

1975

An annotated bibliography of books for use in young adult death education programs

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An annotated bibliography of books for use in young adult death education programs

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AN ANNOTATED BIBLIOGRAPHY OF BOOKS
FOR USE IN YOUNG ADULT DEATH EDUCATION PROGRAMS

A RESEARCH PAPER
PRESENTED TO THE
FACULTY OF THE LIBRARY SCIENCE DEPARTMENT

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS OF THE DEGREE
MASTER OF ARTS

SISTER MARY FRANCES LORETTA BERGER, B.V.M

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July 18, 1975

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For everything there is a season and
A time for every matter under heaven:
A time to be born, and a time to die;
A time to plant, and a time to pluck
up what is planted;
A times to kill, and a time to heal;
A time to break down, and a time to
build up;
A time to weep, and a time to laugh;
A time to mourn, and a time to dance.
Eccles. III: 1-4.

INTRODUCTION

In a recent article on the Relevance of Death by James Hollis, the writer points out the proliferation of courses on death at the high school and college level and asks the question, "Is this just another curricular fad?"¹ We do not have the answer, but are aware that this topic is being widely discussed, and the publishers are printing an abundance of material on death. Robert Lifton informs us that

...death has become unmanageable for our culture, and for us as individuals. While death has never been fully out of joint in our time... What is needed now, we believe, is an approach to death that is both sensitive to personal and responsible to broader currents of thought.²

For this reason Lifton has written, in collaboration with Eric Olson, Living and Dying. He desires to present a vehicle that will enable the reader to become more tolerant and sensitive in his thinking on death. The author has spent many years researching the effects of the atomic holocaust in Hiroshima on the survivors and their descendants. More recently he has worked with the returning veterans from Vietnam, trying to sift out the consequences of the involvement there

1. James Hollis, "The Relevance of Death," The Chronicle of Higher Education, (May 27, 1975) p.24.

2. Robert J. Lifton, Eric Olson, Living and Dying (New York: Prager, 1974) p. 19.

and its effect on their adjusting to society. He has found that the deaths by violence during this past century have so overwhelmed us that "we are most distanced from the reality of human death. We do not talk about it; we try to conceal, deny and 'bury' it. But--like repressed sexuality of Freud's day, death does not go away and we have our symptoms."³

Factors which Herman Feifel attributes to man's attitudes about death are enumerated in Death Education. To American society

...with the increasing fragmentation of the family, decline in the neighborhood and kinship groups, the growing impersonality of a culture dominated by technology, and the waning of providential faith, death no longer signals atonement and redemption as much as man's loneliness and a threat to his pursuit of happiness. Fear of death reveals less concern with judgment and more with total annihilation and loss of identity. This fear is greater today when we find ourselves in a period of instability, a period which seems to be losing communal relationship. At the same time institutional framework and conceptual reeds no longer bolster our sense of continuity to help us to transcend death meaningfully. All these developments have served to exacerbate our hostility toward our repudiation of death.⁴

This has not always been the pattern in the United States or in the rest of the world. Persons used to die at home, not in hospitals or retirement centers. Before the use of antibiotics, death from disease or infection was not unusual, respecting no age. Infants were born at home, some dying soon after birth; mothers died in giving birth; grandparents were a part of the home environment until death would take them. Death was a visitor, but the "full cycle of life was more visible, and growth, sickness, aging and death were a part of that cycle."⁵

3 Ibid., p.21.

4 Herman Feifel, "The Meaning of Death in American Society," Death Education, ed. Betty R. Green, Donald P. Irish; (Cambridge: Schenkman, 1971) p.4.

5 Lifton, p.22.

Children and young adults should not be ignored or shielded when someone in the family becomes seriously ill, injured or dies. They should be included in the conversation about the person. Fears develop and their trust diminishes when they are not recognized. Elisabeth Kubler-Ross speaks about children and the fear of death, suggesting that when they are permitted to participate in conversations these discussions give them

...the feeling that they are not alone in the grief and gives the shared responsibility and shared mourning. It prepares them gradually and helps them view death as part of life, an experience which may help them to grow and mature.⁶

During World War II in the London bomb shelters, the observation was made that children, whose mothers remained calm during an air raid, responded in a similar manner. Everyone needs the emotional support of those around them when tragedy does occur. Given the opportunity to express sorrow, fears and losses, the individual is able to adjust more normally.

A period of mourning has been abandoned in today's society, but Lifton says that as it was practiced in the past it had its advantages such as

...for survivors' mourning process, 'the grief work,' requires the initial loss of feeling which persists until new images and feelings take shape that allow the loss to be accepted. If the mourning process is not carried through, a person may remain inwardly numb indefinitely. In historical times, when religion played a larger role, the comfort of the church and belief in God were of great help to people in mourning. For us now, such support is less available; this loss is part of contemporary psychohistorical dislocation.⁷

Just as a child's mind develops intellectually; so, too, concept of death grows gradually. Experience will be of utmost importance as will the psychological stability of the environment.

6. Elisabeth Kubler-Ross, On Death and Dying (New York: Macmillan, 1969) p.6.

7. Lifton, p.34.

Each individual has several critical stages during a life cycle. A death imagery may occur at each transition. When physical and social changes coincide, adjustment is traumatic for some individuals. Oftentimes this might cause a lowering in the level of confidence or trust. Lifton says that "adolescence, itself, is a death and rebirth experience; one dies as a child and is reborn as an adult."⁸

The writer thinks that death education has a place in the school. Its aim would be to help the student better understand his or her feelings and attitudes toward death and dying and to alleviate needless fear, numbing or repression that seems to be the pattern in today's world. The school would not be infringing upon the role of the family or church but would complement them. Such a program will not receive the endorsement of everyone; this is to be expected.

DEATH EDUCATION

The topic of death education has been avoided in the curriculum in most schools. Many causes might attribute to the omission. Teachers and administrators are often not comfortable with such a topic. The community, which is not properly informed, might consider it a violation of the rights of the family. When incidents of death come up in such subjects as social science, science, history and literature courses, they are not related to real life.

Our national concern has been economic growth and international power. The Vietnam war "was a reflection of deeper conflicts in American society, but remains with us as a pervasive agony of its own."⁹ The veterans did not return as heroes. They were victims of friend and foe. They did not recognize their victims as human beings until

8 Ibid., p.66

9 Ibid., p.56

they returned home. The capacity to feel and the guilt which developed has led to many kinds of depression.

For many this experience has been one which shows society the need for a new sense of self and how self examination and coming to grips with reality will bring new life. Since most homes have been heavily influenced by Vietnam and its effects on a way of life, we ought to reflect in an intelligent, peaceful manner on the ultimate end, death. A program on death education should be considered.

The development of such a program would necessitate careful planning and direction involving members who represent all aspects of the school community. Orville White suggests some of the following guidelines: 1) include the social, psychological and philosophical implications of death with the physiological aspects; 2) make all material an integral part of other parts of education rather than an isolated topic; 3) choose terminology carefully; 4) insure that persons disseminating information should be completely and totally honest; 5) let students do the talking and the adults do the listening.¹⁰

Violence, in its many forms, is frequently witnessed via TV in the family rooms of today's homes. Suicide rates among adolescents and vicious crimes committed by this same group are at an all-time high. Counselling services are over extended and only the most serious cases are getting help. Educators could aid in eliminating some of these problems if they would consider treatment of the subject of death in already existing courses. Such an action should aid in strengthening the psychological supports of their students. Daniel Leviton's theory is that "death education, if properly taught, is very much concerned with

¹⁰ Orville White, "Death and the School Curriculum," Death Education, ed. Betty R. Green, Donald P. Irish; (Cambridge: Schenkman, 1971) p.124.

life in the fullest sense of the word. Proper death education should enhance man's joy in living by reducing his fear of death."¹¹

During the past seven years the writer witnessed a variety of confrontations with death. Two young nephews, the oldest of a large family, met with tragic accidents within a two-year period. Others affected the school community in which she taught. Since the enrollment in the school was small, personal tragedies tended to affect the entire group. Within a three-year period calamities seemed especially numerous. Shortly after graduation an eighth grade boy took his life. Leukemia, cancer and a brain tumor caused the deaths of three other students. The sudden death of a young basketball coach and teacher resulted in some very definite changes in the life-style and attitudes of the students with whom he worked. Parents were also taken from this group as a result of cancer, automobile accidents and fire.

Material wealth, social prestige, self-satisfaction have become goals for a large portion of the adult population in this community. Breakdown in family or church support has become a serious issue, because materialism has outweighed the spiritual and psychological needs of a person. Student responses to these incidents of death were varied. Most of the responses fall into one of the six possible stages mentioned by Kubler-Ross in her treatment of death and dying. The stages are denial and isolation, anger, bargaining, depression, acceptance and hope.

A possible contribution to the area of death education could be bibliotherapy. The writer has found this to be a successful procedure in the teaching of religious, moral and social values when working with

¹¹ Daniel Leviton, The Role of Schools in Providing Death Education, ed. Betty R. Green, Donald P. Irish; (Cambridge: Schenkman, 1971), p. 32.

young adults. Student comments about this method have been encouraging. Often the message conveyed as one reads either fiction or non-fiction is more effective than the verbal instruction of either teacher or parent. Students react well with their peers in these book discussions. Issues that might be considered too delicate to introduce, when they relate to personal problems, can be clarified, oftentimes, by situations in books. Having achieved success with this method of teaching as determined by the enthusiastic response of students, the writer is presenting a bibliography of books which could help the young adult to form attitudes toward death.

METHODOLOGY

As one searches through the literature of the past two years, one finds articles on the treatment of death in children's books in Elementary English and the School Library Journal. Carolyn Kingston's recent publication, The Tragic Mode in Children's Literature has an extensive bibliography. Two factors which concern the writer are that the books listed are primarily for the younger child and that very few have been published since 1970. Carolyn Kingston's bibliography has a few books published as late as 1969, but the majority of books represented were published before 1960.¹²

During the past two years the writer has been on the staff of the Mundelein College Library in Chicago. The topic of "Death" has been included in course offerings under various titles by the theology, humanities and music departments. Patrons were searching for material on death for children and young adults. Since the writer was responsible for the sel-

¹² Carolyn Kingston, The Tragic Mode in Children's Literature, (New York: New York Teacher's College Press, 1974).

ection of materials for this age group, selection aids were carefully read, and professional journals examined for leads to books which might treat death.

Annotations from the following journals proved most helpful, Book-list, Elementary English, English Journal, Bulletin of the Center for Children's Books, School Library Journal and Media and Methods. Titles, authors and publishers were recorded on cards; the card catalog at Mundelein was examined to ascertain which books were available locally. Some titles were known to the writer since she has had experience in working with this particular age group for some time. So that the writer might become more familiar with these particular books not in the local collection an attempt was made to either borrow or purchase the books.

Visits were made to the book departments of Kroch and Bretano and Marshall Field in Chicago and the University Book Store and Coach House of Cedar Falls in search of new material. Sales representatives were also asked for suggestions.

Card catalogs were of little help in various libraries: very few fiction titles were listed under the subject heading "Death." The writer examined the shelves of the Youth Collection in the University of Northern Iowa Library and Price Laboratory School Library. Jackets were read; if there was an indication of a treatment of death, the book was charged out and read by the writer. The writer also visited the main Public Library in Chicago and the Public Library in Cedar Falls. Librarians in both buildings were asked for possible suggestions. They were most gracious, but did not have many titles to suggest.

Professional journal articles which treat the junior novel and trends in young adult reading often cite titles related to a theme. This type of resource has been most beneficial. The department of education

for Avon Books has published a Study Guide for Mini-Course on Death.¹³ The six titles mentioned in the study guide have been included in the bibliography. Harper and Row Publishers have also published an annotated list entitled Books Concerned with Death.¹⁴

One source which proved very valuable was the Baker and Taylor spring show. The writer visited various booths and talked with sales representatives. They were informed about the project and asked about forthcoming books. Four sources of information evolved. Some gave the writer a copy of a new release; one sent review copies of two publications; catalogs of spring releases were another source; finally, perusal of books on display provided data for additional material which was not available from the exhibitors.

Most of the books included in the bibliography were read by the writer, and brief annotations were written in relation to the treatment of death. Five of the books included in the non-fiction area were not read in entirety; other books mentioned are to be published this fall, therefore, annotations are cited from other sources. Each annotation is followed by one of the stages in attitudes toward death as described by Kubler-Ross. Some of the selections portrayed more than one of these stages and others could not be typed.

Selections are in two categories, fiction and non-fiction. The writer concentrated her search in the fiction area; the non-fiction resources are vast. Non-fiction titles included in this bibliography are appropriate for the young adult reader and also fill a void since most of the fiction would appeal more to girls than boys.

13 Study Guide for a Mini-Course on Death (New York: Avon, 1974).

14 Books Concerned with Death (New York: Harper & Row, 1975)

In the selection of books, several points were considered. The book either explores various attitudes and situations toward death or the theme is alluded to in the story; the message should be relevant to the young adult; the publication date of the book would be from 1970 to the present. Books are arranged alphabetically according to the author's surname in both categories, fiction and non-fiction. Bibliographic data and an annotation followed by the Kubler-Ross classification are included for each title represented.

One of the most difficult tasks for the writer was the defining of young adult literature. Considerable change has developed in this area over the past ten years. Who is the young adult? What are his or her reading interests? At the ALA Young Adult Conference in 1974, Isabelle Holland spoke to this point. She said that "adolescent literature is whatever an adolescent happens to be reading at any time."¹⁵ Choices might vary from Beatrix Potter to Leo Tolstoy.

In selecting titles for a bibliography of books which could be used for Death Education programs the writer recognizes several factors which should be clarified. Reviewers are diverse in opinion about the same publication. Each reviewer has his particular interpretation of a book as does the reader. The span of reading abilities is complex, yet researchers have found that even though abilities vary most young adults are interested in the same topic. Another point of interest is that young adults will read material considered beyond their ability if the topic is of concern to them.

The writer feels that most of the selections made fit into one of the three of Dr. Havighurst's developmental tasks of adolescents which had the most appeal to the Illinois youth in a project researched by Dr. Lou

¹⁵ Isabelle Holland, "What Is Adolescent Literature?" Top of the News, (June, 1975) p. 407.

Willet Stanek. The tasks having the most appeal were: learning new relationships with peers, achieving independencies from parents, and acquiring self-confidence with a system of values of one's own."¹⁶

The primary concern of the writer was how each book treated the subject, "Death." Literary quality was a factor but not an essential one. Books range from pre-adolescent to adult level according to the author's intended audience. The writer also realizes that style and structure are not equally representative in every selection, but the treatment of the theme or characterization of a protagonist outweighs this weakness.

Some of the selections treat controversial topics such as drugs, sex, and homosexuality, a few use profanity which in most cases is passed over by the young adult reader. Mystery stories and science fiction have been omitted because these tend to be unrealistic.

The writer has assembled a list of current titles for young adults which concern death. Death is a problem that each one faces individually, and each reader will respond according to his needs and convictions. May fears, false concepts and utter misunderstanding be changed to freedoms that transcend death!

¹⁶ Lou Willet Stanek, "Real People, Real Books: About YA Readers," Top of the News, (June, 1975) p. 420.

ANNOTATED BIBLIOGRAPHY

FICTION

Armstrong, William H. Sourland. New York: Harper, 1971.

Moses Waters helps the Stone children come to an understanding of death, injustice, and dignity. Some in the community blinded by prejudice could not tolerate the Black teacher's goodness and are ultimately responsible for his death.

Acceptance

Bach, Alice. Mollie Make-Believe. New York: Harper, 1974.

"Mollie's make-believe world is shattered by the fatal illness of her adored and strong-willed grandmother." (Publisher)

Depression

Beckman, Gunnell. Admission to the Feast. New York: Holt, 1971.

A young girl is abruptly told that she has leukemia. Frightened at the prospect of facing death, she runs away from those she loves, until she can get hold of herself. In her solitude she reminisces about the plateaus in her life and is strengthened by the reflections.

Depression

Acceptance

Benchley, Nathaniel. Only Earth and Sky Last Forever. New York: Harper, 1972.

"A young Cherokee takes part in the Battle of Little Big Horn and suffers the tragic death of his beloved and of his hopes for the survival of the Indian nation." (Publisher)

Depression

Benchley, Peter. Jaws. New York: Harper, 1973.

Terror strikes when a young woman is the victim of a shark in a resort town. Residents were not disturbed by the woman's death as much as what the rumor of a shark's presence would do to the economy. The story is grim as others lose their lives in battling the phantom-like enemy.

Denial

Isolation

Cleaver, Vera and Bill. Grover. Philadelphia: Lippincott, 1970.

Grover realizes that his mother is ill and is confused because no one will discuss the mother's condition with him. When the mother does die, it is the boy who responds to the tragedy more maturely than the preoccupied father. (The story emphasizes the need for communication.)

Denial

Acceptance

Collier, James and Christopher. My Brother Sam Is Dead. New York: Four Winds, 1974.

A Revolutionary war story which could have been true. Dad is a staunch Tory, and Sam is loyal to the rebel cause. Both father and son are victims of war, the father dies on a prison ship and Sam loses his life when he is falsely charged of stealing his own family's cows. Mother and younger brother are stunned by the loss, yet realize that life must go on.

Acceptance

Craven, Margaret. I Heard the Owl Call My Name. New York: Doubleday, 1973.

Faith, compassion and understanding for his people prepare a young minister to grasp the true meaning of life and death. When he realizes that his days are numbered, he is prepared when the owl calls his name.

Acceptance

Crawford, Charles. Three-Legged Race. New York: Harper, 1974.

"Kirk, Brent, and Amy become friends, enduring the hardships of illness and hospital life together. Brent's discharge and Amy's death separate them."
(School Library Journal)

Degens, T. Transport 7-4LR. New York: Viking, 1974.

Selfishness and greed were characteristic of most of the passengers on Transport 7-4LR. Befriended by a young girl, an elderly gentleman manages to get his dying wife safely through to Cologne to fulfill her last wish, to be buried in her native land.

Acceptance

Donavan, John. Wild in the World. New York: Harper, 1971

An unusual tale in which every member of the family dies in a short period of time. The peace and serenity that prevail in the atmosphere help the reader to accept this procession of deaths.

Acceptance

Garden, Nancy. Loners. New York: Viking, 1972.

Paul is challenged to be his own person. Gramps seemed to be the only one who could communicate with Paul giving him the support he needed until Jenny came along. He was stripped of all; Gramps died, Jenny wants another world, and Paul finally looks into himself.

Hope

Guy, Rosa. The Friends. New York: Holt, 1973.

Beginning life anew in a strange country was perplexing for Rosa. Her invalid mother dies and the young girl is irreconcilable. The elder sister's patience and the father's determination enable Rosa to adjust and eventually a more united family evolves.

Depression

Hall, Lynn. Sticks and Stones. Chicago: Follett, 1972.

Tom Naylor did not realize that he was the victim of vicious gossip until he is informed by the school principal that he cannot go to the state music contest because the parents of the other boys do not want a homosexual on an overnight trip with their sons. The boy reacts with anger, disbelief and determination to prove the rumor

wrong. Unfortunately, there is an accident in which Tom is injured and the instigator of the rumor is killed.

Hope

Hinton, S.E. That Was Then, This Is Now. New York: Viking, 1971.

An insightful book dealing with the pressures of today's society. Two young boys, friends, are brought up as brothers after the death of Mark's parents. Together they share many of the trials and mistakes of adolescence. They witness an older friend's life being taken to protect them. Each seems to go his own way, Bryon has a girl friend and Mark gets involved with drugs. Bryon is forced to make a decision. Should he inform authorities about Mark and the drugs?

Acceptance

Holland, Isabelle. Of Love and Death and Other Journeys. Philadelphia: Lippincott, 1975.

Meg Grant's mother could not fit into her husband's culture so she left him before her daughter was born. Mother and daughter lived a very casual life in Europe until the mother discovers that she has not long to live. Meg is introduced to her father for the first time. Shocked by the loss of her mother, the girl eventually finds herself, as she helps the poor patients in her step-mother's clinic.

Depression

Holland, Isabelle. The Man Without a Face. Philadelphia: Lippincott, 1972.

Home becomes intolerable for Chuck. He finds friendship for the first time with McLeod, his tutor. While Chuck is away at school McLeod dies of a heart attack. All of his personal treasures are left to Chuck. (There is a hint of homosexuality which the author handles very delicately.)

Hope

Hunter, Mollie. Sound of Chariots. New York: Harper, 1972.

Bridie McShane was very close to her father. When word came from the hospital that he was dead, she was grief-stricken. For some time she was unable to reconcile herself to her father's death but finally she came to an awareness that death is not an end in itself but a beginning. Her new challenge was to live for him.

Depression

Hope

Hunter, Mollie. The Stronghold. New York: Harper, 1974.

Coll is left crippled and orphaned following one of many raids on the island home. He spends long hours formulating plans to barricade the island. A challenge of leadership arises between the chief and Druid leader. The chief is ordered to sacrifice his daughter to appease the gods. Coll's younger brother, who is considered a special gift, sacrifices his life instead. Characterizations are powerful.

Hope

Jansson, Tove. The Summer Book. New York: Pantheon, 1974.

Seventy years separate Sophia and her grandmother, yet, together they explore their Nordic archipelago. They reflect about the sea, weather, birds, plants, boats, death and life. Sophia is promptly

told to mind her own business. As the story ends the reader is left in an atmosphere of death, it could be that grandmother is gone.

Acceptance

Klein, Norma. Sunshine. New York: Avon, 1971.

Jacquelyn Hilton fights for eighteen months to keep alive. The young mother wanted to leave something so that her daughter might remember her. She had osteogenic sarcoma and knew that her life would be long. Norma Klein weaves the recorded taped diary into a novel that speaks of determination, resoluteness and valor.

Acceptance

Lee, Mildred. Fog. New York: Dell, 1974.

A perceptive portrayal of a young man as he advances into manhood. Ordinary events are described with clarity and precision. Hank was very much the average boy with his share of ups and downs. The pivotal point in the story is the tender and loving response by the members of the family to one another after the sudden death of their father.

Acceptance

Hope

Lorenzo, Carol Lee. Heart-Of-Snowbird. New York: Harper, 1975.

"Laurel Ivy demonstrates Southern spunk and personality as she deals with her sister's marriage, her step-mother's death, and her growing friendship with the town's 'first Indian.'" (Kirkus)

Acceptance

Mathis, Sharon. Listen for the Fig Tree. New York: Viking, 1974.

Overcome by despair, the result of the brutal killing of her husband on Christmas Eve, Leola Johnson drowns out her sorrows with alcohol. Though blind, her sixteen-year-old daughter struggles to manage the apartment and tries to bring her mother to face the realities of life and death.

Despair

Acceptance

Mathis, Sharon. Teacup Full of Roses. New York: Viking, 1972.

Pride in the eldest son blinds Mattie Brooks to the achievements of the two younger boys and the weaknesses of the oldest. Realizing the mother's indifference. Joe wants to provide for his talented younger brother's education. The money is stolen, Davy is killed in trying to retrieve it, and Joe decides that maybe Davy was in a better place because everything is real good there."

Hope

Mazer, Norma Fox. A Figure of Speech. New York: Delacorte, 1973.

Jenny was the only one who cared for her grandfather. When the young girl discovers that her parents plan to place him in a rest home, she steals away with him to the farm home of his youth. The old man exhausted in the attempt, dies. Jenny is upset by the indifference with which the family refers to the grandfather after his death.

Denial

Morgan, Alison. Ruth Crane. New York: Harper, 1974.

Responsibilities are suddenly forced upon Ruth Crane as her father is killed and her mother and sister are seriously injured in an automobile accident. Because the father was cold and austere, his death was not mourned by his children. Household duties and care of a very sensitive younger brother help the girl to grow, but not without much fear and trepidation.

Acceptance

Mohr, Nicholasa. El Bronx Remembered. New York: Harper, 1975.

"Twelve richly varied stories about life and death among young and old Puerto Rican Americans in the South Bronx." (Publisher)

Mohr, Nicholasa. Nilda. New York: Harper, 1973.

Life in the Puerto-Rican barrio of New York City was a painful experience for Nilda Ramirez. Mrs. Ramirez was determined to raise her family with dignity but burns herself out in the attempt. The mother's final instructions "to hold on to her creative gift" leave Nilda confused, but the mother says that as life goes on that she would understand.

Acceptance

Moody, Anne. Mr. Death: Four Stories. New York: Harper, 1975

"In these four stories, Anne Moody points up the infinite variety with which love can manifest itself as death enters the lives of her characters." (Publisher)

O'Dell, Scott. Child of Fire. New York: Houghton Mifflin, 1974.

A probation officer tries to keep some young Chicanos from hurting one another as well as themselves. For Manuel Castillo he has hope, but Manuel was adventuresome and managed to get into more than his share of trouble. The livelihood of the people of the valley is threatened when a grape-picking machine is purchased. The farm workers protest to no avail. Manuel is with the protesters the day the ranchers begin using the machine. As it comes down the field he steps into the path to block the way: his "flesh is picked from bone and gathered in." The newspaper report read; that blinded by the sun one of the workers fell into the path of the machine and was killed.

Bargaining

Ottley, Reginald. No More Tomorrow. New York: Harcourt, 1971.

Rarely do men in the outbacks of Australia have a dog at their heels. In No More Tomorrow and old prospector and a dog are constant companions. Guilt after seeing his home and family burning cause the old man to wander. The two roam, are separated, find one another, only that tired and exhausted they might lie down and die together.

Fear

Peck, Richard. Dreamland Lake. New York: Avon, 1974.

Death haunts Brian Bishop. After he and Flip find the dead man in the weeds at Dreamland Lake, his days and nights are filled with horror. Life becomes more complicated when he faces death again. Each new experience is more than he can comprehend.

Fear

Peck, Richard. A Day No Pigs Would Die. New York: Knopf, 1972.

A Shaker father is aware that his life is short so he instructs his young son as to his responsibilities as head of the family. So as not to disturb the rest of the family with his cough the father takes his bed to the hay in the barn. One morning the boy knows that the father will not awaken and announces that on this day no pigs will die."

Acceptance

Platt, Kin. Hey, Dummy. Philadelphia: Chilton, 1971.

A sensitive, yet harsh story of Neil Comstock's endeavors to befriend brain-damaged Alan. Suspected of beating a little girl, Alan is sought by a frenzied mob and Neil tries to hide him. They are mistaken for prowlers behind a super-mart, Alan is killed and Neil rejects the normal world.

Denial

Isolation

Rabin, Gil. Changes. New York: Harper, 1973.

"Fourteen-year-old Chris, his mother and grandfather move to Brooklyn from South Dakota after his father's death. Chris must face the tragedy of his blinded grandfather's dying in a nursing home. 'Written in a quiet, remorselessly realistic style and infused with a deeply felt compassion and humanity.'" (New York Times Book Review)

Acceptance

Rinaldo, C.L. Dark Dreams. New York: Harper, 1974.

"A twelve-year-old boy, haunted by dreams of his dead mother, comes to understand his fears through friendship with a child-like man whose death he must face. 'Rinaldo's writing had great integrity in its thoughtful, complex consideration of the preadolescent search for self-acceptance.'" (Booklist)

Rushing, Jane Gilmore. Mary Dove. New York: Avon, 1975.

A young girl loses her father in the spring storm. He was the only human being that she can remember. Resourcefully, she saves her food, finds shelter for the remaining animals and plans for a new season. Unexpectedly, a cattle man discovers her, the only man she has seen other than her father. She experiences love, joy, pain, hatred, and contempt as she comes in contact with other human beings.

Acceptance

Samuels, Gertrude. Run, Shelley Run. New York: Crowell, 1974.

Labeled a person in need of supervision, Shelley is confined to a detention home. In her third attempt to run, she is accompanied by Deedee. Shelley is discovered, Deedee finds pressures too great, and takes her own life. Shelley, grief-stricken, reacts violently and is placed in confinement. A judge visits the institution, appalled by conditions, endeavors to remedy the situation especially for Shelley.

Despair

Anger

Scoppettone, Sandra. Trying Hard to Hear You. New York: Harper, 1974.

Camilla Crawford had a summer of learning. Her best friend, Jeff, and the boy she thought she loved become involved with one another. The crowd to which they all belong have great difficulty in coping with the relationship between the boys. Confusion, anger, disappointment, harassment, and death are a part of the summer experience. (An excellent treatment of homosexuality.)

Anger
Acceptance

Stolz, Mary. By the Highway Home. New York: Harper, 1971.

Catty is the only one in her family who is willing to talk about her brother's death. She is aware of the tenseness in the family and feels that if they would only bring things out into the open the hurt would ease. Other unfortunate circumstances bring the family closer together, and they are finally able to talk about the fun-loving son that is gone.

Denial
Acceptance

Stoltz, Mary. The Edge of Next Year. New York: Harper, 1974.

An automobile accident takes the life of the mother of two young boys. Guilt causes the father to resort to drinking, he ignores his responsibility toward the sons until one day he hits rock bottom. The older boy, who manages to provide for himself and his brother, leaves a note for the father that brings him to a consciousness of what he has been doing.

Isolation
Despair

Taylor, Theodore. Teetoncey. New York: Doubleday, 1974.

The Banks of North Carolina were considered the Atlantic graveyard. Ships were crushed by storms off the shores; sometimes there were survivors; other times, not. Members of families were lost in trying to save others. Father and son were lost in the O'Neal family, leaving the mother with an utter contempt for the sea. New life comes into the home the night Ben finds a young girl washed up on the shore.

Fear

Thiele, Colin. Fire in the Stone. New York: Harper, 1974.

Ernie Ryan finds the precious opal in the open fields of Australia. Someone robs this claim, so Ernie with his Aboriginal friend, Willie, attempts to catch the thief. Willie is killed in a booby trap and the protagonist leaves the frontier where man struggled against nature, man, and hardest of all was the struggles of man against himself.

Despair

Wersba, Barbara. Run Softly, Go Fast. New York: Atheneum, 1970.

Searching for his real self, Davy recalls, step by step, his relationship with his father. As a young boy it was love and admiration; as he grew older it was revulsion. The father's death forces him to face the fact that "each wanted the other to live in the image of their making."

Anger

Windsor, Patricia. The Summer Before. New York; Harper, 1974.

Alexandria met with social disapproval because her constant companion was a boy. When he is killed, she has lost the only person that she ever loved. Psychological adjustments are difficult until she is able to help herself.

Fear

Wojcieszowska, Maia. Don't Play Dead Before You Have To. New York: Harper, 1970.

Five-year old Charlie has been living an overly protected life. Byron wants to help him. While the younger boy is away at school the older boy writes about his experiences with the patients in the hospital. Byron matures during this opportunity as he gains an understanding of death and more importantly that it means to live.

Acceptance

Woodford, Peggy. Please Don't Go. New York; Dutton, 1973.

Mary Meredith gains confidence and introspection as she shares two summers with a family in France. After the sudden death of a young friend she is conscious that the "essential factor that makes life beautiful and significant is death."

Acceptance

Woods, George. Catch a Killer. New York: Harper, 1972.

George Woods develops a very real problem that is ignored in most young adult reading, that is, the cruelty of a group toward one individual. The victim is forced to run constantly until fear forces him to kill. As authorities are about to close in, the killer falls to his death. (Valuable in that it might awaken some young people to how others can be destroyed.)

Fear

Woods, George. Vibrations. New York: Harper, 1970.

"A seventeen-year-old boy reflects on life, and older friend's death in Vietnam and the funeral of his father. 'Will assure adolescents that they are not alone in discovering that parents are people and that self-doubt and self-pity are occupational hazards.'" (Publisher's Weekly)

NON-FICTION

Alsop, Stewart. Stay of Execution. Philadelphia: Lippincott, 1973.

On a memorable July day, Stewart Alsop mumbles to himself, "Face it Alsop, You're in trouble." The trouble was diagnosed as acute leukemia and later smoldering leukemia. The author tells of his initial shock that he was going to die - and then, that he was not afraid of dying soon. The account is written in a diary format during the first year of his illness.

Acceptance

Hendin, David. Death as a Fact of Life. New York: Norton, 1973.

"A book bringing together new information on death in fascinating and useful form dealing with key moral and scientific issues... The dying patient, patterns of grief and mourning, and the responsibilities of the dying patient are discussed." (Publisher)

Irish, Jerry A. A Boy Thirteen. Philadelphia: Westminster, 1975.

A reflective response to the death of a vibrant young boy by his father, mother and younger brother. Two deaths within four years cause a father to cry out with anger and loneliness. The father movingly explains how he found "Death to be utterly unacceptable, in anger; how he knew complete abandonment, in aloneness; and how he discovered an occasion to love, in freedom."

Anger-acceptance-Hope

L'Engle, Madeleine. The Summer of the Great-Grandmother. New York: Farrar-Strauss, 1974.

"Thinking about death, the author found herself rebelling at 'theological hogwash,' hypocrisy, sentimentality, and the 'mortuary mentality' of funerals. In the end, when death came, the young members of the household felt a sense of accomplishment and gratitude at having shared with great-grandmother her last days in the home she loved. Without support of the family and without financial resources, the author would have found the situation far more serious... By sharing her private dilemma and fears, she offers her own insights into an increasingly common problem in these days of artificially prolonged life." (Horn Book)

Acceptance

Langone, John. Death Is a Noun. Boston: Little, Brown, 1972.

"An unusual book examining death in an objective way and scrutinizing such subjects as the new definitions of death, euthanasia, why people murder, capital punishment, suicide, abortion, the scientific quest for longer life, and conjectures about the 'hereafter.' It also discusses the matter of facing death, a subject which has recently come to the forefront of medical attention." (Publisher)

Lifton, Robert J. and Eric Olson. Living and Dying. New York: Prager, 1974.

The authors point out the acceptability of death depends upon the psychological context in which it occurs. The reader is made aware of shifts in historical and cultural attitudes which have had a profound effect on how man perceives the future. The book is for mature readers and is extremely helpful for those who work with young adults.

Hope

Lund, Doris. Eric. Philadelphia: Lippincott, 1974.

A mother relates how her seventeen-year-old son battles with leukemia for four years. With courage and tenacity the boy does not give in as he enrolls for college; plays on the soccer team; has many trips to the hospital between remissions; consoles and brings joy to those patients with him; falls in love; and fights for his life to the end.

Acceptance

Mannes, Marya. Last Rights. New York: Morrow, 1974.

"The book sets forth the belief that every human being should be able to choose the manner of his dying: in dignity... The author looks at euthanasia. She faces the realities of death. She talks with the dying, the stricken, the aged, with their families, their doctors and lawyers and those professionals who treat them... In our long and obsessive passion for youth, we have, more than any other society, avoided direct approach to age and to dying by denying them in word, in fact, and above all in worth." (Publisher)

Morris, Jeanne. Brian Piccolo: A Short Season. Chicago: Rand McNally, 1971.

Courage, determination and trust is evidenced twenty-four hours a day in Brian Piccolo's bout with cancer. Suffering did not dampen the spirits of this resolute young football player, he was a source of inspiration to the bitter end.

Acceptance

Read, Piers Paul. Alive. Philadelphia: Lippincott, 1974.

"Read chose to present the narrative as factually as he could, letting heroism and other qualities of the situation emerge by implication. He neither oversells nor undersells his characters; he just tells what happened. Yet, while the story is inspiring, it is occasionally wearisome." (Best Sellers)

Snow, Lois Wheeler. A Death with Dignity. New York: Random, 1974.

When the Chinese came, they brought to the Snow family a new concept of life and death. Their philosophy of "total care" puts the Western world to shame. Death was no longer feared by the family but it was a reminder to change the "loneliness, the selfishness that distort the potential worth of all men's lives."

Acceptance

Hope

Werkman, Sidney L. Only a Little Time. Boston: Little, Brown, 1972.

A husband's account of love and pain during the last months of his wife's illness. He hopes that in writing the book it will give some direction and security to sick people, even ones traveling toward death. At times it was painful but the memories are precious.

Acceptance

Anon. Go Ask Alice. Englewood Cliffs: Prentice-Hall, 1971.

A fifteen-year old girl records in her diary her experience with drugs. The pressure of peers is the most disturbing element of this book. Alice seems to realize what is happening to her, tries to pull away, to be mysteriously dragged down again. What is it that caused her to take her life? Was it the fear of the group?

Despair

The Search. New York: Harper, 1973.

"A biography of Leo Tolstoy. From early childhood the Russian novelist was confronted by death and sought to come to terms with it. 'A poignant biography which brings out (Tolstoy's) striving for perfection in himself and shows how he used autobiographical material in his fiction.'" (Booklist)

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