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This study describes an investigation into the extent of self-censorship within school media centers of Florida public high schools. This investigation was conducted to measure what percentage of schools had a majority of highly regarded books containing controversial materials. Failure to have a majority of these books resulted in the school being designated as engaging in self-censorship.

The OPACs of 102 Florida public high schools were searched for twenty-five controversial titles. The results showed that over 75% of the schools sampled had fewer than 50% of the controversial books. An attempt was made to improve upon a previous study by accounting for a lack of books resulting from budget issues. This attempt was flawed. Thoughts on how to improve this aspect of the study are discussed.

Headings:

Censorship

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MEASURING SELF-CENSORSHIP IN SCHOOL MEDIA CENTERS

by
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Censorship is an issue few librarians can avoid. Despite the fact that there are several layers of safeguards that support librarians in their efforts to stop censorship, there are still successful censorship attempts. The titles that are censored range from relatively new picture books to nineteenth-century classics. The censors range from right-wing fundamentalists to left-wing civil libertarians, from concerned parents to scared librarians. The reasons for censorship range from a difference in values to preemptive, self-censoring. Perhaps that last reason is the most disturbing, particularly when those engaging in the self-censorship are people that should be promoting intellectual freedom and unfettered access to information. This self-censorship by librarians, particularly by school media specialists, will be the focus of this study.

What is Censorship?

In his 2003 book Censorship and Selection: Issues and Answers for Schools, Henry Reichman defined censorship as “the removal, suppression, or restricted circulation of literary, artistic or educational materials – of images, ideas, and information – on the grounds that these are morally or otherwise objectionable in light of standards applied by the censor” (2). This definition points to the several levels of censorship. When considering censorship, one often thinks of the physical removal of a book from a collection, but censorship is not just limited to this scenario. An item does not have to be physically removed from a library’s shelf to be censored. The term censored also can

apply to items that are hidden from library users (for example, books in the library's collection but not in the library's catalog) or items that are not available to certain population groups (for example, children's books placed on a restricted shelf, only to be checked out with parental approval).

Books are not the only media censored. Pictures, paintings, movies, music, ideas and other forms of expression are all candidates for censorship. The key part of this definition is that access to the item is somehow limited due to an objection by a censor, based on that censor's application of standards. This is where the real problem of censorship lays – one person (or group of people) imposing their viewpoint on everyone else. After all, if an item is truly terrible, morally repulsive, then people will decide they do not want to view this item. The censor wants to make that decision for others, decide what is good and bad, basically what other people can and cannot do. By imposing their will onto others, censors deny others the right to make their own decisions. Fortunately, there are a variety of protections in place that make the censor's task more difficult.

What Protects us from Censorship?

From a legal standpoint, the strongest protection the public has against censorship comes from the First Amendment of the Constitution. It reads:

Congress shall make no law respecting an establishment of religion, or prohibiting the free expression thereof; or abridging the freedom of speech, or of the press; or of the right of the people peaceably to assemble, and to petition the Government for a redress of grievances. (United States Government Manual 5)

The writers of the First Amendment realized that for democracy to be successful there must be a provision within the Constitution that safeguards the free expression of ideas.

This freedom to express and receive ideas applies not only to adults, but children as well. The Supreme Court confirmed this view in the 1969 case Tinker v. Des Moines Independent Community School District. In 1967, three students were suspended for wearing black armbands (in protest of the Vietnam War) to school. The students sued the school district, citing their right to freedom of speech, and the case bounced around the lower courts before arriving at the Supreme Court. In a 7-2 decision, the Court ruled in favor of the students. The Court's decision stated "neither students nor teachers shed their Constitutional rights to freedom of speech or expression at the schoolhouse gate...Students in and out of school are 'persons' under the Constitution. They are possessed of fundamental rights which the state must respect" (Kravitz 55). As long as it did not disrupt a school's ability to carry out its educational mission, a student's freedom of speech could not be suppressed (Kravitz; Reichman; Simmons).

In addition to supporting a student's right to freedom of speech, the Supreme Court has also supported a student's right to unfettered access to ideas. In 1975, members of a Long Island, New York school board removed books from the shelves of the high school library. Because the board did not follow the set procedures for the reconsideration of library materials, it immediately faced criticism from the superintendent and the school librarian. The school board, believing it represented the community's values, said it had the right to remove the books based on the fact that the books were "anti-American, anti-Semitic, anti-Christian, and just plain filthy" (Kravitz 59). Suit was brought on behalf of the students, and the case (known as Board of Education, Island Trees Union Free School District v. Pico) made it to the Supreme Court

in 1982. In a 5-4 decision, the Court ruled in favor of the students. Of note, a portion of the majority decision read:

Our Constitution does not permit the official suppression of ideas. If petitioners [the school board] intended by their removal decision to deny students access to ideas with which the petitioners disagree, and if this intent was the decisive factor in the petitioner's decision, then petitioners have exercised their discretion in violation of the Constitution. (quoted in Reichman 185)

The right of the school board to remove books based on political or moral grounds was denied, and the right of students to free access to ideas was affirmed (Kravitz; Reichman; Simmons).

Despite the Supreme Court's interpretation of the First Amendment, many still attempt to censor books and ideas. Fortunately, there are people and organizations attempting to thwart the censor. Among them are librarians, who have a professional obligation to support intellectual freedom and the free flow of ideas. The American Library Association's (ALA) Library Bill of Rights serves as guidelines for this endeavor. The Library Bill of Rights states:

Materials should not be excluded [from a collection] because of the origin, background, or views of those contributing to their creation...Materials should not be proscribed or removed because of partisan or doctrinal disapproval...Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

Essentially, the Library Bill of Rights spells out the librarian's paramount duty, which is to protect intellectual freedom. Because of this, librarians find themselves on the front lines of censorship battles.

What is Censored?

Despite the opinions of the Supreme Court and the efforts of librarians, materials still face challenges by censors. While all forms of media face censorship, the censoring of books has the most immediate impact on students. A look at a list of most frequently challenged books will reveal that these challenged books run the gamut. There are picture books intended for young children, like Daddy's Roommate by Michael Willhoite. There are novels like I Know Why the Caged Bird Sings by Maya Angelou. There are standard classics like The Adventures of Huckleberry Finn by Mark Twain and Of Mice and Men by John Steinbeck. There are relatively new best sellers, like the books of the Harry Potter series by J. K. Rowling (ALA, "The 100 Most Challenged Books"). Judging by the titles, one may conclude that any book may end up on this list. To understand how a book ends up on this list, one must first examine who is that is challenging books and why they are challenging them.

Who Censors?

The people and groups who challenge books, and their reasons for doing so, are as diverse as the books that they challenge. Generally speaking, these people and groups can be assembled into four sets: parents, religious groups, groups representing minorities, and educators.

Parents are the primary challengers of books. Generally, their reasons for challenging a title are that the book does not fit in with the values of their family, be it with how homosexuality is dealt with, how religion is portrayed, or what language is used in the book (Kravitz 6-7). The parent often has good intentions when issuing the

challenge. Parents may be concerned with the impact a book will have on their child. Often, the parent just wants access of the book restricted for his/her child. The problem arises when parents attempt to restrict access to a book for all children. This is where the person crosses the line from concerned parent to censor.

Religious groups bring forth censorship challenges for a variety of reasons. The goal of these challenges is often to prevent the dissemination of materials they deem immoral, un-Christian, anti-family and un-American. These challenges often attack books that deal with evolution and sexuality (Kravitz 8-14). Religious groups are well within their rights to educate children within their own moral framework by establishing private schools, which many religious groups do. Again, the problem arises when a group tries to impose its viewpoint on all children. In addition, the First Amendment expressly forbids imposing religion on a government-funded institution, such as a public school.

While it may not astound many that conservative religious groups are frequent challengers of books, some may be surprised that more liberal groups have also joined in the censorship game. Groups representing minorities, such as the National Organization of Women (NOW) and the National Association for the Advancement of Colored People (NAACP) have occasionally challenged books that they believe promote stereotypes, use gender specific language, do not give equal representation to minorities or affect the “self-worth and dignity” of a particular group (Kravitz 14-15).

The last group of censors includes educators of children, such as teachers, school media specialists and administrators. The American Library Association finds that approximately 30% of challenges come from educators (Simmons 36). This group is perhaps the most troubling because these are the people who are charged with fostering critical thinking skills within our children. Educators are supposed to present children with diverse ideas, allowing the child to learn problem-solving skills. They are obliged to protect intellectual freedom. The act of censorship is counter to all of these things. The educator's reason for censoring is generally different than the reasons of the other groups. Although occasionally the educator uses censorship to impose a viewpoint on students, often the act of is one of preemptive censorship, by removing books that might be challenged. This is known as self-censorship.

Self-Censorship and the School Media Specialist

In addition to protecting intellectual freedom, school media specialists use their professional training to create collections that promote student reading and support the school curriculum. On a daily basis, school media specialists select books that will strengthen their libraries' collections. This selection process "is an inclusive process" (Kravitz 3). That is to say, the focus of the selection process is on including materials, not excluding them. The exclusion of a book because it does not fit the library's mission does not constitute censorship. This is merely part of the selection process. When a school media specialist begins building a collection by thinking about what to exclude, he/she has left the realm of selection and entered the world of censorship.

Self-censorship generally comes about due to fear of having to deal with a book being challenged. Challenges can have a “chilling effect.” Experience with previous controversy can lead a school media specialist to avoid purchase materials that will lead to future conflict (Reichman 18).

In essence, self-censorship is a self-defense mechanism. As with other self-defense mechanisms, self-censorship is often a subconscious act. Because school media specialists often do not realize that it is occurring, it is hard for them to see the effects that self-censorship has on their libraries. It also makes it difficult to measure the extent of self-censorship because a researcher cannot rely on surveys and other types of self-report methods to gather data. Unobtrusive methods need to be used. The purpose of this study will be to use an existing method of measuring self-censorship and to try to improve upon it.

A Review of Related Literature

In recent years there has been little research that attempts to measure feelings toward and the extent of self-censorship. Research that has been conducted falls into two categories; surveys used to measure librarians and teachers attitudes about censorship and self-censorship, and research that examines OPACs to determine rates of collection of books dealing with controversial topics. This literature review deals only with studies written after 2000. For a more exhaustive review of related literature see Coley’s 2002 study.

Lauren Freedman and Holly Johnson's 2000 research centers on the issue of self-censorship as it relates to teachers. The study selected one award-winning book: I Hadn't Meant to Tell You This, a work of juvenile fiction written by Jacqueline Woodson and published in 1994. The book is the story of the relationship between two young girls in a predominately black town; one, a popular, middle-class black girl who lives with her dad because her mother has abandoned the family, and the other, a poor white girl new to the area, who also lives alone with her father who molests her. The book deals with issues of race, class and sexual abuse. The researchers read the book to a group of fifteen middle school teachers (all female) as well as to a group of eleven middle school girls. After hearing the book read, the participants wrote down their thoughts on a variety of issues. In general, both the teachers and students agreed that the book was a valuable piece of literature. However, all but one of the teachers was willing to self-censor the book due to its controversial nature. One teacher even went so far as to say that reading the book made her realize she should censor more books before using them in the classroom. The researchers highlight the paradox that teachers face between protecting and serving their students and protecting themselves as teachers. They end the article by providing strategies teachers can use to incorporate realistic fiction in the classroom and to take proactive stances on censorship.

Kim Moody's 2004 study used a questionnaire to gauge Australian public librarians' opinions on censorship as well as the actions they would take with controversial materials. What Moody found was that while librarians generally stand against censorship they will exclude certain materials simply based on the controversial

nature of the material. Moody discusses some of the reasons the librarians gave for excluding materials, including the discussion of illegal acts and inaccuracies in the text. Moody then goes on to discuss issues that affect the librarian during the selection process. Moody also lists a number of points for librarians to consider aimed at preventing future cases of self-censorship. The points prompt librarians to recognize their own biases and consider whether those biases impact their work.

Ken P. Coley's 2002 study is the first attempt to measure self-censorship in public schools by looking at a school's catalog rather than asking librarians for opinions. Coley compiled a list of twenty well-reviewed young adult books that contained controversial matter. Using the Texas union catalog, Coley searched for those books in the collections of one hundred randomly selected high schools. If the school did not have at least 50% of the selected books, Coley concluded that the school was engaging in self-censorship. Coley found that over 80% of the schools in the study had less than half of the books on the list. Despite several admitted limitations, this is the best study attempting to measure self-censorship to date. Coley concludes with a list of recommendations for further research. One recommendation was to create a second list of non-controversial works as a comparison group.

Jennifer Chance Cook's 2004 study uses Coley's original method to search the collections of Indiana public libraries for books of interest to gay, lesbian, bisexual, transgendered and questioning (GLBTQ) youth. Twenty-four well-reviewed books with GLBTQ characters were chosen and forty-two library collections were surveyed. Cook

found that half of the libraries had fewer than five of the books on the list in their collections. Only one library had all twenty-four books. While all of the books were suitable for young adults, Cook found that various libraries stored the books in the children's, young adult and adult sections. Cook concludes that in general, Indiana public libraries are not serving the GLBTQ youth population adequately.

Research Question

This article examines the collections of school libraries to determine whether school media specialists, when faced with well reviewed books containing controversial matter, are engaging in self-censorship in their the collection development efforts.

Methodology

This study will attempt to answer the research question by using an adapted version of the method outlined by Coley. This method, recommended by Coley, called for the creation of two lists of books. A list (List A, see Appendix 1) of twenty-five books that contain material that may lead to a challenge was created using a method similar to that used by Coley. For books to be selected, they had to meet several specific criteria. A second list (List B, see Appendix 2) of twenty-five books was also created; this list contains books lacking controversial material, therefore not likely to be challenged. These books also met several criteria that would support their inclusion in the collection of a high school media center. The purpose of list B is to account for collections that may have few books due to budget reasons.

Florida was selected as the site for this study, in part because Florida has a searchable online union catalog for school libraries in the state. One hundred two public Florida high schools of varying sizes were randomly chosen, and their OPACs were searched using the online union catalog.

For the purpose of this study, “self-censorship is defined as the process by which a librarian chooses not to purchase a book because of the items potential for being challenged” (Coley 6).

Selection of Books

Books were selected using an adapted version of Coley’s method. First, a list of books that have won awards or received starred reviews in commonly used review journals was compiled. Books printed before 2000 were not considered due to the fact that they may have already been weeded out of a media center’s collection. Books printed after 2004 were also not considered due to the fact that they may have not been purchased due to their relative newness. Additionally, books had to be age appropriate for high school students, meaning books intended for middle school or adult readers were excluded. Selected books were then ranked based on the number of reviews they had received. This number was determined using Book Review Index. Lastly, reviews of the books were read. Books in which reviews mentioned profanity, sex and sexuality issues, occult activities, violence, alcohol or drugs were chosen for inclusion on List A. Books lacking mentions of these topics were included in List B. The goal in this process was to create one list of highly regarded and well-reviewed books containing controversial

material that may be challenged and another list of highly regarded and well-reviewed books that were non-controversial.

Selection of Schools

One hundred two randomly selected Florida public high schools were chosen for this study. Schools were chosen from those with their media center's collections available on SUNLINK, the Florida public school online union catalog. The SUNLINK union catalog allows one to search the catalogs of 2,408 Florida schools (SUNLINK).

A list of public high schools was compiled from information available on the state of Florida's Department of Education website. Populations for the schools were then determined using information available from the Florida High School Athletic Association's web site. To be able to examine self-censorship trends in regards to school population, it was necessary to classify the schools based on their population. Coley accomplished this by using high school sports classifications and this researcher determined to follow a similar procedure. Florida high school sports are generally divided into six classes based on school enrollment. The population limits for the classes are not consistent across sports; rather, the classes are set up to have an equal number of schools in each class. This modified method of selecting a sample was used in this study. One hundred two schools were used to allow for seventeen schools within each class. The enrollment breakdown for each class is as follows:

1: 999 students and below

2: 1007 to 1585 students

- 3: 1590 to 1884 students
- 4: 1894 to 2186 students
- 5: 2212 to 2686 students
- 6: 2687 students and above

While an initial attempt was made to have an equal number of schools representing each of the five regions designated by SUNLINK (see Figure 1), this proved impractical. As certain regions contain many more large schools than small and vice versa, it would not have been possible to maintain randomness in the selection of schools. However, this does not prevent the examination of data based on geography.

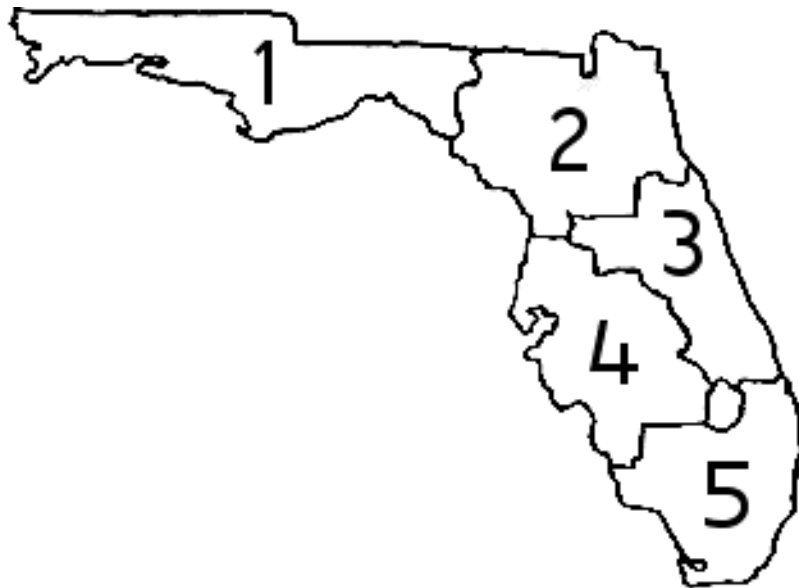


Fig. 1. Regions of Florida

Schools within each class were numbered, and then seventeen schools within each class were chosen using a random number generator. Schools whose catalogs were not

accessible through SUNLINK were not chosen for the study. The list of the schools used in this study can be seen in Appendix 3.

Collection of Data

Coley used the Texas Library Connection, an online union catalog, to conduct his study on self-censorship. Following those lines, this study utilizes SUNLINK, Florida's online union catalog. The collections of the aforementioned schools were searched for the titles on the two lists using SUNLINK.

Analysis of Data

List A

The most commonly owned titles were Harry Potter and the Order of the Phoenix by J. K. Rowling and Whale Talk by Chris Crutcher, both of which were owned by fifty-five schools. The only other title to be owned by more than half of the schools was Angus, Thongs and Full-Frontal Snogging: Confessions of Georgia Nicolson by Louise Rennison, and 145th Street: Short Stories by Walter Dean Myers, both of which were owned by fifty-two schools. The title least likely to be owned was On the Rez by Ian Frazier, owned by only three schools. The next least likely to be owned was Mortal Engines by Phillip Reeve, owned by only eight schools. See Table 1 for a complete listing of the number of schools each title was owned by.

No school owned a copy of every title on the list. The most titles from List A owned by any school was twenty-three (92% of all the titles), owned by two schools.

Eight schools owned none of the titles on the list. Twenty-six schools owned more than half of the books on List A. See Figure 2 for a representation of ownership rates for List A.

Table 1

Ownership Rate by Title (List A)

Title	#	Title	#	Title	#
Harry Potter and the Order of the Phoenix	55	Big Mouth & Ugly Girl	39	Shiva's Fire	25
Whale Talk	55	Hole in My Life	37	Troy	25
145th Street: Short Stories	52	Many Stones	37	Martyn Pig	20
Angus, Thongs and Full-Frontal Snogging	52	When Kambia Elaine Flew in from Neptune	37	Friction	15
True Believer	47	Go and Come Back	33	The Canning Season	14
Miracle's Boys	46	Feed	32	Mortal Engines	8
The Rag and Bone Shop	42	Postcards from No Man's Land	28	On the Rez	3
A Step from Heaven	41	My Heartbeat	27		
America	39	Stoner and Spaz	26		

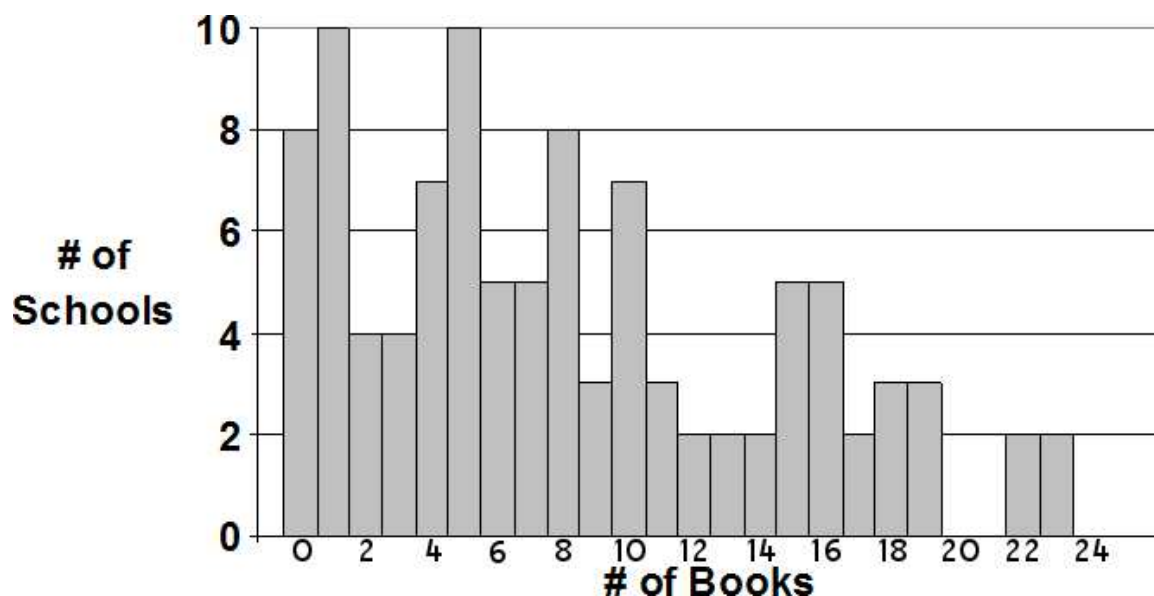


Fig. 2 – Ownership Rates (List A)

Surprisingly, there seemed to be no direct correlation between the size of the school and the likelihood that it would own the titles on List A. While there is no direct correlation between the size of the school and the likelihood that it will own the books on List A, there is a trend that shows that larger schools (from the classes 4,5, and 6) are more likely to have a greater number of titles from List A than so smaller schools (from the classes 1,2, and 3). Schools in Class 4 had the most books from the list, with an average of 10.3 books per school. Schools in Class 3 averaged 6.3 books per school, the lowest average amongst the six classes. Therefore, it is not surprising that Class 3 had the highest percentage of schools with less than 50% of the books at 88%. In Classes 6 and 4, 65% of schools had fewer than 50% of the books on List A, the lowest percentages among the six classes. Table 2 shows ownership rates based on enrollment.

Table 2

Ownership Rates by Enrollment (List A)

	Class					
	1	2	3	4	5	6
Average # of Books	6.4	7.5	6.3	10.3	9.4	9.2
% of Schools w/ fewer than 50% of the books	82.4	70.6	88.2	64.7	76.5	64.7

From a geographic standpoint, the schools in Region 3 had on average the most titles per school with 11.5 (see map of regions on page 14). The schools in Region 1 had the least books per school with an average of 4.8. Region 1 had the highest percentage of schools with less than 50% of the titles on List A with 91.3%. 63% of schools in Region 4 had less than 50% of the titles on List A, the lowest percentage among the five regions. Table 3 shows the ownership rates based on geography.

Table 3

Ownership Rates by Region (List A)

	Region				
	1	2	3	4	5
Average # of Books	4.8	8.5	11.5	10.4	6.8
% of Schools w/ less than 50% of the books	91.3	64.3	64.3	63	83.3

List B

As suggested by Coley, a separate list of uncontroversial titles could be used to rule out the effects of budget on book ownership. If a school had fewer than 50% of

controversial titles on a list, but also had fewer than 50% of titles from a list of uncontroversial books, it could be inferred that the school was not actually involved in self-censorship, but rather had a lack of books due to budget issues. List B was established as the list of uncontroversial titles. However, there are several issues that came up with List B that call into question the validity of the list for use in the manner intended.

The most commonly owned titles were The Sisterhood of the Traveling Pants by Ann Brashares, which was owned by fifty-three schools. This was the only title on List B owned by more than half of the schools. The next title most likely to be owned was Kit's Wilderness by David Almond, which was owned by forty-four schools. The titles least likely to be owned were Airborn by Kenneth Oppel and Private Peaceful by Michael Morpurgo each owned by none of the schools. See Table 4 for a complete listing of the number of schools each title was owned by.

No school owned a copy of every title on the list. The most titles from List B owned by any school was twenty-two (88% of all the titles), owned by one school. Nine schools owned none of the titles on the list; five of which were schools that owned none of the titles on List A. Fifteen schools owned more than half of the books on List B. See Figure 3 for a representation of ownership rates for List B.

Table 4

Ownership Rate by Title (List B)

Title	#	Title	#	Title	#
Hope was Here	58	Zazoo	25	The River between Us	16
The Sisterhood of the Traveling Pants	53	A Northern Light	22	Shakespeare: His Work & His World	13
Kit's Wilderness	44	In the Heart of the Sea	21	The Lightkeeper's Daughter	12
Ghost Boy	39	Sir Walter Raleigh and the Quest for El Dorado	21	Coram Boy	8
Bronx Masquerade	36	Vincent Van Gogh: Portrait of an Artist	21	Milkweed	8
Seek	36	Both Sides Now	19	Airborn	0
The Gospel According to Larry	35	True Confessions of a Heartless Girl	19	Private Peaceful	0
Spellbound	33	Thursday's Child	17		
Night Flying	26	Island Boyz	16		

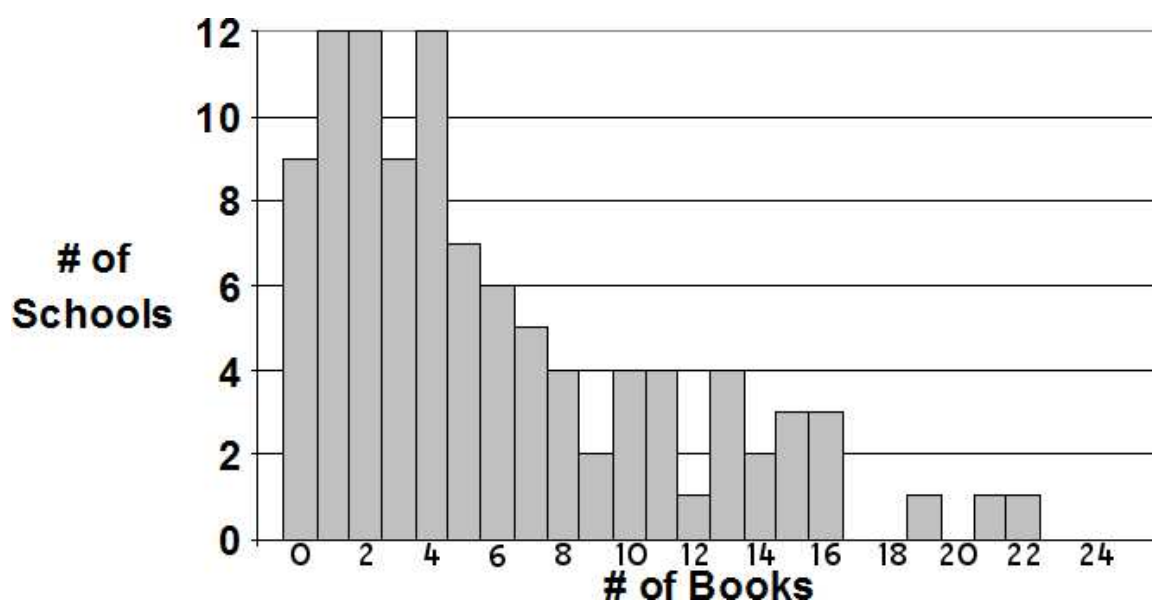


Fig. 3 – Ownership Rates (List B)

As with List A, there seemed to be no direct correlation between the size of the school and the likelihood that it would own the titles on either List A or List B. Schools in Class 4 had the most books, with an average of 7.7 books per school. Schools in Class 1 (the smallest schools) averaged 3.7 books per school, the lowest average among the six classes. Class 3 and Class 5 had the highest percentage of schools with fewer than 50% of the books at 94%. In Class 4, 71% of schools had fewer than 50% of the books on List A, the lowest percentage among the six classes. Table 5 shows ownership rates based on enrollment.

From a geographic standpoint, the schools in Region 3 had, on average, the most titles per school with 9.6. The schools in Region 1 had the least books per school with an average of 3.4. 100% of schools in Region 1 and Region 2 had fewer than 50% of the titles on List B. 71% of schools in Region 3 had less than 50% of the titles on List A, the lowest percentage among the five regions. Table 6 shows ownership rates based on geography.

Table 5

Ownership Rates by Enrollment (List B)

	Class					
	1	2	3	4	5	6
Average # of Books	3.6	4.8	5.6	7.6	6.9	6.5
% of Schools w/ less than 50% of the books	94.1	88.2	82.4	70.6	94.1	82.4

Table 6

Ownership Rates by Region (List B)

	Region				
	1	2	3	4	5
Average # of Books	3.3	4.4	9.6	7.1	5.5
% of Schools w/ less than 50% of the books	100	100	71.4	74.1	83.3

As previously mentioned, List B was intended to act as a control list for this study, a list to gauge the effects of budget on the number of books a school owns. The assumption was that the non-controversial books were more likely to be in a school's collection. If a school with a low number of books from List A had many more books from List B, then they were likely engaging in self-censorship. Conversely, a school with a low number of titles from List A and also from List B was probably not engaging in self-censorship. In this case the lack of books was more likely due to budgetary issues. For this approach to work the books on List B must generally have a higher ownership rate than the books on List A. This did not occur. Only 33 of the 102 schools had more books from List B than List A. Therefore, List B could not be used to determine whether a school was engaging in self-censorship or merely had budget issues.

There are several reasons that could explain why these books were owned less than the books on List A. Primary among them is that it is very easy to find controversial material within a book. Because of this, the books on List B tended to be have received fewer reviews than the books on List A; one had to dig a little deeper into the barrel to find them, so to say. The twenty-fifth book selected for List A was reviewed twenty-one

times while the twenty-fifty book selected for List B was reviewed only thirteen times. Books that receive fewer reviews may be less likely to be purchased. Current trends in realistic young adult fiction include discussions of sex, violence and drugs and contain realistic language that includes profanity. Books that do not follow this trend may have a difficult time reaching a high school aged audience and may be less likely to be purchased. Simply said, uncontroversial books are hard to come by, less reviewed and possibly seen as uninteresting by their intended audience.

Limitations

The main limitation that could affect the reliability and validity of this study has to do with the method used to choose the titles. While the method used seems to be a more accurate measure of the extent of self-censorship than previous methods that utilized surveys, there are still flaws. In the case of this study one list of controversial titles and another list of uncontroversial titles was created. Complete objectivity was the goal when compiling these lists, but it is extremely hard to be objective about a subjective matter, namely the level of controversy contained within a book. This difficulty is ultimately what led to the failure of List B to act as a control for this study. Coley also notes this problem and proposes a method where one would use Library of Congress subject headings to determine which books contain controversial material. This method may be one worth pursuing, but it has its flaws as well, specifically that there is no subject heading that identifies a book as containing profanity and coarse language, a primary reason books are challenged (ALA, “Challenged and Banned Books”).

As with any other study of this nature, the more titles and schools used in the study, the more likely the results will reflect the community sampled. The 102 schools used in this study represent approximately 27% of the 373 public high schools that had enrollment information available. It is likely however that there are more than 373 public high schools in Florida; no definitive information pertaining to this question was found.

Results

Coley used the criteria that a school must have fewer than 50% of the books on a list to be labeled as self-censoring. 74.5% of the schools in this study had fewer than 50% of the titles on List A and therefore can be labeled as self-censoring. Nine schools had none of the titles on List A. Both of these numbers are slight improvements on the results of Coley's study, where 80% of Texas schools self-censored and eighteen schools out of one hundred held none of the titles on the list. Despite this, the fact that 74.5% of schools did not own at least half of the books on List A is rather disturbing. All of the books on List A were well reviewed, and many were award winners or written by award winning authors.

The data also shows that the smaller schools tended to own fewer of the controversial books than the larger schools, although the largest schools did not necessarily own the most controversial titles. Also, particular areas of the state, namely Regions 1 and 5, were more likely to engage in self-censorship than the regions in the central part of the state.

Suggestions for Further Research

As mentioned above, studies of this type can easily incorporate more titles and more schools to increase the reliability of the resulting data. While this study contained a larger percentage of schools than the Coley study, the use of a union catalog makes it easy to include more schools. As of the time of this study, Texas and Florida were the only states that had online union catalogs that included the collections of public high schools. It would be interesting to see if the trends shown in this study and Coley's hold true in other parts of the country.

Coley recommended the inclusion of a second list of less controversial titles to gauge the effects of budget issues on a schools collection. This study attempted to do this but failed. Despite this, future investigations should attempt to determine whether a school's lack of titles was a result of self-censoring acts or merely a limited budget. An alternative to a "List B" could be used. This could include obtaining the actual budgetary expenditures for each library sampled and comparing those numbers to the number of controversial books owned.

Additional analysis could also be done to examine relationships between the number of controversial books owned and demographic factors. Questions explored could investigate the relationship between book ownership rates and population density, per capita income, average age and political dispositions of sampled school districts.

Lastly, improvements can be made in the title selection process. Relying on reviews is an appropriate method to determine the likelihood that a book is suitable for inclusion, but further work needs to be done to increase the objectivity in determining the level of controversy in a book.

Conclusions

Librarians as professionals are obligated to uphold the principles of intellectual freedom. School media specialists are no different. However, there seem to be gaps between what school media specialists say and what they actually do – they talk the talk but do they walk the walk? Whatever their reasons for engaging in self-censorship, the effects are clear. Young adult literature gives the child a chance to think about controversial and often dangerous issues within the safe confines of the mind. The child is allowed to think about what they would do if they were in the same situation as the characters in the novels. Denying children the opportunity to read quality young adult literature denies children a chance to experience these things. School media specialists, as educators, are charged with helping raise our society's next generation of leaders. By attempting to shelter children from the harsh reality of the world they live in, school media specialist do a disservice to the child, and to society as a whole.

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Appendix 1

Books containing material that may lead to a challenge:

Abelove, Joan. 2000. Go and Come Back. New York: Puffin.

Anderson, M. T. 2002. Feed. Cambridge, Mass.: Candlewick Press.

Brooks, Kevin. 2002. Martyn Pig: A Novel. New York: Scholastic Inc.

Chambers, Aidan. 2002. Postcards from No Man's Land. New York: Dutton Books.

Coman, Carolyn. 2000. Many Stones. Asheville, NC: Front Street.

Cormier, Robert. 2001. The Rag and Bone Shop: A Novel. New York: Delacorte Press.

Crutcher, Chris. 2001. Whale Talk. New York: Greenwillow Books.

Frank, E. R. 2002. America: A Novel. New York: Atheneum Books for Young Readers.

Frank, E. R. 2003. Friction: A Novel. New York: Atheneum Books for Young Readers.

Frazier, Ian. 2000. On the Rez. New York: Farrar, Straus, Giroux.

Freyman-Weyr, Garret. 2002. My Heartbeat. Boston: Houghton Mifflin Co.

Gantos, Jack. 2002. Hole in My Life. New York: Farrar, Straus, Giroux.

Geras, Adele. 2001. Troy. San Diego: Harcourt.

Horvath, Polly. 2003. The Canning Season. New York: Farrar, Straus, Giroux.

Koertge, Ron. 2002. Stoner & Spaz. Cambridge, Mass.: Candlewick Press.

Myers, Walter Dean. 2000. 145th Street: Short Stories. New York: Dell Laurel-Leaf.

Na, An. 2001. A Step from Heaven. Asheville, NC: Front Street.

Oates, Joyce Carol. 2002. Big Mouth & Ugly Girl. New York: HarperTempest.

Reeve, Phillip. 2003. Mortal Engines: A Novel. New York: HarperCollins.

Rennison, Louise. 2000. Angus, Thongs and Full-Frontal Snogging: Confessions of Georgia Nicolson. New York: HarperCollins Publishers.

Rowling, J. K. 2003. Harry Potter and the Order of the Phoenix. New York: Scholastic.

Staples, Suzanna Fisher. 2000. Shiva's Fire. New York: Farrar, Straus, Giroux.

Williams, Lori Aurelia. 2000. When Kambia Elaine Flew in from Neptune. New York: Simon & Schuster.

Wolff, V. E. 2001. True Believer. New York: Atheneum Books for Young Readers.

Woodson, Jaqueline. 2000. Miracle's Boys. New York: G.P. Putnam's Sons.

Appendix 2

Books not likely to be challenged:

Almond, David. 2000. Kit's Wilderness. New York: Delacorte Press.

Aronson, Marc. 2000. Sir Walter Raleigh and the Quest for El Dorado. New York: Clarion Books.

Brashares, Ann. 2001. The Sisterhood of the Traveling Pants. New York: Delacorte Press.

Brooks, Martha. 2003. True Confessions of a Heartless Girl: A Novel. New York: Farrar Straus Giroux.

Bauer, Joan. 2000. Hope Was Here. New York: Putnam.

Donnelly, Jennifer. 2003. A Northern Light. San Diego: Harcourt.

Fleischman, Paul. 2001. Seek. Chicago: Cricket Books.

Gavin, Jamila. 2000. Coram Boy. New York: Farrar Straus Giroux.

Greenberg, Jan. 2001. Vincent Van Gogh: Portrait of an Artist. New York: Delacorte Press.

Grimes, Nikki. 2002. Bronx Masquerade. New York: Dial Books.

Hartnett, Sonya. 2002. Thursday's Child. Cambridge Mass.: Candlewick Press.

Lawrence, Iain. 2000. Ghost Boy. New York: Delacorte Press.

Lawrence, Iain. 2002. The Lightkeeper's Daughter. New York: Delacorte Press.

McDonald, Janet. 2001. Spellbound. New York: Frances Foster Books.

Morpurgo, Michael. 2004. Private Peaceful. New York: Scholastic Press.

Mosher, Richard. 2001. Zazoo. New York: Clarion Books.

Murphy, Rita. 2000. Night Flying. New York: Delacorte Press.

Oppel, Kenneth. 2004. Airborn. New York: EOS.

Peck, Richard. 2003. The River between Us. New York: Dial Books.

Pennebaker, Ruth. 2000. Both Sides Now. New York: Holt.

Philbrick, Nathaniel. 2000. In the Heart of the Sea: The Tragedy of the Whaleship Essex. New York: Viking.

Rosen, Michael. 2001. Shakespeare: His Work & His World. Cambridge, Mass.: Candlewick Press.

Salisbury, Graham. 2002. Island Boyz: Short Stories. New York: Wendy Lamb Books.

Spinelli, Jerry. 2003. Milkweed. New York: Alfred A. Knopf.

Tashjian, Janet. 2001. The Gospel According to Larry. New York: Henry Holt and Co.

Appendix 3

Schools used for this study:

School	City	County	Region	Enrollment	Class
Alexander W. Dreyfoos Jr. School of the Arts	West Palm Beach	Palm Beach	5	1278	2
Atlantic High School	Port Orange	Volusia	3	1550	2
Auburndale High School	Auburndale	Polk	4	1823	3
Bartow High School	Bartow	Polk	4	1620	3
Bayshore High School	Bradenton	Manatee	4	1923	4
Bellevue High School	Bellevue	Marion	2	1779	3
Blake High School	Tampa	Hillsborough	4	1800	3
Bloomington High School	Valrico	Hillsborough	4	2279	5
Blountstown High School	Blountstown	Calhoun	1	428	1
Boynton Beach Community High School	Boynton Beach	Palm Beach	5	2037	4
Chamberlain High School	Tampa	Hillsborough	4	2212	5
Charlotte High School	Punta Gorda	Charlotte	4	2088	4
Chipley High School	Chipley	Washington	1	588	1
Citrus High School	Inverness	Citrus	2	1562	2
Cocoa Beach High School	Cocoa Beach	Brevard	3	1042	2
Coral Springs High School	Coral Springs	Broward	5	2793	6
Crestview High School	Crestview	Okaloosa	1	1864	3
Dunedin High School	Dunedin	Pinellas	4	2055	4
Durant High School	Plant City	Hillsborough	4	2608	5
East Bay High School	Gibsonton	Hillsborough	4	2357	5
East Lake High School	Tarpon Springs	Pinellas	4	2262	5
East Ridge High School	Clermont	Lake	3	2717	6
Englewood High School	Jacksonville	Duval	2	2047	4
F. W. Buchholz High School	Gainesville	Alachua	2	2384	5
Flagler-Palm Coast High School	Bunnell	Flagler	2	2836	6

Forest High School	Ocala	Marion	2	1903	4
Forest Hill High School	West Palm Beach	Palm Beach	5	1725	3
Fort Lauderdale High School	Fort Lauderdale	Broward	5	1741	3
Freedom High School	Tampa	Hillsborough	4	1797	3
Ft. Meade High School	Fort Meade	Polk	4	408	1
Glades Central High School	Belle Glade	Palm Beach	5	1316	2
Graceville High School	Graceville	Jackson	1	182	1
Gulf Breeze High School	Gulf Breeze	Santa Rosa	1	1553	2
Gulf Coast High School	Naples	Collier	5	1933	4
Haines City High School	Haines City	Polk	4	2311	5
Hialeah-Miami Lakes High School	Hialeah	Dade	5	3180	6
Hilliard High School	Hilliard	Nassau	2	399	1
Ida S. Baker High School	Cape Coral	Lee	4	604	1
J.R. Arnold High School	Panama City Beach	Bay	1	1373	2
Jefferson County High School	Monticello	Jefferson	1	382	1
Jupiter High School	Jupiter	Palm Beach	5	2726	6
Keystone Heights High School	Keystone Heights	Clay	2	868	1
Labelle High School	Labelle	Hendry	5	1079	2
Lake Brantley High School	Altamonte Springs	Seminole	3	3346	6
Lake Worth High School	Lake Worth	Palm Beach	5	2975	6
Land O'lakes High School	Land O'lakes	Pasco	4	2126	4
Lawton Chiles High School	Tallahassee	Leon	1	1913	4
Leon High School	Tallahassee	Leon	1	1857	3
Lincoln High School	Tallahassee	Leon	1	1857	3
Madison County High School	Madison	Madison	1	849	1
McArthur High School	Hollywood	Broward	5	2548	5
Merritt Island High School	Merritt Island	Brevard	3	1752	3
Miami Coral Park High School	Miami	Dade	5	4191	6
Miami Jackson High School	Miami	Dade	5	1773	3
Miami Killian High School	Miami	Dade	5	3808	6

Miami Northwestern High School	Miami	Dade	5	2624	5
Newberry High School	Newberry	Alachua	2	562	1
Newsome High School	Lithia	Hillsborough	4	1543	2
North Miami Beach High School	North Miami Beach	Dade	5	2872	6
Northeast High School	Oakland Park	Broward	5	2129	4
Olympic Heights Community High School	Boca Raton	Palm Beach	5	2040	4
Osceola High School	Seminole	Pinellas	4	1894	4
Pace High School	Pace	Santa Rosa	1	1881	3
Palm Bay High School	Melbourne	Brevard	3	2583	5
Palm Beach Gardens High School	Palm Beach Gardens	Palm Beach	5	2701	6
Palm Harbor University High School	Palm Harbor	Pinellas	4	2297	5
Palmetto High School	Palmetto	Manatee	4	1633	3
Paxon School	Jacksonville	Duval	2	1520	2
Pine Forest High School	Pensacola	Escambia	1	1534	2
Pine Ridge High School	Deltona	Volusia	3	2581	5
Pinellas Park High School	Largo	Pinellas	4	2278	5
Piper High School	Sunrise	Broward	5	3050	6
Poinciana High School	Kissimmee	Osceola	3	2515	5
Port St. Joe High School	Port St. Joe	Gulf	1	403	1
Riverdale High School	Fort Myers	Lee	4	1591	3
Riverview High School	Riverview	Hillsborough	4	2687	6
Rutherford High School	Panama City	Bay	1	1784	3
Santa Fe High School	Alachua	Alachua	2	1304	2
Satellite High School	Satellite Beach	Brevard	3	2099	4
Seminole High School	Seminole	Pinellas	4	2867	6
Seminole High School	Sanford	Seminole	3	2122	4
Sickles High School	Tampa	Hillsborough	4	2477	5
Sneads High School	Sneads	Jackson	1	279	1
South Broward High School	Hollywood	Broward	5	2508	5
South Dade High School	Homestead	Dade	5	2740	6

Stranahan High School	Fort Lauderdale	Broward	5	2156	4
Tavares High School	Tavares	Lake	3	1084	2
Vernon High School	Vernon	Washington	1	411	1
W. J. Woodham High School	Pensacola	Escambia	1	1309	2
Wakulla High School	Crawfordville	Wakulla	1	1317	2
Walton High School	Defuniak Springs	Walton	1	680	1
Washington High School	Pensacola	Escambia	1	1633	3
Wesley Chapel High School	Wesley Chapel	Pasco	4	2100	4
West Gadsden High School	Greensboro	Gadsden	1	274	1
West Nassau County High School	Callahan	Nassau	2	1007	2
West Orange High School	Winter Garden	Orange	3	4231	6
West Port High School	Ocala	Marion	2	1507	2
Wewahitchka High School	Wewahitchka	Gulf	1	265	1
Wharton High School	Tampa	Hillsborough	4	2134	4
Williston High School	Williston	Levy	2	675	1
Winter Springs High School	Winter Springs	Seminole	3	2658	5

Appendix 4

List A Data

School	145th Street	A step from heaven	America	Angus, thongs...	Big Mouth & Ugly Girl	Feed	Friction	Go and come back	Harry Potter ...	Hole in my life	Many stones	Martyn Pig	Miracle's boys	Mortal engines	My heartbeat	On the rez	Postcards from no man's land	Shiva's fire	Stoner and Spaz	The canning season	The rag and bone shop	Troy	True believer	Whale talk	When Kambia Elaine...	# of books	% of books
A. W. Dreyfoos Jr. School of the Arts			X							X		X	X								X					5	20
Atlantic High School			X	X	X	X	X	X	X	X			X		X		X		X	X	X	X	X			16	64
Auburndale High School																										0	0
Bartow High School	X																	X						X		3	12
Bayshore High School	X	X	X	X	X	X	X		X	X		X	X		X			X		X	X	X	X	X	X	19	76
Bellevue High School											X															1	4
Blake High School	X		X	X																			X	X		5	20
Bloomington High School	X			X					X		X	X	X				X				X	X	X	X	X	12	48
Blountstown High School	X												X					X							X	4	16
Boynton Beach Community High	X			X	X			X	X	X	X					X		X	X				X		X	12	48
Chamberlain High School	X			X					X									X	X						X	6	24
Charlotte High School	X	X	X		X	X	X	X	X	X	X	X		X	X		X		X				X	X		17	68
Chipley High School	X										X		X										X		X	5	20
Citrus High School		X		X		X		X	X	X		X	X	X				X		X	X	X	X	X		15	60

Appendix 4 (Continued)

School	145th Street	A step from heaven	America	Angus, thongs...	Big Mouth & Ugly Girl	Feed	Friction	Go and come back	Harry Potter...	Hole in my life	Many stones	Martyn Pig	Miracle's boys	Mortal engines	My heartbeat	On the rez	Postcards from no man's land	Shiva's fire	Stoner and Spaz	The canning season	The rag and bone shop	Troy	True believer	Whale talk	When Kambia Elaine...	# of books	% of books
Cocoa Beach High School		X	X	X						X			X		X							X	X	X		9	36
Coral Springs High School	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X		X	X	X	22	88
Crestview High School	X																									1	4
Dunedin High School	X			X				X	X		X		X													6	24
Durant High School		X		X				X			X							X			X		X	X		8	32
East Bay High School	X		X	X					X		X		X						X						X	8	32
East Lake High School	X	X	X	X	X	X		X	X	X	X		X		X		X		X		X		X	X	X	18	72
East Ridge High School	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	23	92
Englewood High School									X																	1	4
F. W. Buchholz High School	X		X	X	X	X		X	X	X	X	X	X		X		X		X					X	X	16	64
Flagler-Palm Coast High School	X			X						X	X										X				X	6	24
Forest High School		X	X			X			X																	4	16
Forest Hill High School									X																	1	4
Fort Lauderdale High School	X	X		X	X				X				X		X		X	X					X		X	11	44
Freedom High School	X	X	X	X	X	X			X	X	X	X	X				X	X	X		X	X	X	X	X	19	76
Ft. Meade High School																										0	0

Appendix 4 (Continued)

School	145th Street	A step from heaven	America	Angus, thongs...	Big Mouth & Ugly Girl	Feed	Friction	Go and come back	Harry Potter...	Hole in my life	Many stones	Martyn Pig	Miracle's boys	Mortal engines	My heartbeat	On the rez	Postcards from no man's land	Shiva's fire	Stoner and Spaz	The canning season	The rag and bone shop	Troy	True believer	Whale talk	When Kambia Elaine...	# of books	% of books
Glades Central High School	X			X							X		X											X	X	6	24
Graceville High School													X													1	4
Gulf Breeze High School																										0	0
Gulf Coast High School		X		X		X		X	X											X	X	X	X		X	10	40
Haines City High School				X				X			X		X								X			X	X	7	28
Hialeah-Miami Lakes High School		X			X								X					X			X		X	X	X	8	32
Hilliard High School		X							X				X											X		4	16
Ida S. Baker High School	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	23	92
J.R. Arnold High School	X					X		X																X	X	5	20
Jefferson County High School			X		X	X			X								X									5	20
Jupiter High School				X				X								X										3	12
Keystone Heights High School	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X		22	88
Labelle High School																										0	0
Lake Brantley High School	X	X	X	X	X	X		X		X	X	X	X					X				X	X	X		15	60
Lake Worth High School	X								X				X											X		4	16
Land O'lakes High School		X		X	X	X	X		X	X							X			X	X					10	40

Appendix 4 (Continued)

School	145th Street	A step from heaven	America	Angus, thongs...	Big Mouth & Ugly Girl	Feed	Friction	Go and come back	Harry Potter...	Hole in my life	Many stones	Martyn Pig	Miracle's boys	Mortal engines	My heartbeat	On the rez	Postcards from no man's land	Shiva's fire	Stoner and Spaz	The canning season	The rag and bone shop	Troy	True believer	Whale talk	When Kambia Elaine...	# of books	% of books
Lawton Chiles High School		X	X		X	X	X	X	X	X	X		X		X		X		X		X		X			15	60
Leon High School	X									X			X		X		X		X					X		7	28
Lincoln High School									X																	1	4
Madison County High School		X				X			X	X														X		5	20
McArthur High School	X	X	X	X	X	X			X		X		X		X		X	X	X		X	X	X	X	X	18	72
Merritt Island High School	X	X						X	X		X										X	X	X	X	X	10	40
Miami Coral Park High School				X				X																		2	8
Miami Jackson High School																										0	0
Miami Killian High School																										0	0
Miami Northwestern High School	X	X						X			X		X										X	X	X	8	32
Newberry High School	X	X		X	X	X			X	X	X		X		X		X		X		X		X	X	X	16	64
Newsome High School	X	X	X	X	X	X				X	X				X		X	X	X			X	X	X	X	16	64
North Miami Beach High School	X		X	X								X	X													5	20
Northeast High School		X	X	X	X	X	X	X	X	X	X	X		X	X		X		X	X	X		X	X		19	76
Olympic Heights Community High		X		X	X			X				X									X		X	X		8	32
Osceola High School	X	X		X					X	X	X		X		X		X				X	X	X	X	X	14	56

Appendix 4 (Continued)

School	145th Street	A step from heaven	America	Angus, thongs...	Big Mouth & Ugly Girl	Feed	Friction	Go and come back	Harry Potter...	Hole in my life	Many stones	Martyn Pig	Miracle's boys	Mortal engines	My heartbeat	On the rez	Postcards from no man's land	Shiva's fire	Stoner and Spaz	The canning season	The rag and bone shop	Troy	True believer	Whale talk	When Kambia Elaine...	# of books	% of books
Pace High School				X	X				X	X											X	X	X	X		8	32
Palm Bay High School			X	X		X		X			X						X					X		X		8	32
Palm Beach Gardens High School																										0	0
Palm Harbor University High School		X	X		X				X	X		X			X		X							X	X	10	40
Palmetto High School	X		X		X		X	X	X	X								X		X	X				X	11	44
Paxon School	X	X		X					X																	4	16
Pine Forest High School										X																1	4
Pine Ridge High School	X		X			X	X	X	X	X									X			X	X			10	40
Pinellas Park High School	X		X	X	X		X		X	X	X				X		X				X	X	X	X	X	15	60
Piper High School				X	X						X										X		X		X	6	24
Poinciana High School	X								X	X		X	X					X	X				X	X		9	36
Port St. Joe High School	X	X							X				X								X		X	X		7	28
Riverdale High School	X		X		X				X				X													5	20
Riverview High School	X	X	X		X				X	X		X			X						X			X		10	40
Rutherford High School	X		X	X	X	X			X	X	X			X	X		X		X		X		X	X		15	60
Santa Fe High School	X	X	X	X	X			X	X			X														8	32

Appendix 4 (Continued)

School	145th Street	A step from heaven	America	Angus, thongs...	Big Mouth & Ugly Girl	Feed	Friction	Go and come back	Harry Potter...	Hole in my life	Many stones	Martyn Pig	Miracle's boys	Mortal engines	My heartbeat	On the rez	Postcards from no man's land	Shiva's fire	Stoner and Spaz	The canning season	The rag and bone shop	Troy	True believer	Whale talk	When Kambia Elaine...	# of books	% of books
Satellite High School	X	X		X	X								X					X			X	X	X	X	X	11	44
Seminole High School									X		X								X					X		4	16
Seminole High School	X	X	X	X	X	X			X				X		X		X				X		X	X	X	14	56
Sickles High School									X															X		2	8
Sneads High School													X													1	4
South Broward High School																					X					1	4
South Dade High School		X			X			X			X		X		X		X		X		X	X	X	X	X	13	52
Stranahan High School											X		X													2	8
Tavares High School	X		X	X	X	X	X	X	X		X		X	X				X	X	X	X			X	X	17	68
University High School			X				X		X	X			X		X			X		X	X		X			10	40
Vernon High School																										0	0
W. J. Woodham High School			X	X	X				X			X									X			X		7	28
Wakulla High School	X		X	X																				X		4	16
Walton High School	X	X																						X		3	12
Washington High School				X		X			X	X			X	X			X						X	X		9	36
Wesley Chapel High School	X	X	X	X	X	X		X		X	X				X		X	X	X		X	X	X	X	X	18	72

Appendix 4 (Continued)

School	145th Street	A step from heaven	America	Angus, thongs...	Big Mouth & Ugly Girl	Feed	Friction	Go and come back	Harry Potter...	Hole in my life	Many stones	Martyn Pig	Miracle's boys	Mortal engines	My heartbeat	On the rez	Postcards from no man's land	Shiva's fire	Stoner and Spaz	The canning season	The rag and bone shop	Troy	True believer	Whale talk	When Kambia Elaine...	# of books	% of books
West Gadsden High School		X																X					X			1	4
West Nassau County High School																		X					X			2	8
West Orange High School	X	X	X	X	X	X		X	X	X			X		X				X	X	X	X	X	X	X	16	64
West Port High School	X		X	X		X		X	X				X					X			X	X	X	X	X	13	52
Wewahitchka High School				X				X										X					X	X		5	20
Wharton High School	X								X												X	X		X		5	20
Williston High School		X		X	X		X				X												X	X		7	28
Winter Springs High School									X				X									X				3	12
Total	52	41	39	52	39	32	15	33	55	37	37	20	46	8	27	3	28	25	26	14	42	25	47	55	37	8.2	33
Average																											

Appendix 5

List B Data

School	A northern light	Airborn	Both sides now	Bronx masquerade	Coram boy	Ghost boy	Hope was here	In the heart of the sea	Island boyz	Kit's wilderness	Milkweed	Night flying	Private Peaceful	Seek	Shakespeare	Sir Walter Raleigh and the...	Spellbound	The gospel according..	The lightkeeper's daughter	The river between us	The sisterhood of the ...	Thursday's child	True Confessions of a...	Vincent Van Gogh	Zazoo	# of books	% of books
Alexander W. Dreyfoos Jr. School of the Arts	X			X																						2	8
Atlantic High School	X			X			X							X			X	X	X		X		X		X	10	40
Auburndale High School																										0	0
Bartow High School						X																				1	4
Bayshore High School	X			X			X		X	X	X			X		X	X	X		X	X		X	X	X	15	60
Bellevue High School												X				X										1	4
Blake High School				X			X														X					3	12
Bloomington High School						X	X			X				X			X	X			X				X	8	32
Blountstown High School						X				X																2	8
Boynton Beach Community High School			X			X	X			X		X				X					X			X	X	9	36
Chamberlain High School			X																							1	4
Charlotte High School	X		X	X		X	X	X	X	X		X		X		X				X	X	X	X			15	60
Chipley High School												X		X		X					X					4	16
Citrus High School																										0	0

Appendix 5 (Continued)

School	A northern light	Airborn	Both sides now	Bronx masquerade	Coram boy	Ghost boy	Hope was here	In the heart of the sea	Island boyz	Kit's wilderness	Milkweed	Night flying	Private Peaceful	Seek	Shakespeare	Sir Walter Raleigh and the...	Spellbound	The gospel according..	The lightkeeper's daughter	The river between us	The sisterhood of the ...	Thursday's child	True Confessions of a...	Vincent Van Gogh	Zazoo	# of books	% of books
Cocoa Beach High School							X							X				X						X	4	16	
Coral Springs High School				X		X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	19	76
Crestview High School																X									1	4	
Dunedin High School							X			X		X													3	12	
Durant High School					X	X				X				X				X			X		X		7	28	
East Bay High School				X		X	X	X		X		X													6	24	
East Lake High School				X		X	X	X		X		X						X		X	X	X			10	40	
East Ridge High School	X			X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	21	84	
Englewood High School				X			X																		2	8	
F. W. Buchholz High School						X	X	X		X		X		X	X		X	X					X	X	11	44	
Flagler-Palm Coast High School						X	X			X	X	X			X										6	24	
Forest High School				X			X												X						3	12	
Forest Hill High School	X															X									2	8	
Fort Lauderdale High School			X	X		X	X		X		X				X		X	X		X	X	X	X		X	14	56
Freedom High School	X		X	X	X	X	X					X		X	X		X	X		X	X	X	X		X	16	64
Ft. Meade High School																									0	0	

Appendix 5 (Continued)

School	A northern light	Airborn	Both sides now	Bronx masquerade	Coram boy	Ghost boy	Hope was here	In the heart of the sea	Island boyz	Kit's wilderness	Milkweed	Night flying	Private Peaceful	Seek	Shakespeare	Sir Walter Raleigh and the...	Spellbound	The gospel according..	The lightkeeper's daughter	The river between us	The sisterhood of the ...	Thursday's child	True Confessions of a...	Vincent Van Gogh	Zazoo	# of books	% of books
Glades Central High School						X	X			X		X														4	16
Graceville High School							X																			1	4
Gulf Breeze High School																X										1	4
Gulf Coast High School				X			X							X		X	X	X			X			X		8	32
Haines City High School			X				X			X											X					4	16
Hialeah-Miami Lakes High School						X	X			X							X					X			X	6	24
Hilliard High School							X			X							X									3	12
Ida S. Baker High School			X			X	X		X	X		X		X	X	X	X	X	X	X	X	X			X	16	64
J.R. Arnold High School				X																				X		2	8
Jefferson County High School				X		X			X														X			4	16
Jupiter High School								X		X						X		X						X		5	20
Keystone Heights High School							X			X		X						X			X					5	20
Labelle High School																										0	0
Lake Brantley High School			X	X		X	X	X		X		X									X					8	32
Lake Worth High School							X									X										2	8
Land O'lakes High School								X		X											X					3	12

Appendix 5 (Continued)

School	A northern light	Airborn	Both sides now	Bronx masquerade	Coram boy	Ghost boy	Hope was here	In the heart of the sea	Island boyz	Kit's wilderness	Milkweed	Night flying	Private Peaceful	Seek	Shakespeare	Sir Walter Raleigh and the...	Spellbound	The gospel according..	The lightkeeper's daughter	The river between us	The sisterhood of the ...	Thursday's child	True Confessions of a...	Vincent Van Gogh	Zazoo	# of books	% of books
Lawton Chiles High School						X	X			X											X		X			5	20
Leon High School			X	X		X	X			X							X									6	24
Lincoln High School															X											1	4
Madison County High School	X			X										X			X				X		X		X	7	28
McArthur High School				X	X	X	X	X	X	X		X		X			X	X	X		X	X			X	15	60
Merritt Island High School	X			X		X	X	X				X		X			X	X			X			X	X	12	48
Miami Coral Park High School																										0	0
Miami Jackson High School																										0	0
Miami Killian High School																										0	0
Miami Northwestern High School							X										X	X						X	X	5	20
Newberry High School						X		X	X								X				X			X	X	7	28
Newsome High School	X		X	X		X	X					X		X			X	X	X		X	X	X			13	52
North Miami Beach High School																					X	X				2	8
Northeast High School	X		X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	22	88
Olympic Heights Community High School							X			X											X					3	12
Osceola High School				X			X	X		X							X				X		X	X		8	32

Appendix 5 (Continued)

School	A northern light	Airborn	Both sides now	Bronx masquerade	Coram boy	Ghost boy	Hope was here	In the heart of the sea	Island boyz	Kit's wilderness	Milkweed	Night flying	Private Peaceful	Seek	Shakespeare	Sir Walter Raleigh and the...	Spellbound	The gospel according..	The lightkeeper's daughter	The river between us	The sisterhood of the ...	Thursday's child	True Confessions of a...	Vincent Van Gogh	Zazoo	# of books	% of books
Pace High School						X	X	X		X				X	X		X	X		X	X			X		11	44
Palm Bay High School	X		X		X	X	X			X						X		X				X		X		10	40
Palm Beach Gardens High School										X																1	4
Palm Harbor University High School	X		X				X	X										X	X		X	X	X			9	36
Palmetto High School	X			X			X		X	X	X			X	X		X	X			X		X	X		13	52
Paxon School							X										X			X	X					4	16
Pine Forest High School										X																1	4
Pine Ridge High School				X			X														X					3	12
Pinellas Park High School				X		X	X					X		X			X	X	X		X			X	X	11	44
Piper High School								X	X			X				X										4	16
Poinciana High School	X					X	X			X		X							X	X	X	X	X	X		11	44
Port St. Joe High School							X							X							X			X	X	5	20
Riverdale High School				X			X		X					X												4	16
Riverview High School							X							X							X					3	12
Rutherford High School	X		X											X				X			X	X		X		7	28
Santa Fe High School	X		X			X	X	X		X							X									7	28

Appendix 5 (Continued)

School	A northern light	Airborn	Both sides now	Bronx masquerade	Coram boy	Ghost boy	Hope was here	In the heart of the sea	Island boyz	Kit's wilderness	Milkweed	Night flying	Private Peaceful	Seek	Shakespeare	Sir Walter Raleigh and the...	Spellbound	The gospel according..	The lightkeeper's daughter	The river between us	The sisterhood of the ...	Thursday's child	True Confessions of a...	Vincent Van Gogh	Zazoo	# of books	% of books
Satellite High School			X	X		X	X	X		X		X		X		X	X	X			X				X	13	52
Seminole High School						X				X																2	8
Seminole High School	X																X	X			X		X		X	6	24
Sickles High School										X																1	4
Sneads High School																										0	0
South Broward High School			X			X								X				X			X					5	20
South Dade High School																					X	X				2	8
Stranahan High School						X	X																			2	8
Tavares High School	X		X	X	X	X	X		X	X		X		X		X		X		X	X					14	56
University High School	X			X										X		X	X	X		X	X		X	X		10	40
Vernon High School				X																	X					2	8
W. J. Woodham High School							X							X				X	X							4	16
Wakulla High School							X			X								X	X			X				5	20
Walton High School										X																1	4
Washington High School	X			X																X	X					4	16
Wesley Chapel High School				X	X	X	X	X	X	X		X		X	X			X			X				X	13	52

Appendix 5 (Continued)

School	A northern light	Airborn	Both sides now	Bronx masquerade	Coram boy	Ghost boy	Hope was here	In the heart of the sea	Island boyz	Kit's wilderness	Milkweed	Night flying	Private Peaceful	Seek	Shakespeare	Sir Walter Raleigh and the...	Spellbound	The gospel according..	The lightkeeper's daughter	The river between us	The sisterhood of the ...	Thursday's child	True Confessions of a...	Vincent Van Gogh	Zazoo	# of books	% of books	
West Gadsden High School																										0	0	
West Nassau County High School				X			X							X							X						4	16
West Orange High School	X		X	X		X		X	X	X	X	X		X	X		X	X		X	X		X				16	64
West Port High School						X	X			X				X		X			X								6	24
Wewahitchka High School					X		X							X													3	12
Wharton High School								X									X				X				X		4	16
Williston High School														X		X											2	8
Winter Springs High School																					X						1	4
Total	22	0	19	36	8	39	58	21	16	44	8	26	0	36	13	21	33	35	12	16	53	17	19	21	25	5.9	23.5	
Average																												