Chapter –II
Review of Adolescence Related Literature
In the present chapter, the aim is to discuss some examples of adolescent fictional works of different ages as well as territories ranging three continents like Europe, America and Asia. This attempt will highlight how different writers have depicted the adolescent stage in their novels and short stories. To understand and interpret adolescence appropriately the related literature is essential. Therefore the researcher has studied three novels and three short stories of different writers. The works are: *David Copperfield* by British writer, Charles Dickens, *The Adventures of Tom Sawyer* by American novelist, Mark Twain, *Kim* by Indian author Rudyard Kipling; and short fictions are: *Playing the Game* by British story teller, Arthur Mead, *I Want to Know Why* by American short story teller, Sherwood Anderson and *The Night in the Leopord* by Indian writer Shashikala Skemoi.

Literature is a living phenomenon. Since human being became civilized, literary creations—are created considering the various aspects of human life. Thus, literary creation is going on. It has included all the major subjects from earth to space. However, few subjects like love, life and death can be found in the center of literature.

Since literature highlights every aspect of life, ‘How can adolescent stage remain untrodden?’ It is a very significant stage of human life. Revolutionary, some times major, changes take place during this period. An adolescent wishes to give up many old habits of childhood and wants to acquire new ideas and habits at their place. He/She passes through certain desires, dreams, confusions, challenges and many other changes. Because of biological change, it is an exciting time for the growing up. He/She struggles to make his/her own identity and becomes aware for the first time about ego and social status. On the other hand, the elders underestimate his/her capacity and ability saying again and again: ‘You are too young to do that or handle that task.’ David expresses the exact feelings of an adolescent in this poem:

Let me test, let me try, let me reach,

Let me fly!

Push Me out of the nest (but not too fast).
There is much I don’t know.
    There are things that I want—don’t
    Hide me from the sight of the world.
Give me room, give me time. There
    Are things I’m not frightened
    To try.
Let me tumble and spring, let me go,
    Let me be. Wait and see-
    I am growing, world.
Water me with the wisdom of
    Your tears. (David)

The hopes and confusions of adolescents are effectively reflected in this piece of verse. Many writers of different nationality have depicted ‘Adolescent’ phase in their literature. Significant works highlighting this stage of life in literature can be observed chiefly in 19th century. Leading Victorian novelists like Charles Dickens, George Meredith, and Anthony Trollop have peeped into the world of the adolescents through their fiction. Every adolescent is brought up in different ways. The internal and external growth of an adolescent is affected by geographical conditions, weather, socio-economic status, cultural aspects, and many other factors of the society he is member of. The adolescent characters in the Victorian novels are portrayed according to Victorian society. Alice Crossely throws light in this direction:

The fluid position of adolescence in mid Victorian society creates fascinating and informative tensions within the fiction and periodical literature of the period, in which there is often a struggle to reconcile the transitional aspects of male adolescence with more crystallized ideals of Victorian manhood. The focus of Victorian writers on the formative aspects of male adolescence, as a transient stage of development but also as a separate masculine type or identity, has as yet received limited critical attention as a prominent aspect of Victorian literature; this
in turn has led to a distortion of perspectives on self identity and self presentation, sexual consciousness, and the discussion of manliness in such work. (Alice)

As mentioned earlier, adolescent world was appropriately first time highlighted in English literature by Charles Dickens. He represented orphan and working class adolescents in his all major works including *Oliver Twist*, *The Great Expectations* and *David Copperfield*. In this study, David Copper Field is considered to interpret adolescence stage.
**David Copperfield**

*David Copperfield* is undoubtedly the most famous novel of male adolescent in English. Edger Johnson, in his *Definitive Biography* of the author, remarks:

No other boy has known exactly the same circumstances as David Copperfield, and yet all childhood is there. (Edger)

The novel is a faithful document of Dickens’s struggle in early years of life. Much of it is autobiographical. At the adult stage, David Copperfield narrates the story of his life right from his birth. David was born six months after the death of his father. Little David grows up in the company of his gentle, beautiful mother and his simple but faithful servant nurse Peggotty. An aunt of his father, Miss Betsey Trotwood turns up on the day of his birth. She is disappointed to hear that Clara Copperfield has given birth to a boy child while she expected a girl child. She without a word walks out of the house, never to return. David loses his father before his birth. At the time of his birth, his aunt separates soon from his mother.

David’s misery follows him at every stage. After his mother’s remarriage with Mr. Murdstone, David becomes the victim of cruelty. His stepfather, Mr. Murdstone treats him with inhuman manners. Soon, David is sent away to boarding school as he beats Mr. Murdstone when he is undergoing a beating. There, at the boarding school he meets a couple of boys who become friends, James Steerforth and Tommy Traddles. David’s hardluck follows him to school. He feels miserable at Mr. Creakle’s school and he is mercilessly beaten by the headmaster. Dickens narrates:

> The rest of the half-year is a jumble in my recollection of the daily strife and struggle of our lives; of the waning summer and the changing season; of the frosty mornings when we were rung out of bed, and the cold, cold smell of the dark nights when we were rung into bed again; of the evening schoolroom dimly lighted and indifferently
warmed, and the morning schoolroom which was nothing but a great shivering-machine; of the alternation of boiled beef with roast beef, and boiled mutton with roast mutton; of clods of bread-and-butter, dog’s-eared lesson-books, cracked slates, tear-blotted copy-books, canings, rulerings, haircuttings, rainy Sundays, suet-puddings, and a dirty atmosphere of ink, surrounding all. (Dickens)

After the death of David’s mother, the Murdstones dismiss Peggotty and send away David to London where he is to work as a laborer in a wine bottling factory. Here, he does mechanical work of washing bottles from morning to evening. Due to his adolescent age his attraction toward young girl is natural. Here, he is attracted and falls in love with a young girl, Dora, the daughter of Mr. Micawber, a well-known solicitor of London. They get married after the death of Dora’s father. Because of financial crisis, David takes various jobs in order to manage his bread and butter like Dickens himself turned to fiction writing.

With the passing of time, Dora becomes ill after losing her child. After a long illness, she finally dies. After Dora’s death, David travels to Switzerland for a number of months. During travelling, he realizes that he has soft corner for his old girl friend, Agnes, Mr. Wickfield’s daughter. He returns home and gets married her at the end of the novel.

In some initial chapters, readers draw closer to Dickens’s most realistic and touching portrayal of a young man and his growing up. The difficulty of being an adult, of marrying, finding love and settle down well and much more have been earnestly reflected in this autobiographical novel. David faces troubles at home and becomes victim of domestic violence. Dickens satirizes the Victorian society when David is also beaten at school. The society doesn’t have any sympathy for the poor and orphans like David. This classic growing up of age documentary explores nineteenth-century social conditions and their effect on the person like David Copperfield.

In most of the cases, the society instead of treating sympathetically, troubles orphans especially to children. Such victims are already in pitiable condition; society also tortures them and makes the world worse for them. David when travels towards
Dover to see his aunt, Aunt Betsey Trotwood, he is robbed on the way. He borrows ten shillings from his nurse Peggotty for his coach-fare to Dover. But, he loses the money in the robbery. He has to start on foot and sell his waist coat and his coat for food. Here, Dickens satirizes the Victorian society which oppresses such poor orphan boy who has to cover seventy miles by walking. This journey is obviously very hard for him. In comparison to Kipling’s Kim, Kim appears practical in this sense. He too takes long passage from plain to high hills of the Himalayas. He does not suffer; rather he enjoys every tight corner and also looks after the lama for whom he has fatherly love and respect. Rusty also undergoes a long journey in Bond’s Vagrants in the Valley with his friend Kishan. It seems it is a technique of a few fiction writers of adolescents who take young boys on travelling and provide them life long experience. These boys know the world themselves. David experiences evils of wicked society of his time. Dickens is considered as one of the pioneer writers to portray adolescent stage in fiction. A reader also comes across more or less portrayal in his other novels like Great Expectations, Oliver Twist and some other stories.

However, Dickens’s novels deal majoritily with adults and based on various themes, they do introduce growing up characters in more or less extent. Mark Twain’s adolescent characters remain growing up through out the story, while Dickens’s characters grow and become adult. A question arises here naturally, whether Dickens should be read by children or not. The answer is given by Susan Elkin:

As a scholar who focuses mostly on the works of Dickens and his Victorian peers, I would argue that the question to be asked is not whether Dickens is suitable for children, as I think he most definitely is, but rather if we too often run the risk of assigning Dickens into a category suited best for young people and children? As the article stated, with the countless watered down adaptations of A Christmas Carol and other tales, we often run the risk of portraying the novels in an adolescent and fairytale-like fashion. Dickens offers much, much more to his readers; his works communicate fears of abandonment, social neglect, capitalistic and
imperial abuse, personal insecurities, and psychological deficiencies, among other constant themes. Not only are these realities that children and adolescents must face and understand, they are also extremely important lessons that many adults never fully digest or observe critically. Thus, I would argue that it is overly important that readers of all ages venture to enjoy and understand the works that Dickens left behind. (Elkin)

Dickens is a genius whose art of fiction writing covers all stages of life. Many of his novels like *David Copper Field*, *Oliver Twist* show that he was intensely interested in vulnerable groups such as children, and particularly in how the development of the adult begins in childhood. This portrayal of adolescents is full of hardship and autobiographical. *David Copperfield* is the pioneering novel to bring out to the notice the adolescent appeal and to present the physical as well as mental portrait of growing ups. Dickens presents this growing up phase in many other novels.
Playing the Game

There is a strong influence of family and family background, parents, elders, guardian on the development of a child especially at adolescent era. These authorities shape his/her mind, personality and character. This fact is artistically presented in Playing the Game, a fine short story by a reputed British journalist, story teller, Arthur Mee. The story describes a different characteristic of an adolescent boy, Alan. Generally, a school boy neglects everything while he is going to the playground. But, this story presents a promising cricketer and a kind hearted young boy who helps an old man on his way to an important cricket match. Sometimes such unexpected and extremely kind actions can be also observed among the adolescents in some situations.

Alan’s mother comes to the gate to see him off in the beginning of the story. She wishes him every success as he is going to play a school cricket match. He is mightily proud of being chosen to play as a bowler. He has practiced bowling with his father for weeks and his father expects good performance from him in the match. He is as excited as Alan over the match, and he has promised Alan that if his side wins, he will buy him a bicycle.

On his way to the sports ground Alan has to pass a little three-cornered meadow. When he reaches there, he sees a very old man leaning heavily on his stick. As Alan passes, the old man calls out to him for help. The old man in his thin and cracked voice requests him to take his arm. He tells Alan that the road is so hilly and the wind is almost too much for him. So he requests Alan to help him. And Alan gladly supports the old man. He knows that he can easily adjust the time he will spare for helping the old man, when he leaves him. But, poor old man leans heavily on Alan’s sturdy arms. He walks very slowly and uncomfortably. Alan tries to explain the old man that he must not be late at the cricket ground, but the old man seems not to hear him.

The tension increases every moment. Alan did not know that the old man would take too much time and that’s why he decided to help him. The situation worsens when the old man requests Alan to see him home. It is a great dilemma for Alan whether to help the old man or to leave him on the way and run to the play ground. However, Alan belongs to a very gentle family and his parents have taught him noble ideas to serve the needy. He almost loses the hope to reach the ground in time. He thinks that the teams will be on the ground and the sports teacher will be looking for him. But, he remains
with the old man. On the other hand, the old man cannot walk faster. His condition becomes more pitiable. He needs the boy’s support badly. He requests Alan again to stay with him. In reply, Alan assures him that he will stay there. Still he hopes someone to come on the way and help the old man and he will be able to reach the ground. He stares anxiously up and down the road. Every minute seems like an hour. The narrator points out the mental condition the the boy excited to reach the play ground:

See him home? And they were still a long way off! If only he could walk a little faster. Why, the teams would be already on the field, and the captain would be wondering why he did not come. (Arthur)

Then, at last, turning the corner, a jolly looking policeman comes. Alan explains him about the old man. The policeman assures Alan that he will see the old man home. Alan runs off as fast as his legs carry him to the sports ground. But, he is late for the match. The match has already started when he reaches to the ground. His teacher angrily comments that he is not good, if he cannot come up in time. The team has selectd Harold Banks in Alan’s place.

Alan returns home disappointedly without any argument with the sports teacher. When he reaches home, his father opens the door. He congratulates Alan patting his back. Alan tries to clarify the matter but his father informs him that he was following Alan and the police man told him what had happened. He appreciates Alan’s noble act of service. He tells that Alan was playing the game although it wasn’t on the cricket pitch. So he went back to the market place and bought the bicycle he had promised. He also tells his son that he and hismother both are proud of him. And in the classroom next morning, the boys give Alan three loud cheers, as only schoolboys can, for in some mysterious fashion they too learn all about his kind and missionary act.

Alan’s story introduces another aspect of adolescent personality. A schoolboy who is very excited for the match and already on his way helps a needy old man astonishes readers. It is observed in most of the cases that school boys do not consider any thing while going to play. They neglect everything while their friends are waiting. In R.K.Narayan’s well known novel Swami and Friends Swami throws his school bag and rushes to the cricket ground without coffee or other refreshment his
mother offers. He runs to the ground and listens to nobody on the way. Once, his own grandmother asks him to bring some lemon for her as she is suffering from stomach-ache. But, he doesn’t stop to listen to her and runs to the ground. Alan is a different kind of boy who helps even an unknown old man on his way to the cricket match.

Important thing to be noted here is, Alan’s father who appears as a model parent. He takes great interest in shaping him as a good human being. He also encourages him. Alan is a good bowler and luckily he has been chosen in his school team for the next match. His father trains him for better performance. When Alan returns home without playing the match, he is disappointed. At this time, his father greets him with ‘bravo’. He congratulates his son for noble act. Such inspiring words from parent can make any boy Alan:

It’s alright, it was the old man,” he said, “you see, I came up behind that policeman and he told me what had happened. So I knew you were playing the game although it wasn’t on the cricket-pitch. So I went back to the market-place and bought the bicycle I promised you. It’s beauty. And, Alan, we’re proud of you, your mother and I. (Arthur)

As per his promise, Alan’s father presents him a beautiful bicycle. In this way Alan’s father proves to be a role model for other parents. An ordinary father may scold his son for wasting very important time in this way. Instead, Alan’s father encourages him by giving him a bicycle as a gift. This motivation brings up Alan in specific way. Reader can easily understand why Alan does not go away to play the game. It can be predicted that Alan will become a gentle man when he will grow up.

Moreover, students in school applause Alan in such a way that he is motivated more. This approach encourages especially an adolescent to be good more and more. Students also appreciate kind act of humanity as they begin to develop sense of good and bad at this stage. Such motivating treatment inspires other students to be good and work like Alan.

Some other leading adolescent fictional works in English are: Lord of the Flies- William Golding, Treasure Island- R.L.Stevenson, Harry Porter- J. K. Rowling, The Dark is Rising Sequence- Susan Cooper. These works present psycho
analytic process of the adolescent protagonist. Their inward journey and outward march are realistically narrated.

America is a nation of the people coming from so many countries. It is a multi-culture nation where people from almost all continents settle. Hence, American society is different from the rest of the world. A child brought up here is definitively affected more or less by the cultural aspects of the new world. The novel *Namesake* by JhumpaLahiri is an excellent example of influence of social factors on the childhood. She effectively presents the struggle of Indian origine boy, Nikhil Gogol and the girl, Sonia to settle on American soil. Their family is traditional Indian especially their mother, Ashima and their friends’ lifestyle is completely American. Both children are brought up under Indian especially Bengali lifestyle. They have India at home and when they step out of the home they live in American world. However, the parents ultimately succeed to keep them Indian.

A child, of any culture or country is deeply affected by the family issues. The family is a centre for him/her for pain or pleasure. Greg Hamilton, a well-known American writer, as an English language teacher of adolescents expresses some past memories regarding his adolescent days. Every child is brought up in different manners. Here he narrates the influence of family back ground on his growth:

When I was twelve, my parents called my brother and me into the living room, sat us between each of them on the couch, and explained that they were going to live apart from then on. I remember taking the news matter-of-factly, my stomach churning over and over, but on the surface trying to be a "grown-up," supportive of their needs by appearing mature. My nine-year-old brother cried. And when I went back into my bedroom, closed the door, and crawled into bed, I cried, too. I cried for me and I also cried for my mother and father. I wondered how they would survive without each other. I thought about each of them living alone, separated, and rising to the challenges that being a couple
seemed to protect one from. On the playground the next day I was terrified and embarrassed that someone might find out that my parents were splitting up. It was 1973, and divorce in Oklahoma was not yet as common as it would soon be in the United States. That was when a classmate, Lisa, who had lost her older brother the summer before in a swimming accident, came over and asked me what was wrong. I told her what had happened as we walked together towards the edge of the playground. I expected her to understand because of what she had been through. She did, or seemed to at the time, and promised to keep my family secret. Of course, two days later, several of Lisa's friends told me they were sorry. Sorry for what? I asked, wishing I had never told anyone in the first place.

(Greg)

In the United States such cases may be more and normal in comparison to the traditional British society and orthodox Indian culture. Divorce may be a common decision taken by many American couples. The Bluest Eye, a novel by Tony Morrison also portrays the violence and disputes within the family of Charlys. The family environment has deep influence on the growing ups. Such children are targeted in school and are made fun by other students for family problems. However, the adolescents who are orphan or who spend more time outside home may be free from such clashes. They grow in different way. Mark Twain takes the readers into such wonderful world fully dominated by the adolescents in his novel The Adventures of Tom Sawyer.

In this study for the development of American adolescents, fictions like Mark Twain’s novel The Adventures of Tom Sawyer and Sherwood Anderson’s short story I Want To Know Why are considered.
The Adventures of Tom Sawyer

Mark Twain’s *The Adventures of Tom Sawyer*, first published in 1876, is a child's adventure story; it is also, however, the story of a young boy's transition into a young man. In certain ways, it is a ‘building strong man’, the main subject of this novel is the moral, emotional, and intellectual development of a youthful main character, Tom Sawyer. It is not a true ‘building strongman’, however, because Mark Twain did not take Tom into full manhood as Dickens did in David in *David Copperfield* and Pip in *Great Expectations*. David and Pip grow up and turn out to be adult while Tom remains an adolescent through out the novel.

One of the America's best-loved tales, *The Adventures of Tom Sawyer* appeals wide range of readers. First, it appeals to the young adolescents as the exciting adventures of a typical boy during the mid-nineteenth century, adventures that are still intriguing and delightful because they appeal to the basic instincts of nearly all young people of any time or any culture. Second, the novel appeals to the grown-up readers who look back on his or her own childhood with fond memories. In fact, in his preface to the first edition, Twain wrote:

> Although my book is intended mainly for the entertainment of boys and girls, other part of my plan has been to pleasantly remind adults of what they once were themselves and what they felt and thought. (T. Mark)

Thus, the novel is a combination of the past and the present, of the well-remembered events from childhood told in such a way as to evoke memories in the adult mind. It takes the adults into another world again which has been left behind.

The novel begins dramatically with Aunt Polly, an old kind lady, Tom’s aunt who brings up him affectionately calling Tom. He is very naughty boy who doesn’t care for his loving aunt’s bothering for him. This beginning seems very realistic as such incident takes place in every child’s day to day life. Tom lives with his aunt Polly, his cousins Sid and Marry. His aunt is very strict about discipline but with a kind heart. She keeps watch on Tom. He goes to school but doesn’t like there. He tries to escape from school and goes to the river for swimming. Aunt Polly punishes him
for such mischief. She assigns him to paint the compound wall as a part of punishment. But he turns this penalty into pleasure and profit by getting other boys to paint the wall and collects a lot of gifts from them like toys, apple, kite and many other invaluable treasures of children. The innocent world of adolescents develops in this way.

Later on, Tom comes across a beautiful girl with blue eyes, Becky Thatcher in the school. Their relationship develops. Both fall in love with each other. There is a sweet quarrel between them when Tom in over joy speaks the name of his old beloved, Emmy Lawrence.

Tom develops friendship with an outcast and wandering boy Huckleberry Finn, the son of a drunkard. Huck believes that a dead cat can cure warts. Tom is interested in this matter therefore Huck takes him to the graveyard for the demonstration. There, they witness the incident of killing of Dr. Robinson. They run away without using the dead cat. In fact, Injun Joe, Muff Potter and Dr. Robinson are found in the graveyard. The doctor has Joe and Muff dig a grave to bring out a coffin. Meanwhile, they quarrel and Joe snatches Potter’s knife and murders the doctor. Joe blames this murder on Muff Porter. Only Tom and Huck know the truth that actually Joe is murder. As a result they are horrified and feel that they are followed by Joe everywhere. People believe that Muff Porter is killer of the doctor as the knife used for murder belongs to him. Ultimately, in the court Tom bravely reveals the fact that Injun Joe is the murderer of the doctor and not Potter. As a result, Joe is afraid and runs away from the court like lightning.

Mark Twain introduces unadulterated and undisturbed world of adolescent boys when Tom, Joe Harper and Huck decide to live on Jackson’s island near Mississippi river to become pirates. This island is three miles away from St.Petersburg town which is free from human civilization. They cook their food and spend many days here. The people of Tom’s village believe that they are drowned and offer their tributes. As human being can’t be happy in the same condition for a long time, Jackson’s island is unable to give them much pleasure for a long time. They return home dramatically during the Sunday prayer in the church to mourn the death of their own!

The story develops with Judge Thatcher, Becky’s father arranging a picnic for the children of village. The children enjoy a lot near the edge of wooded hollow. The whole forest becomes vital with the shouting and laughter. Then they decide to explore
the cave. All have fun there and they play games like hide and seek. Tom and Becky too join them. Accidentally they miss the way while playing and go deep in the avenues of cave. All children return home without waiting for Tom and Becky. The picnic party turns into a sad event. Tom and Becky find Injun Joe’s cross there. They are found again after a long time. The entrance of the cave is locked by the judge to stop other children going into the cave. When the gate is opened, Injun Joe, the murderer of Dr. Robinson is found dead and it is believed that he died of starvation.

After some time, Tom informs Huck about the treasure that is lying in the cave. They reach the cave and find out the box of treasure. Widow Douglas is much thankful to Huck as he saves her from the possible danger from Injun Joe. She decides to keep him at her home and start a business for him. He stays here comfortably but after some time he runs away from here as he doesn’t like this new life. He likes to live independently. Tom stops him for this action and advises him to live with Widow Douglass. The novel ends with the settlement of everything happily.

*The Adventures of Tom Sawyer* takes readers into a broader and richer world of adolescents. The novel highlights so many aspects of growing up like social, intellectual, emotional, physical, moral development through the portrayal of Tom, Huck, Becky and some other adolescents. As an adolescent, Tom is much mature and responsible. He develops intimacy with Huck even though he is neglected by most of the people in the village. Tom’s social development can be observed in his friendship with many children.

The most entertaining scene in the novel is Tom’s punishment of whitewashing the fence. Aunt Polly punishes Tom for his mischief. But, he transforms it into the greatest joy by befoolying children. When he begins to whitewash, other children turn up there. Tom pretends that he is enjoying heavenly pleasure in whitewashing. Other children are interested in this activity and they request him to give them opportunity for whitewashing. Tom first, denies, but later agrees to give them opportunity. He demands various things from each child. His punishment becomes a chance for collection of apple, kite and other toys from children. He sits freely watching the wall being painted. Moreover, Tom doesn’t like to take medicine. Once, his aunt gives him to take medicine in the form of liquid, he gives it to a cat secretly, in the absence of his aunt. The medicine soon shows the effect of syrup and the cat starts to dance and jump in every corner of the house. These scenes indicate
Tom’s intellectual growth and how an adolescent can think, plan and befool surrounding people.

An adolescent begins to develop the sense of morality at this phase. He/ she is now able to understand the difference between good and bad. Twain indicates this element in the adolescent characters of the story. At the crucial moment, Tom informs the court that Injun Joe is the murderer and not Porter. This shows his courage to stand by the truth and sense of morality.

Wandering carelessly is one of the most fascinating activities adolescent boys like to do. Rusty, Kishan, Ranbir, Suri in *The Room of the Room* and Swami, Mani, Rajam, Somu in *Swami and Friends* are found most of the time outside the home, away from restrictions of the elders. They enjoy adventures and visit unknown places without the company of their parents. Tom, Huck, Joe Harper escape to Jackson’s lonely island as pirates under the same passion. They imitate the world of adults. In *Swami and Friends*, the boys take their position as police party during the vacation. They stop cart riders and inquire about license and many other details.

Superstitions are always center of attraction for all human beings including children. Young boys and girls believe in superstitious stories about ghost, spirits, god and many other things. Twain also points out this fact in this novel through dead cat’s incident. Huck believes that a dead cat can cure warts and so he keeps it. Nothing but a dead cat attracts Tom to make friendship with Huck. They believe in such mysterious thing. As the below given paragraph comments:

> The boys’ world is haunted by superstitions and governed by Biblical injunctions. When they visit the graveyard, they fear ghost and devils, but they encounter Injun Joe, Muff Porter and Dr. Robinson robbing a grave. Joe plays the role of melodramatic villain, killing the doctor and blaming the murder on the alcoholic Muff. Although ignorant enough of conventional Christian history to identify the first disciples as “David and Goliath”, Tom and Huck are so conditioned by conventional morality that they expect Joe to be struck down by lightning for his lie when he is not, the boys assume he has sold
himself to the devil. (www.novelexplorer.com/tom-sawyer-and-characters-70)

Twain’s adolescent world is very realistic. He touches most of the aspects of these wonderful days. An adolescent may be boy or girl is governed by sentiments. They feel being attracted towards opposite sex. Tom and Becky fall in love with each other. They promise to marry. Their love grows more in the cave incident when they miss the way to go out of the cave. When Tom utters the name of his old beloved, Becky becomes angry and quarrels with him. As it is said quarrel is a part of love, they reunite soon. However, Twain presents adolescent world only and not further development, their marriage does not take place unlike David Copperfield who grows as adult and marries his beloved Dora. Tom has ability to convert punishment into pleasure. He comes across Becky first time when the teacher punishes him for coming late. He is asked to sit among the girl students and here he attracts her by drawing some pictures.

It is fact and often observed that the youngsters dislike going to school especially on Monday after delicious week end days. Tom like Swami in Swami and Friends doesn’t like to study at school. He goes to school but to play with his friends and not interested in study. Sometimes he escapes from school for swimming in the river and wandering carelessly.

Mark Twain captures the essence of childhood, with all its excitement, fear, and mischievousness. In the same way, the characters--Tom himself, Becky Thatcher, Huck Finn, Injun Joe, and Aunt Polly--have become part of American heritage. Maurice Le Breton notes in his article, Twain’s Motley Characters:

Twain takes his heroes from the strange and motley world between the Mississippi and the Pacific. Lowly heroes indeed, but what a variety! Among the children: Tom Sawyer, Huckleberry Finn, Joe Harper, and the whole gang of urchins in St. Petersburg and Dawson’s Landing; among the Negroes: the good, devoted Jim, and Roxy, the mulatto of Pudd’nhead Wilson, so crafty and so
painfully human; wandering actors, who are at the same time tragedians, charlatans, preachers, doctors, teachers – and whatever they may be doing, complete rascles; dreamers and sober towns people, postmasters, coach-drivers, inn-keepers, bandits. Each has his own individuality and acts in his own way, no one is like another, and yet Mark Twain is able to distinguish certain common traits in the crowd. (Maurice)

As a whole, *The Adventures of Tom Sawyer* is a fantastic novel reflecting the world dominated by the adolescents. Twain’s genius lies in his knowledge of the working of the adolescent mind. He invites readers to peep into the colony of the growing ups particularly boys.
I Want to Know Why

It is really a challenging task to depict adolescent world in a limited sphere of short story. Of course, novel provides better and wider scope for such portrayal. However, Sherwood Anderson, an American author, poet, playwright, essayist, and newspaper editor, has succeeded in presenting certain noteworthy aspects of adolescents in his short story: I Want to Know Why. It is a story that focuses on an adolescent’s turning disappointed when his hero turns out zero for him. It highlights to which extent a young boy can go crazy for his favorite star, the horse trainer, Jerry Tillford and then hates the same person after an unwelcomed incident. The title of the story manifests the boy's confusion and hurt.

The story is narrated by a fifteen year old narrator. He begins the story with the description of his and his other three friends’ running away to seek the thrills of horse racing at Saratoga, New York. They are crazy for such activity. They contact Bildad, a local nigger of their town Beckersville for help as he works in a stable in Saratoga. The storyteller dreams to be a horse rider, but his height is more than which is necessary for a horse rider. Once, his friend Harry Helinfinger played a joke on him about his height. He suggested the narrator to eat a half cigar to reduce his height and could become a horse rider. The narrator did it. He took a cigar from his father’s pocket and ate it. It made him awful sick and the doctor was sent for. He kept growing. Then he realized that it was a joke. He wishes to be a nigger as they work in stable and stay close to the horses while the white people like the narrator are not permitted by their family for such lower job. He is very crazy for the world of horses. Sherwood Anderson narrates:

If you've never been crazy about thoroughbreds it's because you've never been around where they are much and don't know any better. They're beautiful. There isn't anything so lovely and clean and full of spunk and honest and everything as some race horses. On the big horse farms that are all around our town Beckersville there are tracks and the horses run in the early morning. More than a thousand times I've got out of bed before daylight.
and walked two or three miles to the tracks. Mother wouldn't let me go but father always says, "Let him alone." So I got some bread out of the bread box and some butter and jam, gobbled it and lit out.


The madness for horse racing takes the narrator and his friends Hanley Turner, Henery Rieback and Tom Tumberton to Saratoga, a world of horse racing. They catch a freight train from their town Beckerville. The narrator is fifteen year old and he is the oldest of all four. It is his scheme to escape to the dream world of horses in Saratoga during vacation. When they leave, the narrator has thirty seven dollars which he had earned during the winter working nights and Saturdays in Enoch Myer’s grocery. Other friends have little money with them. On the way to Saratoga, they visit the Niagara Falls. They purchase things from there for their sisters and mothers, but they think not to send any of the gifts home as they do not want to put the family members on their trail and may be they nab the boys.

When the boys get into Saratoga, Bildad feeds them up. He shows them place to sleep in hay over a shed and promise to keep still. At Saratoga meeting, there are many professional gamblers from the narrator’s home town as well as from Louisville, Lexington. The narrator’s friend Henery Rieback’s father is also present there. He is a nice and generous person who always sends presents, a bicycle, gold watch, and a boy scout suit of clothes for his son Henery. The narrator’s father is a lawyer. He is a good man too, but he doesn’t make much money. The narrator is mature enough to understand the family condition. Therefore he does not expect such gifts from his father. Then the narrator memorizes a strange incident which makes him upset for a long time.

The narrator and his friends spend six days in the wonderland of horse racing and enjoy watching the track, horses, the horse trainers and many other things around. The narrator is fascinated towards two horses, Middlestride and Sunstreak. He loves to watch them every time. Meanwhile, he comes across the trainer of Sunstreak, Jerry Tillford. He likes Tillford’s treatment for Sunstreak with intimacy. Then, Sunstreak wins the race by making a new world record. As a result, he is attracted more and
more towards this trainer. He becomes like a celebrity, a super star for the narrator. His fondness for the trainer takes him everywhere close to him just to see his glimpse.

After the race, the narrator likes Tillford even more than he ever liked his own father. That night after the race, Tillford and some other men go into a rummy house. They look drunk. The rummy house is a mean and dirty place. It is a place for bad women to live. The narrator creeps up along a fence and looks through a window. What he finds in the room upsets him deeply. Tillford kisses a woman and enjoys freely the company of the half naked body of that woman. He is disturbed and confused.

Then, all of a sudden, the narrator begins to hate that man he admired. He wishes to scream and rush in the room and kill him. He never felt such feelings before. He creeps away and goes back to the tracks and to bed and can’t sleep that night. Even after so many days he can’t come out of that unexpected behavior of his favorite star. Now, he doesn’t find the same world of horse racing as was a dream world for him. He thinks: ‘‘What did he do it for? I want to know why.’’ (Anderson, http://www.onlineliterature.com/sherwood-anderson/1469/)

_I Want to Know Why_ is the story of a boy's tragic realization that people aren’t always as good as they seem. It is told from an adolescent’s point of view. It shows how a young boy sees and reacts in the world of adults. Had the narrator been an adult, the story would be different and especially the end. An adult may overlook the last scene of rummy house. But, the narrator is an adolescent and can’t understand such truths of life. He fails to consider the prostitute incident as also a part of life. He rather takes it as a sin and an immoral act.

The story also focuses on the irresponsible act of the boys; they run away from home to Saratoga without informing their parents. This kind of behavior can be observed in so many fictional works, like in _The Adventures of Tom Sawyer_ Tom and his friends escape to Jackson Island. The adolescents have strong instinct to seek pleasure in their own world and therefore they run away for adventures from parental authority. They want to see the world in their own way.

One of the most interesting aspects the story highlights is the fondness or craze of an adolescent. It is the stage where may be boy or girl develops strong liking for film stars, sportsmen, singers, and such other celebrities. They wish to look, dress like them. They collect their photographs and keep in their pockets, books; sometimes
stick the photographs on the bedroom wall, hostel room door or on cupboard door. They dream to see them face to face. On account of such madness they run away to big cities where they can see the celebrities. The successful celebrities become the role model for them. Jerry Tillford in this story becomes a center of attraction for the narrator. His attention shifts from horses to the trainer, Tillford. He begins to feel fatherly love for the trainer. But, this magnetism doesn’t last long. After prostitute scene, there is a pendulum swing in it. The narrator’s attitude towards Tillford changes dramatically. This shows an adolescent may love intensely and hate intensely too. The reason for such irrational behavior may be, he/she is basically governed by passions and not by logical thinking. Love and hate are both strong and common forms of sentiment. Therefore, the narrator even wishes to kill Tillford.

Then, all of a sudden, I began to hate that man. I wanted to scream and rush in the room and kill him. I never had such a feeling before. I was so mad clean through that I cried and my fists were doubled up so my finger nails cut my hands.

And Jerry's eyes kept shining and he waved back and forth, and then he went and kissed that woman and I crept away and went back to the tracks and to bed and didn't sleep hardly any, and then next day I got the other kids to start home with me and never told them anything I seen.

I been thinking about it ever since. I can't make it out. Spring has come again and I'm nearly sixteen and go to the tracks mornings same as always, and I see Sunstreak and Middlestride and a new colt named Strident I'll bet will lay them all out, but no one thinks so but me and two or three niggers.

In Arthur Miller’s play, *Death of a Salesman*, Biff Loman, a school boy also experiences similar situation. When he goes to see his father, Willy Loman, in a hotel, he finds a lady in his room in vulgar condition. Biff’s attitude towards his father changes at once. He begins to hate his father who was a role model and hero for him. Adolescents are very sensitive and such incidences have long time effect on their mind.

Money has its own place in everyone’s life. Anderson has pointed out this economic aspect affect on the minds of adolescents in the story. The narrator mentions the economic condition of his friend Henry Rieback whose father sends him a lot of expensive presents for him. However, the narrator is mature enough to understand his father’s limitations. He is a lawyer by profession and does not make much money therefore the narrator does not demand such gifts from his father. On the other hand, the narrator begins to earn money at early stage of life. The narrator works in night shift and Saturdays in Enoch Myer’s grocery to be independent economically. This desire for economic self reliance can be observed in many adolescents. It satisfies their identity, self respect and they begin to establish themselves in the adult world.

The story also points out how an adolescent believes in ridiculous ideas. The narrator wishes to be horse rider but his height is a problem here. Therefore one of narrator’s friends suggests him to eat half cigar to reduce his height. He follows this advice in order to remain short so that he can become a horse rider. As a result, he falls ill and the doctor is to be sent for. His height increases with the passing of time. He realizes afterwards that it was a joke. Swami in *Swami and Friends* buries some copper coins believing that it will turn into golden. And when it does not happen, he is disappointed. The young may become the victim of such superstitions. They can be easily fooled or cheated as they trust sometimes rubbish or baseless ideas.

*I Want to Know Why* takes readers into the world of passion and intense liking of an adolescent for horses and horse racing. Sherwood Anderson presents a verbal picture of a crazy young boy whose life is governed by the world of horses. The story also brings out the fact regarding the frustration of a young boy when he feels his ideal is a false choice. Such incidents have strong impacts on the innocent minds of the young. They cannot overcome shocks of life easily for they lack experience. They feel deceived in the world of adult. Adolescents are very emotional at this stage. Their emotions are, therefore, easily hurt.
Apart from these two examples of American fictional works regarding adolescent period, certain other leading works are: Mark Twain’s novel *Adventures of Huckleberry Finn*, Tony Morrison’s *Bluest Eye*, *The Outsiders* by S. E. Hinton, *Paper Towns* by John Green, *Thirteen Reasons Why* by Jay Asher.

The last couple of years have witnessed the emergence of a new kind of writing in the subcontinent, classified as Young Adult literature, targeting the segment of young adults aged between 14 and 21 years. Carefree and innocent world of adolescents invites fiction writers. Many writers in India have depicted this naughty stage of life in their novels and short stories in English. The story of Indian adolescent differs from the adolescents of Britain, U.S.A. and other countries in many ways. Strong parental authority, poor education system, plenty of religions, endless festivals, various fairs, orthodox society, different seasons and certain other factors affect the bringing up of the adolescent in India. In compared to a foreign adolescent, an Indian adolescent is brought up by a number of authorities in the form of parents, grandparents, uncle, aunt and some other elders. Generally, Indians live in joint family while British or American families live in separate family system. As a result, an adolescent in India is shaped in specific way. The researcher has chosen Rudyard Kipling’s novel *Kim* and Shashikala Skeimo’s short story *The Night in the Leopard* for discussion regarding the adolescent stage in Indian English fiction.
Kim

*Kim* is a masterpiece by Rudyard Kipling who introduces a quite different adolescent world. ‘Kim’ is a story of Kim O’Hara, son of Kimball O’Hara an Irish father and Annie Shott, a nurse-maid. Kim becomes orphan at early stage of life. But, he is too mature to understand the people and the surroundings in comparison to the boys of his age. It is really strange that orphan boy like Kim is more intelligent and mature than many other boys living with their parents. He does not get opportunity for formal education. For him the entire world is school and he is a very sharp student in this respect. Of course, at later stage he gets an opportunity for formal education in St.Xavier school, Lucknow. The important point here is the development, growth of a child without parents’ shelter. But, it doesn’t make much difference for Kim, as he is capable to grasp the situations and read the people.

Kim comes across Teshoo lama, a Tibetan monk at Lahore. Soon, he becomes his disciple and accompanies him in his search for the River of Immortality. The lama takes him on the path of spirituality. Meanwhile he is picked up by the British and groomed for the Secret Services. His first assignment is to capture the papers of a Russian spy in the Himalayas. Kim handles both responsibilities successfully, as a true disciple of the lama and a chainman in the Great Game. Both journeys go side by side. Kim succeeds to capture the secret papers from the Russian spy. He is appreciated by Hurri Babu, his senior in the Great Game. On the other hand, he also is blessed by the lama who considers his as a true *chela*. At the end of the novel, both searches are accomplished.

As a novel about adolescent world, *Kim* is different in many ways from such kind of detective novels. Kim does not face more difficulties like David in *David Copperfield*, Pip in *Great Expectations*, Rusty in *The Room on the Roof* or Tom in *The Adventures of Tom Sawyer*. Kim when is identified by the British Army as the son of a soldier of their regiment, Father Victor and Colonel Creighton help him by educating him like an English boy. This help is like a restriction on Kim’s carefree life. He does not like to be locked up into four walls of classroom. Instead he enjoys wandering. Every corner of the country is classroom for him. This restriction on his liberty is not a serious problem. While David, in *David Copperfield* has to struggle for bread and butter and work in a factory. Kim is free from such serious responsibility of
life. He is like ‘Happy go, lucky man’ who enjoys his life fully and has ability to adjust in any circumstances.

Moreover, Kim is not a victim of domestic violence. He is not suppressed by any parental authority like stepfather, guardian or other relations as we come across Rusty in *The Room on the Roof* or David in *David Copperfield*. Mr. Harrison, Rusty’s guardian beats him and tortures him for wandering in Indian localities and meeting Indians. Mr. Murdstone, the stepfather begins to assert his authority from the very beginning and later on goes so far as to beat David cruelly. Both Rusty and David counter attack on their authority in order to defend themselves and declare revolt. As a result, Rusty has to run away from home while David has to start working in the factory at very young age. Kim keeps moving from place to place not because of domestic violence or torturing but mostly according to his wish. He does not escape from reality rather he faces it bravely.

One interesting fact about Kim is, he does not fall in love or get frustrated in such relationship. In fact, psychologists opine that love at adolescent stage may be mere attraction rather than a genuine or true love. David is attracted towards Miss Trotwood, Chandran in *Bachelor of Arts* fails in love, while Rusty is physically attracted by Mrs. Mina Kapoor almost double in age to him; in *The Adventures of Tom Sawyer*, Tom has soft corner for Becky Thatcher and the reason for his escape to Jackson’s Island is that he feels depressed and dejected. While, Kipling does not deal with this important aspect, love, attraction of opposite sex in *Kim*. From beginning to the end of the story Kim is busy in two responsibilities, as a chela and as a chainman in the Secret Service. He is a restless wanderer who keeps moving in so many parts of North India sometimes with lama or sometime alone. He does not come in contact with any girl with whom he may fall in love. Perhaps, Kipling keeps him away from such affairs to make him more sincere in his duties. Kim is an adolescent in many ways like his wandering thrust, his age, his attraction for adventures, and his rapid adjustment with the elders’ world and so on. But, unlike many other stories regarding adolescents, he does not develop love relationship with any girl and feels such attraction. Besides, *Kim* is a picaresque novel. Kim, the hero is a picaro who roams here and there but purposefully. Kipling focuses more on the outer world, circumstances, surrounding people more than inner world of Kim. He is different adolescent hero who has no interest in romance. He is a restless wanderer. He can
adjust in any circumstances. Though he is an English boy, he likes to grow like a common boy. He constantly undertakes travelling. This fine passage shows his travel by train and thinking about his identity:

Kim lit a rank cigarette—he had been careful to buy a stock in the bazaar—and lay down to think. This solitary passage was very different from that joyful down-journey in the third class with the lama. ‘Sahibs get little pleasure of travel,’ he reflected. ‘Hai mai! I go from one place to another as it might be a kick-ball. It is my kismet. No man can escape his kismet. But I am to pray to Bibi Mariam, and I am a Sahib.’ He looked at his boots ruefully. ‘No; I am Kim. This is the great world, and I am only Kim. Who is Kim?’ He considered his own identity, a thing he had never done before, till his head swam. He was one insignificant person in all this roaring whirl of India, going southward to he knew not what fate. (Rudyard)

An adolescent feels happiest moments in the jolly company of his friends of his age in most of the cases. Most of the central adolescent characters spend most of the time with their companions like Swami in *Swami and Friends*, who spends hours with Mani, Rajam, Somu and other class-mates. Rusty in *The Room on the Roof* rebels against Mr. Harrison and runs away from home to enjoy the cheery company of Ranbir, Suri, Kishan, Somi and other friends. While, Kipling differs here in *Kim*; in the very beginning of the story Kim is shown with Abdullah, Chotalal, and other young friends. But, later part of the story witnesses no such friends with Kim. He spends most of the time with elder people like Mahbub Ali, Lama, Huree Babu and other characters of the novel. The interesting thing here is Kipling’s special identity for Kim ‘Little Friend of all the World.’ Kim is mostly busy with some responsibility and is hardly found with friends enjoying light moments like other adolescent boys.

Mark Kincaid-Weekes remarks in this connection:
It is often when Kipling is writing for or about children that his imagination is most liberated, and also most probing. *Kim* is a boy’s adventure story that turns serious when we are not looking, without ever losing its zest or its affection. (K. W. Mark)

Kipling’s world of adolescents is different from other such fiction writers in certain ways. He introduces Kim with rare characteristics of an adolescent like no more young friends, following the path of spirituality at early age, no love affair or such attraction.
Some children show extra-ordinary bravery and courage. Such heroic personalities can be observed in literature as well as history. It is said that Chhatrapati Shivaji had won his first fort when he was only sixteen. Renowned Gujarati poet Zaverchand Meghani has written a poem *Caharan Kanya (A Girl of Caharan Community)*. The poet presents the character of a fearless girl of fourteen who faces a lion bravely in Gir forest and drives it away. To motivate such children, in India every year, special awards are given by the President of India to the children who show unusual courage, and save lives of other people at the risk of their own life. *The Night in the Leopard* is a short story by Shashikala Skeimo depicting the thrilling experience and courage of two young sisters. Both the sisters save not only their life but also trap the leopard and save their parents’ life. The story is narrated by first person singular, the elder sister.

The story begins in tense atmosphere. Both sisters are alone at home as their parents have gone into town for the funeral of a close friend. They live very close to the edge of jungle. In the very beginning there is a question by the young sister: ‘What was that?’ both sisters are in living-room. The narrator is cleaning the floor and her sister Mandakini is studying for her Pre-Degree Exams. They hear some sound in the kitchen. Again they hear a scratching followed by a coughing grunt. It is clear that there is some wild animal in the kitchen. The narrator pales and her sister clutches her arm.

The narrator’s family lives very close to the edge of jungle, so it is quite possible. In fact, they are sole inhabitants of the Kadampuzha Housing Colony, Malbar region. There are forty-eight other houses but only the narrator’s family has shifted here so close to the wild. Therefore, no help is possible from the neighborhood. Both sisters have to help themselves. They plan to hide. Unfortunately, there are not many places to choose as none of the bedrooms has been fitted with doors yet. Actually there is still a great deal of work remaining to be done on the house. At last, they decide to hide in the store room. It has a stout door. They get up as noiselessly as they can but they cannot stop the little bones in their ankles from clicking. As a result, the animal roars and it sounds deafening in the stillness of the night. Moment by moment fear increases. When the sisters reach the store room, they
have second big shock of the night. The door can only be bolted from outside. Using a high stool they scramble up onto the ledge. It is not wide but is high enough to be safe.

The grunts come closer and a great yellow and black head comes round the door followed by the rest of the body. It is not lion or tiger but a leopard supposedly the most vicious of the great cats. Both sisters nearly fall off the ledge in fright at the sheer size of it. The narrator describes the next moments in this way:

My mouth went dry as the great beast lifted its head and looked at small mortals perched on the ledge. It gave roar and sniffed the air. Our store-room was not a very large place and the animal took up nearly all of it. Just as I was thinking that it had no hostile intentions towards us, it roared and leapt up at us. Had that ledge been just a foot lower, the leopard would have had us for dinner that night. My sister screamed and so did I. I’m not ashamed of admitting it. You can have no idea of what that roar sounded like in that store-room. (Shashikala)

Both sisters are terribly afraid and think to stay on the ledge since it is the safest place till the help arrives. Then they both look at each other as the same thought strike them simultaneously. It is about their parents, what if the leopard is still around and their unsuspecting parents return. They may return any moment. The narrator’s sister begins to cry, great sobs shake her thin body. The narrator wants to cry too but does not. She tries to think and schemes something. Here is a great difference between ordinary and extra-ordinary people. Generally, ordinary people stop to think and surrender before the situation and accept the possible danger. While, brave people like the narrator do not easily give in and plan to come out of the tight corner. The narrator looks at the ventilator; it is not very large but they are both quite thin. They can squeeze through.

The narrator proposes a trick before her younger sister that she is going to crawl through the ventilator, get inside the house through the kitchen door and trap the leopard in the room. It sounds easy according to the narrator but her sister refuses
her to go. She fears for any act. She suggests that they can yell. The narrator explains her that nobody will hear them for the nearest house with people in it is over a mile away. They have to help themselves. Ultimately, the younger sister agrees to follow the narrator. The narrator crawls through the ventilator quite easily. It is quite a way down to the ground but she jumps. She can listento her sister yelling inside and the leopard roaring in reply.

The narrator reaches to the back door without mistake. She acts like an army soldier. Quick as a flash she slams the door and shoots the bolt just a heavy body crashes into it. The door is very strong. She runs outside again, fetches a ladder and leans it against the wall under the ventilator. Then she yells at her sister to come out, and without waiting to see how her sister acts, she rushes back into the house again to see the leopard trapped.

The story reflects two important qualities of mankind: astonishing courage in critical situation and selfless attitude. Both the sisters impress a reader with unbelievable daring at such dangerous point. An adult may even give in and accept the circumstances before a wild animal like leopard. But, the narrator doesn’t feel defeated. She schemes to trap the beast cleverly and succeeds in it. She like a capable leader handles the unexpected adversity. She without losing hope for a single moment instructs her younger sister to get into a secured position. Her sister responds actively and follows the narrator’s every order. As a result, both sisters reach at a safer place. This operation shows incredible daring to beat the most vicious and a very clever animal, the leopard, an uninvited guest.

Secondly, both the sisters show a key quality of mankind, selflessness. They both are secure at the ledge. But they think about their parents. The adult may refuse to take such risk as both sisters do; these adolescent sisters plan to trap the leopard at the risk of their own life. This quality to think about their parents and may be for others makes their bravery more admirable. They may not be blamed for being inactive and staying on the safe place; the narrator encourages her sister to do something for the safety of their parents. They don’t know how much the beast will remain in the house. It is possible that their parents may return home and may be attacked by the beast. Therefore they are worried about the parents and at last, trap the
leopard. They succeed as their motive is kind. Even though for parents, rare people may take such risk.

A few words more, *The Leopard in the Night* is a short story highlighting significant aspects of adolescents. The writer is female; the only two characters of the story are female too. The story is a valuable document of female bravery at adolescent stage.

In addition to that, certain other fiction writers have portrayed adolescent stage in their stories. Rabindranath Tagore’s novel *Gora*, Short stories *Home Coming, Post Master, Kabuliwala, Subhashini*; Mulk Raj Anand’s *Untouchable*, R.K.Narayan’s novels *Swami And Friends, The Financial Expert, Bachelor of Arts*, short stories *Iswaran, Father’s help,*

*A Shadow*, Ruskin Bond’s novels *The Room on the Roof, The Vagrants in the Valley, Delhi is not Far, The Flight of Pigeons*, Short stories.

This chapter introduces significant fictional works related to the study about the process of growing up. The writers considered here present different aspects of adolescence stage. Moreover, the researcher has referred here fiction writers of different continents who depict adolescent characters belonging to diverse cultures. As this study concludes both forms of fiction, novel and short story, this chapter also follows this uniformity. Here three novels and three short stories have been discussed.
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