The first part of the article briefly discusses the means of motivating teenage students to write a successful research paper. Suggestions focus on encouraging students to choose topics dealing with the adolescent social and psychological problems which vitally concern them. The major portion of the article consists of "An Annotated Bibliography of Adolescent Psychology" and "An Annotated Bibliography of Popular Literature on Adolescence," both of which are offered as a means of "whetting student appetites" for research. (BN)
A SUCCESSFUL RESEARCH PAPER FOR COLLEGE FRESHMEN

What are the sex mores of teen-agers?
How can I emancipate myself from my parents?
What's the latest in teen-age slang?
Why do teen-agers take drugs?
What positive contributions have teen-agers made to society?
Are teen-agers religious?

These questions are asked by teen-agers throughout the country. They are based on the emotional, social, physical, moral, and ethical problems that all teen-agers have before they become mature adults.

Instructors may "whet the appetites" of their students by the recommendation of bibliographies on adolescent psychology and on popular literature on adolescence, which follow this report. One of the best references is Adolescent Behavior in Urban Areas: A Bibliographic Review and Discussion of the Literature, published by the Bureau of Research and Publications, Michigan State University, East Lansing, Michigan, 1962.


By means of class discussions, instructors of Freshman English can aid their students to verbalize some of the solutions to these various teen-age problems that relate so well to their everyday lives. The following are typical titles about which students prefer to write: Teen-agers' Language, Teen-agers and Gangs, Teen-agers' Conformity, Teen-agers' Fads, Teen-agers and Suicides, Teen-agers' Dating Habits, Teen-agers' Morals, Teen-agers and Marriage, Teen-agers' Religious Attitudes, Teen-agers' Delinquency and Vandalism, Teen-agers' Positive Contributions to Society, Teen-agers' Sex Mores, Teen-agers' Goals in Life, Teen-agers and Their Successes and/or Failures in High School and/or in College, The Mental Health of Teen-agers, Teen-agers Sports and Recreation, Heterosexual Development of Adolescents, Teen-agers' Social Life, Teen-agers' Attitudes toward Politics, Literature, or 'Death, Teen-agers and Smoking, Teen-agers and Drinking, Intellectual Accomplishments of Teen-agers, Community Activities for Teen-agers, The Adolescent and His Peers, Teen-agers and Their Parents and His Emancipation (The Teen-ager from His Parents).
Once students read about and discuss these teen-age problems, they find that they can express themselves well because they have something to say. One student stated:

Since I was a junior in high school, my parents and I argued often. After having read Luella Cole's *Psychology of Adolescence*, I understood why my parents and I differed. Now we get along well. I'm reading more and more about the subject in other books and in magazines and will write "How Teen-Agers Can Get Along with Their Parents."

Another student said:

My parents never discussed sex with me. They considered it evil and shameful. The sex information I learned came from my friends, but it was misinformation. Since reading the books in this bibliography, I have learned facts concerning sex in adolescence—so many that now I am writing a paper on "Teen-agers' Sex Mores" and will give it to my parents to read.

Students had such an avid interest in this research paper that they:

1. Utilized the many resources of the library—the *Reader's Guide of Periodic Literature*, the card catalogue, the current magazines and newspapers, and books concerning adolescence and adolescent psychology.
2. Learned the techniques of the research paper—the presentation of bibliography, documentation, title page, table of contents, and the use of graphic aids.
3. Acquired rich background for a better understanding of themselves, their parents, and their peers.
4. Discussed in class their youth problems more intelligently because they had relevant, authoritative information.
5. Wrote literate, pertinent papers because they had something to say.

These papers were published in the college's literary magazine because as the editor stated:

These manuscripts present problems and possible solutions to problems that all college students have to face. They are well expressed, well documented, and well researched. The audience of the college magazine will read these published articles as they read "a letter from home."

To enrich the background of the student in the pertinent literature concerning teen-age problems, instructors should discuss the following annotated bibliographies with the students:

**AN ANNOTATED BIBLIOGRAPHY OF ADOLESCENT PSYCHOLOGY**


By means of the case-history method Blos studies the adolescent and reveals various conditions concerning the development of adolescent personality.


One of the best texts that discusses the goals of adolescence, it thoroughly treats the development of the adolescent—physical, intellectual, emotional, social, and moral.


Miss Cox discusses the many ways in which the youth of America is meeting the challenge of our age. This text is refreshing because of its positive approach to youth and their many accomplishments.


Discussing the results of clinical, cross-sectional, and longitudinal studies, this book presents a comprehensive picture of adolescent development, personality, and growth.


This book should be read by all teen-agers because it is a well-written, highly intelligent study. The author states that students are pressed into educational blending machines and emerge as a catastrophic mass of adult conformity. This is the Vanishing Adolescent. Boston: Beacon Press, 1960.

This book makes clear the basic dynamics of adolescents—their demand for competence and their need for love and shows how some adults are destroying healthy adolescence through the phony togetherness of our high schools and colleges.


This text treats the physiological, physical, motor, intellectual, emotional, growth of adolescence; the personality and adjustment in adolescence; and the social forces affecting the adolescent.
This book presents a comprehensive analysis of the social forces and conditions affecting the adolescent.


The authors emphasize the adjustments of adolescence— their physiological changes relating to sexual maturation.


An excellent "first" psychology book, it includes experiments and demonstrations in simple psychology. Students will find excellent chapters on study habits, learning, and understanding personalities.


This book stresses the child's school life and the importance of learning, as well as the physical and social development of the adolescent. There is an excellent chapter entitled "Authoritarianism and Prejudice."


Dr. Mead's one volume edition consists of three anthropological works. Coming of Age in Samoa, Growing Up in New Guinea, and Sex on Temperament.


Miss Parkhurst elicits from teenagers their thoughts about society, prejudice, delinquency, love, and war. She includes discussions of Negro, American Indian, and Jewish teenagers and their problems.


The authors present the physical, sexual, and social problems of the teenager; his views on religion, ethics, and science; the problems that teenagers face in the home and in the school; delinquency vs. nondelinquency; and the basis of teenage behavior.


Although this book is easy to read, it clearly states the scientific explanations of human problems of love, guilt, anger, and living with others.


Young adults will find this book more scientific than "popular" reading. It emphasizes the development of individuality, the growth toward maturity, and the understanding of emotions.
Strom, Merle T. (ed.) Needs of Adolescent Youth. Danville, Ill.: The Interstate, 1963. This pamphlet discusses adolescent attitudes and needs recognized by youth themselves; adolescent society, culture, and social class; and individual behavior and its developmental causes.

Wattenberg, William W. The Adolescent Years. New York: Harcourt, Brace & World, 1955. This book gives special consideration to the character and social development of the adolescent and shows the impact that the home, peers, neighborhood, school, and church have on the adolescent.

Wittenberg, Rudolph. On Call for Youth: How to Understand and Help Young People. New York: Association Press, 1955. The author tries to steer adolescents through their stresses of life—the need for belonging, the need for love, the need for self-emancipation.

AN ANNOTATED BIBLIOGRAPHY OF POPULAR LITERATURE ON ADOLESCENCE


Curie, Eve. Madame Curie. New York: Doubleday, Doran & Company, 1933. This biography is an accurate record of the scientist’s childhood and the conditions and problems which made her shy, nervous, and mature for her age but which could not squelch her genius.


Llewellyn, Richard. How Green Was My Valley. New York: The Macmillan Co., 1941. Made into a prize-winning motion picture, this dramatic story presents the struggles of a boy against the odds of poverty and class distinction in a mining area. His difficulties, preoccupations, and thraldoms are presented in an intelligent manner.

Maugham, Somerset W. Of Human Bondage. New York: Modern Library, 1940. Philip Carey is placed under the guardianship of his disciplinary uncle. Lack of understanding at home and humiliation caused by the ridicule of his club feet by his schoolmates and teachers makes him supersensitive and unhappy.


Ricks, Peirson. Hunter’s Horn. New York: Charles Scribner’s Sons, 1947. Life and values in post-bellum North Carolina are presented in this novel. Uncle Benjamin’s grand-nephew falls in love with a girl from a poorer class status, which presents problems for all concerned.

Salinger, J. D. The Catcher in the Rye. Boston: Little, Brown & Co., 1951. The recollections of a boy kicked out of school are vividly portrayed. An account of three days spent in New York City is presented in a colorful manner. An urban Huck Finn, Holden Caulfield spends three colorful days in New York City after he is kicked out of prep school.

This story presents a sociological study of the influences of a vigorous but often unfortunate environment upon Studs Lonigan, a son of middle-class Chicago.


Ricks, Peirson. Hunter’s Horn. New York: Charles Scribner’s Sons, 1947. Life and values in post-bellum North Carolina are presented in this novel. Uncle Benjamin’s grand-nephew falls in love with a girl from a poorer class status, which presents problems for all concerned.

Salinger, J. D. The Catcher in the Rye. Boston: Little, Brown & Co., 1951. The recollections of a boy kicked out of school are vividly portrayed. An account of three days spent in New York City is presented in a colorful manner. An urban Huck Finn, Holden Caulfield spends three colorful days in New York City after he is kicked out of prep school.

Smith, Betty. A Tree Grows in Brooklyn. New York: Harper and Brothers, 1943. A picturesque presentation of the childhood and youth of Francie Nolan, her family, and her friends. Beauty and wholesomeness intermingle with plain realism in the problems faced by Francie as she strives to find for herself a place of belonging in society.

Soring, Howard. My Son, My Son! New York: Viking Press, Inc., 1938. Parental attempts to shape the lives of two boys result in tragedy. One-sided personalities fail to fit the sons for adult life. Lack of understanding by the parents seems to have an effect upon the characters of all the children.

West, Jessamyn. Cress Delahanty, drawings by Joe Krush. New York: Harcourt, Brace and World, 1939. This story depicts the problems of an adoles-


cunt girl, growing up on a California ranch, from her twelfth to her sixteenth year. The Book portrays Cress with her adolescent problems and the anguish of her parents.

Wolfe, Thomas. Look Homeward Angel. New York: Modern Library, 1934. The theme of this story of the childhood and early youth of Eugene Gant is the development of the artist into a person, the making of the lonely and solitary genius, a voyager in quest of self-realization.


HERMAN A. ESTRIN
Newark College of Engineering
Newark, New Jersey

“The best teacher I’ve had in three years here was a teaching fellow,” says another Michigan undergraduate. “He got me so fired up about sociology that it has taken four full professors to unfire me.”

Newsweek
Oct. 30, 1967