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**The Disintegration of American Youth Facing Major Social
Ills Known as Juvenile Delinquency**

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree
in Literature and Civilization

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Dedication

I dedicate this work to all youth in the United States whom this work is investigating their suffering.

I dedicate my Thesis to my family. A special feeling of gratitude to my loving parents, Said and Malika Bernous whose words of encouragement and push for tenacity ring in my ears and have successfully made me the person I am becoming. My brothers Saleh , Khaled ,Salim , Fares, Kais , Soufiane , Saif have never left my side. My beloved sister Ahlam who never stops believing on me. Without forgetting my uncle Bachir, Hafa, Tahar , and my aunt Yamina and Hind.

I also dedicate this work to my friends who have supported me throughout the journey. Especially Nadia, Kenza, Djahida, Amina, Jojo, Monira ,Najat ,Zina ,Sadika .

This thesis is dedicated to my ideal teacher Mr. Nekaa Ammar who has been a great source of help, motivation and inspiration, and Miss Hakima who taught me to get up after a fall and start again.

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Abstract

The United States is the leader and the greatest power in the world by far. Even so, not all a glitter is gold .America is facing serious social ills especially among youth who are between the ages of 13 and 24.Every American youth has problems, there is no doubt about it. Their years are fraught with all kinds of social problems .For that reason, this research analyses and investigates the major social ills in America that disintegrate youth such as drugs, violence, prisoners, and poverty. Throughout this study, we investigate the main causes and consequences of social ills among American youth identified as juvenile delinquency in the other America. The present dissertation includes four chapters; the first chapter includes general introduction and research methodology. The second chapter is a statistical study of the American youth. The third chapter focuses on the most social ills facing American youth such as drugs, violence, prisons, poverty. At the end of this dissertation we come to say and reveal that American youth facing risky social ills it's since the social system based on inequality .We mean, the bad distribution of wealth, and the big gap between rich and poor contrast the American social reality

الملخص

تعتبر الولايات المتحدة الأمريكية من أكبر الدول الرائدة و قوة في العالم . و لكن لكل سلبياته فالولايات المتحدة الأمريكية تواجه امراض اجتماعية خطيرة و خاصة بين الشباب الذين تتراوح اعمارهم بين 13 و 24 سنة .كل شاب امريكي لديه مشاكل , ليس هناك شك في ذلك. سنواتهم محفوفة بجميع انواع المشاكل الاجتماعية .لهذا السبب , هذا البحث يحلل و يستكشف العلل الاجتماعية الكبرى في امريكا التي تفكك الشباب مثل المخدرات ,العنف ,السجون , و الفقر .طوال هذه الدراسة ونحن نحقق في اهم اسباب و نتائج الامراض الاجتماعية بين الشباب الامريكي الملقب بجنوح الاحداث في امريكا الاخرى. تتضمن المذكرة الحالية اربعة فصول .يتضمن الفصل الاول مقدمة عامة و منهجية البحث .الفصل الثاني دراسة احصائية عن الشباب الامريكي .الفصل الثالث يركز على المشاكل الاجتماعية التي تواجه الشباب الامريكي مثل المخدرات ,العنف ,السجون , والفقر .وفي نهاية هذه الدراسة نستطيع ان نقول و نكشف ان الشباب الامريكي يواجه الامراض الاجتماعية الخطيرة لان النظام الاجتماعي قائم على عدم المساواة . نعني بذلك ,سوء توزيع الثروة , الفجوة الكبيرة بين الاغنياء و الفقراء المناقضة لحقيقة المجتمع الامريكي.

List of abbreviations

BZP: Benzylpiperazines

CDC: The Centers for Disease Control and prevention

CPC: Current Population Survey

DAWN: The Drug Abuse Warning Network

D.C.: The District of Columbia

DUF: The Drug Use Forecasting programme

GHB: Gammahydroxybutrate

HIV/AIDS: Human Immunodeficiency Virus infection and Aquired Immune Deficiency Syndrome

ICFI: the International Committee of the Fourth International

LSD: Lysergic Acid Diethylamide

MDMA: Methylenedioxymethamphetamine

NDIC: National Drug Intelligence Center

NHTSA: The National Highway Traffic Safety Administration

NYVPRC: The Natural Youth Violence Prevention Resource Center

OECD: The Organisation for Economic Co-operation and Development

OWS: The Occupy Wall Street

PHD: Doctor of Philosophy

PUMS: Public Use Microdata Sample

UN: The United Nation

US: The United States

USCB: The United States Census Bureau

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Chapter one

General introduction

I. Background to the study

The United States is one of the military and political powers on the world today, often termed as “Hyper power” in terms of influence, size, industrial, and military. But The United States is going through quite a bit of upheaval lately when it comes to social ills. The term, social ills, implies to the undesirable condition affecting a significant number of people which can be solved or eliminated through collective social action (free online dictionary). Nevertheless, the most affecting age within the population as a whole is youth between 13 and 24 years old .The present work intends to show that social ills among American youth are deeply rooted in the very political and economic structure of the American society.

II. Statement of the Problem

Social ills are the issues that directly and indirectly affect the majority of all members of American society. These later are “two Americas”; one America for the wealthy and privileged and “other America” for the rest of America, the rest of America is suffering from social ills, which deserve more attention. So the investigation to be carried in this research is to lay emphasis on the problem that lies on the social ills faced by youth in the other America, while if zooming deeper in the sources, dynamics, and the consequences of social ills and reaction of American government, policy makers, and new perspectives centered around education.

III. Research Questions

Our research should be guided by a central research questions or a series of closely questions that we have to answer such us:

- ❖ What are the most social ills facing youth in America?
- ❖ Why do social ills exist? What are their effects? What can be done about them?
- ❖ What are the dimensions and the effects of various kinds of social problems, the reasons for them?
- ❖ What kind of direct remedial actions taken by the authorities?

IV. Hypothesis

The present research is based on one (1) hypothesis that will try to confirm. We hypothesize that if young American face dangerous social ills it's because social system based on inequality i.e.: the bad distribution of wealth this is typical, American society of over class.

V. The aim of the study

The overall goal of this research is to explore fully the different causes and consequences of social ills that affect young people, taking into consideration the various types of social problems , and study the real causes of the phenomena that is taking serious juvenile issue that are nowadays worldwide .

The specific objectives of this work are:

- ✚ Describe American Youth, their population, families, schools, leisure time and activities. Also analyze social ills phenomena attacking youth, particularly delinquents.
- ✚ Explain "Juvenile Delinquency "among youth.
- ✚ Investigate the effects of social ills on American Youth.
- ✚ Determine the social ills that affect the young American people.
- ✚ Discuss the government measures in developing a clear policy towards social ills affected and infected youth America.

VI. Significance of the study

The study is significant to sociologists and educators of the modern time and significant to political officials such policymakers, in addition to a large number lay citizens, or other segment of our society. Significant to schools: parents, teacher's education administrators and government investigating and mobilizing resources to assist the infected and affected Youth in realizing their future.

It will provide basic principles for further research as far as social ills and youth are concerned.

VII. Limitation of the study

Since our topic is in the field of the American civilization, more specified in the domain of the American behavior and values and more precisely in the American social ills. So this study will be limited only to information dealing with social ills; Drugs, Suicide, violence, and poverty. Repeatedly our research is limited to the impacts of those social ills on youth. We have to limit our study from the last 50 years till now because America has transformed in power from super power to hyper power, and the social ills

have increased drastically. So we think that period is enough to say that America is a nation of paradox and contradiction.

In addition, it is limited time to carry out the study due to other duties at the place of work while conducting the study.

VIII. Methodology

The method we propose is descriptive and analytical (qualitative research and quantitative research). We intend to describe social ills phenomena and analyze information and use statistics about American youth, we base our study on a number of books concerning that topic; this research will be based on secondary data collected from the library and internet using a range of information sources. To aid the research, we intend to gather graphs, surveys, tables, and diagrams about American youth and social ills which are: drugs, violence, prisons, and poverty in America, more precisely on young people.

IX. Structure of the research

The present research encompasses of four chapters. The first chapter is general introduction including background to the study, statement of the problem, Aim of the study, Research Questions, Significance of the study, Limitation of the study, Methodology, Structure of the study, Hypotheses, a Literature Review of the research. The second chapter attempts to give a statistical study about youth in America, their population, families, schools, leisure time and activities, and juvenile delinquency. A third chapter, an overview about social ills, its history and theories related with, also their types, causes, and effects. Of course we are not going to include the whole social ills because we are limited by various constants that we are going to study like drugs, violence, prisons, and poverty. We comment and analyze the impact of those social ills on American young

people. The fourth chapter includes the main causes and consequences of social ills amongst youth.

Finally, the research ends with a general conclusion which includes overview of the finds along with a descriptive analysis youth.

X. Literature review

The major events of American history show that crime, violence, and delinquency are getting higher over the past decade till today. The victims within the population as a whole are Youth. Pauwels in his book titled "Civilisation Des états - Unis" indicates that in the poorer communities of the inner cities drug abuse until today is going higher and it is the principal cause of crimes by generating violence and other illegal activity in connection with drug trafficking . Miserably, there are 300, 000 crack babies born each year to addicted mothers , also in 1999 , the federal government seized 5 million pounds of drugs agencies (182).

Also, it has been found that violence is the biggest social ill among America youth. There are many types of violence, the psychological and the physical is probably the most visible one. Many young people experience nonfatal injuries .Some of these injuries are relatively minor and include cuts , bruises , and broken bones .Other injuries like gun shut wounds and head trauma , are more serious and can lead to permanent disability .Youth violence can be caused by lack of respect for authority and laws (Bureau of justice statistics).

Austin et al in 2000, states that every day, in jails and prisons across the United States, young people under the age of 18 are held in solitary confinement. They spend 22 or more hours each day alone, usually in a small cell behind a solid steel door, completely isolated both physically and socially, often for days, weeks, or even months on end.

Furthermore , about 21 % of 18 to 24 years old were living in poverty rates were generally lower with higher levels of educational attainment .Such as , a higher percentage of young adults without a high school diploma (31%) were living in poverty , compared with those who had completed high school (24 %) , and those who had PHD (14 %)(National center for education statistics 2011) .According to the census Bureau , Poverty declined between 1980 – 1990 ,12% of the American population (32 %) apparently lives today of four in 2000,\$8,000 for an individual compared to 11% in 1978 (Pauwels184) . moreover , Gab Thomas in his book titled " Poverty in the United States " in 2012 argue that poverty is based on paradoxes and quite numbers of complexities. The first complication is the diversity of the poor population. As many may not realize, the poverty level is an elaborate mix of people who vary by age, sex, race, geographic location, and even family structures. As shocking as it may be, this tier of society is not confined to the narrow spectrum of street corner beggars that most of us may assume. But, on the contrary it's richly concentrated with elderly, married, and working class individuals. When Darwin suggested that only the strong survive, he was merely stating the facts of a capitalistic economy of America.

In my turn, Iam going to study social ills from another new angle, which is looking deeply at the causes and consequences which led the American Youth to the loss of values and social disintegration of family ties.

Chapter two

A statistical study of the American youth

Introduction

The changeover to adulthood is a composite cognitive process in which juvenility that have been dependent on parents throughout childhood start taking definitive steps to achieve measures of financial, residential, and emotional independence, and to take on more adult part as citizen, spouse, parent, and worker. This transition can be a period of development and acquisition, especially when youth have the resourcefulness they need to navigate this process, such as biotic community connections and a stable family that can provide guidance and financial assistance if needed, and entree to education and experience that provide a foundation for erudition, life acquirement, and credentials.

Rising Adulthood is alluring time of life, brimming with change and imperative choices that have significant ramifications for how whatever remains of the life course will go .This chapter is an insight committed to the investigation of this age in The United States.

The study zooms on Youth, to a great extent in light of the fact that this age gathering is meaningful of the transition in the childhood of youth and adulthood .Youth are taking early steps toward adulthood, tackling new obligations and being presented to new chances. As we are dealing with Youth in the United States, we will first know why we have picked precisely this level of individuals and that what happens at age 18 has a great deal to say in regards to. In this part we will endeavor to study the youth in terms of

numbers, behaviors, families, schools, leisure time and activities, and major problems facing them such as crimes, drugs, and violence ...etc .

2.1 Why study Youth?

Youth is the transition from childhood to adulthood, a period in someone's life that is considered as a shift from dependence to independence. The English terms youth, adolescence, teenager, kid, young adult, and young person are interchanged but connote for the same concept which means "young people" (Meier, 2001). The United Nations defines youth as persons between the ages of 15 and 24 with all UN statistics based on this definition. Also it can be made between teenagers .i.e. those between the ages of 13 and 19 and young adults between the ages of 20 and 24 (The United Nations programme on youth 2).

Although traditional definitions of Youth include adolescence, ages 12 to 18, cultural and economic shifts have protracted the period of adolescence. Children as young as 10 are included in this range because puberty beginning at this age for some youth, and experiences in early adolescence often shape enduring patterns of behavior. The American teenager goes through the period of adolescence, which is a time of growth and change; a time of expanding horizons, self-discovery, and emerging independence. Its beginning is associated with profound biological, physical, behavioral, and social transformations that approximately correspond with the move to middle school or junior high school. In these often disorderly years, a young person experiences much growth and joy, as well as doubt and confusion. Relationships with peers and family take on new meaning. Some young people consider their prospects and find little to hope for (Deborah in About the United States). Mainly, we are interested in 18-24 years old, but few studies oblige, so sometimes we present results for ages 15-19 or 10-17.

Many of the problems of American adolescence begin to surface in the turning point of these years. Millions are growing up under conditions that do not meet their enduring needs for finest development. They are not receiving the careful, nurturing guidance they need and say they want from parents and other adults. They are yielding to social pressures to use drugs, including alcohol and cigarettes, to have sex, and to engage in antisocial activities at distressingly early ages. Too many are alienated from school and moving toward dropping out. Innumerable poignant examples exist of self-destructive, even violent, behavior in the ten-to-eighteen-year age group, among both rich and poor (Cohen et al, 2003). However, many youth experience setbacks early on by becoming parents too soon, dropping out of school, failing to find work, or getting in trouble with the legal system. These experiences not only make the transition to adulthood more difficult, but can also have long-lasting effects by compromising a youth's potential to provide for himself or herself in adulthood, and by increasing the risk that a youth's own offspring will experience the same negative outcomes (Jekielek and Brown Child Trends 1).

The American political system is based on liberty of individuals that's why youth in America is more exposed to permissibly and liberty; consequently they are exposed to social ills and risks that's why they are always live dangerously more than any other society of the world (Seifert 815).

It was our desire to understand the ways in which young people live, think, feel and communicate in America. Therefore, we seek to understand their life issues, the dreams and hopes, the fear and the wounds of the young generation in order to minister more authentically and truthfully to the future generation. In a world that is changing in an ever faster pace, the emerging generation of young people needs security in order to be able to develop and use their gifts and potential.

2.2 Population of American Youth

The population of young adults is quite varied, greatly different from the population of persons ages 25 and older. In 2000 there were 27.1 million young adults ages 18 to 24 living in the United States, representing about 10 percent of the entire population. Over one-quarter of these young adults lived in just three states: California, New York, and Texas. The 2000 American Census shows separate estimates at the national level for youth population.

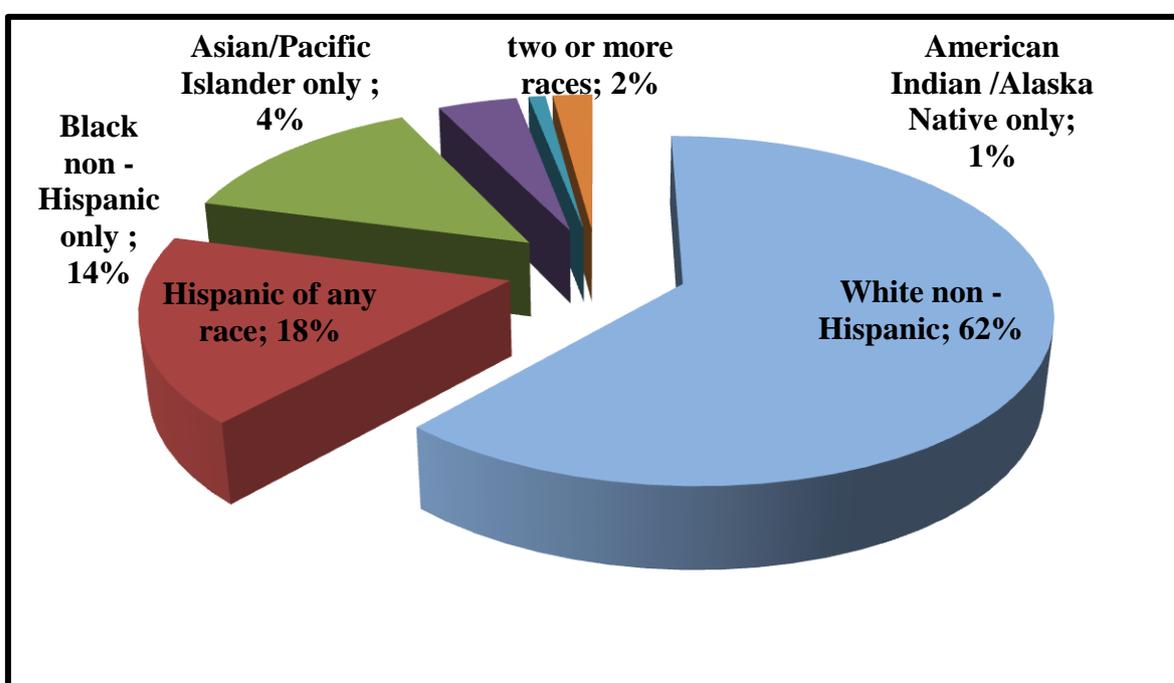


Figure 1: American Youth Ages 18 to 24 by Demographic Characteristics and Disability Status, 2000(source:Population Reference Bureau analysis, Public Use Microdata Sample (PUMS), 2000).

Figure one shows that The greater part of young adults were white non-Hispanic only (62 percent), followed by Hispanic of any race (17 percent), black non-Hispanic only (14 percent), Asian/Pacific Islander only (4 percent), and American Indian/Alaska Native only (less than 1 percent). To some extent over 2 percent of all young adults were identified with two or more races (not including Hispanic). The proportion of young adults

who are Hispanic, which has been rising steadily for several decades, is expected to increase from 17 percent to 21 percent by 2015. We observe that the white non-Hispanic are the growing youth population in the United States. Diversity is increasing among America's youth because of unprecedented population increases of minority youth, particularly non - Hispanic.

Year	Total population, all ages	Total, ages 14–24	Ages 14–17	Ages 18–19	Ages 20–21	Ages 22–24
Number of persons, in thousands						
1980	227 225	46 246	16 143	8 718	8 669	12 716
1985	237 924	43 790	14 888	7 637	8 370	12 895
1990	249 623	40 182	13 329	7 702	7 886	11 264
1995	266 278	40 495	15 013	7 182	7 103	11 197
2000	282 172	43 447	16 131	8 191	7 997	11 129
2001	285 082	44 222	16 221	8 200	8 294	11 508
2002	287 804	44 889	16 401	8 171	8 340	11 977
2003	290 326	45 456	16 544	8 227	8 314	12 371
2004	293 046	46 140	16 854	8 327	8 292	12 666
2005	295 753	46 508	17 104	8 324	8 361	12 721
2006	298 593	46 780	17 239	8 380	8 466	12 696
2007	301 580	46 973	17 239	8 517	8 453	12 764
2008	304 375	47 070	16 980	8 768	8 500	12 822
2009	307 007	47 174	16 761	8 872	8 631	12 908
2010	309 629	47 122	16 550	8 745	8 879	12 947
Percent of total population						
1980	100,0	20,4	7,1	3,8	3,8	5,6
1985	100,0	18,4	6,3	3,2	3,5	5,4
1990	100,0	16,1	5,3	3,1	3,2	4,5
1995	100,0	15,2	5,6	2,7	2,7	4,2
2000	100,0	15,4	5,7	2,9	2,8	3,9
2001	100,0	15,5	5,7	2,9	2,9	4,0
2002	100,0	15,6	5,7	2,8	2,9	4,2
2003	100,0	15,7	5,7	2,8	2,9	4,3
2004	100,0	15,7	5,8	2,8	2,8	4,3
2005	100,0	15,7	5,8	2,8	2,8	4,3
2006	100,0	15,7	5,8	2,8	2,8	4,3
2007	100,0	15,6	5,7	2,8	2,8	4,2
2008	100,0	15,5	5,6	2,9	2,8	4,2
2009	100,0	15,4	5,5	2,9	2,8	4,2
2010	100,0	15,2	5,3	2,8	2,9	4,2

Table 1: Youth and young adult population, by age group: Selected years, 1980 through 2010 (Source: U.S. Department of Commerce, Census Bureau, Current Population Reports, Population Estimates, 2009).

Overall, what we see from the demographic table one that the youth population increased in 2010, there were 47.1 million young and youthful grown-ups between the ages of 14 and 24 living in the United States, speaking to 15 percent of the total population. The quantity of these young and youthful grown-ups in 2010 was more prominent than the 46.2 million in 1980. Then again, the quantity of youth and youthful grown-ups had declined from 46.2 million in 1980 to 40.2 million in 1990, preceding starting a continuous climb. Somewhere around 1980 and 2010, the aggregate populace expanded from 227.2 to 309.6 million, subsequent in abatement in the extent of youth and youthful grown-ups. The extent of youth and youthful grown-ups ages 14 to 24 declined from 20 percent of the U.S. populace in 1980 to 15 percent in 2010.

We consider that this dramatic growth has been driven largely by increasing numbers of people surviving to reproductive age, and has been accompanied by major changes in fertility rates, increasing urbanization and accelerating migration.

2.2.1 Nativity of the Youth Population

The United States experienced significant times of immigration .The first occurred from around 1840 to 1880 .during that time, the greater part of the immigrants were from northern and western Europe .Most were escaping neediness, or political or religious oppression .The second period started in the 1880s .While settlers still originated from northern and western Europe ,the majority now came from southern and eastern Europe ,to a great extent for the same reasons as the first gathering .Numerous looked for some kind of employment in extensive urban areas, for example, New York ,Chicago and Pittsburgh.

At the time of these real times of migrants, youthof all ethnic gatherings regularly worked extended periods in plants, coal mines, factories or on homesteads .There were no laws directing child labor until the 1900s.In the World War I (1914-1918), caused

disillusion ,during 1920s youths in America determined to live life with its fullest .Some young people tended to reject their parents 's values and turned to the new jazz music, to dancing and having a good time .Yet in 1929 ,the great depression began to put an end to this era .About 12 million people lost their jobs ,numerous kids needed to stop school to look for some kind of employment .Under President Franklin D.Roosevelt's direction programmes created jobs

After World War II (1939-1945), the United States experienced the biggest baby boom in history that reached adulthood in the 1960's and early 1970's .During the 1960's, many youths met President John Kennedy's challenge: « Ask not what your country can do for you – ask what you can do for your country». By the 1980, young people generally became more conservative, interested in work, and success. Others dubbed the young people of « the me generation» (“Deborah in about the United States“).

More than 3.5 million young adults living in the United States in the year 2000 were born in another country approximately 13 percent of all persons ages 18 to 24. The geographic concentration of foreign-born young adults is substantial, with almost half living in just three states: California, and New York. There is also great variation across states in the proportion of young adults who are foreign-born. States with 20 percent or more foreign-born include California, Nevada and New York, and New Jersey. States with less than 2 percent foreign-born in this age group include Mississippi, Montana, and West Virginia (Jekielek and Brown Child Trends3-4).

Year and sex	Total population		Ages 15–19		Ages 20–24	
	Born within the United States ¹	Born outside of the United States ¹	Born within the United States ¹	Born outside of the United States ¹	Born within the United States ¹	Born outside of the United States ¹
1990²						
Total	92,1	7,9	93,4	6,6	90,4	9,6
Male	92,0	8,0	93,1	6,9	89,6	10,4
Female	92,1	7,9	93,8	6,2	91,3	8,7
2000						
Total	88,9	11,1	91,2	8,8	85,3	14,7
Male	88,8	11,2	90,6	9,4	84,0	16,0
Female	89,1	10,9	91,8	8,2	86,7	13,3
2005						
Total	87,6	12,4	91,6	8,4	86,3	13,7
Male	87,3	12,7	91,4	8,6	85,1	14,9
Female	87,9	12,1	91,9	8,1	87,6	12,4
2009						
Total	87,5	12,5	93,1	6,9	88,2	11,8
Male	87,3	12,7	92,9	7,1	87,5	12,5
Female	87,6	12,4	93,3	6,7	89,1	10,9

Table 2: Percentage of population in the United States, by age group, nativity, and sex: Selected years, 1990 through 2009 (Source : U.S. Department of Commerce, Census Bureau, Population Estimates Program ,2009).

Table two provides a summary of the demographic qualities of youth; it can likewise be described by whether they were conceived in the United States or moved here later. In 2009, around 13 percent of the U.S. populace was conceived outside of the United States (importance the 50 U.S. states and the District of Columbia). A littler rate of youth ages 15 to 19 (7 percent) were conceived outside of the United States contrasted with the rate of the aggregate populace conceived outside of the United States in 2009. The rate of youthful grown-ups ages 20 to 24 who were conceived outside of the United States was 12 percent. The percentage of youth (15- to 19-year-olds) conceived outside of the United States was higher in 2000 (9 percent) than in 1990 (7 percent); on the other hand, in 2009 it was back to 7 percent. The rate of youthful grow after a comparable example, 10 percent in

1990, about 15 percent in 2000, and 12 percent in 2009. For all the years demonstrated, higher rates of youthful grown-ups than youth were conceived outside of the United States.

Nativity differs widely even within the narrow age group of Ages 15 to 19 year-olds, with the youngest being the least likely to be foreign-born. For example, only 8.8percent of 15 yearolds were foreign born in the United States in the year 2000, while 14.7percent of 24yearolds were foreign-born. This pattern suggests that many of the foreign-born young adults are recent immigrants who came to the United States as adults.

2.2.2 Population Projections of the American Youth Population

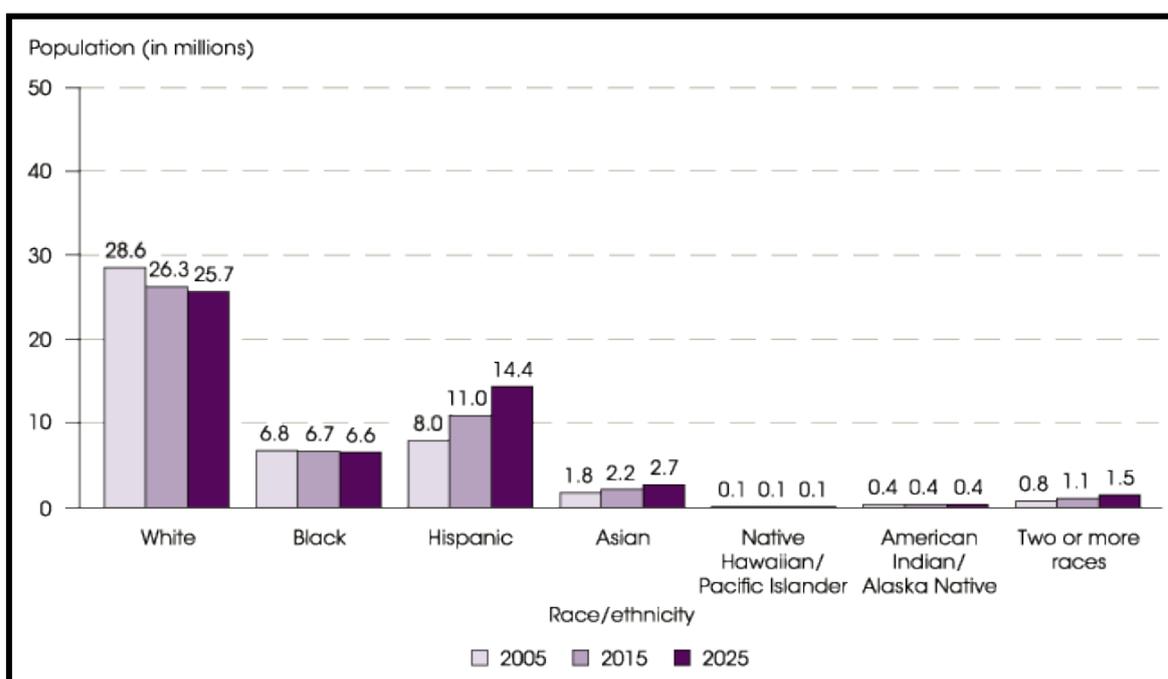


Figure 2: Population estimates and projections for 14- to 24 year olds, by race/ethnicity: 2005, 2015, and 2025 (Source: U.S. Department of Commerce, Census Bureau, 2005).

Figure two outlines that the youth population is expected to increase between 2005 and 2025. By 2015, it is expected that there will be 47.9 million youth and young adults between the ages of 14 and 24 years old in the United States, an increase of 3

percent from 2005. By 2025, the number is expected to be 51.4 million, an increase of 7 percent from 2015. However, the overall population of the United States is expected to increase by 10 percent between 2005 and 2015 and another 10 percent between 2015 and 2025, meaning that the youth population will be a smaller proportion of the total population.

Shifts in the racial/ethnic composition of the American youth population are projected between 2005 and 2025. While still expected to be the largest group overall, White youth are expected to decline in number between 2005 and 2025, from 28.6 to 25.7 million, a decrease of approximately 10 percent. The number of Black youth is expected to decrease from 6.8 to 6.6 million between 2005 and 2025, with a 2 percent decrease between 2015 and 2025. The number of Hispanic youth is expected to increase from 8.0 million to 11.0 million by 2015, a 37 percent increase, and then to 14.4 million by 2025, another 31 percent increase. Increases are also projected for Asian youth, from 1.8 million in 2005 to 2.7 million by 2025, and for youth of two or more races, from 0.8 million in 2005 to 1.5 million by 2025. The number of American Indian/Alaska Native youth (0.4 million) is projected to decline by 9 percent between 2005 and 2015, but then increase by 6 percent in the following decade.

We consider that the growth of youth population in America leads to many social problems like drugs, poverty, and unemployment. Population growth is quite directly related to a social problem because it increases the absolute numbers of youth whose needs must be met. The relationship between American youth population and social ills is complex. As populations expand, the more social ills rise.

2.3 Families of American Youth

The United States Census Bureau (USCB) characterizes a family as two or more individuals who are connected by blood, adoption or marriage, living together. Most American families incorporate individuals from just two generations: parents and their children, though numerous more distant families do incorporate more than two generations. What is the reason of a family?

Specialists concur that the family structure must give passionate, physical and instructive bolster. The part of the family in a youngster's life has changed in the previous 100 years. Families 100 years back were extensive, halfway in light of the fact that youngsters were expected to work and procure extra cash for the family. Now youthful kids no more work and gain compensation, in addition providing a training and life's necessities for kids is very expensive. As one outcome, American families are much littler than in earlier decades. In 1989, the normal size of a family was 3.16 people (Deborah).

In what sorts of families are kids growing up? In 1989, the United States Census Bureau reported that while most families hold the customary structure, counting a father, a mother, kids and at times a grandparent, 22 percent of all families with youngsters under 18 years of age are one parent families; families just a father or just a mother; the other parent not living with the family. Why? High divorce rates, division and birth of kids to unmarried women are a little reason. In reasons for partition or divorce of the parents, the parent not living with the youngsters normally gives kid bolster installments. The vast majority of the families in this class five out of six are headed by women are generally poorer than different families.

2.3.1 Divorce

Divorce is an unfortunate event for any family, particularly those with youth. Studies have shown that approximately 25% of youth whose parents divorce suffer psychologically, socially, and academically at some point in their lives. For the most part, research on divorce focuses solely on divorce in the immediate aftermath, usually a two to five-year window, so nothing is set in stone. Nonetheless, it is crucial for parents who have decided on divorce to keep in mind that their separation is not only about them. Their children are in just as deep (The effects of divorce on children 2015).

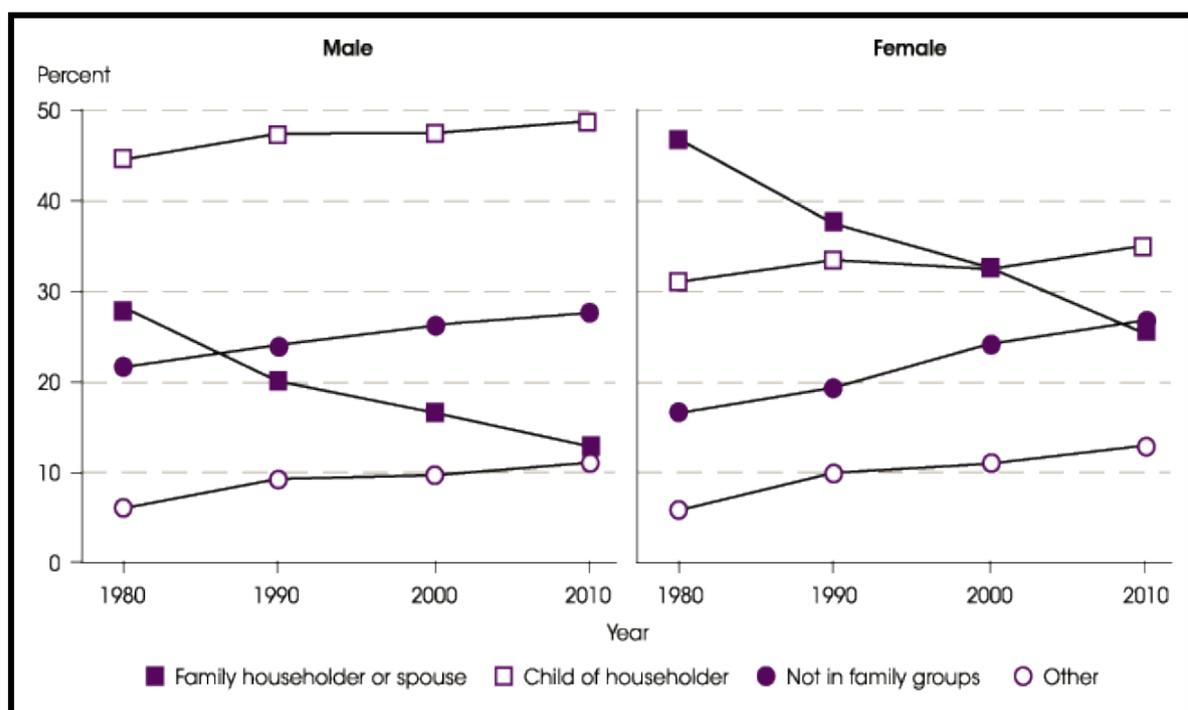


Figure 3: Living arrangements of 20 to 24 year olds, by sex: Selected years, 1980 through 2010 (Source: U.S. Department of Commerce, Census Bureau, and Current Population Survey (CPS)).

This figure proves that in 2010, most youth ages 15 to 19 were living with their parents (82 percent). This rate was little than that in 1980, when 86 percent of youth lived with their guardians. In both years, the rate of youth living with their parents was more

prominent for males than for females (89 versus 83 percent in 1980, 84 versus 81 percent in 2010). Conversely, a more prominent rate of youthful grown-ups ages 20 to 24 were living with their parents in 2010 (42 percent) than in 1980 (38 percent). Moreover, more youthful grown-ups lived with relatives who were not their spouse(life partner) or parents or lived with related and disconnected subfamilies in 2010 than in 1980 (12 versus 6 percent). Somewhere around 1980 and 2010, the rate of youthful grown-ups ages 20 to 24 who were householders or spouses of householders decreased (from 38 to 19 percent), while the rate living in a nonfamily course of action expanded (from 19 to 27 percent). In 2010, the rate of both female and male youthful grown-ups who kept up their own household or were the spouse of a householder was less than it was in 1980. The percentage for females was 25 percent in 2010, which was 21 percentage points focuses lower than in 1980; the rate for guys was 13 percent in 2010, which was 15 percentage points lower than in 1980.

We can notice that Separation and divorce, and the events leading up to them, interrupt the stability and predictability that children need. Higher Rates of Divorce (low Income of family) drives American youth to social ills such as abuse drugs, prisons as a result of violent behaviors, poverty.

2.3 .2 Marriage

The ages of 18 to 24 are not just a period when individuals are transitioning into monetary autonomy; additionally a period when some youthful grown-ups start to structure their own family units, wed, and have kids. Despite the fact that these steps are a piece of the move to adulthood roles, early moves can prompt problems later on. Research indicates, for instance, that teens who wed as youngsters are around two to three times more likely to see their relational unions end in separation, looked at with relational unions that happen at

later ages, and youthful single parents regularly battle for monetary strength and independence.

Year	Percent of 15- to 29-year-olds who have never married									Median age of total population at first marriage	
	Total			Male			Female			Male	Female
	15–19	20–24	25–29	15–19	20–24	25–29	15–19	20–24	25–29		
1980	94,2	59,2	26,5	97,3	68,6	32,4	91,1	50,2	20,8	24,7	22,0
1990	96,8	70,9	38,1	98,5	79,3	45,2	95,0	62,8	31,1	26,1	23,9
2000	97,2	78,2	45,2	98,5	83,7	51,7	95,9	72,8	38,9	26,8	25,1
2001	97,3	77,8	46,5	98,4	84,1	52,9	96,1	71,5	40,1	26,9	25,1
2002	97,4	79,7	47,0	98,3	85,4	53,7	96,5	74,0	40,4	26,9	25,3
2003	97,9	80,7	47,5	98,6	86,0	54,6	97,2	75,4	40,3	27,1	25,3
2004	98,1	80,9	48,7	98,7	86,4	56,6	97,4	75,4	40,8	27,4	25,3
2005	97,9	80,5	48,4	98,7	86,2	55,2	97,2	74,7	41,5	27,1	25,3
2006	97,8	81,1	50,3	98,5	86,7	57,4	97,2	75,3	43,1	27,5	25,5
2007	97,7	81,7	50,6	98,4	86,9	57,6	97,0	76,4	43,4	27,5	25,6
2008	97,6	83,2	52,3	98,2	87,3	58,8	96,9	78,9	45,5	27,4	25,6
2009	97,9	82,2	53,8	98,5	86,9	61,1	97,2	77,4	46,3	28,1	25,9

Table 3: Percentage of 15- to 29-year-olds who have never married, by sex and age group, and median age of the total population at first marriage, by sex: Selected years, 1980 through 2009 (Source: U.S. Department of Commerce, Census Bureau, Current Population Reports, P-20)

The percentage of youth and young adults who have never married increased over the last three decades. In 1980, some 94 percent of youth (ages 15 to 19) and 59 percent of young adults (ages 20 to 24) had never married. By 2009, those numbers had increased to 98 percent of youth and 82 percent of young adults. The only exception to this pattern was for male youth, where no measurable difference could be determined between 1980 and 2009. Across all time periods; higher percentages of young adult males were never married than were their female counterparts. For example, in 2009, about 87 percent of young adult

(ages 20 to 24) males had never married, compared to 77 percent of females in the same age group. These numbers increased from 69 percent of males and 50 percent of females in 1980. The median age at first marriage also increased between 1980 and 2009, from 25 to 28 for males and from 22 to 26 for females. We understand that unmarried youth especially females and males can cause various social ills like drinking, sexual and violent behaviors, suicide, and drugs ...etc.

2.4 Schools of American Youth

The typical American student spends six hours a day , five days a week ,180 days a year in school.Children in the United States start preschool or nursery school at age four or under .Most children start kindergarten at five years of age.

Students attend elementary schools (grades one through six) and then middle school or junior high school (grades seven through nine).Secondary, or high schools ,are usually 10th through 12th grades , ages 15 through 18 .In 1989 , about 45,4 million student were enrolled in elementary and secondary schools in the united states . Students may attend either public schools or private schools. About 83 percent of Americans graduate from secondary schools and 60 percent continue their studies.Approximately 20, 3 percent graduate from four –hear colleges and universities. School attendance is required in all 50 states .In 32 states; students must attend school until they are 16 years old.How American schools changing? The quality of education in the United States has often been debated in the course of American history. During the 1960s and 1970s, many schools offered a wide variety of nonacademic courses. In the early 1980s, the United States National Commission on Excellence in Education issued a report called "A nation at risk "reporting that "a rising tide of mediocrity threatens our future as a nation ".Educators were worried

that students were not learning as much as they should. Also reported that 13 percent of 17 year old were functionally illiterate (“Deborah in about the United States”).

2.4.1 High School Status Dropout Rates

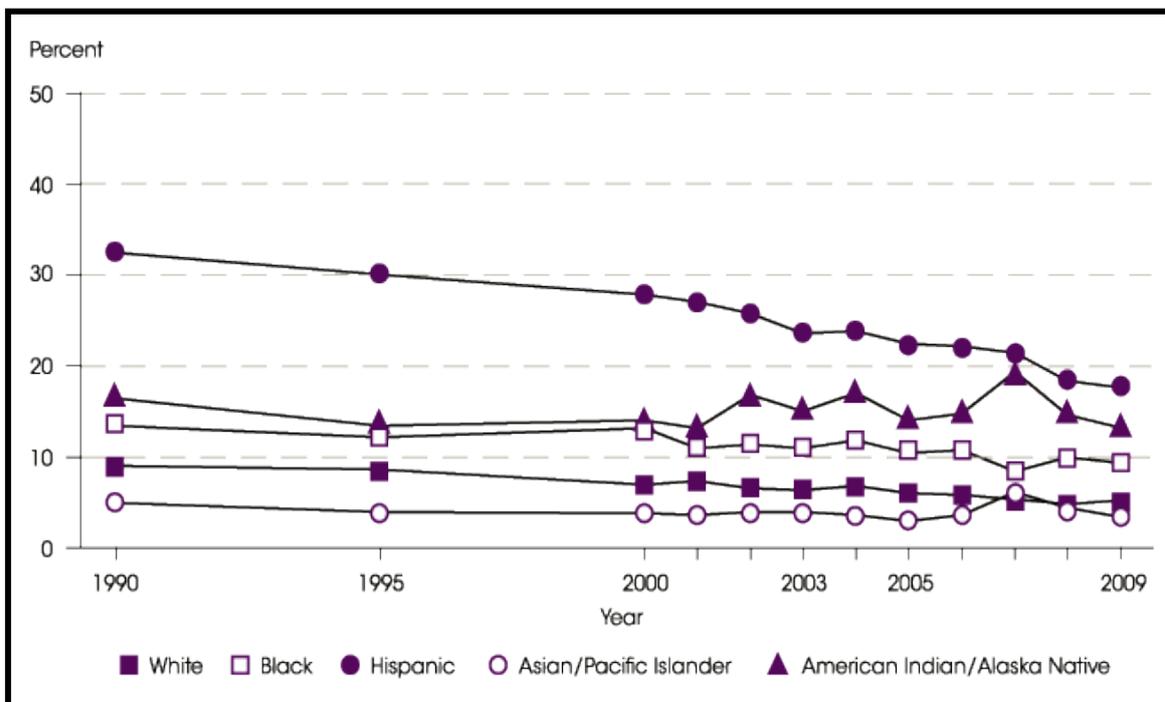


Figure 4: Percentage of 16 to 24 years olds who was high school status dropouts, by race/ethnicity: Selected years, 1990 through 2009 (Source: U.S. Department of Commerce, Census Bureau, and Current Population Survey (CPS)).

We observe from this figure that higher percentage of 16- to 24-year-olds who did not finish high school were unemployed and earned less than high school graduates when employed in 2009. Status dropout rates represent the percentage of civilian, noninstitutionalized 16 to 24 year olds who is not in high school and who have not earned a high school credential. The status dropout rate includes all dropouts as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. In 2009, the status

dropout rate for Hispanics (18 percent) was higher than the rate for Blacks (9 percent), Whites (5 percent), and Asians/Pacific Islanders (3 percent). Males ages 16 to 24 had higher status dropout rates than females overall and, specifically, among Whites and Blacks in the same age group.

High school dropout may cause many risk factors such unemployed, have low-paying jobs, be incarcerated, have children at early ages and/or become single parents.

2.5 Leisure time and activities of American Youth

Time is one of the most important factors influencing everyday youth life. Unlike other human resources, time is allocated equally between everyone. The time available in a day is always limited to 24 hours. Terms such as “leisure”, “informal learning” and “play” imply a casual-ness of purpose and practice that does not do justice to young people, their activities, or the programmes and people that support them (Levinson and Kumar ,2007).All American teenagers are different. But many like to spend their free time doing things like shopping, going to parties, being with friends, using technology for games or other online activities, social networking, texting, watching movies, reading and going to the beach or park.

The after-school hours have been identified as a time of risk, when unsupervised children are endangered and teenagers use drugs, commit crimes, and have sex. The underlying question is whether young people are spending their time in ways that are healthy and prepare them for adulthood in the competitive (United Nations, 2004).

American teens spend much of their free time using media, particularly watching television. Studies indicate that TV viewing is American youths’ primary activity for 1.5 to 2.5 hr per day on average .TV is rarely used for positive developmental experiences and that viewing is associated with developmental liabilities. A high amount of time watching

entertainment TV is associated with obesity and changed perceptions of sexual norms. Watching more than 3 to 4 hr per day is associated with lower school grades and more conduct problems. Controlled longitudinal studies show that rates of viewing violence predict subsequent aggression (Strasburger, 1995).

2.6 Juvenile Delinquency in America

Juvenile delinquency is defined as a major or minor lawbreaking by an individual under the age of 18 (Berger, 2000). Juvenile delinquency in America is a problem because it has a negative effect and can cause someone to be negatively viewed and labeled. Being labeled as a juvenile delinquent increases the potential for an individual to re-offend because that is what is known and most comfortable. Social control theory provides a good explanation for initial acts of delinquency. Due to weakened social control, a juvenile delinquent has the opportunity to associate with delinquent peers and commit delinquent acts (Hoeve et al 36). It is a problem because one can never get settled and start doing things right. It's true that once someone is labeled as a criminal deviant at a young age, it is next to impossible to get that label removed, and because it is difficult to redirect negative actions due to past behavioral conditioning, this type of labeling may inspire a child to act out with drug use and violence towards peers and authority (United Nations, 2004).

We can say that Social problems connected to delinquency often start at the home, and in many cases can be caused from the lack of parental guidance. Children of divorced families, poverty, parental alcoholism, are at the greatest risk to fall into delinquency. Incarcerated individuals are not playing a productive role in society.

Conclusion

The transition to adulthood is a crucial time in the development of youth when they prepare for and begin to take on adult roles in terms of family formation, financial independence, and citizenship. It is also a time when serious missteps such as disconnectedness or teen parenthood can create long-term problems for a successful transition. In this chapter we have provided a snapshot of youth in the United States ages 18 to 24. They can face very different challenges in improving and optimizing the transition process, and may need different policy responses.

Chapter Three

Social ills among the American youth

Introduction

Social ills have been an element of social behavior in the United States for thousands of years. Some have vanished over time while others have uprooted to accommodate with the changing times of the world .The United States has a variety of social problems. Since there is a lot of land, a vast majority of different cultures have settled there. As a result of all these different cultures colliding, social problems are suicide, racism and poverty, drug use and violence, to name just a few. But young people between 13 and 25 are the most crime sensitive age within the population as a whole had known as « Juvenile Delinquency ».

Therefore, this chapter shed light on some prominent social ills in America that are affecting Youth directly and indirectly. For the sake of the research, we cannot advocate all the kinds of social ills; we simply limit ourselves to drugs, violence, prisons and poverty in the other America.

3.1 What are social ills?

"Social ill" is a term synonymous with the phrase "social problem,""social issue" or "social condition". According to Syracuse University a social problem exists when a condition is undesirable to some members of a community. Examples of some social ills include crime, bullying, racism, delinquency, discrimination, family disintegration, drug addiction, poverty and homelessness.

While James M. Henslin, (2008) defines social ill as an aspect of society that people are concerned about and would like change. Social problems begin with an objective condition, some aspect of society that can be measured or experienced. The second key element of a social problem is subjective concern, the concern that a significant number of people have about the condition.

We can say, a social problem is an issue within the society that makes it difficult for people to achieve their full potential. Poverty, unemployment, unequal opportunity, racism, and famine are examples of social problems. Not only do social problems affect American young people directly, but they also affect all of them indirectly. The drug abusing driver becomes the potential traffic accident that doesn't choose its victims by race, color, or creed but does so randomly. The child of violent parents all too often becomes the victim or perpetrator of family violence as an adult (Thio and Taylor 6).

3.2 The history of Social ills

We believe that Problems don't appear overnight. The American sociological Malcolm Spector and John Kituse (1987) identify four stages to the process of social problems. Stage 1 is defined as a transformation process: taking a personal problem and transforming it into a public issue. In this stage, a prominent group, activists, or advocates call attention to and define an issue as a social problem. Stage 2 is the legitimization process: formalizing the manner in which the social problems or complaints generated by the problem are handled. For example, an organization or public policy could be created to respond to the condition. An existing organization, such as a federal or state agency, could also be charged with taking care of the situation. In either instance, these organizations begin to legitimize the problem by creating and implementing a formal response. Stage 3 is a conflict stage, when Stage 2 routines are unable to address the problem. During Stage 3, activists, advocates, and victims of the problem experience feelings of distrust and cynicism

toward the formal response organizations. Stage 3 activities include readjusting the formal response system: renegotiating procedures, reforming practices, and engaging in administrative or organizational restructuring. Finally, Stage 4 begins when groups believe that they can no longer work within the established system. Advocates or activists are faced with two options, to radically change the existing system or to work outside of the system (130 -135).

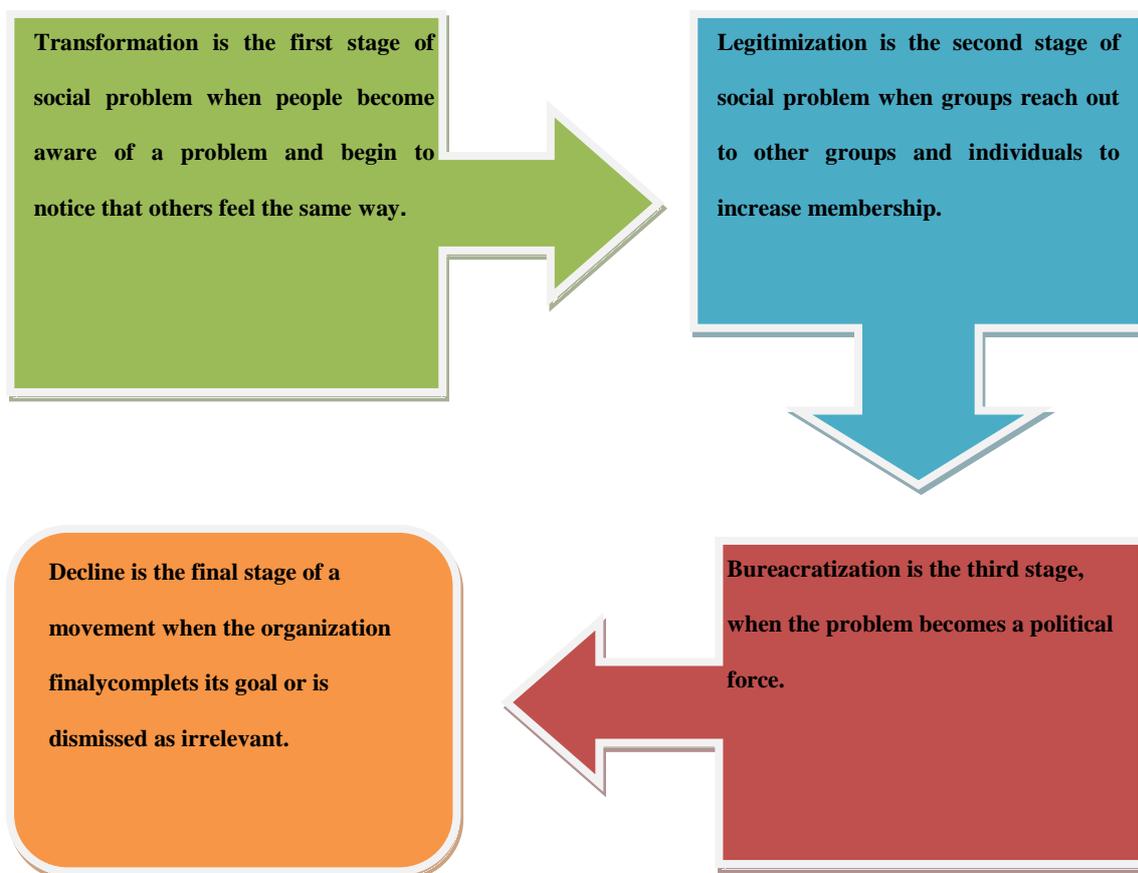


Figure 5: The Four stages of social problems (Source: Spector Malcolm and Kitsuse John I .Constructing social problems .Transaction publishers, New Brunswick, New Jursy: 1987.

The previous figure is about the four stages of social problems. It identifies the four stages through which social problems evolve. So for our example, drugs in the first

stage becomes from personal to public problem .In the second stage, drugs problem comes into the wider public through newspapers and television etc and how it is expressed to the public .The third stage , the government react and take action as a result of the issue . Finally, the public attempts to tackle the drug issue using all kinds of methods this can be from many things from schools doing programs or lessons.

3.3 Theories of social ills

3.3.1 Functionalism theory: According to functionalist theory, every part of a society ,the family, the school, the economy, the government , and the other social institutions for the society as a whole .The family raises children ,the school teaches knowledge , the economy provides jobs, the government offers security ,and so on .Moreover , all parts of society depend on each other to bring about a stable social order .thus the family depends on the school to educate its children ,and the school ,in turn ,depends on the family to provide emotional support, and both the school and the family depend on the government to offer a safe environment .

3.3.2 Conflict theory: According to conflict theory, social problems arise from various kinds of social conflict. The most important and common are class conflict, racial and ethnic conflict, and gender conflict .Each conflict originates from the disparity between the powerful and the weak .As the German economist Karl Max observed that class clash includes the battle between the bourgeoisies (capitalists), who own the means of production such as factories and machineries and the proletariat (working class or labors), who do not.These two classes are certainly conflict, with the capitalists who maximizing income for their workers as little as possible and the workers failing to get a high wages as they want. This unfair of capitalism causes countless social ills such as crime and disintegration, by generating poverty in the working class (Anderson et al 98).

3.3.3 Symbolic interaction theory: Both functionalist and conflict theories assume that a social problem is a product of society. But Symbolic focus on how individual interactions between people influence their behavior and how these interactions can impact society (Thio and Taylor 8-12). Symbolic interaction theory analyzes society by addressing the subjective meanings that people impose on objects, events, and behaviors. Subjective meanings are given primacy because it is believed that people behave based on what they believe and not just on what is objectively true. Thus, society is reflection to be socially constructed through human analysis. People understand one another's behavior and it is these interpretations that form the social connect (Anderson et al 98).

3.4 Cases of Social ills among American youth

The recent trend of increasing social problems among teenagers is being concerned by American society nowadays. Juvenile Delinquency such as drugs , alcohol, violence and poverty are not at all difficult to find .In fact , these delinquencies are the most common and urgent social problems facing American young people .

3.5 Drugs

One of the most important issue in American society is drug abuse amongst the teenagers. This age is agreeably the most challenging period during their growth. During this adolescent period, boys and girls search for to set up their character, and the young adults can either find or lose themselves. Agreement by peers during this period is elemental to the growth and improvement of the individuals. Disruption sometimes takes its toll not only on the teens but also on the society. On their side, the teens make up to be adults while parents and other members of the societies are worry on whether to watch this exposed group as adults or kids.

Drugs are serious problem in the United States amongst youth .The use of this psychoactive substance is become commonplace in American life (United States Commission on Marihuana and Drug Abuse 1973).According to National Drug Intelligence Center (NDIC), 7.5 million American adolescents aged 12 to 17 used drugs at least once during their lifetime. Teens begin to test with drugs from a young age and do not think about drugs' negative consequences. Nowadays, youth abuse both legal and illegal drugs. The majority of teenagers aged 12-17 get it easily from friends or relatives (U.S. department of justice, 2003).

3.5.1 Definition of the term drug

The expression drug means synthetic substance which affects its functioning or structure, and is used in the diagnosis, pacification, treatment, or prevention of an illness or relief of distress. As well called legal drug or medicine; a legal or medicinal drug (such as amphetamines), nevertheless, can be harmful and addictive if misused (Business dictionary).

We can say a drug is a material, which may have medicinal, alcoholic, performance enhancing or other effects when it is taken or is put into human body or the body of another animal. Therefore, it can be a medicine or other substance which has a physiological effect when consumed or otherwise introduced into the body.

3.5.2 Classification of Drug

A drug may be classified by the chemical type of the active ingredient and the way it is used to treat a particular condition. Some drugs are for medical treatment and others are for illegal use .thus, there is no different between legal drug and illegal drug because they often include the same or parallel ingredient just in different dosages and way of get these substances. Each drug can be classified into one or more drug classes.

Illegal drugs are placed into one of 3 classes - A, B or C. This is generally based on the harms they cause either to the consumer or to society when they are misused. The class into which a drug is placed affects the maximum penalty for a misdeed involving the drug. For example, Class A drugs are the most severe penalty as they are considered likely to cause the most serious harm. Drugs controlled under the misuse of Drugs Act are illegal to have, output, give away or sell.

- ❖ Class A drugs include: heroin (diamorphine), cocaine (including crack), methadone, ecstasy or methylenedioxymethamphetamine (MDMA), LSD (Lysergic Acid Diethylamide), PCP (phencyclidine), and magic mushrooms.
- ❖ Class B includes: cannabis, amphetamines, cathinones (including ephedrine) and synthetic cannabinoids, barbiturates, codeine.
- ❖ Class C includes benzodiazepines (tranquilisers), GHB (gamma-hydroxybutyrate), GBL (gamma-butyrolactone), ketamine, anabolic steroids and benzylpiperazines (BZP) (Bennet 3).

3.5.3 Substance Use by American youth

Substance use by American young people is on the rise over the past 20 years, and beginning of use is occurring at ever-younger ages. Teenagers abuse a variety of drugs, both legal and illegal. Legally available drugs include alcohol, prescribed medications, inhalants (fumes from glues, aerosols, and solvents) and over-the-counter cough, cold, sleep, and diet medications. The most commonly used illegal drugs are marijuana (inebriant), stimulants (cocaine, crack, and speed), LSD, PCP, opiates, heroin, and designer drugs (Ecstasy). The use of illegal drugs is increasing, especially among young teens (Swartz 8-9).

Age group and type of substance	1995	2000	2005	2006	2007	2008	2009
12 to 17							
Anyillicit drug ¹	10,9	9,7	9,9	9,8	9,5	9,3	10,0
Anypsychotherapeutic	—	3,0	3,3	3,3	3,3	2,9	3,1
Cocaine	0,8	0,6	0,6	0,4	0,4	0,4	0,3
Hallucinogens	—	1,2	0,8	0,7	0,7	1,0	0,9
Inhalants	—	1,0	1,2	1,3	1,2	1,1	1,0
Marijuana and hashish	8,2	7,2	6,8	6,7	6,7	6,7	7,3
Alcohol	21,1	16,4	16,5	16,6	15,9	14,6	14,7
"Binge" alcohol use ²	7,9	10,4	9,9	10,3	9,7	8,8	8,8
Cigarettes	20,2	13,4	10,8	10,4	9,8	9,1	8,9
18 to 25							
Anyillicit drug ¹	14,2	15,9	20,1	19,8	19,7	19,6	21,2
Anypsychotherapeutic	—	3,6	6,3	6,5	6,0	5,9	6,3
Cocaine	1,3	1,4	2,6	2,2	1,7	1,5	1,4
Hallucinogens	—	1,8	1,5	1,7	1,5	1,7	1,8
Inhalants	—	0,6	0,5	0,4	0,4	0,3	0,4
Marijuana and hashish	12,0	13,6	16,6	16,3	16,4	16,5	18,1
Alcohol	61,3	56,8	60,9	61,9	61,2	61,2	61,8
"Binge" alcohol use ²	29,9	37,8	41,9	42,2	41,8	41,0	41,7
Cigarettes	35,3	38,3	39,0	38,4	36,2	35,7	35,8

Table 4: Percentage of persons ages 12 to 25 reporting substance use in the past month, by age group and type of substance: Selected years, 1995 through 2009
(Source: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health ,2009).

This table compares in 1995 to 2009 the substance use of illicit drug among youth ages 12 to 17 and 18 to 25 years old. We observe that 15 percent of youth and 62 percent of young adults drank alcohol, and 9 percent of youth and 42 percent of young adults reported engaging in "binge drinking". Young adults had higher reported rates of recent

substance use than youth in 2009 for all substances except inhalants; in that year, 1 percent of youth had used inhalants in the past months, compared with 0.4 percent of young adults. The reported rates for drinking alcohol, binge drinking, and smoking cigarettes in the past months four times higher for young adults than for youth in 2009.

Between 1995 and 2009, declines in substance abuse among youth were found for cocaine, alcohol, and cigarettes. Reports of recent cigarette use among youth declined from 20 to 9 percent between 1995 and 2009. Recent use of alcohol among youth declined from 21 to 15 percent; however, there was no measurable change in the percentage of youth who reported marijuana use or binge drinking. In contrast to the patterns for youth, there were no measurable changes between 1995 and 2009 in the percentages of young adults who reported recent cigarette or alcohol use. However, the percentage of young adults who reported using marijuana in the past month increased during this period (from 12 to 18 percent), as did the percentage of young adults who reported binge drinking in the past month (from 30 to 42 percent). In addition, there was an increase between 1995 and 2009 in the percentage of young adults who reported recent use of illicit drugs (from 14 to 21 percent) and between 2000 and 2009 in the use of psychotherapeutic drugs (from 4 to 6 percent) (Aud et al 2011).

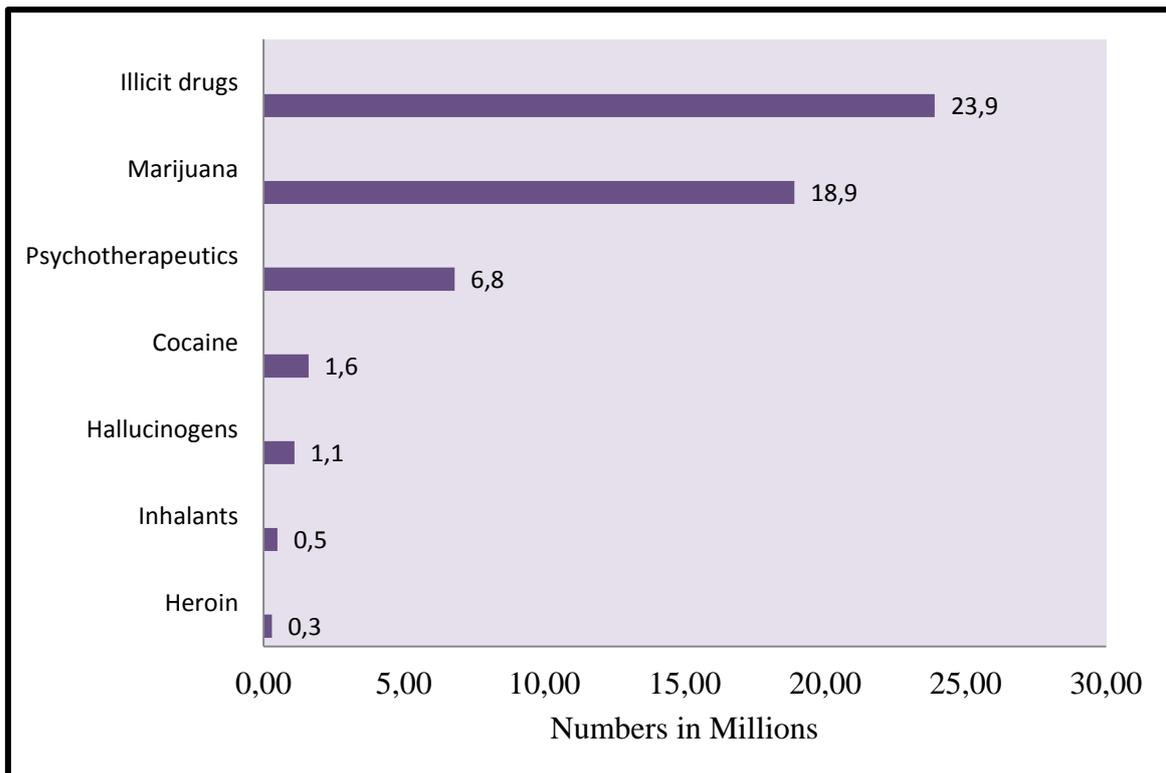


Figure 6: Drug use among American youth (Source: Snyder, T.D and Dilow, S.A. Digest of Education statistics .Washington, DC: 2012)

But according to this diagram, we see that drug use in America has been increasing especially marijuana .In 2012, an estimated 23.9 million Americans aged 12 or older or 9.2 percent of the population had used an illicit drug or abused a psychotherapeutic medication (such as a pain reliever, stimulant, or tranquilizer) in the past month. This is up from 8.3 percent in 2002. The increase mostly reflects a recent rise in the use of marijuana, the most commonly used illicit drug , were 18.9 million current (past-month) users—about 7.3 percent of people aged 12 or old. 6.8 million Americans aged 12 or older (or 2.6 percent) had used psychotherapeutic prescription drugs not medically in the past month. And 1.1 million Americans (0.4 percent) had used hallucinogens (a category that includes ecstasy and LSD) in the past month.

3.5.4 Factors That Influence American youth to Drug Abuse

We know that bad things can happen to drug users. They turn into addicted. They can have serious or even deadly health problems. They can destroy their personal, social and professional life. They may even end up in prison. But why do American young people start taking drugs in the first place? What are the reasons of drug use among American youth?

The first reason is simpleinquisitiveness. Many youth have heard about drugs, and they are inquiring to experience them for themselves. They have heard that drugs can be cool, or make a person feel and behave different. Maybe they have seen their friends or family members behave differently while on drugs, and they want to see how it actually feels. We see drugs on TV and movies every day. Many young people face them at school, at house or in their neighborhood. It is not strange to be curious about something you see and hear about so often, so many people first attempt drugs because they are curious about them (Hawkins, Catalano, and Miller 1992).

A different reason young people take drugs is to flee their reality. Perhaps their home life is not very happy. Maybe they have a boring work, are not doing fine in school, or are just not happy with their life for whatever reason. For many people, drugs are a method to escape that miserable reality. They can feel a little courageous, stronger, a little smarter, more beautiful or more important. Of course this doesn't last forever, but that doesn't matter. For the brief time that the drugs are taking affect, the user can forget about the problems, responsibilities and limitations of everyday life and escape to a dream world. It is no secret that drugs change the way they feel; this is why they are so attractive to young people despite their dangers.

Young people also take drugs to feel cool and amaze their friends. If their friends all smoke marijuana, they will possibly be expected to smoke it, too. If their friends sniff

cocaine, they will offer it to them. They may tell them that they are frightened or acting like a baby if they don't want to try it. This push to do what their friends are doing is called peer pressure, and it has a very strong effect on American teenagers who don't want to appear uncool to their friends. Some kids will do whatever their peers do, just to agree and follow the crowd. They don't want to be the only one not doing something, even if it is something unsafe, like taking drugs.

Drug availability encourage to increasing drug addicts rate. More than three in five (62% or 14.6 million) teens say prescription pain relievers are easy to get from parents medicine cabinets; half of teens (50% or 11.9 million) say they are easy to get through other people's recipe; and more than half (52% or 12.3 million) say prescription pain relievers are available everywhere (Hawkins , Catalano ,and Miller 1992).

Unfortunately, we see that many American youth become concerned in drugs before they are completely aware of the health risks and the power of addiction. They have to understand the ways young people first become involved with drugs so they can be careful of them. Several curious teens have died at the first time they tried particular drugs, like ecstasy. Others have found their temporary fleeing became a lasting addiction.

3.5.5 Consequences of American youth substance abuse

The American young people who persistently abuse substances often experience range of problems, including academic difficulties, health problems, poor peer relationships, and embroilment with the juvenile justice system. Moreover, there are consequences for family members, the community, and the total society.

Firstly, Academics Declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. A low level of care to education and higher truancy rates

appear to be related to substance use among adolescents. Cognitive and behavioral problems experienced by alcohol- and drug-using youth may interfere with their academic performance and also present obstacles to learning for their classmates.

Secondly, Physical health Injuries due to accidents or example car accidents, physical disabilities and sickness, and the effects of possible overdoses are among the health-related results of teenage substance abuse. Disproportionate numbers of youth included with alcohol and other drugs face an increased risk of death through suicide, homicide, accident, and illness (Bremner 1974).

The Drug Abuse Warning Network (DAWN) study in a representative sample of hospitals throughout the United States .It reports trends in people seeking emergency department treatment related to illegal drug use or nonmedical use of legal drugs. In 1994 rates indicate drug-related emergency department episodes for youth ages 12 to 17 increased by 17 percent from 1993 to 1994. This increase was bigger than for any of the older age groups reported. extensively, emergency department visits related to marijuana/hashish for youth ages 12 to 17 increased 50 percent between 1993 and 1994 Ninety-one youth between the ages of 12 and 17 died of drug abuse in 1993 (McCaig, 1995).

The transitions of HIV/AIDS above all happen through exposure to body fluids of an infected person during sexual contact or through sharing of unsterile drug-injection equipment. Another essential method of transmission is from moms to babies during pregnancy or the birth process. Countless substance-abusing American youth engage in behavior that places them at danger of contracting HIV/AIDS or other sexually transmitted infections. This may include the actual use of psychoactive substances particularly those that are injected or behavior resulting from poor judgment and batch impulse control while

experiencing the effects of mood change substances. Rates of AIDS diagnoses currently are relatively low among American teenagers, compared with most other age groups. However, because the disease has a long hiding period before syndromes appear (Ngatchou40). We realize that it is expected that many American youth will grow up with AIDS were actually infected with HIV as young.

Though alcohol-related traffic dead of youth have declined, young people are still over presented in this district. In 1995 alone, more than 2,000 youth ages 15 to 20 were killed in alcohol-related car crashes (National Highway Traffic Safety Administration 2007). So all these limited examples illustrate the terrible health-related consequences of substance abuse among American adolescents. Also personal and family ordeal, additional healthcare costs and loss of future productivity place burdens on the community.

Thirdly, mental health problems such as depression, developmental lags, laziness, withdrawal, and other psychosocial dysfunctions frequently are linked to substance abuse amongst adolescents. Substance-abusing American youth are at higher risk than nonusers for mental health problems, including depression; behavior problems, personality disorders, suicidal thoughts, attempted suicide, and suicide. Marijuana use, which is common among youth, has been shown to interfere with short-term memory, learning, and psychomotor skills. Motivation and psychosexual/emotional development also may be influenced (Bureau of Justice Statistics, 1992).

Then, Adolescents using alcohol and other drugs also often disengage from school and community activities, depriving their peers and communities of the positive contributions they might otherwise have made.

After that, the abuse of alcohol and other drugs by youth may result in family crises and risk many aspects of family life, sometimes resulting in family dysfunction. Both siblings and parents are profoundly affected by alcohol and drug involved youth. Substance abuse can drain a family's financial and emotional resources.

Finally, the drug use consequence Delinquency, There is an undeniable link between substance abuse and delinquency. Arrest, adjudication, and intervention by the juvenile justice system are eventual consequences for many youth engaged in alcohol and other drug use. It cannot be claimed that substance abuse causes delinquent behavior or delinquency causes alcohol and other drug use. However, the two behaviors are strongly correlated and often bring about school and family problems, involvement with negative peer groups, a lack of neighborhood social controls, and physical or sexual abuse (Crowe et al 26).

Possession and use of alcohol and other drugs are illegal for all American youth. Beyond that, however, there is strong evidence of an association between alcohol and other drug use and delinquent behavior of juveniles. Substance abuse is associated with both violent and income-generating crimes by youth. This increases fear among community residents and the demand for juvenile and criminal justice services, thus increasing the burden on these resources. Gangs, drug trafficking, prostitution, and growing numbers of youth homicides are among the social and criminal justice problems often linked to adolescent substance abuse.

The Drug Use Forecasting Program (DUF) study found the highest association between positive drug tests of male juvenile arrestees and their commission of drug-related crimes such as sales or possession. However, a substantial rate of drug use also was found among youth who committed violent, property, and other crimes. The DUF reports provide

information about the criminal justice population that is under-represented in other drug surveys. The results indicate that the rate of drug use is as much as 10 times greater among those arrested for serious crimes than among the general population. Approximately three-quarters of arrestees committing crimes of burglary or robbery in 1989 tested positive for drugs, indicating a link between drugs and income-generating crimes (Crowe et al 7).

3.6 Prisons

Prison is just one of a number of retributions available to the courts to deal with those who commit criminal offences especially from youth. Imprisonment today is the harshest sanction available, but this has not always been the case.

Spending time in prison or jail can have deep effects on American young people's future. The rates of recidivism connote that a lot of youth, once in the prison system, will stay there for significant portions of their lives. Up to one-third of prisoner youth return to jail or prison within a few years after release. However, some positive life experiences, including employment, marriage, parenthood, job stability, and high school graduation are associated with a successful start in young adulthood (Austin et al 2000).

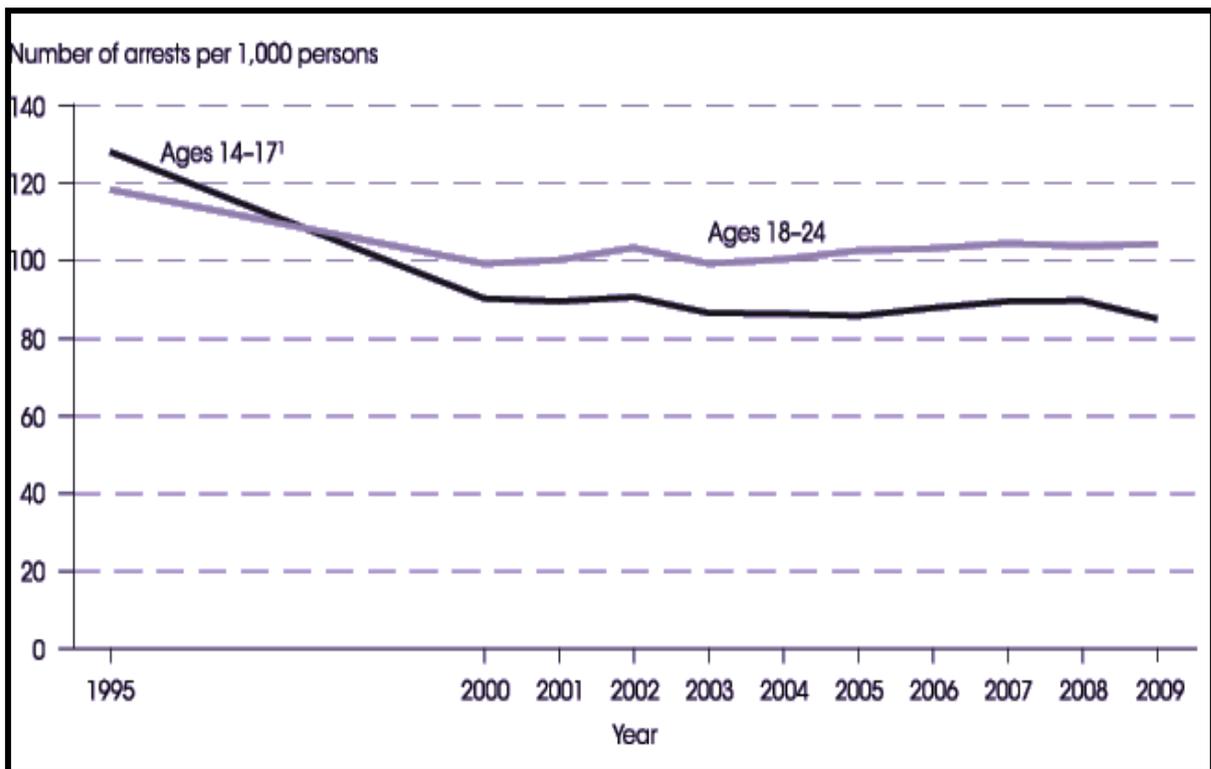


Figure 7: Number of arrests per 1,000 persons in the U.S. 14 to 24 year-old population, by age group: Selected years, 1995 through 2009 (Source: U.S. Department of Justice, Federal Bureau of Investigation (FBI), Uniform Crime Reports, Crime in the United States, selected years, 1995–2009; U.S. Department of Commerce, Census Bureau, Statistical Abstract of the United States, selected years, 1995–2001; and Population Estimates, selected years, 2002–09).

We can see from the line graph that Arrest rates for youth ages 14–17 and young adults ages 18–24 decreased between 1995 and 2009. In 1995, the arrest rate for youth was 128 per 1,000 persons, compared with 85 arrests per 1,000 persons in 2009. The arrest rate for young adults was 118 per 1,000 persons in 1995, while in 2009 the rate was 104 per 1,000 persons.

In 2000, the arrest rate for youth was 90 arrests per 1,000 persons, which was lower than the rate in 1995 (128 per 1,000 persons). Since 2000, the number of youths arrested fluctuated between 85 and 90 arrests per 1,000 persons. The arrest rate for young adults

was higher in 1995 than in 2000 (118 vs. 99 arrests per 1,000 persons). There was a period of increase from 2000 to 2002, followed by a decrease in 2003 to 99 arrests per 1,000 persons and then another increase to 104 arrests per 1,000 persons in 2007, where the arrest rate remained through 2009. In 1995, the arrest rate was higher for youth than it was for young adults. However, beginning in 2000 and continuing through 2009, the arrest rate for young adults has been higher than the rate for youth.

3.6.1 Differences by gender

There is great higher percentage of American male youth is in prison or jail than are female youth. In 2010, among youth ages 18 to 19, men were about 16 times more likely than women to be in jail or prison (1.5 percent of men, and 0.1 percent of women). But among youth ages 20 to 24 in 2010, men were 11 times more likely than women to be in jail or prison (2.8 percent of men, and 0.3 percent of women). So we see that this gap had been increased gradually until 2010.

3.6.2 Differences by race and Hispanic origin

One in every three a black males born today can expect to go to prison at some point in their life, compared with one in every six Latino males, and one in every 17 white males, if current incarceration trends continue. Racial minorities are more likely than white Americans to be arrested, once arrested, they are more likely to be convicted; and once convicted, and they are more likely to face hard sentences (The sentencing project 6).

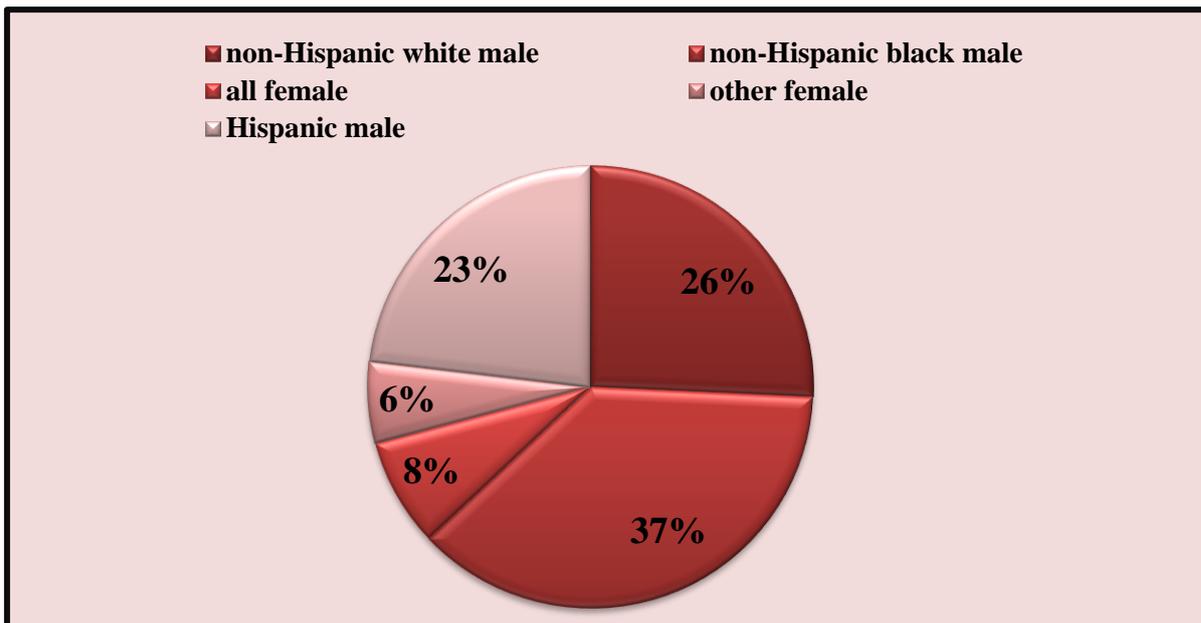


Figure 8: Percentage of young adults ages 18 to 29 in prison, by gender and Race /Hispanic origin, 2010 (Source: Data for 2010: Child trends analysis of data provided by Paul Guerino, U.S. Department of Justice, personal communication).

This figure shows that there are stark racial disparities in the population of incarcerated youth. Among the estimated 717,800 men ages 18 to 29 who were incarcerated at midyear 2010, 37 percent (290,100) were black and 23 percent (180,400) were Hispanic. Among men, a higher proportion of blacks are incarcerated at any age than are men of other races. For example, in 2010, among men ages 20 to 24, 8.0 percent of blacks were incarcerated, followed by 3.3 percent of Hispanics and 1.3 percent of whites. Among women, a higher percentage of blacks are incarcerated than are women of other races, although racial/ethnic differences among women are smaller than among men. Among young adult women ages 20 to 24 in 2010, 0.4 percent of blacks were incarcerated, followed by 0.3 percent of Hispanics, and 0.2 percent of whites.

3.6.3 Why is American youth in prison?

Many youth in America are imperiled by abuse, neglect, domestic and community violence, and poverty. Without effective intervention and help from parents, these youth suffer, struggle, and fall into despair and hopelessness. Some young teens cannot deal with the emotional, social, and psychological challenges of adolescence and eventually engage in destructive and violent behavior. Sadly, many states have ignored the crisis and dysfunction that creates child delinquency and instead have subjected kids to further victimization and abuse in the adult criminal justice system.

3.6.3.1 Truancy

Truancy, or skipping school, was one of the earliest official status offenses. There are so many better ways to make sure kids get back in school than sending them into the juvenile system, the underlying goal is to figure out the issue with the family that's causing the child to be truant or run away. For example, In Texas, truancy is considered a criminal offense. Students who miss school can accumulate fines and even be charged as adults and incarcerated.

3.6.3.2 Running Away

American Young people who are committed or detained for status offenses often come from homes with deeply conflicted family relationships, or may have special emotional, mental or educational needs. If a child runs away, it's likely that some type of intervention is needed, but that type of support is most effective when it comes from the community, not from the courts or the cops.

Even if there is instability or conflict in the home environment, child welfare laws have historically prioritized keeping children with their families rather than taking them away, except in cases of abuse or neglect.

3.6.3.3 Incurrigibility

Far vaguer than the other common status offenses, "incurrigibility" essentially describes a disobedient or defiant youth. Incurrigibility is something that goes back a long way. Sometimes these complaints come from parents themselves, and other times from schools. However, extremely broad criminal offenses like "criminal mischief" and "disorderly conduct" exist.

3.6.3 .4 underage drinking and Curfew Violation

The last two most common status offenses are fairly self-explanatory as are the reasons why American youth shouldn't be sent through the juvenile system for committing them. Putting them into the criminal system can cause these youths, who are not violent, to come under negative influences. From when a child misbehaves to the moment they are committed to a juvenile facility, the report concludes (Knefel2014).

3.7 Violence

It is clearly noticed that, The United States is currently experiencing the longest and one of the most intense periods of concern about youth violence in its twentieth century history. Since the early 1990s; youth violence has become a policy priority at every level of American government. Data about violent juvenile crime and statistics about the size and characteristics of the youth population are playing an important role in concerns about youth violence in the 1990s and in the first decade of the next century.

3.7.1 Definition of term violence

The World Health Organization (WHO) defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, against another person or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, imperfect development, or deprivation.” Violence and abuse may be physical, sexual, or psychological (5).

According to English web, dictionary violence is the exercise or an instance of physical force, usually intended to affect injuries, destruction, etc.

The term violence brings to memory an image of physical or emotional assault on a person. In most circumstances, the person affected due to violence is aware that a violent action has been performed on that person (winter and Leighton 2001).

3.7.2 Types of violence in the United States

A process when a partner, within a privileged relationship, dominates physically, psychologically, sexually, economically or spiritually.

- ✓ The physical violence occurs when someone uses a part of their body or an object to control a person’s actions such as grabbing, pinching, shoving, slapping, hitting, biting, arm-twisting, kicking, punching, hitting
- ✓ The psychological violence: occurs when someone uses threats and causes fear in an individual to gain control.
- ✓ The Economic violence: Making or attempting to make the victim financially dependent.

- ✓ The sexual violence: occurs when a person is forced to unwillingly take part in sexual activity.
- ✓ The Spiritual or religious violence occurs when someone uses an individual's spiritual beliefs to manipulate, dominate or control that person.
- ✓ The Verbal violence occurs when someone uses language, whether spoken or written, to cause harm to an individual (Seifert, 2012).

3.7.3 American youth and violence

Youth violence refers to harmful behaviors that can start early and continue into young adulthood. The young person can be a victim, an offender, or a witness to the violence. Youth violence includes various behaviors. Some violent acts such as bullying, slapping, or hitting can cause emotional harm than physical. Others, such as robbery and assault with or without weapons can lead to serious injury or even death.

Violent crimes are committed by teens every year. The National Youth Violence Prevention Resource Center (NYVPRC) provides these statistics on teen violence regarding violent crimes:

- In 2000, about 1,561 youth under the age of 18 were arrested for homicide.
- In 2000, nine percent of the murders in the United States were committed by persons under the age of 18.
- One in ten teens arrested has been engaging in a violent activity that could have resulted in the serious injury or the death of another person.

Teen violence is a very real occurrence, and violent crimes are committed by teens regularly. Not only is teen violence related to violent crime and self-violence, but also there are lesser forms of violence that are perhaps more common and troublesome, as they

indicate a trend toward teen violence as an everyday occurrence. The Centers for Disease Control and Prevention (CDC) reports the following teen violence statistics:

- ✚ National estimates indicate that 30 percent of youth in grade six through 10 are involved in bullying, either as a target or as the bully.
- ✚ A national CDC survey indicates that 33 percent of high school students were in at least one physical fight within a 12 month period.
- ✚ In 30 days preceding the CDC survey, 17 percent of high school students reported that they carried a weapon at least once. The weapon could be a gun, knife or club (CDC, 2010).

3.7.4 Youth violence in school

In 2012, students ages 12–18 were victims of about 1,364,900 nonfatal victimizations at school, including 615,600 thefts and 749,200 violent victimizations, 89,000 of which were serious violent victimizations. The victimization rates for students in 2012 varied according to student characteristics. Between 1992 and 2012, the total victimization rates for student's ages 12–18 generally declined both at school (from 181 to 52 per 1,000) and away from school (from 173 to 38 per 1,000). This pattern also held for thefts, violent victimizations, and serious violent victimizations. In 2012, a greater number of students ages 12–18 experienced victimizations (theft and violent crime) at school than away from school. That year, 52 victimizations per 1,000 students occurred at school, and 38 victimizations per 1,000 students occurred away from school.

In each survey year, a higher percentage of males than females in grades 9–12 reported being threatened or injured with a weapon on school property. For example, in 2011, approximately 10 percent of males and 5 percent of females were threatened or

injured with a weapon on school property. These percentages were not measurably different from the percentages of males and females who were threatened or injured with a weapon on school property in 2009 (Seifert 2012).

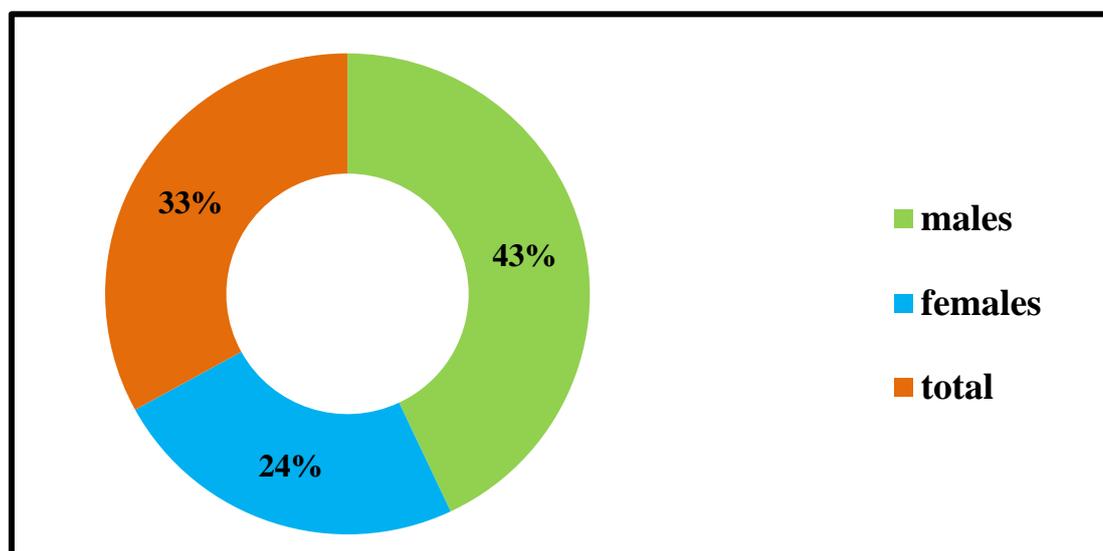


Figure 9: The rate of school students threatened on a school property (Source: United States, youth risk behavior survey, 2011).

According to the diagram above, we observe that the highest percent of the violent behaviors among males students in the United States more than female one, by 43 % for male compared to 24 for female students .Many factors increase the percentage of male engaging in violence in school, prior history of violence, drug, alcohol, or tobacco use and association with delinquent peers .However, the percentage of these factors does not always mean that a young person will become an offender.

3.7.5 Consequences of youth violence

The CDC has identified a few direct and indirect costs associated with teen violence. These costs take into account tangible medical costs, but also the intangible costs associated with lost productivity and reduction in quality of life:

- Total direct and indirect costs of teen violence are more than \$158 billion per year.
- Nationwide, six percent of teens missed school due to feelings of insecurity regarding being at school, or traveling to and from school.
- Healthcare costs increase in communities with teen violence.
- Costs arise from injury and death, such as medical care and funeral expenses.
- Decreasing property values affect areas with high incidents of teen violence, impacting both long time residents and new residents (Centers for disease control and prevention, 2010)

3.8 Poverty: the other America

Americans and non Americans belief that America is number one in many fields in the world. Millions of American people live in poverty in this country. They suffer not only material deprivation, but also the hardships and diminished life prospects that come with being poor. Childhood poverty often means growing up without the advantages of a stable home, high-quality schools, or consistent nutrition. Adults in poverty are often hampered by inadequate skills and education, leading to limited wages and job opportunities. And the high costs of housing, health care, and other necessities often mean that people must choose between basic needs, sometimes forgoing essentials like meals or medicine. While by some measures the poor suffer less material deprivation than their counterparts of a half century ago almost all households now have access to basic necessities like electricity and running water, as well as consumer goods like televisions and computers the social and economic costs of poverty remain as real as ever and threaten to undermine the nation's social fabric and economic future.

3.8.1 What is poverty?

It means a Condition where people's basic needs for food, clothing, and shelter are not being met. Poverty is generally of two types: Absolute poverty or extreme poverty is when people lack the basic necessities for survival. For instance they may be starving, lack clean water, proper housing, sufficient clothing or medicines and be struggling to stay alive.

The United Nations tend to focus its efforts on eliminating absolute or extreme poverty. The first goal of The United Nations Millennium Development Goals is to eradicate extreme poverty and hunger. Eradicating extreme poverty is translated into an objective to reduce by half the proportion of people living on less than a dollar a day. However, poverty in most EU countries is more generally understood as relative poverty.

Relative poverty is when some people's way of life and income is so much worse than the general standard of living in the country or region in which they live that they struggle to live a normal life and to participate in ordinary economic, social and cultural activities. What this means will vary from country to country, depending on the standard of living enjoyed by the majority. While not as extreme as absolute poverty, relative poverty is still very serious and harmful (Iceland, P 10).

3.8.2 Poverty among American youth

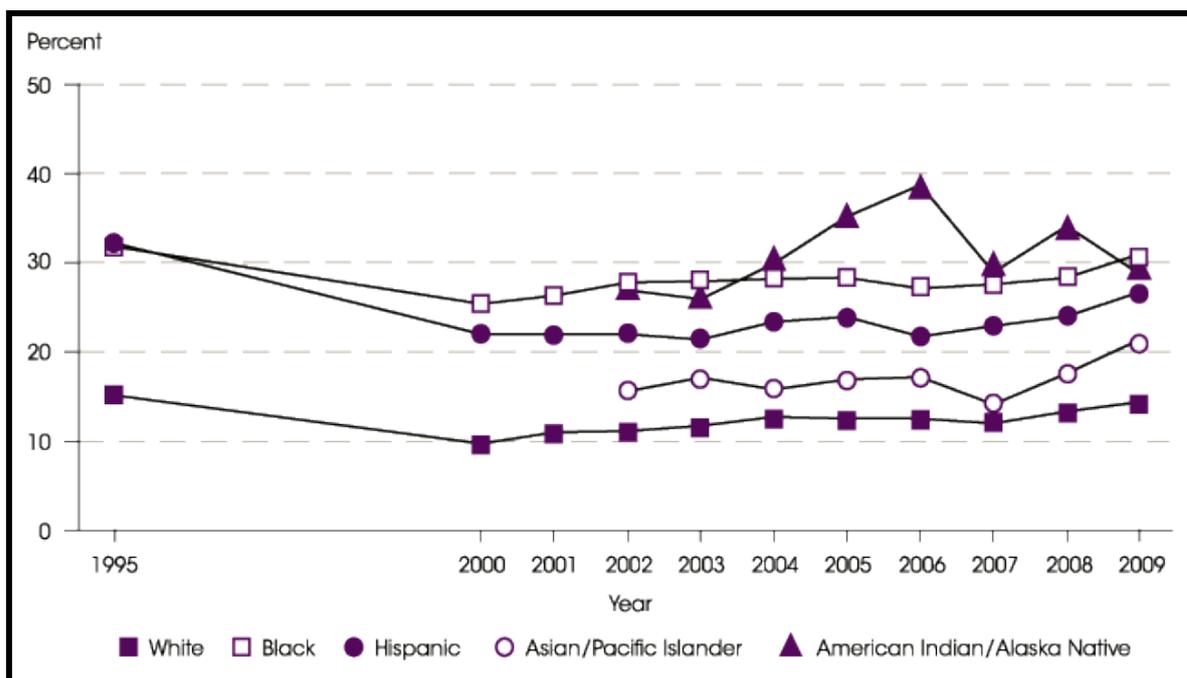


Figure 10: Percentage of 15 to 24 year olds in poverty, by race/ethnicity: Selected years, 1995 through 2009(Source: U.S. Department of Commerce, Census Bureau, and Current Population Survey (CPS), 2009).

The overall percentage of persons living in poverty fluctuated between 1980 and 2009, but showed no consistent pattern of change. Between 2000 and 2009, however, the overall poverty rate increased from 11 to 14 percent. For youth and young adults ages 15- to 24-years-old, the poverty rate increased from 14 to 20 percent between 2000 and 2009. This increase occurred for both male (from 12 to 17 percent) and female (from 16 to 22 percent) 15- to 24-year-olds between 2000 and 2009.

When looking at differences by sex for the years shown between 1980 and 2009, the percentage of male youth and young adults living in poverty was lower than the percentage of female youth and young adults. In 2009, about 17 percent of males between the ages of 15 and 24 were living in poverty, compared with 22 percent of females.

The percentage of 15 to 24 years olds living in poverty, varied by race/ethnicity in 2009. A higher percentage of Blacks (31 percent) than Hispanics (27 percent), Asians/Pacific Islanders (21 percent), and Whites (14 percent) in the age range were living in poverty. In addition, a higher percentage of American Indians/Alaska Natives (29 percent) were living in poverty than were Whites. A higher percentage of Whites and Blacks in the same age group were living in poverty in 2009 than in 2000 (14 vs. 10 percent and 31 vs. 25 percent, respectively). Poverty rate for Hispanic 15- to 24-year-olds increased from 22 percent in 2002 to 27 percent in 2009, while the poverty rates of Asian/Pacific Islander and American Indian/Alaska Native 15- to 24-year-olds did not change measurably over the same time period.

3.8.3 The effects of poverty on American youth

Psychological research has demonstrated that living in poverty has a wide range of negative effects on the physical and mental health and wellbeing of our nation's children. Poverty impacts children within their various contexts at home, in school, and in their neighborhoods and communities.

Poverty is linked with negative conditions such as substandard housing, homelessness, inadequate nutrition and food insecurity, inadequate child care, lack of access to health care, unsafe neighborhoods, and under resourced schools which adversely impact our nation's children.

Poorer children and teens are also at greater risk for several negative outcomes such as poor academic achievement, school dropout, abuse and neglect, behavioral and socio emotional problems, physical health problems, and developmental delays.

These effects are compounded by the barriers children and their families encounter when trying to access physical and mental health care. Economists estimate that child poverty costs an estimated \$500 billion a year to the U.S. economy; reduces productivity and economic output by 1.3 percent of GDP; raises crime and increases health expenditure (Holzer et al., 2008).

Conclusion

Drugs, prisons, violence, and poverty are the top social ills affect youth in America. The American teenage years, can be one of the hardest times in a person's life. Many teens feel misunderstood. They may struggle from depression or social pressures, and they may act out in response to these issues. Through this chapter we notice the major types of social ills and their consequences on youth in the Unites States.

Chapter four

Causes and consequences of social ills among American youth

Introduction

When we have a serious problem, it's important to explore all of the things that could cause it and result it, before we start to think about a solution. In America, Poverty, drugs, violence and prisons are major social ills among youth. The causes of these social problems exist on many levels. When we ask why social problems as we mentioned, poverty, drugs, violence,prisons exist, each time we determine a cause, we can ask "why" again, as children often do until they are hushed. It does not take an expert to realize how much American youth are marred with many social problems that destroytheir lives,especially in the other America .Social problems are part of many causes and consequences among American youth.

In this chapter, the focus attention is on the main causes and reasons behind social ills among American youth and their consequences.

4.1 Causes of social ills among American youth

The other America is suffering fromsocial problems among teenagers, including Drugs, violence, prisons,and poverty. There are several causes of social problems can happen especially on teenagers , but that social problems not only because of parents but can be associated with the political system or social system .

4.1 American Income

Income is at the core of living standards for American families and households.Income received from work, returns on investments, andgovernment benefits is

what enables families and households to get food and shelter, cover unexpected costs such as for hospital stays or roof repairs, withstand periods of joblessness, save for children's education, (Lawrence et al 4). The Census Bureau conducts a survey from which it derives estimates of the distribution of income across households, families, and individuals. It shows that Households are more numerous than families, their members are assumed to pool whatever income they have and share a common standard of living. We notice that money income is the measure on which official estimates of poverty are based (Levine, 2012).

Furthermore, Wages and incomes of typical Americans are lower today than in over a decade. A lost decade of no wage and income growth began well before the Great Recession battered wages and incomes. In the historically 2001 recession, hourly wages and compensation failed to grow for either high school or college-educated workers, and consequently, the median income of working-age families had not regained pre-2001 levels by the time the Great Recession hit in December 2007. Incomes failed to grow over the 2000–2007 business cycles despite substantial productivity growth during that period (Lawrence et al 6).

As most parents with teenagers receive a major portion of family income. The latest U.S. Department of Agriculture estimates of family expenditures on children indicates that middle-income families spend between \$9,390 and \$9,530 per year on the typical teenager. In 1999 teens spent \$105 billion of their own money and influenced \$48 billion in family spending. Median household income was \$51,939 in 2013, not statistically different in real terms from the 2012 median of \$51,759. In 2013, real median household income was 8.0 percent lower than in 2007, the year before the most recent recession.

4.1.1 Divisions of rich, middle class, and poor Income

The American society is classified into social classes that are usually based on Income. The upper class (3% of the population) is divided into upper-upper class (1% of the U.S. population, earning hundreds of millions to billions per year) and the lower-upper class (2%, earning millions per year). The middle class (40%) is divided into upper-middle class (14%, earning \$76,000 or more per year) and the lower-middle class (26%, earning \$46,000 to \$75,000 per year). The working class (30%) earns \$19,000 to \$45,000 per year. The lower class (27%) is divided into working poor (13%, earning \$9000 to 18,000 per year) and underclass (14%, earning under \$9000per year) (The class structure in the U.S).

We view obviously that Income in America is taken by the upper class. Even they are little percent 3 % they earn each year hundreds of millions to billions, while the working class (30%) earns \$19,000 to \$45,000 each year. It is clearly seen that there is a big gap between the two classes; the youth in the working class don't have enough Income to cover their needs .This made them stick in poverty, rebel and break up by using drugs, violence to escape from their miserable situation.The greater income gap between the rich and the poor may raise social problems and criminal levels among American youth

There are American cities with the most income inequality include some of the largest city, such as Atlanta, New Orleans, Washington D.C., and Miami. New York City is the ninth most unequal city on the planet. International cities with similar levels of income inequality include Abidjan, Ivory Coast, Buenos Aires, Argentina, Nairobi, Kenya, and Santiago, Chile. The (with Sweden ranked 136 and the most equal). More than 70% of the countries measured have more fair distribution of family income than the U.S.

Moreover, in 2007, the United States had the fourth highest rate of income inequality of all OECD countries. What's even worse? It has the fourth highest rate of relative poverty; over 6% worse than the average country. So, the rich become richer, and the poor poorer, this result causes many social ills among youth.

4.2 American Capitalism

Capitalism is defined as an economic system characterized by private or corporate ownership of capital goods; by investments that are determined by private decision; and by prices, production, and the distribution of goods that are determined mainly by competition in a free market.

The Occupy Wall Street movement has made the inequality in capitalist society an issue that has put the rich on the defensive, at least in public. The growth of inequality in the last 30 years, and especially in the last decade, has been talked about for years in many quarters by economic analysts and even some politicians. But before the Occupy Wall Street movement raised the slogan of the 1% versus the 99% (Hacker and Pierson 10). We can see that the condition of America went entirely unchallenged and was merely observed as an inevitable, undesirable fact of life.

In America, 50 million people live on food stamps; 47 million live in official poverty, half the population is classified as poor, 30 million are unemployed or underemployed, and tens of millions of workers live on low wages, and many teenagers suffering from social ills such as drugs, violence, alcohol, due to these inequality (Census data: Half of U.S. poor or low income). On the other hand, from 2001 to 2006 the top 1 percent got 53 cents out of every dollar of wealth created. From 1979 to 2005 the top one

tenth of 1 percent (0.001 percent) - 300,000 people - got more than 180 million people combined (Hacker and Pierson 3).

4.2.1 Capitalism and Inequality

The “excessive” inequality between the ruling class and the rest of society is constantly under attack, as it should be. But the general inequality between the ruling class and all other classes is taken for granted as a given and rarely questioned. That is because of the way income is distributed under the profit system. The income of the capitalist class comes from the unpaid labor of the workers in the form of profit, or surplus value. Everything created by the workers belongs to the bosses. And everything created by the workers contains unpaid labor time in it. The bosses sell goods and services and get the money for the unpaid labor time of the workers, That is, profit. They keep part of it for themselves and become rich. The other part they reinvest so that they can get richer in the next cycle of production and selling.

It is crystal clear, the income of the workers, on the other hand, comes from the sale of their labor power to a boss, an exploiter. The workers receive wages or salaries from the bosses. The amount is always kept somewhere within the range of what it takes to survive. Some workers are paid somewhat more than that and can have a degree of comfort. Many workers, more and more these days, get just about enough to live a life of austerity while others barely get enough to survive. Wages under capitalism are basically what it costs a worker to subsist and to keep the family going so that the bosses are assured of the next generation of workers to exploit (Hammil, 2005).

Workers’ wages always stay behind within a narrow range when contrasted with the income of the bosses. No workers can ever get wealthy on wages, no matter how high-

paid they are. But the capitalist class as a whole automatically grows richer, even if individual capitalists go out of business or are swallowed up. The bosses continuously reinvest their capital and keep alive the ongoing process of the exploitation of more and more labor. The bosses leave their personal wealth to their children as well as their capital. Their descendants, as a rule, get richer and richer from generation to generation, while the workers leave their children their meager possessions generation after generation. The workers have to struggle to preserve whatever they can through the ups and downs of capitalist crises and periodic unemployment (Weed, 2011).

4.3 Consequences of the above causes of social ills on American youth

4.3.1 Income Inequality affects youth in America

American society relies on its families to raise its children and its schools to level the playing field for children born into different circumstances. More than any other institution, schools are charged with making equality of opportunity a reality. During a period of rising inequality, can schools play this critical role effectively? Or has growing income inequality affected families, youth, neighborhoods, and schools in a manner that undercuts the effectiveness of schools serving disadvantaged populations?

4.3.1.1 Families

American youth tend to be completely dependent on their families to provide what they need for healthy development. Youth growing up in families with greater financial resources score higher on many dimensions of school readiness upon entering kindergarten. An obvious advantage of a higher family income is that it provides more resources to buy books, computers, high-quality childcare, summer camps, private schooling, and other enrichments. In the early 1970s, high-income families spent just under

\$3,000 more per year on child enrichment than low-income families (Duncan and Murnane, 2011). By 2006, this gap had nearly tripled, to \$8,000. Spending differences are largest for enrichment activities such as music lessons, travel, and summer camps (Kaushal et al., 2011). Differential access to such activities may explain the gaps in background knowledge between youth from high-income families and those from low-income families that are so predictive of reading skills in the middle and high school years (Snow, 2002).

Parents also spend different amounts and quality of time interacting with their teens. High-income parents spend more time than low-income parents in literacy activities with their children. Most disparate is time spent in “novel” places other than at home, school, or in the care of another parent or a childcare provider. Between birth and age six, children from high-income families spend an average of 1,300 more hours in novel contexts than children from low-income families, who goes to places fraught with danger and social problems (Phillips, 2011). These experiences, related by the higher and lower incomes of families, also contribute to the background knowledge that is so critical for comprehending science and social studies texts in middle school.

In particular, two experimental studies in the 1970s examined the overall effects on children of income supplements that boosted family income by as much as 50% (Maynard and Murnane, 1979). American teens in families randomly assigned to receive an income supplement did significantly better with respect to early academic achievement and school attendance than children in families that received no income supplement.

Furthermore, the effects of income comes from the increasing generosity of the U.S. Earned Income Tax Credit (EITC) between 1993 and 1997 .to compare children’s test scores before and after the credit was expanded. The youth achievement in middle childhood coincided with the EITC expansion (Dahl and Lochner, 2012).

4.3.1.2 Schools

American youth who attending schools with mostly low-income classmates have lower academic achievement and graduation rates than those attending schools with more affluent student populations. Less well understood are the ways in which student body composition shapes school functioning and children's developmental trajectories and long-run outcomes.

In recent decades, it has been largely through an increase in income-based segregation of neighborhoods and schools that growing inequality of family income has affected the educational attainments of youth. As high-income families buy homes in neighborhoods where less-affluent families cannot afford to live, and poor families are increasingly surrounded by neighbors who are poor as well (Reardon and Bischoff, 2011). We sight that without the financial and human resources and political clout of the wealthy, institutions in poorer neighborhoods, including schools, may decline in quality.

Perhaps most important, increasing residential segregation by income has led to increasing school segregation by income. From 1972 to 1988, schools became more economically segregated, and teenagers from affluent families were less and less likely to have classmates from low-income families (Altonji and Mansfield, 2011). As a result, a child from a poor family is two to four times as likely as a child from an affluent family to have classmates in either elementary or high school with behavioral problems and low skills. This sorting matters because the weak cognitive skills and behavioral issues of many low-income children have a negative effect on their classmates' learning.

Student mobility resulting from these residential changes poses another threat to achievement. Urban families living in poverty move frequently and, as a result of school sorting by socioeconomic status, youth from poor families are especially likely to attend

schools with relatively high numbers of new students arriving during the school year.. Moreover, these negative effects apply to students who themselves are residentially stable as well as to those who are not and are likely to stem from disruption of instruction caused by the entry of new students into a class (Hammil, 2005).

Poor teacher quality, too, contributes to the weak performance of students in high-poverty schools. A substantial body of research has shown that schools serving high concentrations of poor, nonwhite, and low-achieving students find it difficult to attract and retain skilled teachers. In addition to preferring schools with relatively low proportions of low-achieving students, teachers favor schools in neighborhoods with higher-income residents and less violent crime (Boyd et al., 2011). In high-poverty schools, teacher commitment, parental involvement, and student achievement all tend to be lower.

Yet another challenge facing many of the nation's schools concerns the school placements of new immigrants, many of whom speak little English. Today's immigrants are more likely than their predecessors in the early 1970s to come from high-poverty countries. Black and Hispanic immigrants to New York City are much more likely to be poor than are white immigrants from Eastern Europe, and they are more likely to attend elementary and middle schools with native-born black and Hispanic students who are poor (Altonji and Mansfield, 2011). Thus, while immigrants are not segregated from the native-born in New York City schools, their residential patterns contribute to segregation of schools by socioeconomic status and race (Snow, 2002).

4.4 Capitalism and the crisis facing American youth

American youth unemployment has reached Depression-era levels, young workers' wages have plummeted, and education opportunities have collapsed. The official youth

unemployment rate in the United States is 16.2 percent, considerably more than twice the official rate for the population as a whole. But like the overall unemployment rate, this does not take into account the departure of millions of people from the labor force. The labor force participation rate for those under the age of 25 is at its lowest rate in four decades, producing a real unemployment rate of 22.9 percent.

Moreover, the vast majority of jobs created since 2008 in the US have been low-wage, paying between \$7.69 and \$13.83 an hour, according to a study released last year by the National Employment Law Project. The disappearance of decent-paying work has led the wages of young people working full time in the US to fall by 6 percent since 2008 more than any other section of the population.

Despair at the prospect of a lifetime in poverty coupled with other social ills exacerbated by the economic crisis and government austerity policies has driven a growing number of youth to suicide. One in six US high school students has seriously considered taking his or her life, and one in twelve has attempted it, according to the Centers for Disease Control and Prevention. Since the outbreak of the economic crisis, the portion of US teens who attempted suicide has shot up, from 6.3 percent in 2008 to 7.8 percent in 2011 (ICFI, 2013).

Even as wages fall and jobs disappear, the prospect of a decent education is moving further and further out of reach for young people. Throughout the world, public education is being dismantled and privatized. The United States is leading this drive, with mass closures of public schools taking place throughout the country. Earlier this month, a public school district in Michigan shut down completely for lack of funds.

Tuition at colleges has soared, saddling an entire generation of college graduates with a huge debt burden. Between 2003 and 2012, the portion of all 25-year-olds in the US with student debt rose from 25 percent to 43 percent. In the same period, the average amount of student debt owed by 25-year-olds doubled from \$10,649 to \$20,326. Lenders, meanwhile, have become increasingly aggressive and predatory in collecting debts from students who are less and less able to pay.

Young people in the United States deprived of the opportunity for decent employment and a future, provide the shock troops for ever-expanding wars of aggression, sacrificing in the process their lives or limbs or their physical and mental health (ICFI,2013).

Conclusion

Social problems among American teenagers have been an impact to the community. Social problems among youth are now many give effect to the community and individuals. This situation will cause the country will be threatened. Due to social problems has been to give effect to the community. In this regard it affects roughly to the community. People feel threatened because of the widespread social ills. They do not feel free to move.

General conclusion

The well-being of young adults in the United States today remains an area of key interest to the public and policy-makers alike. There are many social ills that affect young Americans. Many individuals see these dilemmas very differently; offering up various solutions to fix them and even various proposals as to why they occur.

The list of social problems is huge and is not identical from one period to another. In the US, some predominant social issues are faced by the youth include the growing divide between rich and poor, violence, drugs, poverty, prisons and the list is not exhausted. This modest research provides a review about these social ills among young people in America and goes deeply inside the causes and the consequences of social ills. Through our research we see how social ills such drugs, violence, prisons, and poverty, disintegrate youth in the United States.

Along the study we have found our hypothesis which is «young American face dangerous social ills it's because social system based on inequality» is exact. The bad distribution of wealth and social system root varied serious social ills in the American society mainly youth. The big gap between rich and poor tend youth to steal, trespass, fight, drink, take drugs, use profanity, run away from home, and miss school.....etc. But we observe that our hypothesis is not complete. There are other many reasons behind social ills among American youth such as parents in page 36, when youth see their family members use drugs and behave differently, this lead them to use it. Also in the same page, we see the mass media is one mechanism that has a great influence and effective in the formation of youth personality by watching everyday drugs on TV (movies), and in page 49, media cause violence among youth (drama series or playing violent games). In addition

the government plays a role in affecting American youth (drug availability). In page 45, parents neglect leads youth to suffer, struggle, and fall into despair to prisons.

All in all, we have discussed several things about social ills among youth. It is about the types, effects, and reasons that occur in teenagers' social problems. Now we are going to look at the ways that they can use as measures to overcome

One of the most important goals is to prevent youth from violating any further so they can become responsible and successful adults. The second most important goal is to protect society from the criminal acts of teenagers. Parents must give serious attention to them. Parents must consider the movements or the movement of their children. Through education, treatment, and affection, prevention of criminal acts reaches juveniles and assists them into a healthier and better life. To be able to use these components at the earliest stage possible is to keep these teenagers away from ever entering the juvenile justice system in the first place. With the help of education, training, and support for the staff, probation officers can be better prepared to take on diverse cases of all types. The juvenile justice system needs improvement.

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