a love story yet a romance runs through the book. Perry is at first taken in by Matilee's dynamic, extrovert personality but it is the quiet, sweet Leota with the inner radiance with whom he falls in love. Perry's coming to Batesford and interest in her gives Leota the courage to witness to her unbelieving family and she in turn helps Perry in his spiritual work by playing the organ on Sunday, teaching the small children and praying for Perry's work. This book is a good example of how two young people can work together for God.

Both Mastering Marcus and Light Across the Prairie present a teaching which it would be wise for girls to understand. Marriage is the ultimate goal for a woman but for a man the ultimate goal is his work. Because of this Jim Bob is able to change almost within a matter of seconds from making love to Arlowene to thinking about his college cleaning job. Perry's thoughts also took a quick change from Leota to business. These changes are sometimes hard for women to understand, as Arlowene discovered.

Going on Sixteen is the story of a girl's first experience with boys on an adolescent level. For years Julie had played with

Dick as one child with another. Now she is conscious of him as a boy and herself as a girl and the relationship becomes strained for a time. Finally, they get back on the friendly basis but with a new feeling and respect for each other.

Julie day-dreams of being tremendously popular with the boys at the Freshman Frolic. She practices for days what she shall say when they ask her to dance as she wants to appear poised and assured. When the evening arrives nothing goes as planned and Julie is a flop socially. Young girls who have attended their first dance with high hopes in their hearts will relive their experiences as they read about Julie. Her solution should help them.

Julie's first date is a double date and it is suggested that this is a good way for any girl to start.

The three Marys in Assorted Sisters feel about boys as many girls of their age do - they wish to have nothing to do with them. It is partly because of this feeling that they become fast friends. But being normal, healthy attractive young girls they soon find themselves noticing boys and are pleased when the boys start noticing them. The girls are impressed by the boys who are nice looking, wear snappy clothes and drive nice cars, but they soon discover that it is personality which counts.

Mary speaks out against pawing when Zip Forrester tries it.¹ She doesn't want to be considered a prig but some things are wrong. Here too we see a young girl who feels that she is old enough and wise enough to no longer have parent domination in her dates. After an unpleasant experience she learns that she isn't so wise after all. Mary also has

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1. Means, op. cit., p. 138.

strong ideas about not allowing boys to come between her and her friends. She does not think it cricket to desert them for the first boy who asks for a date.

The inevitableness and naturalness of engagements and marriages when young people of the opposite sex get together is explained to Mei-Lee and Mary.¹

Love to young Mary Parker in After the Harvest was something exciting, dashing and romantic. The fact that it was something sacred and not to be entered into lightly or unadvisedly didn't occur to her until after her marriage. She was not an unpopular girl yet she refused dates in order that she would be free when her Prince Charming came along. At the age of seventeen, she found dreams to be sufficient. They were sweeter than the reality of dating the local boys. When her Prince Charming did come she was totally unable to resist his smooth and clever talk.

David Clinton thought of himself as irresistible to all women. When he could not win Kathryn Parker he did not hesitate to propose to her sister. To him marriage was merely a conquest of the most beautiful girl. Later, being a good husband and father consisted only in providing financially for his family. Mary's mother and father had provided a Christian home and opportunities to grow in spiritual matters. David stifled any such ideas in Mary regarding their home.

Even greater disregard of marriage as something sacred was shown by Dee Gee, Mary's daughter. Dee Gee married a man she had only known a few days because her friends dared her to. When her husband

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1. Means, op. cit., p. 79.

went off to war shortly after their marriage, Dee Gee experienced what other young war brides did. She found it difficult to remain faithful to the marriage vows with a man she didn't love and hardly knew. She craved the companionship of other men. When her child was born she hated him as he tied her down and represented a union for which she had no respect. At twenty she felt that life was over for her.¹

This novel also shows us that a husband and wife have to be working for the same goals in life otherwise they will grow away from each other the way Mary and David did.

Going Steady shows that all young couples in love and engaged to marry do not always go through with it. Young love may seem very true to the couple until all of a sudden they realize what it involves. Talking about marriage and planning for it - things such as finding an apartment and earning money to live - are two different things.

This book is about a couple both of whom are willing to break their engagement. None of the books treats the subject of one person desiring to break the engagement and the other wishing the engagement to continue.

This book suggests that boys and girls just out of high school are too young to settle down to married life.

Broken Threads is a story of parents who are unhappy in their marriage and who, therefore, are incapable of dealing with their children's affairs of the heart. Instead of getting to know and trying to understand the boy whom Dottie brought home, Mrs. Morrison took an

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1. Pedersen, op. cit., p. 138.

instant dislike to him as he reminded her so much of her husband when he was young. She refused to discuss the matter any further after declaring that Dottie could not marry him. This drove Dottie to marry Richard, whereas a sane, unemotional discussion of the problem might have saved Dottie from her mistake. Young people need guidance, love and understanding, not censure, from their parents as they bring home their love problems.

Mr. and Mrs. Morrison provide a poor example of making a happy home life and the children have no pattern to follow. Also Dottie and Kathryn realize the lack of training for courtship and marriage in their lives and therefore make sure their children receive both instructions and love. If only Dottie had known when she was young that "God has a plan for every girl's life, and that somewhere in the world is the very man God created for her..."¹ what a difference it might have made in her life.

The Bishop's Daughter is the love story of a young man and woman who have not married during the usual mating years. Christine is in her late twenties before she falls in love and Rodney is probably about the same age. Christine's parents have wisely not pushed her into something for which she was not ready, although they dearly wanted their daughter to marry. As they watch Christine falling in love with Rodney, they are careful not to make fun of or hurry her feelings.

The two become engaged to marry after knowing each other about five months. Their parents approve of the union. In this short period

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1. Low, op. cit., p. 89.

of time Christine is not above being jealous when she sees Rodney with another woman. It makes her miserable although there is absolutely no agreement between them.

Christine received the following sage advice from her mother on being a minister's wife.

You know, a minister's wife can expect trouble--perhaps more trouble than most other brides. But you have been well fortified. When he needs you, you must be strong of heart and able to speak courage to him. A minister has moments of deep distress, when he feels his work is in vain or his standing with God is lost. Then you must be able to strengthen and sustain him skilfully.¹

2. Summary.

As boy-girl relationships seem to be involved in the majority of these books, it seems wise to summarize the teachings.

Four of these books present very strongly the idea that a Christian should not marry a non-Christian. Both sides of the picture are shown and the lives of those who do and those who don't are in dramatic contrast.

The idea that God has a special mate for each person and will draw them together is presented as well as intimated. In one book it is stated thus, "Marriages are made in heaven."²

Once the marriage contract has been entered into it should not be broken - whom God has joined together, let no man put asunder. This applies particularly to parents who disapproved of the marriage.

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1. MacDonald, op. cit., p. 112.

2. Ibid., p. 129.

Once their child has married, even against their will, they must forget their disapproval and work to make the marriage a success.

From these books one learns that the course of young love does not always run smoothly. Jealousy and doubt arise before and even after the engagement. It is possible also to make a mistake in the choice of a mate. When this is discovered during the engagement period, the engagement should be terminated.

The marriage itself is also discussed. The girls who eloped later realized that this was a harsh thing to do to their parents and a way of cheating themselves out of a ceremony which should be beautiful. The hastiness of the act tends to show something is wrong and both girls later regret their marriages.

The physical aspect of the boy-girl relationship is neither forgotten nor gone into in great detail. The morals of the leading characters are good, yet not prudish. The specifically Christian books show that the body must be kept untarnished until the right mate comes along. This is expressed by Mary Parker when she says that she does not believe in kissing until after the engagement.¹

3. Personality Problems.

Collie, in the Tumbleweed Boy, had to learn to forget about himself and think about his younger brother. Like most elder brothers, he was bothered at times by Jay always tagging along. He wished to be rid of him. He soon came to realize that he had a responsibility toward his younger brother. After Jay got into trouble for lack of something better to do, Collie knew that it was partly his fault. He could have

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1. Pedersen, op. cit., p. 48.

stayed and helped referee the ball game so that it wouldn't have ended in wrangling. He could have suggested "friendly-like" to Jay that they share minding Pet instead of dumping the whole job in his lap. He could have told Jay that Miss Jean wanted to see him in such a way as to make Jay want to see her. Now he realized his mistakes and wished to change his ways. Being a buddy to Jay was not unpleasant but fun when looked at in the right light.

Mastering Marcus depicts a young man who must decide upon a philosophy of life. Again the selfish element is present as Jim Bob thinks only of himself. He struggles to find what manhood is and then to attain it. This struggle leads him to Christ and to true manhood.

Selfishness seems to be the main personality problem in the boys' books. Cecil McDade as Highpockets isn't accepted by the men on the baseball team until he forgets himself in trying to make friends with the boy he injured while driving his car and begins to play with and for the team.

Julie's main problem in the book, Going on Sixteen, is shyness. She didn't have a mother to tell her how to act with boys or that to have a good time at a party you must add something to that party or other little helpful hints, as popular Connie did. Julie's shyness automatically disappeared as she put her efforts into the school play.

Julie also learned that she must be herself and not try to be an imitation of someone else. This is a good lesson for young girls to learn in this age of glamorous movie and television stars whom they try to copy.

After the Harvest tells the story of Mary Parker who is easily influenced by a stronger personality. She too tries to play a part to please her husband. At last Mary gets free of her husband's spell and becomes herself again with her own ideas and ways of acting.

Sally, the young girl in Going Steady, is also trying to be something she isn't. Sally is trying to be the girl Scotty wants her to be. Because she loves Scotty, she is willing to give up her own desires in order that Scotty might have his way. This proves to be too much of a strain. At last she broke their engagement and became herself again.

Here is a contradiction in ideas. For Collie, Jim Bob, Highpockets and Julie the change for the better came in their personalities when they forgot themselves in a worthy cause bigger and outside of themselves. Their personalities were enlarged. Yet it was this same selflessness toward the men they loved which caused Sally and Mary such trying times. In the first four books mentioned the individuals do not give up their individuality in putting the greater task before their personal desires. In the second two books, the task demands a revamping of the personality to fit the ideas of another, and the true personality is lost. The first method leads to a blossoming of the personality while the second stifles it.

4. Occupational Choices.

Collie, in Tumbleweed Boy, wants to settle down and learn something to do like teaching. He also recognizes the value of the Home Missions Council work and hopes that his sister can grow up to be like the missionaries. Collie is shocked to learn that his father

wanted to go to college but circumstances rendered it impossible. This book might easily inspire the reader to consider work with migrants. The need is so great and the work seems so worthwhile.

The Island Stallion presents the idea that very often people are not satisfied with their jobs and dream of the perfect job but do nothing about it. Pitch was one who acted upon his dream and never regretted it.

Treasure Bayou is a study of the reason for working. Chris decides that it should not be for money alone. The effects of the work on others should also be considered.

Mastering Marcus speaks of success in work according to worldly standards. The amount of will power a man has will determine how much he can accomplish. The ordinary man who does nothing outstanding, but makes life a finer place in which to live for those around him, is ignored. After Christ entered into his life, Jim Bob realized that greatness and success come in doing Christ's will, not your own, and that the nobodies were successes too.

Light Across the Prairie is the book which specifically deals with being a Christian and following Christian principles in whatever work you are engaged. A Christian finds where he can serve God best whether it be as a minister, a newspaper editor, a farmer, a school teacher or a leather worker.

Highpockets shows that there must be no individual players on a team. All must be working for the good of the team. This same idea applies to business. Highpockets also realized that it is hard work which counts. Worthwhile things are gotten by good hard work.

He sees school as a preparation to fit men to think so that they will succeed in life.

Assorted Sisters presents the idea that remuneration must be considered in thinking of a life's work. A man with a wife and four children cannot work only for the glory of it. Food, shelter and clothing must be provided for his family.

After the Harvest indicates that a married woman's work is to provide a Christian home and Christian nurture for her children. If she is married to someone who is against this, the task is doubly hard but must still be done. This idea is vividly shown in the novel.

In Broken Threads the thesis that God calls his children to work in certain places is presented. Ignoring this call, no matter for what reason, will result in unhappiness and uneasiness. Trying to influence another to serve where you want him may be against God's plan for the person and therefore won't work. Each person must decide for himself where he is called.

The Bishop's Daughter is the only book in which a minister is one of the leading characters. Rodney Thayer has been given a hard parish to serve but he is determined to see it through with God's help. Yet he is doubtful as to whether he will make good. A man by the name of Downing sets him straight as he declares, "Somebody else'll make good, and that's the Lord. You've only got to help Him . . ."¹

Again the idea is presented that God's helpers are not only ministers but also people in other occupations who follow Christ's teachings.

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1. MacDonald, op. cit., p. 12.

5. Adventure.

The books chosen especially for adventure are: The Island Stallion, Treasure Bayou and Highpockets. These books are all well written and the element of adventure is good. Suspense is well maintained and the reader will probably not put any one of the books down until he has finished it.

The young men in these books are not adventuring for God as is Perry in Light Across the Prairie and Rodney in The Bishop's Daughter, but they each grow in character as a result of their adventures. The last two mentioned books show that adventuring for God can be equally daring, thrilling and rewarding.

These books contain the element of fascination -- of transplanting the reader to the land of imagination -- more than anything else. The main characters are all fine young men.

6. Racial Discrimination.

Racial discrimination is found in Tumbleweed Boy. The Mexican migrants are looked down upon by the American migrants. It seems as though each minority group has to have another group upon which to cast scorn. A fine picture is painted of the Mexicans so that the reader will be in sympathy with Collie in his liking them.

Assorted Sisters was chosen as the book dealing with this particular problem.

Brotherhood seems to come naturally to the whole Locke family. They recognize that it is not easy for everyone to feel as they do, though, and it is their job to promote the idea. They do a fine job by getting the groups to work together on projects and at parties

so that brotherhood will come through understanding and friendship.

7. Christian Doctrine.

Mastering Marcus, Light Across the Prairie, After the Harvest and Broken Threads all present Christian doctrines.

Step by step Perry showed Moss Gunther the way of salvation in the book Light Across the Prairie, which is representative of the group.

All we like sheep have gone astray; we have turned every one to his own way; and the Lord hath laid on him the iniquity of us all . . . There is none righteous, no, not one . . . For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord . . . For by grace are ye saved through faith; and that not of yourselves: it is the gift of God: not of works, lest any man should boast . . . Believe on the Lord Jesus Christ, and thou shalt be saved . . . If thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised him from the dead, thou shalt be saved. For with the heart man believeth unto righteousness; and with the mouth confession is made unto salvation . . . But as many as received him, to them gave he power to become the sons of God, even to them that believe on his name.¹

Various people in the books are presented the way of salvation.

Some accept and some doubt. Their responses and reactions are shown.

These books could easily be the medium by which a conversion in the reader takes place or is at least started. Many of the unbeliever's questions, fears, attitudes and barriers are explained showing that conversion is a matter of the mind, heart and will which may or may not involve a tremendous struggle on the part of the convert. Some conversions are rapid, happening within a period of ten days; others take years.

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1. King, op. cit., p. 106.

There is much emphasis on prayer in all of these books -- prayers for guidance, for strength, for sinners, for forgiveness and of thanksgiving. The results of prayer are also shown.

These books are limited in their treatment of Christian doctrine as the primary emphasis is on conversion and prayer in the Christian life. It is admitted that conversion is one of the primary experiences of youth at this age. However, other aspects are important also.

The books present the Christian message very attractively and should not be offensive to the reader. The young people involved are all fine people. They in no way could be called sissies, weaklings or life's failures.

8. Christian Growth.

The same books as mentioned under "Christian doctrine" follow through on the theme of Christian growth. Jim Bob received four rules to obey conscientiously in order to be a growing, successful Christian. They are as follows:

first, meditate on some portion of the Bible daily, preferably in the morning; second, pray daily, preferably in the morning; third, confess Christ openly before men; fourth, seek to win others to Christ.¹

The young people in Broken Threads learn that not only must one be saved but he must be yielded also. Each young person's life should be presented to God, which is your reasonable service² and

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1. Hutchens, op. cit., p. 140.

2. Low, op. cit., p. 22.

God will show you what to do with your life. This idea is presented to them during the devotions at the close of a social hour. Joe objected to this idea of mixing religion with fun. It seemed irreverent to him. An older Christian explained that God is interested in everything we do.

Moss Gunther learned that once he became a Christian there were certain things he should not and would not want to do -- such as drinking and selling liquor. He closed his saloon and took up a trade. Not only that, he poured all the liquor down the drain so that others might not be ruined by it.¹

Emphasis is placed on family devotions. The reader is admitted to the Parkers' devotional period. Even an indifferent person, David, recognized the element of worship as Kathryn played the piano, Clifford the violin, and the family sang hymns.² Later he longed to have this soul-stirring experience again but not badly enough to do anything about it. He could easily see the beautiful difference it made in Kathryn's character as contrasted to his shallow, frivolous friends.

One of the best ways for a Christian to grow is to share his faith. New born Christians must become witnesses. This may not be easy at first due to lack of speaking ability as Moss Gunther realized, or because of a family which is not only disinterested but antagonistic as in Leota's case, or because of feeling embarrassed as Jim Bob was about conducting street meetings. Again a keen insight into Christians is shown.

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1. King, op. cit., p. 108.
2. Pedersen, op. cit., p. 22.

C. Use of the Selected Fiction in the Program of Christian Education

1. By the Christian Educator.

It is being realized more and more the important part the teacher or leader plays in the work of Christian education. Previously the teacher was thought of as the instrument through which certain facts were passed on to the children. Now his work is thought of more in terms of guiding, helping, leading and developing rather than the verbs tell, give and present. Because the emphasis has swung from material or subject matter to the teacher -- creating the phrase, the curriculum is ninety per cent teacher -- more stress has been put on trained leadership. With such leaders will lie the greatest part of the burden of Christian education.

They realize, however, that they cannot do a complete job alone and are therefore enlisting the cooperation of the parent. This is a slow and sometimes unrewarding process. Many parents do not have the biblical knowledge necessary and others are not interested in taking on the work. They look to the church and its staff to do the job and do it well.

Clarence H. Benson gives the following definition of a teacher: "A teacher is one who helps somebody else to learn."¹ He further goes on to say that it is a cooperative process between child and teacher. Both are busily engaged in the process and unless learning results there has been no teaching. He states the object of

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1. Clarence H. Benson: The Christian Teacher, p. 13.

teaching thus: "To make something happen in the life of the pupil" and the test of teaching, "what happens in the life of the pupil."¹

When this teaching is done in the church the purpose becomes specific:

to help them (boys and girls) to become increasingly Christian, to develop a truly Christian personality, to achieve that more abundant and more fruitful life of which Jesus spoke.²

The fundamental of all teaching is to get a response.³

Books can be used in the teaching process; therefore, as they elicit such response, as stated by Betzner and Moore in Everychild and Books:

In every age and in every environment whether simple or complex children respond to books in certain universal and persistent ways. Because such responses are untaught and personal they possess a value of supreme importance.⁴

The first response which the Christian educator might desire is that of a change of attitude in a specified direction. One young boy may be disturbing the whole class with his desire to be noticed all the time. The book Highpockets could well be used to show him the necessity and pleasure of class cooperation.

The teacher might wish to change the attitude of a group of teen-age girls toward girls of other races. Assorted Sisters is a very engaging picture of young people and grown-ups of other races -- their troubles and their joys -- and how an American girl took them into her life.

An attitude of indifference to and lack of knowledge of the

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1. Benson, op. cit., p. 13.
2. Mildred Moody Eakin: Teaching Junior Boys and Girls, p. 15.
3. Benson, op. cit., p. 20.
4. Jean Betzner, Annie E. Moore: Everychild and Books, introduction p. viii.

economic and social status of people such as migrants may exist in a group. Tumbleweed Boy is a heart-warming story of a migrant boy's life and would open the group's eyes to the life of migrant workers.

A girl about to be married may not think it matters whether her intended is a believer or not. After the Harvest should cause her to reappraise her situation as to the seriousness of such a move.

Studies have repeatedly shown that reading can change attitudes. Tests were made before and after the reading was done and attitudes pertaining to problems of race, society, economics, international and religious beliefs showed a change after the reading.¹

Secondly, reading is done for propaganda purposes. Although this term does not have a very good connotation nowadays, yet it does express the aim of the Christian educator -- to spread the doctrines and principles of Christianity. Any of the books such as After the Harvest, Broken Threads, Light Across the Prairie and Mastering Marcus would be fine for such a purpose. They present clear, accurate and very readable pictures of Christianity. It should be noted here that Going Steady refers to the publishing of banns before the marriage and therefore is probably Catholic and would not be good to use in the above connection.

The books could also be used in conjunction with several of the methods of teaching. Story telling is always a popular method of learning with children. Instances from the books could be woven into short stories. For example, in order to teach a class of intermediates that "none of us lives to himself"² a synopsis of The Island Stallion

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1. Douglas Waples, Bernard Berelson, Franklyn R. Bradshaw: What Reading Does to People, p. 108.
2. Bible: Romans 14:7a, R.S.V.

may be given showing how Steve and Pitch came to this very conclusion.

The idea of undertaking a project in social service may be stimulated through such society-conscious books as the Assorted Sisters or Tumbleweed Boy.

With a senior class of young people, who are much interested in boy-girl relationships, a discussion might be started regarding the different ways presented of discovering whom you should marry as depicted in the books Going Steady and Broken Threads. The books are rich in material for further discussions about dating and marriage. None of them deals with the problems arising from the desire of a Protestant and a Catholic or a Protestant and a Jew to marry, however. Many of the ideas regarding marriage may be new to the young people and valuable in guiding them.

Then, too, these books could be suggested by the teacher for leisure time reading. Highpockets would be recommended as a good baseball story; Going on Sixteen as a dog story; Treasure Bayou as an oil digging story; and the Island Stallion as a horse story. Presented in this way interest would be aroused and the books probably be read and the lessons assimilated.

It is a good idea to have those books which cannot be fitted into the teaching plan standing on a book shelf in a conspicuous place in the room. Heaps says of such an arrangement:

Pupils will often select and read a book simply because it stands on the shelf challenging recognition by its very existence, who would not request such a book from an individual librarian or teacher.¹

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1. Heaps, op. cit., p. 25.

2. By the Parent.

Parents are in a fine position to open up the treasures of literature for their children. One way to do this is always to have attractive books available in the home. They will be picked up and read when there is a leisure moment and the values mentioned in Chapter I will be derived.

Norvell informs us that children fail to turn voluntarily to reading for information and recreation.¹ The parent may have to stimulate the child's interest at first.

Another study showed that "high school pupils prefer to do their leisure-time reading at home and in the evening."² Here is an opportunity for parents to supply them with good reading material.

It has also been learned that many "teen-agers stop reading for pleasure in their reading."³ The latter is attributed to the fact that book publishers have failed to recognize the real nature of the teen-age market.⁴ This is a group of books written with specific age groups in mind and books which should be enjoyed by every youthful reader.

These books can help parents in explaining something to their children or presenting them with a new idea. Not all parents are able to express themselves fluently and can turn to fiction writers for assistance. The books can also be used to guide children. A

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1. Norvell, op. cit., p. 3.

2. Heaps, op. cit., p. 32.

3. Book Merchandising: Martha Huddleston, The Teen-Age Problem, p. 29.

4. Huddleston, op. cit., p. 29.

wise parent in the book, Broken Threads, asked her daughter to read her grandmother's diary so that the daughter would not make the same mistake the grandmother did.

Naturally, parents as well as teachers can use books to change attitudes. Because the parent knows the child so well, he will be better able to select the right books to be read.

D. Practicality of the Outlined Program

1. Availability of the Fiction Books.

Because of the strong religious focus of some of the books, they are not apt to be found in the public library unless the community has a strong religious emphasis.¹ The books which are more general in theme are to be found in the public library.²

Communities tend to look to the public library for their resources. Since the religious books cannot be found there, they will not come to the attention of young people unless they are found in a church library, are recommended by a Christian educator or friend, or are noticed in a religious book store or catalogue. These books are reasonable in price and could be purchased by a church.

Going Steady was a hard book to get from the library. Every time the writer looked for it on the library shelves, it was out. It is a very popular book and circulates rapidly.

2. Popularity.

It is important to know whether these books will be appealing

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1. After the Harvest, Broken Threads, The Bishop's Daughter, Light Across the Prairie, Mastering Marcus and Tumbleweed Boy.
2. Assorted Sisters, Going on Sixteen, Going Steady, Highpockets, Island Stallion and Treasure Bayou.

to youth and will meet their needs. If they do not appeal or meet the adolescent's needs, the program as outlined will fail. Norvell makes this statement regarding book selection:

Experienced teachers are aware of a wide gap between the reading interests of boys and girls. The date of this study indicates that sex is so dominant and ever-present a force in determining young people's reading choices that it must be carefully considered in planning any reading programs for the schools.¹

The selected fiction books were chosen with this in mind. Six books have in mind boys as readers and six books have in mind girls as readers. The following are lists of special reading factors for both sexes:

Favorable factors for boys

adventure (outdoor, war,
scouting)
outdoor games
school life
mystery
obvious humor
animals
patriotism
male rather than female
characters

Favorable factors for girls

adventure without grimness
humor
animals
patriotism
love
other sentiments
home and family life
male and female characters²

Norvell goes on to list the unfavorable factors for boys and girls:

Unfavorable factors for boys

love
other sentiments
home and family life
didacticism
religion
reflective or philosophical,
extended description
"nature" (flowers, trees, birds,
bees)
form or technique as a dominant
factor
female characters

Unfavorable factors for girls

grim adventure (including war)
extended description
didacticism
form or technique as a
dominant factor
"nature" (flowers, trees,
birds, bees)³

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1. Norvell, op. cit., p. 47.
2. Ibid., p. 6.
3. Ibid., p. 6.

Girls are easier to please than boys. They will tolerate unpleasant factors more readily.¹

The only place where these books might fall down is in the listing of unfavorable factors for boys where love and religion are mentioned. Mastering Marcus and Light Across the Prairie have both love and religion in them. These subjects are treated in a convincing, pleasant way and should not be unfavorable to a boy who will read about such things at all. Girls would probably like these books and others of the books selected for boys as they like adventure and animal stories. Several of the books have a tendency to be slightly didactic and may not appeal to some for this reason!

On the whole, the books are all well written, with special age groups in mind, and interesting. Assorted Sisters tends at times to be a little overpowering as each chapter is practically a story in itself. This book consists more of a series of incidents in Mary's life rather than a single plot. Broken Threads tends to emphasize prayer too much at the end. The names of the characters in Mastering Marcus might turn some away from the book. Jim Bob, Arlowene and Dameron are not names commonly used today and have rather a strange ring to the ear. The dialect of the Frenchman, Polyte Chenier, in Treasure Bayou is fascinating. After the Harvest will bring tears to the eyes of the reader and Going Steady will attract many by its title.

E. Worthiness of the Program

Fiction books are one means of getting the Christian message

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1. After the Harvest, The Bishop's Daughter, Broken Threads, Light Across the Prairie, and Mastering Marcus.

across to the pupil. Therefore they deserve a place in the educational program. Also they have the special advantage of being enjoyable and therefore being read.

F. Summary

In this chapter the contribution of each book toward Christian growth was noted. It was found that these books present ideas from the Bible and compatible with the Bible regarding boy-girl relationships. The personality problems of selfishness and shyness were solved when the Christian principle of thinking of others first was followed. Regarding occupational choices, the choice should be directed by God in order to be correct for the individual. The element of adventure lifted the reader out of everyday affairs thus stimulating the imagination. Brotherhood was stressed as the main answer to the racial discrimination problem. A sample of the Christian doctrine was presented as were the aspects of Christian growth.

Next, the use which can be made of these books in the Christian education program was discussed, first from the teacher's viewpoint and then from the parent's viewpoint. The teacher can change attitudes of the pupils through the reading of these books. She can spread Christianity through their use and then, too, they can be used in such teaching methods as story telling, the project and discussion. Lastly, the books are good for leisure time activities. Parents, too, can make use of the books in guiding their children.

The practicality of the program is the next issue. The questions, Are the books accessible to youth? and Will they read them? were answered. The conclusion was that using fiction books to help adolescents grow toward Christlikeness is worthwhile.

CHAPTER IV

SUMMARY AND CONCLUSION

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A. General Summary

The problem of this thesis was to investigate fiction books for youth as to their value, place and use in the program of Christian education.

In undertaking such a study it was first necessary to discover whether there was value to be derived from fiction reading. It was found that there are values to be derived from such reading. These values, as pointed out in the first chapter, are inspiration, guidance, development, education and fascination. A study of the adolescent was undertaken in order to learn more about him and his needs and to see where and how he should be guided.

The second chapter was a review of the selected fiction which was chosen to represent a cross-section of the types of fiction which adolescents prefer. The age of the adolescent considered was twelve through eighteen. Twelve books for these ages were selected - six specifically with boys in mind and six with girls in mind - covering the areas of boy-girl relationships, personality problems, occupational choices, adventure, racial discrimination, Christian doctrine and Christian growth.

The general contribution of these selected fiction books to the adolescent's growth and development was the problem of the first part of the third chapter. Experiences concerned with boy-girl relationships have the predominance. In the area of marriage they dealt with a

Christian marrying only another Christian, marriage being regarded as sacred, couples who think they are in love sometimes deciding differently during the engagement period, the ups and downs in all marriages, the idea of petting before the marriage or among boys and girls and the fact that during part of the growing-up period some adolescent girls want nothing to do with boys. Regarding personality problems, those found most often are selfishness and shyness which can be corrected by forgetting one's self and concentrating on a worthwhile project. Occupational choice should be made with God's guidance, whether it leads to the ministry, farm work, school teaching, business or housewife. Wherever it is, all should work for the common good. Money should never be the main reason for working, yet it is important. Regarding adventure, its main contribution is to lift the reader out of the everyday world. Racial discrimination can be overcome by brotherhood. Christian doctrine had mostly to do with the way of salvation and Christian growth included Bible reading, prayer and witnessing.

Next, the chapter considered how the books can be used with adolescents. Christian educators can use them to change attitudes, to stimulate discussion, to introduce a social service project, or in story telling. Parents can turn to fiction books as supplements to their teaching.

The use of fiction was found to be practical as the books met the needs of youth and represent types which they will read. Fiction has real value, therefore, and deserves a place in Christian education

B. Conclusions

The selected fiction represents books advertised in the catalogues of religious publishing houses and catalogues of denominational presses. There was a marked difference in the nature of the books from each source. Those from the religious publishing houses - Eerdmans and Zondervan - dealt primarily with Christianity in the lives of the characters; while the books from the denominational catalogues - Westminster, American Baptist, Methodist, Broadman, Abington-Cokesbury and Pilgrim Press - dealt with the problems of living, sometimes in relation to the teachings of Christianity but more often not. Therefore, the books from the former publishing houses could be used to teach Christian doctrine and growth while those books representing the latter publishing houses would be used for character development. This is not to say there was no character development and growth shown in the books from the religious publishing houses.

The values derived from reading fiction were discovered to be sufficient to warrant the inclusion of fiction books in the program of Christian education.

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APPENDIX

APPENDIX

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