

1992

Adolescent Pregnancy Novels: An Annotated Bibliography

Mary K. Vaughn

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Adolescent Pregnancy Novels: An Annotated Bibliography

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Adolescent Pregnancy Novels,
an Annotated Bibliography

A Graduate Research Paper

Submitted to the

Division of Library Science

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

Mary K. Vaughn

July, 1992

Abstract

The annotated bibliography contains a list of young adult fiction books in which the characters resolve an adolescent pregnancy situation. From the twenty-one books chosen for inclusion, twenty-three entries were made in the bibliography. Fourteen entries were found in the pregnancy resolution of keeping the child category, five entries in the adoption category and four entries in the abortion category. The twenty-one books included in this study were published from 1973 through 1989 and were available in public or school libraries.

This Research Paper by: Mary K. Vaughn

Titled: Adolescent Pregnancy Novels, an
Annotated Bibliography

has been approved as meeting the research paper
requirement for the

Degree of Master of Arts.

Barbara R. Safford

7/31/92
Date Approved

Graduate Faculty Reader

Leah Hiland

7/31/92
Date Approved

Graduate Faculty Reader

Peggy Ishler

10/14/92
Date Approved

Head, Department of
Curriculum and Instruction

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Chapter One

Introduction

Papa don't preach, I'm in trouble deep
Papa don't preach, I've been losing sleep
But I've made up my mind, I'm keeping my baby
I'm gonna keep my baby, mmm...

He says that he's going to marry me
We can raise a little family
Maybe we'll be all right it's a sacrifice

But my friends keep telling me to give it up
Saying I'm too young, I ought to live it up
What I need right now is some good advice, please
(Madonna, 1986)

In this song, Madonna portrayed a very serious issue in the U. S. today, adolescent pregnancy. The statistics are alarming, and pregnant adolescents are younger than ever before. Each year more than one million teenagers (1,014,620 in 1987) become pregnant and approximately half of the pregnancies end in birth. In this country, the teen pregnancy rates are double that of England and seven times that of the Netherlands (Wattleton, 1989, p. 138). Twenty percent of all births are teen births. The Alan Guttmacher Institute (1991) reported that by age 18, one in four (24%) teenagers will become pregnant at least once; more than four in ten (44%) will do so by age twenty. It has stated that teenagers "are having sex for the first time at younger ages: in 1982, 19% of unmarried women aged 15 had had intercourse; in 1988, 27%. In 1979, 56%

of unmarried men aged 17 had had intercourse; in 1988, 72%." (p. 1). In 1988, 10,558 girls under the age of 15 gave birth. Time magazine reported that "teen pregnancy is widely viewed as the very hub of the U. S. poverty cycle" (Wallis, 1985, p.79). The U. S. government spent over \$21 billion in 1989 for social, health and welfare services to families begun by teenage mothers which is up from \$19 billion in 1988. Babies born to teenagers in 1989 will cost U. S. taxpayers \$6 billion over the next twenty years (The Alan Guttmacher Institute, (1991, p. 2).

Many studies have been conducted to determine the "why" of adolescent pregnancy and its extension to the younger population. Many have blamed the media. Lipsitz (1981) reported that "It's easy to forget that young people grow up in a teasing, sexual culture where they pick up a great deal of sex education in this country" (p. 23). Campbell (1986) agrees. "Images and messages of sexual permission are everywhere: in novels, plays, movies, television, advertising, popular music. But in real life the official position is still covert disapproval. The media say go, authority and conscience say stop - especially to teenagers" (p. 299).

But media influences are just one of many. Morrison (1981) identified three elements conducive to

early conception. These are the "physiological capacity to conceive, frequency of sexual activity, and the effectiveness of contraceptive practice" (p. 8). Thornburg (1981) summarizes many studies. "Multiple environmental stimuli, earlier physical maturation, earlier peer involvement, increased early adolescent sexual involvement, and earlier learning of sex information all point to the fact that a more systematic and accurate presentation of sexual concepts is needed among today's adolescents" (p. 277).

The researcher concludes there is a need to know what is being portrayed via the medium of fiction books addressed to adolescent readers. Books, and especially fiction books, can help explain human attitudes and beliefs, increase cognitive ability, and create an avenue for decision-making. Korda (1986) wrote, "Books provide not only role models, they also teach us lessons we never forget about courage, sacrifice, ambition and desire, right and wrong, love and hate, war and peace" (p. 7).

Many schools have a mandated responsibility, through Family Life Education Programs, to teach adolescents about pregnancy situations, the resolution options available (abortion, keeping the child, and adoption) and consequences of those resolutions. Many programs discuss the possibility of miscarriage and

stillbirths. As reported by Lindsay and Rodine (1989) a good Family Life Education Program has three basic elements: "Cognitive component to provide facts; affective component to give young people an opportunity to talk about attitudes and values; skills component to help young people to think, to make decisions, to be assertive, to say "No", to act responsibly and respectfully toward themselves and others" (p. 65). Unfortunately, many teachers report that the sex education programs offer too little information too late; on average, only six and one-half hours a year is spent on sex education at the secondary level and fewer than two of those hours is on contraception and prevention of sexually transmitted diseases (The Alan Guttmacher Institute, 1991, p. 1).

Purpose of Study

The purpose of this study was to identify and compile a list of fiction books, and to create an annotated bibliography that focuses on the adolescent pregnancy situation and resolution. The bibliography could be used across the curriculum including home economics, social studies, or health classes at the junior or senior high school levels. Many teachers rely on textbooks and magazine articles for current information. These articles tend to be short and

statistical. There are a few bibliographies that center on adolescent social and personal issues but the researcher did not find an exclusive bibliography listing fiction books portraying adolescent pregnancy. Although non-fiction bibliographies provide excellent reading sources, students will be more likely to read fiction and will be able to communicate their feelings, ideas, and beliefs more comfortably within the classroom using the fictional characters. This will help provide the affective component of a good Family Life Education Program, the opportunity to discuss the attitudes, values and the outcomes as represented in the literature. The bibliography will fill a void in educational circles as well as inform others of what is available or is not available as portrayals of pregnancy resolution options within books for adolescents.

Problem Statement

Two questions were addressed during the research study.

1. How is the adolescent pregnancy situation and resolution portrayed in adolescent fiction literature?
2. How many titles exist in adolescent literature in each of the three pregnancy resolution categories?

Hypotheses

The hypotheses referred to fiction books written on the topic.

1. The majority of the characters will resolve the pregnancy by keeping the baby.

2. The majority of the pregnant girls and/or partners will demonstrate three or more of the following: (a) a prior belief that pregnancy would never happen to them, (b) a lack of birth control or contraceptive use, (c) a low self-concept, (d) a lack of future career goals, and (e) other risk-taking behaviors.

3. The majority of the books end with a resolution without addressing the future of the parents or child.

4. An annotated bibliography of at least 20 adolescent fiction titles can be prepared to supplement curricula in health, home economics, and related area classes.

Definitions

Adolescent pregnancy was defined as the conception of a child, between the onset of menarche and 20 years of age.

Adoption was defined as a pregnancy resolution to legally relinquish a child to others to raise as their own.

Keeping the child was defined as a pregnancy resolution to raise a biological child in a) the single lifestyle or b) the married lifestyle or c) an extended family situation.

Abortion was defined as a pregnancy resolution to intentionally terminate a pregnancy.

Miscarriage was defined as the unintentional termination of a pregnancy, usually through a spontaneous abortion.

Adolescent literature was defined as that literature appropriate for ages 13 through 18, approximately 7th through 12th grade.

Assumptions

It was assumed that adolescent fiction books could be found for each of the adolescent pregnancy resolution options. It was assumed that enough titles could be identified to make this a useful bibliography for the curricular areas in junior and senior high schools which deal with this subject. It was also assumed that the use of fiction books is an excellent and appropriate tool in the classroom discussion of personal and social issues and that adolescents are interested in and will be motivated to read about such issues.

Limitations

The research study was limited to fiction books appropriate for ages 13 through 18 which contained an

adolescent pregnancy situation and a resolution to the situation. The books used were limited to those available to the researcher through the Des Moines Public Library, the Norwalk Public and School Libraries, and interlibrary loan. The books were also limited to those about American teenagers published from 1973 to date. The year 1973 was chosen because of the Supreme Court decision which made abortion legal within the United States beginning that year.

Chapter Two

Literature Review

The review of the literature for this research study focuses on the characteristics of adolescents who become pregnant. The review focuses on research findings about adolescents in the following categories: (a) those most at-risk for pregnancy; (b) birth control and contraceptive use; (c) those who choose abortion; (d) those who choose adoption; and (e) those who choose to keep their child. The review also includes characteristics of those individuals who choose one of the three main pregnancy resolutions, abortion, adoption, or keeping the child. The consequences of pregnancy to the teens and the children will be covered as well as the opinion of the experts on the portrayal of social issues in adolescent literature. The researcher found a lack of published research studies on how adolescent pregnancy is portrayed in fiction.

Adolescent pregnancy is found in every culture, socio-economic group and race. Many researchers believe this is due to the characteristics inherent to the adolescent's age and developmental immaturity. Lindsay and Rodine (1989) reported that most adolescents "live for the moment" and that their

developmental stage does not allow serious planning. Adolescents are incomplete "in the concrete stages of thinking and actually are unable to think cognitively to plan far into the future" (p. 24). Lipsitz (1980) described how the different ages of adolescents view sex. She reported that 18-19 year olds tend to be "rather realistic and future-oriented." Fifteen to seventeen year olds tend to "romanticize sexuality wavering from ascepticism to hedonism." Twelve to fourteen year olds experience sex in a "depersonalized way and are filled with anxiety and denial" (p. 31). Morrison (1981) described that within this developmental stage exists a "personal fable" (p. 13) which Lindsay and Rodine (1989) described as "magical thinking" (p. 27). This lack of complete concrete thought process, especially in younger adolescents, makes responsible decision-making difficult. Lipsitz (1980) reported it in this way.

Another type of egocentrism is the "personal fable". It appears to contradict the imaginary audience. In the personal fable, I am alone; no one understands me, I am unique, no one experiences what I am experiencing. My story is my own, unique to me. This is the first time in a person's life that this type of existential loneliness is felt. Sometimes, the personal fable includes a sense of immortality. Because I am unique, I am unlike everyone else, I will not die; I will not crash in this car; I will not become pregnant. It can't happen to me. I am immune. Thus, the risk-taking behavior characteristic of and necessary to adolescence can become very dangerous.

Behaviors that are the result of these two forms of egocentrism can be humorous, troubling, irritating, deeply disturbing. They are normal. (p. 29)

Research does indicate that some groups within our society are at a higher risk than others. Elizabeth McGee, testifying before a U. S. Congressional House Select Committee on Children, Youth, and Families reported that adolescents who are poor, from lower socio-economic groups, and from disadvantaged backgrounds are more likely to become teenage parents (1983, p. 80). Wallis (1985) reported that 82 percent of teens who gave birth at age 15 or younger had parent(s) who were also teen parent(s) (p. 79). She also described a psychological profile of pregnant adolescents. This included having "a sense of fatalism, passivity, and in some cases, even a certain pleasure at the prospect of motherhood" (p. 84). Others have stated that the adolescent's desire to bear a child is one way to meet psychological needs that are not being fulfilled in other ways. Morrison (1981) indicated that this may include 18 percent of all pregnant teens (p. 15). "Poor reality-testing, recent object loss, and masochism may result in sexual acting out, nonuse of contraceptive devices and desire for a child" (p. 14).

Many researchers describe the at-risk adolescent as one who has a low self-esteem, a lack of

self-direction, and engages in risk-taking behavior. Perhaps the element of low self-esteem may be the most crucial. Lindsay and Rodine (1989) reported that the adolescent with low self-confidence may find it difficult to resist the peer pressure to have sex, may use sex as a way to be loved and/or accepted, or may be fearful of losing their partner (p. 28-29).

Brooks-Gunn and Furstenberg (1989) found that adolescents engage in risk-taking behaviors to achieve what otherwise seems to be unavailable as a way of coping with personal frustrations, to rebel against traditional society, and to gain membership in the peer subgroup (p. 254). Shriver (1983) wrote, "These young women engage in sex not out of grand passion but because of emotional problems, school problems, peer pressure and trouble at home" (p. 21). Wallis (1985) reported that some teens are bored with life, especially those trapped in a poverty cycle with few opportunities, including jobs. Pregnancy provides a means of fulfillment and attention. There is less social pressure to postpone childbearing especially within the adolescent peer group. "It's like when kids get puppies" (p. 84).

Birth control is not a high priority; however, statistics indicate that use is up from past years. The Alan Guttmacher Institute (1991) reported more

teenage women surveyed in 1988 used a contraceptive method the first time they had intercourse than in 1982 (65% vs. 48%). One-third, however, used no protection at all (p.1) Birth control use tends to be sporadic and infrequent. Morrison (1981) explained this as part of the "psychological barrier"; that to plan birth control would imply "both intent and responsibility" (p. 13). Lindsay and Rodine (1989) agreed and gave reasons. Adolescents do not think they will become pregnant; they lack knowledge on how to obtain and use contraceptives, and are too embarrassed to buy and use them (p. 31). This may explain the higher contraceptive failure rate for teenagers than for adults as reported by the Alan Guttmacher Institute (1991). They report that young women are more likely than older women to become pregnant; 11% failure rate compared to 6% among older women (p.1). Statistically, use is higher among white teenagers, and higher among adolescents whose parents have some college education and have a higher socio-economic status (Morrison, 1981, p. 11). Adolescents tend to wait six to twelve months after first becoming sexually active before seeking a contraceptive method (p. 82). The younger the adolescent, the less likely the use and the longer the delay.

Once the pregnancy occurs, most adolescents must decide on a resolution. Approximately 14 percent of adolescent pregnancies end in miscarriage or stillbirths (Lindsay and Rodine, 1989, p. 93). For the remaining teenagers, a decision must be made to abort the fetus, to continue the pregnancy and keep the child, or to relinquish the child for adoption. Research has been conducted to determine how adolescents make these decisions and who else is involved in the decision making process. Studies reported by Colecchi and Worthington (1989) indicate that the pregnant girl's mother and best girlfriends make the strongest attempts to influence and have the greatest effect on the decision. The pregnant teen's father, however, has little influence unless he agrees with the girl's mother (p.28). The aborting adolescents tend to be highly influenced by the "teenager's perception of her own mother's feelings toward abortion" (Morrison, 1981, p. 17). Siblings were said to exert moderate influence, while relatives who had faced similar unwanted pregnancies often became powerful role-models. The influence of the father-to-be seems to have diminished over the years (Colecchi and Worthington, 1989, p. 29).

Abortion is a pregnancy resolution that is usually considered first if for no other reason than there may

be little time left for the procedure. Recent estimates place abortion at approximately 46 percent of all adolescent pregnancies. Statistically, white teenagers are more likely to abort than black teens, and adolescents under 14 are more likely than any other age group. More than 25 percent of all abortions in this country are performed on women under the age of 20, giving the U.S. the highest rate for adolescent abortions of any of the developed countries (Furstenberg, Brooks-Gunn, Chase-Lansdale, 1989, p. 314). Most of the studies indicated that this group was different from those who carried to term. Weinman, Robinson, Simmons, Schreiber, and Stafford (1989) reported that the aborting group had "a greater ability to make the transition from concrete to abstract reasoning, to perceive themselves in terms of the future, and a lower need for external approval and support" (p. 47). Furstenberg et al. (1989) summarized the studies about aborters in the following.

We do know that teens who decide to abort are more educationally ambitious, are more likely to be good students, are more likely to be from higher socioeconomic backgrounds, are from less religious families, have mothers and peers who have more positive attitudes toward abortion, and are likely to have friends or relatives who are teenage single parents. (p. 314)

Other studies indicate reasons why teens choose not to abort. These included "religious or moral

objections to the abortion, the partner desired the baby, a fear of the abortion procedure, equating abortion with loss of a part of self, getting married, and resistance to the family's wishes for abortion" (Warren & Johnson, 1989, p. 507). There are few studies on the after-abortion perceptions of the aborters. Thompson (1989) reported that repeat abortion rates are approximately 40 percent and stated "there is little comfort in knowing that thousands of young teenagers, whose minds are still in a developing stage, become part of a profound and emotional public issue" (p. 66).

The statistically least favored pregnancy resolution option is adoption. Of all pregnant teens studied, only 25 percent said they seriously considered placing their child for adoption, with only four to seven percent carrying it through. Because there is no systematically collected data on adoption, the statistics vary. Public adoption agencies report findings and numbers, but private lawyers and agencies are not required to do so. Because of confidentiality and closed records, lawyers and private agencies would be reluctant to release information. Unfortunately, this also affects research comparing this group of adolescents with the others.

The researcher found that nearly all of this group was caucasian and from a higher socio-economic group than the others (Warren & Johnson, 1989, p. 518). The adoption group differed from the parenting group in that they were more likely to have higher educational and career goals which required long preparation time. The adolescents tended to be older, higher achievers in school, and held more traditional attitudes about abortion and family life. Studies done by McLaughlin, Pearce, Manninen, and Wings (1988) with a select adoption agency found that this group was more likely to finish their vocational plans, postpone marriage, avoid a succeeding pregnancy in the near future, and be employed and employable compared to those who kept their child (p. 322-323). This study may be true of the pregnant adolescents who seek out counseling and open adoption. Low, Moely, and Willis (1989) reported that 80 percent of the adolescents they studied indicated parents as supporters of the pregnancy/adoption outcome (p. 352). Norms against adoption, however, are strong among teenagers. "Many peers judge a mother much more harshly for relinquishing her baby than for becoming pregnant in the first place" (Morrison, 1981, p. 19).

Adoption rates have declined over the years. Weinman et al. (1989) reported that in 1970, 80 percent

of single mothers made adoption plans, compared to 10-20 percent in 1976. They suggest that reasons for this decline include a growth in the attitude that children are better off if they remain with biological parents, if at all possible. And as welfare benefits became more available, the adoption rates decreased (p. 46). Morrison (1981) reported that adoption "declined in the face of easier availability and greater acceptance of abortion" (p. 19).

Over 90 percent of the adolescents who carry to term keep their babies. Half of all of those were fathered by men over the age of 20 (Furstenberg et al. 1989, p. 316). Most of the research is quite sobering. Virtually all black adolescents keep their babies and the black teen rate of pregnancy is twice that of white teens. Although the overall numbers of teenage births has decreased since the early 1970's, the proportion of adolescents who marry before childbirth has also decreased. By the early 1980's, almost all black adolescent mothers, approximately 97 percent, and almost 66 percent of all white adolescent mothers were single (Furstenberg et al. 1989, p. 313). Research indicated that the teens who keep their babies are different psychologically from the other two groups. Weinman et al. (1989) reported that these parents tended to evade rather than to face difficult

decisions, especially those that would create stress or responsibility (p. 47). Studies reported by Abrahamse, Morrison, and Waite (1988) found that the adolescents willing to consider early childrearing had several characteristics in common. They tended to have disciplinary problems at school, have lower educational expectations, demonstrated higher levels of nonconforming behavior, tended to be from single parent families, and, for white and Hispanic teenagers, tended to have self-reported depression (p. 16-1).

Other research points to more positive factors. In some studies, adolescent parenthood is perceived as having a great deal of status and giving a great deal of satisfaction. Ascher (1985) reported that the beliefs of a culture concerning the benefits of children play an important part in the decision to parent. It was found that male and female black adolescents, more than white adolescents, believe that "having children helps a couple's relationship, increases personal security, and promotes the approval of others" (p. 7). The studies also found that black expectant mothers were more likely to value children for "economic utility and security, for adult status and social identity, for power and influence and for expansion of self" (p. 7). Adolescent mothers and fathers also obtain a great deal of satisfaction in

being able to call something their own and in having a reason to work, struggle and to care. Asher reported that instead of family breakdown, an especially strong support system exists in some cultures and groups, allowing the pregnant teen to stay with the original family (p. 7). The entire family assumes roles for the care and the welfare of the new member.

Single parenthood is regarded as more beneficial than teenage marriage. According to Morrison (1981), teens who decide to keep the child and remain single do so for many reasons, including perceiving themselves as too immature and youthful and lacking in occupational opportunities. Most do not wish to marry for the wrong reasons and have the added responsibility of a spouse, and do not want to lose the advantages of help from the immediate family (p. 18).

Statistically, marriage is not considered a benefit for most adolescent couples. The likelihood of divorce is three times greater among the adolescent age group than the rest of the population and is the highest in the black community. Married teen families are seven times more likely to be poor (Ascher, 1985, p. 2). Although they are less likely to receive welfare in the short run, they possibly will receive it later in life due to the high risk of divorce and poverty (Morrison, 1981, p.17). To add to their

stress, teen couples are more likely to have more children and to have them closer together (p. 31). Eshleman (1987) also found that these families are likely to abuse and neglect their children and to have troubled marriages (p. 2).

Twenty-four years ago, Arthur Campbell (1968) wrote, "The girl who has an illegitimate child at the age of 16 suddenly has 90 percent of her life's script written for her" (p. 238). Unfortunately, for many adolescent mothers and their children that may be more true today than ever before. Eighty percent of those who become mothers prior to age 18 fail to finish high school. Elizabeth McGee, testifying before a U. S. Congressional House Select Committee on Children, Youth, and Families (1983) reported:

Young mothers tend to experience poorer medical outcomes during pregnancy and delivery, larger family size and little family stability, inadequate education and vocational training, unemployment or intermittent employment in occupations with low wages and little mobility and dependency on government services and support. Over half of the 1981 Aid to Families with Dependent Children (A.F.D.C.) budget went to families in which the mother gave birth in her teens.

The children of teenage parents tend to be less healthy, to be less adequate as parents, to achieve less academically, and to repeat their parents' patterns. (p. 84)

Thornburg (1981) investigated the "sources, age and accuracy of sex information which adolescents learn" (p. 274). In that study, literature, which

included any reference to the media, was ranked second, 21.9 percent, in the overall totals for sources on first sex information. Peers were number one at 37.1 percent and mothers were ranked at 17.4 percent (p. 275). Also studied were the peak ages when sexual concepts are learned; ages 12 and 13 ranked the highest (p. 276). This is an important finding of which all educators and parents should be aware and indicates the importance of using the media in their guidance and teaching of sexual concepts. Reading is an important part of that media. Adults should be aware of what is being written and be ready to discuss the implications of the writings. Korda (1986) wrote, "In the end, great literature teaches about ourselves. It does not offer us pat, ready-made solutions, like self-help books; it offers examples and life experiences that help us, in good times or bad, to face our own problems" (p. 8).

As long ago as 1978, Lary (1978) stated that "despite the number of choices, materials to help young people with their personal and/or social problems continue to be inadequate" (p. 104). Today, there continues to be a need for high quality fiction literature on teenage pregnancy and other social issues, as well as a need for in depth annotated bibliographies of these materials.

Chapter Three

Methodology

The product of the research of this study is an annotated bibliography. Several sources were used to identify adolescent fiction books dealing with teenage pregnancy or containing the occurrence and resolution as a sub-plot. The selective bibliographies, Bookfinder, Books and the Teenage Reader, Senior High School Library Catalog and Junior High School Library Catalog, were of help in identifying several books. The majority of the titles were identified by professional librarians from the Cedar Falls, Waterloo and Des Moines Public Libraries, the University of Northern Iowa Youth Library, and a U.N.I. Library Science professor.

The books chosen for inclusion met the following criteria: 1) The books were fiction books for the adolescent age of 13 to 18 years or reading level from 7th through 12th grade. 2) The books portrayed an American teenage pregnancy as the main or sub-plot. 3) A resolution to the pregnancy was portrayed in the book and consisted of either keeping the child in a single, married or extended family situation, placing the child for adoption, or terminating the pregnancy by abortion. 4) The books were available to the researcher from the

Des Moines Public Library system, the Norwalk Public and School Libraries, and through inter-library loan.

5) The books chosen for this bibliography were limited to those about American teenagers published between 1973 and 1992.

All of the books identified as having an adolescent pregnancy situation and resolution were read by the researcher. If the book met the criteria, specific information, if present in a book, was recorded using a short answer/checklist (Appendix A). The information recorded included the following: a) age or grade level (if in school) of pregnant girl and partner, b) prior consideration and use of birth control, c) abortion consideration, d) family structure portrayed, e) influencing others in the pregnancy resolution decision (mother, father, sibling, peer or other), f) the pregnancy resolution, g) evidence or personal characteristics exhibited prior to the pregnancy such as the female's and male's level of self-esteem (high, average or low), personal and future goals, risk-taking behaviors, prior beliefs about pregnancy, and h) review source(s), copyright, and page numbers.

The annotated bibliography was developed with the intent of being as useful as possible to others, especially those who may not have the time to read all

the books prior to inclusion in a curricular unit. General information recorded for each book included author, title, publisher, place of publication, copyright date, pagination, and the suggested age or grade level from the reviews. The bibliography was developed with the entries listed alphabetically by author's last name under each of three pregnancy resolution categories of keeping the child, abortion and adoption. Because of multiple characters and pregnancy situations and resolutions, some books appear in more than one category. These books are cited and annotated in their main category emphasized in the book and cross referenced in the other categories.

Chapter Four

Annotated Bibliography

The following bibliography consists of twenty-one young adult fiction novels that met the criteria of the research study. These are arranged in three sections according to the pregnancy resolution portrayed in the book. Within each section, the books are arranged alphabetically by author's last name. In addition to the annotation are the following: author, title, publisher, copyright, pagination, grade level, and review sources. Some of the books portrayed more than one pregnancy situation and resolution. The complete annotation of that book will include the pregnancy resolution of the main character, or the resolution choices of the majority of the characters in the book. The book will be listed under the other resolutions using only the author, title, and a reference for the complete annotation.

1. Pregnancy Resolution: Keeping the Child

Bridgers, Sue Ellen. Sara Will. Harper and Row, 1987. 307p. Grades 11 and 12.

Review Sources:

Booklist Vol. 81 June 15, 1987, p. 1571.

Library Journal Vol. 110 Jan. 1985, p. 98.

Eva is a fifteen year-old pregnant girl with few places to run; and run she must if she wishes to keep

her baby. Her parents give her one choice: place the baby up for adoption and remain with them. She runs to the only person she can think of, to a bachelor uncle, Fate, who lives in a distant town. Fate is handicapped having one arm, and has been estranged from any family relationship. But he soon comes to love and care for Eva in a fatherly manner. Eva brings a sense of family responsibility to him and they become close. After the baby is born, Fate continues to support and care for Eva and the baby, but soon they are informed that her parents have discovered where she is and are coming to take her home. They flee, going to the home of Sara Will, a distant relative of Fate's. Sara, a strong willed independent 50 year old, and her widowed sister, Swanee Hope, have lived in a comfortable seclusion, occupied with their regular household tasks, and taking care of the family cemetery. Having Fate, Eva, and the new baby, Rachel, in the house causes an examination of their lives, and their relationships.

Elfman, Blossom. The Butterfly Girl. Houghton Mifflin Co., 1980. 146p. Grades 9 to 12.

Review Sources:

School Library Journal Vol. 26 April 1980, p. 123.
Library Journal Vol. 105 February 15, 1980, p.526.

Finding school boring and her family unfulfilling, Florrie seeks excitement and love for herself. And she believes she finds both in Del whom she meets on a runaway weekend to the Baja. Refusing to listen and conform to the wishes of her parents, whom she considers stifling, she runs away with Del and lives in a blissful natural setting in his wealthy parents' cottage until the summer ends and his parents discover their relationship. Del must leave for college, and Florrie, realizing she is pregnant, returns home but briefly. On the run again, she finds employment in a restaurant, and finds new friends, Catherine and Charlie. They help provide love, support and care as she waits for Del. Time runs out for an abortion and Florrie faces the fact that the baby is inevitable and receives help from a social worker named Maggie and a home for unwed mothers. After the baby is born, Del's mother tries to take the newborn, and Florrie runs again, this time with the baby. Florrie continues a life of mishaps. She lives in an unsafe rooming house, becomes unsuccessfully involved with a music group, and eventually ends up in a commune. Charlie comes to her rescue and Florrie finally accepts his offering of love

and togetherness and decides to return home with him and make peace with her own family.

Elfman, Blossom. A House For Jonnie O. Houghton Mifflin Co., 1976. 175p. Grades 11 and 12.

Review Sources:

School Library Journal Vol. 23 February 1977, p. 75.
New York Times Book Review January 30, 1977, p. 24.

Jonnie and her teenage friends have many things in common; they are pregnant, unwed, on welfare, and have many concerns and hopes. All of them attend a school for expectant teenage mothers, totally dislike their teachers and classes, and dream of a better life. Unable to get along with her mother, the pregnant Jonnie, aged 15, is determined to find a house for herself and the other girls at her school. All of the girls join the fantasy of living together as one big happy family. There is the pregnant Maryanne, who needs to leave her physically abusive father. The girls receive financial assistance and locate a house with help from Maryanne's understanding sister. Ada has always dreamed of having an Indian baby and gets her wish when she meets Greyhorse, a drug addict off the streets of L.A. who ends up stealing her welfare money for his own purposes. Thalia has given birth and wants total charge of her own baby but her mother refuses, believing she is totally incapable of caring for anything. Pregnant Antoinette, a mentally handicapped person, wants to live in the house to be "the little sister." Pooling their money, they find a house and start cleaning and shopping for furniture. Before they barely have a chance to move in, the plan falls apart as each, one-by-one and for different reasons, return to their original families. Jonnie, with her new baby, is the last to leave the house, realizing that the fantasy is over.

Elfman, Blossom. The Sister Act. Houghton Mifflin Co., 1978. 170p. Grades 9 to 12.

Review Sources:

Library Journal Vol. 103 Nov. 15, 1978, p. 2350.
Booklist Vol. 75 September 15, 1978, p. 177.

Molly Barnhardt, an intelligent, romantic, aspiring poet, is the first born and the mainstay of this family of three. Her younger sister, Shera, feels like a

fallure in most areas of her life, and her Momma, who believes in fortune-tellers and family togetherness, makes the daughters "swear" to stay together and help one another and her. This is a story of how guilt and obligation are used to keep a family together and keep the family members from accepting personal responsibility for their acts. Molly is emotionally tied to her mother and sister, and their problems. She wants to leave town after graduation, to travel and see the world, and go to college. Molly tries to escape into her poetry, her books, and her dreams but in reality cannot. She moves in with Jason who tries to help her break the apron strings but the family keeps calling with their problems. Shera becomes a big problem when she becomes pregnant following a promiscuous lifestyle which fulfills her own need for love and attention. She marries unsuspecting Brian, and the baby is born but Shera is unable to accept responsibility as a spouse or as a mother. She loses the baby to authorities because of repeated neglectful behavior. Molly finally recognizes her own destructive enabling behavior after her mother and Shera continue irresponsible actions in trying to get Shera's baby back.

Eyerly, Jeannette. Someone To Love Me. J. B. Lippincott, 1987. 168p. Grades 8 to 12.

Review Sources:

School Library Journal Vol. 33 April 1987, p. 109.
Voice of Youth Advocates Vol. 10 April 1987, p. 30.

Patrice, a nice young sophomore girl looking for a little love and attention, falls for the popular, handsome senior boy, Lance. Although he never takes her anywhere in public, and has a regular girlfriend, the naive and gullible Patrice wants to believe everything he tells her. Lance pressured her with "If you love me, you will" lines, and since she loved him, she did have sex with him and became pregnant. Unable to believe the physical changes taking place with her body, she goes to a clinic and the pregnancy is confirmed. When she tells Lance, he responds with "you're not going to hang that kind of a rap on me," and "How can I be sure the kid is mine?" Finally confronted by her divorced mother, who has been wrapped up in her own relationship problems, Patrice reveals her pregnancy and her desire to have and keep the child. Lance refuses to acknowledge his role in the

pregnancy but sends her money for an abortion, which she refuses to use for that purpose. Patrice attends a very supportive alternative school, has a baby boy, and the story ends with a feeling that help will be provided by her mother and her mother's boyfriend.

Ferris, Jean Looking for Home. Farrar Straus Giroux, 1989. 168p. Grade 7 and up.

Review Sources:

School Library Journal Vol. 35 August 1989, p. 152.

Booklist Vol. 35 June 15, 1989, p. 1816.

Daphne has plans for herself. She works hard to save money for college with the idea of getting away from an abusive father and proving him wrong about her abilities. She has a passive, yet caring, mother and unhappy siblings. All of her escape plans change when Daphne realizes she is pregnant, the result of the one-night-after-prom-experience with Scott which she immediately regretted. She is determined that he and the rest of her family would never know of her pregnancy. Daphne's mother discovers her situation and offers emotional support toward an abortion, but that resolution is not for her. Daphne takes her college money and becomes a runaway. After running to a distant town, finding a new place to live and a job, her plan is to remain independent and after the birth to give the baby up for adoption. Through her work, she learns to know and to trust three people one of whom offers her a safer place to live. After the birth, her friends are with her and ask her to keep the baby, offering to be her new family and to help raise the child. She accepts their offer.

Hurmence, Belinda. Tough Tiffany. Doubleday and Co, Inc., 1980. 167p. Grades 7 to 12.

Review Sources:

Horn Book Vol. 56 June 1980, p. 297.

School Library Journal Vol. 26 February 1980, p. 56.

Tiffany, the youngest member of a poor Southern Black family, is a very resourceful girl. She is the one in the family who seems to be able to think through problems and suggest very possible and workable solutions. Living in a very small house, with five siblings and her parents, Tiffany is surrounded by difficult situations. Although her parents work hard,

there is never enough money, and her mother continually overspends causing needed items to be repossessed. When her 15 year old sister, Dawn, becomes pregnant, Tiffany suggests going to Aunt Sister for help and care and shows Dawn that she is still an important and worthwhile person. Tiffany is in charge of helping her Grandmother who is abrasive, stingy with money, and sometimes cruel. This is a story that illustrates the importance of family loyalty, pride, tradition and resourcefulness even in the face of poverty. Dawn's family encourages her not to accept an offer of marriage that was made by the biological father, and chooses to welcome the new child into their home with love and acceptance.

Lyle, Katie Letcher. Fair Day, And Another Step Begun.
J. B. Lippincott Co., 1974. 154p. Grades 7 to 12.

Review Sources:

Booklist Vol. 70 April 1, 1974, p. 870.

Library Journal Vol. 99 Sept. 15, 1974, p. 2294.

Ellen Burd, aged 16, is in love with John Waters, and is pregnant with his child. But John is not in love with her and has no interest in claiming responsibility for fatherhood and she is determined to change him. With the help of her old magic-man friend, Virg, she sets out to capture him using a magic potion. Angry and confused at his own personal failures and the pregnancy, John, a college graduate and son of a prominent town leader, chooses to retreat to a far away commune, and to a former girl friend. Ellen, knowing she must be close when the potion begins to work, and believing in the power of her own love, runs away from home and succeeds in finding the commune. Keeping secret her and John's former relationship, she moves into the commune, and calmly and patiently waits for the abusive and cold John to fall in love with her and for the arrival of their baby. After a dramatic chase for horse thieves, a baby boy is born in a field, with John helping with the birth and finally acknowledging his fatherhood. Magically, Virg and Ellen's father have also found Ellen and are present at the event. Ellen's life seems complete with all of her loved ones around her.

Kerr, M. E. I Stay Near You. Harper and Row, 1985.
182p. Grades 9 to 12.

Review Sources:

School Library Journal Vol. 31 April 1985, p. 98.
Horn Book Vol. 61 Sept-Oct. 1985, p. 565.

Three generations are portrayed in this book. It all begins in the 1940's with 15-year-old Mildred Cone, a girl from the "wrong side of the tracks", who falls in love with the rich and handsome Powell Storm. Before he leaves for military service, he gives her an heirloom Basque ring, which is to be passed to the sons of the family. Pregnant with his child, Mildred turns to and marries her kind friend, Ace, knowing she can never turn to the Storm family for help. Powell is killed in the war. The second story is set in the 1960's with Mildred's musically talented son, Vincent, who falls in love with Joanna. She betrays him for another and leaves with the Basque ring. The story of his real father is revealed to this troubled son. The third story, set in the 1980's, is a letter written by Vincent's son, P.S. The letter reflects P.S.'s frustration of being a drug addict rock star's son and the family struggles involving Grandma Mildred Cone and the Storm descendants. The story shows the impact one generation can have on the destiny of future lives.

Klein, Norma. No More Saturday Nights. Alfred A. Knopf, 1988. 278p. Grades 10 to 12.

Review Sources:

Booklist Vol. 87 October 15, 1988, p. 208.

School Library Journal Vol. 35 Nov., 1988, p. 126.

Tim Weber, an unwed father of 18, struggles to balance his own life, his relationship with his widowed father, and his newborn son. After his girlfriend Cheryl becomes pregnant and plans to give the baby up for adoption, he fights and wins custody rights. His father, with whom he had had a distant relationship since the death of his own mother, totally disapproved of the arrangement. The baby, Mason, is born in the summer which gives Tim a couple of months to begin to understand the work, the fatigue and frustrations of parenthood. Determined that he could be a good father and go to college, he moves to New York, and shares an apartment with three college girls who are too involved in their own problems and college work to be of any assistance. The story speaks of the split emotions and trials of being a young person and also a parent, trying to be responsible yet wanting to be free, and planning for the future yet tied to a past. As the story progresses, Tim and his father develop a new

giving relationship, one spurred on by the responsibility Tim chose for himself, and the impact of being a grandfather on his father.

Myers, Walter Dean. Sweet Illusions Teachers and Writers Collaborative, 1987. 142p. Grades 10 to 12.

Review Sources:

Booklist Vol. 83 June 15, 1987, p. 1591.

School Library Journal Vol. 35 April 1987, p. 26.

Five sets of young people face the problems of teenage pregnancy. They have different backgrounds, ages, roles and circumstances but are all connected with a counseling center for pregnant teens. The plot is centered on these relationships and provides a look into the "why" and result of the pregnancy. Of the five girls, three keep their children, two in a single parenthood situation, and one married; one relinquishes her child for adoption and later marries the biological father; and another has an abortion. The final chapter seven years later reviews the impact of the pregnancy on each person. Each chapter is written in first person of a different character; sometimes the teens themselves, sometimes the adults around them. At the end of each chapter, a writing idea is presented which encourages the reader to assume the role of the person involved.

Neufeld, John. For All the Wrong Reasons. New American Library, 1973. 220p. Grades 9 to 12.

Review Sources:

Booklist Vol. 70 October 15, 1973, p. 208.

Library Journal Vol. 98 October 15, 1973, p. 3022.

Tish, a bright seventeen year old is peer-pressured to lose her virginity but is selective. She chooses Peter Sweeney who is unlike any boy she has ever known. They instantly hit it off and develop a respect for each other. After Tish discovers she is pregnant she is ready to have an abortion, but Peter is insistant about marriage and taking full responsibility for his actions. As the pregnancy and the marriage proceed, it is obvious that Peter is not happy about being a husband. Even after the delivery of the baby, Peter does not show up to take her home from the hospital. Wanting to be free yet wanting to be a capable husband and father, Peter has a nervous

breakdown. Tish is left with the care of her new baby girl.

Ruby, Lois. What Do You Do In Quicksand? The Viking Press, 1979. 199p. Grades 9 to 12.

Review Sources:

School Library Journal Vol. 26 November 1979, p. 93.
Hornbook Vol. 56 February 1980, p. 64.

Matt was a sixteen year old father. His father had insisted on people having a "sense of duty" for their actions and behavior. For Matt, this came to the test when he learned that he was to become a father, the result of a one-night back-seat of the car event with Diane Warshaw. "Wacho Warshaw" was a girl with whom he normally would have had little social contact. Diane and her mother moved to California but were in contact with Matt for money. Diane refused an abortion, and Matt was definite against marriage and adoption. Matt wanted the child, despite his own mother's wishes. This story is about this very unconventional family and their struggles with the situation before and after the birth. The main female character is Leah, the girl next door, also from a very unconventional family, who learns to love and desire the baby for her very own. Her obsession with the child eventually leads her to kidnap the child. After psychological help, Leah is able to deal with her own past and sad family relationships. At the end, Matt and baby Barbara, leave for Oregon where he will go to college and they will finally begin to lead their own lives.

Windsor, Patricia. Diving For Roses. Harper and Row, 1976. 224p. Grades 8 to 12.

Review Sources:

School Library Journal Vol. 22 May 1976, p. 74.
Publishers Weekly Vol. 210 October 4, 1976, p. 75.

Resolved in her mind that her Mother was a madwoman and totally dependent on her, Jean had become a recluse and social misfit by the age of sixteen. The only outside daily contact the two had was Poppy, the housekeeper. All of that changed when Jean met the trespasser, Sasha, who camped for the summer in the forest behind their house. Jean found herself drawn to him, and to his sexual advances. At his insistence,

she tries to obtain birth control but leaves the doctors's office without it. Convinced that she has a venereal disease, Jean tries a new doctor and discovers she is pregnant. When Sasha offers a life away from her house and mother, and she refuses, Sasha reveals that the talk of the town is that her mother is an alcoholic, not a mad woman. Slowly, Jean starts to unravel the lies that have been built over the years. With the revelation of the pregnancy, a confrontation about the alcohol, new friends from AA, and a new doctor who becomes a good friend, Jean's mother begins to change. Pregnant Jean finds herself confused in the new roles and beliefs now before her and requires psychological help in dealing with the fact that she really never had a childhood. The story ends hopefully as Jean, her newborn, and her mother move into a new home, and plan for their futures.

2. Pregnancy Resolution: Abortion

Klein, Norma. Beginners' Love. Fawcett Juniper, 1983. 214p. Grades 9 to 12.

Review Sources:

Library Journal Vol. 108 April 15, 1983, p. 201.
Publishers Weekly Vol. 223 March 11, 1983, p. 76.

Joel, a very naive seventeen year old, and Leda, an active, outgoing seventeen year old, explore love and sex. Joel knows from the beginning that Leda, although she says she has never gone "all the way", has had many more sexual experiences than he. As their relationship grows, he learns that Leda is much more intelligent and goal oriented than he realized at the beginning. She is the aspiring actress, and a Yale scholarship winner, and he is amazed at her abilities. Throughout the story, both teens are influenced by friends and family around them. Leda's best friend became pregnant and went through a painful situation when the father would not support her. Joel learns his brother will marry earlier than expected because his bride-to-be is pregnant. Both teens come from very broad-minded parents who learn of and accept the sexual relationship, reminding them only to be sexually protected. But even with the use of a diaphragm, Leda becomes pregnant and the two decide abortion is the resolution for them. The story ends with eventual parting, as Leda's acting career and college for both, draw them apart.

Klein, Norma. It's Not What You Expect. Pantheon Books, 1973. 128p. Grades 6 to 9.

Review Sources:

Best Sellers Vol. 34 June 1, 1974, p. 127.

Booklist Vol. 70 September 15, 1973, p. 82.

The main characters of this book are 14 year-old twins, Oliver and Carla. Their parents have separated for the summer and they plan a money-making scheme that will also keep them occupied for the season: operating a French restaurant. They find help through their siblings and friends, and the restaurant is successful. During this season, Carla grows and matures in understanding the struggles of many relationships; her parents and their separation; the mental illness of a friend's mother and its affect on their family; and Ralph, her seventeen year-old brother, and his girlfriend's problem of an unexpected pregnancy. For them, abortion is the only resolution to this dilemma for a pregnancy and birth would stand in the way of their future college and careers. Carla warns the members of the restaurant staff to be careful and not to tell any parents about the situation, but it is Carla herself who ends up needing to discuss her feelings of despair and disillusionment with her mother. During the talk, Carla's mother reveals that she also had an abortion at a young age. At the end of the story, Carla and Oliver's father returns home to their mother.

Madison, Winifred. Growing Up In A Hurry. Little, Brown and Company, 1973. 168p. Grades 9 to 12.

Review Sources:

Library Journal Vo. 99 January 15, 1974, p. 218.

Publisher's Weekly Vol. 204 Nov. 19, 1973, p. 61.

In a household where her older and younger sisters are idolized, where her controlling Mother is cold and insensitive to her needs, and Father is passive, Karen has only three loves; her cat, her separate room and her talent on the flute. That is until Steve, a wonderful Japanese boy comes along and shows her how special she is. Shy, lonely Karen, who has had a nervous stutter all of her life, comes out of her shell for awhile and believes he is wonderful too. Both of them live a life of hiding each other from their parents, each for his/her own reasons. Karen knows her parents will be angry about the relationship and Steve

seems ashamed of the poverty and despair within his own family. Karen's need for love and attention is fulfilled with Steve. But she becomes pregnant and Steve leaves her to deal with the decision herself. After finally submitting to the fact that she must tell her parents and risk making her own life within the house even more miserable, she confronts them, realizing abortion is the only way she can turn. After the initial blowup, her organized and efficient mother takes control again and arranges and takes her in for an abortion.

Myers, Walter Dean. Sweet Dreams. See Pregnancy Resolution: Keep the child

3. Pregnancy Resolution: Adoption

Calvert, Patricia. Stranger, You and I. Charles Scribner's Sons, 1987. 152p. Grades 7 to 12.

Review Sources:

Hornbook Vol. 64 Jan/Feb. 1988, p. 67.

School Library Journal Vol 34. Jan 1988, p. 84.

Hugh is a nice seventeen year-old who becomes saddened and worried about his long-time girl buddy, Zee. When did Zee grow up and drift away from him and why is she so distant? When she finally admits her pregnancy, Hugh can only be a friend and a helper, even willing to take the blame for the pregnancy for a short time. Hugh is the silent strong hero. He helps the biological father, Jordie Slater, acknowledge his role. He helps his own family with their marriage difficulties, and acts as the stabilizer for his siblings. As a good friend, yet realizing the sacrifice of both of their futures, Hugh offers to marry Zee. But she turns him down. After moving to a home for unwed mothers and giving birth, Zee chooses to give her baby up for adoption, and decides to move to another state to finish her senior year. The reader is left hopeful that their futures will be positive.

Eyerly, Jeanette. He's My Baby Now. J. B. Lippincott, 1977. 156p. Grades 7 to 12.

Review Sources:

School Library Journal Vol. 23 May 1977.
Booklist Vol. 73 April 15, 1977, p. 1265.

At breakfast, Charles' mother reads to him from the paper of a son being born to "Ms. Daisy Dallinger." And at once Charles suspects he is the father. Charles, a naive sixteen year old, had met Daisy the summer before and their relationship was based for her on revenge toward her father and for him on the sexual excitement of the relationship. They had already broken up when she came to him about the pregnancy. Although she wanted marriage, she settled for money for an abortion. Charles, although he had little to give, gave her the money and dismissed her from his mind until the newspaper article appeared. When he finds out for sure he is the father, confirmed also by the likeness of himself in his son, he also finds out that adoption will take place as soon as he signs the papers. Charles wants to keep the child, partly because he has a sense of loss from not knowing his own father after his parents divorce. In desperation, he kidnaps a baby he thinks is his son, only to find the few hours totally exhausting and that he is incapable of taking care of a baby. Charles returns the child without getting caught by the police, surrenders the idea of raising his own son and agrees to sign the adoption papers.

Lee, Mildred. Sycamore Year. Lothrop, Lee and Shepard Co., 1974. 190p. Grades 6 to 9.

Review Sources:

Library Journal Vol. 99 September 15, 1974, p. 190.
Booklist Vol. 71 October 1, 1974, p. 173.

Anna Lewis is a lonely, fifteen year old girl with a very special talent, the gift of a beautiful voice. She hopes to become a professional singer someday and make her mother proud. She finds a true friend in Wren Fairchild, the fourteen year old main character of this book. It is through Wren that she meets the charming and attractive Tony, a seventeen year old whom Wren does not trust. But Anna is in love and very soon is pregnant and Tony is gone. Wren and Anna conspire to keep Anna's pregnancy a secret both from both their parents and the community. Anna's mother will soon remarry and Anna does not wish to cause her any more problems than she has already had in her life. But soon their plans fall apart and both must deal with the reality of the situation and place trust in their

families. The reader is left with the impression that Anna will give her baby up for adoption and go on with her plans to continue her studies in vocal music training.

Myers, Walter Dean. Sweet Illusions. See Pregnancy Resolution: Keep the child.

Neufeld, John. Sharelle. New American Library, 1983. 298p. Grades 11 and 12.

Review Sources:

School Library Journal Vol. 29 August 1983, p. 79.
Kirkus Review Vol. 223 June 10, 1983, p. 64.

Sharelle is a bright pretty fourteen year old, anticipating her sister Annette's wedding to Dallas. But the night before the wedding, Dallas seduces her. The wedding takes place with Sharelle dreaming that at the last minute Dallas changes his mind and turns lovingly to her, but that doesn't happen. Weeks later, Sharelle visits the doctor, frightened that she has cancer since she hasn't had her period in a couple of months. Slowly, the realization of a pregnancy comes at the same time that Annette announces her own pregnancy. At six months, Sharelle considers abortion, but it's too late. Accidentally, her alcoholic, fun-loving but impatient Mother, Melba, discovers her daughter's pregnancy and the two struggle until the birth. Toting baby Renee, Sharelle attends Lincoln High School which has a rough reputation but admirable helpful people and a plan for students like Sharelle. Sharelle at fourteen must endure many trials. She is expected to take care of herself and the baby, go to school and take care of her mother's house as before. Her own mother's mental health is questionable; at one point she throws the baby's clothes and toys into the sink and sets them on fire. Dallas is interested in Renee when there is the possibility that he and Annette's baby might die. At the end, realizing that she cannot bring little Renee up in a healthy environment and that all she has to give her is love, she allows the baby to be adopted.

Chapter Five

Conclusions, Recommendations, and Summary

The three pregnancy resolution categories were found in the adolescent fiction books that met the criteria for this project. From the twenty-one books chosen for inclusion, a total of twenty-three entries were made in the bibliography. Two of the books contained more than one pregnant teenager and resolution. The twenty-one books represented twenty-nine pregnancy resolution situations.

Hypothesis one stated that the majority of the characters will resolve the pregnancy by keeping the child. This was accepted. Of the twenty-one books, fourteen entries were in this category, representing twenty of twenty-nine situations.

Table 1
Resolution of Pregnancy Situation
Portrayed In Books

Pregnancy Resolutions	Pregnancy Situations		Books	
	No.	%	No.	%
Keeping the child	20	69	14	67
Abortion	4	14	4	19
Adoption	5	17	5	24
Total	29		23 *	

* one book contained entries in three categories

Hypothesis two stated that the majority of the pregnant girls and/or partners will demonstrate three or more specific behaviors. This hypothesis was accepted. Table 2 relates the findings of each behavior within each title included in the bibliography. Table 3 is a tabulation of the behaviors within the twenty-one books. Sixteen of the books included characters with at least three of the traits identified. Within the majority of the books, the issue of prior beliefs about pregnancy (a) was not specifically addressed. In one of the books, a partner wanted the pregnancy; in another, partners were very aware that pregnancy could happen.

Table 2
Behaviors Exhibited in Individual Books

Titles	No.	Behaviors Exhibited					Totals
		A	B	C	D	E	
Sara Will	1		X			X	2
Butterfly Girl	2		X	X	X	X	4

Table 2 (cont.)

Titles	No.	A	B	C	D	E	Totals
House for Jonnie O.	9		X	X	X	X	4
The Sister Act	2		X	X	X	X	4
Someone to Love Me	2		X	X	X		3
Looking for Home	2		X			X	2
Tough Tiffany	2		X	X	X		3
Fair Day, And Another Day Begun	2		X	X	X	X	4
I Stay Near You	2		X			X	2
No More Saturday Nights	2		X	X	X		3
Sweet Illusions	10	X	X	X	X	X	5
For All The Wrong Reasons	2	X	X	X		X	4
What Do You Do In Quicksand?	2		X	X	X	X	4
Diving For Roses	2		X	X	X	X	4
Beginners' Love	2		X	X		X	3
It's Not What You Expect	2		X				1

Table 2 (cont.)

Titles	No.	A	B	C	D	E	Totals
Growing Up In A Hurry	2		X	X	X	X	4
Stranger, You and I	2	X	X	X	X	X	5
He's My Baby Now	2		X	X	X	X	4
Sycamore Year	2		X	X		X	3
Sharelle	2		X			X	2

Table 3

Behaviors Exhibited within the
Pregnancy Situations in the Books

Behaviors	# of Pregnancy Situations Behavior was Found	# of Books In which Behavior was found
A. A prior belief that pregnancy would never happen to them	2	2
B. Lack of birth control or use	29	21
C. Low self-concept	22	15
D. Lack of goals	19	13
E. Risk-taking behaviors	21	17

Table 4 demonstrates that the majority of the books end without addressing the future of the parents or child. Hypothesis three was accepted. Two of the

books gave information about the child and the parents in the future.

Table 4
Future Portrayed in Books

Behaviors	# of Pregnancy Situations Behavior was Found	# of Books in which Behavior was found
A. Future not addressed	23	19
B. Future hopeful	12	11

Hypothesis four stated that an annotated bibliography of at least 20 adolescent fiction titles can be prepared to supplement curricula in health, home economics, and related area classes. This hypothesis was accepted. A total of twenty-one titles were found and twenty-three entries were made in the bibliography.

The researcher analyzed the books to determine how many times abortion was considered but not chosen as a pregnancy resolution. This happened in 16 of the 21 books, with four adolescents actually choosing this resolution. Five considered it too late in their pregnancy, and one was pressured by her boyfriend to have the child.

Only two of the books, No More Saturday Nights and Someone to Love Me, mentioned miscarriages. In one, a pregnant teen briefly mentions the possibility that she

could miscariage and, in the other, one occurs to an unknown student in an alternative school. It was surprising that there was not more references to this natural occurrence, especially in those books having more than one pregnant teen situation. The only book read by the researcher that involved the death of a child born to a teenager was Kathleen, Please Come Home by Scott O'Dell. It was rejected for inclusion because the death of the newborn was caused by premature birth and trauma due to a car accident rather than by miscarriage or stillbirth.

Another interesting point concerned the family structure of the portrayed pregnant adolescents. Nineteen books gave adequate information for analysis. Nine of the books portrayed single parent family situations, seven of those headed by a divorced mother and two by a widowed father. Two books represented families with separated parents. Ten of the nineteen families were a dual parent family situation but in six of those, the families had great difficulties or problems. Fourteen of the nineteen books portrayed the adolescent's family as having serious problems. The family problems included suicidal tendencies, mental illness, physical abuse, poverty, and alcoholism. Mental illness, portrayed only in the mothers, occurred in five of the books. Overall, the mothers of the

adolescents tended to be portrayed as weird or unstable, while fathers tended to be passive or distant. In either, a teenage main character felt very responsible for the family or the household and, often, the parent(s) exhibited very irresponsible behavior. In one of the books, a teenager's child was turned over to authorities because of the neglectful behavior of the family. Perhaps this could suggest to authors the need for positive portrayal of families in dealing with a teenage pregnancy and other aspects of their lives.

Another interesting development within this study was the finding that the books were fairly evenly split between copyrights in the 1970's (10) and the 1980's (11). The books copyrighted in the 1970's tended to have a heavier emphasis on pot and liquor parties, strained family relationships, and abortion. Teens choosing to run away from their families and deal with the pregnancy resolution alone was more prevalent in the novels from the 1980's. Of the four "runaways", three were in books copyrighted in the 1980's. Four of the five abortion entries were published in the 1970's. This was probably due to the Supreme Court decision on abortion in the 1970's and the popularity of the issue at that time. The lack of books on abortion suggests a need for more current fiction portraying abortion as a resolution. In contrast, the adoption entries were

evenly split within the time frame, half in the 1970's and half in the 1980's.

All of these books had other conflicts and problems to be dealt with along with the adolescent pregnancy. Two of the novels had so many other conflicts that the credibility of the book about teen pregnancy may be lost on young adult readers. In Fair Day and Another Step Begun, a magic potion and the power of love seem to be the reasons why the girl is successful in her quest. In Butterfly Girl, the main character is involved in so many mishaps the reader almost forgets that the teenager is pregnant or has the child. If used as a tool within a curriculum, instructors should emphasize to students that multiple themes, conflicts, or problems are occurring in addition to the adolescent pregnancy, and discuss the implication or impact each has on the other.

The books were split in the emotional tones portrayed at the end of the book. Ten left the researcher with a sense of contentment and hopefulness for the characters in the book. Ten books ended with a sense of tragedy and doom for the lives of the individuals. Sweet Dreams ended with both because the final chapter which was placed seven years in the future had positive and negative endings for characters.

More fiction novels for the young adult dealing with this sensitive issue are definitely needed. These novels should be as realistic as possible and a greater number of novels should be available in all of the resolution categories. It is also recommended that there be an easier method for identifying these books. Many library catalog systems do not include fiction themes as subject headings or subheadings, making it difficult for persons to find young adult fiction on this topic.

Summary

The purpose of this study was to identify and compile a list of fiction books, and to create an annotated bibliography that focused on the adolescent pregnancy situation and resolution. Selective bibliographies and professional librarians were used to identify titles that fit the limitations of this study. The books were read by the researcher and a checklist was completed for each book that included bibliographic information and information for the annotation and analysis.

All of the hypothesis were accepted. Hypothesis one stated that the majority of the characters will resolve the pregnancy by keeping the child. Of the twenty-one books included in the bibliography, fourteen

entries were in this category, representing twenty-one of twenty-nine pregnancy situations.

Hypothesis two stated that the majority of the pregnant girls and/or partners will demonstrate three or more of the following: (a) a prior belief that the pregnancy would never happen to them, (b) a lack of birth control or contraceptive use, (c) a low self-concept, (d) a lack of future goals, and/or (e) other risk-taking behaviors. Within the twenty-one books included in the bibliography, sixteen demonstrated at least three of the traits identified. Nineteen of the books did not specifically address prior beliefs concerning the result of sexual intercourse. In all of the books, there was a lack of birth control or contraceptive use, or at the least, sporadic use. In twenty-two of the twenty-nine pregnancy situations, a low self-concept was demonstrated. Nineteen of the twenty-nine had a lack of future goals and twenty-one demonstrated risk-taking behaviors in addition to unprotected sexual intercourse.

Hypothesis three stated that the majority of the books end with a resolution without addressing the future of the parents or child. Nineteen of the twenty-one books end without specific reference to the future.

Hypothesis four stated that an annotated bibliography of at least 20 adolescent fiction titles can be prepared to supplement curricula. A total of twenty-one titles were found and twenty-three entries were made in the bibliography.

The books were fairly evenly divided in time reference; ten were copyrighted in 1970's and eleven from the 1980's. In eleven out of the twenty-one books, the adolescents came from a family headed by one parent. In nine, these were headed by divorced or separated mothers, in two, by widowed fathers. Fourteen of nineteen books portrayed the adolescent's family as having serious problems. The mothers of the pregnant adolescents were often portrayed as having emotional or mental difficulties whereas the fathers were often described as distant or passive. All of these books had other conflicts occurring and problems to be dealt with along with the pregnancy situation which suggests the need for young adult books that portray positive family relationship and problem-solving abilities.

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Appendix A
Sample Checklist

TITLE:

AUTHOR:

PUBLISHER:

PLACE OF PUBL.:

COPYRIGHT:

PAGE #:

AGE OR GRADE LEV:

FEMALE AGE/GRADE:

MALE AGE/GRADE:

BIRTH CONTROL USE:

Prior consideration:
Use and type:

ABORTION CONSIDERED:

FAMILY STRUCTURE:

PREGNANCY RESOLUTION:

INFLUENCING OTHERS:

EVIDENCE OF PERSONAL CHARACTERISTICS:

FEMALE:

Self-esteem:

Personal/future goals:

Risktaking behaviors:

Prior belief pregnancy could not happen:

MALE:

Self-esteem:

Personal/future goals:

Risktaking behaviors:

Prior belief pregnancy could not happen:

BOOK REVIEW SOURCE(S):

Appendix B

Novel Checklist

TITLE: Sara Will
AUTHOR: Sue Ellen Bridgers
PUBLISHER: Harper and Row
PLACE OF PUBL.: New York COPYRIGHT: 1985
PAGE #: 307 AGE OR GRADE LEV: Grades 11 and 12
FEMALE AGE/GRADE: 15 MALE AGE/GRADE: older
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
ABORTION CONSIDERED: no
FAMILY STRUCTURE: Dual parent; gave ultimatum to
give up child
PREGNANCY RESOLUTION: kept the baby / single parent
INFLUENCING OTHERS: none
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Eva
Self-esteem: average
Personal/future goals: taking care of the baby/ college
Risktaking behaviors: ran away/ parents want adoption
Prior belief pregnancy could not happen: not addressed
MALE: focus of book was not on the father
Self-esteem: not addressed
Personal/future goals: not addressed
Risktaking behaviors: not addressed
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
Booklist Vol. 81 June 15, 1987, p. 1571.
School Library Journal Vol. 33 April 1987, p. 26.

Novel Checklist

TITLE: The Butterfly Girl
AUTHOR: Blossom Elfman
PUBLISHER: Houghton Mifflin Company
PLACE OF PUBL.: Boston COPYRIGHT: 1980
PAGE #: 146 AGE OR GRADE LEV: Grade 9 to 12
FEMALE AGE/GRADE: 16 MALE AGE/GRADE: 19-20
BIRTH CONTROL USE: Prior consideration: none
 Use and type: sporadic on pill
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: Dual: fought with parents
PREGNANCY RESOLUTION: Kept the child
INFLUENCING OTHERS: Del wanted abortion
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Florrie
 Self-esteem: Average
 Personal/future goals: live with nature, flower-child
 Risktaking behaviors: sky-diving no lessons, weekend
 runaway to Mexico, lived with Del after brief meeting
 Prior belief pregnancy could not happen: not addressed
MALE: Del
 Self-esteem: low; afraid to stand up to parents
 Personal/future goals: unsure of future, carpentry
 desire, failure at college
 Risktaking behaviors:
 Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vol. 26 April 1980, p.123
Library Journal Vol. 105 February 15, 1980, p.526.

Novel Checklist

TITLE: A House For Jonnie O.
AUTHOR: Blossom Elfman
PUBLISHER: Houghton Mifflin Co.
PLACE OF PUBL.: Boston COPYRIGHT: 1976
PAGE #: 175 AGE OR GRADE LEV: Grade 11 and 12
FEMALE AGE/GRADE: 16 MALE AGE/GRADE: 18-20
BIRTH CONTROL USE: Prior consideration: not addressed
 Use and type: none
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: Single parent; fought alot
PREGNANCY RESOLUTION: Keep the baby Single parent
INFLUENCING OTHERS: friends also keeping babies
 multiple characters in book
EVIDENCE OF PERSONAL CHARACTERISTICS:

FEMALE: Jonnie

Self-esteem: average
 Personal/future goals: had potential / intellegent
 Risktaking behaviors: wanted to be totally independent
 Prior belief pregnancy could not happen: not addressed

MALE: Billy

Self-esteem: low; always had bad luck
 Personal/future goals: nothing substantial; dreamer
 Risktaking behaviors: lived on the streets or car
 Prior belief pregnancy could not happen: not addressed

BOOK REVIEW SOURCE(S):

School Library Journal Vol. 23 February 1977, p. 75.

New York Times Book Review January 30, 1977, p. 24.

Novel Checklist

TITLE: Someone to Love Me
AUTHOR: Jeannette Eyerly
PUBLISHER: J. B. Lippincott
PLACE OF PUBL.: New York COPYRIGHT: 1987
PAGE #: 168 AGE OR GRADE LEV: Grade 8 to 11
FEMALE AGE/GRADE: 15/Sophomore MALE AGE/GRADE: Senior
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
/ ABORTION CONSIDERED: Yes: ran out of time
FAMILY STRUCTURE: Divorced. Mother had problems
PREGNANCY RESOLUTION: Kept the child / single parent
INFLUENCING OTHERS: Mother and boy wanted abortion
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Patrice
Self-esteem: unsure of self
Personal/future goals: none
Risktaking behaviors: none specific
Prior belief pregnancy could not happen: not addressed
MALE: Lance
Self-esteem: high
Personal/future goals: college, do well in school
Risktaking behaviors: none specific
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vol. 33 April 1987, p. 109.
Voice of Youth Advocates Vol. 10 April 1987, p. 30.

Novel Checklist

TITLE: Looking For Home
AUTHOR: Jean Ferris
PUBLISHER: Farrar Straus Giroux
PLACE OF PUBL.: New York COPYRIGHT: 1989
PAGE #: 168 AGE OR GRADE LEV: Grade 7 and up
FEMALE AGE/GRADE: 17, Junior MALE AGE/GRADE: Senior
BIRTH CONTROL USE: Prior consideration: none
Use and type: no
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: Dual parent: abusive father
PREGNANCY RESOLUTION: Kept the baby after seriously
considering abortion and adoption
INFLUENCING OTHERS: New friends
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Daphne
Self-esteem: High; important to depend on herself
Personal/future goals: college at first, then survival
Risktaking behaviors: runaway, away from abusive
father
Prior belief pregnancy could not happen: not addressed
MALE: Scott: focus of book on girl, not the boy
Self-esteem: Not enough information
Personal/future goals: college
Risktaking behaviors: None specified
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vol. 35 August 1989, p.152
Booklist Vol. 35 June 15, 1989, p. 1816

Novel Checklist

TITLE: Tough Tiffany
AUTHOR: Belinda Hurrence
PUBLISHER: Doubleday and Co. Inc.
PLACE OF PUBL.: New York COPYRIGHT: 1980
PAGE #: 167 AGE OR GRADE LEV: Grade 7 to 12
FEMALE AGE/GRADE: 15 MALE AGE/GRADE: 15-17
BIRTH CONTROL USE: Prior consideration: not addressed
 Use and type: not addressed
ABORTION CONSIDERED: No
FAMILY STRUCTURE: Dual parent/ very poor
PREGNANCY RESOLUTION: kept the baby / single parent
INFLUENCING OTHERS: Supportive family
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Dawn
 Self-esteem: low
 Personal/future goals: none except to learn child care
 Risktaking behaviors: not addressed
 Prior belief pregnancy could not happen: not addressed
MALE: Joe
 Self-esteem: average
 Personal/future goals: offer of marriage
 Risktaking behaviors: not addressed
 Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
Horn Book Vol. 56 June 1980, p. 297.
School Library Journal Vol. 26 February 1980, p. 56.

Novel Checklist

TITLE: Fair Day, and Another Day Begun
AUTHOR: Katie Letcher Lyle
PUBLISHER: J. B. Lippincott
PLACE OF PUBL.: New York COPYRIGHT: 1974
PAGE #: 157 AGE OR GRADE LEV: Grade 8 to 11
FEMALE AGE/GRADE: 16 MALE AGE/GRADE: in 20's
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
ABORTION CONSIDERED: Yes by father
FAMILY STRUCTURE: Widowed father; on good terms
PREGNANCY RESOLUTION: Keep the child
INFLUENCING OTHERS: none
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Ellen Burd
Self-esteem: high
Personal/future goals: none
Risktaking behaviors: magic potions, ran away from home
Prior belief pregnancy could not happen: not addressed
MALE: John Waters
Self-esteem: low to average
Personal/future goals: unsure of what he wanted to do
Risktaking behaviors: promiscuous lifestyle
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
Booklist Vol. 70 April 1, 1974, p. 870.
Library Journal Vol. 99 September 15, 1974, p. 2294

Novel Checklist

TITLE: I Stay Near You
AUTHOR: M. E. Kerr
PUBLISHER: Harper and Row
PLACE OF PUBL.: New York COPYRIGHT: 1985
PAGE #: 182 AGE OR GRADE LEV: Grade 9 to 12
FEMALE AGE/GRADE: 15 MALE AGE/GRADE: 18
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
ABORTION CONSIDERED: No
FAMILY STRUCTURE: Dual; very poor
PREGNANCY RESOLUTION: Kept the child; married another
INFLUENCING OTHERS: none
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Mildred
Self-esteem: high; independent
Personal/future goals: college and highgrades
Risktaking behaviors: in love with very rich boy
Prior belief pregnancy could not happen: not addressed
MALE: Powell
Self-esteem: high
Personal/future goals: family traditions; service
Risktaking behaviors: love with poor girl
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vol. 31 April 1985, p. 98.
Horn Book Vol. 61 September/October 1985, p. 565.

Novel Checklist

TITLE: No More Saturday Nights
AUTHOR: Norma Klein
PUBLISHER: Alfred A. Knopf
PLACE OF PUBL.: New York COPYRIGHT: 1988
PAGE #: 278 AGE OR GRADE LEV: Grade 10-12
FEMALE AGE/GRADE:17 MALE AGE/GRADE: 18/Senior
BIRTH CONTROL USE: Prior consideration: once none
Use and type: condom
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: with widowed father
PREGNANCY RESOLUTION: Father kept the baby/ unmarried
INFLUENCING OTHERS: Others against the idea
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Cheryl
Self-esteem: average
Personal/future goals: marriage
Risktaking behaviors: left contraception to Tim
Prior belief pregnancy could not happen: not addressed
MALE: Tim
Self-esteem: high
Personal/future goals: raising the baby; college
Risktaking behaviors: none obvious
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
Booklist Vol. 87 October 13, 1989, p. 208
School Library Journal Vol. 35 November, 1988, p. 126

Novel Checklist

TITLE: Sweet Illusions
AUTHOR: Walter Dean Myers
PUBLISHER: Teachers and Writers Collaborative
PLACE OF PUBL.: New York COPYRIGHT: 1987
PAGE #: 142 AGE OR GRADE LEV: Grade 10 to 12
FEMALE AGE/GRADE: 15-19 MALE AGE/GRADE: 17-29
BIRTH CONTROL USE: Prior consideration: none
Use and type: pill mostly
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: Varied
PREGNANCY RESOLUTION: 1 adoption, 1 abortion, 3 kept
INFLUENCING OTHERS:
Multiple characters in this book.
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Gloria, Ellen, Jennifer, Sandra, Maria
Self-esteem:
Personal/future goals:
Risktaking behaviors:
Prior belief pregnancy could not happen:
MALE: Bobby, Kwame, Harry, Vernon, Jerry (married)
Self-esteem:
Personal/future goals:
Risktaking behaviors:
Prior belief pregnancy could not happen:
BOOK REVIEW SOURCE(S):
Booklist Vol. 83. June 15, 1987, p. 1591.
School Library Journal Vol. 33. April 1987, p. 26.

Novel Checklist

TITLE: For All The Wrong Reasons
AUTHOR: John Neufeld
PUBLISHER: New American Library
PLACE OF PUBL.: New York COPYRIGHT: 1973
PAGE #: 220 AGE OR GRADE LEV: Grades 9 to 12
FEMALE AGE/GRADE: 16 MALE AGE/GRADE: 17-18 Senior
BIRTH CONTROL USE: Prior consideration: none
Use and type: pill
ABORTION CONSIDERED: Tish wanted it
FAMILY STRUCTURE: Dual; Peter's mother suicidal
PREGNANCY RESOLUTION: Kept the child and marriage
INFLUENCING OTHERS: Peter was very strong on
marriage
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Tish: wanted to lose virginity,
chose Peter
Self-esteem: high
Personal/future goals: good in school; dreams of
college
Risktaking behaviors: pot/liquor parties;
Prior belief pregnancy could not happen: not first time
MALE: Peter
Self-esteem: high at the beginning
Personal/future goals: wanted to be responsible,
college
Risktaking behaviors: parties
Prior belief pregnancy could not happen: thought pill
BOOK REVIEW SOURCE(S):
Booklist Vol. 70 October 15, 1973, p. 208.
Library Journal Vol. 98 September 15, 1973, p. 2680.

Novel Checklist

TITLE: What Do You Do In Quicksand
AUTHOR: Lols Ruby
PUBLISHER: The Viking Press
PLACE OF PUBL.: New York COPYRIGHT: 1979
PAGE #: 199 AGE OR GRADE LEV: Grades 9 to 12
FEMALE AGE/GRADE: 16 MALE AGE/GRADE: 16
BIRTH CONTROL USE: Prior consideration: none
 Use and type: none
ABORTION CONSIDERED: Mother refused
FAMILY STRUCTURE: Dual parents; supportive after
 awhile
PREGNANCY RESOLUTION: Father to keep the child
INFLUENCING OTHERS: Father's father; sence of
 responsibility, values
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Diane Warshaw
Self-esteem: average assumed; mother not
 focus of story. Girl of lower
 socio/economic status
Personal/future goals: none; money
Risktaking behavlors: none specified
Prior belief pregnancy could not happen: not addressed
MALE: Matt
Self-esteem: average
Personal/future goals: finish high school/college
Risktaking behaviors: none other than unprotected sex
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vol 26 November 1979, p. 93.
Hornbook Vol. 56 February 1980, p. 64.

Novel Checklist

TITLE: Diving For Roses
AUTHOR: Patricia Windsor
PUBLISHER: Harper and Row
PLACE OF PUBL.: New York COPYRIGHT: 1976
PAGE #: 224 AGE OR GRADE LEV: Grades 8 to 12
FEMALE AGE/GRADE: 17 MALE AGE/GRADE: in 20's
BIRTH CONTROL USE: Prior consideration: yes
Use and type: condom; Jean did not get on pill
ABORTION CONSIDERED: Yes
PREGNANCY RESOLUTION: keep the child
INFLUENCING OTHERS: Sasha wanted abortion
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Jean
Self-esteem: low; very disturbed childhood
Personal/future goals: none except staying in home with Mother
Risktaking behaviors: none specified; weird life
Prior belief pregnancy could not happen: knew it could
MALE: Sasha
Self-esteem: average to high
Personal/future goals: computer programmer
Risktaking behaviors: camped in woods for summer
Prior belief pregnancy could not happen: tried to get Jean to take some responsibility
BOOK REVIEW SOURCE(S):
School Library Journal Vol. 22 May 1976, p. 74.
Publisher Weekly Vol. 210 October 4, 1976, p. 75.

Novel Checklist

TITLE: Beginners' Love
AUTHOR: Norma Klein
PUBLISHER: Fawcett Juniper
PLACE OF PUBL.: New York COPYRIGHT: 1983
PAGE #: 214 AGE OR GRADE LEV: Grades 9 to 12
FEMALE AGE/GRADE: 17 MALE AGE/GRADE: 17
BIRTH CONTROL USE: Prior consideration: yes
Use and type: diaphragm
ABORTION CONSIDERED: yes, had one
FAMILY STRUCTURE: dual parents, openminded
PREGNANCY RESOLUTION: abortion
INFLUENCING OTHERS: none
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Leda
Self-esteem: high
Personal/future goals: actress; college
Risktaking behaviors: liked excitement; drugs
Prior belief pregnancy could not happen: no
MALE: Joel
Self-esteem: low to average
Personal/future goals: college
Risktaking behaviors: naive and too trusting
Prior belief pregnancy could not happen: no
BOOK REVIEW SOURCE(S):
Library Journal Vol. 108 April 15, 1983, p. 201.
Publishers Weekly Vol. 223 March 11, 1983, p. 76.

Novel Checklist

TITLE: It's Not What You Expect
AUTHOR: Norma Klein
PUBLISHER: Pantheon Books
PLACE OF PUBL.: Canada COPYRIGHT: 1973
PAGE #: 128 AGE OR GRADE LEV: Grades 6 to 9
FEMALE AGE/GRADE: 16 or 17 MALE AGE/GRADE: 17
BIRTH CONTROL USE: Prior consideration: not stated
Use and type:
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: Parents separated for the summer
PREGNANCY RESOLUTION: abortion
INFLUENCING OTHERS: siblings and friends
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Sara Lee
Self-esteem: seems high
Personal/future goals: future architect
Risktaking behaviors: none
Prior belief pregnancy could not happen: not addressed
MALE: Ralph
Self-esteem: high
Personal/future goals: future lawyer
Risktaking behaviors: none
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
Best Sellers Vol. 34 June 1, 1974, p. 127.
Booklist Vol. 70 September 15, 1973, p. 82.

Novel Checklist

TITLE: Growing Up In a Hurry
AUTHOR: Winifred Madison
PUBLISHER: Little, Brown and Company
PLACE OF PUBL.: Boston COPYRIGHT: 1973
PAGE #: 168 AGE OR GRADE LEV: Grades 9 to 12
FEMALE AGE/GRADE: 15-16 MALE AGE/GRADE: 16 approx.
BIRTH CONTROL USE: Prior consideration: yes
Use and type: condom sometimes
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: Dual parents; idolized other
siblings
PREGNANCY RESOLUTION: abortion
INFLUENCING OTHERS: parents
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Karen
Self-esteem: low
Personal/future goals: none except music
Risktaking behaviors: sneaking around with Steve
Prior belief pregnancy could not happen: hoped it
wouldn't
MALE: Steve
Self-esteem: average
Personal/future goals: science future
Risktaking behaviors: sneaking around
Prior belief pregnancy could not happen: knew it could;
tried to get Karen to take some
responsibility
BOOK REVIEW SOURCE(S):
Library Journal Vol. 99 January 15, 1974, p. 218.
Publishers Weekly Vol. 204 November 19, 1973, p. 61

Novel Checklist

TITLE: Stranger, You and I
AUTHOR: Patricia Calvert
PUBLISHER: Charles Scribner's Sons
PLACE OF PUBL.: New York COPYRIGHT: 1987
PAGE #: 152 AGE OR GRADE LEV: Grades 7 to 12
FEMALE AGE/GRADE: 17 MALE AGE/GRADE: 17
BIRTH CONTROL USE: Prior consideration: not the first time
Use and type: none
PREGNANCY RESOLUTION: adoption
INFLUENCING OTHERS: none specific; main character Hugh was a friend.
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Zee
Self-esteem: low; wanted to fit in and have a boyfriend
Personal/future goals: none specific
Risktaking behaviors: drinking at a party
Prior belief pregnancy could not happen: yes
MALE: Jordie Slater
Self-esteem: high
Personal/future goals: future well planned; rich family
Risktaking behaviors: drinking at parties
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
Hornbook Vol. 64 January/February 1988, p. 67.
School Library Journal Vol 34 January 1988, p. 84.

Novel Checklist

TITLE: He's My Baby, Now
AUTHOR: Jeanette Eyerly
PUBLISHER: Lippincott
PLACE OF PUBL.: Philadelphia COPYRIGHT: 1977
PAGE #: 156 AGE OR GRADE LEV: Grades 7 to 12
FEMALE AGE/GRADE: 16 MALE AGE/GRADE: 16
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
ABORTION CONSIDERED: Yes; boy paid but girl did not
have it
PREGNANCY RESOLUTION: adoption
INFLUENCING OTHERS: Daisy and Charles's grandmother
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Daisy
Self-esteem: low; wanted revenge on father
Personal/future goals: none; wanted to get married
Risktaking behaviors: promiscuous lifestyle; sneaking
Prior belief pregnancy could not happen: not addressed
MALE: Charles; wanted the baby
Self-esteem: low to average
Personal/future goals: working to save for a car
Risktaking behaviors: sneaking around,
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vol. 23 May 1977, p. 69.
Booklist Vol. 73 April 15, 1977, p. 1265.

Novel Checklist

TITLE: Sycamore Year
AUTHOR: Mildred Lee
PUBLISHER: Lothrop, Lee and Shepard Co.
PLACE OF PUBL.: New York COPYRIGHT: 1974
PAGE #: 190 AGE OR GRADE LEV: Grades 6 to 9
FEMALE AGE/GRADE: 15 MALE AGE/GRADE: 17
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
ABORTION CONSIDERED: Yes; wouldn't ask the boy for money
FAMILY STRUCTURE: Single mother; down on men
PREGNANCY RESOLUTION: adoption possibly
INFLUENCING OTHERS: not addressed
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Anna
Self-esteem: low
Personal/future goals: professional singer
Risktaking behaviors: sneaking out of house
Prior belief pregnancy could not happen: didn't think;
was in love
MALE: Tony
Self-esteem: Seemed average
Personal/future goals: not specified
Risktaking behaviors: sneaking around, promiscuous
lifestyle
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
Library Journal Vol. 99 September 15, 1974, p. 2293.
Booklist Vol. 71 October 1, 1974, p. 173.

Novel Checklist

TITLE: Sharelle
AUTHOR: John Neufeld
PUBLISHER: New American Library
PLACE OF PUBL.: New York COPYRIGHT: 1983
PAGE #: 298 AGE OR GRADE LEV: Grades 11 and 12
FEMALE AGE/GRADE: 14 MALE AGE/GRADE: 22
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
ABORTION CONSIDERED: Yes
FAMILY STRUCTURE: Alcoholic mother, divorced,
PREGNANCY RESOLUTION: Kept the baby; then adoption
INFLUENCING OTHERS: none
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Sharelle
Self-esteem: average
Personal/future goals: good grades and college
Risktaking behaviors: none
Prior belief pregnancy could not happen: not addressed
MALE: Dallas: became brother-in-law
Self-esteem: average
Personal/future goals: Marriage to Annette
Risktaking behaviors: Gave liquor to/ seduced Sharelle
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vol. 29 August 1983, p. 79
Kirkus Review Vol. 51 June 10, 1983, p. 64.

Novel checklist

TITLE: Kathleen, Please Come Home
AUTHOR: Scott O'Dell
PUBLISHER: Houghton Mifflin Company
PLACE OF PUBL.: Boston COPYRIGHT: 1978
PAGE #: 196 AGE OR GRADE LEV: Grades 7 to 9
FEMALE AGE/GRADE: 15 MALE AGE/GRADE: 17
BIRTH CONTROL USE: Prior consideration: none
Use and type: none
ABORTION CONSIDERED: Mentioned in book
FAMILY STRUCTURE: Single parent; mother
PREGNANCY RESOLUTION: Have and keep the child
INFLUENCING OTHERS: none; others opposed
EVIDENCE OF PERSONAL CHARACTERISTICS:
FEMALE: Kathleen
Premature birth: baby dies shortly after birth.
Self-esteem: average
Personal/future goals: originally school
Risktaking behaviors: drugs, runaway
Prior belief pregnancy could not happen: knew possible
MALE: Ramon
dies in shoot out at the border
Self-esteem: average
Personal/future goals: wanted better life in U.S.
Risktaking behaviors: illegal immigrant
Prior belief pregnancy could not happen: not addressed
BOOK REVIEW SOURCE(S):
School Library Journal Vo. 24 May 1978, p. 78.
Booklist Vol. 74 May 15, 1978, p. 1486.

Appendix C

Titles

- Bridgers, Sue Ellen. Sara Will. New York: Harper & Row, 1985. 307p.
- Calvert, Patricia. Stranger, You & I. New York: Charles Scribner's Sons, 1987. 152p.
- Elfman, Blossom. The Butterfly Girl. Boston: Houghton Mifflin Company, 1980. 146p.
- Elfman, Blossom. A House for Jonnie O. Boston: Houghton Mifflin Company, 1976. 175p.
- Elfman, Blossom. The Sister Act. Boston: Houghton Mifflin Company, 1978. 170p.
- Eyerly, Jeanette. He's My Baby Now. Philadelphia: J. B. Lippincott, 1977. 156p.
- Eyerly, Jeanette. Someone to Love Me. New York: J. B. Lippincott, 1987. 168p.
- Ferris, Jean. Looking for Home. New York: Farrar Straus Giroux, 1989. 168p.
- Hermence, Belinda. Tough Tiffany. New York: Doubleday & Company, Inc., 1980. 166p.
- Kerr, M.E. I Stay Near You. New York: Harper & Row, 1985. 182p.
- Klein, Norma. Beginners' Love. New York: Fawcett Juniper, 1983. 214p.
- Klein, Norma. It's Not What You Expect. Canada: Pantheon Books, 1973. 128p.
- Klein, Norma. No More Saturday Nights. New York: Alfred A. Knopf, 1988. 278p.
- Lee, Mildred. Sycamore Year. New York: Lothrop, Lee & Shepard Co, 1974. 191p.
- Lyle, Katie Letcher. Fair Day and Another Step Begun. New York: J. B. Lippincott, 1974. 157p.
- Madison, Winifred. Growing Up in a Hurry. Boston: Little, Brown and Company, 1973. 168p.

- Myers, Walter Dean. Sweet Illusions. New York: Teachers & Writers Collaborative, 1986. 142p.
- Neufeld, John. For All the Wrong Reasons. New York: New American Library, 1973. 220p.
- Neufeld, John. Sharelle. New York: New American Library, 1983. 298p.
- O'Dell, Scott. Kathleen, Please Come Home. Boston: Houghton Mifflin Company, 1978. 196p.
- Ruby, Lois. What Do You Do In Quicksand? New York: The Viking Press, 1979. 199p.
- Windsor, Patricia. Diving For Roses. New York: Harper & Row, 1976. 248p.