

NORMAL BEHAVIOR PATTERNS OF EARLY ADOLESCENTS
WITH SPECIAL ATTENTION TO
THEIR INTERESTS AS RELATED TO READING

by

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INTRODUCTION

Books and magazine articles abound with problems concerning the early adolescent or junior high school pupil. Parents discuss at great length among themselves their difficulties with this age group. Teachers ponder the questions of disciplining, teaching, and training the children of the seventh and eighth grades. Juvenile authorities are becoming increasingly aware of the fact that younger adolescents are becoming involved in infractions of the law.

Are these problems the problems of the normal early adolescent? What are the behavior patterns of the normal early adolescent in the physical, emotional, intellectual, social, and moral realm?

What are the reading interests of normal individuals in this age group? How do such factors as age, intelligence, sex, and reading ability affect reading interests?

The purpose of this discussion is to review various studies made of the early adolescent, those 12 and 13 years of age, for the purpose of making the teaching and the guidance of the early adolescent more beneficial.

SCOPE AND METHOD OF STUDY

A very complete and thorough search of all the material concerning the normal behavior of the early adolescent was made in the library of Kansas State College, Manhattan, Kansas. Though much has been written about the later adolescent years only scanty

material was found about the early adolescent with the exception of the material written by Hedley S. Dimock and Arnold Gesell.

A similar search of the library was made on the reading interests of the early adolescent. Again, only scanty material was found with the exception of that written by George W. Norvell. Conferences with Dr. Homer C. Combs, who teaches the course in Literature for Adolescents, and Dr. Maurice Woolf, in charge of remedial reading, both at Kansas State College, confirmed that very little else had been written on the subject.

PHYSICAL DEVELOPMENT

Adolescence is pre-eminently a period of rapid and intense physical growth accompanied by profound changes which involve the entire economy of the organism. There are wide individual variations in the timing and degree of these changes; but the sequential order in which they occur is relatively consistent in both sexes. The individual tends to remain true to his genetic constitution, basically determined by genes.¹

The 12 year old child is a very different child from the turbulent 11 year old. For the girls this is the period of fastest growth in height and weight. With a stretching out of the body mass, many girls lose the chunky appearance they had a year earlier. By the time girls are thirteen the increase in height and weight is continuing but at a somewhat slower rate. The hollows, particularly in the hips, are beginning to fill out. However, the face, neck,

¹ Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p.279.

and shoulders may appear to be slimmer.

The differences among the boys are more marked. The advanced boys are quite advanced; the immature ones seem markedly immature. By the age of 13 about half of the boys have reached their fastest rate of height growth and will continue growing at a much slower rate.

The breasts of the twelve year old girls begin to fill out and menarche tends to occur at the end of this year or the beginning of the next. Most girls have reached menarche by the end of the thirteenth year though some perfectly healthy girls do not until later. The girls are very much interested in menstruation and usually accept it as the natural thing though some resent it. There is much sex joking, much note passing in school, and laughing at double meanings. Strong emotional friendships develop but these are more likely to be with other girls than with boys.

Boys begin to show signs of puberty during the twelfth year and by the thirteenth year the signs are becoming more definite. Pubic hair with some pigmentation has appeared in a majority of the boys; there is rapid genital growth; there is deepening of the voice for many.

The interest in sex continues to increase with much information, often inaccurate, picked up from other boys. Details of their own anatomy, pictures, and animal activity are of interest and sometimes related questions will be discussed with parents though many prefer a more impersonal source, such as a school counselor. There are frequent erections, but sex activity is

mostly masturbation. Whistling at girls, hitting, book stealing, name calling, and similar amatory advances are favorite sports.

The health of the early adolescent is good. Fewer days of school are missed. There may still be sudden headaches and stomach-aches but they are less frequent and by the time the child is 13 he does not give in to illness as easily as he did at an earlier age. Throughout this period the child still is troubled with fatigue but is becoming less troubled. Acne and other complexion difficulties are beginning for some.

When the 12 year old, and less frequently the 13 year old, becomes tired he will still resort to tensional outlets. As was mentioned previously there are still some headaches and stomach-aches, and nail biting is still common. Occasionally there will be face twitching and eye twitching though these are diminishing. Hand movements predominate, such as drumming on the table, twiddling pencils, hand to face gestures, and by the time the child is 13, foot movements, such as slipping the shoe off and on, become common.

The appetite of the 12 year old is "tremendous" with a great desire for sweets, but by age 13 the appetite has slacked off somewhat. However, even the relatively small eaters still come back for seconds. There is less eating of sweets at this age than a year earlier.

The average bed time of the 12 year old is 9 P.M. and the average amount of sleep about nine hours. Parents are usually the ones who set the bed time hour. Children of this age go to bed because

they have to, not because they want to, and most of them lie awake half an hour or so, listening to the radio, day dreaming, or worrying. Many waken themselves or are wakened by an alarm clock, but many are wakened by their parents. A year later, at age 13, the average bed time is 9:30 P. M. and the average amount of sleep has decreased to nine hours. There is less resistance and dawdling in going to bed. Many simply go to bed at the hour set. As at the earlier age, some take responsibility for getting up, but others must be called by parents.

The foregoing¹ has been a description of the average 12 and 13 year old's physical characteristics. What influence do those characteristics, or a deviation from them, have upon the early adolescent's personality?

A study² made of one thousand girls from two large junior high schools in Berkeley, California, discovered that some differences were noted in girls of premenarcheal age and postmenarcheal age. These girls were American born children of middle and north European stock who, with but a few exceptions, had lived in California all their lives. They were urban residents of a non-industrial, university community.

In the study little or no difference was found with respect to the socio-economic factors.

A study of the physical development of these premenarcheal

1 Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 117

2 Calvin P. Stone, Roger G. Barker, Journal of Genetic Psychology, 1939, 54, 27-71

and post-menarcheal girls shows that, when those of the same chronological ages are compared, at all ages the post-menarcheal girls are taller, on the average, than the premenarcheal girls but the superiority of height gradually diminishes with increasing age. In case of weight, chest width, and bi-iliac diameter the means are significantly higher for post-menarcheal than for premenarcheal girls.

In the interest-attitude test, the items rated were grouped as to their significance with respect to heterosexual interests. The results from this test suggest rather strongly that post-menarcheal girls favor responses indicative of the stronger heterosexual interest.

Another group of items were grouped under the heading "family adjustments". This result was somewhat surprising and ran counter to the supposed attitudes of the girls. The data gave no support to the hypothesis that post-menarcheal girls give more evidence of open revolt from parental discipline and home restrictions than premenarcheal girls.

The items grouped under "adornment and display of person" supported the hypothesis that post-menarcheal girls would have a stronger interest in adornment and display of person than the premenarcheal girls.

In the items concerning games and activities, the results support the view that with the onset of puberty there is a change of interest from strenuous activities to less strenuous activities.

In the items on fear and worry there was a very slight tendency

for the premenarcheal girls to indicate more fears than the post-menarcheal girls.

A greater proportion of the post-menarcheal girls indicated that they engaged in or were interested in imaginative day dreaming activities.

The data which brought out the maturity of the interests of the girls showed that the interests of the post-menarcheal girls were more similar to the interests of the relatively older girls than were the interests of premenarcheal girls of the same chronological age.

Dimock¹ made a comparative study of cases of early and late pubescence in boys. Those who did not attain pubescence until after they were 14 years old were classified as cases of late pubescence and those who had reached post-pubescence by the end of their thirteenth year were classified as cases of early pubescence. The two groups were compared as to their intelligence and socio-economic status and the results tell a very interesting story.

The amount of difference in the intelligence quotients was not large enough that it clearly differentiated between the two groups of boys but it did suggest a real possibility that boys of superior intelligence, as measured by standard tests, do reach puberty a little earlier than do boys of lower intelligence.

As for the socio-economic factors, the study revealed that boys who have a low score on socio-economic background tend to

¹ Hedley S. Dimock, Rediscovering the Adolescent, p. 212

reach pubescence late and those who have a high score tend to reach it early.

It has long been recognized that the rate of physical growth speeds up about the time of puberty. Dimock found that 12 year old boys who are below the average for their age in height and weight, particularly the former, are likely to be a year or more later in maturing sexually than boys who are average or above average in size. Also, it was discovered that many 12 year old boys who are distinctly above the average prepubescent in height and weight tend to have a more rapid pubescent development, passing through puberty to post-pubescence within the year.

From the findings there is a distinct possibility that the age at which a boy will reach puberty can be predicted if a large enough sampling were available. From the findings which Dimock made it would seem that two out of three 12 year old prepubescent boys who are 59 or more inches in height are likely to pass through puberty into post-pubescence within a year. In contrast, of the boys who are about 56 inches tall or less, only one out of three is likely to become pubescent, and only one out of six will probably be post-pubescent within the period of a year. The weight of the boys seems to be an even more important factor. Three out of four of the heaviest boys become pubescent, and almost that ratio become post-pubescent within a year. But of the boys who are below the lowest quartile in weight, not one in four attains puberty, and only one in 18 becomes post-pubescent in a year.

From the above data, then, it can be seen that there is a relationship between the socio-economic background of the boy, his physical size, and possibly his intelligence and the age at which he becomes pubescent.

Another finding of Dimock's¹ was to the effect that the physical strength of the boy who is passing through pubescence greatly exceeds that of the prepubescent boy both in amount and in rate of increase. However, it is also true that the post-pubescent boy of 16, for example, may not equal in strength the 20 year old of the same height and weight. This may partially explain the common impression that the rapidly growing boy does not have the strength and endurance equal to his size. He probably does not have the strength of adults of his size but it should not be overlooked that the strength of the boy nearly doubles in the four years from the age of 12 to the age of 16.

Statements are often made as to the awkwardness of the pubescent boy. Dimock's studies² showed that there was a definite slowing up of the motor-ability of the pubescent and post-pubescent as compared with the prepubescent. It was also discovered that this period of reduced motor-ability is not concurrent but precedes the period of the most rapid growth in height and weight. Another common belief, that the more rapid the growth, the more awkward the boy, was not brought out in the findings. Awkwardness in adolescents seems to be more likely to accompany the rather

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 237

2 Hedley S. Dimock, Rediscovering the Adolescent, p. 242

sudden beginnings of pubescent growth than during the later and more rapid growth.

It has been commonly considered that feelings of inferiority stemmed from physical inadequacies, though there have been critics who disagreed with this theory. From this sampling¹ a study was made of the boys to try to determine whether boys who are substantially inferior in height, weight and strength exhibit any genuine differences from the others in personal attitudes or social adjustment. Three groups of thirty boys each, in what were considered the superior, average, and inferior physical development were selected. The boys in the low, or inferior group averaged eight inches shorter, 42 pounds lighter, and 408 strength points lower than the superior score average. From this study it was discovered the boys with superior or average physical development distinctly reveal more wholesome personal attitudes than the boys with inferior physical development. The physically inferior group had substantially higher scores than either of the other two groups on feelings of difference, criticism of others, superiority and self-criticism. The boys in the average group were substantially the same as the superior group on several attitudes. Particularly interesting was the finding that the inferior group physically had the highest superiority score.

We would hazard the guess that this feeling of superiority in the physically inferior boys is a compensatory attitude produced by the basic thrust for a sense of status, adequacy, and worthfulness.²

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 87
 2 Hedley S. Dimock, Rediscovering the Adolescent, p. 85

A comparison of the three groups was made on acceptability among associates, unrequited friendship, and behavior adjustment. It was discovered that boys of average physical ability are more acceptable to their associates than either the superior or inferior physical groups. In the unrequited friendship score, the physically inferior group ranked much higher than either of the other groups. This indicates that his desire for friends and associates was much higher than their desire for him. The difference between the three groups in behavior adjustment was not large enough to be reliable.

It was also discovered that the socio-economic level of the homes of the superior group was significantly higher than for the inferior group and perhaps higher than for the average group. "...the inference, if not the conclusion, is inescapable that socio-economic factors do materially affect the growth of boys in height, weight, and strength."¹ Apparently, then, we have grounds for believing that the status of a boy's physical development has a bearing on the degree to which he achieves a well integrated personality. How great a deficiency is necessary before these personality effects occurred was not observed. Probably the social situation in which the individual lives would have a great bearing on the condition. Finally, the results of the study² suggest the possibility that boys of average physical development have a more wholesomely developed personality than either the inferior

1 Hedley S. Dimmock, Rediscovering the Adolescent, p. 87
 2 Hedley S. Dimmock, Rediscovering the Adolescent, p. 84

or superior physically developed groups.

EMOTIONAL DEVELOPMENT

The very word emotion suggests agitation and excitement and there is a tendency to think of emotions as though they were disembodied forces which in some mysterious way arise from their depths to seize the individual and place him at their mercy. Adolescence, accordingly, is considered to be a highly emotional period of development - 'a crazy, mixed-up period'. This extreme view exaggerates the dramatic and disturbing aspects of emotion. It fails to acknowledge that much of the emotional life of the normal adolescent is calm, deep, and constructive. The inconspicuous manifestations of emotion need greater recognition.¹

The 12 year old is characterized as an expansive, out-going, enthusiastic child. He is friendly, understanding, thoughtful, and likable. He is relatively uncomplicated. He has many fears, as fears of animals and darkness, but he has few worries. There is no middle ground for his likes and dislikes - he either loves or he hates.

The 13 year old is more thoughtful, quiet, and self-contained. If this tendency goes to extremes he may be thought to be morbid, moody, secretive, withdrawn, or even sullen. He is extremely sensitive, easily hurt, irritated, or annoyed. When he becomes angry he wants to get off by himself to his own room. He may cry on occasion. Instead of being humorous he may yield to sarcasm.

The 12 year old may still fight or strike out physically or throw things. He may talk back, call names or mutter under his

¹ Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 329

breath. General emotional violence, boiling over, or exploding does occur but less commonly and there is less crying than usual. Some simply leave the room. Most of them can do this now without slamming the door.

The 13 year old changes remarkably. The most common characteristic, when he is angry, is to go to his own room and close the door. Some kind of verbal response is next most common. There is little shouting or screaming or talking back, but the 13 year old will say mean or sarcastic things. Sulking is a common trait and quite a number do cry but there is much less "blowing up" than formerly. Scowling, frowning, and making faces are characteristic of 13. "Taking it out" on someone else, such as mother, is common. Anger at a teacher most often results in practical jokes or making faces. In general, leaving the scene is the most common response to anger at 13.

The 12 year old has fewer worries than at 11, with school the main source. He also worries about family relations, that people will not like him, or that he will make a bad impression. He also has many fears, such as fear of the dark. He is also afraid of animals, especially of snakes, and he is afraid of crowds.

The 13 year old child is a worrier. Most of his worries center around homework and lessons with more concern being shown for grades than at any other age. There is less fearfulness than at 12, but there is still fear of the dark, of snakes, of high places, and new social kinds of fears, as "performing in public", "family quarreling", "gossip".

The 12 year old is beginning to appreciate humor more from the adult point of view. Practical joking continues but is on the decrease. There is less interest in the funnies but much enjoyment of magazine cartoons. Smutty humor is now more about sex. There is much sex humor at school. Notes are passed and jokes are told when the teacher is out of the room.

By the time the child has reached 13, sarcasm is an important part of his humor. Others', teachers' and parents', mistakes in speech and actions are enjoyed. There is much "kidding" about the opposite sex, and some are beginning to take the kidding better, though there are some individual differences in this respect. Smutty humor continues but this is the last age for enjoying such jokes freely in mixed company.

The 12 year old is a fairly happy child though there are times when he is sad. Tears are not shed often and when they are, they are caused most often by anger or hurt feelings.

The 13 year old age is by far the saddest age. More than at any other age they describe themselves as being in a depressed mood. It is also a more tearful age. Anger is still the leading cause of tears but disappointment and hurt feelings also cause tears. Twelve is one of the least jealous ages. There is still some resentment of the way brothers are treated by parents or the way other children are treated by teachers.

The 13 year old shows great competition, and more envy is expressed than at 12 though many state they would not trade places with the person they envy. Possessions are envied but more so

are popularity or privileges of others. Pride in accomplishment is more evident than pride in self. They want to do their best.

The early adolescent is getting better control of his emotions. When his feelings are hurt he is able to ignore the situation or to ignore the person who caused the hurt. The largest number either hide their feelings, or try to, or they let certain people know how they feel and not others.¹

Dimock, in his study, grouped the 200 boys in five classifications rating them on their behavior, with a high score signifying unadjusted behavior. The following table shows the result of the test.

Table 1. Distribution of behavior adjustment scores*

Classification of Behavior	Scores	No. of Boys	% of Total
Very Well Adjusted	40-69	26	13
Well Adjusted	70-79	52	26
Average Adjustment	80-94	67	33
Poorly Adjusted	95-109	38	19
Very Poorly Adjusted	110-140	17	8

* Hedley S. Dimock, Rediscovering the Adolescent, p. 70

It is difficult for us to accept that 27 per cent of a sample of 200 boys who are supposedly normal are "seriously" maladjusted in their social behavior, as Dimock reported. It would be worse yet to be forced to take these figures as averages for the population. However, by looking at and studying the scores it is unquestionable that many of these boys need psychiatric help and

¹ Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 332

that all of the 27 percent and perhaps many more need a great deal of understanding on the part of teachers and parents.

Correlations were run between behavior adjustment and a number of other factors in this study. It was discovered that the well adjusted boys came from homes of a substantially higher socio-economic level than did the poorly adjusted boys. The well adjusted boys were accepted much better by their associates than were the poorly adjusted boys.

The boys were given Sweet's Personal Attitudes Test for Younger Boys and scores were obtained for the following attitudes: feeling of difference, self-criticism, criticism of others, superiority, deviation from the group, idea of right, and social insight. The greatest change recorded in any of the seven attitudes was an increase in self-criticism. This probably shows an indication that the boy is taking a more critical attitude toward himself as he becomes more adult and more aware of himself as an individual. The deviation from the group idea of right showed a slight drop which probably indicates a more realistic insight to the attitudes and standards of other boys. The score on social insight rose slightly, perhaps because of the expanding world of the young adolescent.

In the other attitudes the score was too slight to be of significance. But even here we learn something of the boy. When we learn that something does not happen the information can be as significant as when we learn that something does happen.

....it is fitting to remind ourselves that we learn as much when we find out that something does not happen as when we get evidence that something does take place. And if such findings tend to contradict, or disagree, with a prevailing view, they have a distinctive value in the correction of untrustworthy ideas or theories.¹

INTELLECTUAL DEVELOPMENT

While intelligence tests are by no means the only approach to the study of mental development, it cannot be denied that test results provide our greatest body of evidence on this subject.²

However, mental tests are not as simple to apply to the individual as physical tests. For instance, linear measurements are universally understood, but in the case of intelligence the many different tests do not always give us the same information.

As in the case of many data, it is commonly expected that mental test scores of children chosen at random from any age group will tend to follow the normal curve of probability. Thorndike³ proved the truth of this assumption from the test scores of approximately 13,000 sixth grade children. But various special factors may disturb the symmetry of the curve. For instance, a school which brings together sharply contrasting socio-economic or racial groups may not be as symmetrical as a more homogeneous school.

For any given age of school children, however, it seems safe to say that good tests of typical samples yield fairly symmetrical and normal distributions of intelligence throughout adolescence.⁴

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- 1 Hedley S. Dimock, Rediscovering the Adolescent, p. 78-79
 - 2 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 146
 - 3 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 147
 - 4 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 149

Numerous attempts have been made to describe the mental growth curve in adolescence. Results from two studies are given in the following table.

Table 2. Average alpha scores by age*

Age in Years	Data from Lufkin	Data from Teagarden
12.5	56	55
13.5	81	66
14.5	86	81
15.5	95	93
16.5	99	108
17.5	104	107

* Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 149

Lufkin gives the average mental test scores of a rural school population and Teagarden gives the age medians for the normal children in a fraternal order institution. The two sets of data show a fair agreement as to mental changes in adolescence and suggest that gains are probably greater in the earlier than the later teens. This is true not only of mental growth. It will be remembered it was equally true of physical growth.

In a study by Jones, Conrad and Wechler as reported by Jones and Conrad other mental growth curves show that the chief differences occur between the ages of $12\frac{1}{2}$ and $13\frac{1}{2}$ years.¹

If the growth of intelligence were to stop suddenly near the end of adolescence, the upper age-limit of average development could be easily fixed. However, the change is so gradual as to

1 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 151

make the precise determination very difficult. In the studies referred to previously by Teagarden and Jones and Conrad the following table has been drawn.

Table 3. Age norms for the Terman-McNemar Tests* of mental ability

Age in Years	Standard Score	Increment over Preceding Year
10	77	
11	84	7
12	90	6
13	95	5
14	100	5
15	105	5
16	109	4
17	113	4
18	117	4
19	120	3

* Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 155

These results indicate that mental test gains can be expected at least through age 18 and probably longer.

In another study¹ the highest and lowest 10 per cent of the total sample were compared. The average I. Q. of the superior group was about 115; that of the lower group from 90-100 I. Q. The age curves of these two groups were compared with that of the average of the total group. Each group still showed continual gains at sixteen with no evidence of reaching a plateau. The higher group retained its superiority at each age, remaining at

¹ Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 161

least one S. D. above the group mean. The lower group continued to show consistent gains throughout the period.

If the superior group had shown a longer period of development, it would have seemed reasonable to assume that bright children should have a longer period of schooling than more slowly developing children. But this study seems to show that the more slowly developing group profit as much proportionately as the other group.

It must always be remembered that individual differences have to be taken into account. The smooth and relatively uniform curves of average populations do not always hold true for the growth curves of the individuals. The fact that these individual variations exist shows the necessity of basing guidance and classification upon cumulative records than upon one specific test. "In his mental abilities as well as in other areas of development, an individual's position at any given time must be seen in the light of his earlier history." ¹

The individual mental growth of children has been considered. Another phase of mental growth which is of importance is whether the same course of growth is characteristic of children of both superior and low mentality. Studies² which have been made show that mental growth occurs in patterns so that within a given period some children may grow rapidly while others are growing more slowly. In some selected groups, the growth curves of

1 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 161

2 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 166

different levels were seen to be approximately parallel. However, studies, generally, show that the bright children tend to grow away from the slower ones. As was noted earlier, however, there is no evidence of an arresting of development in the slower children as is sometimes assumed. Not the feeble-minded but the average individuals are being taken into consideration here.

The fact that girls, at about the age of 11, shoot ahead of the boys in height and weight is well known. Is the same pattern of growth true in mental development? Studies¹ show that there is evidence of but little superiority of one sex over another. The general tendency seems for girls to run higher on tests stressing perceptual discrimination and language ability, and lower on performance tests, on tests involving mathematical operations, and on tests dealing with knowledge of history, geography, and current events.

The possibility remains that, for a short time in adolescence, girls may show a little faster mental growth than boys of the same age. It was shown earlier that girls approach physiological maturity earlier than boys. "An impressive array of evidence, assembled during the past decade, indicates that earlier maturity is in fact associated with mental scores." ²

In a study by Jones³ it was discovered that, in the seventh grade, 75 per cent of the early maturing group surpassed in

1 Harold E. Jones, Herbert S. Conrad, N.S.S.E., 167

2 Harold E. Jones, Herbert S. Conrad, N.S.S.E., 168

3 Loc. Cit.

intelligence the later maturing group. Such evidence leads us to believe that the early maturers average slightly higher than the late maturers up to the later years of adolescence.

It has been noted earlier that physical maturing occurs earlier in those children of a higher socio-economic level.

In view of the well-known correlation (in itself, of complex origin) between intelligence and socio-economic status, it seems probable that we shall find no single nor simple explanation of mental-physical relationships in adolescence. In any event, it should be pointed out that variations in the pattern of mental growth during puberty are much less predictable and clear-cut than the well-established variations in physical growth which occur in this period. Sex differences in the mental-growth curve are even less predictable and less easy to demonstrate.¹

In general, in classes in school no differences in intelligence because of sex is evident. However, if we examine the causes of an intelligence distribution, we are able to discern some difference. These differences appear in the extremes of the curve. About twice as many boys as girls achieved extremely high I. Q.'s (above 160) and also about twice as many boys as girls are in the feeble-minded classification (below 40). Nor is this a temporary condition. "Boys not only become increasingly more likely than girls to have a high I. Q. as they advance in age, but they are more likely than girls to retain a high I. Q. earlier evidenced." ²

Adults often complain that they cannot memorize as they did when they were children. However, there is little evidence to

1 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 169

2 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 170

support such a view.

If we had a hundred boys of sixteen and a hundred men of thirty-six study algebra, or French, or history, or civics for a year, and had a record of the thinking of each individual in doing so, I very much doubt whether we could do much better than guess which was young thinking and which was old thinking, except for references to special adult experiences or special interests. In their experiences, interests, and motives, adults obviously differ from adolescents, but in the nature of the learning process they are substantially alike, so far as we can see.¹

General intelligence can be measured not only by verbal tests but also by non-verbal and performance tests. Sex differences are often greater on performance tests than on verbal tests, with the boys being favored.

In general, studies of the intercorrelation of mental functions suggest that with increasing age the functions constituting many of our common intelligence tests tend to pull apart, i.e., they become less highly correlated and more specific in nature.²

Studies tend to show that mental functions measured by some tests tend to level off at early and middle adolescence and functions measured by other tests continue to improve until the end of the college period.

The chief educational implication seems to be that the full realization of the individual's intellectual capacity expressed in terms of general achievement, comes much later than the middle teens... What matters is that the process takes time and that training is one of the factors in bringing it about.³

One of the more common worries and anxieties of the adolescent is whether he will be able to meet intellectual requirements.

1 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 175

2 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 177

3 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 178

Passing examinations, being promoted, getting on the honor roll, escaping notice for making low grades, are all causes of worry.

From this it might be deduced that intellectual handicap would be correlated to a measure of personal and social adjustments. This does not seem to be the case. Gifted children tend to attain favorable scores in personality, and adjustment and types of problem behavior are known of in connection with below average mentality. But taken as a whole, intelligence offers little prediction as to personality adjustment.

At least five factors are involved in the relation between intelligence and adjustment. These are the child's absolute level of intelligence; the level of intelligence required in the activities toward which he is pointed, through the ambitions of his family and friends; his own "felt needs" and level of aspiration; and his actual achievement. These factors are interconnected in a variety of ways and a great variety of complex patterns may arise.¹

In relation to intelligence, pressure to achieve at a given level presents a different problem to different individuals. To one it may be a stimulus, to another it may have a disorganizing effect. The personality of the individual must always be taken into account.

The degree of ability does have its influence on personality adjustment but what the relationship is and how the person will react must be discovered in each individual.

1 Harold E. Jones, Herbert S. Conrad, N.S.S.E., p. 178

SOCIAL AND MORAL DEVELOPMENT

Youth has to find itself through interpersonal relationships. The personality patterns of a growing youth depend to a significant degree upon interactions with other personalities. The interactions are so diversified in form, content, and intensity, that they do not readily yield to generalizations. However, there are ordering forces.¹

The 12 year old gets along better with his parents than he did a year earlier. Many are quite friendly with their mothers and exhibit more patience, tolerance, tact, and sympathy with her than previously. Both boys and girls get along extremely well with their fathers, almost to the point of idolizing them. Several mothers said they leave the disciplining of the daughters, especially, to the fathers because the fathers were more effective at the job. The only complaint the boys made of their fathers was that the fathers did not have enough time for them. Among many girls there begins to be the feeling that mother is "not very modern" in dress, make-up, hair-do, and deportment.

The 13 year olds begin to withdraw from their parents. Mothers often worry that they are losing the close relationship that they have had but the 13 year old comments that he doesn't want to be close to any one - just wants to be left alone. The simplest question or show of interest may be construed as prying. If orders or requests are given, girls may sulk and express resentment, and boys may argue and talk back. Some boys are even quite

¹ Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 383

rebellious and may speak rudely or even profanely to their mothers. However, they may say, "I yell at her if I'm mad but the way I treat her is not a part of what I think of her." The 13 year olds mind father better than mother and his discipline is usually more effective. Most of them confide in their fathers less than in their mothers. They admire them and respect them more and behave better with them but feel less close to them. Some know that father criticizes them to their faces but praises them to others. More and more they criticize the mother's appearance, her actions in public, and then some boys turn around and criticize the way father treats the mother.

The 12 year old seems to get on a little better with younger brothers and sisters than he did earlier though his relations still leave something to be desired. The amount of fighting ranges from "once in a while" to all the time. Chief complaints about brothers and sisters are that the younger ones tease them, especially about boy and girl friends, hang around too much, and pester them to play games. However, most 12 year olds are very compatible with brothers and sisters four years old or younger. It is with 13 and 14 year old brothers and sisters that they really get along badly.

By the time the child is 13, relationships have improved, especially with the older brothers and sisters. Relationships with the much younger brothers and sisters continue to be good, and relationships with those just a few years younger are not quite as bitter as they were earlier. The 13 year old's trouble

is that he is critical of these younger members of his family and they are resentful and cause him trouble when he tries to "boss" them or discipline them. The 13 year old says very mean things to his younger brothers and sisters, and they talk back, thus insuring trouble. Family activities interest the 12 year old a little less than they did a year earlier. There is a beginning of some withdrawal. Age 13 often brings a sudden and marked withdrawal from participation in family activities. He may spend only a minimum of time, such as meal time with the other members. At the same time many worry if parents argue. When it comes to friends outside of the family, there is no lack. The majority seem to have quite a large number of good or best friends.

At 12, girls are on the verge of becoming interested in boys. Interest is quite general but there is not much dating. What dating there is, is usually in connection with a planned party and parents usually take the youngsters. A few admit they are "boy crazy" but these girls are usually somewhat advanced for their age. The boys of this age are not usually as enthusiastic about the girls. However, it is the immature boy who is strongly anti-girl. Most of the boys enjoy dancing-school and parties.

When the girls reach 13, quite a few mature ones do quite a bit of dating. Some still do not actually like boys. The typical 13 year old girl is between the two extremes. Some admit that they giggle and act silly when boys are around and know that this is so because they are excited and embarrassed. They still have the difficulty of often being taller than the boys.

Less interest is expressed by the 13 year old boys in girls than when they were 12. At school, between classes, boys snatch the girls' books, scarfs, or pay other such attentions.

There is quite a bit of enthusiasm for parties by the 12 year olds, but they often do not turn out well. The boys either all gang together and ignore the girls or else act badly by being rough and spoiling the party. They are likely to turn out the lights which is considered quite a thing to do. By 13, parties are a little calmer though they can still become rough if there is not proper supervision. Refreshments are still an important part of the party.

The experience of friendship plays a telling role in the development of the attitudes, conduct, and personality of the adolescent...Individuals achieve human characteristics only through human contact. Moreover, the most impressive of all human contacts are those of an intimate, continuous, and pervasive character.... Between friends there is a smooth and subtle interchange of experience that takes place on a level far deeper than any merely intellectual process.¹

There are three kinds of friendship, mutual friendship, popularity with the group, and unrequited friendship. Where each of two individuals chooses the other as a best friend, mutuality of friendship exists. Dimock,² in his studies, discovered that similarity in chronological age, school grade and probably mental age seemed to affect mutual friendships. Other conditions were the type of community, socio-economic background, and the proximity of the homes. Since the socio-economic

1 Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 90-91

2 Hedley S. Dimock, Rediscovering the Adolescent, p. 96-98

background and the type of community are certain to be tied together, it is not surprising to find a strong correlation between mutual friendship and socio-economic background. There also seems to be a correlation between I. Q.'s and mental ages and mutual friendships so there apparently is a probability that those of similar ages will choose each other as friends.

It has frequently been observed that a boy who is a leader or one who has a dominant personality will choose as best friend one who is more submissive. The rivalry between two leaders seems to put an emotional strain upon them so that a real friendship is not able to develop between the two.

Correlations between behavior adjustment and mutual friends show that friends tend to be on the same social adjustment level. Boys who are well-adjusted socially tend to choose as friends other boys who are well adjusted while boys who are less well adjusted tend to select those who are poorly adjusted.

That there is a wide divergence in popularity or acceptability of young people with their associates is obvious to anyone who watches groups of youngsters. Those who are obviously ignored, or even worse, by their associates have often been a source of worry to the leaders of youth. Curiosity has likewise been aroused as to why a certain person should attain a high degree of popularity.

That there must be interaction in a group of youngsters,

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 113

physically and intellectually is accepted. But, there also may be interaction and still a youngster may be found who is not a genuine part of the group psychologically.

To be really a member of a group, an individual must have the subjective, emotional sense of belonging, of being attracted to, and accepted by, the other members of the group...

Physical interaction may be accompanied by the most excruciating emotional isolation. To be in the group, but not of it, may be more damaging to the personality than any other kind of isolation.¹

Some youngsters not only are not a part of a group but are actively disliked, ignored, or ridiculed. Some students of personality think that adolescents are particularly sensitive to the position of status which they hold in the group. At least there is a strong urge for companionship and friendship. To have this urge rudely thwarted can have no other effect than a stunting or warping of personality that is certain to be unhealthy.

Personality shrivels, or rebels, or sours, or retires to a phantasy world to imagine it has what it has not, when it lacks the indispensable nourishment that flows from interaction with others among whom the individual has genuine status and a sense of belonging.²

The ideals and conduct of the adolescent are greatly influenced by his friends and associates or those he desires to be his friends and associates. One youngster can be satisfied with one good friend but for another youngster satisfaction cannot be attained unless he "stands in with the crowd".

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 113

2 Hedley S. Dimock, Rediscovering the Adolescent, p. 114

Dimock made a study of 746 boys to determine their acceptability by others. Each boy ranked his ten best friends in order of preference. Then the lists were checked to determine the acceptability of each boy. A numerical value of 10 was assigned for a first choice as friend, nine for second choice and on down to one. A boy who had less than a score of 10 was not ranked as best friend by a single boy. He may have been ranked as second choice if his score was nine but in the great majority of cases it meant that he was ranked very low by two or three boys.

Table 4. Acceptability scores of 746 boys*

Acceptability Scores	:	No. of Boys	:	Per cent of Boys
70-79		7		1
60-69		20		3
50-59		47		6
40-49		73		10
30-39		95		13
20-29		106		14
10-19		144		19
0-9		254		34

* Hedley S. Dimock, Rediscovering the Adolescent, p. 122

It will be observed that, 254, or 35 per cent of the boys had scores less than 10. 174, or 23 percent, had scores less than 5 per cent.

Dimock also made a survey¹ of 628 boys to determine unrequited

1. Hedley S. Dimock, Rediscovering the Adolescent, p. 124

friendships. Each boy was asked to signify his best friend. This is a measure of the discrepancy between the friendship or status which a boy has and that which he desires. If A, for instance, places B as his best friend and B places A in fifth place, A has a score of -4, the gap between first place and fifth place.

Table 5. Unrequited friendship scores for 628 boys *

Unrequited Friendship Scores	:	No. of Boys	:	Per Cent of Boys
30-39		9		1
20-29		15		2
10-19		52		8
0- 9		201		32
-10- -1		162		26
-20- -11		105		17
-30- -21		57		9
-40- -31		21		3
-50- -41		5		1
-60- -51		1		

* Hedley S. Dimock, Rediscovering the Adolescent, p. 124

A negative score of 20 or more certainly represents a substantial displacement between the status which is desired and the status which is possessed by a boy. A score of -20 might mean that the four boys rated as best friends by an individual might rate him in the sixth, seventh, eighth, and ninth places. Eighty-four boys, or 13 percent of the boys had a discrepancy score ranging from -21 to -60. It was remarkable that only a few of the boys had a positive score showing any great balance in their favor.

The three sets of findings yield three major conclusions. First, they show that relatively few boys are unanimously popular and acceptable. Second, quite a large number, probably a majority, show a moderate degree of popularity and acceptability among their associates. Third, a minority, but a startlingly high number, of 15 to 25 per cent of the boys, possess an acceptability status that has been arbitrarily decided to be below the minimum needs for wholesome development of personality.

The sheer human seriousness of such facts as these is not easy to weigh. They may be more profound in their implications than can be readily grasped when viewed in the coldness of mere numbers. If we could see through this parade of statistics to the living persons they anonymously represent we might transform the abstractions of figures into the flesh and blood of actual adolescent boys. Many of them we would find in virtual social isolation, impoverished in personality in the midst of abundance of potential friends. Their deep and eager longing for the comradeship of understanding friends denied, they feel the dejection and loneliness of those who are in the social group but not of it. Others, how many we cannot accurately tell, feel the sting of being ridiculed, unwanted, and unlike by those for whose opinion and approval and friendship they care the most. With shriveled ego and punctured self-esteem they seek by devious ways to convince themselves that they possess a worth and a social status that their world of associates, cruelly and unremittingly denies.¹

Dimock gives us the correlations of eight measures with the acceptability scores of 118 boys at a summer camp. As is evident in the following table the highest correlation is between that of behavior adjustment and acceptability. From this it could be deduced that a boy's social attitudes and conduct are judged more highly than his age, mental ability, proficiency in skills, or physical appearance.

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 125

Table 6. Association of various factors with the acceptability of 118 boys in a summer camp as revealed by correlations*

Factor	Correlation with Acceptability score
Counselor's rating of boys acceptability	.57
Behavior adjustment	.58
Mental age	.23
Proficiency in camp skills	.21
Chronological age	.20
I. Q.	.19
Appearance	.08
Number years in camp	.05

* Hedley S. Dimock, Rediscovering the Adolescent, p. 131

Dimock also made a study of the comparison of acceptability of boys of 19 kinds of behavior. A summary of these results shows that boys tend to be more acceptable to others if they are cooperative, helpful, courteous, considerate of others, honest, unselfish, and self-controlled; if they show leadership qualities; if they rarely or never show off, bluff, bully, quarrel, carry grudges, think they are "picked on", alibi or make excuses, act superior or domineering, or show over dependence on others.

A rather tricky dilemma confronts us here. The objectionable attitudes and behavior of the unpopular boys are evidently responsible to some extent for their being disliked and unacceptable. But it is also probable, though we cannot present factual evidence to prove it, that the undesirable forms of conduct are themselves aggravated or stimulated by the fact that the boy is disliked and without status. The attitudes of inferiority and self-criticism that also appear to be associated with low acceptability are further complicating factors. They could be the reflections of the boy's failure to achieve adequate status, or they may be more basic factors formed early in life that underlie the kinds of conduct affecting his status.

There are some indications...that if the individual had more status, security, and sense of belonging in a vital social group, he might be less quarrelsome, boastful, shy, resentful, etc., and more cooperative, unselfish, and considerate of others. It is expecting a great deal from a person who is suffering from a sense of insecurity, whose own ego is in a precarious position, to lose himself in the interests of others.¹

Gesell brings out that at 12 there is a beginning of withdrawal from the family group which increases appreciably by the age of 13. ² Dimock states that experts in psychology and mental hygiene say that the process of psychological weaning or emancipation from parents should be completed by the end of adolescence if a mature personality is to be developed. First, the individual must become emancipated from the emotional or authoritative control of his parents. Second, he must develop the ability to make decisions and to carry out the responsibilities of adult life. A study by Dimock showed that the boys who were most emancipated are taller, heavier, and stronger than those who are least emancipated.³ The differences in height, weight, and strength were greater than could be attributed to the five month difference in age. In another study by Dimock a close parallel was shown to exist between pubescence and physical growth.⁴ We might infer then that pubescence may hasten the process of emancipation in so far as physical growth has any bearing. The

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 139-40

2 Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 386

3 Hedley S. Dimock, Rediscovering the Adolescent, p. 149

4 Hedley S. Dimock, Rediscovering the Adolescent, p. 215

boys who are most emancipated have less feeling of difference, either of superiority or inferiority toward other boys than do boys who are less emancipated. This could mean that the step toward emancipation brings about a greater sense of adequacy and integration of attitude.

Much has been written about the subject of ethics.

For the ethical sense is concerned with moral values and principles, with character and will, with guilt, conscience, justice, punishment; delinquency, war and crime, with the duties and motives of men. It is natural that a trait of such vast implications should figure prominently in the development of adolescent youth.¹

Feeling plays an important role in the perception of moral values; but the intellectual aspect is pre-eminent. The logic of life plays the primary role in shaping ethical attitudes.²

The 12 year old is quite exacting, with boys being more so than girls, on the feeling of fairness. Many report that they feel parents are not fair, especially in regard to brothers and sisters. Fairness is a big issue by the time the child reaches 13. It is essential to the 13 year old that the teachers and principal be fair, and he often thinks they are not so.

The 12 year old takes a very casual attitude toward cheating. Many say that they would not cheat, but quite a few say they do it.

"All the kids do - we help each other out."³

¹ Gesell, Arnold, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 464

² Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 465

³ Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 481

A similar attitude exists about stealing. Most say they themselves do not steal but they "know kids" who do, mostly from ten-cent stores. They may add, "They charge too much, anyway." Some even seem to admire mildly those who steal.

The majority of 12 year olds is fairly truthful.

The 13 year old usually disapproves of others' cheating and seldom admits to doing it himself. Stealing from stores is less frequently mentioned and the thrill seems to be gone from it. However, 13 year olds seem to tend to be less truthful than they were a year earlier. The change is not to falsity but to a recognition of partial truth, for instance, to save someone's feelings.

Some of the 12 year olds admit that they swear occasionally and some think it is all right for children but wrong for adults because it sets a bad example. They feel that it is worse for adults to swear than for them to drink, provided they do not drink too much. There is no smoking at this age by the girls and most boys have not smoked except on rare occasions.

A year later, the tendency is to be more critical of those who swear though a few boys do swear even to the point of being very profane or even obscene. Very few of the 13 year olds admit to doing any drinking at all though most of them are willing for adults to drink if they do not drink too much. A few of the boys say they smoke occasionally though they do not make a habit of it.

What happens in religious thinking during adolescence? In the earlier interest concerning adolescents, in the early part

of this century, it was thought that there was an adolescent "spurt" in religious and ethical values. In a study by Dimock on religious thinking by adolescent boys, the only adolescent years in which there was any sign of religious growth was during the years of 12 and 13.¹ There seemed to be a correlation also between the fact that during this age many of the boys remained pre-pubescent. It was also apparent that the groups with the lowest score on religious thinking tend also to have the lowest score on intelligence and socio-economic background. In other words, what growth does take place in moral and religious growth has little to do with physiological development but is an out-growth of home background, mental ability and church affiliation.

The roots of effective moral and religious ideals and attitudes lie not in some obscure biological process, but in identifiable, though complex, factors in the child's environment. There is no magic in adolescence as such upon which we can depend for the achievement of the desired results.²

Many parents have been puzzled because their boy would attend the Scouts or the "Y" class in the most spasmodic manner while a neighbor's boy would attend regularly and would continue for a number of years. Dimock tried to discover the reason for this in his studies. He used the term cohesiveness as a characterization of some groups, and its antonym, non-cohesiveness, as a characterization of other groups. The friendship factor was selected as a major criterion, or measure, of cohesiveness to

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 170

2 Hedley S. Dimock, Rediscovering the Adolescent, p. 170

be made the focus of this study. It implies frequency of contact and common experiences since it is known from both observation and investigation that friends do many things together. The friendship index represents the extent to which a particular group is made up of boys who are friends of one another. The friendship index of a particular group is simply the percentage of friendships in relation to the possible extent of friendships in the group. In the groups studied by Dimock the average age of the boys of the two most cohesive groups, with friendship indices of 90 and 91, was about 12 years. There was a distinct tendency for the friendship indices of groups to decrease as the number in the groups increased. Small groups are by no means necessarily cohesive, yet cohesive groups are almost invariably small. Cohesiveness is apparently a determiner of size rather than size being a condition of cohesiveness. When boys themselves take the initiative in forming a group, invariably the group is relatively small and significantly cohesive.

In the studies by Dimock it was shown that the boys in the groups with high friendship indices clearly came from a distinctly lower socio-economic level than the boys in the groups that had low friendship indices. However, Dimock says,

Theoretically we see no reason why the psychological conditions of many friendships within a group that we have postulated as a central characteristic of group cohesiveness should be limited to the boys from the less favorable home backgrounds....This problem of the relationship between socio-economic factors and the cohesiveness of groups needs more thorough-going investigation.¹

¹ Hedley S. Dimock, Rediscovering the Adolescent, p. 189

Earlier, the need of status or acceptability among one's associates as a prerequisite to the wholesome personality development of the adolescent was discussed. Many members of non-cohesive groups do not receive these personality satisfactions from their memberships in these groups.

Frequently the leadership or the program of a class or group is blamed for the poor attendance so efforts are made to change the leadership or to make the program more attractive. It may be that the nature of the group itself, as well as the individuals' attitudes toward the group may be more influential in the matter than either the leadership or the program. Dimock discovered that boys who have a substantial acceptability status in the group participate in its activities twice as much and continue as members twice as long.¹ The correlation of attendance and length of membership was .82.²

In an investigation by Hartshorne and May, as reported by Dimock it was discovered that: (1) Children are influenced substantially by their best friends in the development of their moral ideals. Educational leaders interested in children's moral ideals should take note of these findings. (2) Children are influenced in their moral conduct, specifically in such forms of behavior as honesty and cooperation, by their associates. (3) Under ordinary circumstances there seems to be no specific relation between what a child thinks is right and what he does.

1 Hedley S. Dimock, Rediscovering the Adolescent, p. 197

2 Hedley S. Dimock, Rediscovering the Adolescent, p. 199

Where there seems to be a correlation between the two, it seems to be the result, partially at least, of a group situation. When a group has decided upon certain standards and practices, the behavior of the group tends to conform to those standards and practices. (4) The most serious of the findings of Hartshorne and May was that there is no dependability or consistency in the behavior of the children. Whenever there was dependability or consistency it came as the result of group life and experience. Adults should recognize this function of the cohesive group in dealing with adolescents. These additional findings were made by Dimock. (5) The personality of the adolescent needs and is enhanced by the sense of worth that goes with his acceptability by a group of associates. (6) The participation of the adolescent is doubled in frequency and length if the group is a cohesive one.¹

However, in utilizing the cohesive group, the value of the special interest group should not be underestimated. The functions of both groups, though entirely different, are of real importance. Participation in a special interest group, such as chorus, band, drama group, may be of inestimable value to an adolescent.

This report is concerned with the normal early adolescent, but with the apparent growing tendency toward juvenile delinquency, some mention should be made of this development.

¹ Hedley S. Dimock, Rediscovering the Adolescent, p. 200

Gesell says,

The majority of delinquent youths who come before juvenile courts are between fifteen and seventeen years of age. The age at which the largest number are first apprehended by the police or referred to court seems to be between thirteen and fifteen. Nine-tenths of these children had difficulty in adjusting to normal life before age eleven.¹

A number of factors, such as broken homes, quarrelsome and neglectful parents, slum areas, inadequate schools and recreational facilities all contribute to these delinquencies. But what is it that makes one child succumb to the influences which make him delinquent and makes another child resist them? The difference is one of individual makeup. One should know more about the assets and liabilities of each child, his abilities and his development. The way in which a child grows gives us clues as to his future conduct and his ability to adjust to the demands of life.

From the standpoint of long range prevention and of timely guidance, the early detection of pre-delinquent traits is fundamental. We should reach the potentially delinquent child well before his first contact with a law-enforcing agency. This can be accomplished only by taking realistic account of constitutional, developmental factors. Cautiously and by progressive steps we should identify the individual child who needs very special consideration because of the immaturity and faulty organization of his total behavior equipment, including his ethical sense...The protection of child development demands provisions for the periodic diagnosis and supervision of physical and mental health needs...Education at all levels.. (should) more deeply be concerned with the laws and mechanisms of growth, with growth potentials, and the

¹ Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 471

conservation of favorable potentials. ¹

READING INTERESTS OF EARLY ADOLESCENTS

A permanent reading habit based on a love of reading for all normal children is the most important purpose of the school's instructional effort. Achievement of this purpose would transform the whole program of in-school and after-school education. ²

The fact that children read below the levels which could be expected of them according to their ages and intelligence is widely recognized. Different approaches to the problem have been made. One has been to have teachers and librarians set up lists of classic and contemporary literature with which they feel children should be familiar. Another has been to give the children light weight "fly-by-night" literature on the theory that it will be popular and therefore will be read. Neither plan has been successful in making children want to read.

In the meantime it has been learned that many things have been accomplished through the medium of interest. Since this is true why cannot a love of good literature be obtained through reading books in which children are interested? Norvell made a study of 50,000 children from grades 7-12 in the state of New York, working with 625 teachers in an attempt to discover what selections and types of literature interested children, to find

¹ Arnold Gesell, Frances L. Ilg, Louise Bates Ames, Youth-The Years from Ten to Sixteen, p. 471

² George W. Norvell, The Reading Interests of Young People, p.3

out whether intelligence had any effect on the types and kinds of literature which children enjoyed, whether the age of the child and the sex of the child had any bearing on the literature a child would read if he had the opportunity to make a choice.¹

Influence of Intelligence on Reading Interests

Each of the 50,000 children made a report on 36 selections of literature ranging from very difficult to easy, telling whether the selection was very interesting, fairly interesting, or uninteresting to him.² On each report the teacher entered the I. Q. of the child, if it was available, and if it was not, she gave an estimate of the child's ability to read, listing him as superior, average, or slow. Superior pupils were considered to be those with an I. Q. above 110, average, those with an I. Q. of 90-110, and slow, those with an I. Q. below 90.

Interest scores for each of the three groups were tabulated. To secure the interest scores, the number of pupils reporting a selection "very interesting" was taken, and half the number of pupils reporting a selection "fairly interesting" was added. The resulting sum was divided by the total of all pupils reporting. The average interest scores for the 36 selections were as

¹ George W. Norvell, The Reading Interests of Young People, p. 5

² George W. Norvell, The Reading Interests of Young People, p. 25

follows: for superior students, 69.14; for average students, 68.88; for poor students, 69.06.¹

As can be seen, the spread between the superior students and the poor ones was only .08 of a point, with the average students slightly higher. But the interesting point is that the difference in the three groups was almost negligible.

The subject was pursued further and the interest score of each selection studied. A tabulation revealed that for 19 selections, the score for the weak pupils was nearer the score of the superior students than that of the average students.

The 36 selections were studied from another angle by dividing the selections into three groups, very easy, of medium difficulty, and very difficult selections. Of the eight classified as very easy, five proved to be better liked by the superior pupils, three by the weak. Of the 24 classified as of medium difficulty, 10 were better liked by the superior students, 14 were better liked by the weak pupils. Of the four very difficult selections, three were better liked by the superior pupils and one was better liked by the weak pupils. The three very difficult selections which were less liked by the weak pupils were also disliked by the superior pupils.

It is obvious, then, that one cannot say that the weak pupils liked the easy selections, and the superior pupils liked the difficult selections. The selections well liked by the

¹ George W. Norvell, The Reading Interests of Young People, p. 26

superior pupils were also liked by the weak group, and the selections disliked by the superior group were likewise disliked by the weak pupils. ¹

There is limited evidence that the superior children are better able to appreciate humor than the slower group. However, the data show that the weak pupils enjoy humor. Throughout the entire list there is a remarkably close correspondence between the reading interests of the superior, average and weak pupils. ²

Thorndike concludes on page 35 of his study (no. 13):
'In their pattern of reported reading interests, bright children (median I. Q. about 123) are most like a group of mentally slower children (median I. Q. about 92) who are two or three years older than they are.' ³

The ages of 3,583 pupils in grades 7-9 were tabulated in order to give the data for the three mental ability groups. It was revealed that weak students in junior high school averaged 1.62 years older than superior pupils.

...we appear justified in concluding that the spread of approximately 2 years in average age between the superior and weak pupils in junior high classes... does not affect adversely the reactions of children toward the literary selections studied in class. ⁴

Witty found that the amount of time devoted to reading by the gifted child is much greater than that of the mentally average

¹ George W. Norvell, The Reading Interests of Young People, p. 27

² George W. Norvell, The Reading Interests of Young People, p. 27

³ George W. Norvell, The Reading Interests of Young People, p. 28

⁴ George W. Norvell, The Reading Interests of Young People, p. 29

child and that his choice of reading material is superior.¹ It was also discovered that the peak for reading interests for gifted children was much later than for the mentally average child. Mentally dull children differ little from mentally average children in the types of reading material they choose. However, they read less and show a slightly greater inclination to turn to mystery and adventure stories than do the other two groups.

Influence of Age on Reading Interests

In what way does age have an influence on young adolescents' reading interests? In the data which Norvell has gathered, he has combined the data for grades 7, 8, and 9 into one score and that of grades 10, 11, and 12 into another score.

The average rate of change in children's reading interests in individual selections was obtained by totaling the changes, both decreases and increases for all the selections and dividing by 236 (the total number of selections).

The results of this study had been used for 10 years in many schools for making assignments in literature. Reports show that a piece of literature with an interest score of 70 makes it acceptable for class study and that the average yearly rate of change in children's reading interests is approximately 2.0

1 Paul Witty, Readings in Modern Education, p. 43-45

points.¹ Since this is true, if one knows the interest score for a given piece of literature, he can deduce approximately how long that given piece can hold the interest of a group of children.

Norvell discovered that a literary selection well-liked in one grade will usually be liked two or three grades above or below. Another question of importance, to teachers especially, is whether the reading interests of these young adolescents change erratically from grade to grade, or whether there is a universal rise and then decline over a period of years.

Jersild noted that a reader of eighth grade reading ability would read fourth grade material if the material interested him and a poorer reader would delve into material far above his reading level.²

The changes of interest with age, between 10 and 15, are gradual and, for many titles, small.³

...the titles which show large amounts of change are likely to include one or more of the following elements: child characters and heroes; magic; animals, especially humanized animals; remote and unreal adventures. The titles which show stability of appeal at a fairly high level seem more likely to include elements of: adult characters; realistic or historical characters; crime or criminals in the case of boys; romance or a romantic life in the case of girls...The changes of interest with age, between 10 and 15, are gradual, and for many titles small...many of the animal, adventure, mystery, sport, travel, science and invention, and other topics show quite small changes even over a

p.31 1 George W. Norvell, The Reading Interests of Young People,

2 Arthur T. Jersild, Child Psychology, p. 519

3 George W. Norvell, The Reading Interests of Young People,
p. 34

span of four or five years. ¹

Many of the 236 literary selections on which interest scores were obtained were poems. Of these 95 were lyric poems and 44 were narrative poems. The tabulation showed that the interest scores for 68 of the 95 lyric poems averaged 7.6 points higher in the senior high school than in the junior high school. 27 of the lyric poems were less liked by the senior high pupils than by the junior high pupils on an average of 4.9 points. Of the narrative poems, the senior high students had a higher average interest score of 4.9 points on 17 of the 44 poems, while they dropped an average of 5.7 points on 27 of the 44 narrative poems.

Perhaps the reason for this change in interest may be attributed to the fact that, with increasing maturity the children were better able to understand the content of lyric poetry which is much more difficult to understand than narrative poetry and because they have developed a greater appreciation for adult ideas and viewpoints. ²

Among the 236 selections were 19 which made a strong appeal to sympathy. ³ When the tabulation was completed, 16 were found to have a higher interest score with the senior high school group, while three had dropped. From this may be deduced that as children grow more mature they become more interested in selections

¹ George W. Norvell, The Reading Interests of Young People, p. 35

² George W. Norvell, The Reading Interests of Young People, p. 40

³ George W. Norvell, The Reading Interests of Young People, p. 40-41

which appeal to their sympathy. Perhaps this can be attributed to the fact that to have sympathy one must have understanding, and understanding can only be attained through experience.

Eleven of the 236 selections had some elements of the supernatural. There was a decrease of interest for the 11 selections of an average of 5.0 points for the senior high school. This decline of interest in senior high school for the supernatural is a continuation of the decline from about 9 years of age for fairy stories. It probably brings out the point that the children are becoming more concerned with reality as opposed to a phantasy world.

The selections classified as didactic, religious and reflective or philosophical all showed a considerable gain during the later years. Again, the greater maturity and experience of the child probably accounts for the greater interest in these subjects.

The selections chosen for their outstanding literary form or quality also showed an increase of interest after the junior high level.

It seems then that selections which are primarily reflective, philosophic, religious or artistic rate higher on the senior high level than on the junior high school level.¹ Selections featuring the supernatural (outside of the religious) and narrative poetry are of greater interest on the junior high level. The

¹ George W. Norvell, The Reading Interests of Young People, p. 45-46

senior high people are more interested in the lyric poetry than the narrative form.

Influence of Sex on Reading Interests

Jersild found that in the junior high age an increasing number of children found an interest in history, biography, and material dealing with the social and natural environment. Girls show more interest than do boys in sentimental fiction, but both boys and girls enjoy fictional material that distorts realities and deal with impossible situations.¹

Norvell discovered from his studies, that while intelligence apparently made little difference in the reading preferences of the early adolescents, and while age had a bearing on the interests in some types of literature, sex is such a dominant factor in determining the choices of reading matter of young people, that it must be very carefully considered in planning any kind of reading program.² The interest score for each of these factors will make this more meaningful. As will be remembered, the difference caused by intelligence was so slight as to be negligible. The interest score differences for age were approximately 2.0 a year but the mean difference in the reading interests of boys and girls in the junior high school was 9.32 points. This means, then,

1 Arthur T. Jersild, Child Psychology, p. 519

2 George W. Norvell, The Reading Interests of Young People, p.25

that approximately four and one half years' growth is required to make a difference as great as the difference caused by sex between boys and girls in the same grade.

As will be remembered, interest scores were obtained by Norvell on each piece of literature.¹ The boys' scores and the girls' scores for a particular literary type were averaged to obtain the composite score for ranking the literary types in order of their preference. The one type liked better by the boys was the speech though there was not a great deal of difference in the rankings for boys and girls for the novel, the short story and the biography.

Table 7. Literary types in order of preference *

Literary Type	Interest Scores		Spread : Points
	: Boys	: Girls	
Novel	78.4	79.6	1.2
Play	71.3	77.2	5.9
Short Story	72.3	74.0	1.7
Biography	67.7	69.2	1.5
Essay	63.1	66.3	3.2
Poem	60.7	68.3	7.6
Letter	60.6	64.9	4.3
Speech	63.9	59.7	4.2

* George W. Norvell, The Reading Interests of Young People, p.50

While it will be seen that biographies, on the average are equally well-liked by boys and girls, this observation will have

¹ George W. Norvell, The Reading Interests of Young People, p. 53

to be qualified. Had the number of biographies of women, in the selections offered to the children, equalled that of men, the score for the boys would not have been so high. The boys' score was kept high because four and five biographies of men were read to each one of a woman. Biographies of men were scored 70.9 while biographies of women were rated only 53.4 by the boys.

On the other hand girls like the biographies of men almost as well as do the boys, and rate them, on the average only five points lower than they do the biographies of women.

The distinct types of literature, classified as boys' books and girls' books, follow the same course of interest as do the biographies.¹ Girls rate the boys' books only 3.2 points lower than they do the girls' books, but the boys rate the girls' books 17.7 points lower than they do boys' books.

Essays, with the exception of humorous essays, are not particularly enjoyed by children.²

Science is particularly a boys' field. The selections offered were written in a popular style, including elements of the dramatic which would make them more appealing. These features should be remembered in making reading selections for junior high reading.³

Taken as a whole, boys and girls seem to like short stories

¹ George W. Norvell, The Reading Interests of Young People, p. 53

² George W. Norvell, The Reading Interests of Young People, p. 53

³ George W. Norvell, The Reading Interests of Young People, p. 53

equally well. However, every literary selection, and short stories and novels particularly, have several interest factors which must be considered. The following table based on short stories by Norvell bears out the statement.

Table 8. Children's reading interests: short stories

Classification	: Per Cent of Liking : Difference		
	: Boys	: Girls	: Girls-Boys
Short Stories (all types)	72.3	74.0	1.7
Adventure (physically grim)	81.2	66.2	-15.0
Adventure (not physically grim)	81.7	73.4	-8.3
Games (school)	83.3	76.7	-6.6
Adventure and love	72.7	79.0	6.3
Adventure and sentiment (not romantic)	75.4	76.1	0.7
Detective	82.0	78.4	-3.6
Mystery (not detective)	67.9	73.9	6.0
Wild Animals	80.3	71.2	-9.1
Domestic animals, pets	82.9	81.2	-1.7
Love	54.5	76.4	21.9
Love and humor	67.3	79.3	12.0
Humor	77.2	78.9	1.7
Patriotism	75.1	77.2	2.1
School life (not games)	77.6	76.8	-0.8
Home and family life	57.6	75.3	17.7
Sentiment (not romantic love)	63.7	73.9	10.2
Supernatural	72.7	72.1	-0.6

Table 8. (concl.)

Classification	: Per Cent of Liking : Difference		
	: Boys	: Girls	: Girls-Boys
Mood, symbolism	55.8	62.9	7.1
Myths and legends	63.2	66.4	3.2
Folk tales	66.5	60.6	-5.9

George W. Norvell, *The Reading Interests of Young People*, p.56

Table eight brings out the fact that stories of violent or grim physical adventure are much more enjoyed by boys than by girls, by a point spread of 15.0 points. In the mild adventure stories, the point spread is only half as great, 8.3 points. The short stories concerning school games and sports are liked almost as much by girls as by boys. Another indication that girls enjoy adventure, if it is not the physically grim type, is shown in the data for stories combining adventure and love, 79.0, while the straight love story is given an interest score of 76.4. Boys give an interest score of 81.2 to adventure stories, 72.7 to adventure and love, and to straight love stories 54.5. While boys place the other sentiments higher than love, the girls place love first.

Both girls and boys like detective stories very much. However, they do not rate other mystery stories such as "Lady or the Tiger" nearly as high. Girls like stories of home and family life; boys do not. Both boys and girls like stories of humor

unless love is an important element, and those boys tend to reject.

Both boys and girls like stories of patriotism, as "The Man Without a Country", better than they enjoy stories on the average.

Animal stories, both those concerning wild animals and domestic pets, rank high with boys.¹ Stories of domestic animals rank high with girls, but stories of wild animals rank low perhaps because of the element of grim adventure and physical struggle.

Poetry as a whole is not well-liked by either boys or girls but is better liked by girls than boys by a 7.6 point spread.² However, many individual poems and several groups of poems are well-liked.

As was discussed earlier, narrative poems rank much higher with junior high children than do lyric poems. Further, girls like lyric poems 10 points better than do boys, but there is only a spread of 1.8 points in favor of the girls on the narrative poems. It is interesting that practically the same subdivision of narrative poetry as short stories was the most popular. Boys like adventure very much while girls do not. Narrative poems concerning games, as "Casey at the Bat", are popular with both sexes as are adventure poems combined with patriotism, such as

¹ George W. Norvell, The Reading Interests of Young People, p. 58

² George W. Norvell, The Reading Interests of Young People, p. 59

"Paul Revere's Ride". When love is added to adventure, the boys are opposed to the poem, but if sentiment is added to adventure, the spread between the two sexes is narrowed down.

Many patriotic poems and humorous poems of the lyric type are popular as are some about home life and animals. But poems about nature, sentiment, religion, and philosophy are low in interest.

Why do young people have these feelings about poetry? Apparently, from examining the various poems, it is because young people demand action and would not be interested in the themes about which many poems are written if they were written in prose form instead of poetic form.

Norvell also investigated literary selections which were dominated by one single interest factor, as humor, and tested these selections as to interest for boys and girls.¹

Boys like adventure stories and poems of all types unless they are mixed with such disliked traits as love and the supernatural. Boys like, particularly, physical encounter, war, and violent games.

Girls like adventure stories almost as well unless they are of the physically grim and violent type. They like stories about school games, detective and mystery stories.

Both boys and girls like humor of the simple, obvious type

¹ George W. Norvell, The Reading Interests of Young People, p. 66

but they do not approve of subtle humor though girls place it higher than boys.

Any selection featuring animals makes a selection rank high. The only distinction is that girls rank these selections somewhat lower and this may be because both domestic and wild animal selections were grouped together and it was noted earlier that girls dislike short stories featuring some wild animals, perhaps because of the grim physical struggle involved.

Both boys and girls show great interest in patriotic selections. Girls are more interested in selections featuring sentiment, outside of love, than boys and an examination of the selections offered show that they are written to arouse sympathy in the reader. "Previous studies of reading interests agree that girls are more strongly influenced than are boys by the gentler emotions." ¹

Boys are not interested in selections in which love is the main interest. ² Love poems rate 51.1 points and love stories 54.5, far below the 70 points necessary to insure interest. Girls rate such selections 16.5 points higher. However, one should not jump too quickly to the conclusion that girls will automatically like a love story. Love stories rate 76.4, school games 76.7, detective 78.4, domestic animals 81.2, humor 78.9, patriotism 77.2. In poetry, love poems rank 66.0, supernatural 70.0,

¹ George W. Norvell, The Reading Interests of Young People, p. 67

² George W. Norvell, The Reading Interests of Young People, p. 67

patriotic 78.7, obvious humor 78.0, and home and family life 78.4. Obviously, the factor of love alone is not enough to insure high popularity with the girls.

Home and family life are much more popular with the girls. However, boys as well as girls, place these stories approximately 10 points higher than they place love stories.

Description, alone, is not popular with either sex nor are selections which depend upon form and technique rather than on content.

Girls are almost as willing to accept stories built around male characters as are boys but boys seldom will tolerate stories built around female characters.

From the reading records of our children it was found that 18 per cent of the girls' reading was in the field of boys' books, but only 2 percent of the boys' reading was the human interest story of home or school life that girls so much enjoy.¹

Both boys and girls enjoy all types of narration with the exception that boys reject that in which girls or women take too obvious a part. In addition, there are only two types of selections that are popular without the benefit of narration and that is in obvious humor and patriotism.

We can see from the discussion the necessity of determining the suitability of reading material for boys and girls. If a selection is to be attractive to boys, it must be in narrative form, the character should be male, and stories dealing with

¹ George W. Norvell, The Reading Interests of Young People, p. 69

adventure, animals, obvious humor and patriotism are almost sure to please.

Girls also want narration, characters may be either male or female though female characters are ranked somewhat higher, and selections dealing with humor, patriotism, sentiment, romantic love and home life are almost certain to please.

If a selection is to be enjoyed by both boys and girls, it must meet the standards set for both boys and girls.

Influence of Reading Ability on Reading Interests

"...reading disability is the most frequent cause of school failure." ¹ Perhaps Woolf and Woolf's discussion of retarded readers of college age would be applicable to junior high youngsters. They tell us that test results and performance indicate the maturity of college students.² The incoming freshmen of a certain college were given the American Council of Education Psychological Examination. A group of 119 of inferior reading ability was chosen to be studied. Each individual in this group had a rank of 20 or more percentile points greater in his quantitative thinking than in his linguistic thinking. Group B had even scores on the quantitative and linguistic thinking and group C had scores in which the linguistics exceeded the quantitative by about 20 percentile points.

1 Maurice D. Woolf, Jeanne A. Woolf, Remedial Reading, p. 4

2 Maurice D. Woolf, Jeanne A. Woolf, Remedial Reading, p. 26

Woolf and Woolf discovered that the A group, in addition to their reading disabilities were also low in interest maturity. Their scores suggested that their interests were more similar to boys of 15 years than to men of 25 years of age.

Since the major changes in interest occur before the age of 18.5, these students appear to be retarded in development along these lines.

A low score in interest-maturity is interpreted to mean these characteristics as compared with 18 year old men in general:

1. Less interest in people and less tolerance for all kinds of people than is common among people of their age.
2. Less interest in reading, speaking, cultural activities and group discussions.
3. Fewer likes and more dislikes as indicated on SVIB, particularly those relating to educational and occupational interests.
4. Greater interest in amusements such as movies, picnics, etc.
5. Greater interest in feats of physical skill and daring and in mechanical, scientific, exploratory, and outdoor activities.¹

The A group showed less interest in the social welfare occupations than did the other groups. Woolf and Woolf, quoting Darley give us this definition. "Interest maturity, redefined as a phase of personality, might characterize the well-organized, socially sensitive, generally mature, tolerant, insightful individual."² In the light of this discussion, what would be the reading interests of these retarded readers? Looking at the general characteristics it would appear that they would be interested in selections dealing with outdoor life, animals, stories

¹ Maurice D. Woolf, Jeanne A. Woolf, Remedial Reading, p. 26
² Maurice D. Woolf, Jeanne A. Woolf, Remedial Reading, p. 27

of school games, and stories of adventure.

Carol Hovius has written a textbook for retarded readers entitled New Trails in Reading which would be very useful for the junior high age. In it she has included many stories concerning animals, some of them strictly animal stories, some of them combining the animal element with the adventure element, as in the story of the animals on Cat Island, a small island in the South Pacific inhabited only by vicious cats. Many of these stories are high in interest also because they combine a sense of mystery with the animal feature since they concern little known animals, such as the platypus and the sea horse.

From the report of Woolf and Woolf, it is evident that scientific interests are high with people who have reading difficulties and from Norvell's studies that animals are high in interest for normal readers. Since Norvell also tells us that intelligence shows little difference in interest, deduction tells us that the retarded reader would be interested in animals. Hovius, in her text book has included 19 stories concerning animals, many of them combined with the scientific and adventure interest to make them doubly interesting to the reader. Where animals are concerned, the outdoor element, which Woolf and Woolf have stated is one of the prime interests of the retarded reader, is almost certain to be involved. Hovius has included 29 stories involving the scientific and mechanical element and a number of these are also concerned with the animal interest.

A summation of this discussion would lead to the conclusion

that the interests of children with reading difficulties are those related to outdoor life and to scientific and mechanical pursuits. When stories and articles containing these interest elements are offered to pupils having reading difficulties, the desire to read is almost certain to be aroused. Since, by reading, these pupils learn to read, the educational objective is beginning to be accomplished.

CONCLUSION

The normal behavior of early adolescents is dependent on several factors: their physical, emotional, intellectual, and social and moral development.

Physical development depends, apparently, to some extent on the inherited qualities and to some extent on the socio-economic condition of the families. Children of average physical development were shown to have more wholesomely developed personalities than did either the inferior or superior physically developed children.

Much of the emotional life of the normal adolescent was seen to be calm, deep, and constructive. Though the more immature of the early adolescents was still child-like in the expression of his emotions, the more mature was achieving fairly good control. However, a disturbingly high percentage of early adolescents were shown to be "seriously" maladjusted.

Intelligence tests showed a fairly symmetrical and normal

distribution of intelligence throughout adolescence. The early maturers averaged slightly higher than the late maturers up to the late years of adolescence.

Early adolescence was shown to be the point at which emancipation from parents began. Girls began to show an interest in the other sex but boys were much less interested. Children who were well-adjusted tended to choose other well-adjusted children as friends and less well-adjusted chose poorly adjusted friends. A startlingly high percentage were found to be unacceptable to any other children.

Reading interests were found to be governed more by sex than by any other factor and must be carefully considered in planning the reading program.

These findings reveal to teachers and administrators the importance of a deep understanding and sincere acceptance of this age group if they are to develop wholesome personalities. An understanding of the type of reading interesting to the early adolescent is necessary in the teaching of literature in order that the teacher may plan a program which will insure the development of a love of reading. This understanding is essential in the development of well-educated and wholesomely integrated citizens of tomorrow.

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NORMAL BEHAVIOR PATTERNS OF EARLY ADOLESCENTS
WITH SPECIAL ATTENTION TO
THEIR INTERESTS AS RELATED TO READING

by

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The subject of this report is the normal behavior pattern of the early adolescents, the 12 and 13 year olds, with special attention to interests as related to their reading. A very thorough search of the library of Kansas State College, Manhattan, Kansas, was made for literature concerning this particular age group. This report is a review of that literature. The most helpful sources were found to be Arnold Gesell, Hedley S. Dimock, Calvin P. Stone, Harold E. Jones and George W. Norvell.

The normal behavior of early adolescents is dependent on several factors: their physical, emotional, intellectual, and social and moral development.

Physical development depends, apparently, to some extent on inherited qualities and to some extent on the socio-economic condition of the families. Children of average physical ability are more acceptable to their associates than either the superior or inferior physically developed children. From the studies which have been made, we may conclude that boys and girls of average physical development have more wholesomely developed personalities than do either the inferior or superior physically developed children.

In spite of the quite generally accepted opinion of adults, that the early adolescent period is a crazy, mixed-up period, much of the emotional life of the normal adolescent is calm, deep, and constructive. Though the early adolescent is getting better control of his emotions, the more immature one is still child-like in his expression of his emotions. The more mature of the

early adolescents will leave the room when he is angry, he is more of a worrier, he is able to appreciate humor better, he shows more pride in accomplishment. Studies show, however, the very disturbing fact that of a sample of 200 supposedly normal boys, 27 per cent were "seriously" maladjusted. This means that there is a crying need for psychiatric help and for guidance counselors in our communities and schools, and a deep understanding of this age group on the part of teachers and parents.

Intelligence tests, which provide the surest evidence of intellectual development, show a fairly symmetrical and normal distribution of intelligence throughout adolescence. Studies show that bright children have a tendency to grow away from slower ones but there is no evidence that slower children have an arresting of development, as is sometimes believed. The early maturers average slightly higher than the late maturers up to the later years of adolescence. For a short time in adolescence, girls may show a little faster mental growth than boys but in general, in classes in school, no differences in intelligence because of sex is evident. However, one study shows about twice as many boys as girls attain extremely high I. Q.'s and about twice as many boys as girls are in the feeble-minded classification.

Socially, a very discernible change begins to evolve in the early adolescent. A distinct drawing away from parents, a desire to become independent and individual, is evident, but an improvement in relationships between them and other brothers and sisters is beginning to show. Girls are beginning to show interest in the

other sex but much less interest is displayed by the boys. In mutual friendships it has been observed that a boy who is a leader or one who has a dominant personality will choose as best friend one who is more submissive. Those who are well-adjusted tend to choose as friends those who are well-adjusted while those who are less well-adjusted choose the poorly adjusted boys. Some youngsters not only are not a part of a group but are actively disliked, ignored, or ridiculed. The findings show that relatively few boys are unanimously popular, probably a majority show a moderate degree of popularity, but a startlingly high number of 15 to 25 per cent possess an acceptability status that has been arbitrarily decided to be below the minimum needs for wholesome development of personality. To be acceptable, a boy's social attitudes and conduct are judged more highly than his age, mental ability, proficiency in skill, or physical appearance.

The early adolescent takes a very casual attitude toward cheating and stealing but is quite exacting on the feeling of fairness. Most of them do not swear, though some are very profane, and rarely do they drink or smoke. Those with the lowest score on intelligence and socio-economic background had the lowest score on religious thinking. Moral and religious ideas are an outgrowth of home background, mental ability, and church affiliation.

Many things, including reading, can be accomplished through the medium of interest. In a study of reading interests, it was found that intelligence had little influence as to the selections

liked by the children. The selections enjoyed by the superior pupils were also liked by the weak group, and the selections disliked by the superior group were disliked by the weak pupils. It was also discovered that a literary selection well-liked in one grade will usually be liked two or three grades above or below. The changes of interest between 10 and 15 are gradual and for most selections very small. Sex, however, is a dominant factor in determining the reading choices of the early adolescent and must be carefully considered in planning the reading program. The most frequent cause of school failure is a reading disability. The different studies show that the interests of children with reading disabilities are those related to outdoor life, animals, and to scientific and mechanical pursuits. When stories and articles containing these elements are offered to pupils with reading disabilities, their desire to read is almost certain to be aroused.

The basic aim of the teacher must be to make a choice of interest-high selections. If, by so doing, a love and habit of reading can be instilled in the children during these formative years, then the goal of education, a permanent reading habit based on a love of reading, will have been achieved.