

Tribhuvan University

Ambivalence in Young Adulthood in J.D. Salinger's *The Catcher in the Rye*

**A Thesis Submitted to the Ratna Rajya Laxmi Campus, Tribhuvan University,
Faculty of Humanities and Social Sciences, in Practical Fulfillment of the
Requirement for the degree Masters in Arts in English,**

by

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Declaration

I hereby declare that the thesis entitled
“Ambivalence in Young Adulthood in J.D. Salinger’s *The Catcher in the Rye*”
is my own original work carried out as the Masters’ student at Department
of English at Ratna Rajya Laxmi Campus except to the extent that assistance
from others in the thesis design and conception or in presentation
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All sources used for thesis have been fully and properly cited. It contains
no material which to a substantial extent has been accepted for the award
of any other degrees at Tribhuvan University of any other educational
institution, except where the due acknowledgement
is made in thesis.

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Letter of Approval

The thesis entitled - “Ambivalence in Young Adulthood in J.D Salinger’s *The Catcher in the Rye*” by Shobha Lamichhane, submitted to the Department of English, Ratna Rajya Laxmi Campus, has been approved

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January 2017

Abstract

In the novel “Catcher in the Rye” by J.D Salinger has portrays that the typical character of Holden Caulfield. Holden did many things unknowingly and he had different plans which has not been acknowledge to his parents. It shows that American young adults are not constant and used to do many things without plan. This novel is novel of mid twentieth century and its shows clear image of adolescences during that time.

In the novel , the central character Holden Caulfield expelled from the school and he did not have plan to back to his home rather visited different places with semi-conscious minds. He faced lots of trouble during his travel still did not feel guilty about what he had done. He was a perfect example of ambivalent character that represents young American during that age. He always became confused what to do and what not to do.

Table of Contents

Page No.

Declaration

Letter of Approval

Acknowledgements

Abstract

Chapter I : Introduction- Thomas Hine and Karan Coats' conceptualization

Introduction

Chapter II : Ambivalence in Young Adult

Ambivalence towards sex,

Ambivalence towards home,

Ambivalence towards teacher,

Ambivalence towards life,

Ambivalence towards friends etc.

Chapter III: Holden as a American Young Adult

Chapter IV : Conclusion

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Shobha Lamichhane

Abstract

The novel *The Catcher in the Rye* by J.D. Salinger portrays the typical character of Holden Caulfield. Holden performs different activities randomly and he had different plans which had not been acknowledged by his parents. It shows that American young adults are not consistent and are not used doing many things simultaneously. They are without plans. This mid-twentieth century novel shows clear image of adolescents during that particular time.

In the novel, the central character Holden Caulfield was expelled from the school and he did not have a plan to get back home; he rather visited different places. He was totally unknown about his activities. He faced a lot of troubles during his travels with semi-conscious mind. Still he did not feel guilty about his activity. So, he was a perfect example of ambivalent character, who represents young Americans during that age. He always got confused what to do and what not to do.

Table of Contents

	Page No.
Declaration	i
Letter of Approval	ii
Acknowledgements	iii
Abstract	iv
Chapter I Introduction Thomas Hine and Karan Coats' Conceptualization of Young Adulthood	1-17
About <i>The Catcher in the Rye</i>	6
Review of Literature	12
Chapter II Ambivalence in Young Adults	18-26
Ambivalence towards sex	18
Ambivalence towards home	19
Ambivalence towards teacher	20
Ambivalence towards life	21
Ambivalence towards friends	23
Chapter III Holden as an American Young Adult	27-38
Chapter IV Conclusion: Appearance of Holden as a Young Adult	39-43

Chapter I

Introduction: Thomas Hine and Karan Coats' Conceptualization of Young Adulthood

In the middle of 20th century, the impact of Second World War has seen considerable changes in numbers of novels published and varieties of themes and subjects covered. Yet there were different dominant matters i.e. the voices of young and lower classes, the voice of middle classes, the voice of women, minorities and outsiders. In that era, people in their teens were often bound out as servants to help support their families. Luckier ones, usually boys, were able to get apprenticeships and live in the household of a master whose authority derived from social status. Apprentices were sometimes reputed to be an unruly crew, whose loyalty to one another rather than to their masters posed a threat to the social order. They saw childhood as the period that followed infancy and preceded the development of a basic physical and intellectual competence and moral awareness. For some, childhood ended at six or seven years, and for others as late as ten or twelve.

The teenage years were part of a very lengthy, vaguely defined period of youth, which continued. Practically speaking, until marriage some time in one's early mid-twenties, people recognize that this period of youth brought a series of radical changes in size, sexual maturity, and intellectual capability. These changes were not occasions for crisis but rather milestones of progress towards being a fully matured and capable person. Men at that time often did not reach their full height until twenty five. The early settlers' way of dividing the life span was not as different from our own as it first seems. We make finer distinctions based on chronological age, but the lengthy period of youth persists in modern society. Children of eleven, ten or even younger are increasingly defined as aspiring teenagers or early adolescents. They gain

this less childish status, however, not because they are able to contribute to the economics as producers as earlier generations did. Among them, *The Catcher in the Rye* is one of the novels which captured intuition of young adult.

In *The Catcher in the Rye*, we can find various activities of Holden Caulfield. His repressed desires have spread spontaneously. He was out of home for study but he was indulging in different activities which were not allowed in the middle 20th century in America. In this time, young adults' personal feelings were expressed thorough novels, like Holden Caulfield has expressed his different thinking and activities via different mediums : sometimes he goes for prostitute, sometimes he wants to save children from cliffs ,even sometimes feels homosexual with own teacher. Still another notion of the “fall” is implicit in the fears and complaints that adults have about young people especially now that teen bashing is such a popular bipartisan activity. Being a teenager is less and less what they proposed to do the things. This is a moratorium period in which to find your identity. Teenagers are losing their license for irresponsibility while at the same time; they continue to be denied a role in their society, other than that of style setters and consumers. Sometimes teenagers looks benevolent towards their activities and sometimes the tends to do such bullish activities which are out of social norms and values.

A quote by Angus Wilson seems addresses the Holden's activities. He says: several novels of 20th centuries are about personal relationship on the upper middle classed with a range of characters, often in middle age, who try to balance the confliction demands of the world they live in: in the wild and the tame, the past and the present, conformity and difference, he takes particular care to integrate homosexual character into his fictional landscape (416).

It means they want to maintain their personal life as per contemporary time. So, we can say Holden behaves in such way that he is from middle class of family and kept in the hostel but he does not have sense about his study and character. He doesn't want to go to home rather his interest to visit different places without acknowledging his parents. He does not want to continue his present life as a student but escaped out from the school and looking for new world where he will be more happy and can get more freedom.

Similarly, Colin Wilson presents his view in his novel *The Outsider* (1956) noted that "however it is more clearly representative of the disaffection of a young generation seeking to establish its identity by breaking away from the class constraints and social norms. in its portrayal of alienation, this novel stands slightly apart from trends it was identified as representing and is more existential than a social novel"(416). Likewise, Holden also wants to create his own identity by breaking norms and value i.e. he visited different places, met his teacher for the last time when he was expelled from the school, kicked by his roommate Stradlater even though his quest to make his own identity was strong. He did not do surrender with the situation. As well as Holden can be characterized as an alienated young adult. He is far from home and nobody of his family and relatives is there to guide him. So, the novel be counted as an existential novel rather than social one.

Hence, Karan Coats also have presented his view through *Young Adult Literature* (YA) that "If the hallmark of the teen character has traditionally been Holden Caulfield's narcissistic self-involvement, represents a kind of expansive narcissism that admits of embeddedness in community as integral to the self. Examples of the need for interconnection, multiple perspectives, and mutuality

abound. Through form, content, and inter-textuality the myth of the atomistic, liberal humanist self is being satisfactorily debunked in YA literature.”

Thomas Hine says in his book *The Rise and fall of American Teenager* “America created the teenager in its own image- -brash, unfinished, ebullient, idealistic, crude, energetic, innocent, greedy, and changing in all sorts of unsettling ways. A messy, sometimes loutish character that is nonetheless capable of performing heroically when necessary, the teenager embodies endless potential not yet hobbled by the defeats and compromises of life. The American teenager is the noble savage in blue jeans, the future in your face. Teenagers occupy a special place in the society. They are envied and sold to, studied and deplored. They are expected to break some rules, but there are other restrictions that apply only to them. They are at a golden moment in life--and not to be trusted.” i.e. they are not in order and such behavior they gained either by society or impact of young American. The teenagers have their own particular recognition in the society. They want to create their own identity.

So that, we can say in the mid of 20th century in American young adults were tried to create their own identity by different behavior or by breaking norms of society. Holden also tries to do the same by giving security to children from cliffs, showing different behavior, left form school, seeking his own identity and did not plan to back to him home even after expelled from school. We can say they were strictly prohibited to anything wrong from their family but they were seeking for their own identity by various activities, i.e. either by positive or by negative. And the young adult of mid 20th century was showed up in other educational setting. They might be delayed students in reading school, where boys and girls mastered the rudiments of that subject, or if they were boys, in writing school. They might also

have been the teacher. Youths often took off time from grammar school or college to make some money teaching elementary subjects to classes of various ages.

About *The Catcher in the Rye*

From its publication in 1951 *Times* directly or from other daily papers and from radio and television broadcasts purveying the same news, reviewers turned to *The Catcher in the Rye*. They were fairly consistent in their estimates of the novel; either they praised it or, finding some fault with it, they allowed that it was nonetheless brilliant or at the very least lively. What concerns us here, though, is not how the reviewers rated it but the categories under which they apprehended it.

They viewed the novel as a novel, commenting especially on its most striking formal feature, Salinger's choice of a seventeen-year-old personal narrator and his matching of syntax and idiom to that choice. They were also concerned to label *Catcher* generically; they saw it as satire or comedy or tragicomedy, or at their most casual they called it funny or sad or both at once. And in a rudimentary way at least they positioned the novel in the history of fiction. . In other words, neither surprisingly nor inappropriately, the reviewers described *Catcher* as a literary work in itself and placed it via other works similar in genre and style. What they were concerned to do mostly, though, was to relate *Catcher* to life, and upon that relationship they hinged their estimates of its quality far more than they did on its stylistic or generic qualities.

Also they assumed that a novel's most important function is mimetic and that insofar as it succeeds as representation, it succeeds as fiction. Theoretically, this standard might have integrated the two worlds which we have spoken of as separate. But in fact it did not because of the way the reviewers defined, and circumstances of life. They were, first of all, concerned to describe Holden Caulfield as a person, and, doing that, they emphasized his youth; usually they went on to diagnose what ails him

and, sometimes, to prescribe a cure and to guess what would happen to him next, beyond the point where the novel itself ends.

Holden of slag less and the nuns also stir in him reflections about money and the expression of social feeling. He tries to imagine women from his own class, collecting dough for poor people in a beat-up old straw basket, but it's hard to picture. His aunt is pretty charitable, but always dressed in a way that emphasizes her condescension. "I couldn't picture her doing anything for charity if she had to wear black clothes and no lipstick. . . ." As for Sally Hayes' mother: "Jesus Christ. The only way she could go around with a basket collecting dough would be if everybody kissed her ass for her when they made a contribution." If they didn't, she'd get bored and "go someplace swanky for lunch. That's what I liked about those nuns. You could tell, for one thing, that they never went anywhere swanky for lunch. It made me so damn sad. . . ." (p. 114) At the root of Holden's sadness are lives confined by poverty, the loss of human connectedness, the power of feelings distorted by class to overcome natural bonds of affinity and friendship. In the end, one chooses to room with a stupid bastard like Stradlater, whose suitcases are as good as one's own. Overall it seems that he has different view as per person. His psyche does not allow him to think in a proper way.

In the *Times*, Nash K. Burger wrote: "Holden's mercurial changes of mood, his stubborn refusal to admit his own sensitiveness and emotions, his cheerful disregard of what is sometimes known as reality are typically and heartbreakingly adolescent." Phrases similar to typically and heartbreakingly adolescent recur in other reviews: Salinger charts the miseries and ecstasies of an adolescent rebel (19)". Holden is a bright, terrible, and possibly normal sixteen-year-old. As well as S.N Behrman presents his views in *New Yorker* "Holden is not a normal boy. He is hyper-sensitive and hyper-imaginative (71)". It means he runs after his imagination rather

using his sense. Anne L. Goodman portray his view in *New Republic* regarding Holden “The reader wearies of this kind of explicitness, repetition and adolescence, exactly as one would weary of Holden himself(21). The kind of typing implicit in these quotations is laid out plain in Ernest Jones' says in *The Nation*: "Catcher is a mirror. It reflects something not at all rich and strange but what every sensitive sixteen-year-old since Rousseau has felt, and of course what each one of us is certain he has felt. . . its insights . . . are not really insights; since they are so general, 'The Catcher in the Rye' becomes more and more a case history of all of us” (176).

The reviewers differed on certain points: Holden is normal or he is not, but even those who say he is not or possibly not, have a norm in mind. They type Holden according to a timeless developmental standard. They do not fully agree on how to define adolescence, or on how far Holden fits the category: is he hypersensitive? Is he especially bright? But they do agree that there is a norm or model and that Holden more or less matches it.

We would exaggerate if we said the reviewers had no awareness at all of Holden Caulfield's time and place. They did address themselves to Salinger's representation of his hero's society, although much less emphatically than they set about describing the hero himself, but here again, they showed a common disposition to typify or to categorize and to do so in remarkably similar ways. Harvey Breit called Catcher "a critique of the contemporary grown-up world." Harrison Smith referred to the "complexity of modern life " and" the spectacle of perversity and evil," which bewilder and shock Holden as they do so many youths in *Saturday Review*. Both these reviewers alluded at least to the time of the novel's time. Holden give reflective image of contemporary teenagers. His activities are also equally flexible; he could not fix what is going to do next.

But Bruit did not enlarge upon his point save to say that Holden is not a good observer, that we do not see the world through his eyes, only himself; the phrases Smith employed are very far from specific, and this disposition to abstraction is even more pronounced in some other reviews. In S. N. Behrman's words, "Holden is driven crazy by 'phoniness,' a heading under which he loosely gathers not only insincerity but snobbery, injustice, callousness to the tears in things, and a lot more"; he is faced in the novel with "the tremendously complicated and often de- proved facts of life" in *New Yorker*. Burger, in the quotation above, attributed Holden's difficulties to "a world that is out of joint." In Virgilia Peterson's opinion, Holden "sees the mixtures, the inextricably mingled good and bad, as it is, but the very knowledge of reality is what almost breaks his heart" in *Herald Tribune Book Review*. To say that modern life is complex is to say very little indeed about it, and to speak of "the tears in things" and a world that is out of joint and "reality" is to move *Catcher* altogether out of its contemporary setting, to see Holden's difficulties as everywhere and always the same. Even the reviews that make no explicit mention of modernity or of Holden's "world" imply by typing him as an adolescent that a sixteen-year-olds problems have been, are, and will remain the same.

One group of critics located the causes of Holden's predicament altogether or mainly in himself, in his soul or in his psyche. Flunking out of his third prep school, Holden is responding to inner rather than outer pressures: he is a victim not so much of society as of his own spiritual illness. This forbids his discarding any of his experiences and condemns him to carry the burden of indiscriminate remembrance. Or else he is saintly in his sensitivity, suffering and yet blessed in his inability to withhold either empathy or compassion. Or else Holden is immature or spoiled an adolescent who is too absolute in his judgments, too intolerant of human failings or

an "upper-class New York City boy" who is a "snob." For his spiritual illness, there can be no cure unless he grows into spiritual perfection, finding God and living by his injunction to love. His immaturity calls for growth, for maturing into an acceptance of things as they are, and so does his snobbery.

These critics differed as to whether or not Holden is left arrested in his difficulties or moved toward or even through redemption or initiation or acceptance or adjustment. But in any case, these views of his predicament all imply that the answer to it, whether that answer is realized in the action of the novel or not, lies in some inward movement of the soul or psyche, a kind of resource that might be available to anyone any time and just as timelessly necessary to saints and sinners as bewildered young men. More often than they held Holden responsible for his fate, for his breakdown and the events that led him to it, critics saw it derived more emphatically from external causes; they were disposed to blame the world instead of or along with the hero.

For some, Holden collides with an unchanging set of antagonists which they speak of in religious or philosophical terms. Holden confronts evil and immoral world, mutable and deceitful world his is, as everyman's always is, the existential condition. Like Hamlet, he stands aghast before a corrupt world. He is sickened by the material values and the inhumanity of the world. In other readings, his antagonists are more particularly named American and modern.

Holden is seen facing, and breaking on, forces characteristic of American life and, more particularly, twentieth-century American life. Similarly Arthur Mizener presents his view in his article *The Love Song of J.D. Salinger* "The people he meets are innocently imperceptive and emotionally dead; they impose standards of conformity, as they did on Thoreau and Henry Adams. Or, Holden's society, worse

than Thoreau's, and Adams' is complex, urbanized, dehumanized and dehumanizing; his is the condition of "contemporary alienation." Holden is encircled by "phoniness, indifference and vulgarity"; as a 'neo-picaresque,'. Catcher shows itself to be concerned far less with the education or initiation of an adolescent than with a dramatic exposure of the manner in which ideals are denied access to our lives and the modes which mendacity assumes in our urban culture. Contemporary America is afflicted with neurosis and fatigue. Society is "sick"; "our national experience hurtles us along routes more menacing than the Mississippi.

The critic who cast his net widest, aiming at both the enduring and the timely explanation, drew in the most reasons for Holden's fate, for the fact that his retrospective narration issues from a California institution for the mentally ill: "Holden could not face a world of age, death, sickness, ugliness, sex and perversion, poverty, custom, and cant.

Most of these terms, we need hardly emphasize, conceptualize Holden's world in a general way. Many have a moral frame of reference evil, deceit, corruption, inhumanity, mendacity; many have a psychological or emotional frame of reference the individual feels the pressure to conform, or society is tired and disturbed. In either case, they tend away from precise description of the society Salinger renders in Catcher. Psychological phenomena and his incomplete works are main traits of Holden. His abnormal behavior towards various things is the prominent in my research.

Review of Literature

The novel "*The Catcher in the Rye*" is a close observation of what teenagers think and do at the stage of adolescents. In this novel Holden does the same, he doesn't have strong academic performance so that he been expelled from the school, albeit he has not schedule to back to him home, like he goes to hotel and asked for prostitute, desired to save children from the cliffs, feeling homosexual with former teacher, fighting with Stradlater in the case of Jane, letting Stradlater to go for date and accomplished his homework. He faced many fluctuations regarding different matters.

Salinger attracted a large number of critics. His novel "*The Catcher in the Rye*" also got many responses regarding different aspect of novel and activities of Holden. The *Catcher in the Rye* arrived to stay and is older now than most of its audience when they read it for the first time. That quarter century is time enough to allow us to generalize not only about the book's reception in 1951 but about the consensus of critical opinion that developed afterwards. People are concerned, in brief, with how *Catcher* became a classic.

The clues to phoniness lie in outward forms of conduct. Haas' phony smile follows an external convention, but accords poorly with emotional reality. His handshakes imply equality, but thinly hide the reverse of equality. Ossenburger talks within a framework of conventions: he is in chapel; he gives a sermon; he speaks of prayer. Holden's revulsion attends, in part, on ceremony itself: on prescribed forms that shape the flow of our words and movements. A smile, a handshake, a chapel assembly with boys seated in rows, a sermon, a prayer: none of these is a spontaneous expression of the self; all impose limits and bear conventional meaning. Holden resents these constraints, and delights in release from them. Hence:

The only good part of Ossenburger's speech was right in the middle of it. He was telling us all about what a swell guy he was, what a hot-shot and all, then all of a sudden this guy sitting in the row in front of me, Edgar Marsalla, laid this terrific fart. It was a very crude thing to do, in chapel and all, but it was also quite amusing. Old Marsalla.(P.17).We won't offer a disquisition on old Marsalla's fart, but these things may be noted: a fart is the antithesis of ceremony (in this society, anyhow). It asserts the body, assaults manners and convention. Here, it shatters Ossenburger's hypocrisy and boastfulness. But it also strikes at the social idea behind a "speech" itself. It mocks the meaning of "sitting in the row." It is a "crude thing to do, in chapel and all." In brief, it is commendable because it challenges, not only Ossenburger's false ideology, but also the very existence of social forms. These twin themes run through the book.

When a situation or act seems phony to Holden, it evidences bad class relationships, or public ritual, or both. The first theme is fore grounded when Holden stigmatizes the word "grand," or the phrase "marvelous to see you"; the second when he notes the hollow formality of "glad to meet you." The first theme unites the Wicker Bar at the Seton Hotel, ambitious lawyers, the fashionable opinion that the Lunts are "angels," Spencer's deference to headmaster Thurmer, the night club set's public affection for pseudo-culture a cute French song, the "dirty little goddamn cliques" at boys' schools where "all you do is study so that you can learn enough to be smart enough to be able to buy a goddamn Cadillac someday", Andover, "Ivy League voices," men in "their goddamn checkered vests, criticizing shows and books and women in those tired, snobby voices." The second theme is fore grounded in Sally Hayes' letter, inviting Holden to help trim the Christmas tree; in the black piano player, Ernie, and his "very phony, humble" bow to his philistine audience; in that

audience's applause; in actors' conventional representation of people; in ministers' sermons "they all have these Holy Joe voices. ... I don't see why the hell they can't talk in their natural voice"; in Stradlater's hello to Ackley; in Holden's handshake with Ackley; in phony parties and smoking for show and conversations about art. And, it clearly shows what others see in his eyes.

Holden rounds on mores and conventions that are a badge of class. He also revolts against convention itself. We would remark here that although these two feelings often blend, they have quite different origins. Society is imaginable without privilege, snobbery, unequal wealth. To banish all convention would be to end society itself. More of this later. For now, we want to underline the first of the two conclusions we have reached by looking at what Holden calls phony. The novel's critique of class distinction may be found, not just between the lines of Holden's account, but in some of his most explicit comment on what's awry in his world. We must quote at some length from his digression on suitcases. When Holden meets the two nuns in the sandwich bar, their suitcases prompt him to say, It isn't important, I know, but I hate it when somebody has cheap suitcases. It sounds terrible to say it, but I can even get to hate somebody, just looking at them, if they have cheap suitcases with them. Something happened once For a while when I was at Elkton Hills, I roomed with this boy, Dick Slagle, that had these very inexpensive suitcases. He used to keep them under the bed, instead of on the rack, so that nobody would see them standing next to mine (108). The source of Holden's feeling could hardly be clearer, or related with more social precision. He belongs by birthright at Elkton Hills; Dick Slagle presumably does not. Their situation-living together-calls for an equality of human beings. School itself, the American institution that most supports our myth of equal opportunity, carries the same hope. Likewise, Holden's desires point him

toward a world in which human qualities like intelligence and a sense of humor would be the ground of relatedness, rather than Mark Cross luggage and the money that stands behind it. He feels his random behavior and act as normal.

Ever since its publication in 1951, J.D. Salinger's *The Catcher in the Rye* has served as a firestorm for controversy and debate. Critics have argued the moral issues raised by the book and the context in which it is presented. Some have argued that Salinger's tale of the human condition is fascination and enlightening yet incredibly depressing. Holden Caulfield, serve as the basis for critical argument, Caulfield's self-destruction over a period of days forces one to contemplate society's attitude towards the human condition. Salinger's portrayal of Holden, which includes incidents of depression, nervous breakdown, impulsive spending, sexual exploration, vulgarity, and other erratic behavior, have all attributes to has controversial nature of the novel. Yet the novel is not without its sharp advocates, who argue that it is a critical look at the problems facing American youth during the 1950's. When developing a comprehensive opinion of the novel, it is important to consider the praises and criticism of *The Catcher in the Rye*.

When studying a piece of literature, it is meaningful to note the historical background of the piece and time at which it was written. Two J.D. Salinger's short stories, "I 'm Crazy" and "Slight rebellion off Madison" were published in periodicals during the 1940's, and introduced Holden Caulfield's , the main character of *The Catcher in the Rye*. Both short stories were revised for later inclusion in Salinger's novel. *The Catcher in the Rye* was written in a literary style similar to prose, which was enhanced by the teenage slang of the 1950's .it is a widespread belief that much of Holden Caulfield's candid outlook on life reflects issues relevant

to the youth of today, and thus the novel continues to be used as an educational resource in high schools throughout the nation (Davis 317-18).

The first step in reviewing criticism of *The Catcher in the Rye* is to study the author himself. Before his novel, J.D. Salinger was of basic nonliterary status, having written for years without notice from critics or the general public. *The Catcher in the Rye* was his first step onto the literary playing field. This initial status left Salinger, as a serious writer, almost unique as a sort of free agent, not bound to one or more schools of critics, like many of his contemporaries were. This ability to write freely, his status as nobody in literary world, was Salinger's greatest asset. Rather than to scope inside Salinger's mind and create a greatness of him.

When *Catcher's* society did draw pointed comments from critics, they were apt to be negative. Maxwell Geismar, admired Salinger's creation of Pencey Prep, with "all the petty horrors, the banalities, the final mediocrity of the typical American prep school," but faulted his portrayal of Holden's family and class as vague and empty. Holden, he argued, comes to us from "both a social and a psychological void"; Salinger makes no reference to the "real nature and dynamics" of the hero's urban environment.

Ihab Hassan conceded that "Catcher is not a sociological novel: No doubt social realities are repressed in the work of Salinger-note how gingerly he handles his Jews." There is an assumption here that a novel that is satisfyingly realistic mirrors society sweepingly and fully, follows Mr. Caulfield into his corporate office and introduces the maid who lives in the room behind Phoebe's. And that assumption, we think, worked to obscure how much Salinger did represent of the contemporary world in *Catcher*, and how far he understood what he represented. And when Holden's predicament was given external cause, at least in part, what could be done about it?

For certainly a difference in diagnosis would seem to entail a difference in prescription, especially when critics did invoke historical time and place to account for Holden's misadventures. They did not, however, differ very much from the critics above who addressed themselves primarily to the state of Holden's soul or psyche. Holden was searching, as they saw it, for truth or for wisdom or for personal integrity. And beyond reaching understanding and achieving his own identity, he needed to communicate and to love or to find an object for the love he was able to feel at least as the novel ended if not before.

In *The Catcher in the Rye* Salinger showed that the resources of the personality are sufficient for self-recovery and discovery. Or they saw Catcher posing Holden's predicament without offering or even implying its solution. More rarely, they touched on the question of how society itself might change along with or apart from any change Holden might manage within his own psychic territory. America had lost its own innocence and, like Holden himself, needed to face the problems of growing up.

Moreover, the novel *Catcher in the Rye* is the close observation of teenager. Holden Caulfield, here represents psyche of young adult of entire world. Especially in America they became free to do everything after their schooling but here problem lies in his schooling too. He does not obey what his family expect by him neither he does remarkable things by himself. He seems like protector one side as well as bullish in other side. Saving the children from the cliffs is his innovative motif but indulging in different tasks is another critical problem for him.

Chapter II Ambivalence in Young Adults

Ambivalence plays dominant role in the novel "*The Catcher in the Rye*", here, Holden is the ambivalent character. We can find ambivalence in the following things:

We can see Ambivalence in the following contexts of Holden i.e.

Ambivalence towards sex

When he expelled from his school he went to different places. At that time he went to the hotel to stay and asked for prostitute. As per his request they sent Sally at his room but Holden didn't able to have sexual intercourse. He had been puzzled about what to do and what not to do .So Sally got angry and had taken money from his purse.

Hence, we can see realistic images of what teenager think about them. Such challenges are not inherent in either adolescent psychology or physiology rather they are endemic to contemporary American culture. Form inside the culture, such dilemmas come to seem inevitable. This is belief of American teenager to accept such things without thought. And this is also adolescent confusion as an inseparable part of growing up. We can see such ambivalence via theoretical perspective and what teenagers were exactly thought at that time in America. The ways in which society prepare young people become adults and the ritual through which they are initiated to express their culture. Hine said that the inability to classify someone in this in-between state implies a kind of social invisibility. It might sound like a nightmare right out of Kafka.

Nevertheless, this state of liminality can be a uniquely privileged moment in one's life, one in which behavior denied to either children or adults is tolerated or even expected. Because the young adults are not quite visible, and certainly not fathomable, theft, rowdy and violent behavior and sexual activity that would

ordinarily not be tolerated and condoned. Many initiation rituals incorporate cross-dressing between sexes, a final moment of ambiguity before sex role become fixed” (47). So that, what we can say is young adult goes for such activities which are generally not accepted by the society. Their identity also invisible as they are neither a children nor an adult. Holden also has been gone for such activity. Nobody would believe that he did such. His thinking and activities are also not believable by others. Like when he paid for prostitute he became confused, that tends him to pay extra charge.

Ambivalence towards home

Since Holden had been stayed at hostel of his school he did not have schedule to go to home after he has been expelled .he was in dilemma whether to go to home or not. He doesn't want to meet his parents because of his own academic performance. So he is pretty confused about to go home but wants to meet his sister who was staying with parents. He doesn'tknow himself what to do further, that is whether to go to home or other place.

During the age of young adult they do have ridiculous idea it means breaking the norms and values, physical differences between then where significant, insofar as they helped determined what jobs they would do. A big, healthy twelve years old could do more work than an older, less developed youth. More important, though is the fact that that status of the youth within the society and the family did not really change during this lengthy period. The youth was deemed productive, but dependent. A child is fully dependent on family and youth can form family by themselves but young adult could decide about such matter. Here Holden also not able to decide about to go home or another places. He is in the hostel, dependent to his family though.

For contemporary teenager, most kinds of work are forbidden or highly restricted until the age of sixteen. Thereafter, work is supposed to fit around one's schooling. But in the case of Holden, he doesn't seem like an obedient student with well academic performance. So he became expelled still he has a dilemma about his home.

Young adults were the young people who, following the U.S. They were often surprised at the level of hatred they encountered, the vehemence with which classmates and even with family members; they feel that they are not welcome by their own. Still they feel responsibility like Holden wants to save children from the cliffs. They could never be integrated in the family unless they were praised by family. Thus, at a time when most American teenagers were learning that they could not have any impact on society for at least a decade, a handful of young people from a group who historically had the fewest opportunities were protagonists in one of the great moral struggles of the age. "To be chosen to play a role in history is always a mixed blessing, and several of those involved later recalled that their parents were worried and reluctant to let them go ahead" (258).

Ambivalence towards teacher

When he was expelled from school he went to meet his teacher for the last time. He, himself doesn't know where will be his destination. His teacher had tried to convince him about his matter & suggesting to go home. But Holden himself felt homosexual with the teacher. He went to meet his teacher and his teacher had convinced him for his better way and for better future but he felt homosexual with him and blamed him.

It is a problem of American adolescents because they grow up with different environments and might get different environments by their siblings and teachers too. "At the turn of the twenty-first century, Young people of Asian and Late American

descent make up a larger percentage of the current teenage generation. At both times, the birthrates of the new Americans were higher than those of natives. When disproportionate number of the young looks different from the population as a whole, they present a special threat” (161). Above lines signifies that they do have different attitudes due to their environment, youth looks different from the population. They have their own principle and own idea towards someone or something. Likewise Holden also a typical character of this era he felt abnormal even towards his teacher, who never taught him in wrong way.

School students supposed to be socialized in the school but, the students in the case of Holden he, rather feel homosexual with teacher. Hine says “emphasis on socializing over academics could also be seen as a reasonable adaptation to the larger society as they saw it. Even today, people pay lip service to the increasing complexity of jobs and amount of knowledge required to do them properly, but success is more often dependent on operating within a group, making follow. The methods Coleman observed for becoming successful in high school not precisely correspond to those required to becoming successful in high in the world at large, but they probably had a closer correlation than most of what we happening in the classroom” (246). But here Holden just of vise-versa. He doesn’t want to be normal students as well as could not be a great savior. He just find his teacher is doing him a harassment.

Ambivalence towards life

Since the ambivalence is the dominant characteristics of Holden. He is unstable by his nature. He has series of changes on this thinking; it means he does not have any fixed decision towards something. He wants to save the children from the cliffs and did the same. But he himself doesn’t seem like optimistic towards his life. When he had expelled, he want to commit suicide rather to go to home. Since he is

not interested to his own life he wants to save others. Adolescents might suffer from symptoms that would be considered mad in an adult but are just the part of mental development. They are suffered form series of psychic challenges. Thomas Hine says “When Holden Caulfield talks about the phases people go through, he is not talking about either the actions of his glands or strictures of his society. He is talking about psychological changes, storm and stress brought on not so much by ranging hormones as by the challenges inherent in his time of life” (33). By above line what we could understand is young adults are suffering by their own psychic, thought not by hormones, it depends on their environment. So Holden felt alone when he was kicked out from the school and confused about his own life.

Sometimes teenagers show their interest in learning and they realized immaturity, they served immaturity, regardless of their achievements or abilities. But the important thing, though, was that the maturity of each young person was judged individually. Today’s teenagers serve a sentence of presumed immaturity. The strapping .well- developed young man shows his prowess not at work but on the football or soccer team. The young adult also think the same they give attention to various things rather worth doing.

That doesn’t mean that we have given thinking about ourselves and others in terms of size, only that the mindset coexists uncomfortably with our practice of regimented age grouping. Recent studies show that young people who view ourselves as more physically developed that their peers are more likely than others to be sexually active, to drink and to engage in risky behavior. They often cause discipline problems in schools because they are unwilling to accept society’s assertion that they are not grown up. They are also more likely to attempt suicide.

Teenager spends much of their lives dealing with people who do not know them as individual and under the control of institutions that strive to deal with people uniformly. Once they leave the house, they are at the mercy of a battery of bureaucracies. Chief among these are public high schools, junior high schools and middle schools, all or which have increasingly large and impersonal. Moreover, issues such as insurance liability and fear of sexual harassment charges have weakened relationship between them. Hine says “when the school day ends, teenagers in public are a suspect class, of particular interest to local police and the security forces of shopping malls and other private business. Teenagers are often expected to be transgressors, and when they do fail to conform to the frequently ambiguous rules within which they are expected to live, they can be punished very severely. Institutionally, teenagers are treated as something less than real people, sometimes resembling children , sometimes adults. And during the 1990s , it has become politically popular to punish them as both”(17). These lines clarify that they were treated differently. When they finished schooling they hoped to be against of the law. In the novel also Holden did the same i.e. he visited different places randomly without informing his parents. He did not have fixed schedule to do. Though, they are neither a children nor a adult they have special space in the society.

Ambivalence towards friends

Since Holden does not have schedule to go home he went different places. He went to his friend Stradlater’s room where he faced many trouble. He sent Stradlater for date instead he did his assignment. Later, Holden fought with Stradlater and kicked away. He did not have any fixed place to go, and asked to Ackley, the next room mate of Stradlater but he also did not support him. Such cases makes Holden compelled to leave the place and finally he left from the place.

Still he does not have any schedule to go home and went to hotel, again got extra charged by Sally. By such incidents he had faced, he does not even believe with friends and confused about his own status. Young adult have their own thinking which may not be tolerated by others, Holden also have thinking of Jane and when he realized stupidity of Stradlater he fought with him. Since Holden represents middle class teen of 1950 there was a real basis for the 1950s image or the autonomous, working class teen. Unemployment of out-of – school men in their teens had increased substantially since World War II and was a problem in many locals. Yet, there were industries, especially automobile repair suburban residential construction and some types of manufacturing that took on high school dropout at decent wages. In as sense, such people represented a throwback to an earlier time, when dropping out of high school view as a rational choice, rather than a social transgression.

Holden does have different thinking about Stradlater's dress, his lifestyle and his academic growth too. But the vary sort of activity with Jane made him to fight with him and leave the room immediately. Here Hine says "some of the horror stories were celebrated, such as the man who, while watching Giants play a baseball game at New York's Polo Grounds in 1950, was shot to death by a fourteen years old wielding a rifle he has aimed randomly from a nearby apartment building"(240). Holden also have different thinking to be a heroic character in the society, he wants to save children from the cliffs, and even quarrel with Stradlater's in the case of Jane.

Holden can be taken as a typical character of young adult of America. He is always confused but never gave up to do the things. All of the sudden, he has gone through bullish act and which became harmful to him, being victim also. He portrays the clear picture of American young adult. The Catcher in the Rye is among other

things a serious critical mimesis of bourgeois life in the Eastern United States, 1950 of snobbery, privilege, class injury, culture as badge of superiority, sexual exploitation, education subordinated to status, warped social feeling, competitiveness, stunted human possibility, the list could go on.

Salinger is astute in imaging these hurtful things, though not in explaining them. Connections exist between Holden's ordeal and the events reported chronologically, and we think that those connections are necessary to complete Salinger's understanding of social reality. Iran and Korea and the hard-pressed New York school system express the hegemony of Holden's class, as do Broadway and Pencey and Stradlater. Salinger's novel makes no reference to the economic and military scope of that class's power, but the manners and institutions he renders so meticulously are those of people who take their power for granted, and expect their young to step into it. We say, further, that these themes are not just discernible to the eye of an obsessed political reader, as one might strain to give *Catcher* an ecological or existential or reading. They are central to the book's meaning and to the impact it has on us and other readers. Its power is located, all agree, in Holden's sensitivity, keen observation, and moral urgency, and in the language with which he conveys these in relating his story.

For all his perceptiveness, though, he is an adolescent with limited understanding of what he perceives. Readers (adults, at least) understand more, and in this gap a poignancy grows. Most readers share or are won to Holden's values—equality, spontaneity, brotherhood—but sense that these values cannot be realized within extant social forms. The novel draws readers into a powerful longing for what-could-be, and at the same time interposes what is, as an unchanging and immovable reality.

In the period of 1950's, in the America there was trend of searching their identity by themselves. "To be chosen to play a role in history is always a mixed blessing, and several of those involved later recalled that their parents were worried and reluctant to let them go ahead. One such teenager told the psychologist Robert Coles that the prospect of his going to white high school brought forth from his parents accounts of terror and humiliation stretching back several generations"(258). At that time, son argued with his parents, though it was over how best to satisfy a goal that both shared. The parents understandably, worried over their kid's safety. They always worried about that. Holden also kept in the hostel for his schooling, as he could make his parents understands about his academic success. His was eager to create his own recognition by doing different things but he did it very randomly.

Chapter III: Holden as an American Young Adult

The novel "*Catcher in the Rye*" by J.D. Salinger was published in 1951 and it is written about what are the prominent features of young adult in the America. In the novel Holden Caulfield, the central character of the novel behave in the same way. He did different things simultaneously and in a big dilemma about his own life. He makes his parents worried about him and he himself does not know about the further plan of his life too. There's no doubt that teenage offspring often make parents' lives difficult but our conception of teenaged lives is dysfunctional, parents suffer along with children. So in the novel also Holden deals with same matter. Holden Caulfield makes trouble by himself and did in same way.

As an American young adult Holden also wants to leave home simultaneously loves home, feelings of friends as well as arrogance towards friends, seeking for such work which they do not deserve too, it means ambivalence plays great role in his mind. He does not have any fixed way and plan. American teenager have been falling in one way or the others : by dropping out school, leaving homes, gang fight etc. "teen" meant a source of anger, irritation or anxiety ,an often creates complications.

The school or their seniors limits their freedom so that they are restricted to go against of social norms and values, as a result they want to create their own world either by crossing the norms or by breaking the rules. Similarly America created the teenager in its own image, brash, unfinished, ebullient, idealistic, crude, energetic, innocent, greedy, and changing in all sorts of unsettling ways. In the American culture that is perpetually adolescent: always becoming but never mature, incessantly losing its none-too-evident innocence. The teen years have not become defined not as an interlude but rather as something central to life, a period of preparation of self-

definition, a period of indulgence and unfocused energy. From the start, it has embodied extreme ambivalence about the people described. Teenagers want random activities, want to walk alone, be alone, they are frail, vulnerable creatures. They are neither a child nor a mature person. Our beliefs about teenagers are deeply contradictory: they should be free to become themselves. They need many years of study and experiences. They are more worried about their future than adults do. They know hardly anything at all. They ought to know the value of a life, they should be protected from the world of work since they are frail and vulnerable creatures.

The word 'teenager' tells us only a person described is older than twelve, younger than twenty. These seven years represent enormous chunk of a person's life, one in which most people experience big physical, emotional, intellectual and social changes. The word 'teenager' actually masks tremendous differences in maturity between different members of the age group, and within individuals as they pass through the teen years.

When we define a person strictly in terms of age feels natural contemporary Americans. Our society's commitment to equality seems to demand objective classifications, we don't trust people in authority to judge whether, for example, this young person is mature enough to drive or to vote, while another one same age is not. We recognize that such rudiments might be correct, but also that they are subject to abuse. Conferring and withholding rights is a serious matter, and ages seem to be the most objective standard we can apply.

In the America until the twentieth century, adult expectations of young people were determined not by age but by size. If fourteen years old looks big and strong enough to do a man's work on a farm or in a factory or mine, most people viewed him as a man. And if a sixteen year old was slower to develop and couldn't perform

as a man, he wasn't one. For young women, the issue was much the same. To be marriageable was the same as being ready for motherhood, which was determined by physical development but not by age. Sometimes young people could display learning skills or religious inspiration that would force their elders to acknowledge their maturity. The important thing, though, was that the maturity of each young person was judged individually. Holden also did his roommates assignment, so what we can say is sometimes teenagers can perform much better way.

Today's young people grow to their full size and reach sexual maturity sooner than did members of earlier generations. Due to the environment and nutritious food they became more mature than their ages. Hine says: "the belief that the teenager is an unfinished person helped give rise, a century ago, to the juvenile justice system. This placed the courts in a quasiparental role towards young people and created separate procedures and punishments along with a larger roster of offenses that are considered crimes only if young people commit them. A similar desire to shape the teenager to society's liking also underlay the early twentieth century movement to make high school, which only a small fraction of young people then attended, into a universal experience. This ambition was achieved during the 1930s" (20). From the above line what we can understand is, teenagers are not complete by themselves even though they tend to perform as if they are complete, their beliefs and aspirations are not managed very well, they don't know about the right or wrong things.

Teenagers performing as if they are matured enough always go for such acts and even they have feelings of coordination and pleasing personality. They are just trying to be a role model and always seek for betterment of others too. Like in the novel Holden wants to save children from the cliff and wants to save their lives from the damages. Children used to go to play in the Rye but there is a cliff nearby it

and he managed them not to go there. In the twentieth century in America the teenagers goes for such activities which are not completely accepted by the society and they seems more responsible about their own work too like Holden looks responsible about the assignment of Stradlater (his roommate). They also wish to play parental role in the society; teenagers are not perfect yet but having innovative desire to do something good to others. In the case of Holden he makes children aware towards cliffs and which is more worthwhile to their lives. As he is not constant and planned by himself, he take care of his sister very well and playing parental role towards her. He became loyal and kind towards her, he always obeys what she desire to do. His parental figure clearly indicated there.

As teenagers did heroic work to rise up their name Hine says “Holden Caulfield’s furious, funny voice is so unforgettable that is character has helped shape how several generation think about teenagers. His search for integrity and his aspiration to kindness make him a sort of hero. His behavior, however, is self-destructive and uncontrolled, and he feels miserable” (28). From these quotes what we can understand is teenagers are always not negative, they are not always wrong and their activities can’t always be matter of irritation and hazardous but sometimes they goes for good work which keeps them on line. Their heroic deed makes them as if they are a matured person.

In the novel Holden always in contradiction about his own thinking: whether to go for or not. He does not be able to decide himself. His activities are always uncontrolled which makes him more trouble and crisis but again he is looking for such things. Like in the novel we can find series of activities that should not be done by him i.e. felt homosexual with friends mother, doubt about his own home and family, doubt about friends etc. their earlier sexual maturity is probably the result of

improving nutrition. Their desire is exposed by one means or others, they do not know about the things which were right or wrong. Adolescence as a painful, stormy, yet previous and crucial passage in one's life was not a wholly idea. Young adults are not fully matured rather not a child too, due to their age and phase of life they have quest to test different things, and on the way to do this all they made mistakes even did not feel regret.

We can say Holden as an American young adult because he has ambivalence in several matters. He was kept in the hostel of Pencey Prep. Elementary school in Pennsylvania and it's his third school. His academic performance is too bad; he did not attend his class very properly as well as had no attention towards study. He does not like teachers as well as subjects too, only he likes to study English subject. Although he is very good in English. Since his academic performance was very worse he is very good in writing an essays and making conversation in English. So he passed only one subject that is English. He has a lot of ambiguities towards teacher's friends and all, whenever he gets angry he used to say "Phony" and "Bastard" to the people. People around him are phony.

He has ambivalence towards various things among them he has ambivalence towards sex because he feels abnormal with different people. When he met his friends mother he confessed like homosexual when she he went to his friends home. His friend's mother priming Holden as if he is as a son figure and giving advice but he felt sexual with her. Another thing even he raised feelings of sex or erotic feeling towards his friend Stradlater. Stradlater is exactly a teacher also senior than Holden. He used to teach in the school when Holden been expelled from his third elementary school i.e. Pencey Prep. Pennsylvania he went to the Stradlater's room. He stayed there, Stradlater used to come as per his schedule and laying on his bed. Holden used

to look at Stradlater's body and feel homosexual sometimes. But what we can notice is Stradlater had very smart get up due to his profession. When he was absent Holden used to wear Stradlater's dresses as well as his hat. Sometimes Holden wish to go out with Stradlater's dress and sometimes feel jealous towards his life and his recognition. When Stradlater's came in the evening he used to talk about the day of Stradlater and his deeds. When Stradlater got sleep Holden deeply looked at Stradlater's body and feel homosexual. Sometimes Holden used talk about his own brother D.B. Caulfield and his work during his life. There was an Ackley, his room is next room of Stradlater's room. Ackley did not have job. He used to come at Stradlater's room all the time even when Holden feel bored too. Ackley is a very dirty boy having piggy nose with lots of dirt's, teeth were like the same. He did not do even tooth brush for many days. Holden felt very lazy and one of the dirty person around him. Ackley was not supportive towards him but wants to make his work. By those incidents Holden had his own principal regarding sex.

Another incident is he was kicked by Stradlater due to their misunderstanding towards Stradlater's dating with Jane Gallagher. Stradlater went to date with Jane Gallagher whom Holden knew very well. She has an innocent figure in his eyes, because during his childhood they used to play tennis and she was quite shy. Jane did not reply when she was about to win too, she loves to read book apart from tennis. So Holden have very good image towards her character and habits. She was very innocent and good looking but Stradlater went date with the same girl. When Stradlater went for date Holden did his homework instead. Holden was very good in essay writing and the Stradlater's homework was also the same. Holden innocently did his homework and asked him to for date with Jane. When he come back Holden asked about whether they had kiss or not, but Stradlater replied they had. Since she was

innocent Stradlater did wrong things to her so he fought with Stradlater for the same case. Holden was aware about where he was but did fight for the innocent girl of his appearance. So he kicked out from the room during night time. And Holden wants to take help of Mr. Ackley, the next room guys but he did not let him be there. So Holden was walk alone during night. Still he does not have any plan to be back to his home, he went to the hotel and managed to stay. During his stay in the hotel he asked for prostitute for sex. As his request the owner sent his a prostitute named Sally Hayes. When she enters in the room Holden begun to tremble and his face became changed. He did not able to do sex as he was requested. So that, Sally got angry with him and taken out money from his wallet. He already paid for the prostitute again he got punished by such decision. So that Holden was very much confused about his own decision and felt dilemma about the matter.

Similarly he has ambivalence towards home. Since Holden kept at hostel of Pencey prep. Pennsylvania he felt his home good because he was keeping out of home for more study. But together with his thought sometimes felt bad about his home. American adolescence, which was beginning to emerge in its distinctive form at the time, was a luxury that relatively few families could afford for their children. It was a privilege, to be sure, but not an aristocratic one. It resulted not from any sense of permanent position of one's family in the society at large, but rather from opposite. The successful families of the early republic began to limit the size of their families and concentrate on their children's upbringings. Because every parents are conscious about job place and further career of children. Since American wants to leave home after certain ages their families were well concern about their basic study.

Holden also not in exception to kept out from the family for his better future, so he is free to do anything and did not be much stressful and conscious about home

and parents. Adolescence is, by definition, a dependent state, experienced in one's own household and in institutions intended for people in their teens. As it developed in nineteenth century America, however adolescence did require a measure of at least psychological liberation by the parents. They had to understand that their children would be, in some important ways, different from themselves, and to commit their money and attention and their children's time to their preparation.

Holden's family also conscious about the development of Holden so they afford money for his schooling. High school is the threshold through which young American must pass. It classes impart knowledge we believe young people need to become good adults. Its athletics and extracurricular activities provide the principal stage for young people to explore their talents and find their strength. It brings young people together, providing a fertile ground for the development of youth culture. By enrolling both young men and women, the high school gave teenagers control over their own social life, something that parents controlled before everyone went to high school. Without high school, there are no teenagers. Though Pencey Prep. also had their own rules for academic development but Holden did not explore better so he was been expelled from the school. For many nineteenth century parents, high school seemed to make more sense for their children.

On the other hand, Holden was confused about the behavior of his own teacher. Since he was kept in the hostel of Pencey Prep. he should have better performance regarding his study. In spite of, he failed all the subject except English. As a result, he been expelled from the school but when he expelled he did not go back to home rather different places randomly. Holden went to meet his English teacher and his teacher advised him about his own career and for betterment. When he priming on his head Holden felt that he was a homosexual guy.

Holden, to some find his teacher as a guide simultaneously felt homosexual and the advice of teacher is not so much worthwhile to his life. Even Holden did not like any teacher due to his weak academic performance. During most of the nineteenth century, adolescent's view as inexperienced adults, people with energy who could work a full day, but might, fall in various habits. So that Holden also given a warning about his academic performance but he did not feel any shame on his deed and went for random plans. Hine says: "many observers worried that teenagers were excessively conformist, though the real worry was that they were conforming not with what their parents and teacher wanted, but with each other." By realizing Holden and his activities also we can say teenagers were not in the control of parents and teachers. They used to have their own principle and used to do accordingly. Appealing to teenagers were hardly the first thing studios thought of they want to do miscellaneous things.

As a young American, adult Holden does not have any fix schedule do the things but sometimes he become guide of the children too. There was a big cliff nearby so children used to play over there. He wants to save them from the cliffs and did not letting children to go there in the rye. Expelled from the school, leaving home and different stress and storms makes him annoy about his own life. Sometimes he wants to do suicide since he did not see any meaning of life. He was already been expelled from the school, kicked out from Stradlater even extra charged from the prostitute so he did not have positive feelings towards life. Sometimes he thought life is like that but sometimes he thought it's a vain. He has ambivalence towards his family too, he loves his sister Phoebe very much and wants to see her happy all the time.

Since Holden getting failure of his every work he wants to meet his sister for the last time and want to walk randomly again. Still he does not have any intention to meet his parents. Phoebe was at school and he directly goes to school to meet her. He met her sister and to escape from her. Since Phoebe understood his intuition she did not let him go alone and wanted to follow him where ever he go. He did not be able to convince Phoebe and asked her what she wants to do. Finally Phoebe told that she wants to go to museum. Suddenly Holden seem happy with her wish and they together went to the museum. Phoebe enjoyed a lot in the museum so did Holden also was getting entertained with his sister. Now he found his life is happy with sister. But we can realize he has ambivalence towards life too. Sometimes, fine happiness sometimes felt sad.

For us, as for almost all readers, Holden's sensitivity is the heart of the book, that which animates the story and makes it compelling. Events are laden with affect for Holden. He cannot speak of an experience for long in a neutral way, apart from judgment and feeling. And of course those judgments and feelings are largely negative. Not so entirely negative as Phoebe says "You don't like anything that's happening" but this novel is first the story of a young man so displeased with himself and with much of the world around him that his strongest impulse is to leave, break loose, move on.

From his pain follows rejection and retreat. But what exactly is it that puts Holden out of sorts with his life? What does he reject? The critics answer, as we have seen, phrases that universalize: an immoral world, the inhumanity of the world, the adult world, the predicament of modern life, the human condition, the facts of life, evil. As we see it, the leap is too quick and too long. Holden lives in a time and place,

and these provide the material against which his particular adolescent sensibility reacts.

Holden has many ways of condemning, and an ample lexicon to render his judgments. Some people are bastards, others jerks. The way they act makes you want to puke. What they do and say can be in Holden's favorite adjectives-depressing, corny, dopey, crummy, screwed-up, boring, phony. "Phony" is probably Holden's most frequent term of abuse, definitely his strongest and most ethically weighted. For that reason his application of the word is a good index to what he finds most intolerable in his life. And Holden is quite consistent in what he calls phony.

Holden says he left Elkton Hills, one of the schools he attended before Pencey, because he was "surrounded by phonies," in particular Mr. Haas the headmaster, "the phoniest bastard I ever met in my life." Haas earned this label in the following way:

On Sundays he went around shaking hands with everybody's parents when they drove up to school. He'd be charming as hell and all. Except if some boy had little old funny-looking parents. You should've seen the way he did with my roommate's parents. I mean if a boy's mother was sort of fat or corny-looking or something, and if somebody's father was one of those guys that wear those suits with very big shoulders and corny black-and-white shoes, then old Haas would just shake hands with them and give them a phony smile and then he'd go talk, for maybe half an hour, with somebody else's parents. I can't stand that stuff. (14-15)

In a word, snobbery. Has toadies to those who comfortably wear the uniform of their class-some register of high bourgeois-and snubs those with padded shoulders and unfashionable shoes who have come lately to their money, or not at all. His gestures

to the latter are inauthentic, and such contempt can wound. But only because class does exist: Haas is not just personally mean; his phoniness and his power to hurt depend on an established class system that institutionalizes slight and injury. Above all his thinking and his behavior around shows as he is one of the young adult of middle age.

Chapter IV

Conclusion: Appearance of Holden as a Young Adult

J.D. Salinger took an example of Holden Caulfield as a young American adult in his novel, *The Catcher in the Rye*, from the experience he gained as a young adult he portrays example of Holden. In the America in mid nineteenth century we can found the person like Holden Caulfield who does not have any fixed schedule and became confused in each tasks. And ambivalence is the main traits of young adult because of their age, maturation as well as by their culture too. As an American they supposed to leave home after they become independent by themselves but prior of that age they do have their different psyche and did the same. Young adult is the person after thirteen and before nineteen and in this period the person can be constant. They are seeking for such activities which are out of their control.

Young adult tends to do different activities which are beyond of their control. Leaving home without acknowledging parents, school dropout, kicking with friends and for such activities which are beyond of social norms and values. Anna Freud theorized that “the experience of adolescence is so filled with pain, trauma, and turmoil that our conscious mind suppresses it” (2). The above quote exemplifies that teenagers are suppressed by different things within them. They do have shock and pain about their own life and deeply suffering from trauma and turmoil. They do have such desires that can be fulfilled by the society. It can be accepted by general people in daily lives. Being a teenager isn't an identity but a predicament most of people live through. And typical teenagers are people we don't know very well.

We can't recognize anyone rather they knows themselves very well. Since teenagers plans are anonymous we also can't understand the plan and mentality of Holden Caulfield's mood and plan. Holden was expelled from the school due to his

weak academic performance but again he does not have guilt psyche rather he planned to visited different places. There is big ambiguity lies on Holden himself because he has no plan again moved forward by himself randomly. When he goes to meet his teacher for the last time and teacher suggest him for his better future and career he himself felt homosexual with him. Holden, even arise sexual feelings towards his friends mother as if he like a son figure of her.

The dilemma of Holden Caulfield in the novel is more direct towards the end of the novel. And what young adult theory said is exactly matched with Holden Caulfield. According to the young adult theory “ambivalence” is the most common traits of American young adults during mid of nineteenth century. The concept of the teenager as we know it today is not simply a continuation of the self-consciously sheltered life of the middle class nineteenth century high school student. Holden also form the middle class family and his parents kept him in the hostel for his schooling. The Pencey Prep. Pennsylvania is his third school but again he did not able to perform well. So Hine says “Teenagers are the target of nearly every effort to cut smoking, alcohol abuse, and illegal drug use. After all, the teen years are when most people acquire bad habits the will have the rest of their lives” (20). The following lines clarifies that activities of teenagers are not acceptable. In the novel we can compare with Holden because he did lots of things they are illegal and not acceptable by the society and even by his parents. Due to his weak academic performance he been expelled is the main the main task form which he starts different bullish activities. Rather felt guilty he been encouraged to do such work which are not accepted by society.

The discovery and description of the adolescent as a universal concept spurred an interest in young people in different places and times. The goal was not to see how

young people lives their lives their life at different times but rather to prove that adolescents had always existed in much the same way i.e. different activities at a same time without thinking properly. Most of the young American used to leave their home during their adolescents they were a part of the new democratic society they were rather self-consciously beginning to create or unconsciously. Holden was depressed by his own activities later still he continued his plans.

Holden is the best example of a American young adult because during the nineteenth century in the America, the middle class family kept their children outside of their house for their betterment and for better career accordingly Holden's parents also kept him in the hostel of Pencey prep. Pennsylvania that was third elementary school of Holden. Till the time he does not have good academic performance, due to his weak academic status he been expelled from the school. And he did not plan to go back to his home rather he went to different places. Firstly he went to meet his teacher and his advice also doesn't work to him. And, again Holden ran towards Stradlater's room. He stayed there for several days , assisting him for several matters even Holden did Stradlater's assignment and sent him for date. At the end they got quarrel regarding the matter of date with Jane Gallagher. Finally Holden kicked form his friend and again started to walk with subconsciously here and there.

Finally what we can understand is Holden Caulfield as a American young adult because his all activities related to young adult. His age, his maturation and his trauma and turmoil all exactly related to American young adult. Since the ambivalence lies in the young adult his all activities are the same. His works and role are not acceptable by the common people and by the society. He does not live due to his works. He realized that he made trouble to his family and his well-wishers so he had been fed up with life. Suddenly when he met Phoebe, his sister his mind had

changed, he wish to leave Phoebe alone and wished to escape alone but it had not accomplished due to Phoebe. As a sister and a well-wisher Phoebe did not let Holden to go alone anywhere and she follows him very strictly. And since Holden had dual attitude he had positive sites too. He was asking Phoebe's interest and she wants to go to museum and Holden doesn't be able to escape form Phoebe and enjoyed with her happiness by entertaining in the museum.

It is here that the novel most invites criticism, informed by history and politics. But the critics have instead, with few exceptions followed Salinger's own lead and deepened the confusion of the novel with the help of mystifications like the adult world, the human condition and so on. Pressing for such formulations, they have left history and the novel behind. They have failed both to understand its very large achievement-for we consider it a marvelous book-and to identify the shortcomings of its awareness and its art. And in this way they have certified it as a timeless classic.

Despite being written in 1951, I think many teenagers would be able to relate to the various themes present in the book. It is a modern classic of the coming of age genre. I find the main character, 17-year-old Holden Caulfield, absolutely intriguing and as I read the book, it was fascinating to get inside the head of the strange, rebellious protagonist. What strikes me the most the way Salinger creates the brash atmosphere from the very beginning of the book with Holden being portrayed as insolent, lazy and quite frankly, completely clueless about his future.

J.D. Salinger's novel is a wake-up call to all teenagers and in a sense, is an inspiring read because it sends out the message that we should all remain hopeful and true to ourselves. Teenagers can relate to it because of its complex themes of rebellion, identity and independence but I would recommend you read it before you're

an adult otherwise you may have the urge to slap Holden for his actions when reading the book.

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