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YOUNG ADULT LITERATURE AND CENSORSHIP: A CONTENT
ANALYSIS OF SEVENTY-EIGHT YOUNG ADULT BOOKS

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

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By

Nancy Spence Horton, B.S.

Denton, Texas

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The purpose of this study was to analyze a representative seventy-eight current young adult books to determine the extent to which they contain items which are objectionable to would-be censors. Seventy-eight books were identified which fit the criteria of popularity and literary quality.

Content analysis was selected as the quantitative method of research. Each of the seventy-eight young adult books was analyzed for the six categories which were established through prior research. The six categories include profanity, sex, violence, parent conflict, drugs, and condoned bad behavior. These categories were tallied each time they occurred in the books. Reliability was assured with a rating of .98 by a committee of six professionals.

The data reveal that profanity occurred more times in the seventy-eight books than the other five categories with a total of 5,616. The category of drugs was noted 4,171 times. References to sex followed in number with 3,174. The categories which occurred the least were violence with 1,849 occurrences and condoned bad behavior with only 489 occurrences. By applying a frequency index formula to

determine the number of objections in each book in relation to the number of pages, a comparison among the books could be made.

The analysis, synthesis, and interpretation of the data led to several conclusions. Local school systems should establish and follow procedures for book selection and removal. The interests of young adults are met by the presentation of a variety of ideas and realistic plots and settings. The books, even with objectionable items, are chosen by teachers and students to read; therefore, they should be accessible in secondary school libraries as they provide valuable reading experiences for young adults.

This study established that young adult literature serves an important function in providing quality reading material of interest to teenagers. These reading experiences help broaden the learning environment for young adults.

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CHAPTER I

INTRODUCTION

Background to the Study

The U.S. Supreme Court did not reach a majority decision in the Island Trees censorship case; therefore, the issue of censorship in the school libraries is not totally resolved. Some judges look at the schools as the marketplace for ideas (1). Others see schools as inculcating values and beliefs and would have only certain ideas represented in the schools. Thus, the question of who should have power over the materials in school libraries remains. Basically, local school boards have been given control, but is this control intended to supercede First Amendment rights (see Appendix A)? Should the school library be a marketplace for a variety of ideas or should certain ideas be censored which do not reflect the values of the local school board members?

Censorship can lend a chilling factor to the atmosphere, and this chilling condition limits availability of reading materials. This availability and freedom of choice in book selection represents the marketplace of ideas as one purpose for schools while the limitation of choice, or censorship, represents another purpose for schools.

To consider the implications of availability of ideas, it is imperative to know what books students like to read. Also important is to examine these books for the items which some want excluded from the libraries. If the censor's objectionable items are in the books the young adults like and read the most, there exists the dilemma of what is best for the students. This is the point on which there is disagreement from the opposing forces--the right to limit the students' exposure to certain ideas and beliefs of the school board and the community versus the right to expose students to a wide variety of beliefs and ideas.

Statement of the Problem

The problem of this study was to analyze a representative seventy-eight current young adult books to determine the extent to which they contain ideas which are objectionable to would-be censors.

Purposes of the Study

The purposes of the study were:

1. To identify current young adult books which fit the criteria of popularity and literary quality
2. To establish categories of items which might be considered objectionable by would-be censors

3. To identify the number and nature of items found in each of the previously identified young adult books which might be considered objectionable by would-be censors
4. To identify the total number of occurrences of each objectionable item in the books
5. To identify which categories have the greatest percentage of occurrences in the books.

Basic Assumptions

Assumptions which are made about the use of content analysis include: 1) inferences can be established validly, 2) meanings are understood by communicator or audience, and 3) there are carefully selected categories.

Significance

The impact of this study on censorship is significant for several facets of society. The members of society who are most influenced by censorship are the young adults. The quality of their education depends partly on their academic exposure to materials in the school library. We live in a democratic society which embraces the First Amendment (see Appendix A). This amendment gives each citizen of the United States the right to freedom of speech and press. With this right, individuals may make choices within our legal system. Problems occur when this First

Amendment right conflicts with the Tenth Amendment right of the state to establish and regulate public schools, since school libraries fall under this jurisdiction. Each segment of the community might have a different view of this issue which is so complex that it was not totally resolved when it went before the U.S. Supreme Court in Board of Education, Island Trees Union Free School District v. Pico (2).

While young adults are ultimately the most affected by the issue of censorship in their school libraries, it is the local school board, empowered by the state under the Tenth Amendment, which normally controls the materials in the libraries. Some previous court decisions have made it clear that school boards should devise careful procedures for book selection, review, and removal. The courts have not yet faced the ultimate question of the power of the school board, a Tenth Amendment power through the state, versus the First Amendment right to have certain materials included in the libraries. It is not certain how the U.S. Supreme Court would rule if presented with the clear issue of what should be included in the libraries. If the school boards have the power to select books and procedures, then they, especially, should be aware of the results of this study.

Crucial to this study is the method in which the books for analysis were chosen. To be pertinent to the question of what young adults really read, the books selected and analyzed in the study were taken from lists which indicate popularity and quality. In this way, the investigator was able to analyze books that fit both criteria, popularity and quality. Readers of this study can be assured that the books analyzed here represent the quality young adult literature in the school libraries, as determined by a representative group of members of the American Library Association. Popularity was assured by using the books selected by G. Robert Carlsen.

By looking at the content analysis of these books, the readers of this study will be able to see if a void would exist if these books were removed from the school, and to speculate on the extent of that void. The importance of exposure to a variety of ideas is emphasized in an opinion given in Minarcini v. Strongsville City School District (1) in which the schools were termed as marketplaces for ideas. But in the case of Zykan v. Warsaw Community School Corporation, the U.S. Court of Appeals for the Seventh Circuit stated that students might not have the appropriate skills to react to a marketplace of ideas; therefore, the school board would take the responsibility of selecting appropriate materials (3).

Although young adults and school boards are at each end of this question of censorship, parents and school personnel are in the middle. The conflict exists when everyone does not agree on what is best for the students. To an extent, parents have the right to raise, guide, and influence their own children, but do they have the right to say how everyone else's children should be raised? They can tell their own children what they can and cannot read, but should they be able to say what all children can and cannot read? Even if the parents' rights are limited, does the state have the right to control school curriculum? It is unclear whose right wins when there is conflict.

It is the responsibility of school personnel to implement the function of providing young adults with an exposure to literature. It is the role of school personnel to administer the library in a manner which would achieve this goal. In addition to school board members, the school personnel should be aware of the results of this study.

The people who will benefit from the knowledge provided by this study are many. They fill many roles in the lives of young adults. Educators, parents, and school board members should be aware of the fact that court decisions have not been conclusive in the area of censorship of materials in secondary school libraries. Therefore, it is the responsibility of the adults in charge of young

adults' education to examine studies such as this one to better support their decisions in dealing with freedom of selection and the issue of censorship.

The issue at hand is larger than simply trying to defend who has the right to choose books. It is also a question of the purpose of public schools. Is it a marketplace of ideas or a system to teach basic community beliefs? The persons who are responsible for educating young adults, in and out of school, need to apprise themselves of the information such as this study provides. Only in this way can the issue of censorship be examined as it effects students and their education.

Readers of this study should examine closely the results which are presented in descriptive form as well as the numerical tallies. The tallies alone cannot reveal the nature of young adult literature. Only after plots, settings, and the entire contents of books are examined can valid judgement be made. The tallying of words alone cannot be valid in the evaluation of literature.

Limitations

The categories used for rating in this study are a selection of those that were compiled through the research conducted in previous studies on objections to young adult novels and have not been validated for this study.

Table VIII of this study should not be used as a device for curriculum decisions. Rather, it is a representation which illustrates the need for complete examination of works being considered for classroom or library use.

Definition of Terms

The following terms used in this study are limited to the meanings given below.

1. Young Adult.--ages twelve through eighteen.
2. Young Adult Literature.--books selected by young adults for their reading. These books may have been published especially for this age group or for adults in general; also, young adult books, young adult novels.
3. Censor.--anyone who succeeds in censoring a book which contains content which that person believes is harmful.
4. Complainant.--one who is filing a complaint for the purpose of censoring.
5. Would-be Censor.--complainant (regardless of political persuasion for the right or left).
6. Censorship.--any attempt to limit the opportunity of others to read certain books.
7. Objectionable Items.--any content generally deemed by would-be censors to be harmful to the reader.
8. First Amendment.--the amendment of the U.S. Constitution which conveys the right to freedom of speech and press.

9. Tenth Amendment.--declares that all powers not delegated to the federal government are reserved to the states. This amendment gives the state the power to operate schools.

10. Problem Novel.--a novel written to depict people in real situations, facing the problems and concerns which young adults might encounter in their day-to-day lives.

11. Popularity.--esteemed by the young adults at large.

12. Quality.--has value as a piece of literature.

13. Categories of Objectionable Items.--

- a. Profanity--use of irreverent, blasphemous, or obscene words (ranging from Oh God to goddamn or fuck).
- b. Reference to sex--any reference to sex or sexuality; not limited to reference of erotic sexual behavior (ranging from breeding to a vivid description of sexual intercourse).
- c. Violence--physical force used to injure or damage; roughness in action (ranging from hitting someone in the arm to blowing someone's head off).
- d. Adult/Parent Conflict--conflicts in which one, minor or adult, disagrees with or rebels against authority, whether the situation is at home, school, or community (ranging from a young adult who expresses opposing views to parents to a teenager who curses parents and defies them).

- e. Drugs--any reference or exposure to drugs, including alcohol, but excluding caffeine and tobacco (ranging from prescription medicine to shooting heroin).
- f. Condoned Bad Behavior--the presentation of an illegal act as acceptable under certain circumstances (ranging from someone telling a lie to protect a friend to a character helping someone escape prison to see a family one last time).

CHAPTER BIBLIOGRAPHY

1. Minarcini v. Strongsville City School District,
541 F. 2d 577 (1976).
2. Board of Education, Island Trees Union Free School
District v. Pico, 457 U.S. 853 (1982).
3. Zykan v. Warsaw Community School Corporation, 631 F.
2d 1300 (7th Cir. 1980).

CHAPTER II

SYNTHESIS OF RELATED LITERATURE

This study concerns censorship and secondary school libraries. Therefore, the synthesis of the literature includes reviews of the following areas: organizations that support or reject book control, legal cases dealing with school library censorship, and the various facets of adolescence and novel reading.

Prominence of Censorship

Censorship of books dates back to 1603 when a printer was hanged, drawn, and quartered because he published a book opposing the succession of James I to the throne after the death of Queen Elizabeth. The book was banned. Then, in 1650, the first book burning took place when Thomas Pynchon's The Meritorious Price of Our Redemption was burned in the marketplace of Boston by the common executioner (25).

Although book censorship began in the early 1600s, and involved controversy of political authority, it was not until the twentieth century that the frequency of censorship increased. The target of the censors also changed focus. Censorship of the 1930s and 1940s concerned change in social order. Suspicion of subversive material concerned

the censors in the 1950s and 1960s. And in the 1970s a concern began about novels termed trashy or godless (25).

The focus of this study deals more pointedly with censorship and secondary school libraries. Censorship is on the rise in secondary schools because the censors and anti-censors are becoming more active in their concern about the availability of reading selections. Davis (13) gives several reasons for the rise in censorship. Would-be censors, or those who would like to limit young adults' selections of reading material, state that schools and English courses should be limited to grammar and theme writing, exclusive of literature. Many of the censors, including parents, did not have access to or read contemporary literature when they were in school. More groups of concerned citizens are organized in their efforts to censor than are the anti-censorship factions to combat the efforts. And finally, the schools are many times the target for citizens in times when they are unhappy with such states of affair as inflation, federal and state laws, and so-called moral decline.

The major conclusion of the Censorship Survey of the National Council of Teachers of English, as reported by Lee Burress, is that censorship pressure is prominent and is an increasing part of school life (13). Glatthorn (23) states that the reasons for the increasing controversy include political opportunists, critics of current society

in general, parents, and people under stress because of the conditions of society. He continues by suggesting three steps to ease the controversy:

1. The schools and community need clear, honest, and effective communication.

2. The schools and teachers should respect youth's privacy.

3. The line should be drawn on censorship and each educator should fight for freedom in the classroom.

Mel and Norma Gabler (20) are textbook examiners who have had tremendous impact on the censorship movement. Although their organization deals exclusively with textbooks, not young adult literature, their activities have motivated organizations, both pro-censor and anti-censor to take action (28).

Donnelson and Nilson (16) pointedly advise teachers and librarians to approach censorship attempts in several ways. First, be up to date on censorship incidents. Second, develop clear statements about purposes of libraries and English classes. Third, work for community support before issues arise. Fourth, communicate with parents frequently. Fifth, devise careful procedures for book selection and handling censor requests. Sixth, write rationales for books to be used as common reading. And seventh, be familiar with supportive organizations.

Both factions, pro- and anti-censorship, are becoming more vocal and more highly organized. Henry Miller (35), the writer, is against censorship because he feels that to censor books in the public school is to choose intellectual death. He states that students should graduate from school free to think and act for themselves. There are many organizations that have joined forces to express concern that students definitely have a right to read and that this right is threatened by censorship. Several of these organizations are the American Library Association, National Council of Teachers of English, American Civil Liberties Union, Media Coalition, and National Ad Hoc Committee (48). The Board of Directors of the American Association of School Libraries endorsed the Library Bill of Rights (42). The Library Bill of Rights states that libraries are forums of information and ideas and should not limit their resources to exclude materials because of the background, or views of the contributors or users (see Appendix C) (27).

Doyle (17) mentioned several more organizations that are in the anti-censorship movement. The organizations include the American Federation of Teachers, Association for Educational Communications and Technology, International Reading Association, National Council for the Social Studies, and the National Educational Association. Several organizations previously mentioned along with the

American Association of School Administrators, Association for Educational Communications and Technology, and Speech Communication Association form the Academic Freedom Group. These organizations have joined forces to adopt five objectives: (1) to inform educators of the existence and effect of censorship, (2) to suggest methods to use if they feel it is necessary to challenge censorship attempts, (3) to offer training and technical assistance to those faced with combatting censorship, (4) to collect and disseminate information on censorship attempts and ways to combat it, and (5) join forces to improve the educational climate (27).

Just as there are those against censorship, there also exist those who feel that they must work to limit the reading selections offered to young adults in secondary schools. In general, these censors include the political left and right, fundamental religious groups, intensely patriotic organizations, and a faction of concerned parents (12). More specifically, pro-censor groups include the Committee for Survival for A Free Congress, National Conservative Political Action Committee, Conservative Caucus, American Legislative Exchange Council, Institute for Creation Research Inc., and a number of President Ronald Reagan supporters (43). Several prominent individuals

who work either individually or in censorship organizations include Reverend Jerry Falwell, Jesse Helms, Phyllis Schlafly, and Mel and Norma Gabler. These leaders encourage their followers to take books with what they consider obscene language to the school principals, to question all curriculum, and to obtain materials which instruct them on censorship techniques (17). Reverend Greg Dixon (15) supports censorship by calling for a return of the public schools to the control of local school boards, even if it means abolishing the Education Department and cutting federal funds.

These individuals and organizations have several targets for censorship. The targets are items which would-be censors find objectionable. These objectionable items include sexual references, profanity or bad language, violence, religious ideas, racial references, inaccuracies, moral value references, vulgarity, drug and alcohol references, criticism of parents or authority, condoned bad behavior, trashy novels, political ideas, and incorrect grammar (13). Although the Gablers examine only textbooks, they do suggest the items above for parents and citizens to use and encourage them to ban any books or novels which include any of the items.

Jenkinson (28), in his studies of objections which had been reported to school boards, found basically the same items mentioned above. He extended the list to include

general objections such as novels written by homosexual writers and novels written specifically for adolescents. Protests from citizens include what appear to be suggestive titles when in fact, upon close examination, they are totally appropriate. For example, one school board removed the book entitled Making It With Mademoiselle because of the sexual connotation. Actually, Making It With Mademoiselle is a sewing book showing Mademoiselle brand patterns (29).

A comprehensive survey of objections was conducted in 1977 by the National Council of Teachers of English. NCTE members were surveyed to determine what type of objections were most prevalent in relation to young adult books and the extent of the objections. The returns demonstrated that 75 per cent of the objections were attributed to bad language and references to sex. Seventy-eight per cent of the objections were registered by parents (13). In another study, limited to Indiana high schools, the order of objectionable topics were sexual references, language, evolution, and racial stereotyping (3).

Censorship has been increasing during the twentieth century due to several factors of social unrest. Both pro- and anti-censorship factions are becoming more vocal than in the past. This study focuses on censorship and secondary libraries.

School Library Censorship Cases

There have been a total of seven federal cases dealing with school library censorship. Each case will be discussed along with the implications of each decision. The most recent of the cases is Board of Education, Island Trees Union School v. Pico (7). Although the decision in Pico was not conclusive on all secondary school library issues, Pico provided the strong implication that First Amendment rights are involved when book removal is based on ideas contained within the book. Even before the courts faced issues specifically dealing with the removal of books from public libraries, various decisions were made which set the stage for the later cases. In Tinker v. Des Moines Independent School District (50), the U.S. Supreme Court made it clear that although the school has special characteristics, neither teachers nor students shed their constitutional rights to freedom of speech or expression when they enter the school environment. The Tinker decision concerned student expression rights. These rights weighed heavily in later cases as library books were considered as a medium for expression.

Prior to the Pico case, six federal cases dealt specifically with the removal of books from school libraries. In chronological order, the cases include President's Council v. Community School Board (44), Minarcini v.

Strongsville City School District (36), Right to Read Defense Committee v. School Committee (45), Salvail v. Nashua Board of Education (46), Zykan v. Warsaw Community School Corporation (52), and Bicknell v. Vergennes Union High School Board of Directors (5). Removal was determined to be unconstitutional in Minarcini, Salvail, and Right to Read. Three cases, Bicknell, President's Council, and Zykan supported book removal. Basically, the issues of constitutional rights were present in all cases. A closer look at each case is needed to examine the reasons given by the judges to support their decisions.

In President's Council v. Community School Board (44), the President's Council, District 25, an organization of presidents and past presidents of various parent and parent-teacher associations in the district, filed suit when the school board first removed and later put on a reserve shelf in junior high libraries all copies of Down These Mean Streets by Piri Thomas. The book in question told the story of a young Puerto Rican growing up in Spanish Harlem. His life realistically depicted acts of criminal violence, sex, and drug use.

Three issues are addressed in this case. Under New York laws, any final action by a community school is open to review. Also, since authority is delegated to select books for the library, the court would not question the

same authority for removal. Finally, the issue of First Amendment violation was found unwarranted since the book was still available upon request of the student's parent. The U.S. Court of Appeals, Second Circuit, supported the removal. The court stated that the need to remove from school libraries books which are obsolete, irrelevant, or improperly selected must be handled by some authority and felt that this removal could be done by the same authority which had the power to make the selection in the first place. The court found no constitutional violation in the school board's action.

The next relevant case appeared in the Sixth Circuit U.S. Court of Appeals in Minarcini v. Strongsville City School District (36). Five high school students, through their parents, brought suit against the members of the school board and the superintendent, claiming their First and Fourteenth Amendment rights were violated. The school board had disregarded faculty recommendation and refused to approve certain books as texts and ordered the books removed from the school library. Several issues were prevalent in this case. Ohio law gives school boards the authority to select and purchase textbooks over faculty recommendation. The board did listen to faculty discussion and recommendation. The court does not ordinarily intervene in resolutions of daily conflicts of the operation of the

schools; yet, protection of constitutional freedoms clouds the issue. A public school library is a privilege not to be altered by individual disapproval by board members. Therefore, constitutional rights are questioned when books are removed because current school board members feel the content disagrees with their own personal political or social tastes. Limits on the availability of books become an issue when the books were not available in the school library. The question of the student's right to exposure to the ideas contained in the books became an issue. In this case, the students felt that if the books at issue were not available in the school library, they could not obtain them to use as supplemental reading to extend class discussions. The school board refused to approve Joseph Heller's Catch 22 and Kurt Vonnegut's God Bless You, Mr. Rosewater as texts or library books, and ordered Vonnegut's Cat's Cradle and Heller's Catch 22 removed from the library.

The court found that the board's refusal to approve or purchase the aforementioned books was fully within its rights with no constitutional violation. However, the issues involving the removal of the books carries a different burden. The following quote from the Minarcini case indicates the constitutional violation as the court saw it.

A library is a storehouse of knowledge. When created for a public school it is an important privilege created by the state for the benefit of the students in the school. That privilege is not subject to being withdrawn by succeeding school boards whose members might desire to "winnow" the library for books the content of which occasioned their displeasure or disapproval (36, p. 581).

Although the concept of freedom is clearly at question, it is more complex than a direct restraint on speech. However, the concern involved the students' right to receive information which they and their teacher felt desirable. Considering these points, the court ordered the books replaced on the shelves of the library. Although it is clear from the decision that books could not be removed solely because their content was offensive to board members, books can be removed if they have become obsolete or because of the lack of shelf space.

Right to Read Defense Committee of Chelsea v. the School Committee of the City of Chelsea (45) was a case at the district level dealing with the removal of a book from the school library. The school board ordered the removal of an anthology of writings by adolescents entitled Male and Female Under 18. When a parent complained about the language in the selection "City," the committee chairman obtained the volume from the parent and called an emergency meeting of the school board. At that time, he did not consult with anyone other than the complainant. Much controversy evolved

among parents, board members, teachers, and administrators. Although literary justification was given, the volume remained banned from the library.

There were basic censorship issues considered in this case. As with previous cases, the issue of the school library providing a storehouse of ideas was evident. The authority and role of the school board was viewed carefully, also. Again, in this case as in Minarcini (36), the right to remove a book, once already in the library, was considered questionable, dependent on the reason for removal. The removal of Male and Female Under 18 was found to be unconstitutional since it limited the students access to a broad sweep of ideas and philosophies. The court stated that such exposure created no danger; yet mind control through limitations was the true danger. Furthermore, if library materials reflect only the personal standards of individual school board members, the materials would change with every school board membership change (31).

The issues in Salvail v. Nashua Board of Education (46) were similar to the issues in Right to Read (45) and Minarcini (36). A student, a teacher, and adult resident taxpayers brought suit when the school board removed Ms. magazine from the library because one of its members objected to the content. He objected to the advertisements for vibrators, contraceptives, alleged pro-communist

newspapers, and subject matter dealing with lesbianism, gay material, and witchcraft. Although the plaintiffs pleaded that the magazine provided points of view necessary for several types of studies in high school, the board disregarded its previously adopted standards, guidelines, and procedures by removing all issues of Ms. and cancelling the subscription.

Once again, the First Amendment issue in this case was that of the privilege of exposure regardless of individual school board member's beliefs and tastes. Also, the school board did not follow the guidelines it had previously set for the purpose of consideration in book removal. The court declared the removal unconstitutional and ordered the Ms. publication to be re-ordered and back issues replaced on the shelves.

Some decisions in the cases previously discussed found book removal to be unconstitutional. In Zykan v. Warsaw Community School Corporation (52), the justices agreed with the President's Council (44) stance and stated that because a particular book is placed on a library shelf, it cannot gain tenure, regardless of the administrators' objections or approval of the books. In the decision, two limitations to academic freedom were stated. First, high school students' right and need for academic freedom is bounded by intellectual level and the need for guidance. Second, the school's role includes developing facets other than

intellectual, including social, political, and moral values. High school students brought suit against the school board when several books and courses were removed as the result of a voted curriculum change. The change also resulted in not rehiring some teachers. In this case the justices relied heavily on the school board's right to guide, direct, and control the exposure given to the students.

The issues in Bicknell v. Vergennes Union High School Board of Directors (5) are basically the same as in the other cases discussed. The difference lies in the reason stated for removal. The school board used its community standards, rather than a board member's personal standards, to determine that Patrick Mann's Dog Day Afternoon and Richard Price's The Wanderers were vulgar and contained indecent language. The Wanderers was removed and Dog Day Afternoon was placed on a restricted shelf. The books were not removed because of any personal bias or political motivation of board members. Therefore, the actions of the board were not violations of First Amendment rights.

The facts surrounding Board of Education, Island Trees Union Free School District v. Pico (7) began in September, 1975 when three school board members attended a conference in Watkins Glen, New York conducted by the People of New York United. They returned home with a list of books which the organization considered objectionable.

Six weeks later while attending "Winter School Night," two of the same board members were admitted to the school library by the custodian. They located nine titles from the list of objectionable books. In late February, 1976, at the regular school board meeting, board members asked two high school principals to stay after to discuss the books. As a result of this discussion, the junior high principal found two additional titles from the list and the board directed the principals to remove the books from the library. The eleven books were The Fixer by Bernard Malamud, Slaughterhouse Five by Kurt Vonnegut, The Naked Ape by Desmond Morris, Down These Mean Streets by Piri Thomas, Best Short Stories by Negro Writers by Langston Hughes, Go Ask Alice by an anonymous writer, A Hero Ain't Nothing But a Sandwich by Alice Childress, Black Boy by Richard Wright, Laughing Boy by Oliver La Farge, Soul on Ice by Eldridge Cleaver, and A Reader for Writers by Jerome Archer. Within a few days, on February 27, the superintendent issued a memo urging closer examination of the books and adherence to previously set policy prior to the removal. On March 3, a memo from board member Ahrens again directed the immediate removal of all copies of the books in question. There was ample media coverage of the banning and the board members held a press conference. A newsletter was distributed encouraging community members to attend a public meeting to

examine the books. The meeting was held March 30 and the superintendent issued a statement in opposition to the book banning. On April 2, a memo was issued urging that the books be returned to the library shelves until a full examination could be conducted by the review committee according to set procedures. During May and June, the committee was formed, they met, and voted on the books. They voted to place some of the books on a restricted shelf, return some to the library shelves, and not return others. But the board overruled the committee and continued the ban. In January, 1977, several students and parents filed a lawsuit against the school district.

A federal judge summarily rebuffed the students and parents, but the United States Court of Appeals for Second Circuit overruled the judge. It ordered a trial to determine if the board was acting in the students' interests or promoting its own political and personal views. However, before the trial was held, the school board appealed to the Supreme Court.

On June 25, 1982, the Supreme Court expressed seven different opinions with five out of nine justices voting to affirm the judgement of the Second Circuit. The Pico case was again remanded for trial, but the school board returned the books to the library, and no further action took place (49). The significance of the Pico ruling

lies in the fact that five justice's decisions implied that First Amendment rights are involved when books are removed from the school libraries because of ideas within the books (32, 37, 40).

The U.S. Constitution does not delegate to the federal government the power to establish schools; therefore, control of the education system falls to the states under the reserved powers of the Tenth Amendment (30). The normal operations of the school systems are thus a state matter. In matters of expression and only when First Amendment rights have been threatened do the federal courts take interest (38). One of the most common violations deals with library resources (19).

The threat of First Amendment violations involves several concerned parties who have certain responsibilities in the educational system. Members of the public school systems have the responsibility of teaching students to think rationally so that they might be able to make mature decisions when confronted with several options. One way to teach students to make decisions is to provide them with a diversity of ideas which are present in today's society (34). The National Education Association takes the stand that academic freedom is the right of the learner and the teacher (17). And many of the citizens in this democratic system demand that the individual be taught to reason,

analyze, and relate data to the society in which they live (34).

The court decisions made thus far have been confusing and complex. The United States Supreme Court has not yet issued clear guidelines for use by school boards, lower courts, and individuals regarding what materials may be removed from school libraries. In the absence of such guidelines, confusion will remain (49).

Young Adults and Literature

Children grow into adulthood at different rates. This transition period of adolescence seems to stretch over a longer number of years in the youth of contemporary United States than in young people of earlier centuries or other parts of the world. Until the Civil War, children approached adulthood rapidly as they went into the work force at about age fourteen. As job opportunities narrowed in the new technological age, this period of adolescence extended through age nineteen or twenty. With this societal change came recognition of the stage of adolescence as a period of development unique in itself. Special characteristics and demands for this stage of development brought it recognition as a newly distinct segment of society. Gordon (24) terms adolescence as a metamorphosis. It is the period when a child redefines self, discovers, and modifies to become an adult. Adolescence involves not

only biological changes, but also changes in the person's intellectual, emotional, and societal makeup (1).

In the world of publication, it was not until the 1920s and 1930s that publishers divided publications into separate categories for adults and young people (16). Professor Dora V. Smith at the University of Minnesota created a new course in the 1930s for adolescent literature, separate from children's literature (9). Nilsen (39) surveyed one hundred editors, authors, librarians, and teachers as to their preference in naming literature written for adolescence. The term young adult literature was preferred by most respondents over those of adolescent literature, juvenile fiction, junior novel, and teen fiction.

Although many adult books are widely read by young adults, there are several factors supporting the need for books written specifically for young adults. Simpler plots and styles of writing and young adult characters with problems similar to the readers are the most commonly named advantages of the young adult books (2, 41). Gallo (21) states four major functions of young adult literature. First, young adult literature provides a transitional step from children's reading to adult reading. Second, material peculiar to adolescent interests is the focus for recreational reading as a change from academic work. Third, young adult literature can be therapeutic, a way to discover

different ways of life. Fourth, the simplistic style offers a non-degrading way for easier comprehension.

Reading and Young Adults

Young adults' literature exists for and about young adults. As contradictory as it may seem, teenagers read for two main reasons: one, they read material which reflects themselves, and another, they read about new experiences they have never had. Through reading, young adults can experience many lives, not just the one they live. Books help young adults take themselves out of their everyday lives; yet, at the same time, these books address the problems teenagers are experiencing. Book selection indicates that teenagers use reading in a personal if not therapeutic way to learn how others deal with problems. Whether the experiences found in the reading are common are unfamiliar, Carlsen's studies revealed that books must offer interesting experiential encounters or the readers are turned off reading (8).

Loban (33) and Carter (10), in separate studies almost thirty years apart, also found that young adults select books with characters with whom they can identify. Blume (6) confirmed from her studies that young adults love to read about real life situations, including a variety of ways of life. Adolescents also select books which aid them in attitudes formation and information gathering (51).

Emans (18) found that students read for recreation and information, and in their reading they expect to find unusual experiences, excitement, action, the unexpected, humorous or scary incidents, and experiences familiar to their own (47).

Young adults should be offered some choices in reading (6). As they are in a transitional stage of development, grasping for independence, the controversy of control of reading matter arises. There are some who believe freedom of choice is a necessary freedom while others feel that strong control and guidance is necessary. The premise of censorship, or control of materials, is based on assumptions that by reading books which contain certain items the reader might be harmed. This assumption has been the subject of several studies. The studies focused on reading factors and the effects of reading on the reader. The developmental stages of young adulthood and their reading interests have been discussed. Although young adults are striving for independence, studies have shown that families remain the strongest influence. Peers and teachers or media follow the family influence in importance (11, 14, 22).

Beach (2) has compiled the results of numerous studies to examine the issues of response to and the effect of reading on the reader. He defines response to reading as the extent to which the reader becomes involved with his or

her experience of reading. From a different perspective, the effect of reading is defined as the changes which might take place as a result of the reading. The results of the studies negated four assumptions which have been prevalent. First, there is no one correct meaning to be received from reading material. Rather, meaning evolves from the combination of reader background and the printed material. Second, reading will not elicit the exact same response from everyone. Actually, each reader responds in a unique manner because of differences in the reader's personality, age, literary training, and maturity. Third, reading certain kinds of material does not necessarily change the reader. Rather, other factors in one's life carry a greater influence. Fourth, the enticement of a forbidden book might strengthen the desire for the book rather than decreasing the interest as some believe. In summary, response and effect research is complex because of the many facets of human personalities. Each individual reader projects a unique personality which has been molded by many factors. The reader's personal values are relatively stable, unaffected by reading a particular literary work. The background and experience of the reader shape the reading experience more than the work affects the reader. Therefore, Beach (2) suggests that an individual's response to reading is highly unique and relative to the reader's characteristics. Predictions on

responses to reading cannot be valid; therefore neither force (for or against censorship) trying to control reading matter can be supported by research in its effect on the reader.

If negative responses to reading certain materials cannot be proven or assumed, then perhaps possible positive aspects should be considered in allowing the materials to be available. Writing techniques which include descriptive language for sex, violence, and all emotion-laden experiences have been used consistently throughout written history to interest the reader (8). It is this interest which perhaps aids in comprehension for young adults (4).

Young adulthood has been identified as a unique developmental stage. Books are now being written specifically with their needs in mind. Studies have shown that response to reading varies with the individual, contingent on several factors.

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CHAPTER III

METHODOLOGY AND PROCEDURES

The Population

A Dictionary of Reading (6) defines young adult literature as books selected by students, ages thirteen to eighteen, for their reading. Some of these books are published specifically for young adults while some of them are published for the general adult public. It was not until the Twentieth Century that authors began writing specifically for this age bracket. Until then, young people read adult classics. The appearance of young adult books coincided with the realization by society that young adults possessed characteristics unique and specific to their stage of development (4).

Young adult literature is also referred to as young adult books, teenage books, and adolescent literature. Regardless of the term used, quality young adult books possess certain characteristics. They are written in a natural, flowing kind of language which the young adults use orally. This writing style is used instead of long, drawn-out descriptions and multiple, complex plots. Young adult writers touch a wide variety of matter and themes,

which sometimes include controversial ideas. Their protagonists are male or female and are usually in their teens or early twenties. All of these books read by young adults comprise the population.

Pertinent to this study, two lists are published annually which suggest young adult books for reading. One list is based on student popularity. The other list is based on a professional determination of literary quality.

Popularity is the basis for the annual list, "Books for Young Adults Poll." This list is the result of a poll conducted by personnel in the College of Education and School of Library Science at the University of Iowa. Young adults from selected high schools, aged sixteen to nineteen, chose their favorite books. The students were in high school and represent rural, suburban, and urban areas. This list is published annually in the English Journal.

The Best Books Committee of the Young Adult Services Division of the American Library Association is a committee of librarians, professors, book reviewers, authors, and other qualified professionals. They compile an annual book list, "Best Books for Young Adults," based on each book's proven or potential appeal to young adult readers. The list provides a variety of subjects for different reading interests and levels. This list is published each year in Booklist.

The Sample

Only books common to both lists published from 1972 to 1983 were included in the study. By using these two lists, the investigator compiled a list of seventy-eight books deemed interesting by young adults and suggested as quality reading for them. One book common to both lists is You Can Get There From Here by Shirley MacLaine, which is out of print and was unattainable (see Table I).

The Research Design

Content analysis was selected as the quantitative method of research for this study. The seventy-eight young adult novels were analyzed to identify and categorize perceived objectionable items.

The term content analysis has been listed in Webster's Dictionary of English Language since 1961, but it has actually been in use for about fifty years (9). Mass production of print in the late 1800s and early 1900s increased the need for the quantitative method. Journalism schools, with their strict standards, paved the way for quantitative newspaper analysis (9).

Content analysis was also used in other areas of mass media as they became popular. Content analysis of radio programs, movies, television, textbooks, comic strips, speeches, and advertising continues today. The scientific method of content analysis has enabled it to be used by such

TABLE I
LIST OF SEVENTY-EIGHT BOOKS

Title and Author	List No.
ALIVE, Piers Paul Read	(1)
ALL THINGS BRIGHT AND BEAUTIFUL, James Herriot	(2)
ARE YOU IN THE HOUSE ALONE?, Richard Peck	(3)
BEAUTY, Robin McKinley	(4)
THE BEST LITTLE GIRL IN THE WORLD, Steven Levenkron	(5)
BIRDY, William Wharton	(6)
BREAKOUT, Ron LeFlore & Jim Hawkins	(7)
CALLAHAN'S CROSSTIME SALOON, Spider Robinson	(8)
CHILD OF THE MORNING, Paul Gedge	(9)
THE CHOCOLATE WAR, Robert Cormier	(10)
CIRCUS, Alister MacLean	(11)
COMING BACK ALIVE, Dennis Reader	(12)
A CRY OF ANGELS, Jeff Fields	(13)
A DAY NO PIGS WOULD DIE, Robert Newton Peck	(14)
DEATHWATCH, Robb White	(15)
DINKY HOCKER SHOOTS SMACK, M. E. Kerr	(16)
THE DISTANT SUMMER, Sarah Patterson	(17)
DO BLACK PATENT LEATHER SHOES REALLY REFLECT UP?, John R. Powers	(18)
DOVE, Robin Graham	(19)
THE EDEN EXPRESS, Mark Vonnegut	(20)
ELLEN, Rose Levit	(21)
ERIC, Doris Lund	(22)
FIRESTARTER, Stephen King	(23)
THE FLIGHT OF DRAGON'S, Peter Dickinson	(24)
FOOTBALL DREAMS, David Guy	(25)
FOREVER, Judy Blume	(26)
FOUL! THE CONNIE HAWKINS STORY, David Wolf	(27)
GENTLEHANDS, M. E. Kerr	(28)
THE GIRLS OF HUNTINGTON, Blossom Elfman	(29)
HALFWAY DOWN PADDY LANE, Jean Marzollo	(30)
A HANDFUL OF STARS, Barbara Girion	(31)
HARD FEELINGS, Don Bredes	(32)
HEADMAN, Kin Platt	(33)
A HERO AIN'T NOTHIN' BUT A SANDWICH, Alice Childress	(34)
HIGH AND OUTSIDE, Linnea A. Due	(35)
I LOVE YOU, STUPID, Harry Mazer	(36)
IF BEALE STREET COULD TALK, James Baldwin	(37)
IF YOU COULD SEE WHAT I HEAR, Tom Sullivan & Derek Gill	(38)
IS THAT YOU, MISS BLUE?, M. E. Kerr	(39)
JOURNEY TO IXTLAN, Carlos Castaneda	(40)

TABLE I--Continued

Title and Author	List No.
THE KEEPER OF THE ISIS LIGHT, Monica Hughes	(41)
THE LAST MISSION, Harry Mazer	(42)
LIFE ON THE RUN, Bill Bradley	(43)
THE LION'S PAW, D. R. Sherman	(44)
LORD VALENTINE'S CASTLE, Robert Silverberg	(45)
THE MAN WHO LOVED CAT DANCING, Marilyn Durham	(46)
THE MAN WITHOUT A FACE, Isabelle Holland	(47)
THE MASSACRE AT FALL CREEK, Jessamyn West	(48)
A MATTER OF FEELING, Jamine Boissard	(49)
MAY I CROSS YOUR GOLDEN RIVER?, Page Dixon	(50)
MAZES AND MONSTERS, Rona Jaffe	(51)
MIDNIGHT EXPRESS, Billy Hayes & William Hoffer	(52)
MY NAME IS ASHER LEV, Chaim Potok	(53)
OF LOVE AND DEATH AND OTHER JOURNEYS, Isabelle Holland	(54)
ONLY LOVE, Susan Sallis	(55)
THE QUARTZSITE TRIP, William Hogan	(56)
REPRESENTING SUPERDOLL, Richard Peck	(57)
SERPICO, Peter Mass	(58)
SOUL CATCHER, Frank Herbert	(59)
A SPORTING PROPOSITION, James Alexander	(60)
STICKS AND STONES, Lynn Hall	(61)
STRANGER WITH MY FACE, Lois Duncan	(62)
THE SUMMER BEFORE, Patricia Windsor	(63)
A TANGLE OF ROOTS, Barbara Girion	(64)
TEACUP FULL OF ROSES, Sharon Bell Mathis	(65)
THE THETA SYNDROME, Elleston Trever	(66)
TILLA, Ilse Koehn	(67)
TRYING HARD TO HEAR YOU, Sandra Scoppetone	(68)
TUNES FOR A SMALL HARMONICA, Barbara Wersba	(69)
THE TURKEY'S NEST, Alison Prince	(70)
UP IN SETH'S ROOM, Norma Mazer	(71)
VERY FAR AWAY FROM ANYWHERE ELSE, Ursula LeGuin	(72)
VISION QUEST, Terry Davis	(73)
WE CAN'T BREATHE, Ronald Fair	(74)
WHY AM I MISERABLE IF THESE ARE THE BEST YEARS OF MY LIFE?, Andrea Boroff Egan	(75)
WINNING, Robin Brancato	(76)
THE WOMEN AND THE MEN, Nikki Giovanni	(77)
ZOO VET, David Taylor	(78)

disciplines as psychology, political science, literature, history, anthropology, education, and linguistics (9). With this method, inferences can be made from verbal, symbolic, or communicative materials.

According to Berelson (1), there are four characteristics required for a valid content analysis. It must:

- (1) utilize the syntactic/semantic aspects of language,
- (2) be objective, (3) be systematic, and (4) be quantitative.

Berelson (1, p. 18) defines content analysis as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication." Krippendorff's (9, p. 21) definition is similar, stating that content analysis is "a research technique for making replicable and valid inferences from data to their content." Also, Krippendorff emphasizes that to be valid, content analysis requires that the study can be replicated.

The categories of perceived objectionable items were used as coding units. These categories included profanity, reference to sex, violence, adult/parent conflict, drugs, and condoned bad behavior.

Each of the seventy-eight young adult books was analyzed for the six categories of perceived objectionable items as defined in this study. While reading each book, the investigator tallied each and every occurrence of an objectionable item, using the instrument in Table II.

TABLE II
CONTENT ANALYSIS INSTRUMENT

Title: _____	Publisher: _____
Author: _____	Date: _____ Pages: _____
Categories	
Profanity: (I)	
Reference to Sex: (II)	
Violence: (III)	
Adult/Parent Conflict: (IV)	
Drugs: (V)	
Condoned Bad Behavior: (VI)	

After each individual book was analyzed, tally marks were totaled for each category.

Description of the Instrument

The technique of content analysis requires that categories be established for the coding process. The instrument constructed to achieve the purposes of this study is found in Table II. This instrument was used to tally each perceived objectionable item in the appropriate category. The instrument also provided information pertinent to the study such as title, author, publisher, date, and number of pages in the book.

To assure reliability, a committee of six raters read and tallied objections in the book Winning. Winning was randomly selected from the list of seventy-eight books. Each rater represents a role which is influential to a young adult's development. Composition of the committee can be found in Table III. The committee members' ratings can be found in Table IV. Reliability of these ratings was .98 found using a test of generalization (2).

Collection of the Data

A content analysis was utilized to collect data to achieve the purposes of this study. The investigator read and analyzed each of the books for the six categories of perceived objectionable items. The books in this study are common to both the English Journal list, based on popularity, and the Booklist list, based on literary quality. These two lists were compared for the years 1972 - 1984.

TABLE III
COMPOSITION OF COMMITTEE

Name	Position	Education
Carol Mathews	Librarian	Master of Library Science, North Texas State University
Tracy Weiss	English Teacher	Bachelor of Science, University of Tennessee
John Klein	Psychologist	Master of Science, East Texas State University
Judy Barnhouse	Counselor	Master of Education, Wayne State University
Leanne Todd	Parent	Master of Science, University of Houston at Clear Lake
Nancy Horton	Investigator	Master of Science, East Texas State University

TABLE IV
RESULTS OF COMMITTEE RATINGS

Rater	Profanity	Sex	Violence	Conflict	Drugs	Condoned
1	125	16	08	13	23	0
2	116	16	10	12	26	0
3	119	18	09	11	24	0
4	110	17	08	12	25	0
5	114	18	09	10	26	0
6	110	20	10	12	24	0

Seventy-nine books fulfilled the requirements of these criteria and seventy-eight were analyzed, with one being out of print and unavailable.

A content analysis uses two basic units of measurement, the coding unit and the context unit. In this study, the item or context unit is the young adult book. Since the coding unit is the smallest portion of the content, the perceived objectionable item serves as the coding unit.

The investigator read each book, categorizing the perceived objectionable items. The six categories used in this study were based on categories taken from the National Council of Teachers of English Censorship Survey (3). Although the NCTE survey had a total of twenty-three types of objections, several of the categories were vague (i.e., trash or vulgar) and could more efficiently be combined for this study. These same categories are cited as primary targets throughout much of the literature on censorship (4, 5, 7, 8, 10). None of the sources researched presented any new objectionable items not already included in the above cited categories. Although objections such as incorrect grammar/language, references to religion, race or politics, and moral values were included in other studies, the majority of the objections were included in six categories which were used for this study. These categories for the study included profanity, reference

to sex, violence, adult/parent conflict, drugs or alcohol, and condoned bad behavior.

Three tables will be presented in Chapter IV to illustrate totals by category for each book, the total number of each category for all books, and totals converted into percentages. The findings in each category will be stated along with a descriptive discussion of each category.

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CHAPTER IV

ANALYSIS OF RESULTS

The data collected and analyzed by the procedures described in Chapter III are presented in this chapter. Each of the five purposes is presented along with observations of data relevant to the purpose. The information is presented in the form of frequency count as well as discussion. There are several limitations which should be noted in the analysis of results. First, this sample is contingent on the variety of the two lists used. Second, the one book which was randomly selected for reliability check could be unrepresentative of the seventy-eight books. Also, the reliability estimate was not unitized. Third, category inflation was present in the following ways. The categories are broad and inclusive. Double counting terms by category occur, and double counting references occur when one profanity occurs multiple times in a single communicative act or statement.

Purposes for Analysis

One instrument was used to analyze the seventy-eight books. The investigator kept a running tally of six categories as she read each book. The six categories are: profanity, sex, violence, parent conflict, drugs, and condoned

bad behavior. The title, publisher, author, date, and number of pages are also information recorded on the instrument.

Purpose One

To identify current young adult books which fit the criteria of popularity and literary quality is purpose number one.

Hundreds of books are published yearly for adult or young adult reading. The books for this study had to qualify as popular with young readers and quality reading as deemed by professionals. Two lists of books which are published annually were used to identify books for the study. Only books common to both lists published from 1972 to 1983 were included in the study.

The list, "Books for Young Adults Poll," is the result of a popularity poll conducted by personnel in the College of Education and School of Library Science at the University of Iowa. Students, aged sixteen to nineteen, from selected high schools are asked to participate in the poll. From currently published books, the young adults select the books they wish to read. From the books they read, they then choose their favorites. These books are listed as "Books for Young Adults Poll," published annually in the English Journal. The books chosen from 1972 to 1983 were considered for use in this study to determine popularity.

The books listed annually as "Best Books for Young Adults" in Booklist are considered quality reading for young adults. The Best Books Committee of the Young Adult Services Division of the American Library Association is a committee of librarians, professors, book reviewers, authors, and other qualified personnel. They compile an annual book list based on each book's proven or potential appeal to young adult readers. A variety of subjects and reading levels is provided in each list. Books from the 1972 to 1983 lists were considered for this study.

Books common to both the "Books for Young Adults Poll" lists and the "Best Books for Young Adults" lists were identified as fitting the criteria of popularity and literary quality.

Purpose Two

To establish categories of items which might be considered objectionable by would-be censors is purpose number two.

In order to establish categories of would-be objectionable items, several studies were examined. The majority of objections recorded in the studies fell under the categories of profanity, sex, violence, parent conflict, drugs, and condoned bad behavior. These six categories were cited as primary targets throughout the studies and therefore were selected as a basis for this study.

Purpose Three

Purpose number three was to identify the number and nature of items found in each of the previously identified young adult books which might be considered objectionable by would-be censors.

The number of occurrences under each category for each of the seventy-eight books is listed in Table V. The title of the book is listed, followed by the publication date, total number in each category of perceived objectionable items, along with the total number of pages. Totals, means, and means in relation to number of pages are also listed in the table.

Purpose Four

Purpose number four is to identify the total number of occurrences of each objectionable item in the books.

The total number of objectionable items in each category for all books is represented in Table VI. Profanity was noted more times than the other items with a total of 5,616 occurrences. Drugs or alcohol occurred 4,171 times in all the books. References to sex numbered 3,174. Violence followed with a total of 1,849. Parent conflict occurred only 489 times. Condoned bad behavior appeared only 95 times.

TABLE V

ANALYSIS OF OBJECTIONABLE ITEMS: TOTALS BY
CATEGORY FOR EACH BOOK

List No.	Title	Categories						No. Pages
		Profanity	Sex	Violence	Parent Conflict	Drugs	Condoned Bad Behavior	
(1)	ALIVE, 1974	23	9	17	1	36	59	352
(2)	ALL THINGS BRIGHT AND BEAUTIFUL, 1972	108	45	10	0	137	0	442
(3)	ARE YOU IN THE HOUSE ALONE?, 1976	3	51	26	5	26	0	156
(4)	BEAUTY, 1978	2	2	0	4	9	1	247
(5)	THE BEST LITTLE GIRL IN THE WORLD, 1978	95	19	0	25	7	0	196
(6)	BIRDY, 1978	390	84	54	36	4	0	343
(7)	BREAKOUT, 1978	65	48	42	5	160	0	179
(8)	CALLAHAN'S CROSSTIME SALOON, 1977	99	10	31	0	123	0	170
(9)	CHILD OF THE MORNING, 1977	6	14	11	3	38	0	403
(10)	THE CHOCOLATE WAR, 1974	115	14	40	5	2	0	191
(11)	CIRCUS, 1975	24	2	38	0	21	0	192
(12)	COMING BACK ALIVE, 1981	42	15	28	10	21	0	233

TABLE V--Continued

List No.	Title	Categories							No. Pages
		Profanity	Sex	Violence	Parent Conflict	Drugs	Condoned Bad Behavior		
(13)	A CRY OF ANGELS, 1974	236	48	59	10	88	0	373	
(14)	A DAY NO PIGS WOULD DIE, 1972	10	17	25	0	0	0	150	
(15)	DEATHWATCH, 1972	0	0	45	0	1	0	220	
(16)	DINKY HOCKER SHOOT SMACK, 1972	6	12	1	12	69	0	198	
(17)	THE DISTANT SUMMER, 1976	37	4	62	0	20	0	153	
(18)	DO BLACK PATENT LEATHER SHOES REALLY REFLECT UP?, 1975	61	61	5	1	22	0	227	
(19)	DOVE, 1972	20	14	5	0	27	4	199	
(20)	THE EDEN EXPRESS, 1975	175	47	7	4	140	0	214	
(21)	ELLEN, 1974	25	0	0	0	86	1	156	
(22)	ERIC, 1974	78	5	0	20	224	1	345	
(23)	FIRESTARTER, 1981	191	16	89	11	137	6	404	
(24)	THE FLIGHT OF DRAGON'S, 1979	1	23	51	0	0	0	132	
(25)	FOOTBALL DREAMS, 1980	193	34	20	7	23	5	275	

TABLE V--Continued

List No.	Title	Categories							No. Pages
		Profanity	Sex	Violence	Parent Conflict	Drugs	Condoned Bad Behavior		
(26)	FOREVER, 1975	19	110	2	13	9	0	220	
(27)	FOUL! THE CONNIE HAWKINS STORY, 1972	230	39	24	0	100	0	400	
(28)	GENTLEHANDS, 1978	26	11	11	26	75	1	135	
(29)	THE GIRLS OF HUNTINGTON HOUSE, 1972	36	59	11	12	11	0	212	
(30)	HALFWAY DOWN PADDY LANE, 1981	21	15	18	5	21	0	178	
(31)	A HANDFUL OF STARS, 1981	7	17	0	0	138	0	179	
(32)	HARD FEELINGS, 1977	715	136	30	5	56	0	377	
(33)	HEADMAN, 1975	362	14	72	2	47	0	186	
(34)	A HERO AIN'T NOTHIN' BUT A SANDWICH, 1973	102	14	7	17	141	0	126	
(35)	HIGH AND OUTSIDE, 1980	103	9	20	21	749	0	195	
(36)	I LOVE YOU, STUPID, 1981	21	179	0	4	5	0	185	
(37)	IF BEALE STREET COULD TALK, 1974	164	88	37	5	93	6	242	
(38)	IF YOU COULD SEE WHAT I HEAR, 1975	36	64	19	2	47	1	184	
								58	

TABLE V--Continued

List No.	Title	Categories							No. Pages
		Profanity	Sex	Violence	Parent Conflict	Drugs	Condoned Bad Behavior		
(39)	IS THAT YOU, MISS BLUE?, 1975	18	34	2	5	15	0	170	
(40)	JOURNEY TO IXTLAN, 1972	16	2	12	1	30	0	299	
(41)	THE KEEPER OF THE ISIS LIGHT, 1981	2	1	6	17	0	0	136	
(42)	THE LAST MISSION, 1979	49	19	80	9	13	0	182	
(43)	LIFE ON THE RUN, 1976	69	18	8	0	45	0	229	
(44)	THE LION'S PAW, 1975	33	12	58	1	18	0	229	
(45)	LORD VALENTINE'S CASTLE, 1979	3	32	32	0	52	0	444	
(46)	THE MAN WHO LOVED CAT DANCING, 1972	131	64	60	0	55	2	246	
(47)	THE MAN WITHOUT A FACE, 1972	6	18	1	11	45	0	158	
(48)	THE MASSACRE AT FALL CREEK, 1975	47	73	312	0	39	0	314	
(49)	A MATTER OF FEELING, 1979	17	72	0	17	17	0	256	
(50)	MAY I CROSS YOUR GOLDEN RIVER?, 1975	21	2	1	0	70	1	262	
(51)	MAZES AND MONSTERS, 1981	40	97	29	4	110	1	329	

TABLE V--Continued

List No.	Title	Categories						No. Pages
		Profanity	Sex	Violence	Parent Conflict	Drugs	Condoned Bad Behavior	
(52)	MIDNIGHT EXPRESS, 1977	63	54	64	4	15	1	280
(53)	MY NAME IS ASHER LEV, 1972	6	24	21	15	6	0	369
(54)	OF LOVE AND DEATH AND OTHER JOURNEYS, 1975	1	21	0	3	10	0	159
(55)	ONLY LOVE, 1980	45	32	5	7	11	0	250
(56)	THE QUARTZSITE TRIP, 1980	79	174	2	0	68	0	306
(57)	REPRESENTING SUPER-DOLL, 1975	14	14	10	2	1	0	126
(58)	SERPICO, 1973	190	27	15	1	63	0	311
(59)	SOUL CATCHER, 1972	25	14	37	0	7	0	246
(60)	A SPORTING PROPOSITION, 1973	10	0	0	0	12	0	206
(61)	STICKS AND STONES, 1972	33	46	2	0	32	0	220
(62)	STRANGER WITH MY FACE, 1981	11	11	0	3	9	0	250
(63)	THE SUMMER BEFORE, 1973	44	34	7	9	43	0	241

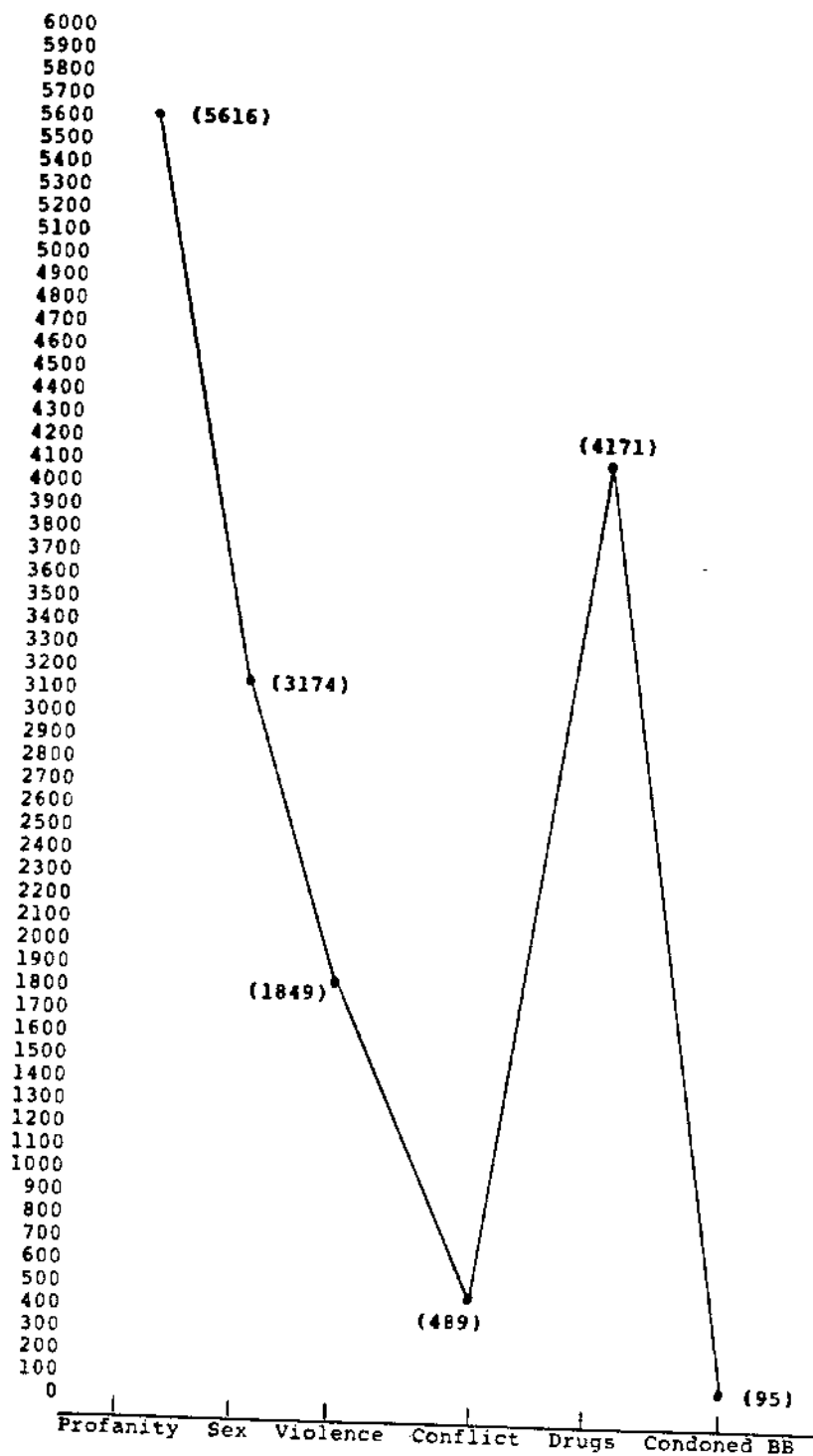
TABLE V--Continued

List No.	Title	Categories							No. Pages
		Profanity	Sex	Violence	Parent Conflict	Drugs	Condoned Bad Behavior		
(64)	A TANGLE OF ROOTS, 1979	4	27	0	0	33	0	154	
(65)	TEACUP FULL OF ROSES, 1972	10	12	21	9	54	0	125	
(66)	THE THETA SYNDROME, 1977	64	5	7	0	47	0	233	
(67)	TILLA, 1981	51	43	54	5	45	0	240	
(68)	TRYING HARD TO HEAR YOU, 1974	70	94	9	0	59	0	264	
(69)	TUNES FOR A SMALL HARMONICA, 1976	34	30	1	1	55	1	178	
(70)	THE TURKEY'S NEST, 1980	1	19	0	0	1	0	223	
(71)	UP IN SETH'S ROOM, 1979	48	147	6	38	7	0	199	
(72)	VERY FAR AWAY FROM ANYWHERE ELSE, 1976	2	13	0	8	1	0	89	
(73)	VISION QUEST, 1979	115	82	19	0	25	0	197	
(74)	WE CAN'T BREATHE, 1972	265	79	94	10	104	0	216	
(75)	WHY AM I MISERABLE IF THESE ARE THE BEST YEARS OF MY LIFE?, 1977	1	295	3	25	1	0	241	

TABLE V--Continued

List No.	Title	Categories						
		Profanity	Sex	Violence	Parent Conflict	Drugs	Condoned Bad Behavior	No. Pages
(76)	WINNING, 1977	125	16	8	13	23	0	211
(77)	THE WOMEN AND THE MEN, 1975	2	19	1	0	0	0	62
(78)	ZOO VET, 1977	4	18	7	0	121	0	254
	Total	5616	3174	1849	489	4171	95	18,073
	Mean	72	40.7	23.7	6.3	53.5	1.2	
	Mean/Total No. of Pages	.31	.18	.10	.03	.23	.01	

TABLE VI
ITEMS IN EACH CATEGORY FOR TOTAL BOOKS

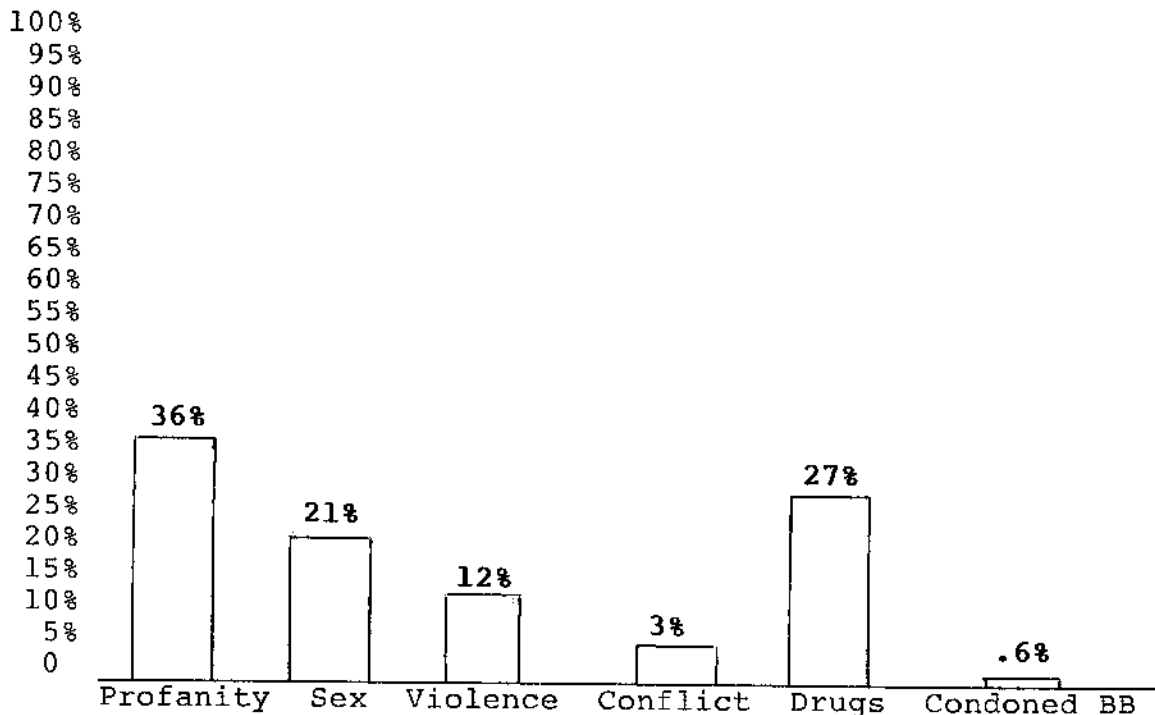


Purpose Five

Purpose number five is to identify which categories have the greatest percentage of occurrences in the books.

The percentages of occurrences in the books are illustrated in a graph in Table VII. Thirty-six per cent of the occurrences were profanity. Sex accounted for twenty-one per cent of the occurrences. Following profanity and sex was violence with twelve per cent, parent conflict with three per cent, drugs with twenty-seven per cent, and condoned bad behavior with six-tenths of one per cent.

TABLE VII
PERCENTAGE OF EACH CATEGORY FOR TOTAL BOOKS



Discussion of the Six Categories

For the purpose of discussion only, a formula was constructed to determine the number of total objections in a book in relation to the number of pages. A look at the total number of objections without taking the length of the book into consideration might be moot. Therefore, the following basic formula was used as an index:

$$\frac{\text{total number of objections in book}}{\text{estimated total number of words in book}}$$

This formula provides a look at the frequency of objectionable items. Number of words per book were estimated by using the figure of three hundred forty words per page.

By applying the index formula, a comparison among the books can be made. One can examine which books contained the most objectionable items; then a closer look can be taken to determine if perhaps the plot or setting merits the existence of the items. For example, the novel with the highest index is High and Outside. With the main character being alcoholic, it is understandable that there might be a total of nine hundred two objections in a one hundred ninety-five page book, resulting in an index of 1.36 ($902/66,300 = 1.36$). The index for the seventy-eight books range from .01 to 1.36. A list of the seventy-eight books with their corresponding frequency indexes are listed in descending order in Table VIII.

TABLE VIII
INDEXES FOR SEVENTY-EIGHT BOOKS

Title	Index
HIGH AND OUTSIDE	1.36
HEADMAN . . . . .	.79
WE CAN'T BREATHE . . . . .	.75
HARD FEELINGS . . . . .	.73
A HERO AIN'T NOTHIN' BUT A SANDWICH . . . . .	.66
BREAKOUT . . . . .	.53
THE EDEN EXPRESS . . . . .	.51
BIRDY . . . . .	.49
IF BEALE STREET COULD TALK . . . . .	.48
CALLAHAN'S CROSSTIME SALOON . . . . .	.46
THE MASSACRE AT FALL CREEK . . . . .	.44
WHY AM I SO MISERABLE IF THESE ARE THE BEST YEARS OF MY LIFE? . . . . .	.40
THE MAN WHO LOVED CAT DANCING . . . . .	.37
UP IN SETH'S ROOM . . . . .	.36
VISION QUEST . . . . .	.36
A CRY OF ANGELS . . . . .	.35
FIRESTARTER . . . . .	.33
GENTLEHANDS . . . . .	.33
I LOVE YOU, STUPID . . . . .	.33
THE QUARTZSITE TRIP . . . . .	.31
FOOTBALL DREAMS . . . . .	.30
FOUL . . . . .	.29
ERIC . . . . .	.28
SERPICO . . . . .	.28
THE CHOCOLATE WAR . . . . .	.27
A HANDFUL OF STARS . . . . .	.27
IF YOU COULD SEE WHAT I HEAR . . . . .	.27
THE LAST MISSION . . . . .	.27
TRYING HARD TO HEAR YOU . . . . .	.26
WINNING . . . . .	.26
MAZES AND MONSTERS . . . . .	.25
TEACUPS FULL OF ROSES . . . . .	.25
TILLA . . . . .	.25
THE DISTANT SUMMER . . . . .	.24
THE BEST LITTLE GIRL IN THE WORLD . . . . .	.22
DO BLACK PATENT SHOES REALLY REFLECT UP? . . . . .	.22
ARE YOU IN THE HOUSE ALONE? . . . . .	.21
ELLEN . . . . .	.21
MIDNIGHT EXPRESS . . . . .	.21
ALL THINGS BRIGHT AND BEAUTIFUL . . . . .	.20
FOREVER . . . . .	.20
TUNES FOR A SMALL HARMONICA . . . . .	.20
THE GIRLS OF HUNTINGTON HOUSE . . . . .	.18

TABLE VIII--Continued

Title	Index
LIFE ON THE RUN . . . . .	.18
THE FLIGHT OF DRAGONS . . . . .	.17
THE SUMMER BEFORE . . . . .	.17
ZOO VET . . . . .	.17
THE LION'S PAW . . . . .	.16
THE THETA SYNDROME . . . . .	.16
DINKY HOCKER SHOOTS SMACK . . . . .	.15
THE MAN WITHOUT A FACE . . . . .	.15
STICKS AND STONES . . . . .	.15
A MATTER OF FEELING . . . . .	.14
HALFWAY DOWN PADDY LANE . . . . .	.13
IS THAT YOU, MISS BLUE? . . . . .	.13
ALIVE . . . . .	.12
ONLY LOVE . . . . .	.12
A TANGLE OF ROOTS . . . . .	.12
A DAY NO PIGS WOULD DIE . . . . .	.10
DOVE . . . . .	.10
MAY I CROSS YOUR GOLDEN RIVER? . . . . .	.10
SOUL CATCHER . . . . .	.10
THE WOMEN AND THE MEN . . . . .	.10
REPRESENTING SUPER DOLL . . . . .	.09
LORD VALENTINE'S CASTLE . . . . .	.08
VERY FAR AWAY FROM ANYWHERE ELSE . . . . .	.08
DEATHWATCH . . . . .	.06
JOURNEY TO IXTLAN . . . . .	.06
THE KEEPER OF THE ISIS . . . . .	.06
MY NAME IS ASHER LEV . . . . .	.06
OF LOVE AND DEATH AND OTHER JOURNEYS . . . . .	.06
CHILD OF THE MORNING . . . . .	.05
THE STRANGER WITH MY FACE . . . . .	.04
A SPORTING PROPOSITION . . . . .	.03
THE TURKEY'S NEST . . . . .	.03
BEAUTY . . . . .	.02
CIRCUS . . . . .	.01
COMING BACK ALIVE . . . . .	.01

Most of the seventy-eight books only mention sex, violence, or drugs. Table IX presents the twelve books with the highest index of objectionable items and the

TABLE IX
HIGH INDEX BOOKS

Index	Book	Plot/Setting
1.36	HIGH AND OUTSIDE	Alcoholism
.79	HEADMAN	Gangs/Prison
.75	WE CAN'T BREATHE	Ghetto
.73	HARD FEELINGS	Sex
.66	A HERO AIN'T NOTHIN' BUT A SANDWICH	Ghetto
.53	BREAKOUT	Prison
.51	EDEN EXPRESS	Drugs/ Communes
.48	IF BEALE STREET COULD TALK	Ghetto
.46	CALLAHAN'S CROSSTIME SALOON	Saloon
.45	BIRDY	Mental
.44	THE MASSACRE AT FALL CREEK	Massacre
.40	WHY AM I SO MISERABLE IF THESE ARE THE BEST YEARS OF MY LIFE?	Informa- tion Book Including Sex Infor- mation

possible reasons for a high index. These twelve books are set apart from the other sixty-six because the plots and settings are contingent on the occurrences of sex, violence, drugs, or alcohol. Therefore, they have the highest number of occurrences in proportion to the length of the book. Of the twelve books, there are six problem novels, two biographies, one informational book, and three fictions.

These books, with emphasis on plots and settings, are discussed along with other books under the heading of each of the six categories.

The remainder of Chapter IV is a discussion of the six categories as they were found in the seventy-eight books. Note should be made concerning the great diversity in each category of objections. For instance, the occurrences of profanity range from mild terms such as "Oh God!" in Halfway Down Paddy Lane to many occurrences of the word "fuck" in We Can't Breathe. Yet, the difference is sometimes attributed to the settings. Halfway Down Paddy Lane is set in the 1850s while We Can't Breathe is the story of a contemporary black boy writing about his life in the ghetto using realistic language.

In the area of sex, the notation for sex reference could be anything from a kiss between boyfriend and girlfriend to a vivid description of sexual intercourse. Additionally, the diversity of violence might range from a hit in the arm to a brutal stabbing. In other words, the tally marks only indicate occurrences. The intensity can only be observed in context.

Profanity

Profanity led the other five categories in the number of occurrences. This finding illustrates that profanity was present in many books which were also high in

other categories. In other words, profane language was usually present in scenes of violence or sex; yet, many scenes in books contained profanity without occurrences from other categories. Therefore, profanity was more prevalent throughout the seventy-eight books than any other category.

Sex

The plots in nine of the seventy-eight books include sex as an important element. Three of the books approached the subject of homosexuality. None of the protagonists is homosexual; yet, each personally encounters a homosexual experience in some way. In The Man Without A Face, Chuck, who is fourteen years old, develops a deep relationship with a retired educator, Justin. Justin is a recluse, but slowly opens to Chuck. The very special friendship is healthy and welcomed by both individuals. Although the relationship is not homosexually based, one demonstration of affection for each other becomes a homosexual experience. The incident is confusing to Chuck, but is kept in balance with the other dimensions of their friendship. In Trying Hard To Hear You, Camilla learns that Jeff, her long-time best friend and neighbor is in love with her new boyfriend, Phil. Phil and Jeff are discovered as lovers by Camilla and the other friends in their close clique. Jeff and Phil are alienated by the group as everyone tries to

understand this new and confusing revelation. Name calling takes place in Sticks and Stones when classmates label Tom, the new student, homosexual. This occurs because the only person in town who Tom develops a friendship with is Ward. Everyone else thinks that Ward is homosexual. Tom is upset when he confronts Ward with the rumors and finds that although their relationship is not homosexual, Ward is.

Heterosexual relationships are more common in the seventy-eight books and although sex is mentioned in every book except three, only a few have plots centered around sex. The most explicitly described sex is found in If Beale Street Could Talk. Clementine and her boyfriend, Fonny, are passionately in love and the author describes sexual intercourse and other acts explicitly. Hard Feelings also includes explicitly described sexual fantasies and acts, but to a lesser extent. More than descriptions of acts, the young protagonist, Bernie, expresses his obsession with a seemingly unending variety of names for the genitals. The title refers to the hardening of the penis during erection. Up In Seth's Room includes descriptions of sexual intercourse. Included in this volume is an account of the pressures a young woman feels when she is faced with the decision of losing her virginity. The factors which influence her, both negative and positive, are examined. Judy Blume, author of Forever, describes sexual

intercourse in detail along with a look at the various emotions, securities, and insecurities involved in teenage sex. Two books which also are dominated by sex in the plots are I Love You, Stupid and The Girls of Huntington House; yet, these books do not contain as explicit details as the previously discussed books do. Although the one hundred eighty-five page book, I Love You, Stupid does contain one hundred seventy-nine references to sex, the references are not descriptive. The Girls of Huntington House is centered on sex because the girls are unwed pregnant teenagers. But actual references to sex in this book are not erotic in nature. Another book, Why Am I So Miserable If These Are the Best Years of My Life? is an informational book written as a handbook for teenage girls. The author of the book candidly gives information about emotions, sex, and birth control. She also advises girls to make good decisions about sex and encourages them to make their decisions independent of friends or even parents if necessary.

Violence

Violence is an integral part of the plot in each of the following books: Deathwatch, The Massacre at Fall Creek, Are You In the House Alone?, The Chocolate War, and Firestarter. Murder is the intent in Deathwatch. Ben, a young college student hires out as a guide for a bighorn hunter. Madec, the hunter, accidentally kills an old recluse,

then turns on Ben when he wants to report the incident. The plot entails the pursuit which follows. The Massacre at Fall Creek is a fictional account based on the factual first trial in 1824 of white men who massacred American Indians. The story details the massacre and the retelling of it at the trial. Rape, which is a crime of sex and violence, is threatened and finally committed in Are You Alone In the House?. In another violence oriented book, The Chocolate War is set in a Catholic high school where selling chocolates is a politically competitive fund-raising activity required of all students. One student refuses to sell chocolates and is ridiculed, harassed, and eventually beaten as a result of his rebellion.

Firestarter is violent only in that Charlie has the destructive power of pyrokinesis. Although violence runs through the plot, the descriptions are not graphic. They are also outnumbered by occurrences of profanity.

Parent Conflict

Parent conflict is presented in young adult books in varying degrees. The variance can range from a rebellious, rude remark to blatant defiance or contempt. Of seventy-eight books, fifty contain at least one occurrence of parent conflict. A total of four hundred eighty-nine conflicts are cited in the fifty books. The protagonists of each book rebel and run away in Coming Back Alive and Gentlehands.

Minor disagreements stemming from a need for attention occur in Dinky Hocker Shoots Smack and The Man Without a Face. Struggle for independence prompts arguments in Representing Super Doll, Up In Seth's Room and Eric. The protagonist in Eric is a young man in his late teens who is told he is dying of cancer. Eric feels that since he will face death alone he must gain more independence from his family with whom he has been so close. To gain this level of independence, he alienates them at times and defies their wishes. The Best Little Girl in the World is a book about rebellion in that the young protagonist, Francesca, is anorexic. Anorexia nervosa is a mental disorder which occurs in young women who find their only means of rebellion is refusing to eat. They are usually good girls who have kept their rebellion internal until it manifests itself in the form of anorexia. A different sort of rebellion takes place in Halfway Down Paddy Lane. Kate travels back in time to 1850 and finds it hard to conform to unjust practices in industry. Therefore, she rebels and attempts to reveal better practices which are used in the current century. Rebellion for unwed pregnant teenagers in The Girls of Huntington House comes in the form of bitterness about their situation. They express anger toward parents and the adult world in general.

Why Am I So Miserable If These Are the Best Years of My Life?, an informational book, contains parent conflict in the form of advice. Young women are encouraged to make their own decisions and to disagree with their parents if they feel it is necessary.

Drugs

Drugs or alcohol addictions are heavily involved in the central plots in A Hero Ain't Nothin' But A Sandwich, High and Outside, Midnight Express, and Dinky Hocker Shoots Smack. The protagonists in High and Outside and Eden Express are chemically dependent. Nikki, a high school female athlete, seems to be a normal teenager, but is actually an alcoholic in High and Outside. The book is an account of her struggle toward admission of alcoholism and her struggle for a plan toward recovery. This is especially difficult for Nikki because her parents drink a lot socially and expect her to join them. The Eden Express is the true story of Mark Vonnegut's struggle with drug addiction and mental illness. Use of drugs is presented consistently throughout the book as daily occurrences. The interrelationship of drugs and mental illness is explored. Benjie, the thirteen year old male protagonist in A Hero Ain't Nothing But a Sandwich, becomes a drug addict to escape from the problems which confront him in his world of poverty, surrounded by unsuccessful people. Ghetto life

is described in detail. The story is one of hopelessness, giving in to drugs, poverty, and racial problems.

Although the protagonists in Midnight Expres and Dinky Hocker Shoots Smack are not drug addicts, the plots center around drugs. In Midnight Express, a non-fiction book, Billy is caught trying to smuggle two kilos of hashish aboard a plane in Turkey destined for the United States. In addition to this act, drug addiction and sales are presented as commonplace in prison. Dinky Hocker is a young girl who is overweight and needs more attention from her parents. Her mother becomes the target of Dinky's resentment because she spends more time as a volunteer at the drug rehabilitation center than she does with Dinky. It seems as though the only way anyone can get Mrs. Hocker's attention is to do drugs. Although Dinky is not involved in drugs, she writes Dinky Hocker Shoots Smack on a prominent wall in town to get her mom's attention.

Condoned Bad Behavior

The fewest occurrences of objections are in the category of condoned bad behavior. Since this is an unusual category and can occur in numerous forms, several specific instances will be discussed. Only seventeen books of the seventy-eight contain condoned bad behavior with a total of ninety-five occurrences. More than half, fifty-nine, are in Alive, which is a true account of a rugby team

team wrecked in the Andes. To survive, them must make the decision to do something which under normal circumstances would not be ethical. They decide to eat the flesh of the dead bodies in order to sustain their own lives. Coincidentally, this particular event is also referred to in Eric. Two instances of theft are presented as understandable, if not acceptable. Both of the thefts are committed in order to try and change a wrong-doing. In If Beale Street Could Talk, family friends steal merchandise to get money for a lawyer when Fonny is falsely jailed for rape. In The Man Who Loved Cat Dancing, Jay Grobert steals money in an attempt to get back his natural son. He also helps Cat Dancing, an Indian women, run away from her husband who mistreats her. In another incident of condoned bad behavior, the preacher in The Massacre at Fall Creek is sitting with men on death row, when he allows one to escape to see his wife and newborn baby before he is hanged. Suicide and euthanasia are considered in order to shorten the suffering of terminal patients in May I Cross Your Golden River? and Ellen. But after careful consideration, neither plan is followed. Billy Hayes presents his own true story of his escape from an extremely long prison sentence in Turkey for drug possession in The Midnight Express.

The purposes of the study were accomplished. The order of the total number of occurrences of the categories were: profanity, drugs, sex, violence, condoned bad behavior and parental conflict. Observations were made in relation to the integral part of plots in the number of objections.

CHAPTER V

ANNOTATED BIBLIOGRAPHY

Seventy-eight books were read during the content analysis of this study. An annotated bibliography of these seventy-eight books is presented here to provide information about the books for the reader of this study.

Alexander, James, A Sporting Proposition, Boston, Little, Brown and Company, 1973.

Set in an Australian bush town, a poor boy and little rich girl are in conflict. They each claim ownership to a pony. The story is told by the young son of the man who tried the case in court.

Baldwin, James, If Beale Street Could Talk, New York, Signet, 1974.

Fonny and Clementine are in love. Fonny is jailed, waiting for trial. Flashbacks tell the readers of their love affair in explicit descriptions of sexual activity. Clementine is pregnant and they have plans to be married.

Blume, Judy, Forever, New York, Bradbury, 1975.

Katherine and Michael showed their love for one another with sexual intercourse. Eventually, Katherine begins to wonder if this kind of love will last forever.

Boissard, Janine, A Matter of Feeling, Boston, Little, Brown and Company, 1979.

Country life of a French family is depicted vividly through the eyes of the seventeen year old. Although a first love affair is included, the tone of the book is family-oriented.

Bradley, Bill, Life on the Run, New York, The New York Times Book, 1976.

New York Knicks forward portrays his life as a professional basketball player. Without needless dramatization he tells of his teammates and the daily pressures of his work.

Brancato, Robin, Winning, New York, Alfred A. Knopf, 1977.

Greg Madden must learn to face the reality of paralysis when he doesn't walk away from a tackle in his high school football game. Throughout hospitalization, family, friends, and a special teacher encourage him to adjust and go on with his life.

Bredes, Don, Hard Feelings, New York, Atheneum, 1977.

This book is about Bernie and his normal obsession with sex. Bernie expresses all of his thoughts and actions explicitly.

Castaneda, Carlos, Journey to Ixtlan, New York, Simon and Schuster, 1972.

The author tells of his philosophical discussions with an Indian sorcerer. The dialogue with the elderly Indian leads the author to new thoughts on knowledge, life, and independence.

Childress, Alice, A Hero Ain't Nothin' But a Sandwich, New York, Coward-McCann, Inc., 1973.

Benjie, thirteen-year-old drug addict, lives in the ghetto. He and his family members and friends each present the problems and struggles of trying to cope in a life of poverty which seems impossible to improve.

Cormier, Robert, The Chocolate War, New York, Pantheon, 1974.

Jerry refuses to observe tradition by refusing to sell chocolates as a fund raiser in a private school. This form of rebellion costs him a great deal in security and safety.

Davis, Terry, Vision Quest, New York, The Viking Press, 1979.

Louden is a determined young high school athlete. His dream is to get into perfect shape to wrestle and defeat the state's unbeaten wrestlers.

Dickinson, Peter, The Flight of Dragons, New York, Harper and Row, Publishers, 1979.

The author takes a collection of dragon-lore and builds a case for his theory of dragon existence. Quotes from fictional literature and illustrations are used to confirm his findings.

Dixon, Paige, May I Cross Your Golden River?, New York, Atheneum, 1975.

Jordon, a fictional character learns he will die of a rare muscular-vascular disease, commonly known as Lou Gehrig's disease; therefore, he quickens the pace at which he is striving for some life goals in order to achieve them before his death.

Due, Linnea A., High and Outside, New York, Harper & Row, Publishers, 1980.

Niki's seemingly successful life as a top athlete and good student deteriorates as she drinks more and more. Drinking socially with her parents encourages the problem and increases the difficulties in getting her life under control.

Duncan, Lois, Stranger With My Face, Boston, Little, Brown and Company, 1981.

Laurie learns about astral projection when her unknown twin, Lisa, begins to haunt her, her family, and friends. Laurie is frightened when Lisa begins to take over her body and social life.

Durham, Marilyn, The Man Who Loved Cat Dancing, New York, Harcourt Brace Jovanovich, Inc., 1972.

Jay, a former convict, attempts to take his son from the Indian tribe which has raised him since his father's capture. A Shosone woman falls in love with Jay and runs with him. This is a story filled with violence, but also tenderness and love.

Eagan, Andrea Boroff, Why Am I So Miserable If These Are the Best Years of My Life?, Philadelphia, J. B. Lippincott, 1977.

Subtitled, "A Survival Guide for the Young Women," readers are given information concerning the teenage years. Young women are encouraged to use good judgement to make their own decisions about sex.

Elfman, Blossom, The Girls of Huntington House, Boston, Houghton Mifflin Company, 1972.

The varied lives and personalities of a group of unwed pregnant teenagers are revealed in this novel. The experiences are told by their teacher, who learns from them as much about life as she teaches them.

Fair, Ronald, We Can't Breathe, New York, Harper & Row, Publishers, 1972.

Ernie Johnson is a young man who is trying to find his identity, living in the ghetto. When he discovers that reading a book can be interesting,

he also decides to become a writer. In his endeavor to write, he is determined to be realistic in his descriptions of life in the ghetto.

Fields, Jeff, A Cry of Angels, New York, Atheneum, 1974.

A group of unfortunates, by society's standards, ban together to provide support and help for one another.

Gedge, Pauline, Child of the Morning, New York, The Dial Press, 1977.

Hatsheput must become the only female Pharoah in ancient Egypt when her older sister dies. She faces conflict from her family and the people.

Giovanni, Nikki, The Women and the Men, New York, William Morrow and Company, 1975.

Giovanni's volume of poetry includes thoughts on being black, being a woman, aging, on children, and love.

Girion, Barbara, A Handful of Stars, New York, Charles Scribner's Sons, 1981.

Julie, at her high school graduation, reminisces about her struggle the past three years learning to accept epilepsy as a new dimension in her life.

_____, A Tangle of Roots, New York, Charles Scribner's Sons, 1979.

Beth and her father have to cope with the death of the mom when she dies suddenly. They learn that they must continue their separate lives while staying together as a family.

Graham, Robin Lee, Dove, New York, Harper & Row, Publishers, 1972.

Robin, a sixteen-year-old sailor, was the youngest man to sail solo around the world. He tells of his adventures which took 1,739 days.

Guy, David, Football Dreams, El Cerrito, California, Seaview, 1980.

Dan succeeds as a high school football player; therefore, he pleases his dying dad. After his father's death, he comes to the realization that he wants to change his goals to more closely match his own dreams.

Hall, Lynn, Sticks and Stones, Chicago, Follett Publishing Company, 1972.

Tom, a newcomer to a small town, has difficulty making friends until he meets Ward. Alienation at school confuses Tom until he learns that everyone considers him homosexual because of his closeness to Ward. Others in the town know something Tom does not--that Ward is homosexual. Eventually, Tom realizes friendships are defined by qualities and not predetermined labels.

Hayes, Billy, Midnight Express, New York, E. P. Dutton & Company, Inc., 1977.

Billy is caught trying to board a plane in Turkey with two kilos of hashish. He is given the over-zealous sentence of thirty years in prison. Rather than continuing to live in the hellish nightmare existence, he seizes the opportunity to escape after three years.

Herbert, Frank, Soul Catcher, New York: C. P. Putnam's Sons, 1972.

Katsuk, a young American Indian vows to get revenge for all the injustices against his people. He kidnaps the thirteen-year-old son of a government official who is used in a ritual murder.

Herriott, James, All Creatures Great and Small, New York, St. Martin's Press, 1972.

Jim Herriott tells episodes of his veterinary episodes in Northern England.

Hogan, William, The Quartzsite Trip, New York, Atheneum, 1980.

P. J. Cooper, English teacher at John Muir High School, organizes a trip each year for thirty-six incompatible seniors to Quartzsite, the first town in Arizona from California on Interstate 10.

Holland, Isabelle, The Man Without a Face, New York, J. B. Lippincott, 1972.

Chuck needs tutoring to pass an entrance exam at a boarding school. An elderly recluse with a scarred face agrees to tutor him and a much needed friendship for both of them develops. The relationship includes a confusing homosexual incident but the emphasis remains on human qualities rather than one incident.

_____, Of Love and Death and Other Journeys, Philadelphia, J. B. Lippincott, 1975.

Margaret, fifteen years old, must reassess her life and values when her mom dies and she must acquaint

herself with her father whom she has known only through her mom's biased eyes. It takes only a short time to build a relationship with her father by her own standards.

Hughes, Monica, The Keeper of the Isis Light, New York, Atheneum, 1981.

Oliven, a female teenage resident of the planet Isis, must cope with a group of Earth people who come to colonize the planet. Although they accept her alarming differences, she decides that she must remain separate from them and serve only as an advisor.

Jaffe, Rona, Mazes and Monsters, New York, Delacorte Press, 1981.

Four friends play Mazes and Monsters, a popular fantasy game. They go too far and use the nearby forbidden caverns as a site for their fantasy. One member of the group goes even further and actually takes on the identity of one of the characters in the game and totally loses touch with reality.

Kerr, M. E., Dinky Hocker Shoots Smack, New York, Harper & Row, Publishers, 1972.

Dinky, fifteen years old, does not do drugs but paints "Dinky Hocker Shoots Smack" (heroin) on a wall to get the much needed attention from her mother, who is an over-zealous volunteer to reform drug addicts.

_____, Gentlehands, New York, Harper & Row, Publishers, 1978.

During a confusing period of his life, teenage Buddy becomes close to his grandfather. Only after a strong attachment is developed, Buddy learns that Grandpa Trinker is nicknamed Gentlehands because he had killed numerous Germans during the war.

_____, Is That You, Miss Blue?, New York, Harper & Row, Publishers, 1975.

Flanders is sent to a boarding school as a result of her parents' divorce. There she learns to be less self-centered and more accepting of others in spite of their differences.

King, Stephen, Firestarter, New York, The Viking Press, 1981.

As a result of being subjects of a collegiate drug experiment in their past, Vicky's and Andy's daughter has the power of pyrokinesis. Because she has this power, the government attempts to control the family and in doing so kills the parents before Charlie can tell her story to the public.

Koehn, Ilse, Tilla, New York, Greenwillow Books, 1981.

Tilla, left homeless by the bombing of Dresden during World War II, begins to travel to her only surviving relative. She meets Rolf and together they begin to build a post-war life in the war-torn Berlin.

LeFlore, Ron and Hawkins, Jim, Breakout, New York, Harper & Row, Publishers, 1978.

Jim Hawkin's life took him from poverty through juvenile delinquency, prison, the prison baseball team, and on to the major league. Hawkins tells of his decisions and actions which turn him from crime to taking advantage of his professional skills to play baseball for the Detroit Tigers.

LeGuin, Ursula, Very Far Away From Anywhere Else, New York, Atheneum, 1976.

Natalie and Owen, two teenagers who feel they don't fit in, develop a relationship which they both need. They try to keep sex out of their friendship, limiting their kisses to six seconds, and work together to achieve their goals of being a musician and an intellect, respectively.

Levenkon, Steven, The Best Little Girl in the World, Chicago, Contemporary Books, Inc., 1978.

Francesca cannot force herself to eat. Being diagnosed as severe anorexia nervosa, "Kessa" is hospitalized in order to engage in the long struggle to recover from this psychological disorder.

Levit, Rose, Ellen, San Francisco, Chronicle Books, 1974.

Ellen, fifteen years old, is told she is dying of cancer. The story is of her final two years of life as she and her family struggle to face this reality.

Lund, Doris, Eric, Philadelphia, J. B. Lippincott, 1974.

Eric, seventeen, is forced to alter his dreams when he finds he has leukemia. Courageously he continues to work toward his goals at a faster pace to try to achieve them during his four years of intermittent remission.

Maas, Peter, Serpico, New York, The Viking Press, 1973.

When Serpico, a New York cop, faces corruption on the force, he chooses to confront the wrong-doings rather than accept bribes to cover them. In doing this, he is ostracised and alienated. His life is even threatened.

MacLean, Alistair, Circus, New York, Doubleday and Company, Inc., 1975.

The Blind Eagles, a team of circus aerialists, are hired by the CIA to get in and out of an east European prison.

Marzollo, Jane, Halfway Down Paddy Lane, New York, Dial Press, 1981.

Kate goes to sleep in the old house her mom has bought to remodel and travels back in time to 1850. She lives a life of factory work, religious persecution, and old-fashioned romance before she awakens and realizes her travel was a dream.

Mathis, Sharon Bell, A Teacup Full of Roses, New York, The Viking Press, 1972.

Joe is a basically stable member of a family plagued by drugs, poverty, and death. Stable as he is though, Joe cannot save his family from the tragedies they experience.

Mazer, Harry, The Last Mission, New York, Delacorte Press, 1979.

Jack, fifteen years old, uses his older brother's birth certificate, joins the air force to fight in World War II. He faces the reality of adulthood quickly while in battle; yet after the war is over must readjust to his roles as a teenager, brother, and son.

_____, I Love You, Stupid, New York, Thomas Y. Crowell, 1981.

Marcus and his longtime friend, Wendy, decide to lose their virginity together after each has been rejected by other partners. The relationship evolves from best friends to a sexually based one, spoiled and imbalanced, then back to a balanced, positive friendship.

Mazer, Norma Fox, Up in Seth's Room, New York, Delacorte Press, 1979.

Finn, fifteen years old, faces the problem of virginity and the right time to lose it, pressures from her boyfriend, Seth, her non-virgin friend, and her parents. It is a story of a girl struggling to gain independence and at the same time remain a responsible person.

McKinley, Robin, Beauty: A Retelling of the Story of Beauty and the Beast, New York, Harper & Row, Publishers, 1978.

In an expanded version of the classic fairy tale, fantasy and romance are combined to tell how an ordinary girl becomes beautiful and the beast transforms into a handsome young man.

Patterson, Sarah, The Distant Summer, New York, Simon and Schuster, 1976.

Katherine becomes involved in World War II when she meets Johnny, a rear gunner. She teaches him to live in the midst of danger while keeping hope for the future.

Peck, Richard, Are You in the House Alone?, New York, The Viking Press, 1976.

Gail is harassed and finally raped by a classmate and friend. She doesn't file charges for fear of not being believed and the fact that Phil, the rapist, is a popular boy with a family of outstanding community position. Then Phil attacks again, this time a teacher. He is then sent away.

_____, Representing Super Doll, New York, The Viking Press, 1975.

Verna has average looks but is intelligent while her friend, Darlene, is a beauty, but unhappy. They travel to New York for Darlene's beauty pageant. They both reassess their self-images and change their lives accordingly.

Peck, Robert Newton, A Day No Pigs Would Die, New York, Alfred A. Knopf, 1972.

Robert, twelve years old, learns to be a man by following his dad's lead in the daily life and hard work of a Shaker. The entire cycle of maturity to death is told through the lives in this book.

Platt, Kin, Headman, New York, Greenwillow Books, 1975.

Owen disregards his plans to stay straight when he is released from a correctional camp and falls into the life of gangs. Fulfilling one of his dreams, he becomes headman of the gang, The Four.

Potok, Chaim, My Name is Asher Lev, New York, Alfred A. Knopf, 1972.

Asher Lev becomes a great artist against the wishes of his father. Asher tries to reject his artistic urges early, but just can't. He eventually

becomes famous but is rejected by his religious community because his paintings offend the Orthodox Jewish religion.

Powers, John R., Do Black Patent Shoes Really Reflect Up?, Chicago, Henry Regenery Company, 1975.

Readers see the experiences and problems of a teenage boy through the life of Eddie, thirteen years old, who attends a private Catholic school.

Prince, Alison, The Turkey's Nest, New York, William Morrow and Company, 1980.

Seventeen-year-old Katie finds herself pregnant by her married boyfriend. She moves to her aunt's farm and finds a life she really finds comfortable. She works out her problems and makes new friends.

Read, Piers Paul, Alive: The Story of the Andes Survivors, Philadelphia, J. B. Lippincott, 1974.

Forty-five team members, guests, family, and crew members are aboard an airplane headed for a Chile rugby tournament when it crashed in the Andes Mountains. Twenty-nine died. Sixteen survive for ten weeks by making the crucial decision to consume the bodies of their dead comrades to sustain themselves.

Reader, Dennis J., Coming Back Alive, New York, Random House, 1981.

Bridget and Dylan, best friends, run away together to escape the traumatic situations in which they find themselves. Bridget's parents have been killed in a car wreck and Dylan's parents divorced. In order to cope emotionally, they run to the mountains where they live for several months. Bridget decides she must face society and returns home while Dylan stays in isolation.

Robinson, Spider, Callahan's Crosstime Saloon, New York, Ace Books, 1977.

The regular patrons of Callahan's Crosstime Saloon entertain readers with adventures of their's and other's lifetimes.

Sallis, Susan, Only Love, New York, Harper and Row, Publishers, 1980.

Fran and Lucas manage to fall in love, much like normal teenagers despite the fact they live in a residential hall for the physically handicapped. The residents of the hall represent a variety of characters with different personalities, values, and philosophies of life.

Scopetone, Sandra, Trying Hard to Hear You, New York, Harper and Row, 1974.

Camilla must try to understand why her best friend, a young man, and her boyfriend fall in love with one another. Homosexual and interracial relationships are explored as a group of teenage friends grow into adulthood.

Sherman, D. R., The Lion's Paw, Garden City, Doubleday and Company, Inc., 1975.

Pxui, a sixteen-year-old African bushman, befriends an injured lion and attempts to protect him against an obsessed hunter, Jannie. By protecting the lion, Pxui not only angers Jannie, but also contradicts tribal tradition which dictates that he must kill the lion as a symbol of manhood.

Silverberg, Robert, Lord Valentine's Castle, New York, Harper and Row, Publishers, 1979.

Valentine struggles to remember who he is and then sets out to regain his rightful place as a lord. Medieval culture and friendship is emphasized throughout his adventures.

Sullivan, Tom and Gill, Derek, If You Could See What I Hear, New York, Harper and Row, Publishers, 1975.

Tom tells his story of determination to become successful in a sighted world although he has been blind since he was a few days old. His independence and sense of humor helps him accomplish this task.

Taylor, David, Zoo Vet, Philadelphia, J. B. Lippincott, 1977.

Dr. Taylor tells of his veterinary experiences around the world with wild animals.

Trevor, Elleston, The Theta Syndrome, Garden City, Doubleday & Company, Inc., 1977.

Claudia was working in a lab with rats when she noticed that someone had been tampering with the experiment. She reported this and was mysteriously run off the road on her way home that evening. She entered a paranormal coma. She regained consciousness days later only after her would-be murderer was captured.

Vonnegut, Mark, The Eden Express, New York, Praeger Publishers, 1975.

The author, son of author Kurt Vonnegut, relates his own story of his battle with schizophrenia and his life in the communal culture.

Wersba, Barbara, Tunes For a Small Harmonica, New York, Harper & Row, Publishers, 1976.

J. F. is having an identity crisis or so everyone thinks since she dresses like a boy. With a harmonica, a gift from her best friend, she finds a way to achieve several goals and an outlet for many emotions and thoughts.

West, Jessamyn, The Massacre at Fall Creek, New York, Harcourt Brace Jovanovich, 1975.

Based on a true trial, the story is told of the first white men who were tried in 1824 at Fall Creek for the vicious massacre of a group of American Indians. The fictitious characters are woven into the story with love, warmth, bravery, and values which would become more prevalent in later times.

Wharton, William, Birdy, New York, Alfred A. Knopf, Inc., 1978.

Birdy, nicknamed because of his obsessive interest in birds and flying, is recovering in a V.A. hospital. With help from Al, his best friend, he learns how to be free without flight.

White, Robb, Deathwatch, Garden City, New York, Doubleday and Company, Inc., 1972.

Ben, a young college student, hires out as a guide to a bighorn hunter. The hunter turns out to be a vicious murderer and stalks Ben, whom he has stripped of clothes and weapons and left to die in the desert.

Windsor, Patricia, The Summer Before, New York, Harper & Row, Publishers, 1973.

Alexandra Appleton, running from life and death, eventually learns to face life. Death kidnaps her special friend, Bradley, and "Apple" blames herself. With the help of a psychiatrist, she is able to bring herself back to reality.

Wolf, David, Foul: The Connie Hawkin's Story, New York, Holt, Rinehart and Winston, 1972.

The author tells the story of how Connie Hawkins triumphed over gambling fixers who tried to ruin his career with a point shaving scheme. Hawkin's determination brings him from poverty to an NBA star for the Phoenix Suns.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to analyze a representative seventy-eight young adult books to determine to what extent they contain objectionable material. First, the seventy-eight books were identified based on the criteria of popularity and literary quality. Next, the categories of objectionable items were selected as supported by previous research. The direct analysis took place as each book was read and objectionable items were tallied. The number of occurrences were noted for each book, and for the total number of books. The greatest percentage of occurrences was also noted.

A review of literature, found in Chapter II, gave evidence to the long history of censorship and the growing prominence of occurrences of censorship cases during the past two decades. The specific interest of this study was found in court cases involving censorship and secondary school libraries. The literature showed two factions concerned with censorship, the censors and those who wish to protect freedom of selection. It was shown that the schools hold the responsibility to teach while the parents

and public have a say in the standards set forth in the schools. Review of the literature examined the relatively new era of young adult literature as a class of its own, taking into consideration the interests of young adults in their reading. The effect of reading on young adults was also reviewed in Chapter II.

The investigator believed that anyone involved with young adults would benefit from a study of the content of young adult literature in relation to what their interests are and what would-be censors wish to eliminate. Educators, parents, and school board members should be aware of the findings of this study since the court decisions have not handed down a definite answer in relation to censorship cases and the secondary schools. Therefore, anyone responsible for the education of young adults must examine the findings to better support their decisions in dealing with freedom of selection and the issue of censorship.

Content analysis was chosen as a method for this study to provide a systematic, objective look at the representative young adult books. Each book was analyzed and reliability was exhibited by a committee of six raters.

The data were presented in Chapter IV to fulfill the purposes of the study. Results of the content analysis of the seventy-eight books were illustrated in several tables and discussed comprehensively. The instrument used as the

investigator read and tallied information from the seventy-eight books was found in Table II. All the books were listed with totals by category for each book in Table V. Tables VI and VII showed the totals for each category for the total books and the corresponding percentages, respectively.

The findings in the study were discussed descriptively in Chapter IV. In addition to the total number of occurrences in the six categories, other aspects of young adult literature were noted. The total number of occurrences in the six categories appeared as follows, from highest frequency to the lowest frequency: profanity, drugs or alcohol, sex, violence, parent conflicts, and condoned bad behavior. Other findings were unveiled in the reading and analysis of the young adult books. Sometimes the tally of objectionable material was inferred by the title. In several instances, the title indicated a high frequency of a particular category of objectionable items. Many of the plots or settings were contingent on the elements present in the objectionable items.

An index formula was used to show the proportion between the number of objections per book and the length of the book. Table IX illustrated the twelve books with the highest index of objectionable items. The publishers, publication dates, and authors of the twelve books were included in

the table to assure that no patterns existed among those factors. More male protagonists appeared in the twelve books than female protagonists, but females were also prominent characters in the books.

Examples and explanations were detailed for the categories of parent conflict and condoned bad behavior since those categories were rarer than the other four categories.

Conclusions

The analysis, synthesis, and interpretation of the data led to the following conclusions:

1. The courts, as a result of several federal decisions, have made it clear that local school districts make routine daily decisions on curriculum. Book selection for secondary libraries falls under the category of curriculum. Because of problems which have occurred with book removal, some courts have stated that school boards must establish procedures for book selection and removal.

2. The sample was representative of quality and popularity. Each book in the sample had at least one objectionable item. Therefore, it could be concluded that a void in young adult books would exist if all the books which contain objectionable items were removed from secondary library shelves.

3. Judgement concerning any book and its contents can be valid only after the entire contents are read.

The plot, setting, and other elements of context are important in the evaluation of a book. For example, a book with a setting in a prison contains more violence, a book about a drug addict will have numerous references to drugs, and a book set in the ghetto will contain more profanity than books with other settings. Only after reading a book in its entirety can the reader evaluate any possible objections. Only then can any objections be considered valid.

4. In most books, the use of profanity, sex, violence, parent conflict, drugs, or condoned bad behavior is a minor part of the book. These occurrences are included to present realistic accounts of the stories or information in the books. The utilization of these categories is kept in perspective with the rest of the plot.

5. Certain plots necessitate the inclusion of profanity, sex, violence, parent conflict, drugs, or condoned bad behavior. The authors use these items to present a more realistic setting or plot. The books concerning alcoholism or drug addiction contain many tallies of these occurrences. The problem novels about the difficulties encountered in the life of teenagers include occurrences of parent conflict which are present in a teenager's struggle for independence.

6. Usually the characters who drink, take drugs, or break the laws of the government or society suffer

consequences in the books read by the investigator. The reader is usually shown clear cause and effect behaviors. Most of the time, good prevails and the characters with unacceptable behavior suffer consequences.

7. Although each of the seventy-eight books contain objectionable items, they were selected to be read by both teachers and students. Therefore, need must exist for these books and they should be available in the school library.

8. There exists a variety of ideas in the representative seventy-eight books. The sample in this study illustrates the variation that is present in young adult novels. This presentation of variation provides students with a marketplace for ideas, which some federal court judges have stated as a function of the schools.

9. The notion that young adult books cannot contain profanity, sex, violence, or drugs and be considered quality literature is incorrect. In fact, it would seem that the inclusion of some of the would-be objectionable items meets the qualification that young adult books should be written with a realistic viewpoint.

10. One reading interest of young adults is the desire to read about other teenagers with similar problems. The problems experienced by young adults in the representative novels are the same problems encountered by most teenagers as reported by studies on adolescence. Therefore, it seems

logical that the students should be given access to these books in the secondary library.

11. One reason students read is to learn about the styles of life different from their own. The representative young adult novels depict a variety of lifestyles. Lives are represented from the ghetto, alcoholism, drug addiction, professional sports, veterinary medicine, and the supernatural among others.

12. This study reaffirmed that young adult literature serves an important function in providing quality reading material of interest to teenagers. These reading experiences help broaden the learning environment for young adults.

Recommendations

The focus of this study was young adults and the literature in secondary school libraries; therefore, the study and its results should be made available to those people who are involved with the development of young people and their literary education. Anyone who examines this study should take care to keep in mind that reading is a process by which thoughts are transmitted through the printed word. The writer arranges words in a particular manner. This arrangement is the context in which individual words are used. Therefore, care must be taken to examine a literary work within its full context even when particular

items, such as the objections in this study, are being isolated for tally purposes.

Young adults need interesting, stimulating reading made available to them in order to develop educationally. All educators, parents, and community members might actually participate in insuring that the young adults in their community have these opportunities. But students, parents, librarians, and English teachers need to work closely in this endeavor. It might be beneficial for them to form a selection committee to choose books for the school library. Each representative member would have input into the selection and at the same time become aware of materials being placed in the library. The committee might consult many available professional journals in the area of library science and reading which give excellent guidelines for the selection of library materials.

As in any study, the limits of this study were narrow. The purpose was achieved. Further studies might reveal other interesting and much needed information concerning young adult literature and censorship.

A study of objectionable items could include a rank order of intensity of objections. In other words, the investigator would rank order the intensity or severity of the objection instead of a tally only.

For the future, persons interested in the education and development of young adults can stay abreast of current findings in the areas of adolescence and literature. In this way, they will be prepared to support their positions as they actively participate in the education of young adults.

APPENDICES

APPENDIX A

AMENDMENT I (1791)

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

APPENDIX B

AMENDMENT X (1791)

The powers not delegated to the United States by the Constitution, or prohibited by it to the United States, are reserved to the States respectively, or to the people.

APPENDIX C

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partison or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

Source: Heath, Susan L. (ed.) Coalition Building Resource Book. Chicago: American Library Association, Intellectual Freedom Committee, Task Force on Coalitions, July, 1983.

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