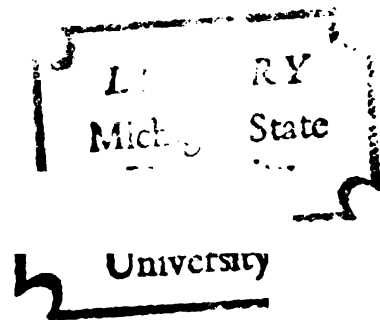




3 1293 10424 3500



This is to certify that the

thesis entitled

A STUDY OF ADULTS' REACTIONS TO CONTEMPORARY JUNIOR NOVELS REFLECTING AD-
OLESCENTS' INTEREST IN READING ABOUT
ASPECTS OF PEER AND NON-PEER
RELATIONSHIPS

presented by

Jerry J. Watson.

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Elementary Education

Patricia C. Cincio

Major professor

Date May 15, 1974

W-178
2204

F-246
MAY 1 1977
A141

227x

G-339

H073

ABSTRACT

A STUDY OF ADULTS' REACTIONS TO CONTEMPORARY JUNIOR NOVELS REFLECTING ADOLESCENTS' INTEREST IN READING ABOUT ASPECTS OF PEER AND NON-PEER RELATIONSHIPS

By

Jerry J. Watson.

The purpose of this study was to determine the responses of adults to contemporary realistic fiction depicting interpersonal relationships between peers and non-peers as read by children twelve through fifteen years of age. This type of study would permit one to ascertain the extent to which adults might perceive it their responsibility, their inherent or assumed professional obligation, or their right to judge and control the literary selections that are made accessible to adolescents within this age range.

Since parents of adolescents, teachers working with adolescent students, and public and school librarians who serve the adolescent clientel are considered the prime influential factors in dealing with the censorship problem, the researcher attempted to determine the extent to which

2121020
each of these adult groups would react to the parental or professional theory controlling literary works considered objectionable for adolescents.

In the first section of the study a survey was conducted to elicit responses from parents, teachers, and school and public librarians who live and work in the same geographical locale. A questionnaire was devised by the researcher for each particular group of adults. The questionnaire provided for attitudinal responses to the basic concept of adult's rights to control the reading selections made available for adolescents. Scores were obtained to illustrate specific literary aspects or topics that adults would find appropriate or inappropriate. The controversial aspects emphasized were references to sexuality or portrayals of life-styles contradictory to the established values of society. Nine literary selections that reflect the contemporary publications of junior novels which contain potentially censorious literary aspects were exposed to the adult groups. An assumption was made by the researcher that adults would react in pro-censor ways to the actual novel in a manner that was comparable and which was reflected in their attitudes toward control.

Data was computed from the questionnaires to determine descriptive factors of the adult groups and to compare significant differences between the adult groups. Scores

deemed compatible to comparison were presented in various measures of mean scores, frequencies, percentages, and analysis of variance.

In the second section of the study, the researcher evaluated each of the nine novels that were exposed to adults in the questionnaire. Content analysis was used as the data collection technique to identify potentially censorious literary aspects. The researcher designated three major literary aspects as most objectionable: objectionable language, sexual references and episodes describing anti-social behavior. The extent to which these literary aspects may cause censorship reactions were classified according to the intensity level of interaction between book characters of the same sex and opposite sex who are members of a peer group and mentally retarded or significantly older members of a non-peer group.

Adult responses to a questionnaire were used to test five hypotheses by analysis of variance regarding the attitudes of parents, teachers, and librarians concerning their right to control the reading selections of adolescents. Literary aspects considered controversial were references to sexuality and descriptions of life-styles contrary to the established norms of society. Nine excerpts from contemporary literary selections were exposed to the adult groups to elicit their reactions regarding to what extent they approve or disapprove of adolescents, aged twelve through

fifteen years, reading them. Results of the data indicated that there was a significant difference between the adult groups. The parents group mean score never approximated unity with mean scores of the teachers' group or the librarians' group as measured by F-test.

The content analysis on nine junior novels revealed that objectionable language was the most censorious literary aspect. References to sexuality were next as containing enough censor points to cause complaints. Descriptions of anti-social behavior were revealed to be the least objectionable. Novels classified as describing the sex act were identified as containing the most censorious literary aspects in the opposite sex category.

A STUDY OF ADULTS' REACTIONS TO CONTEMPORARY
JUNIOR NOVELS REFLECTING ADOLESCENTS'
INTEREST IN READING ABOUT ASPECTS OF
PEER AND NON-PEER RELATIONSHIPS

By

Jerry J. Watson

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Elementary
and Special Education

1974

© Copyright by
JERRY J. WATSON

1974

ACKNOWLEDGEMENTS

The writer expresses sincere gratitude and appreciation to his major advisor, Dr. Patricia J. Cianciolo for her continual cheerfulness in times of despair and her keen intellect during moments of confusion.

Gratitude is offered to Dr. James E. Snoddy for first having faith in my ability, to Dr. Louise Sause for her insights into human nature, and Dr. Glen Cooper and Dr. Stephan Judy for their moral support and interest during this study.

A special thanks to Dr. Robert Craig for his lucid explanation regarding the statistics needed for this research.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	v
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
 Chapter	
I. INTRODUCTION.	1
Need	1
The Junior Novel and Reading Interests	5
The Significance	10
Censorship Practices	17
The Purpose	34
Assumptions	35
Hypotheses	36
Limitations	38
Definition of Terms	39
Overview	41
II. REVIEW OF THE LITERATURE.	42
Book Selection Practices.	43
Censorship Practices	59
Teaching Methods and Amount of Experi- ence as Factors Affecting the Censor- ship Issue.	64
Sexuality.	68
Language	71
Diverse Values and Life Styles.	74
Summary	77
III. DESIGN OF THE STUDY	83
Adult Responses to Questionnaires.	83
Sample.	83
Parents of Adolescents	92
Teachers of Adolescents	96
School Librarians	98
Public Librarians	99

Chapter	Page
City Librarians.	89
County Librarians	90
Measures	92
Pilot Study	96
Design	98
Testable Hypotheses	99
Analysis	100
Content Analysis	101
Junior Novels	107
Summary	109
Adult's Responses to Questionnaires	109
Content Analysis	110
IV. ANALYSIS OF RESULTS	112
Results of the Questionnaire	113
Statistics for Junior Novels	128
Written Comments	135
Discussion	143
Content Analysis	148
Intensities of Relationships	153
Friendship/Admiration Intensity Level	153
Love/Affection Intensity Level.	160
Sex Act Intensity Level	173
Types of Relationships	191
Peer-Relationships: Same Sex Category	191
Peer-Relationships: Opposite Sex.	193
Non-Peer Relationships	195
Summary	200
Adult Responses to Questionnaires.	200
Content Analysis	204
V. SUMMARY AND CONCLUSIONS	210
Introduction.	210
Purpose and Procedures	211
Summary of Findings and Conclusions for	
Adult Responses to Questionnaires.	214
Implications.	218
Suggestions for Further Research	222
Content Analysis	223
Purpose and Procedure.	224
Summary of Findings and Conclusions for	
Content Analysis	226
Implications.	229
BIBLIOGRAPHY	235
APPENDICES	241

LIST OF TABLES

Table	Page
1. Questionnaires Returned and Used in the Study .	117
2. Group Mean Scores for Hypothesis I	118
3. Analysis of Variance for Hypothesis I	119
4. Group Mean Scores for Hypothesis II	120
5. Analysis of Variance for Hypothesis II	121
6. Group Mean Scores for Hypothesis III	122
7. Analysis of Variance for Hypothesis III	123
8. Group Mean Scores for Hypothesis IV	125
9. Analysis of Variance for Hypothesis IV	126
10. Group Mean Scores for Hypothesis V	127
11. Analysis of Variance for Theoretical Attitudes	127
12. Adult Responses to Novels in the "Friendship/ Admiration" Level	131
13. Adult Responses to Novels in the "Love/ Affection" Level	133
14. Adult Responses to Novels in the "Sex Act" Level	135
15. Means on Controversial Literary Aspects	147
16. Censor Points for <u>The 18th Emergency</u>	154
17. Censor Points for <u>On Fire</u>	156
18. Censor Points for <u>Hey, Dummy</u>	159
19. Friendship/Admiration Level Censor Points	160
20. Censor Points for <u>Bad Fall</u>	163

Table		Page
21.	Censor Points for <u>His Own Where</u>	167
22.	Censor Points for <u>Remove Protective Coating a Little at a Time</u>	171
23.	Love/Object Affection Level Censor Points . .	172
24.	Censor Points for <u>Sticks and Stones</u>	176
25.	Censor Points for <u>Go Ask Alice</u>	181
26.	Censor Points for <u>The Man Without a Face</u> . .	186
27.	Sex Act Level Censor Points	187
28.	Censor Points and Means for Novels and Intensity Levels	191
29.	Types of Relationships	197
30.	Categories of Relationships and Intensity Levels of Relationships	198
31.	Intensity Levels of Relationships	199

LIST OF FIGURES

Figure	Page
1. Censor Points on Nine Junior Novels.	190

LIST OF APPENDICES

Appendix	Page
A. Documents	242
B. Contemporary Realistic Fiction about Aspects of Peer and Non-Peer Relationships . . .	246
C. Questionnaires Used in Adult Survey . . .	259
D. Content Analysis Form	307

CHAPTER I

INTRODUCTION

Need

The need for this study was prompted by my own experiences as a teacher of junior and senior high school students and as an instructor of children's literature and the teaching of critical reading working with undergraduate and graduate students on the college level. During this period of time, the researcher has been aware of a true interest on the part of adolescents to read about the actual situations as found in the real world. Also, there has occurred in recent years a growing number of realistic contemporary fiction stories written specifically for adolescents. Because of the recent publications offering more graphic interpersonal encounterments between book characters, there has followed an increase in the number of complaints from objecting adults. Some parents object to the explicitness of language and interpersonal relationships, and to the portrayed life-styles that contradict their values, but some teachers and librarians, too are raising their voice in protest. Perhaps the professional members are not complaining so much about the vividness of the new realism, but are crying out in voices of frustration

asking why such stories are necessary and are asking how can they defend their choices of such literary selections if they are indeed necessary.

Literature experts over the last fifty years indicate that the reading fare desired by young people parallel basic functions and needs of human developmental tasks. One of the more salient and meaningful tasks requires that the young adolescent begin to seek other persons as friends and confidants outside the family. Peer acceptance and approval becomes increasingly important and desirable with independence and maturity. Because literature is a reflection of life, realistic stories pertain to situations that portray the gamut of confrontations, from the unpleasant to the positive relationships among peers. Adolescent children have a strong desire to read about such real relationships.

In recent years, there has appeared a marked increase in the number of contemporary realistic fictional literature for children (ages 12-15) dealing with character portrayal involving peer relationships and non-peer relationships. These themes of personal relationship contain a good deal of significance and meaning to young people the age of twelve through fifteen years. At this stage of early adolescence, the child is moving out of the protective umbrella and shield of his parents and immediate family. The child is gathering momentum and force to act in independent

ways, and one of these strides toward independence means that he will seek extra-familial relationships in meaningful and personally social contexts. As in real life, these relationships with other human beings are depicted in contemporary realistic fiction in various contexts: the development of social relationships with members of one's own sex or opposite sex at or about the same age, or perhaps with others of a significantly older or younger age of either the same sex or opposite sex.

In past years the social relationships that were described in the majority of the fictional stories dealt with the relationships accepted by our culture. The relationships portrayed usually were those about normal healthy friends seeking acceptance and an affectionate sense of belonging underscored by a mutual sharing of respect. This commonly accepted development of relationships between friends of the same age, the same home background, the same life-style, and even the same or approximate mental capacity was looked upon with favor by most adults as suitable reading material for young adolescents. However, it is apparent to the researcher that at the present time more and more publishers are accepting manuscripts by authors who stray from the culturally accepted norms of "model" social behavior of human interaction by allowing their fictional characters to choose friends of totally different ages, sex, life-styles, values, and moral codes. This is known as

the trend of "new realism." It is quite predictable to this researcher that controversy is bound to occur between the publishers and some elements of the book buying public. The publication of novels such as these might well suggest to the adult book selector that his preconceptions about what is right, allowable and valuable in young people's reading are off target; are being challenged; and may even need some readjusting. A message he could accept, reject, or at least resist.

The objection to the "new realism" could be widened in as mild a way as a book reviewer for some periodical or newspaper writing an unfavorable review because an author stressed the uncommon relationship of the characters. It could go a step farther and not be purchased by a librarian because it did not meet the established and traditional criteria for book selection that are reflected in her policy statement. Even if it got so far as to be purchased by the librarian and placed on the shelves, the book could incense a parent or a concerned adult who would then take steps to censor the book by having it banned from the library completely. To avoid a censorship problem, a teacher might not be willing to recommend or require the reading of a realistic novel, even though she knew there were students in her classes who would benefit from her guidance and direction in reading such a novel. That teacher will continue with the "safe" literature anthology.

The Junior Novel and Reading Interests

Many studies executed during the last fifty years have identified the reading interests of children. These studies have revealed that children between the ages of twelve and fifteen years demand stories about characters who deal successfully with contemporary problems and situations deemed relevant to the reader. One of the most sought after types of stories emphasizes the initiation and development of the story characters' relationships with friends in a modern setting. The new realism in adolescent literature depicts the relationships between friends as close and trusting pals, such as members of the same sex where there is mutual respect and cooperation as found in The 18th Emergency by Betsy Byars and Bad Fall by Charles P. Crawford. The relationship could develop into a homosexual involvement as in Sticks and Stones by Lynn Hall or I'll Get There, It Better Be Worth the Trip by John Donovan. The sexual relationships might run the gamut from the first shy encounter of infatuation all the way to sexual experimentation when reading The Loners by Nancy Gardner to His Own Where by June Jordan. Non-peer relationships might be described when a story character is driven by rejection of peers or a sense of compassion to give comfort to elderly, younger, or mentally and physically handicapped people. Such books exemplifying these relationships would be Hey, Dummy by Kim

Platt and Remove Protective Coating a Little at a Time by John Donovan. By experiencing vicariously through their reading children can gain new perspectives of the world as it is, a world of neither all goodness, nor all badness, but a human world composed of various life styles and value systems that may be far different from their own.

McKay investigated the scientific research and professional literature pertaining to adolescent reading interests and written from 1889 to 1965. This significant research study offers a wealth of insights about the nature and shortcomings of reading interest research; the reading interests of adolescents; and the failure of adult-oriented reading material to satisfy these reading interests. McKay reported that one of the most profound and commonly cited findings stressed in all surveys about adolescent reading interests was the pressing desire of the teen-ager to read of the contemporary world of the teen-ager. The adolescent reads to gain an understanding of himself and the world he faces in reality. He reads to find answers to his personal questions, he reads materials he thinks offer him resolutions to his individual problems, as well as the hope of idealism and understanding to cope with the real situations that he encounters daily or will eventually meet.

Adolescents often dislike what teachers and librarians offer them for their reading fare. The books

are often too difficult; they do not meet their personal interests; some are published in an unattractive format; some have themes more suitable for younger children; many emphasize the feminine; many are concerned with eras gone-by or with irrelevancies; and some "deal with topics such as abiding love, preaching theories and philosophies which the adolescent is not willing or ready to accept."¹

There is a more recent survey of research on the reading interests of adolescents. Mott attempted to synthesize the rate and nature of changes revealed in past studies and identified the common curricular trends at the secondary school level in order to determine what effect the knowledge about reading interests had on the literature and reading programs offered in the secondary schools.

Because of the rapidly changing conditions of the world, adolescents, like other people, are experiencing difficulty in understanding themselves and their place in the world. The teen-aged years have often been considered the years of turmoil, a time when young people strive to seek answers to their questions of self-identity and self-actualization in a socialized environment. Their

¹James William McKay, "A Summary of Scientific Research and Professional Literature on Reading Interests of Secondary School Students -- Grades 7-12, 1889-1965." (unpublished Doctoral dissertation, University of Pittsburgh, Pittsburgh, 1968).

personal interests are reflected in the era in which they live. Times change and so do reading interests over a period of years. No longer are all adolescents content to read stories that depict only values of the dominant culture. Mott's reading interest research occurred during the sixties and indicated that the research was a continuation of the "battle of the fifties." Research that he identified characterized the cultural polarization that manifested itself at that time in many sections of the American scene. The value of the junior novel was the cause of much concern of several investigators who spoke out strongly in support of relevance and reality in the content of fiction for teenagers.²

In assessing the influence of the changing conditions of the world upon literature, Mott states:

. . . in the three decades since World War II, the impact of psychological and materialistic advances has had a profound effect on the 'linear-symbolism-orientation' patterns of the changing American cultural scenes. Educational and economical affluence has created an increasing awareness of multi-dimensional symbolism in competition with the printed word.³

²John Homer Mott, "Reading Interests of Adolescents: A Critical Study of Fifty Years of Research." (unpublished Doctoral dissertation, University of Northern Colorado, 1970).

³Ibid., p. 285.

When adolescents are allowed to choose their reading materials freely, they will by necessity be motivated by their desire to satisfy psychological, physiological, and sociological needs and will gravitate toward those literary works that meet those needs. Many of today's youth do not find a fulfillment of those basic needs in the literature textbook. The questions and concerns of today's adolescent will be found primarily in contemporary literature, especially in realistic fiction. A person's level of maturity will influence the level of sophistication and complexity choice, but the demand for relevancy and timeliness will not be rejected in favor of reading a steady diet of the classics or literary pieces that have little or no bearing of the adolescent's here and now and very real world.

McKay concisely lists possible components of reading interests which "either singly or in combination seem to condition what a person will read and the avidity with which he will read it:"

1. The availability of reading material.
2. The difficulty of reading material.
3. The style of reading material.
4. What he has read previously.
5. How much he depends on others or allows others to make his reading choices.
6. The feeling of hope or fear or satisfaction that he experiences when reading a given type of material.
7. What he has done before when confronted with the choice of reading or non-reading.
8. His self-concept as a reader.⁴

⁴McKay, op. cit., p. 127.

These components of reading interests when not taken into consideration by teachers and librarians may account for the apathy of many of today's adolescents regarding reading. There is evidence to indicate there exists a wide disparity between what the adolescent chooses for voluntary reading and what the predescribed courses in reading dictate he should read or be allowed to read in classrooms, and what is offered to him in the collections of school libraries and public libraries. One rather unpleasant consequence resulting from the adolescent not being offered books that meet his reading needs and tastes in literature courses or libraries is that he will seek the answers to his problems and concerns by reading books of substandard quality or perhaps even resort to experimenting and acting them out in real-life situations. Thus being faced with situations he may have neither the maturity nor the emotional stability with which to deal. None of these options would help the adolescent to acquire an adequate or positive self image of himself.

The Significance

A great body of literature for children and youth dealing with personal human relationships involving adolescents is to be found today. It is the intention of this study to increase the awareness of teachers, parents, librarians, and administrators about the developmental

needs of children, aged twelve to fifteen and how literature can be used to help children within this age range to realize these developmental needs. Emphasis will be placed upon early adolescents' need of developing relationships with other persons, be they peers of the same sex, opposite sex, or non-peers. Aspects of human relationships would include the consequences which result in the presence or absence of such needs as: acceptance, admiration, trust love and affection, and sexual acts. Literature, particularly modern realistic fictional novels, may be used by the adolescent to understand his own feelings and drives with regard to these needs and to realize these developmental needs at least to some extent.

It is through literature that the reader can experience various life-styles that are the same as or different from his own. There is considerable comfort experienced when meeting one's own situation or habits in convincing storyline. And many readers enjoy books that reflect their own situations and life styles. However, for the more mature reader, the one approaching adolescence, there is also the conscious desire to learn about other patterns of living that are quite different from his own. There exists within the early adolescent the challenge of the unexperienced, the need to try on a different personality, the meeting and making of new acquaintances, visiting new environs, and putting to question the moral code that has been established and reinforced by his parents

throughout his early childhood. As Louise Rosenblatt has stated:

The reader seeks to participate in another's vision to reap knowledge of the world, to fathom the resources of the human spirit, to gain insights that will make his own life more comprehensible.⁵

The relationships as depicted in recent literature of fictionalized novels includes the wide diversities of life. It is not difficult to find books in libraries or book stores, stories that realistically and graphically portray the relationships between peers of the same and different sexes. There is also an increasing number of books being written about non-peer relationships. These plots deal with the interaction between characters of different ages. Usually the main protagonist character is a young teen-ager, about the age of twelve or thirteen, who develops a meaningful relationship with a much older character. The relationship between the adolescent and an older and seemingly wiser person appears to predominate. The older character carries a certain amount of dignity and prestige in the relationship because he, or she, lives a very different life from the main character. The contemporary authors tend to highlight the differences in values of the two persons, thus creating a challenge to the reader's personal moral code.

⁵Louise M. Rosenblatt, Literature as Exploration (New York: Noble and Noble, Publishers, Inc. 1968), p. 7.

The researcher identified one hundred eighty-five (185) junior novels, published in the United States from 1970 through 1973, that stress the initiation and/or development of peer or non-peer relationships as found in contemporary realistic fiction written expressly for children between the ages of twelve and fifteen years old. The following book selection sources (published from January, 1974 through March, 1974) were used to identify the junior novels that pertained to the type of relationships considered in this study: The Bulletin of the Center of Children's Books, American Library Association Booklist and Subscription Review and School Library Journal.

The books had to meet the following criteria in order to be included in the bibliography:

The types of peer relationships as found in the junior novels must include relationships between members of the same sex or opposite sex that are the same or similar age.

The types of non-peer relationships as found in the junior novels include the relationships between members of the same or opposite sex, but that are significantly older or younger in age than that of the protagonist or who are mentally or physically handicapped.

These relationships are identified and classified according to psychological categorization of interpersonal interactions consequential to the presence or absence of: (a) "admiration/trust" (b) "love/affection" and (c) "sex act." Books were rejected if the relationship described a sibling or family relationship or if the setting occurred outside the United States.

This bibliography of books pertaining to the aspects of peer and non-peer relationships considered in this study is found in Appendix B. All nine titles used in the questionnaire and the content analysis are found in this bibliography.

This study will identify and classify potentially censorious aspects of nine junior novels that deal with peer and non-peer relationships by means of content analysis. A questionnaire will also attempt to measure the opinions of parents, teachers, and librarians toward possible objectionable reading fare, and to correlate their opinions to their reaction to specific objectionable novels.

This study will help to alert educators and librarians to the probable and potential consequences that are likely to occur from questioning or objecting adults when adolescent children's demands for relevant reading fare are met in the form of modern realistic fiction.

Literature designed and written especailly for the adolescent in mind is a relatively new type of reading fare. It reflects an attempt to provide for the adolescents reading content that will satisfy the reading interests and needs at his developmental level. In the early 1930's this special form of literary novel was labeled "junior novels." Authors began writing fiction especially for the teen-ager. This literature had unique traits of which were found neither in the traditional literature for younger children, nor for the adult. Basically, the "junior novel"

was designed to meet the personal interests of adolescents in an effort to encourage and increase their reading habits. It was hoped by authors and publishers that the adolescent would find stories in the "junior" novels that would appeal to their basic emotional and social needs. Alert authors, publishers, educators, librarians, and specialists in the field of human development recognized that needs that were neither being satisfied by reading literature for children which was too simplified nor the adult literature because of its complexity.

The junior novel provides a transitional type of literary experience between the childlike themes of children's literature and the too mature, sophisticated and highly stylized adult novel. Teachers and librarians can offer the junior novel as reading fare which answers the questions of adolescents; offers solutions to their problems; and helps to satisfy their needs. Although the junior novel has often been criticized for its lack of literary quality, and in some cases justifiably so, the directing adult should evaluate his personal biases and preferences and determine how appropriate and effective these novels are for the teen-aged reader.

Junior novels are being increasingly written and published for the adolescent reader. Many are published in paperback form which enhances their popularity. Carlsen offers a definition of the adolescent novel that might additionally explain its popularity:

. . . a book written by a serious writer for the teen-age reader. The writer tries to evoke through his use of words the feelings and emotions, the triumphs and failures, the tensions and releases, that people in the age group of twelve to twenty normally experience.⁶

The appropriateness of the junior novel for the adolescent reader is described by Burton, a well-known expert in the field of literature for adolescents:

Books for adolescents relect various interests and concerns of young readers, but they have their greatest impact, probably, because of their connection with the personal problems of adolescents, and they afford the young reader a chance to stand off and view the seeming turmoil of his life in perspective, to reflect on things that are of the greatest moment to him, whether or not they may seem trivial to adults.⁷

As emphasized by Chambers, there is a good deal of reading being done by adolescents. However, they are not reading what experts think might be "profitable, healthy, or wise."⁸ This same attitude was expressed by Daniel Fader in his work with children who lived in the ghettos of Washington D.C., and the boys at The Maxey School in Ann Arbor.⁹

⁶G. Robert Carlsen, Books and the Teen-Age Reader (New York: Harper and Row, 1971), p. 41.

⁷Dwight L. Burton, Literature Study in the High Schools (New York: Holt, Rinehart and Winston, Inc. 1970) p. 244.

⁸Aidan Chambers, The Reluctant Reader (London: Pergamon Press, 1967), p. 234.

⁹Daniel N. Fader, Hooked on Books (New York: Berkley Publishing Company, 1966), p. 128 and Daniel N. Fader, The Naked Children (New York: The Macmillan Co., 1971) p. 254.

Censorship Practices

Many junior novels contain trivial sports, romance, and adventure stories and are judged by some adults to be of no great consequence to the readers. But many concerned adults and particularly parents, teachers, and librarians, will find the realism portrayed in many of the junior novels too seamy and base. Judgments against the depiction of real life concerns of today's adolescent such as premarital sex, abortion, homosexuality, obscene language, and the inclusions of disparaging images and comments about this accepted social, political, and racial values of American society will prompt many adults to limit the accessibility of such books.

There are several other situations which serve to dramatize the timeliness of a censorship study by this researcher. In November, 1972, the topic of censorship of children's books in school and public libraries was considered by the National Council of Teachers of English to be so relevant and timely that they devoted a three day preconvention seminar to study it. By attending that seminar, the researcher was able to gain an impressionable insight into some of the real problems and horrors facing today's teachers and librarians should they use books and reading matter considered relevant to and by children and find that objecting adults may succeed in forcing the removal of this reading material and thus deny use of these books in the schools.

The timeliness of this study is reflected also in the recent Supreme Court's ruling. In June, 1973, a slight majority of the court's members ruled that each community has the right to decide for itself what is to be considered obscene. The repercussions that might follow such a decision could encourage the most vocal group of each community to define what is to be considered appealing to prurient interests and without any socially redeeming value. This ruling may encourage many school and public libraries to decide that books in the present collections as well as future acquisitions must reflect only the majority viewpoint of the community rather than the diversities of a pluralistic society. This high court's decision could well open the gate for hysteria among book selections and educators and welcome the more aggressive and vocal or fanatic adults who claim themselves as representative members of the majority to openly crusade against many books considered by another element of society as necessary and important children's reading fare.

Anyone concerned with the consequences of governmental actions regarding censorship, might well consider the forecast of Judge Jerome Frank:

Governmental control of ideas or personal preferences is alien to a democracy. And the yearning to use governmental censorship of any kind is infectious. It may spread insidiously. Commencing with suppression of books as obscene, it is not unlikely to develop into official lust

for the power of thought-control in the areas of religion, politics, and elsewhere.¹⁰

The timeliness of the study is indicated further by the conflict and internal struggle of the educator's and librarian's profession. There is even today an inability to agree exactly what is to be considered necessary and relevant reading fare for today's children among members of the professional ranks. Arguments persist among these professionals to define terms such as obscenity, pornography, relevancy, and even literature; as well as the possible uses and abuses of books reflecting the diversity of life to be used with children.

John Donovan, the author of I'll Get There. It Better be Worth the Trip reportedly said that there aren't many areas of our society that children don't know about. They acquire a lot of their wisdom in from of a TV set, he said.¹¹ Does this justify the various topics and situations that the authors of juvenile books have written about these past few years? Simply because a child knows about something (or that you think he will or should soon know about it) do we then accept this topic as relevant reading fare for them?

¹⁰Judge Jerome Frank, "Selection from the Concurring Opinion of Judge Jerome Frank in U.S. vs. Roth." Censorship and Freedom. Harry M. Clor, editor (Chicago: Rand McNally and Co., 1971), p. 14.

¹¹Harry Gilroy, "In Juvenile Books It's Not All Fantasy," The New York Times, Thursday, April 3, 1969, p. C49.

Reginald Maddock respected writer and author of

The Pit said:

There are those who resist reading because reading is something adults made them do. Unless they are young children, their reluctance does not necessarily spring from lack of ability. They may be young in years - 12+ onwards - but they are often old in experience. They no longer believe in Santa Claus or fairies. Reading's for squares. They've tried it and it does nothing for them. The books they read as children - because they are forced to read them - are about artificial worlds, nothing like the real world their young lives are lived in. Teachers and parents may get their kicks and fantasies from books but they know easier ways of getting them more swiftly. I write at times for children like this. I try to write about real kids with real problems similar to their own. I write about bullies, hooligans, vandals; about juvenile crime, unsympathetic adults, drunken or careless parents, unenlightened teachers, truancy, homework, etc. These are the things they know about. These are the characters they identify with.¹³

Another situation that demonstrates the timeliness and importance of this study is the continuing debate that is currently occurring between two divisions of the American Library Association; The Intellectual Freedom Division and the Children's Services Division. The debate began during the summer convention, 1972, and continued with the mid-winter and summer conventions when the delegates could not agree upon an acceptable criteria for a book re-evaluation policy. The conflict still continues and is highly indicative of the wide diversity of attitudes and feelings when decisions concerning what children should

¹²Chambers, op. cit., p. 90.

and need to read. It is hoped that this study will provide pertinent data and will serve to draw the main points of disagreements and agreements together in a summation that will help to unify rather than divide members within the profession of children's literature. For without professional unification, little can be done to effectively ward off the non-professionals' censorial attacks.

Katz provided sound reasons why we may expect more acts of censorship when he said:

There is little reason to believe that there will be any amelioration of censorship and attempted censorship of controversial novels taught in the schools. Rather, because novels are now so readily available in inexpensive paperback editions and because secondary school teachers seem to be increasingly dissatisfied with anthologies and with the classroom classics . . . more and more teachers will probably use additional new materials in the classroom.¹³

This study will attempt to identify the reactions of adults who share a responsibility of guiding and directing children of the ages of twelve through fifteen in the reading of contemporary realistic fictional literature that describes the involvement and interaction of characters in establishing and developing peer and non-peer relationships.

¹³John Stuart Katz, "Controversial Novels and Censorship in the Schools," (unpublished dissertation, Harvard University, 1967), p. 168.

1

The types of peer and non-peer relationships as developed in junior novels that might arouse and provoke some adults to take steps to censor must be identified by the book selector. Steps can then be taken to prepare defenses of the books in question by concerned teachers and librarians who realize the value and need of today's children to acquaint themselves with differing life styles. Knowledge of the various procedures and techniques used by adults to censor books in public and school libraries will greatly aid parents, teachers, librarians, and school and library administrators.

Junior novels are not yet free from criticism simply because they pertain to such topics as drugs and drug addiction, emotional collapse, homosexuality, masturbation, imperfect parents and institutions, racial discrimination, death, premarital sex, and abortions. The literary quality of many junior novels leaves much to be desired. But there are some well written works by writers who are not writing in a condescending manner with a controlled vocabulary and cautious approach to vividness, but who are writing of the real world with real people. The literary works are there for adolescents to read if they care to, and it appears from reports from libraries and booksellers across the country that they do.¹⁴

¹⁴Jean A. Seligmann, "New Novels for Juniors," Newsweek, Vol. LXXXIII (March 4, 1974), p. 83.

In the next decade we will likely see an increase in the demand and enthusiasm by adolescents for novels that describe the veracity of the world. At least as viewed by various authors! There will also likely be an increase in the number of objecting parents and local organizations outside the schools and teachers and librarians within the schools and librarians who will question the purpose of these novels and the practice of allowing their children to read the books. The next portion of this chapter will contain a review of the research studies that identify the various aspects of adolescent literature that adults tend to object to plus the reasons why these concerned adults raised the objections that they did.

Much of the controversy about and the censorship of material about sexuality centers on the meaning and effects of the word "pornographic." This often used term is commonly cited by the censor when he reads a passage referring to a sex act. With the recent Supreme Court ruling of June, 1973, there is concern among librarians, educators, publishers, and writers of juvenile fiction who fear that the term pornography will be taken up as the effective crusade by the censor who sees himself as representing the morally accepted standards of the community.

The laws against obscenity appear to be made in the name of public morality. The "moralists" of a community take for granted the supposition that public morality has

a claim on each individual member of the community, and it is their duty to enforce the laws on all persons. The "libertarians" on the other hand, regard the newer and permissive attitudes toward sex as change rather than moral decay and welcome some of this change, or all of it, as a liberation from oppressive constraints.¹⁵

Each of the two extreme positions would give different definitions to "pornography," but the researcher would offer the Dronhausens' systematically developed definition of pornography:

In pornography (hard-core obscenity) the main purpose is to stimulate erotic response in the reader. And that is all. In erotic realism, truthful description of the basic realities of life, as the individual experiences it, is of the essence, even if such portrayals have a decidedly anti-erotic effect. But by the same token, if, while writing realistically on the subject of sex, the author succeeds in moving his reader, this too is erotic realism, and it is axiomatic that the reader should respond erotically to such writing, just as the sensitive reader will respond by actually crying, to a sad scene, or by laughing when laughter is evoked.¹⁶

Studies of objectionable language, identified and examined by this researcher, do not indicate which is the most volatile. The category of language referring to sexual matters is commonly thought of as words that can incite actual

¹⁵Harry M. Clor, Obscenity and Public Morality (Chicago: The University of Chicago Press, 1969), p. 6.

¹⁶Eberhard and Phyllis Kronhausen, Pornography and the Law: The Psychology of Erotic Realism and Pornography (New York: Ballentine Books, 1959), p. 18.

[illegible]

behavior on the part of the reader. The censor believes there is a mystical power of the word that refers to a sex act or the wording of a phrase that describes a sex act that forces the reader to commit sexual or violent acts. Therefore, as long as society feels an anxiety about the printed obscene word and its power of suggestion, the censor will exert some degree of pressure to eradicate obscenity in literature. The Kronhausens clarify this issue:

If freedom of expression is a sign of a mature society, then the frivolous suppression of words and/or ideas by certain censorious groups must be recognized for what it is: the symptom of a social neurosis defending its own illness - thereby contributing to the continuance of that illness for the society as a whole.¹⁷

A recent study by Sorensen might provide some insightful information to adults concerned with the sexual behavior of adolescents and thus better understand and maybe even accept the way this aspect of inter-personal relationships is treated in the junior novels. Never has such an in-depth survey on the attitudes and actions of today's youth been undertaken. Adults who shock easily at the sexual liberalism in current juvenile novels, and possibly doubt that the young person is all that familiar with sexual behavior, can better understand how these novels are reflecting the real world of sexuality and interpersonal relationships among teenagers. One of the most salient findings by

¹⁷Ibid., p. 143.

Sorenson listed 52% of all American adolescents as having had sexual intercourse; 59% of the boys and 45% of the girls are nonvirgins; 13% of all adolescents with intercourse experience had their first sexual intercourse at the age of twelve or under. By age fifteen, 71% of the boys are non-virgin and 56% of the girls are nonvirgins.¹⁸

With reports from Sorensen and others, we can readily see that our society is caught up in a rapid pace of change. There are bound to be not only bewildered youngsters, but bewildered adults as well. The adults seem to encourage whatever generation gap there is by dealing ineptly with the forms of revolt that children are taking. Society's elders seem incapable of maintaining pace with change, and therefore, soon become outmoded as models for the young to emulate. A consequence of the striking changes in our society is reflected in the nature of early adolescence. The preadolescent seems quite eager to throw off the label of child and rushes with full force into the assumed freedom and independence of adolescence. As noted by psychologist, Elton McNeil:

The distinction between early and late adolescence is blurring rapidly. This distresses most of us . . . the adolescent rushes with equal speed to embrace the experiences usually reserved for adults: sex, smoking, driving, drugs, independence, nonconformity. The rates of outward expansion in these

¹⁸ Robert C. Sorensen, Adolescent Sexuality in Contemporary America: Personal Values and Sexual Behavior, Ages Thirteen to Nineteen (New York: World Publishing Co., 1973), pp. 213-214.

two stages of life are tied together as adolescents vacate their roles and early adolescents rush in to assume them.¹⁹

People who support censorship of the reading material for youngsters often claim that reading about sexual matters and violence will act as a causative factor on a young person's behavior in anti-social ways. This researcher could find no scientific research reports which contain evidence to prove or disprove a definite assumption that reading about sex or violence will induce a juvenile to perform in a delinquent manner. In fact Johnson states that almost any kind of reading is a healthy activity. While history suggests that bad behavior existed long before books were written, there is ample evidence to suggest that reading has helped many young people to understand themselves and their problems.²⁰

Most psychologists and child development experts agree that juvenile delinquency is not the result of any one single cause, but that the events of early childhood have a profound influence upon later childhood delinquency. The early childhood events occur before a child has gained the skill to read. During the later childhood, a delinquent's social and interpersonal relationships are recognized as

¹⁹Elton B. McNeil, "Early Adolescence-Fact and Fantasy," Readings in Human Socialization (Belmont, California: Brooks/Cole Publishing Co., 1971), p. 167.

²⁰Pike Johnson, Jr., "Censorship, Critical Thinking, and the Paperback", Library Journal, XC (January 1965), p. 299.

much stronger influences upon anti-social behavior than reading matter that deals with sexual activities and violence or aggression. The majority of delinquents are generally known to read less and with more difficulty than normal children.²¹

Jahoda also tried to ascertain the impact of literature on the mind of the reader and concluded that it is impossible to isolate which form of mass communication media has the highest impact, because of the extensive overlaps of content coverage. Actual events and fictionalized forms of events are presented daily in the newspapers, radio and television broadcasts, and are readily available in books and comics of various degrees of quality. That content which an individual desires to expose himself to is a matter of personal choice and depends on his inclination. Seldom do people want to absorb everything that is offered to them. She reported that:

A conversion of attitudes by any of the mass media is indeed a rare event, if it occurs at all. Apparently, information is much more readily absorbed from the mass media than are attitudes which do not agree with those of the reader.²²

²¹Marie Jahoda and the Staff of the Research Center for Human Relations, New York University, The Impact of Literature: A Psychological Discussion of Some Assumptions in the Censorship Debate as cited in "Summary Report" quoted in Judge Jerome Frank Selections from the Concurring Opinion of Judge Jerome Frank in U.S. vs. Roth Censorship and Freedom of Expression; Essays on Obscenity and the Law, Harry M. Clor, editor (Chicago: Rand McNally and Co., 1971), pp. 1-18.

²²Ibid., p. 9.

The most important advice from Jahoda refers to the children who have not reached a maturity whereby their preferences have not crystallized and who still exhibit an open and innocent curiosity of the world about them. These children could possibly receive a danger from literature, because they are naively vulnerable to accidental influences from reading material. These vulnerable children are not the normal children, but are the insecure or maladjusted who find in reading an escape from reality which they do not dare face. Their needs which are not met in the real world are gratified in a fantasy world; apathetic feelings that as an individual, he has no control over forces in his real world which are based upon violence and brutality. Regarding causative factors in reading material and the quality of literary merit, Jahoda emphasizes:

It should be noted that insofar as causal sequence is implied, insecurity and maladjustment in a child must precede this exposure to the written word in order to lead to these potential effects. Unfortunately, perhaps, the reading of Shakespeare's tragedies or of Anderson's and Grimm's fairy tales might do so much the same.²³

The Anglo-American Seminar on the Teaching of English which was held in 1966 at Dartmouth College relegates to all teachers of English the necessity of presenting to their students vicarious literary experience that reflect diversities of life. It was stressed that the cognitive limitations of the disadvantaged child as well as the most advantaged

²³Ibid., p. 70.

child will for evermore be controlled by family, class, and social role, unless the school provides him with a kind of discursive experience which he can internalize and which is different from what he internalized at home.²⁴

The diversities of life common to a pluralistic society such as exists in the United States may appear somewhat threatening to adults who tend to favor a monotheistic viewpoint of society. These adults may take drastic action against certain junior novels which present a life-style that is contrary to their own pattern of living, or to the expectations that they hold for their children.

As pointed out by Fiske in her study of book selection policies and censorship in California during the nineteen fifties, public and school librarians as well as teachers, parents, and other adults within the community may take a variety of actions to protect their children from reading of such diverse life-styles that are in contradiction to the values and mores of the community.²⁵

It has been the writer's personal experience to see the dramatic effects of irred parents who desired the banning of a particular novel. While teaching a graduate class of

²⁴James R. Squire, ed., Response to Literature (Champaign: National Council of Teachers of English, 1968), p. 72.

²⁵Marjorie Fiske, Book Selection and Censorship (Berkeley and Los Angeles: University of California Press, 1959), pp. 45-63.

children's literature in a Detroit suburb to teachers of elementary school students, the writer recommended a list of contemporary fictional junior novels that dealt with particular social and personal problems. On that list was the very popular junior novel, Go Ask Alice, anonymous author. One seventh grade teacher suggested that her class read the book. However, she did not read the novel herself before recommending it. The novel brought an arousing protest from a group of the parents who complained not only to the teacher but to the principal, superintendent, and local school board as well with this letter.

PARENTS ALERT

This book was purchased by the mother of a 7th grader without any knowledge of its content because she trusted the recommendation of the teacher. The parents involved met with the principal and teacher and resolved the problem. The teacher and principal claimed ignorance of the books [sic] content with apologies.

We ask, 'How many books of this category are still in our school system, and how many parents will be victimized by such irresponsibility?' Gutter talk belongs in the gutter, not in the institutions of learning! We don't want a dime store education at Tiffany prices!!!

Parents must get involved in their childrens [sic] education. Don't be afraid of being called a 'BOOK BURNER' or being told 'YOU ARE THE ONLY ONE THAT HAS COMPLAINED.' because these are just cover ups for those who want you quieted! You Are professionals! Professional Parents - and you have a degree!! A Degree in Common Sense!! Your child's [sic] education will only be as good as you want it to be . . . Again, get involved! Someone cares-----YOU!!

PARENTS RIGHTS COMMITTEE²⁶

²⁶ Acquired by the researcher from his graduate student, May, 1973.

The teacher pleaded ignorance and apologized to the parents. Had she read the book before recommending it, or had she been more informed about the aspects of the censorship problem in general, she might have been more successful in preparing a sturdy defense about the worth and the usefulness of the story when used wisely with students. The parent's group was successful in getting the book banned from the school library as well as the classrooms.

There are few teachers and librarians who are prepared with formalized written policies that could be used as effective measures of defense against the protests of and actions taken by book-banning adults. Symula offers this advice to schools to protect themselves from outside censors:

The single most important fact brought out by the censorship reports is how totally unprepared many schools are to combat censorship. Superintendents, principals, librarians and many teachers are afraid to stand up to the censor and defend the material that they have approved or selected for classroom use. The need here is obvious. Schools must develop sound book selection policies and formal procedures for handling complaints against books; and until this is done they will continue to be at the mercy of anyone who decides that he knows best the material that should be included in the English curriculum.²⁷

This study will help those educators and librarians whose responsibility it is to guide and direct children's reading,

²⁷James Francis Symula, "Censorship of High School Literature: A Study of the Incidents of Censorship Involving J. D. Salinger's 'The Catcher in the Rye'," (unpublished Doctoral dissertation, State University of New York, Buffalo, 1969), p. 50.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

to see the necessity of drawing up formal statements which will ensure the right of each child to have the liberty and right to read materials of his choice.

The American Library Association has long concerned itself with the freedom of choice for library patrons, whether adults or children. Since its last amendment in 1967 the document entitled, The Library Bill of Rights, (Appendix A) has paved the way for an open and free choice of all ages to read about broad and diverse topics of interest. Only more recently with The Students Right to Read²⁸ (Appendix A) document has the child been a major focal point of the same protection to freedom of choice to read about any subject of interest and in any book circulated by the library, whether originally intended for adults or for children of a specific age.

Perhaps one of the most convenient aids to help teachers and librarians to counter the censor's attack is a form drawn up by the American Library Association called, Citizen's Request for Reconsideration of a Book, (Appendix A). This form has been a most successful means for facilitating communication between the book selector and the concerned adult who seeks to have the book banned. The

²⁸Kenneth L. Donelson, The Students' Right to Read (Champaign: National Council of Teachers of English, 1972), pp. 24.

complainant is asked to specifically enumerate his objections and to recommend alternative titles that could be used in place of the accused title. Time to reconsider tends to give the potential censor a clearer perspective of the total literary piece. He is helped to evaluate the selection in a rational manner rather than on the basis of emotionalism or bias.

The Purpose

The purpose of this study is aimed at achieving two objectives:

The first purpose of this study is threefold--
(a) to identify the attitudes of parents, teachers, and librarians about the novels relations; (b) to identify the reasons for their reactions to this content and (c) to determine what measures they will take should their attitudes be negative to the content.

The content of the junior novels will be classified into three categories of interpersonal relationships, reflecting the intensity of relationships between book characters of the opposite sex, same sex, and non-peer groups i.e., significantly older or younger, mentally or physically retarded.

The second purpose of this study is to perform content analysis of junior novels that take place in a contemporary and realistic setting in America and have been

written by American authors for the adolescent reading audience. The main book characters are to be of adolescent age and portrayed as being committed to initiating and developing meaningful interpersonal relationships between members of the same sex, opposite sex, or non-peer groups.

Characterization and action in the novels may depict and express attitudes and behaviors involving such potentially censorious topics as: profane language; sexual intercourse; drugs and liquor; running away from home; communal living; disparagement of religion, social, political, and racial values condoned as proper in the established norms of American society.

Assumptions

1. It is through contemporary realistic fiction which emphasizes peer and non-peer relationships that children, ages twelve through fifteen, come to understand their self-identity better.

2. Children desire to read realistic fiction that describes contemporary problems and situations that reflect real-life problems and situations common to children, ages twelve through fifteen.

3. Children desire to read contemporary realistic fiction that contains characters of the same or slightly older age than they themselves.

4. Literature, and especially the junior novel, is one way in which young adolescents can gain understanding and insights to their personal and developmental concerns, needs and desires of developmental tasks, specifically the developmental tasks pertaining to the relationship of oneself with peers and non-peers.

5. Children, age twelve through fifteen, desire to read fictional novels that deal with situations and problems that embody life-styles and values and moral codes which are different than or contradictory to their own familiar life-styles, values, and moral code.

6. If differing life-styles and moral codes are experienced even vicariously by the reading of contemporary realistic fiction, then these situations are more easily coped with when confronted in real life.

7. Feelings regarding concepts and attitudes of social interaction with peers and non-peers, acceptance, admiration, love, trust and the sexual act will be illuminated when confronted with the diversity of life-styles and moral codes portrayed in contemporary realistic fiction.

Hypotheses

Null Hypothesis I:

As measured by average test responses, no differences will be found between parents, teachers, and librarians to claim their right regarding the privilege to control the literary selections made accessible to children ranging in age from twelve to fifteen years.

Research Hypothesis I:

The mean score of the parents' group on a measure of authoritarian control will be less than that of the teachers' and librarians' groups.

Null Hypothesis II:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition to adolescents' desires to read contemporary realistic fictional novels about peer relationships and non-peer relationships portraying values and life-styles that differ from the established norms of society.

Research Hypothesis II:

The mean score of the parents' group on a measure of opposition to anti-establishment norms of society will be less than that of teachers' and librarians groups.

Null Hypothesis III:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition of allowing adolescents to read the literary selections dealing with peer and non-peer relationships that make reference to or describe the sex act.

Research Hypothesis III:

The mean score of the parents' group on a measure of opposition to reading about the sex act will be less than that of teachers' and librarians' groups.

Null Hypothesis IV:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their decisions regarding the appropriateness of allowing certain literary selection to be read by adolescents.

Research Hypothesis IV:

The mean score of the parents' group on a measure of deciding the appropriateness of certain literary selections will be less than that of the teachers' and librarians' groups.

Null Hypothesis V:

As measured by the scores on two tests, there is no relationship between the procensor attitudes of parents, teachers, and librarians and the objectionable reactions of parents, teachers, and librarians when reading literature of a controversial nature.

Research Hypothesis V:

The sums of two tests of the parents' group on a measure of comparing procensor attitudes with objectionable reactions to controversial literature will indicate a more positive relationship that exceeds that of the teachers' and the librarians' groups.

Null Hypothesis VI:

No difference will be found in categories of interpersonal relationships as measured by content analysis of censorious aspects between peer relationships of the same sex, peer relationships of the opposite sex, and non-peer category.

Limitations

1. The specification of the development of interpersonal relationships as developed between persons of the same sex or opposite sex, members of the same peer group or non-peer group precluded consideration of the development of interpersonal relationships between family members (or animals or inanimate objects).
2. A written response questionnaire was devised to measure the attitudes and reactions of parents, teachers, and librarians when they serve in the role of selecting,

re-evaluating, recommending, requiring, advising, or controlling the reading fare of adolescents.

3. Content analysis was devised to ascertain the potential censorious qualities found in selected junior novels that might result in parents, teachers, or librarians objecting to their inappropriateness for adolescent reading fare. No attempt was made to determine the quality of the junior novels selected.

4. Realistic fiction as found in contemporary junior novels was the sole genre of literature considered. Short stories, story collections, poetry, historical fiction and fantasy were thereby excluded.

5. The sample population surveyed in the study was composed of parents of adolescent-aged children, teachers of literature, reading, or language arts classes of the same adolescent-aged children, and school librarians and public librarians serving adolescent-aged children in the same geographical location. Because of the localized area in which the sample population was drawn, no national norms or insinuations can be accurately made.

Definition of Terms

adolescent: a male or female child ranging from the age of twelve to twenty years.

early adolescent: a male or female child ranging in age of twelve through fifteen years.

Adolescent novel: a fictional story written especially for adolescents (syn., junior novel).

- book re-evaluation: determining the quality level of existing book collections according to accuracy, authenticity, style, theme, or contents.
- book selection: determining the quality level of potential book additions to be purchased based on criteria explicit in a "demand theory" or a "quality theory" for use within a library.
- censor: one who makes judgments regarding the appropriateness of reading fare for others and would limit or ban the accessibility of such reading fare.
- censorship: the act of limiting or banning the accessibility of books judged inappropriate for others to read.
- demand-theory: a book selection policy whereby books are purchased on the basis of the clientel's demand or desire.
- junior novel: a fictional story written especially for the adolescent audience.
- non-peer relationships: the initiation and development of interaction with members of either sex, but of a significantly younger or older age; or with one who is mentally or physically handicapped.
- obscenity: language that refers to a human sexual activity or excrement function.
- peer relationships: the initiation and development of interaction with members of either sex, but of the same or similar age bracket.
- pornography: literature that vividly describes a sex act without regard to human feelings and emotions.
- profanity: language that generally includes swearing and cursing; to read something considered sacred with irreverence.
- quality-theory: a book selection policy whereby books are purchased on the basis of providing the best in literary merit to promote morality, education, and general up-lifting of a libraries clientel.
- recommended books: titles of adolescent novels that are made available to adolescents for their voluntary reading and free choice.

required books: titles of adolescent novels that are demanded to be read by adolescents for classroom study.

sex act: the bodily function involving sexual intercourse between members of the same sex or opposite sex.

swear words: language that is spoken or written of rash or empty oaths.

vulgarity: vernacular language that reflects moral crudeness found in contemporary speech expressions.

Overview

In Chapter I, the problem has been indicated, including the importance of alerting teachers, librarians, and parents to the needs of adolescents and how these needs are met in junior novels; assumptions; hypotheses; and a list of defined terms used in the study. Chapter II presents the scientific studies and other pertinent literature reviewed for the study. Chapter III contains the design of the study including a description of the sample and the specific methodological procedures used. In Chapter IV, an analysis of the data-computational results is offered. Chapter V will include a statement of conclusions based on the results of inquiry, and implications and recommendations for further research are supplied.

CHAPTER II

REVIEW OF THE LITERATURE

Perusal of the literature reveals that it is almost impossible to identify who, as an individual, or which set of people as an organized pressure group will be most likely to object to certain books within the school and the library. As times and attitudes change throughout our world and during our life span, we will certainly witness changes in the curricular of objectives and design of materials in the schools. Often times, segments within our society will not adjust to those changes and public opinion will desire to condemn those books and materials that reflect a difference or which advocate a set of values seen as inappropriate for school aged children. The censor may also be seen as one who refuses to see the benefit of continued use of materials that were once respected and were expected to be found in the English curriculum or on the library shelves. Such censors may be identified as the concerned citizens of the community. Just as librarians may act as self-censors, English teachers may also pose as moral judges acting in the defense of adolescents.

Members of the laity who would demand the removal of objectionable books from the classrooms and libraries

might be parents, clergymen, or members of a local organization. They may or may not have children of their own, and if they do have children, those children may or may not be the same students that the citizens have in mind when restrictions are being imposed on the literary works they may read. Some citizens would be content with an arrangement whereby only their own children are not allowed to read objectionable literature. Other citizens would demand that all children be denied the right to read the objectionable literature. School and library policies vary, but usually, alternate arrangements are provided for the child whose parent demands that his child not be allowed to read certain titles or topics in literature.

Book Selection Practices

In school and public libraries throughout America, there is evidence of avoidance of the censor's wrath by librarians excluding from purchase or throwing out existing controversial books. The Fiske Report, one of the first thoroughly researched studies on book selection policies and censorship, brought to national attention just how the community climate and attitudes activated an effective threat of a censorship problem on libraries. Two-thirds of the 204 librarians sampled replied that they refused to purchase a book if it, or its author, had been labeled controversial. One-third of the librarians admitted to

permanately removing some controversial materials, and a fifth reported an habitual avoidance of all controversial matter.¹

Even though the Fiske Report limited itself to libraries within the state boundaries of California, its impact was seen by David Dempsey as a reflection of a national trend of libraries to remain and maintain "a refuge for the middle-class, the middle-brow, and the middle-sexed."² If his extroplation is correct then there will be little cause for protest from the middle-class sectors of the American society. Instead, the poor and rich, minority peoples will have due reason to object vehemently when their values and life styles are not represented in the books contained in the collections of America's libraries.

It is not uncommon that a patron representing minority groups or radical elements within our society request books be purchased so that his views and principles are represented in the library holdings and then have these books rejected by the book selectors solely because they feel the books do not meet the criteria for literary merit. The patron may claim that he is being discriminated against

¹Marjorie Fiske, Book Selection and Censorship: A Study of School and Public Libraries in California (Berkely: University of California Press, 1959), Table 11, p. 124.

²David Dempsey, "Teaching Librarians to Fight Back," Saturday Review, XLVIII (February 27, 1965), p. 21.

and that censorship is enacted. This situation highlights the antithetical philosophies reflected in the "demand-oriented" book selection policies and "quality-oriented" book selection policies.

The "quality-oriented" librarians see as their duty the need to educate, enlighten, and uplift the clientele of their library. This philosophy was expounded and widely accepted in the times prior to mandatory education. The librarians deemed it their responsibility to offer their patrons the best in literary merit because the patrons were not considered sophisticated enough or because they could not afford to purchase their own literary selections.

The "demand-oriented" librarians furnish the clientele with the selections deemed important by the patrons. This policy is usually justified by the fact that it is the taxpayer's money which supports the library. The demand-oriented librarian works primarily to satisfy the reading interests and needs of his patrons rather than to change or upgrade them. How well he does indeed provide the patrons interests and needs is reflected in the circulation figures which in turn determine the budget appropriations. A relatively uncomplicated basis for determining the quantity and nature of books one may select.

Fiske found by far the largest number of California librarians to believe that the library's chief function was

to meet public request.³ The library science professionals do not see themselves exclusively as an educational institution providing inspiration, information, and recreation, nor do they see their library exclusively as a institution where the patrons are given what they want. Rather than perceiving the public library as polemics along the continuum of quality versus demand as the basis for determining a book selection policy, they see the purchase of new books as a selected compromise.

Meritt offers this advice in implementing the compromise theory:

Acting in good conscience and without fear of intimidation, the librarian must select each book as being in fact a positive contribution to the collection and of potential benefit or usefulness to some portion of the library's clientele. He must select each book not because it will do no harm but because it may do some good. There is a positive collary to this. A book is selected because of its usefulness to a group of readers, even though it may not be useful to others, or may even be distasteful, repugnant, or objectionable to them. It is selected for its positive value to a certain group of patrons, despite the possibility of another patron's objecting or the likelihood of controversy.⁴

Fiske noted that book selectors for school libraries placed considerable emphasis upon the quality and literary merit of their selection. School librarians see as one of

³Fiske, op. cit., pp. 8-11.

⁴LeRoy Charles Meritt, Book Selection and Intellectual Freedom (The H. H. Wilson Co., 1970), p. 12.

their most profound duties the necessity of exposing children to a wide variety of well-written and value-oriented literary works. Their theory being that if children are introduced and constantly exposed to reading material of the highest quality, a love of reading the "best" will insure lasting results.⁵

Unfortunately, the theoretical practice of basing book selection primarily on the "quality-theory" has not produced a nation of adults with a permanent love for reading.⁶

The selection of curricular-oriented materials is another dimensions which is affected by the quality-oriented policy. Fiske found that approximately one-third of the school librarians indicated that they seldom solicited the readers (students) or the teachers within their schools for suggestion for titles for new orders nor did they even query them about their curricular reading needs. They deemed their personal judgment about a book's worth (in terms of its literary merit and its contribution to the curriculum) as the proper basis for selecting curricular-oriented materials.⁷

⁵Fiske, op. cit., pp. 14-15.

⁶John Warren Stewig, "They Can-But Do They? (Read, that is!)," Elementary English, L (September, 1973), pp. 921-922.

⁷Fiske, op. cit., pp. 94-95.

There appears to be a general agreement among school and public librarians about criteria one includes in the "quality-oriented" standard acceptable for children's literature. These would include criteria as: reading level, adequacy of print, paper and illustrations, developmental level, and in fiction, "imaginative level." However, Fiske, revealed that about half of the school librarians surveyed were more concerned with the harmful and traumatic effects of reading upon children than were the public librarians.⁸

This schism between the two professional librarian groups indicates their inability to decide which adults are better qualified to determine when one reaches the maturity level that would be necessary for him to be able to cope with certain aspects of life (even vicariously in his reading). References made were mainly to sex and political propaganda. Such implications would lead one to believe that the school librarian sees himself as the moral protector of children's innocence and would less likely select books that dealt with a sexual reference or contained a politically propaganda style of writing. Whereas, the public librarian might be more inclined to select books on a "mature" level to meet the interests and needs of many children.

⁸Ibid., p. 24.

Public libraries therefore, might offer a wider diversity of values and life-styles than those books commonly found in the school library.

The investigator has found no significant and reliable research nor empirical studies that would indicate an injurious effect on the moral character of any normal child who would happen to read stories that made references to sex or political propaganda. In a recent survey of 203 psychiatrists and psychologists, more than 80% agreed that the removal of sexually oriented materials would not be beneficial in encouraging a healthy and accurate view of sex by the younger person. Approximately 62% of these mental health experts did agree that official concealment of sexual and anatomical information might tend to promote a pathological degree of curiosity and injudicious experimentation in the inexperienced.⁹

There is one rather common opinion expressed in the professional literature about what often happens in situations where students are not provided books on taboo topics: if an appreciation and understanding about human sexuality and diversities of life-styles are dealt with in

⁹ New Jersey Committee for the Right to Read, A Survey of New Jersey Psychiatrists and Psychologists Pertaining to the Proscription by Legislation of Sexually Oriented Publications for Persons Under 18 Years. Trenton, New Jersey: The New Jersey Committee for the Right to Read, 1967), p. 13.

literature of a high quality but are not offered under the direction and guidance of librarians and teachers, the consequence may force children to locate answers to their concerns and questions in other sources of questionable value.

Since the guiding adult is not always present or available to the readers, it is crucial that they are taught to be critical readers and thinkers so they will not be easily swayed by what they read, so they can make valid and logical judgments about their personal lives and the lives of others. Attributes as these are necessary of a citizenry of a functioning and effective democratic society. Exposure to writing which espouse conflicting values, reveal the grim realities of life or are of a propagandistic nature, must be a mandatory element in the school curriculum.¹⁰

Our faith has to be placed in the judgment and good taste of dedicated and well trained librarians and teachers. Such an educator must hold high the ideal of saturating children with reading material that will challenge and cultivate their intellectual and aesthetic tastes and broaden their perspective about life in general. The results would consist of a world inhabited by adults capable of reflective thinking, who read to learn and to

¹⁰Patricia J. Cianciolo, "Discriminating Readers Are Critical Thinkers." Reading Horizons, IX (Summer, 1969), pp. 174-180.

educate themselves and who evidence an intense interest in an understanding of their world.

The librarian must remain objective when selecting books even though therein are actions and themes presented which threaten his personal values or the established norms of society. When asked to make literary judgments, the non-objective librarian allows moral judgments to interfere with the final decision, thereby crushing all professional perspectives.¹¹

John Farley conducted an intensive personal interview study among fifty-four high school librarians in Nassau County, New York. Just as the Fiske Study identified the conscious and subconscious acts of censorship by librarians engaged in book selection practices, Farley identified the same practices of his sampling. He distinguished between the type of censorship that results from pressures imposed upon the librarians and the type that is performed by the librarian on his own initiative and because of his own convictions. The latter type of censorship was referred to as "voluntary censorship," and the former kind termed as "involuntary censorship." The voluntary type of censorship was more prevalent than was involuntary censorship.

¹¹Dorothy Broderick, "A Study of Conflicting Values," Book Selection and Censorship in the Sixties, ed. by Eric Moon (New York: R. R. Bowker Co., 1969), p. 204.

All of the Nassau County senior high school librarians performed some voluntary book censorship. Except in the cases of some books seen as extremely controversial there was no unanimity among the librarians concerning specific titles that should be censored.

The Farley study has a significant offering regarding this researcher's study. Farley indicated that the Nassau County senior high school librarians almost unanimously recognized book censorship as one of their functions. Although few were comfortable with the word "censorship" when it was applied to any of their activities. The study revealed that most of the Nassau County librarians performed voluntary censorship acts because of expectations of complaints from parents or others (administration and organized pressure groups). The actual number of complaints was far less than that expected by the librarians. The findings here should not surprise anyone. How could there be any complaints about books when there appeared to be so little of a controversial nature from which to choose?

Another rather interesting fact which was highlighted in the Farley study is that librarians agreed that there was little censoring of the established "important" writers, as compared to the lesser known authors. This finding may have significance in explaining why librarians seem to be reluctant to select works of authors who are not well recognized in the literary field for their writing

addressed specifically to the adolescent audience. A reputation built over a long period of time assures public reverence and trust and tends to insure the works of a time-honored author a place on the school library shelves.

One last observation regarding the Farley study pointed out that more censorship was done on a voluntary basis regarding sex than on an involuntary basis as a result of actual complaints, or as a result of fear of complaints, or as a result of the stipulations of a book selection policy, or because of any outside pressures. This issue will be dealt with later in this chapter, but it should be noticed that the matter of sex was considered the most volatile literary aspect that could result in an act of censorship with the Nassau County school librarians.¹²

The findings of the Farley study coincide strongly with the findings of Fisk and one other study, namely that conducted by Wheeler and Goldhor.¹³ These researchers reported that in the selection process, librarians carefully reviewed materials before a purchase was made to avoid complaints from patrons and school administrators. By not purchasing the controversial book, librarians were generally

¹²John J. Farley, "Book Censorship in the Senior High School Libraries of Nassau County, New York" (unpublished doctoral dissertation, University of New York, 1964), pp. 140-183.

¹³Joseph L. Wheeler and Herbert Goldhor, Practical Administration of Public Libraries (New York: Harper & Row, 1962), p. 461.

following a self-serving principle to avoid any censorship controversies.

Little specific information seems to be known concerning the problems of censorship and how it affects the attitudes and behavior of librarians. Librarians may find succorance behind such ethical guides as The Library Bill of Rights, The Freedom to Read Statement, The School Library Bill of Rights, and the Students Right to Read, all documents adopted by the American Library Association. However, these basic freedom-of-access policies which govern the services of all libraries offer no legal rights to the librarians.¹⁴ Without the legal protection of the courts, it might be too much to assume that the librarians will pay much attention to intellectual freedom.

An important attempt was made by Busha to determine the correlation between public librarians' attitudes toward censorship and intellectual freedom in five midwestern states. A positive and statistically significant relationship was found between the attitudes of librarians toward intellectual freedom and censorship; however, the computed coefficient of correlation was not high. Some midwestern public librarians agreed to intellectual freedom concepts and at the same time approved of certain censorship measures. The attitudes of these librarians were regarded as neither

¹⁴American Library Association, Proceedings of the 87th Annual Conference, Kansas City, Mo. (Chicago: American Library Association, 1968), p. 22.

highly favorable toward intellectual freedom nor highly unfavorable to censorship activities. Librarians tended to agree to a greater extent with intellectual freedom principles than they tended to disagree with censorship activities.

Where one might expect librarians to exhibit more of a permissive attitude toward controversial reading matter since they are charged with the duties of material selection, (collection, building, maintainance) and dissemination of information as stated in such basic documents as the Library Bill of Rights and the Right to Read, Busha's study revealed that the attitudes of most midwestern librarians tended to cluster on or near the middle of the continuum.

Other conclusions drawn by Busha shed some significant insights about librarians with repressive and authoritarian attitudes regarding intellectual freedom that the researcher considers of importance and pertinent to his study:

- (1) a proportional relationship existed between the ages and the attitudes of librarians toward intellectual freedom, censorship, and authoritarianism;
- (2) sex of librarians was found to be a very significant differentiating criterion in relation to censorship and authoritarian attitudes, since females were more procensorship and also agreed with more of the authoritarian ideas than did males;
- (3) age had a bearing on attitude scores, since the greater the age, the more the librarian tended to agree with authoritarian beliefs as well as censorship measures;

- (4) an inverse relationship was found between community size where librarians were employed and the degree to which librarians approved of repressivism and authoritarianism;
- (5) heads of service departments in libraries were the most permissive and liberal of the five groups of job classifications, and directors of libraries were more conservative or restrictive;
- (6) anticensorship librarians had completed more years of formal education;
- (7) with each increase in the amount of formal education completed by librarians, there was in most cases a corresponding rejection of repressive measures.¹⁵

Book re-evaluation is not a new practice in librarianship, until recently it has been a commonly accepted duty performed by librarians to "weed out" selections and materials that were considered to be inappropriate because they were characterized by a lack of accuracy or authenticity, or they were simply "out-of-date" in content or style of writing or illustrations. However, a current debate is now raging between two factions of the American Library Association concerning just how far book re-evaluation can be taken before it is considered by some to be classified as an act of censorship on the part of a librarian. The two opposing camps confronting the issue are the Children's Services Division (CSD) and the Intellectual Freedom Committee (IFC). Aspects of the re-evaluation issue are discussed below.

¹⁵ Charles H. Busha, "Intellectual Freedom and Censorship: The Climate of Opinion in Midwestern Public Libraries," The Library Quarterly, XLII (July, 1972) pp. 299-300.

Representing the Children's Services Division, Dorothy Broderick defends the right of each children's librarian to remove from circulation any materials that he determines promotes discrimination, prejudice, and misinformation. Broderick says the librarian is to use his own moral judgment in making the final decision.¹⁶ Broderick asserts that the concept of intellectual freedom is too abstract to use as a guide in determining what is to be left on the shelves for children to read. She perceives the library as a microcosm of society in which librarians should promote the concept of social responsibility which implies value judgments -- "that some things are wrong and some things are right." That those materials which promote racism should be labeled by the librarian as wrong when those materials hinder the growth of the intellectually free. The author offers an alternative to the conflict by saying

. . . we have to recognize that such a fight cannot be carried out under the banner of intellectual freedom, unless that phrase is redefined to mean that we will do all in our power to offer individuals experiences through materials that will broaden not limit, their possibilities for growth. That means making value judgments.¹⁷

¹⁶Dorothy Broderick, "Censorship - Reevaluated," Issues in Children's Book Selection, ed. by Lillian Gerhardt (New York: R. R. Bowker Co, 1973), pp. 61-66.

¹⁷Ibid., p. 65.

One wonders how the practice of labeling a selection as "wrong" or "right" will help young readers to gain facility in critical reading or will enable them to become independent thinkers? In an opposing article, James A. Harvey, assistant director of the ALA Office for Intellectual Freedom, takes to task the proponents of the "value judgment" theory. He claims that the views of the Children's Services Division recommendation to discard materials on the basis of subjective value judgment, synonymous with censorship, that it encourages the exclusion of library materials largely because of the views expressed by the authors. A point is made regarding how similar is Ms. Broderick to the censor who believe he is acting in a socially responsible manner by exclaiming that some things depicted and expressed in books are right and good while some things are wrong or bad. A credo of censors long past.¹⁸

Harvey does not share with the Children's Services Division that the purpose of education is to provide children with a prescribed body of knowledge. He views education as the development of the ability to think critically about social issues:

Intellectual freedom has not always been viewed as one of the basics of librarianship as practiced in the United States. Yet, for the past 30 years with specific application to children, intellectual freedom has been viewed by the profession -

¹⁸James A. Harvey, "Acting for the Children?" School Library Journal, XCVIII (February 15, 1973), pp. 602-605.

if we can accept ALA as the voice of the profession - as one of the library's inviolable tenets. This view sees the library as attempting to provide people with any information and knowledge which it is hoped will lead to critical thinking, wisdom, understanding, and informed actions.¹⁹

It is doubtful that the internal conflict within these offices of American Library Association regarding re-evaluation will be resolved for some time. The tasks of deciding what materials can be classified objectively as lacking in quality and what can and will constitute a worthy and useful contribution to a body of knowledge is a long-established task assigned to librarianship and educational circles. The principle involved when supplying the library with books that are valuable and useful suggests that all sides of an issue be made available even though the librarian may view with contempt the issue itself or subscribes to one of the positions of the issue or decides that the publication may not evidence great literary quality. Harvey reminds the reader that all library patrons have a right to read materials that reflect their values and attitudes. He states, "Bigots pay taxes; bigots use libraries; bigots read."²⁰

Censorship Practices

Teachers of adolescents who will use contemporary literature in their English classes may also find themselves

¹⁹ Ibid., p. 29.

²⁰ Ibid., p. 29.

involved in the censorship issue. There are many similarities between the teachers and the librarians in the way in which they see themselves as targets of the censor's attack; methods of preventing censorship attacks; and ways in which they exercise self-censorship.

There are almost as many reasons given for banning books as there are books written. It is virtually impossible to identify independent variables that would indicate when a censorship problem is about to actually happen, or even where the situation might occur. As will be seen in the forthcoming studies and reports, attempts to ban books in the schools is a very timely issue. Judith F. Krug, chairman of the ALA's Intellectual Freedom Committee, reported that in 1973 there were more than 100 attempts made to ban books from school libraries or curriculums from Dallas, Texas to Hollidaysburg, Pennsylvania. She states:

The general situation today is much worse than just five years ago. People are worrying about things like drugs and crime. They are looking for easy solutions, and they think that if we can just get rid of this 'dirty' book or that 'subversive' book, our problems will go away.²¹

Burress queried teachers from Wisconsin and found twenty-two percent of the teachers' indicated censorship

²¹Judith F. Krug, "The Book Banners," Newsweek Vol. XXXI (March 26, 1973), p. 64.

problems.²² If the statistics are reliable, then there is some indication that in the upper midwestern region of the United States, and especially concerning Michigan and the implications on this researcher's study, the pressures of the censor in schools located here is indeed prevalent.

Ahrens did a study of censorship and secondary English teachers in 1965, and helped to identify some of the factors involved where such problems involving censorship exist. All teachers selected for the sampling were members of the National Council of Teachers of English and were located throughout the United States. Ahrens estimated that perhaps ten per cent of public school teachers of English have probably experienced some form of overt censorship.²³ This may differ somewhat according to region and state, as she discovered that out of twenty English teachers from Michigan, five (20%) had reported censorship incidents.

Traditionally citizens of a community, concerned with the quality of education for their children, have looked upon the schools as institutions whereby the youth of today will take on the responsibilities of adulthood upon graduation. Schools are expected to teach the children

²²Lee A. Burress, Jr., "How Censorship Affects the School," Wisconsin Council of Teachers of English (Special Bulletin No. 8, October, 1963), p. 2.

²³Nila Herber Ahrens, "Censorship and the Teacher of English: A Questionnaire Survey of a Selected Sample of Secondary School Teachers of English" (unpublished doctoral dissertation, Teacher's College, Columbia University, 1965), p. 92.

basic literacy skills, and some people would include in their definition of literacy, the ability to make logical judgments and to detect propaganda techniques when reading expository writings. They would also include the acquisition of the ability to discriminate and appreciate literature. These literacy skills and attitudes are commonly considered essential to ensure the life-long habit of reading. We are living in a pluralistic society and sectors of diverse cultural backgrounds are demanding that their cultural, religious, and ideological opinions are represented in the curriculum and in the literary selections which are read by the students in their English classes. If these demands are not met in a manner that satisfies some citizens, or if some of the citizens object to the inclusion of materials that reflect differing life-styles and codes of values, then public criticism is bound to occur. As Ahrens survey point out:

. . . public criticism of local schools was widespread. While textbooks were among the common subjects of complaint, they were outranked in frequency of mention by school costs, policies, curricula, and teachers. English textbooks were outranked by those in social studies . . . more than one-tenth of the public school English teachers reported (over a two year period) they had been involved personally in at least one censorship incident.²⁴

Regarding the type of communities most often containing elements of procensoring citizens, Ahrens made mention of teachers describing the political feeling of the

²⁴Ibid., p. 88.

community as follows: 46.2 percent of the teachers who had experienced censorship problems described their community as "middle-of-the-road"; 42.3 percent saw their community as "conservative." Realizing of course that the reporting teachers had no scientific way of determining the political atmosphere of their community by which they might objectively label it correctly, the investigator might also have asked for each teacher to label himself to determine if the teacher felt he was an included member who would reflect the sentiments of the community; or excluded member of the community who would possibly not reflect the sentiments of the community, and thereby, open himself and his teaching to be questioned by the dominant objecting members of the community.

Incidents have been reported from country schools, rural and isolated areas, fast-growing suburban areas, and in cities of all sizes ranging from small independent towns of a few hundred people to a vast megopolis. Therefore the size of a community is not a reliable factor in predicting censorship problems. However, Ahrens did conclude that the majority of English teachers reporting censorship problems lived in the suburban areas (43.5%) with populations ranging from 50,000 to 249,999. School enrollment of students in which teachers reported censorship problems was moderately large: 1500-3499 pupil population.²⁵

²⁵ Ibid., pp. 41-89.

Parents are generally thought of as being the most vocal and frequent objectors about the literary materials in the English curriculum. It has been shown that parents will most often complain about obscenity or vulgarity in novels that have been assigned or recommended to adolescents for their reading. There is no way of knowing for certain if parents are acting solely out of their own personal and moral code of ethics, or if they are representing group interests. It appears that occasionally, parents may be inspired by social, political, patriotic, or religious groups who contend that the "loose" morality of contemporary fiction serves to corrupt the youth's morals and provides the development of subversive and communistic attitudes within their children. As Hove states, "Frequently censorship is a cover for hidden motives."²⁶

Teaching Methods and Amount of
Experience as Factors Affecting
the Censorship Issue

Recent studies indicate that the teacher who experiences a confrontation with a censorship complaint is more likely using the individualized approach to reading literature, rather than confining the literary study to an anthology of literature. Ahrens showed that 90.9% of teachers reporting

²⁶ John Hove, Meeting Censorship in the School: A Series of Case Studies, (Champaign, Illinois: The National Council of Teachers of English, 1967), p. 2.

no problem with censorship were teachers who assigned their reading selections in a literature textbook.²⁷

Teacher characteristics identified by Ahrens that lent themselves to become involved in censorship delimmias showed almost forty percent of the teachers (39.7%) had worked in their present position from two to five years, and when the scale was increased to ten years of length of service, the percentage rose to over sixty percent (60%). These figures would indicate that the teachers were young, but not inexperienced. Regarding highest degree held, 55.1% of teachers in the censorship group had obtained a M.A. or Ph.D. degree, or its equivalent in graduate credits.²⁸ Donalson found similar results in his study with English teachers of Arizona, and indicated that the ages of teachers experiencing direct censorship problems fell within the range of 31-40 years of age.²⁹

In a recent study of controversial novels in the schools, Katz states:

Characters who come into contact with sex or violence, who show disrespect to parents, or school, who lie and steal, or who go against the dictates of society are particularly suspect to censorship.³⁰

²⁷ Ahrens, op. cit., p. 57.

²⁸ Ibid., pp. 27-31.

²⁹ Kenneth L. Donalson, "Censorship and Arizona Schools: 1966-1968." Censorship and the English Teacher, Vol. 11, No. 2 (February, 1969), pp. 30-31.

³⁰ John Stuart Katz, "Controversial Novels and Censorship in the Schools (unpublished doctoral dissertation, Harvard University, 1967), p. 89.

Most teachers, librarians, and literary critics are thought to consider the merits and quality of the selection above any other criteria used in selecting a book for adolescents. But LaConte stated that they include reference to sex, nonstandard language usage and life styles that contradict the middle class American norms of society as negative factors regarding literary merit and quality of the selection. Forty-two high school chairmen of English departments in New Jersey were questioned. The results showed that about 75% indicated that they would not use a book which contained explicit descriptions of sex, regardless of the literary merits of the book. More than 50% would reject a book if it contained four-letter synonyms for feces or urine, or references to copulation or the genital organs. Less likely to cause rejection were oaths (hell and damn), implied relations, disparaging portrayal of American politics, disparaging portrayal of American society and values, and advocacy of the cause of a racial minority. Of the five controversial elements, sex was by far the most likely to cause rejection. Religion and language also were apt to lead to rejection, while politics and race relations were least likely to be grounds of censorship.³¹

³¹Ronald T. LaConte, "The English Department Chairman-Selector or Censor"? The Leaflet (Vol. LXVIII, No. 2 Burlington, Vermont: The New England Association of Teachers of English, May, 1969), pp. 42-44.

One other respected authority in the field of censorship in the English curriculum, Donelson, lists eight categories of potentially troublesome books:

1. Sex;
2. Politics or an attack on the American Dream;
3. War and Peace;
4. Religion;
5. Sociology and Race;
6. Language (profane or obscene)
7. Drugs;
8. Inappropriate adolescent behavior.³²

The research reports and expository-type articles about the content and themes of adolescent literature reveal that one will not likely avoid the censor's attack if he uses modern fiction. For purpose of this study, the researcher has restricted the list from possible objectionable categories dealt with in fiction to three that are most prominently present in the literature and most frequently censored.

These three topics and how they are dealt with in contemporary fiction by development of characterization and interpersonal relationships are: (1) sexuality; (2) language; and (3) differing viewpoints of American society and values. Research reports pertaining to censorship problems for literature dealing with these three categories are reviewed below.

³²Ken Donelson, "Censorship in the 1970's: Some Ways to Handle It When It Comes (and it will)" English Journal, LXIII (February, 1974), p. 48.

Sexuality

Based on the numerous junior novels that this researcher read when teaching junior high school students and teaching courses in children's literature to undergraduate and graduate teacher education students, one might justly conclude that in the past, junior novels seldom contained graphic descriptions of characters engaged in the sex act. But, there is an apparent and growing trend to make implied references to the act of sexual intercourse among the characters. Literary examples which refer to a heterosexual relationship between teen-agers might include titles as the following (although there are numerous others): Go Ask Alice (anonymous); I Never Loved Your Mind and My Darling, My Hamburger (Zindel); or His Own Where (Jordan) ³³ all of which were published within the last decade.

The sex act referred to in the adolescent novel may also describe a homosexual relationship. This recent trend will undoubtedly give rise to much consternation by adults whose personal values will be challenged. Such novels dealing with a homosexual relationship are: I'll Get there.

³³Anonymous, Go Ask Alice (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971).

Paul Zindel, I Never Loved Your Mind (New York: Harper & Row, 1970), and My Darling, My Hamburger (New York: Harper & Row, 1969).

June Jordan, His Own Where (New York: Crowell, 1971).

It Better Be Worth the Trip (Donovan); Sticks and Stones (Hall); and The Man Without a Face (Holland).³⁴ References pertaining to the heterosexual relationships far outnumber the homosexual relationship as referred to in a junior fictional title. In the perusal of the selection aids for adolescent literature published between 1970 and 1973, the examples of homosexual relationships in the junior novels which were cited above are the only three junior titles referring to a homosexual relationship that the researcher is aware of to date.

A great deal of debate among teachers, librarians, parents, and writers of adolescent literature exists today regarding the new trend in presenting sex as an ingredient in junior novels. On one end of the continuum is the thought that the current fiction is reflecting the "new realism" and a "sexual revolution", free of the traditional moralizing theme and didacticism so often found in older publications. On the other polarity is the thought that the "new realism" is causing moral breakdown of the values of American youth. With stories about early sexual experiences, out-of-wedlock pregnancies, abortion versus adoption,

³⁴ John Donovan, I'll Get There. It'd Better Be Worth the Trip (New York: Harper & Row, 1968).

Lynn Hall, Sticks and Stones (Chicago: Follett Publishing Co., 1972).

Isabell Holland, The Man Without a Face (Philadelphia: J. B. Lippincott Co., 1972).

unwanted marriages, and deviate sexual behavior, many concerned adults are taking time to consider the values and purpose in offering such stories to adolescents.

Barbara Wersba, herself a noted author of juvenile novels, describes the "so-called New Liberalism in children's books" as "the Old Morality disguised as the New Sex." From her argument, the issue of sexuality is still wrapped up in a cloak of Puritanical morality, although the incidents are contemporary and the dialogue may contain some profanities. She strongly denounced the control of adults over children on a "political basis" when the real issue is not what the children should read about sex, but what should children do about sex. An advocate of more sex in children's books, Wersba sees this media as one way in which the mystery and confusion about sex can be clarified in our culture which places so much emphasis upon the physical aspects of sexuality and "The American Dream" which "has murdered our sensibilities with its insistence on material happiness." A contrast is offered to distinguish between pornography and sexuality:

I think it's typical of our culture that we have leapt directly from Puritanism into pornography: pornography being the meshing and interworking of parts rather than people. What we rarely find in American fiction is the meshing and interworking of minds. Sex in human beings is psychological, not genital. Sex in human beings either succeeds or fails because of mental response. Sex in

human beings is emotional. People respond to one another because of what is in their heads - and hearts.³⁵

Presenting an opposing view to Wersba's argument, Frank admits to wanting to shield children from the "unnecessary, premature, unhealthy sexual stimulation, beyond their present maturity and capacity to manage." But she also admits that the capacity and maturity cannot be defined for all children. Some rather stringent criteria is suggested by Frank for acceptability of books that deal with a high level of sexual content: the integrity of their purpose, their authenticity, their moral and social validity, and most important, the resolutions they offer. A fatalistic approach with negative overtones is commonly not acceptable among critics of juvenile novels, but neither is the "happy ending." There must be a conclusive attitude on the part of the reader that he will be able to cope if ever he, in real life finds himself in such a situation.

Language

Language is an all important factor to consider in the arena of censorship. Studies dealing with censorship named vulgar language as "gutter talk," dirty, obscenity,

³⁵ Barbara Wersba and Josette Frank, "Sexuality in Books for Children: An Exchange," Library Journal, XCVIII (February 15, 1973), p. 620.

³⁶ Ibid., p. 623.

or profanity. Symula counted language as the most often cited offense by complainants of the novel, Catcher In the Rye.³⁷

The dialogue written for characters in junior novels abounds with realistic language of today's adolescents. Examples of current slang and vernacular speech expressions can be found in such novels as: Dinky Hocker Shoots Smack! (Kerr); Teacup Full of Roses (Mathis); or Remove Protective Coating a Little at a Time (Donovan).³⁸

Some censors find contempt for the slang or vernacular terms that refer to body excrement, swearing oaths, sexual organs and intercourse which are commonly used in all stratas of society and in all sections of the country. Usually it is assumed by the literary critic that the style of writing when the author used obscene words in fiction, his purpose is not to persuade the reader to imitate the language in his own daily speech habits, but to persuade the reader to believe that the character using such language in the novel is believable. In literature the veracity of a well developed character is provided by his speech patterns, dialect, and idiosyncratic expressions as it is used in the dialogue.

³⁷Symula, op. cit., p. 42.

³⁸M. E. Kerr, Dinky Hocker Shoots Smack! (New York: Harper & Row, 1973).

Sharon Bell Mathis, Teacup Full of Roses (New York: Viking, 1972).

John Donovan, Remove Protective Coating a Little at a Time (Harper & Row, 1973).

The reaction of some readers may be quite evident by their jolt at reading such expressions. There is a proposal by Corbett that the obscene language read in fiction may or may not be unfamiliar to young people or that it is even rougher than what they hear in the streets among their acquaintances. But he does say that without a question, the printed vulgar expression is much more forceful in print to adults, children or any aged reader than one that is spoken. Most students recover from the shock of seeing the vulgar expression in print. Sensitive and tactful teachers can aid students to recognize that the use of obscenities constitutes a valid literary technique and when an author uses vulgarities in a sensational way or merely as an attention-getting device, it is not a valid literary technique.³⁹

Linguistic expert Bergan Evans has provided the literature instructor with a better understanding of the Puritan influence on the stigma attached to the "four-letter" words used by our society. The repulsion of the human body's functions as seen by the Puritans has caused a communication deficiency and vast feelings of guilt because there are "no respectable words to express the daily acts of excretion and procreation upon which all life rests."⁴⁰

³⁹ Edward P. J. Corbett, "Raise High the Barriers, Censor," America, CIV (January 7, 1961), p. 441

⁴⁰ James J. Lynch, "The Right to Read--and Not to Read," Modern Age, IX (Winter, 1964-65), p. 25.

The conflict of a vulgar expression when read by an objecting adult was clearly recognized by Katz in his study. When contrasting the views of censors with those of literary critics, in these four frequently censored novels, The Catcher in the Rye (Salinger); The Adventures of Huckleberry Finn (Twain); The Grapes of Wrath (Steinbeck); 1984 (Orwell) Katz found that:

Many censors appear to react to words as things rather than as signs or symbols. They do not immediately object to the idea behind the word it seems, but principally to printed black marks on the paper and sound when the word is read or spoken.⁴¹

Diverse Values and Life Styles

The study by Katz also examined the characters as portrayed in their development and considerations of social, political, and racial issues in these four novels. J. D. Salinger's The Catcher in the Rye; Mark Twain's The Adventures of Huckleberry Finn; John Steinbeck's The Grapes of Wrath; and George Orwell's 1984.

Katz does not always place censors and critics at polarized opposites, but places them along a continuum:

In the middle are those censors and critics who agree on the edifying and entertaining role of the novel. At one end of the continuum there are certain censors who read the novel purely as a social document. In brief, they see the novel as non-fiction, a critical social essay or commentary. Many of these read the novel so literally

⁴¹Katz, op. cit., p. 58.

that they believe the novel might have a definite detrimental effect on the reader. At the other end of the continuum are certain critics who read the novel as a work of art which mirrors human nature and is free to deal with any aspect in life. They see the possibility that the novel might offer the reader an aesthetic catharsis so that he will not act in anti-social ways.⁴²

Regarding characters and their viewpoints toward life, Katz identifies the censor as being particularly sensitive to book characters who come into contact with sex, violence, or who are alienated against and rejecting of the accepted norms of society. The censors believe the characters too literally to be real people rather than representations of society as devised by the author. Whereas, most literary critics believe that if the character successfully portrayed, the reader can gain a catharsis from viewing the actions, no matter how degenerate the character is. Thus, instead of imitating the book character's behavior, the reader would be relieved of the need to do so, and might gain insight and knowledge of various life styles from the action of the character.⁴³

The four novels chosen by Katz are classic examples of fiction that deride the conventional mores of society and its attitudes regarding the perfect institutions of the American family; an unoppressed and nationally representative populace; the free enterprise economic system;

⁴²Ibid., p. 165.

⁴³Ibid., p. 92.

21

7

11

26

2

11

21

11

72

26

11

21

21

21

21

21

21

21

21

21

21

21

21

21

21

21

21

and youth's freedom to realize his self-worth and identity. These controversial themes are becoming more prevalent in the adolescent's reading matter. It is not likely that censors will permit social criticism or the depiction of a morality that differs from their own in novels taught in the schools. The censor so often believes that the author's true purpose in writing such novels is to subvert the morals or the optimism of the young.

Many contemporary junior novels depict diverse values and life styles as pertaining to systems of government or society in general. In John Neufeld's satirical junior novel Sleep, Two, Three, Four the flaws present in the American system of government are emphasized and it is suggested that we are presently moving toward a totalitarian and fascist state. The imperfections of parents and the effects of a devastated home-life for an adolescent boy are present in Kin Platt's The Boy Who Could Make Himself Disappear. This same author dramatized in Hey, Dummy the consequences of a sensitive and compassionate friendship between a boy of normal intelligence and a mentally retarded boy. All of the junior novels by Frank Bonham allow the reader to witness the struggle for survival experienced by people who live in the ghetto.⁴⁴ All of these

⁴⁴ John Neufeld, Sleep, Two, Three, Four (Philadelphia: Chilton Book, Co., 1971); Kin Platt, Hey, Dummy (Philadelphia: Chilton Book, Co., 1971) and The Boy Who Could Make Himself Disappear (Philadelphia: Chilton Book, Co., 1968); Frank Bonham, Cool Cat (New York: Dutton, 1971), Durango Street (New York: Dutton, 1965) and Viva Chicano (New York: Dutton, 1971).

novels are well written, but because of the themes in each of them they would probably cause some parents, teachers or librarians to deny young people the privilege and right of reading them and reacting critically to their messages or themes.

Katz predicted that the censor is not likely to cease in his attack upon teachers who want to recommend controversial novels for their students to read, and this researcher's experience tends to support that prediction. Therefore, the teacher must be familiar with the variety of objections that could arise from the aspects of language, characters, and the social, political, and racial views as dealt with in those novels. The teacher must be able to defend his choice of reading fare used in his instructional program; he must be familiar with the professional literary criticism of the books, and he must be cognizant of the atmosphere of restraints within the community in which they are to be read and used.

Summary

The research included in Chapter II was divided into two parts. In the first part, regarding censorship practices, this researcher reviewed the reports of scientific studies about censorship problems and issues pertaining to aspects of the book selection policies and the curriculum. Special attention was given to the reports dealing with

reactions of concerned adults to contemporary fictional novels of a realistic nature as read by adolescents.

Reports of studies identified internal acts of censorship and pressure as divulged by teachers and librarians. The studies revealed that school and public librarians implicitly controlled controversial novels by methods of book selection and book revaluation policies. More censorship problems were encountered by teachers using an individualized approach to reading than teachers who used an anthology textbook. Teachers voluntarily controlled classroom accessibility to potentially controversial novels by not requiring nor recommending such titles to their students. Librarians and teachers feared the threat of pressures from outside, so they actually performed more acts of self-censorship than was brought against them from objecting parents or patrons. Most teachers and librarians were successful in defending their choice of literary works against censors if a formal book selection policy had been made.

Public and school librarians might subconsciously perform acts of censorship under the rubric of book selection policies. The public librarians who selected books according to a quality-oriented policy rationalized that the popular novels were lacking in literary merit and funds could not be provided for their purchase. The demand-oriented policies appeared more permissive for the

p

n

to

fo

pr

wa

se

te

an

au

Sch

ass

lio

sta

tra

bac

inte

of p

bell

time

crit

are

schoc

local

purchase of books regardless of quality or controversial nature. The rationale being that the taxpayer had a right to read what he wanted to read because his taxes were paying for the books. School librarians were more concerned about providing books that would best fit the curriculum. Quality was the main argument for the collection addition; however, seldom do school librarians seek the recommendations of teachers and/or students to fulfill book selection quotas. And seldom are the literary works of new and non-established authors chosen over the known works of an established writer. School librarians appear to be more concerned with the assumed traumatic effects of reading upon children than public librarians. This researcher could not find any substantiating scientific evidence to support the position that normal children would take up anti-social behaviors because they read about sex or violence in stories.

Book re-evaluation policies are seen as a form of internal censorship when the books are discarded because of propaganda or racist styles of writing. Some educators believe that books that have not kept pace with the changing times are effective and are appropriate material to develop critical reading and thinking skills; but many times they are viewed as inaccurate and discriminatory by librarians.

External acts of censorship and pressure upon schools and libraries by individual parents and/or organized local groups composed of objecting citizens were reviewed.

The most often heard complaintant was the individual parent. He often objected to the sexual implications or the language found in the books. Seldom was he satisfied to know that his own child would not have to read the book, whether it was assigned or not, but he often demanded that all children in the school not be allowed to read the book. The objecting parent usually wanted the book banned from the classroom and the library shelves. The demands of the parental groups were quite similar; however, the basis for their objections was usually built upon the content of a literary work that described a disarrangement of the accepted norms of society.

Various studies will show that censorship incidents can and do happen anywhere and in all types of communities. Literary selections once considered mandatory for study and reading in English classes may now open up whole new arenas for debate and consternation, even possible banning if those works are declared to be anti-religious, anti-democratic, subversive, racist, or discriminating. Critically acclaimed novels may be declared immoral if they contain obscenities, or portray youthful rejection of parental values, and especially if there is detected a reference to a sex act.

In the second part, Attitudes of Adults, the researcher examined the scientific reports and professional journal articles describing the attitudes of parents, teachers, and adolescents reading contemporary fictional novels of a realistic nature. Particular emphasis was given to the

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

content of controversial novels identified as popular reading fare with adolescents. Three aspects of controversial novels were closely examined: the author's treatment of book characters and how they interacted with other book characters, especially in sexual relationships; the language of the characters as seen in dialogue and the narrative passages that might refer to the sex act or contain words potentially judged to be "obscene" and finally, the life-styles that might differ from the accepted norms of society when presenting social, political, and racial views considered to be volatile topics and subject to possible censorship acts.

The studies reviewed revealed that books were attacked if there were references made to social, political, or racial themes seen by the groups as being unacceptable to the American mainstream culture and values. Parents and citizens object more when they feel that the young people are exposed to life-styles and cultural values that differ from their own.

Adults frequently felt that if children or adolescents read about sexual intercourse, it would encourage them to experiment likewise. The review of the literature reveals that there existed a concern that literature portraying deviant behavior might lead to a breakdown in the moral fibre of the young and this in turn would lead to involvement

in subversive activities and the destruction of our society. Language was not seen as a referral symbol, but as the actual act itself.

CHAPTER III

DESIGN OF THE STUDY

Adult Responses to Questionnaire

This study is designed to ascertain adult attitudes and reactions concerning their roles as parents, teachers, and school and public librarians to influence the accessibility of contemporary realistic junior novels to adolescents, ranging in age from twelve through fifteen years. The junior novels will reflect the adolescents' interest to read about aspects of interpersonal relationships and by some adult standard are thought to be inappropriate topics for the literature read by children within this age range. The interpersonal relationships will consist of three categories: peer relationships initiated and developed by book characters of the same sex; peer relationships initiated and developed by book characters of the opposite sex; and non-peer relationships initiated and developed by book characters of a significantly younger or older age, or who exhibit mentally or physically handicapped characteristics.

Sample

The adults used in the sample to describe their attitudes and reactions to junior novels and labeled

potentially controversial are separated into four groups of adults: parents of adolescent children; teachers of adolescent children; school librarians of adolescent children; and public librarians who deal with adolescents. Some interesting and valuable correlations are anticipated when comparisons between and among the adult groups could be made regarding their aspects pertaining to accessibility of contemporary realistic fiction to adolescents as covered in this questionnaire.

Parents of Adolescents

Eighty-five parents of 1,599 adolescents were chosen as a sample to measure. All live in the same geographical community and the sampling was obtained from the school enrollment records. The community is a suburban annex and due to its rapid increase in population growth, it is not organized into a separate city unit under the jurisdiction of locally elected politicians. The estimated population of the suburban community is approximately 30,000. It is on the perimeter of a large midwestern city which contains a population of about 151,000 people. In the area sampled there are ample facilities for shopping and entertainment. Higher educational opportunities are available with several small colleges and one large university. There exists a large public library in mid-town. The major city is a state governmental center. Occupational

opportunities exist in many fields, primary would be the expansive industrial activity of automobile manufacturing; office and clerical duties when employed by governmental agencies constitute the second largest employment factor.

The occupations of parents exemplify a diversity. Job descriptions include the housewife, secretarial and office labor, factory worker, nursing, management, security investments, engineering, and clergy. The ages of the parents range from the early thirties to the late forties, with many households reporting more than one teen-aged child living in the home. Educational backgrounds are relatively high, the range is wide with a few completing only the junior high level and the majority earning a high school diploma, and about a third with college experience. Some at professional Master's degree level are indicated.

Teachers of Adolescents

The school district from which the teachers are chosen is situated in the same geographical location as that in which the parents live. The teachers, therefore, instruct the children of the sampled parents used in the study.

Twenty teachers of grades six, seven, eight, and nine who teach the subjects of literature, developmental reading, language arts, and English were chosen from the population to sample. It was felt that these classroom

teac

inf.

eith

rea

ext

lit

and

are

Al

tw

is

te

Ma

a

i

a

C

n

teachers are in a convenient and ubiquitous position to influence their students' choice of reading material by either recommending or requiring specific titles to be read. Teachers also may be identified as holding an extremely powerful position of not making available those literary selections that he finds, for one reason or another, objectionable for adolescents to read.

A wide diversity of ages, experience, and degrees are indicated by the teachers of the selected schools. All teachers are female and ages range from the early twenties to the late fifties. Their length of experience is as short as four months to as long as thirteen years in teaching the same subject or at the same grade level. The majority of degrees are baccalaureate, with some having attained the Master's Degree. None have obtained a specialist or doctoral degree. The classroom organization of dealing with literature is overwhelmingly in favor of a combination approach whereby the students are exposed to an anthology of literature in conjunction with an individualized approach. With such an emphasis upon such an approach, it is anticipated that the teachers would be a sound sample to measure for attitude and reaction to junior novels.

The sampled teachers all teach in the same school district, but are assigned to two different buildings depending on the grade level. The East Building contains

786 sixth and seventh grade children, who range in age from about twelve to about fourteen years. The West Building houses 813 eighth and ninth grade children, who range in age from about thirteen to fifteen years of age. Approximately two miles separates the two buildings. Each building has its own principal and contains a library and media center which is directed by a certified school librarian.

School Librarians

In addition to the two school librarians serving in the selected junior high schools, a decision was made to include the district library co-ordinator. Since she serves in a supervisory capacity, it was assumed by the researcher that she would be instrumental in decisions regarding book selection criteria, book re-evaluation, and as well as censorship problems concerning library trade books, should they arise. Each of the librarians are tenured under the school system's tenure policy, are fully accredited by the state's educational librarianship policy, and hold the Master's Degree in Library Science.

Recognizing that the opinions of only the three school librarians in this school system may not give reliable indications of attitudes that are even slightly typical of librarians working with adolescents, a broad sampling of junior high school librarians, the investigator

decided to also select for the sample, school librarians serving in the junior high schools of the nearby urban school system. Five junior high school librarians serving adolescents, plus this urban school district's director of libraries are included in the sample.

It was anticipated, that the close proximity of the two school systems might substantiate any significance between the attitudes and reactions of librarians toward controversial novels, including some interesting comparisons and contrasts might be highlighted. The suburban schools student population is composed mainly of white, middle-class students with only a nominal number of minority representation in the student body (about 5%). Whereas, the urban school's study body is composed of about 22% of racial minority representation.¹ Since the make-up of the student body is often used by librarians as a basis for the criteria used in book selection policies, book re-evaluation policies, and the accessibility to literary selections in the different junior high school libraries, no attempt will be made to compare the responses of the school librarians according to the community in which they reside. On the other hand, since the communities are so close together there may be no actual differences in their attitudes about selecting and using this particular type of literature with adolescents.

¹Information obtained from interviews with building principals.

Public Librarians

A sampling of twenty-five public librarians was judged eminent by the researcher for several reasons. The public library is a source of literary works that are available to the adolescent reader if he can not find the materials and books that interest him in his school library or if he does not have enough money to purchase them at the book store. The public library is a popular place for the adolescent reader to escape the confinements of home or the school library and to pursue his scholastic studies and reading needs. And unless the school library is well-endowed with funds to purchase a wide variety of materials to suit the needs and interests of adolescents, they frequently turn to the services of a near-by public library.

The community under investigation has a well-organized and developed library system that is divided into two separate classifications: the major city system and the county system with its many branch libraries. Not knowing which library system is more commonly used by the adolescents and citizens of the community, the researcher decided to sample both systems, as each is readily accessible in one form or another.

City Librarians

The city library is under the jurisdiction of the city school system and the results of the librarians'

questionnaires may give a skewed effect coinciding with the public school librarians' reports on the questionnaires. The library serves the entire community of about 151,000 citizens with a collection exceeding 176,00 volumes. Total number of library personnel employed is fifty-four. The total circulation is 367,391 volumes annually. Such a large library is certain to be used by adolescents of the community.

Of the possible twenty-three librarians employed by the city system, the researcher was advised by the co-ordinator of public libraries to submit questionnaires to twelve librarians who serve children, adolescents, and young adults for a more reliable sampling regarding their attitudes and reactions to accessibility and the appropriateness of the popular junior novels. This was so done because they have had experience in working with children and adolescents.

County Librarians

The Branch libraries are scattered throughout the county. Convenience and proximity to them is not to be underestimated as factors determining a person's use of their services when reading and study demands are trying to be met. When transportation or time does not permit one to venture into the large city library, one can easily take advantage of the services found in the branch library with its modest collection, or the citizen can order from

the

lea

tar

pa

in

Th

to

re

s.

i.

i

s

Y

a

the main library the materials desired, never having to leave his home area. Thus the researcher deemed it important to sample public librarians who might service the parents, children and teachers from the community included in the sample.

Eleven branch librarians were sent questionnaires. The questionnaires were distributed by the co-ordinator to the librarians whom he felt were most qualified to respond. Most of the branch librarians included in the sample are certified by the state library system, and all have had experience in servicing children and adolescents in a public library setting. The county library system serves thirteen separate communities with a combined population of 91,700 people. Total number of volumes available exceed 85,000, with an annual circulation of 294,033 volumes. The county system employs thirty-eight persons.

The researcher decided to include one other separate city library system situated in the community area in the sample of public librarians. The smaller city library is extremely popular with children and adolescents of the area and is located in a large university setting. Although it serves a population of about 47,000 people, it contains a collection of 60,295 available volumes. The annual circulation is placed at 227,181 volumes which reflects the intense usage of the services of the library.

The

co-

who

lit

Ve

an

sh

cr

as

en

st

li

li

o

o

e

e

e

b

e

a

e

t

The investigator chose the children's librarian and the co-ordinator to respond to the questionnaire, both of whom share the responsibility of selecting adolescent literature.

Measures

A questionnaire was devised to measure the attitudes and reactions of adults to aspects of interpersonal relationships which might be considered objectionable when described or depicted in junior novels. The adults who were asked to respond to the questionnaires consisted of parents of adolescent children; teachers of adolescent students in grades six, seven, eight, and nine; school librarians serving junior high school levels; and public librarians of a city or county library system.

The attitudinal section of the questionnaire was composed of fifteen statements designed to elicit responses of adults reflecting their personal and/or professional feeling regarding their adult role as their "right" and privilege to control the literary selections which are made accessible to adolescents. The statements were to be responded to on a five-scale Likert method ranging from strongly approve to strongly disapprove. (See Appendix C.) Two additional non-literary statements were exposed to the parents' group to assess their right to control the choices of television programs and the choices of

their children's personal friends. This would give a fuller interpretation of their perspective of the parents right to control.

Also measured in the attitudinal section of the questionnaire were two statements asking all the adults to indicate their attitudes to the appropriateness of adolescents reading about book characters who portray values and life-styles that differ from the "accepted norms" or "traditional norms" of society. Such book descriptions might consist of social, political, or racist views espoused or rejected by book characters found in junior novels.

Two statements included in the questionnaire were intended to measure adults' feelings about the appropriateness of adolescents being allowed to read in the literature references made to the human sex act. The sex acts referred to in the junior novels describe both sexual intercourse between book characters of either the opposite sex or the same sex. Both acts of sexuality were stated in the questionnaire to elicit adult responses.

A second section of the questionnaire was devised to measure adults' reactions to nine selected junior novels. It was not feasible to request each adult to read the novels in their entirety, therefore, each of the nine novels were annotated by a summary of the plot, including a delineation of the main characters. Accompanying the

summary was a passage quoted directly from the novel. The passage of the author's narration and dialogue was exhibited to typify the general style, mood, and tone of the story, as well as the nature of incidents depicted in the novel. The addition of a theme was also included to provide the adults with an impression of the worthiness of the junior novel.

No titles were given for the junior novels, but a code was used in place of the title for investigative identification. It was felt by the researcher that because of the controversial nature of some of the junior novels, there would be less of a tendency on the part of potentially censorious adults to bring pressures upon teachers or librarians if objectional books were known explicitly by copyrighted titles.

The nine junior novels were selected by the researcher as fulfilling certain criteria. The junior novels were recent publications with copyright dates not prior to 1971. The literary genre of the novels were realistic and dealt with contemporary concerns of a social or personal nature considered to be important to the adolescent reader. By a method of content analysis, the researcher also identified very specifically the potentiality of each novel to arouse a censorious action. The nine novels were organized into three categories regarding interpersonal relationships:

1. peer relationships with members of the same sex;
2. peer relationships with members of the opposite sex;
3. non-peer relationships with members of either sex, but who are of a significantly younger or older age, or who are mentally or physically handicapped.

Three novels in each category were then weighted according to levels of intensity of interpersonal relationship:

1. Admiration/Trust
2. Love/Affection
3. Sex Act

Each title and description of the story was followed by a five-point Likert item scale to measure the adult's response of whether children should read such a novel. Five points for strongly approve and one point for strongly disapprove.

An open-ended statement was provided for the adults to describe their course of action if they had found the novel to be so objectionable as to cause them to mark "strongly disapprove." Three different provisions were offered to the adults regarding situations of what they would do if the adolescent had chosen such a novel willfully; if the adolescent's teacher had recommended such a novel; and if the adolescent's teacher had required such a novel to be read.

Librarians and teachers were also encouraged to describe any past censorship experiences. Provisions were

allowed for the ones with censorship practice to explain the incident(s) by naming the specific title(s) involved; how the complaint was made and who handled it and how it was handled; and to report if the book had been banned or if it was allowed to remain on the shelves or in the classroom.

Demographic information was elicited to better identify descriptors of the sample. No attempt will be made to use the demographic information as predictive variables. Because of the limited number of people in the sample and the provincial population in terms of a small geographical and sociological community.

The design of the study is totally descriptive in nature; therefore, none of the responses of the adults regarding their attitudes about their role as control figures for adolescent reading fare, or their reactions to potentially controversial junior novels can be accurately used to predict how other adults would respond elsewhere.

Pilot Study

Two groups were chosen to test the element of time needed by respondents to complete the questionnaire. Data was also gathered on the questionnaire items which might indicate confusion on the part of the respondents. One group of eight parents living in Milwaukee, Wisconsin were chosen to respond to the questionnaire. The time involved required to finish the parent questionnaire ranged from fifteen minutes to forty minutes.

Items submitted to the parents group reflected a much stronger affiliation with attitudes of controlling the reading fare for adolescents with a mean score of 28.4. The standard deviation of 4.03 indicated a close agreement within the parents' group. Parent's responses to reading actual novels showed a similarly strong agreement (mean score of 24) with their attitudes of control when asked if children should read such novels. The correlation was .59. The standard deviation of the parents responses to objectionable literature was 5.47.

One group of five teachers enrolled in a graduate class were asked to respond to the questionnaire. Their time required to complete the teacher questionnaire was similar to the Milwaukee parents group. The results of the pilot study indicated that the items measuring the attitudes of the teacher's right to control the reading material of adolescents was satisfactorily sensitive to elicit responses of either agreement or disagreement. The mean score for the teacher's group was 50.4 and the standard deviation was 5.28. Teacher's responses to the actual novels provided a larger variance among agreement within the group with a standard deviation of 6.78. The mean score on the novels were 35.2. This relationship was judged to be a positive correlation at .32.

Hoyt's analysis of variance method was used to determine this instrument's reliability. The results yielded a coefficient of internal consistency of .84.

in

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

No librarians were chosen by the investigator to include in the pilot study because a lack of available librarian personnel. Similar findings could be implied for the librarian's group when compared to teachers' responses.

Design

The data gathered from the sampled population will be used to describe opinions toward measures of control and the reactions of adults to contemporary realistic fiction that is written for adolescent readers. Because of the restricted geographical area from which the sample was drawn, it is not feasible to predict how other adults residing in other parts of the nation might respond.

The teacher sample is confined to one particular school district which will probably reflect a bias representing the philosophy and professional code of ethics of that particular school. The teachers sampled were all females.

The parents sampled in the study live in the same suburban area. Their children aged twelve to fifteen years attend the same junior high schools, grades six through nine, and are students of the teachers' sample group included in the study.

The city and branch librarians work in the same county. The parents, and teachers of the sample would

exp

lar

loc

oc

ab

se

th

an

to

199

expected to use the library system from which the librarian(s) sample was taken.

By limiting the sample drawn from the same general locale, it was anticipated that more reliable correlations could be concluded regarding what parents think and feel about measures of control and responses to actual literary selection as compared to what teachers and librarians think and feel about controlling the reading material and obtaining their responses to actual literary selections for adolescent readers.

Testable Hypotheses

Null Hypothesis I:

As measured by average test responses, no differences will be found between parents, teachers, and librarians to claim their right regarding the privilege to control the literary selections made accessible to children ranging in age from twelve to fifteen years.

Research Hypothesis I:

The mean score of the parents' group on a measure of authoritarian control will be less than that of the teachers' and librarians' groups.

Null Hypothesis II:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition to adolescents' desires to read contemporary realistic fictional novels about peer relationships and non-peer relationships portraying values and life-styles that differ from the established norms of society.

Research Hypothesis II:

The mean score of the parents' group on a measure of opposition to anti-establishment norms of society will be less than that of teachers' and librarians groups.

Null Hypothesis III:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition of allowing adolescents to read the literary selections dealing with peer and non-peer relationships that make reference to or describe the sex act.

Research Hypothesis III:

The mean score of the parents' group on a measure of opposition to reading about the sex act will be less than that of teachers' and librarians' groups.

Null Hypothesis IV:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their decisions regarding the appropriateness of allowing certain literary selections to be read by adolescents.

Research Hypothesis IV:

The mean score of the parents' group on a measure of deciding the appropriateness of certain literary selections will be less than that of the teachers' and librarians' groups.

Null Hypothesis V:

As measured by the scores on two tests, there is no relationship between the procensor attitudes of parents, teachers, and librarians and the objectionable reactions of parents, teachers, and librarians when reading literature of a controversial nature.

Research Hypothesis V:

The sums of two tests of the parents' group on a measure of comparing procensor attitudes with objectionable reactions to controversial literature will indicate a more positive relationship that exceeds that of the teachers' and the librarians' groups.

Analysis

Percentages and frequencies were tallied to describe general factors of each of the adult groups. A measure of

analysis of variance was employed to arrive at correlations between each adult group and regressions are indicated.

Content Analysis

A second part of the study consisted of an analysis of the content of nine selected junior novels. This analysis was executed to examine more carefully the literature that contains particular and potentially censorious material. Each junior novel was chosen on the basis of its likelihood of causing objection or complaint from some adults who would for specific reasons consider the novel unsuitable for adolescent reading fare.

The Content Analysis pertains to testing Hypothesis VI which is as follows:

Null Hypothesis VI:

No difference will be found in categories of interpersonal relationships as measured by content analysis of censorious aspects between peer relationships of the same sex, peer relationships of the opposite sex, and non-peer relationships.

Alternate Hypothesis VI:

The mean score on a measure of censorious aspects pertaining to peer relationships of the opposite sex category will exceed that of peer relationships of the same sex and the non-peer category.

The content analysis was undertaken to systematically calibrate the aspects in junior novels that could be considered objectionable by adult standards. The first step

in
ce
ce
ce
qu
th
th
ce
t
n
n
d
a

in the analysis was to assign qualitative values to the censorious aspects of novels such as the presentation of censorable language, sexuality, and patterns of anti-social behavior. Secondly, a frequency count of each of the qualified aspects was required to give an impression of the amount of censorious factors involved in each novel. Third, mean scores were derived for each aspect and the category of relationship in which the novel was placed.

It is anticipated that such a content analysis of the various censorious aspects of suspicious novels could provide one measure in which professionals could better prepare themselves against the censor who would desire to ban a book. This would support the arguments defending the book.

The content analysis would hopefully alert professionals, teachers and librarians alike, that the novels being considered for selected use for adolescents can be justified on the basis of the author's intended purpose of including such "objectionable" aspects was to create an intensity of characterization and to strengthen and further the story line. That by adding the "objectionable" aspects, the author was not merely titillating the audience by providing an aura of sensationalism. Instead, he was promoting a feeling of identity and realism or an unknown way of life for the adolescent reader that would cause the reader to pause and consider and compare his values to those found in the novels.

The content analysis of junior novels will alert all adults who are in contact with adolescent to the fact that there is much need on their part to open up lines of communication. The "objectionable" or questionable factors identified in the junior novels will by their provocative nature provide rich and fertile topics for thorough investigation and discussion on the part of the parents, teachers, and librarians with young people. The analysis will indicate that it would be a mistake on the part of the adult to allow the questionable topics and aspects to remain undiscussed and fallow. The young mind could use the interpretation and suggestion of the older, more experienced adult, who could offer explanations, possible solutions, or alternatives.

Content analysis will provide a classification system for educators, librarians, and teachers to determine the controversial or objectionable qualities of junior novels based upon either the peer or non-peer relationships established between book characters, or upon the final and ultimate degree of intensity portrayed in the development of the book characters' relationships.

The junior novels selected for the content analysis exemplified at least one of the three major classifications of interpersonal relationships as depicted by book characters interacting in the following manner:

1. interpersonal peer relationships with members of the same sex;
2. interpersonal peer relationships with members of the opposite sex; and
3. interpersonal non-peer relationships with members of either sex, but who were significantly older or younger, or mentally or physically handicapped.

Three junior novels of a contemporary realistic fictional nature were chosen for each of the three classifications of interpersonal relationships.

Upon classifying each junior novel into a category of interpersonal relationship, the investigator attempted to delineate the novels according to the intensity level of the book characters' role of interaction. Three levels were chosen that portrayed interpersonal relationships ranging from least likely to offend to most likely to offend procensorial book selectors.

- (a) Admiration/Trust; a warm friendly attachment.
- (b) Love/Affection; an object of devotion.
- (c) Sex Act; consumating in copulation.

Numerical values of ascending factors were placed on the intensity scale of 1, 2, or 3 points for quantifiable purposes.

Four types of objectionable qualities were subjected to content analysis and a systematic point value was assigned to each quality. The qualities were language, sexuality, social behavior, and governmental aspects that were judged

by the investigator to present the greatest inducement to censorious activity.

Objectionable language was classified as three types with numerical values of one, two and three. The language classifications are as follows:

- Vulgarity: common vernacular speech expressions that differ from the traditional denotation; used as a derogatory remark to a person, or as a statement of frustration. Value of one (1) point. Such examples are: "bastard," "hell," "son-of-a-bitch," "queer," "crap," "jerk off," "horny."
- Profanity: speech that treats a deity or something sacred with irreverence or abuse from the secular viewpoint. Value of two (2) points. Examples: "damn you," "God," "go to hell," "Goddamn," "oh Christ."
- Obscenity: coarse and base speech that refers to body elimination processes and sexual functions. Value of three (3) points. Examples: "shit," "piss," "fuck," "blow job."

Aspects of sexuality were classified into three kinds of references and assigned numerical values of one, two, and three points. The sexual aspects are as follows:

- Sex: any general reference or suggestion made to anatomy, body functions of sexual organs, masturbation, or the sex act. Examples: "breasts," "virginity," "period," "the pill," "wet dreams," "indoor sport."
- Heterosexual: more explicit descriptions to the sex act between male and female, including incest. Value of two (2) points. Examples: a description of movement of legs in the dust; what the first sex act was like; or an unsuccessful attempt at sexual intercourse.

Homosexual: in most cases a less graphic description of the sex act between members of the same sex, either males or females. Assessed a value of three (3) points as referral to the most deviant and less commonly accepted form of sexual behavior. Examples: nuns thought of as lesbians; comparing penis size; revelations of past experiences in the Army.

Social aspects considered by the investigator to be written as potentially objectionable were the following items. All were assigned a numerical value of one (1) point; except violence which was valued at two (2) points because it was described with more detail with offensive results upon the reader:

- drugs and/or liquor
- runaway
- communal living (no references made)
- racist (no references made)
- religion (no references made)
- cruelty
- violence
- thievery
- lying

Political aspects such as the references made to the anti-democratic form of a representational government or to the free enterprise system of economics was investigated and were included in the items considered in the content analysis. However, due to the selected novels that emphasized interpersonal relationships, there were no anti-government references made. This aspect of the analysis was discarded.

Junior Novels

The nine selected junior novels were classified into the following categories and each was listed according to the individual level of intensity of interpersonal relationships that was depicted therein.

The junior novels were chosen by the researcher on the basis of his wide exposure to contemporary fictional titles which portrayed interpersonal relationships of a realistic nature. The researcher felt that these novels which were selected for the content analysis adequately fit the criteria for appealing to adolescent readers and they portray realistic situations pertaining to the developmental tasks and concerns of young adolescent characters.

The language used by the authors to describe the feelings and dialogue are exemplary of the speech expressions of many of today's youth. The novels offer a look into the various life-styles and values of some of the counter cultures and sub-cultures of America's pluralistic society. The adolescent reader is provided a vicarious experience of sexual involvement and emotional encounter with the book characters' sexual activity. And because any of these features may arouse the censor to protest the accessibility of such novels to be read by adolescents, the researcher determined their appropriateness to this study.

The nine junior novels, classified according to the categories used in the content analysis study are listed below.

- I. Peer relationships between members of the same sex:
 - A. Admiration/Trust
 - Story I-A

The 18th Emergency. Betsy Byars. (New York: The Viking Press, Inc., 1973).
 - B. Love/Affection
 - Story I-B

Bad Fall. Charles P. Crawford. (New York: Harper & Row Publishers, 1972).
 - C. Sex Act
 - Story I-C

Sticks and Stones. Lynn Hall. (Chicago: Follett Publishing Co., 1972).
- II. Peer relationships between members of the opposite sex:
 - A. Admiration/Trust
 - Story II-A

On Fire. Susan Terris. (Garden City, N.Y.: Doubleday and Co., 1972).
 - B. Love/Affection
 - Story II-B

His Own Where. June Jordan. (New York: Thomas Y. Crowell Co., 1971).
 - C. Sex Act
 - Story II-C

Go Ask Alice. Author anonymous. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971).
- III. Non-peer relationships between members of a significantly younger or older age, or who is mentally or physically handicapped.
 - A. Admiration/Trust
 - Story III-A

Hey, Dummy. Kin Platt. (Philadelphia: Chilton Book Co., 1971).
 - B. Love/Affection
 - Story III-B

Remove Protective Coating a Little at a Time. John Donovan. (New York: Harper & Row, 1973).
 - C. Sex Act
 - Story III-C

The Man Without a Face. Isabelle Holland. (Philadelphia: J. B. Lippincott Co., 1972).

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

SummaryAdult's Responses to Questionnaires

The intention of this study was to determine how parents, teachers, and librarians regarded their role as guiding influences in determining the appropriateness of potentially censorious aspects of junior novels written for adolescent children, aged twelve through fifteen years. Potentially censorious aspects were labeled as broad topics of:

- a) objectionable language, such as vulgarity, profanity, and obscenity.
- b) sexual implications, such as sexuality, heterosexuality, and homosexuality.
- c) social behavior patterns contrary to the accepted mores of society, such as drugs, runaways, thievery, lying, cruelty, and violence.

One instrument, made of two parts, was devised to ascertain the opinions of the three groups of adults. A questionnaire containing a five-point Likert response system was submitted to the adults to measure if they approve or disapprove of allowing adolescents to read novels pertaining to content considered objectionable. A second part of the questionnaire asked adults to respond on a five-point Likert system to nine selections from actual junior novels. Correlations between the adults groups were then made regarding their theoretical attitude regarding control

compared to their practical application to actual novels. The nine novels were determined by the researcher as potentially censorious. Open-ended responses were provided for the adults to submit their intended course of action against schools and libraries if they so considered the novels extremely objectionable as to strongly disapprove of their being read by adolescents. Frequencies, percentages, and an analysis of variance were the measures used to determine the correlational data among the parents, teachers, and librarians.

Content Analysis

The determination of the nine selected junior novels as potentially censorious by the researcher was arrived at by content analysis. Aspects of the novels were qualified according to their suspected capabilities of inciting censorship among adults. The novels were then classified into three levels of interpersonal intensity, ranging from least likely to invite censorship to most likely to invite censorship:

- a) Friendship/Admiration,
- b) Love/Affection, and
- c) Sexual intercourse.

The novels were then categorized regarding the type of relationships of members of the same or opposite sex, or of members of a non-peer relationship. This was

done to compare the classification systems in order to better determine which system might be described as more meretricious. Frequencies and percentages were gathered on each novel and the two groupings for type and intensity of relationship.

Chapter IV will consist of two sections. The first section, Results of Adult's Responses to Questionnaires, will present the data relevant to five hypotheses. Analysis of variance was used to measure for differences between the attitudes of parents, teachers, and librarians regarding the extent to which the adult groups approve or disapprove of controversial literary aspects. The next section, Content Analysis, reveals the results of the researcher's attempt to code various literary aspects of nine junior novels. Literary aspects examined as controversial were objectionable language, references to sexuality, and anti-social behavior.

CHAPTER IV

ANALYSIS OF RESULTS

The research findings of this chapter are presented in two sections. The first section contains the results obtained from adults who responded to a questionnaire. The questionnaire was designed to elicit responses from parents, teachers, and librarians regarding their attitudes about certain literary aspects that are considered controversial. The responses of adults were measured to determine to what degree they perceive as their responsibility, the power to control the reading selections of adolescents. Data related to selected junior novels and to what degree adults react to these novels was gathered. This data is presented in various measures compatible to comparisons; such as frequencies, percentages, F-scores, and analysis of variance.

The next section contains the findings of the researcher's attempts to identify and measure censorious aspects of nine junior novels. Data was gathered in the form of frequencies and percentages regarding identified aspects considered controversial, such as objectionable language, references to sexuality, and anti-social behavior.

Results of the Questionnaire

The purpose of the study was to determine adults' responses made on a questionnaire that measured their attitudes as parents, teachers, or librarians toward the right regarding their privilege to control the reading material of adolescents, ranging in age from twelve to fifteen years. The hypotheses and observations of data relevant to the hypotheses follow.

To obtain data to test the research hypotheses, a questionnaire was submitted to parents of adolescent children, teachers of adolescent students, junior high school librarians, and public librarians who are now, or have had experience working with adolescents, aged 12-15 years.

The questionnaires were composed of two sections. The first section was composed of items to measure the attitudes of adults regarding their right as parents, teachers, or librarians the privilege to control the reading selections of adolescents, and to determine adult responses to literary aspects found in contemporary fiction that were judged to be potentially objectionable. Additional items were used to measure the application of professional theory for teachers and librarians, and to determine the range of parental interest in soliciting titles from their children, or helping select books for the classrooms or libraries. The Likert-type items were responded to on a 5-point range from strongly approve to strongly disapprove.

The higher scores of approve and strongly approve indicated an acceptance by adults of allowing adolescents to read controversial literary topics and aspects. The lower scores of disapprove and strongly disapprove indicated the adults rejection of such topics considered to be inappropriate as reading material for adolescents.

The second section of the questionnaire contained excerpts from nine junior novels considered by the researcher to possess a range of censorious aspects that adults may consider objectionable as reading fare for adolescents. In addition to the Likert-item responses, as used in the first section, optional open-end statements were provided for the adults to qualify their numerical responses with personal or professional rationale for their decisions about the appropriateness of each novel. Provisions were allowed for each respondent to describe his course of action if he opposed a literary selection an adolescent chose, or was recommended or required by teachers.

Provision was also allowed for teachers and librarians to explain any problems with past censorship experiences.

Questionnaires were mailed to seventy-eight parents whose names were acquired from school enrollment tables in which their children were currently enrolled. The names of 1599 students in grades six, seven, eight, and nine were

U

a

II

C

i

w

Q

t

s

s

t

s

T

s

i

s

z

w

s

i

E

Q

z

used as a basis to systematically sample the parents group approaching five (5%) percent of the total student enrollment figure.

Questionnaires were mailed to twenty (20) teachers of grades six, seven, eight, and nine. The teachers taught in the same school district from which the enrollment data was collected. Subjects taught as reading, English, language arts, and literature were the limitations on the teachers selected for this study. All teachers of these subjects in the designated school were chosen. Nine school librarians were selected as a second adult group to question. Three school librarians were chosen from the same school district in which the teachers were employed. This school librarian's group was considered too small to effectively test; therefore, six junior high school librarians from a nearby urban school district were added to the school librarian's group.

Twenty-five public librarians who worked in a nearby city library system and the county library system which serviced the students and teachers from the designated school district were chosen to make up the public librarians group.

Each of the adult groups were judged to have an effective influence in their capabilities to control, guide or direct an adolescent's choice of reading material. Their individual position as parents, teachers, or librarians

however, may be assumed to differ in the degree of controlling or guiding an adolescent's choice of reading the literary aspects considered controversial.

Parents returned thirty-eight, or 48.7% of the questionnaires. Three questionnaires were unusable because less than half of the questions were completed. Thirty-six or 46.2% of the parent questionnaires were tabulated for the study.

Teachers returned sixteen, or 80% of their questionnaires. One questionnaire was not completed. Fifteen questionnaires, or 75% of the teachers questionnaires were used.

School librarians returned seven, or 77.7% of the questionnaires. One questionnaire was unanswered. Six, or 66.6% of the school librarian's questionnaires were used in the study.

Twenty-five public librarians were asked to respond to the questionnaire. Each public librarian returned the questionnaire for a 100% return. All public librarian questionnaires were used in the study. Eighty-two (82) questionnaires, or 62.1% of all questionnaires submitted to the adult groups, were used in the study.

In Table 1, frequencies and percentages of questionnaires returned and used in the study are provided.

TABLE 1.--Questionnaires Returned and Used in the Study.

	Number Questionnaires	Questionnaires f. returned	%	Questionnaires f. used	%
Parents	78	38	48.7%	36	46.2%
Teachers	20	16	80.0%	15	75.0%
School librarians	9	7	77.7%	6	66.6%
Public librarians	25	25	100.0%	25	100.0%
TOTAL	132	86	65.2%	82	62.1%

Null Hypothesis I:

As measured by average test responses, no differences will be found between parents, teachers, and librarians to claim their right regarding the privilege to control the literary selections made accessible to children ranging in age from twelve to fifteen.

Research Hypothesis I:

The mean score of the parents' group on a measure of authoritarian control will be less than that of the teachers' and librarians' groups.

To test this hypothesis, five items on the questionnaire were exposed to parents, teachers, and librarians to measure their attitude regarding their rights as adults to control the availability of reading material for adolescents (aged 12-15 years).

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers' group and the librarians' group.

Th

gr

sc

4.

te

Tr

—

—

P

T

—

—

—

—

—

—

—

—

—

—

—

—

—

—

—

—

The overall adult group's mean score was 16.71. The parent's group mean score was 14.11. The teacher's group mean score was 17.46 and the librarian's group mean score was 19.38. The standard deviation was computed at 4.08. The multiple correlation coefficient was .59.

In Table 2, the group mean scores for parents, teachers, and librarians are provided.

TABLE 2.--Group Mean Scores for Hypothesis I.

Group	F.	Mean Score	Mean Increment	Standard Deviation
Parents	36	14.11	-2.60	3.30
Teachers	15	17.46	.74	2.69
Librarians	31	19.38	2.66	3.63
Total	82	16.71		4.08

An F-test resulted in a sum of squares of 473.90 for the treatment between groups resulting in a mean square (variance) of 236.95. The within-group sum of squares was 878.64, resulting in a mean square of 11.12. F-score was 21.30. This ration was considered significant at the .05 level of probability and the null hypothesis was rejected by determination of a two-tailed t-test value of 7.84 (greater than 1.99). It was concluded that the parents' group scores did not approximate unity when compared to teachers and librarians on a measure of controlling the reading fare of adolescents.

In Table 3, the sum of squares, degrees of freedom, and the mean square (variance) are provided for the treatments between categories and the within-group category.

TABLE 3.--Analysis of Variance for Hypothesis I.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square or Variance	F Statistic
Between Categories	473.90	2	236.95	
Within Categories	878.64	79	11.12	
Total	1352.60	81		21.30

Null Hypothesis II:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition to adolescent's desires to read contemporary realistic fictional novels about peer relationships and non-peer relationships portraying values and life-styles that differ from the established norms of society.

Research Hypothesis II:

The mean score of the parents' group on a measure of opposition to anti-establishment norms of society will be less than that of teachers' and librarians groups.

To test this hypothesis, three items on the questionnaire were submitted to parents, teachers, and librarians to measure their approval or disapproval of allowing adolescents the opportunity to read about characters who portray life-styles contradictory to the established norms of society.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean score of the teacher's group and the librarian's group. The over-all adult's mean score was 11.32. The parent's group mean score was 9.86. The teacher's group mean score was 12.26 and the librarian's group mean score was 12.58. The standard deviation for the adult groups was 2.71, and the multiple correlation coefficient was .48.

In Table 4, the group mean scores for parents, teachers, and librarians are provided.

TABLE 4.--Group Mean Scores for Hypothesis II.

Group	F.	Mean Score	Mean Increment	Standard Deviation
Parents	36	9.86	-1.46	3.00
Teachers	15	12.26	.93	.96
Librarians	31	12.58	1.25	2.06
Total	82	11.32		2.71

An F-test resulted in a sum of squares of 139.32 for the treatment between groups resulting in a mean square (variance) of 69.66. The within-group sum of squares was 456.78 resulting in a mean square of 5.78. The F-score was 12.04. This ratio was considered significant at the .05 level and the null hypothesis was rejected by determination of a two-tailed t-test value of 2.87 (greater than 1.99).

It was concluded that the parents' group scores did not approximate unity when compared to teachers and librarians on a measure of allowing adolescents to read about anti-establishment stories.

In Table 5, the sum of squares, degrees of freedom, and the mean square (variance) are provided for the treatments between categories and the within-groups category.

TABLE 5.--Analysis of Variance for Hypothesis II.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square or Variance	F Statistic
Between Categories	139.32	2	69.66	
Within Categories	456.78	79	5.78	
Total	596.10	81		12.04

Null Hypothesis III:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition of allowing adolescents to read the literary selections dealing with peer and non-peer relationships that make reference to or describe the sex act.

Research Hypothesis III:

The mean score of the parents' group on a measure of opposition to reading about the sex act will be less than that of teachers' and librarians' groups.

To test this hypothesis, two items on the questionnaire were used to elicit responses from parents, teachers, and librarians to measure their acceptance or rejection of allowing adolescents to read stories that make reference to the sex act.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean score of the teachers' group and the librarians' group. The over-all adult's mean score was established at 5.81. The mean score for the parents' group was 4.58. The teachers' group mean score was 5.13 and the librarians' group mean score was 7.58. A standard deviation score of 2.46 for the adult group was established. The multiple correlation coefficient was .57.

In Table 6, the group mean scores for parents, teachers, and librarians are provided.

TABLE 6.--Group Mean Scores for Hypothesis III.

Group	F.	Mean Score	Mean Increment	Standard Deviation
Parents	36	4.58	-1.23	1.79
Teachers	15	5.13	- .68	2.50
Librarians	31	7.58	1.76	2.10
Total	82	5.81		2.46

An F-test resulted in a sum of squares of 158.22 for the treatment between groups resulting in a mean square (variance) of 79.11. The within-group sum of squares was 334.03 resulting in a mean square (variance) of 4.22. The F-score was 18.71. This ratio was considered significant at the .05 level and the null hypothesis was rejected by determination of a two-tailed t-test value of 4.30 (greater than 1.99). It was concluded that the parents' group did not approximate unity when compared to teachers and librarians on a measure of permitting adolescents to read stories that made reference to the sex act.

In Table 7, the sum of squares, degrees of freedoms, and the mean square (variance) are provided for the treatments between categories and the within-groups category.

TABLE 7.--Analysis of Variance for Hypothesis III.

Source of	Sum of Squares	Degrees of Freedom	Mean Square or Variance	F Statistic
Between Categories	158.22	2	79.11	
Within Categories	334.03	79	4.22	
Total	492.25	81		18.71

Null Hypothesis IV:

As measured by average test responses, no differences will be found between parents, teachers, and librarians in their decisions regarding the appropriateness of allowing certain literary selections to be read by adolescents.

Research Hypothesis IV:

The mean score of the parents' group on a measure of deciding the appropriateness of certain literary selections will be less than that of the teachers' and librarians groups.

To test this hypothesis, nine literary selections were submitted to parents, teachers, and librarians to measure their approval or disapproval regarding the appropriateness of such reading fare for adolescents.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed that of the teachers' group and the librarians' group. The over-all adult's mean score was 29.59. With a mean score of 25.83, the parents determined that the nine literary selections were less appropriate for adolescents than did the teachers, whose mean score was 30.66. Librarians were more accepting of the nine literary selections. Their mean score was 33.45. The standard deviation of the adult scores was 7.33, and the multiple correlation coefficient was .48.

In Table 8, the group mean scores for parents, teachers, and librarians are provided.

TABLE 8.--Group Mean Scores for Hypothesis IV.

Group	F.	Mean Score	Mean Increment	Standard Deviation
Parents	36	25.83	-3.76	6.88
Teachers	15	30.66	1.06	4.89
Librarians	31	33.45	3.85	6.75
Total	82	29.59		7.33

An F-test resulted in a sum of squares of 987.70 for the treatment between groups resulting in a mean square (variance) of 493.85. The within-group sum of squares was 3,366.01, resulting in a mean square (variance) of 42.60. The F-score was computed at 11.59. This ratio was considered significant at the .05 level, and the null hypothesis was rejected by determination of a two-tailed t-test value of 2.99 (greater than 1.99). It was concluded that the parents' group did not approximate unity when compared to teachers and librarians on a measure of determining the appropriateness of nine literary selections to be read by adolescents.

In Table 9, the sum of squares, degrees of freedom, and the mean square (variance) are provided for the treatments between categories and the within-groups category.

TABLE 9.--Analysis of Variance for Hypothesis IV.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square or Variance	F Statistic
Between Categories	987.70	2	493.85	
Within Categories	3366.01	79	42.60	
Total	4353.71	81		11.59

Null Hypothesis V:

As measured by the scores on two tests, there is no relationship between the procensor attitudes of parents, teachers, and librarians and the objectionable reactions of parents, teachers, and librarians when reading literature of a controversial nature.

Research Hypothesis V:

The sums of two tests of the parents' group on a measure of comparing procensor attitudes with objectionable reactions to controversial literature will indicate a more positive relationship that exceeds that of the teachers' and the librarians' groups.

To test this hypothesis, the scores of parents, teachers, and librarians on eleven items measuring attitudes of control and theory of adolescents' literature were compared to responses indicating appropriateness and practicality of nine literary selections.

Product-moment correlation coefficients were calculated for each adult group. Transformation of each correlation coefficient to Fisher values of z_r was computed to determine a confidence level of .05 percent for each z_r that was equal to or greater than 1.96.

Table 10 shows that the standard error of the parents' z_r was 3.89, and the standard error of the librarians' group was 2.89. Each was greater than 1.96, thus, the null hypothesis was rejected. Teachers as a group did not show a significant correlation of what they professed theoretically as compared to their actual judgment of the selected novels.

TABLE 10.--Product-Moment Correlation Coefficients.

Group	Theory Attitudes	Actual Reactions	Correlation Coefficients	Z Values	Standard Error	Statistic $z_r=1.96$
Parents	1,041	1,372	.58	.66	3.89	$p > .05$
Teachers	425	574	.37	.39	1.34	--
Librarians	929	1,187	.49	.54	2.82	$p > .05$

In Table 11, the sum of squares, degrees of freedom, and the mean square (variance) are provided for the treatments between categories and the within-groups category for the eleven items measuring theoretical attitudes. A two-tailed, t-test value of 7.67 (greater than 1.99) indicated that parents' attitudes differed significantly from the two professional groups.

TABLE 11.--Analysis of Variance for Theoretical Attitudes.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square or Variance	F Statistic
Between Categories	2,180.97	2	1,090.48	
Within Categories	3,321.80	79	42.04	
Total	5,502.78	81		25.93

Statistics for Junior Novels

Data was collected on each of the nine junior novels indicating to what extent parents, teachers, and librarians approved or disapproved of such literary selections to be read by adolescents, aged 12-15 years.

Excerpts from the literary selections were provided on the questionnaires to indicate the style of writing and to dramatize an incident that might reveal the mood or tone of the story. A brief summary, written by the researcher, was provided to give some general idea about the story. A theme concerning the message was also provided to stress the value of the story.

A five-point Likert item system were used to elicit responses from adults ranging from "strongly approve" to "strongly disapprove" to the statement following each literary excerpt: Children should read such a story as this.

Strongly approve (5); approve (4); indifferent (3); disapprove (2); strongly disapprove (1), (why). The items were weighted (unknown to the respondent) ranging in values from 5 for strongly approve to 1 for strongly disapprove. Written comments regarding adults opinions to each story were encouraged.

Each story was classified regarding the intensity level of the interpersonal relationships of book characters. Three intensity level classifications were identified:

- (1) "Friendship/Admiration"; (2) "Love/Affection"; and
 (3) "Sex Act." Each classification contained three novels:

"Friendship/Admiration"

The 18th Emergency by Betsy Byars

On Fire by Susan Terris

Hey, Dummy by Kin Platt

"Love/Affection"

Bad Fall by Charles P. Crawford

His Own Where by June Jordan

Remove Protective Coating a Little at a Time by
John Donovan

"Sex Act"

Sticks and Stones by Lynn Hall

Go Ask Alice, anonymous

The Man Without a Face by Isabelle Holland

The novel's titles were not provided on the questionnaire. A code was used to identify each story, such as "Story I-A," "Story II-B," (etc.). It was thought that the anonymity of each title would prevent its being subjected to censorship if considered strongly objectionable by an adult.

The data for each novel is presented in means and standard deviations. A multiple correlation coefficient was used to determine the linearity between the adult groups. Each adult group was subjected to an F-test to determine if there was a significant difference between the adult groups regarding their opinions about the novels.

The nine novels, classified according to intensity level, and the statistical analysis for each novel are as follows:

In the "Friendship/Admiration" category, adults approved the story Hey, Dummy with an overall mean of 3.95 and a standard deviation of 1.11 indicated very little variance. Teachers' mean of 4.2, was the only adult group above the mean. The F-test showed no significant difference between the adults in the response to the story. Hey, Dummy was the only story in which the librarians' mean 3.90, fell below the overall mean. Parents' mean of 3.88 was slightly less than teachers and parents.

The 18th Emergency was well received by all adults with a mean of 3.89, and a standard deviation of .753, which indicated close agreement. The parents' mean 3.66, indicated less approval than librarians with a mean 4.09, and teachers with a mean of 4.00. All standard deviations were below the 1.0 level. The F-test showed no significant difference between the adult groups.

Parents' with a mean of 3.05 were less accepting of the novel, On Fire. The standard deviation for the parents' group was 1.28. The adult mean for On Fire was 3.46, with a standard deviation of 1.23. Parents and librarians were similar in their means of 3.8. The F-test indicated the adult groups approximated unity and there was no significant difference between the groups.

In Table 12, mean scores and standard deviations are provided for the novels, The 18th Emergency, On Fire, and Hey, Dummy.

TABLE 12.--Adult Responses to Novels in the "Friendship/Admiration" Level.

Category	<u>Hey, Dummy</u>		<u>The 18th Emergency</u>		<u>On Fire</u>	
	\bar{X}	Sx	\bar{X}	Sx	\bar{X}	Sx
Parents	3.88	1.09	3.66	.75	3.05	1.28
Teachers	4.20	.41	4.00	.37	3.80	.77
Librarians	3.90	1.35	4.09	.83	3.77	1.23
Total	3.95	1.11	3.89	.75	3.46	1.23

Novels listed under the "Love/Affection" classification were somewhat less acceptable than novels that described a friendship/admiration relationship. Adults showed the most approval of the novel, Bad Fall with a mean score of 3.49 and a standard deviation of 1.02, indicating general agreement. Teachers' and parents' means were quite similar with 3.86 and 3.80, respectively. The standard deviation scores of .83 for the teachers and .80 for the librarians indicated very similar opinions. The parents mean of 3.08 was -.40 below the category mean. The F-test indicated that there was a significant difference at the .05 level of probability for the parents' group. The parents did not approximate unity when compared to teachers and librarians.

When adults were asked to respond to such a novel as Remove Protective Coating a Little at a Time, the overall mean of 3.23 showed that adults considered the story slightly more than an indifferent value. The overall

standard deviation was 1.23. Parents were least accepting of the novel with a mean of 2.94 and a standard deviation of 1.24. The librarians and teachers obtained the same mean of 3.50 with very little variance of scores within the professional ranks. The F-test showed no significant difference between the adult categories.

Adults showed the highest rate of rejection of His Own Where than any novel considered with a mean of 2.73, and a standard deviation of 1.33. Mean scores of parents: 2.1, and teachers: 2.66 were below the adult mean. Only librarians indicated a higher acceptance of the novel with a mean of 3.48. There was little variation of the scores within each adult group. The F-test proved that a significant difference exists between the scores obtained by the adult groups when approximating unity.

In Table 13, the mean scores for the adult groups, and the standard deviations are provided for the three novels listed as illustrating "love/affection" relationships.

Novels classified as describing the "sex act" were generally most objectionable; however no novel in this category received more disapproval points from adults than His Own Where.

TABLE 13.--Adult Responses to Novels in the "Love/Affection" Level.

Category	Bad Fall		Remove Protective Coating a Little at a Time		His Own Where	
	\bar{X}	Sx	\bar{X}	Sx	\bar{X}	Sx
Parents	3.08	1.15	2.94	1.24	2.11	1.25
Teachers	3.86	.83	3.46	1.12	2.66	1.11
Librarians	3.77	.76	3.45	1.23	3.48	1.15
Total	3.48	1.02	3.23	1.23	2.73	1.33

The most acceptable novel in this classification was Go Ask Alice, as the adults' group mean was 3.07, and the standard deviation of 1.37 indicated a narrow spread of scores. Librarians were more favorable to the novel with a mean 3.83, and a standard deviation of .86. Parents were least favorable to the novel with a mean of 2.36 and a standard deviation of 1.45. Teachers' scores indicated acceptance with a mean of 3.20 and a standard deviation of 1.14. The F-test indicated that the ratio between the adult groups was significant at the .05 level of probability. The parents' group did not approximate unity with the professional groups toward Go Ask Alice. The adults' mean score of 2.91, and a standard deviation of 1.32 indicated an overall opinion to The Man Without a Face as less than neutral. The parents' group found least acceptance, with

a mean score of 2.30, and the standard deviation of 1.28 indicated a wider spread of scores. The parents' mean of 2.93 was quite near the overall mean. The librarians' mean of 3.6 was more favorable to the story. The F-test showed a significant difference at the .05 level between the adult categories. The parents' group did not approximate unity with the professional groups.

Sticks and Stones was the second most objectional novel according to the adults' overall mean of 2.85, and a standard deviation of 1.33. The parents' mean of 2.41, and the teachers' mean of 2.53 fell below the overall mean. The standard deviations' scores for parents and teachers was quite similar at 1.25 and 1.24. The librarians' mean of 3.5 was much more favorable to the novel. The standard deviation for the librarians indicated as narrow a spread of scores as did the parents and teachers. The F-test resulted in a ratio that showed significance at the .001 level of probability. The parents and teachers did not approximate unity with the librarians toward approval of Sticks and Stones.

In Table 14, the means and standard deviations for the adults regarding their reactions to the novels characterized as "sex act" stories are provided.

TABLE 14.--Adult Responses to Novels in the "Sex Act" Level.

Category	<u>Go Ask</u> <u>Alice</u>		<u>The Man Without</u> <u>a Face</u>		<u>Sticks and</u> <u>Stones</u>	
	\bar{X}	Sx	\bar{X}	Sx	\bar{X}	Sx
Parents	2.36	1.45	2.30	1.28	2.41	1.25
Teachers	3.20	1.14	2.93	1.22	2.53	1.24
Librarians	3.83	.86	3.61	1.08	3.51	1.23
Total	3.07	1.36	2.91	1.32	2.85	1.33

Written Comments

Considerably more parents availed themselves of the opportunity to express their opinions than did teachers and librarians in the spaces provided for the adults to respond to open-end statements regarding their feelings about the nine novels and the course of action they would pursue if they objected strongly to the book. The open-ended responses that appear below reflect the diversity of statements offered by the adults.

Story I-A, The 18th Emergency.

Parent: "I would allow him to read it but express my feelings to him." (Story was marked strongly disapprove and said after the quote, "I strongly disagree with the theme"!)

Parent: "Nothing. I'd like to see it."

Teacher: "Thought provoking. The theme can be used as a jumping off-point to other literature."

Teacher: "It is a real problem faced by many children in school, and a difficult one to know how to deal with. This book may give some real insights to the problem."

Story I-B, Bad Fall.

Parent: "Nothing, as long as they did not read this type of book all the time."

Parent: "It contains in theme and summary only two negative life styles. There is nothing positive in it."
(Marked disapprove.)

Teacher: "A Book about this problem could be very valuable to many."

Teacher: "This story provides a learning experience whereby the students gain more knowledge and awareness for effective decision making in real life."

Story I-C, Sticks and Stones.

Parent: "Explain what homosexuality is and why it is a stigma."

Parent: "Refuse to let him read it and tell him why."

Parent: "I would not allow it."

Parent: "Discuss teacher's selections with school board if a discussion with teacher proves fruitless."

Parent: "Let them and they will profit by it with the questions they will ask afterwards."

Parent: "I would refuse to let any child of mine read such trash and I don't care who required it."

Parent: "Children this age are insecure (extremely!) and, even thru oblique reference, suffer may be influenced by approval of acts not acceptable to society as a whole. Inspire them, in this idealistic time of their lives-don't mire them."

Parent: "This story describes homosexuality which is both abnormal and immoral. God is the authority who has created both sexes so that they may love each other and produce. Otherwise, he no doubt would have created only one sex."

Parent: "Because I believe this is wrong and I teach my children it is wrong, I do not allow any such trash in my house."

Parent: "Poor way to introduce 12-15 year olds to the subject of homosexuality. Better explained and discussed between parent and child."

Parent: "Anything that makes an abnormal sexual behavior seem right could confuse youngsters and I don't think it is proper reading material for this age."

Teacher: "Try to divert him. Check with parents. Discuss general theme rather than just sex part."

Teacher: "Let parents give approval first."

Teacher: "Explain to her the ultra-conservatism of our district."

Teacher: "Protest to the department chairman or curriculum coordinator on the grounds that it reinforces or glamorizes a life style that is socially unacceptable and could be emotionally damaging to impressionable young adults."

Teacher: "Objection is not personal, but there is not a point in setting parent and child against each other. It happens often enough otherwise."

Teacher: "Age 11-12 aren't mature enough to read this and discuss in class. If they want to read this kind of material, they can with parental consent."

Teacher: "I approve of the subject. Love between persons of the same sex has had an unfair label for too long. It does occur, and I think young people grasping for maturity need to know that if they experience these kinds of feelings that they are not 'perverted.' Also, and equally important, they learn that when they see this in others they do not think ill of them."

Teacher: "I strongly disapprove of homosexuality being so liberally accepted in our society, therefore, I reject it in literature and accordingly disapprove of it as reading matter for children."

Parent: "Our school does not have a sex ed. program. I find it hard to justify reading about "abnormal" sex unless students understand the "normal" act."

Librarian: "Suggest another book with a more positive approach. If child insists, I would let him take it, but I would never recommend these books. (Librarian applied above comment to all books considered in the study.)"

Story II-A, On Fire.

Parent: "Just explain my disapproval."

Parent: "Good theme, but again it is useless without offering positive options."

Story II-B, His Own Where.

Parent: "Forbid it."

Parent: "Discourage recurrence, but not with vehemence."

Parent: "Would send it back to the teacher."

Parent: "Talk to the teacher, principal and look into his background, motives, etc., try to get him dismissed."

Parent: "It's like encouraging immorality."

Parent: "They didn't share love. They went to bed together and used each other's bodies for security. Cross out "love" in theme and replace it with "sex."

Parent: "Parents who love their children would not allow this to go on."

Parent: "Do you mean to tell me that trash like this is in our school libraries?"

Parent: "Transcription error?" (regarding quote)

Teacher: "Object on the grounds that students aren't ready to have this type of relationship accepted as OK by adult generation."

Teacher: "I personally don't approve of books written for teen-agers that go into any details of making love. My reason is that I don't think they need that kind of encouragement. I wouldn't discourage anyone from reading it, but I'm sure I would not recommend it without having read it first."

Teacher: "I shouldn't disapprove, but I do because I find the language too explicit."

Librarian: "I would find the book a liability in the library. Not worth the chance of a lot of objection by parents."

Librarian: "I would disapprove, but I guess children will read this kind of thing if they can get it. This is a more modern age than I was raised in."

Story II-C, Go Ask Alice

Parent: "I doubt my children would take this story serious."

Parent: "Gutter story, my daughter thinks higher than this."

Parent: "Try to persuade him a book doesn't have to use 'gutter language' to make a point."

Parent: "Try to get book removed from the library and have a discussion with my child."

Parent: "I would let the teacher know that there is better literature on drugs than this type of phony, scare-tactic story which has very little effect on children of this age group."

Parent: "Complain to principal."

Parent: "Show them that this is not the best side of life. Some people will write anything to make a buck."

Parent: "I would leave it up to my child, but express my true feelings to him about the book."

Parent: "Compalin to principal if that didn't work go to the school board."

Parent: "Would send it back to the teacher."

Parent: "Notify principal, withdraw child from the class."

Parent: "Not for the too young-but high school level-for a lesson in telling it like it is!" (marked approve)

Parent: "Positive approach that challenges deeper thinking."

Parent: "Kids and I already read it. Despite language given above there is a positive moral feeling engendered by this book."

Parent: "Not worthy of an answer."

Teacher: "I would let the child know what to expect and ask if his parents approve of this kind of reading."

Teacher: "Young people need to know of the world and since we cannot safely 'try anything once', well written books can fill this void."

Teacher: "I think there is better reading material than this for children." (marked strongly disapprove)

Story III-A, Remove Protective Coating a Little at a Time.

Parent: "Raise his level of thinking."

Parent: "I see nothing to be gained by reading something like this."

Parent: "Sick story. Discuss it, forbid it."

Parent: "Seems like this would be a story to discuss in psychology classes. Such themes as: inability to relate to peer group, self image, abnormal dependency. Sounds like a real loser."

Story III-B, Hey, Dummy.

Parent: "Take it back and tell her or him that I do not allow this kind of book in my home and I think I am a better judge of what kind of books that I think my children should read."

Parent: "Man's inhumanity is too prevalent. We need more teachings like this--not necessarily biblical."

Parent: "Disapprove of above sentence (theme of story: 'it is sometimes necessary to reject the prevailing values of family and society')."

Parent: "There are such things. They should know that they exist. Develop compassion."

Story III-C, The Man Without a Face.

Parent: "Cannot consider homosexual relationships as normal and satisfying anymore than a story on stealing or killing. These stories stress 'do your own thing' and leave maladjusted people to reflect ideas and standards of more of the same. You could give the story the title 'The Quicksand of Dispair'."

Parent: "Parts of this story are good. However, why do authors feel they have to 'spice' their stories. Are they readying children for 'X' rated movies or for higher learning?"

Parent: "With strong teacher guidance of normally healthy, nurtured youngsters, these probably could be a useful education."

Teacher: "Seems to be handled OK but perhaps still calls for a maturity that my students probably don't have. Nor would I have the backing of the parents."

Teacher: "Young people of this age have enough problems and concerns adjusting to and understanding the normal but complex roles of life without seeking to understand the perverse. However, if a young person has already been exposed to similar situation in real life then perhaps reading of such a situation and its outcome would help him to sort out his own feelings and to realize that others have the same problems."

The following remarks were included in correspondence to reflect individual philosophies regarding literature in general and not specific novels.

Parent: "This literature sounds more like an adult book store."

Parent: "I do think teenagers can read about other ways of life if they point out the dangers of setting that way of life as a way of life. People have to learn that just because it's written it doesn't make it fact."

Parent: "There's but one word for all of them (stories herein) 'trash'."

Parent: "I would seriously think that (if a teacher recommended these titles) he or she was not fit to be a teacher and tell the person so."

Parent: "I am sure I sound like an overprotective mother censoring their friends reading material, TV, etc., but I feel children need limits, guideline, absolutes and the schools have not provided these of late."

Parent: "Generally I approve of children selecting their own reading material and not having to seek my approval of the subject matter. This does not mean that I endorse a steady diet of perversion, pornography, sex, morbidity, etc. An appreciation of well-written material should be cultivated by exposure to a full spectrum of material.

Teacher: "I tell my students to pick reading material that their parents wouldn't disapprove."

Teacher: "I recommend 'safe books'. I'm teaching 12 year old students. The district in which I teach is very conservative. I would never recommend a book I thought might be considered questionable. I do not inhibit their reading material in anyway. The only thing I tell them is not to read what they would feel ashamed of if their parents found out."

Teacher: "I believe that children should be exposed to and allowed to read all types of books, in this way they learn the difference between the worthwhile and the worthless."

School librarian: "Novels, good novels, which deal with such relationships--even though out of the norm--belong on library shelves. However, not every child could or should read all these novels. Personal and parental considerations must be kept in mind. I feel that such novels are a valuable form of reading guidance when used with understanding."

Public librarian: "A child/young person must be aware of the multi-faced experience of others with whom he must live, if he is to grow to successful adulthood. With no exposure to other 'facts of life' he has no basis for developing his own philosophy and course of action. However, all realistic fiction being written for children and young adults does not qualify in my estimation. The examples you have selected happen to be among the best available."

Public librarian: "Junior high school students need to be making decisions on their own. I cannot impose my beliefs on these kids. If asked, I can tell them that I didn't like a certain book, but I have no right to tell them they can't read it."

Public librarian: "Whether I strongly disapprove or not (as to whether or not a child should be reading a book) is not the question. I can hardly force my values on anyone."

Public librarian: "I approve of including the above example in teen-age collections, especially in a city like this. These things happen, and people should realize it. It's not the thing I'd like my daughter (age 11) to read soon, but if she chooses to, I'll let her explore for herself. She can retain her innocence and lose her ignorance at the same time."

Public librarian: "Adults should be guiding our children in a positive way, and something is wrong with our sick society when adults let children tell them what they are going to do or read or such. We have sick adults writing sick books. What's wrong with the classics. Let's get back to the basic principles of God's words instead of listening to sin, sick people who are confused they don't know their own mind, let alone to guide someone else!!"

Public librarian: ". . . I select for library quality, timeliness, story line and value. If it has sex in it fine; if not fine. The books which have only sex and violence to recommend them loose out, because our money just doesn't go far enough to buy all the other ones and them too.

Discussion

Data collected for the five hypotheses of this study indicate that the parents samples were more restrictive than are teachers and librarians in their attitudes of determining what is appropriate and not appropriate reading material for adolescents, aged 12-15 years.

Two additional statements pertaining to parental control were submitted to further measure parents' control over adolescent's choices of television programs and their choices of personal friends. Almost 85% of the parents recognized their right to control the types of television programs that their adolescent children are allowed to watch. Nearly 82% claimed their right to control the choice of friends of their adolescent children.

Four statements on the questionnaire showed that 78% of the parents were concerned about keeping informed of what literary selections their children were reading, seeking children's recommendations for specific books for their personal collections, and suggesting books for school libraries and classroom use.

Educational background does seem to have an influence on the parents attitude regarding their willingness to allow adolescent children to read about controversial topics. Out of the twenty parents who had no education beyond the high school level, 65% indicated that they would disapprove of their children being allowed to read about controversial topics. On the other hand, out of the fifteen parents with at least some college background, only 30% reported that they disapproved of such reading fare for their children.

The parents' group mean score of 32.50 was consistently below the teachers' group mean of 38.26, and the librarians' group mean of 43.93 on a measure of eleven control items. The overall adult mean score was 37.87.

Teachers' mean scores on items measuring control and responding to stories that contained controversial elements appeared to be near the mean scores consistently. Librarians' mean scores on the same items were consistently above the mean score. This indicates that the professional groups were more open and lenient regarding their controlling of adolescents reading material and in their

reactions to the actual literary selections than were the parents groups.

Four items on the questionnaire were submitted to the teachers and librarians to elicit their responses regarding a measure on the application of their professional training and theory. A percentage of 58.5% of teachers and librarians approved of keeping informed about what an adolescent chooses for his free reading, soliciting recommended titles from adolescents, and encouraging parents to suggest books for the school library and classrooms.

On a cross-tabulation between the educational background of the professional groups compared to their attitudes toward control, 85% of the teachers were scored as indifferent; 58% of the librarians were in strong agreement that an adolescent has the right to choose his own reading material.

Teachers and librarians were quite different in their educational background. The baccalaureate degree is held by 64% of the teachers, while 36% of them hold a Master's degree. The number of Master's degrees held by librarians is 64%. The percentage of professionals who have taught at least four years, but not more than ten years was 46.7%, while the librarians were similar in the number of years service with 52% of them in the same cell.

All teachers and school librarians from the schools sampled were protected by a formal book selection policy, and all but one of the public librarians had written a policy as a guide to select trade books.

Each of the professional groups had experienced some dealings with a censorship problem (23%). Four of the teachers related a censorship experience, while only one school librarian, and five (5) public librarians had experienced complaints.

By using a measure of multivariate analysis of variance, data was collected about the adult groups concerning their reactions to seven variables recognized as potentially troublesome when found in literature.

When asked for their approval or disapproval of allowing adolescents to read about specific references in literature to homosexual incidents, the parents mean score of 1.94 was much less tolerant than teachers with a mean of 2.3 or librarians with a mean of 3.7.

Heterosexual references were somewhat more acceptable to all adult groups. The parents' group mean was 2.6, the similar teachers' mean was 2.8, and the librarians' mean was 3.8.

The standard deviations of the adults' groups regarding both types of sexual references were 1.1, which indicates little variance among attitudes of these troublesome literary aspects.

When asked to respond to nine junior novel selections which ranged from a mild intensity level to a strong possibility to arouse an adult censor, the parents' group was less accepting of the literary selections. The parents' mean score of 25.80 reflects their written comments about each of the novels. The teachers were more accepting of the novels with a mean score of 30.7. The librarians exhibited the most acceptance when their mean was compared at 33.67. There was wider variance among the adults regarding their approval of the literary selections.

In Table 15, the observed cell means and standard deviations on variable of homosexuality, heterosexuality, the sex act, and responses to nine literary selections are provided.

TABLE 15.--Means on Controversial Literary Aspects.

Group	Homo Sexuality	Standard Deviation	Hetero Sexuality	Standard Deviation	Sex Act	Standard Deviation	Nine Novels	Standard Deviation
Parents	1.9	.8	2.6	1.3	4.7	1.7	25.8	6.9
Teachers	2.3	1.3	2.8	1.3	5.5	2.4	30.7	4.9
Librarians	3.7	1.0	3.8	1.2	7.6	2.1	33.7	6.8

Content AnalysisHypothesis VI:

The mean score on a measure of censorious aspects pertaining to the peer relationships of the same sex category will exceed that of the peer relationships of the opposite sex and the non-peer relationship category.

To test this hypothesis, the researcher conducted an analysis of the content of nine junior novels to detect the amount of literary aspects judged as potentially censorious. Three qualifying aspects were investigated: objectionable language, references and descriptions of sex, and social behavior considered contradictory to the established values of society.

Objectionable language was broken down into three levels and weighted to indicate the less objectionable to the most objectionable. Vulgar expressions were valued at one point, profane expressions were valued at two points, and obscene expressions were valued at three points.

References and descriptions to matters of sex were classified and weighted according to the type of sexuality. Sexual references were valued at one point. Heterosexual acts were valued at two points. Homosexual acts were valued at three points.

Anti-social behavior was identified and weighted with a single point value. Such episodes considered contradictory to the established standards and principles of society were: lying, cheating, stealing, running away

from home, using drugs and liquor, and cruelty to other persons. Acts of violence that were vividly portrayed in the novels were deemed more controversial and were valued with two points.

The nine junior novels were further qualified as representatives of the literary selections that most appropriately meet the criteria for three categories of interpersonal relationships. The novels selected for this aspect of the study emphasize relationships of adolescent characters of the same sex and opposite sex who would be judged as members of the same peer group, those who share the same environment, similar ages, and common interests. The third category included stories that depicted relationships between an adolescent character and somebody outside the peer group, such as a mentally handicapped character or one who is much older or younger than the main adolescent book character. In addition to these differences the researcher included in this category novels that portrayed adolescents involved with adults whose life styles and codes of ethics contradict the values of the main stream of people in America and that of the adolescent book character.

The three relationship categories were further broken down into levels of intensity regarding the relationship as it exists or is developed by the writer during the story. The three classifications of intensity are ones

that describe a friendly warm attachment, labeled as "admiration/trust." A second level of intensity portrays one of the characters as an object of devotion that is labeled as "love/affection." The third level of relationship intensity develops into a consummation of the sex act which is labeled as "sex act." Thus, the nine novels were separated into three categories of interpersonal relationships depending on the age and sex and mental development of the characters. The novels were then classified according to the intensity of the relationship as portrayed in the novel.

The nine contemporary realistic fictional novels used in the content analysis are identified below.

I. Peer relationships between members of the same sex:

A. Friendship/Admiration (story I-A)

The 18th Emergency. Betsy Byars. (New York: The Viking Press, Inc., 1973), p. 126.

Summary: Twelve-year-old Mouse insults the local bully, Marv Hammerman, who threatens to beat him to a pulp. A terror-filled week passes when nobody can help Mouse; not his best friend Ezzie, nor his non-believing mother or too-busy father. Finally Mouse must face the consequences alone.

Theme: True courage can come only when one has to face fear and terror alone.

B. Love/Affection (story I-B)

Bad Fall. Charles P. Crawford. (New York: Harper & Row, 1972), p. 140.

Summary: When school begins in the fall of the ninth-grade, Sean Richardson meets a new boy from the city, Wade Sabbat. Wade is uniquely different because of his incredible charm and self-confidence and the ability to persuade Sean to participate in cruel and criminal acts.

Theme: It is quite easy to be drawn into immoral acts by somebody you admire, but do not really know.

- C. Sex Act (story I-C)
Sticks and Stones. Lynn Hall. (Chicago: Follett Publishing Co., 1972), p. 220.

Summary: Tom, a talented pianist in high school, begins losing his friends and the townspeople make the principal force Tom out of the music scholarship competition because they unjustly accuse him of having a homosexual relationship with Ward, an ex-service man who had been discharged from the Army because of a homosexual involvement.

Theme: Narrow-minded people are quick to draw conclusions based on gossip that can result in crippling consequences for the innocent.

II. Peer relationships between members of the opposite sex:

- A. Friendship/Admiration (story II-A)

On Fire. Susan Terris. (Garden City, N.Y.: Doubleday and Co., 1972), p. 119.

Summary: Nina, who is twelve and too shy to face the realities of life meets Paul. He is fifteen and tough but too frightened about the world, which he would like to destroy with fire. In an abandoned house these two young people share a common love of painting, and seek ways to give comfort and understanding to each other when nobody else is available.

Theme: When rebelling against unacceptable conditions, there is solace in finding one to share the burden.

- B. Love/Affection (story II-B)

His Own Where. June Jordan. (New York: Thomas Y. Crowell Co., 1971), p. 91.

Summary: This is a story of Buddy and Angela's love for one another. They seek refuge in a cemetery from the harshness of the ghetto and Angela's parents who object to their intended purpose of living together when Buddy's father dies and leaves him alone.

Theme: Drawing strength and comfort from one you love to survive in a hostile environment.

C. Sex Act (story II-C)

Go Ask Alice. Author anonymous. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971), p. 159.

Summary: Alice, fifteen and the daughter of a college professor, tells her story of becoming involved with drugs to a diary. She runs away from home, becomes acquainted with many aspects of sex and eventually, seeks help from drug addiction in a hospital. The plans she once had for a normal life are shattered when her unshakable drug habit leads to her death.

Theme: Reliance on drugs may prevent one from developing trust and true affection with one's peers.

III. Non-peer relationships between persons of a significantly different age range or mental capacity.

A. Friendship/Admiration (story III-A)

Hey, Dummy. Kin Platt. (Philadelphia: Chilton Book Co., 1971), p. 170.

Summary: Neil Comstock, a sensitive boy, befriends mentally retarded Alan Harper, better known as 'the Dummy'. By trying to help Alan adjust to a world of hostile children and adults, Neil learns of the emotional stress that one must endure when coping with humanity and retardation.

Theme: In order to show compassion and concern for less fortunate human beings, it is sometimes necessary to reject the prevailing values held by one's family and society.

B. Love/Affection (story III-B)

Remove Protective Coating a Little at a Time. John Donovan. (New York: Harper & Row, 1973), p. 101.

Summary: Fourteen year-old Harry's lack of communication with his young parents' leads him to accept the warm overtones of another lonely person, an elderly 72 year-old lady. Amelia lives in condemned building, eats pigeons, and panhandles from strangers. But a trusting and deeply confiding relationship helps each to openly reach each other humanistic measures.

Theme: Age is not a determining factor prerequisite to the establishment of building a mutually satisfying interpersonal relationship.

C. Sex Act (story III-C)

The Man Without a Face. Isabelle Holland.
(Philadelphia: J. B. Lippincott Co., 1972),
p. 158.

Summary: In order to pass the boarding school entrance exams, Charles who is fourteen and fatherless, seeks the tutoring aid of McLeod, 47, a former teacher. McLeod has been disfigured in an automobile accident and is considered the recluse of the summer resort area. A mutual relationship between Charles and McLeod based upon admiration, respect, and understanding develops into a final scene of homosexuality. The association is broken with McLeod's death.

Theme: Friendship based upon qualities of admiration, respect and understanding may transcend cultural and age limits.

Intensities of Relationships

To identify and compare the individual titles that contain the fewest censorious aspects and the titles that contain the highest number of censorious aspects, the researcher determined that it would be advantageous to consider the intensity levels of relationships. The levels of intensity range from "friendship/admiration"; "love/affection"; to the "sex act." This type of classification provides for more continuity and higher correlation within each intensity level of relationship rather than the categorization according to peer or non-peer relationships.

Friendship/Admiration Intensity Level

The friendship/admiration intensity level describes a warm friendly attachment between two dominant book characters.

The 18th Emergency: This novel contained no language or sexual references considered objectionable. The novel did have four graphic descriptions of violent fist fights for a total of eight (8) points. The only points awarded this novel pertained solely to violent behavior. An example of the narration describing a fist fight follows:

Mouse's hands were up. He threw the invisible controls forward and hit nothing. Then he felt a sharp stinging blow on his breastbone. He hadn't seen that one coming either. He put out his fist, to ward off blows again rather than to land them, and then Hammerman's fist was in his face. It landed somehow on his nose and mouth at the same time. Then there was another blow directly on his nose.¹

In Table 16, frequencies and percentages of the researcher's content analysis are provided.

TABLE 16.--Censor Points for The 18th Emergency.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	0	0%
Profanity	0	0%
Obscenity	0	0%
<u>Sexuality</u>		
Sexual	0	0%
Heterosexual	0	0%
Homosexual	0	0%
<u>Social</u>		
Violence	8	0%
Total Book Censor Points	8	
Book Mean Score	2.7	

¹Betsy Byars, The 18th Emergency (New York: The Viking Press, 1973), p. 111.

On Fire: In this novel eight (8) points counted for anti-social behavior. The aspect of cruelty was counted four (4) times, and aspects of theft, lying, and violence was each counted once for a total of 8 points. Fifty three percent (53.3%) of all the censor points in On Fire were counted in the social domain. There were two general references toward sexuality for a total of two (2) points. Objectionable language received its biggest sum in the profanity level with four (4) points and one (1) point received for a vulgar expression.

Acts of anti-social behavior were evidenced in contexts of cruelty, violent displays of temper and frustration, and criminal acts of theivery committed by Paul who is accused of being a pyromaniac. On graphic incident illustrates the violence Paul is capable of when he hits Nina several time because she has betrayed his trust.

The story is told from the viewpoint of Nina, a shy and introverted girl of twelve who is three years younger than Paul, who puzzles and torments her. The only social points counted against Nina occurs when she lies to her parents to conceal her friendship with Paul. There are two minor suggestions to acts of sexuality. One Paul threatens to molest Nina to scare her away from his secret abandoned house at the beginning of the story. The author does not complete the dialogue:

He bent over and put his hand on the front of her dress. 'You Know', he chuckled, 'I have half a mind to . . .'²

Later, Paul gives Nina a neck chain as a token of compromise for having beat her up and there is a moment of embracing and kissing which could turn more serious, but they are interrupted. The language is mild with only three objectionable words found in the entire novel.

In Table 17 the frequencies and percentages of the researcher's content analysis for On Fire are presented.

TABLE 17.--Censor Points for On Fire.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	1	6.6%
Profanity	4	26.6%
Obscenity	0	0.0%
<u>Sexual</u>		
Sexuality	2	13.5%
Heterosexuality	0	0.0%
Homosexuality	0	0.0%
<u>Social</u>		
Theivery	1	6.6%
Lying	1	6.6%
Cruelty	4	26.6%
Violence	2	13.5%
Total Book Points	15	
Book Mean Score	5	

²Susan Terris, On Fire (Garden City, New York: Doubleday and Company, Inc., 1972), p. 105.

Hey, Dummy: More than eighty-three percent (83.3%) of the points tallied for the content analysis of this study were taken because of the amount of cruel and violent episodes it contained. Due to the extreme amount of violence graphically described it was awarded twenty (20) points, and because of the depictions of cruelty worth eight (8) points, plus an additional two (2) points for running away. There were no references to sex. Six (6) points were counted for objectionable language. Two (2) vulgarities and two (2) profanities were listed.

Before Neil befriends Allen, the "dummy," he is described as being just as intolerant and cruel to mentally retarded Allen as most other characters portrayed in the story. The vicious and cruel acts of aggression are vividly detailed by the author in such neighborhood games as teasing Allen by grabbing his hat and playing "keep-away" or by encircling him and taking turns at pushing him around the circle. Violent acts of behavior are described when the games become more vicious and tempers are lost:

We converged on him like a three-pronged arrow. Dane hit him first in a good flying tackle across the shoulders. Charley dived in from the side, and we all went down with a thud. Sitting on his chest, I grabbed the ball away. 'What are you? Some kind of wise guy?' He looked up at me kind of dumb. I slapped him across the face. 'Aaah!' he said. 'Well, don't try that again or you'll get more,' I told him.

He didn't say anything and I got up. The kid just lay there. Dane and Charley got up, too. Dane kicked him.

'There's one from me you can remember.' The kid didn't answer. There was a strange expression in his blue eyes, almost as if he was a foreigner and didn't understand our language. Charley, standing behind the kid's head, stepped one foot on the up-turned face, leaving his sneaker mark on the Dummy's forehead.

'I'm branding you a football rustler,' Charley said. 'Now everybody will know.'³

Acts of cruelty are portrayed on the part of Neil's parents who do not trust Allen around Neil's sister. They try to imitate Allen's uncoordinated physical movements and speech pattern to convince Neil that it is dangerous to have Allen around their house. The parents are unsuccessful in convincing Neil and resort to screaming and slapping out of fear and frustration. The most violent scene of the story appears at the conclusion when Neil has abducted Allen from a vigilante group to protect him from being accused of molesting a girl. Having run away to a strange city and while hiding near a supermarket, Neil arouses the night watchman who suspects Neil is stealing food. Running back to rescue Allen, Neil has forgotten that he tied Allen's ankles to keep him from wandering away. The watchman fires his rifle and kills Allen.

³Platt, Op. cit., pp. 5-6.

The language is mild with only four curse words being spoken. Neil says two words: "pee" (vulgarity) and "damn" (profanity). The other two profanities are spoken by an irrate baker and Neil's mother.

In Table 18, the frequencies and percentages of the researcher's content analysis for Hey, Dummy are presented.

TABLE 18.--Censor Points for Hey, Dummy.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	2	5.5%
Profanity	4	11.1%
Obscenity	0	0.0%
<u>Sexuality</u>		
Sexual	0	0.0%
Heterosexual	0	0.0%
Homosexual	0	0.0%
<u>Social</u>		
Runaway	2	5.5%
Cruelty	8	22.2%
Violence	20	55.5%
Total Book Points	36	
Book Mean Score	12	

The least objectionable novel in the "friendship/admiration" intensity level was The 18th Emergency. This novel had eight (8) total points counted for anti-social behavior for a mean score of 2.7. The only novel in this intensity level to receive points for references to sex (2) was On Fire. However, objectionable language worth five (5) points and anti-social behavior points of eight (8)

far outnumbered the sexual suggestions, giving the book a mean score of 5.0. The most censorious novel was Hey, Dummy, mean score of 12.0. Its content was much more violent and portrayed anti-social behavior more frequently than the other two stories. It had no references to sex and six (6) points were counted for objectionable language.

Table 19, is a comparative table of figures representing the frequencies of censor points and the mean scores for each novel and the censorious aspects listed in the "friendship/admiration" classification which it contained.

TABLE 19.--Friendship/Admiration Level Censor Points.

	Language	Sex	Social	Mean
<u>The 18th Emergency</u>	0	0	8	2.7
<u>On Fire</u>	5	2	8	5.0
<u>Hey, Dummy</u>	6	0	30	12.0
Intensity Level Mean	3.6	.7	15	6.5

Love/Affection Intensity Level

The love/affection intensity level includes stories that depict a feeling of devotion between book characters.

Bad Fall: The language used by the characters in Bad Fall was found to contain 64.7% of the censor points. Thirteen (13) points were extracted for vulgarity. Twenty (20) points were counted for profanity. There were no

obscentities. The majority of the vulgar words consisted of "crap" or its derivative form "crappy." "Hell" was considered a vulgarity when used to express anger or frustration. The profanity used by the characters were "God" or "damn," or a combination. One popular expression in vogue among today's youth and judged as a vulgarity was the phrase, "she has the hots for your body." This expression was used by the main character, Sean to elicit a reaction from Wade regarding his affections for Allison.

References to sex counted only for one (1) point, or only two (2) percent of the total censor points. The points counted for examples of anti-social behavior, 33.3% of the censor points. Descriptions of using drugs was counted for two (2) points; violence for six (6) points; and cruelty depicted by the behavior of the characters toward others counted for nine (9) points.

A whole host of anti-social acts are depicted in Bad Fall. Some of the acts are cruel and violent; some of the acts are criminal in nature, such as shoplifting and stealing a car for a joyride. Wade is capable of making Sean believe that none of the crimes committed are serious. There are many episodes relating the large capacity of cruelty that a boy as mild mannered as Sean is willing to endure and even at times participate. Wade appears to have supernatural powers. At one party he uses hypnotic power of suggestion to cause Allison to

believe that she is in the midst of a terrifying car accident. Sean is persuaded to play truancy from school and even to cheat on an English exam. The most violent episode occurs on Halloween. Sean and Wade discover that Allison is babysitting in the neighborhood and decide to scare her for a few laughs. The whole terrible episode turns into a sadistic nightmare filled with fear and violence. Wade is not content to merely frighten Allison, but he continues to smash windows and cut the electrical lines. The following excerpt provides an idea of the writing style:

'Stop it,' I yelled, but I didn't know to whom I was shouting, whether to Wade or to Allison or to myself. 'Stop it!' Wade had the stick raised ready to smash another window. I ran across the few remaining yards toward him. I barreled into him, knocking him to the wet ground. I swung my fist and felt it strike the side of Wade's face. He lay there laughing. It was the same demonic laugh that had burst from him at the back door earlier. I swung again at his face but only managed to strike him in the shoulder. He didn't seem to feel any pain.⁴

There was hardly any reference to sexual activity in the novel. One incident was included and therefore one point for a sexual reference, was recorded, but the reference to sex was done in jest fashion.

In Table 20, the frequencies and percentages of the researcher's content analysis for Bad Fall are presented.

⁴Charles P. Crawford, Bad Fall (New York: Harper & Row, 1972), p. 127.

TABLE 20.--Censor Points for Bad Fall.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	13	25.5%
Profanity	20	39.2%
Obscenity	0	0.0%
<u>Sexual</u>		
Sexuality	1	2.0%
Heterosexuality	0	0.0%
Homosexuality	0	0.0%
<u>Social</u>		
Drugs	2	4.0%
Cruelty	9	17.6%
Violent	6	11.7%
Total Book Points	51	
Book Mean Score	17	

His Own Where: This novel amassed a sum total of sixty-one points. The mean score for the novel was 20.3. The language factor scored highest with twenty-nine (29) points. Six (6) points were tallied for vulgarities, the lowest score among the censorious aspects of language appearing in this book. Fourteen (14) points were recorded for profanities and obscenities scored nine (9) points.

References to sexuality totaled twenty (20) points. Nine (9) points for general implications toward sex were counted. The references to heterosexuality amounted to eight (8) points, and those pertaining to homosexuality totaled three (3) points.

Social behavior counted as potentially troublesome totaled twelve (12) points. Violence counted for eight (8)

points and cruelty counted for one (1) point. Anti-religious statements were counted for three (3) points.

Analyzing the novel, His Own Where by June Jordan presents its own special problems. Ms. Jordan, a poet writes her dialogue and narration in a black dialect which contains figurative language; therefore, much of the emotional and dramatic impact can be overlooked unless one can handle figurative speech and is familiar with her particular style of writing. The language considered objectionable in His Own Where reached all three levels of vulgarity, profanity, and obscenity. Twice, Angela was called either a "whore" or a "prostitute" by her Father when he spoke out of anger and suspicion of Angela's relationship with Buddy. Buddy's language leaned more toward the level of profanity with uses of "Jesus" or "Jesus K. Christ," obscenity with words like "shit" or "bullshit." At one point in time, the author uses an analogy to semen to describe the butter being served in the school cafeteria:

The jerkoff corny butter squares.⁵

The language factor was the highest in scoring for censorious aspects with a total of 29 censor points.

The area of sexuality was given considerable emphasis in His Own Where. Twenty points, or almost a third (32.8%)

⁵Jordan, op. cit., p. 38.

of the total objections were found to deal with sex. The majority of references to sex were general in nature, commenting upon contraceptives, menstruation, parts of the anatomy, and descriptions of the characters lying in bed. Such an example is provided:

Next morning they legs be tangle together. Angela wake up and look at Buddy lying naked there beside her. She kiss Buddy face, lean on one elbow looking at his head.⁶

Four episodes refer to the actual love making between Buddy and Angela. One of the excerpts is provided in the summary of this novel, but it might conceivably be difficult to imagine what is truly happening unless one is accustomed to reading the black dialect in poetic form. One other episode is provided here to stress the complicated sentence structure used by the author when depicting the behavior of the two young lovers and their actual conversation:

They be quiet holding close together. He kiss her mouth, her arm.

Her fingers teasing on his neck and trace the fire down his back, his back a bone and skin discover she making, stroke by stroke.

And they undress themselves. Feel him feel her wet and lose the loneliness the words between them.

'What do you call it?' Buddy ask her.

'Well I call it making love.'

'We make some love.'

They make some love and then they fall asleep.⁷

⁶ Ibid., p. 71.

⁷ Ibid., p. 70.

Few references regarding religion were made in the novels analyzed. However, in His Own Where, Angela is sent to a detention home provided by Catholic nuns. While there she is visited by Buddy. It is here that a suggestion is made by Angela toward the homosexuality of the nuns:

Angela continue. Almost whisper in a hurry.
 'Last week one of them attack me.'
 'One of who? The sister?'
 'No, not yet. But I hear about a sister the third floor try to kiss another sister.'
 Buddy say, 'Try to kiss her?' He start to laughing.
 'Angela you better be serious.'
 'I am serious,' she say, laughing. 'Half the girls be going with the other half. They don't let you do nothing else.'⁸

Other anti-religious statements and concerns are expressed by Buddy when he helps Angela to escape the detention home; he ridicules the diety and the Christian belief of spiritual creation of man.

Twelve censor points for statements that might be considered violent or cruel in nature were found in this novel. There is cruelty depicted when Angela's parents turn her out of the home, and extreme violence occurs when her father beats her up because he believe her to be sexually promiscuous.

In Table 21, the frequencies and percentages of the researcher's content analysis for His Own Where are presented.

⁸Ibid., p. 55.

TABLE 21.--Censor Points for His Own Where.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	6	9.8%
Profanity	14	22.9%
Obscenity	9	14.8%
<u>Sexuality</u>		
Sexual	9	14.8%
Heterosexual	8	13.9%
Homosexual	3	4.1%
<u>Social</u>		
Violence	8	13.9%
Cruelty	1	1.7%
Religion	3	4.1%
Total Book Censor Points	61	
Book Mean Score	20.3	

Remove Protective Coating a Little at a Time: A total of sixty-five censor points were extracted for a book mean score of 21.7 points for this novel. Objectionable language received the most points with a total of thirty-five (35) points or 53.8% of the total points. There were more profane statements (worth twenty-two (22) points) than vulgar statements (worth thirteen (13) points). No obscene words were noted.

Sexual references totaled twenty-eight (28) points, or 43.1%. Descriptions of heterosexuality were valued at eight points. Three (3) homosexuality points were scored.

Anti-social behavior was minor with only two (2) points, or 3.1% of the total points.

Donovan's novel, Remove Protective Coating a Little at a Time scored 61 censor points, evidencing a concentration of sexual references and objectionable language. The novel made only one reference to a violent scene in which the main character's mother tears up her scrap book in a fit of anger as she suffers from an emotional breakdown.

The language considered potentially objectionable in this novel could be described as strongly reflective of current slang and vernacular expressions commonly used by young people today. He included phrases such as "slipped it to her" and "making out" which were not found in the other novels. Other words deemed vulgarities would be "hard-ons," "fairy," "horny," and "jolly jock." "Christ" and its variations were the predominate form of profanity. There were no obscenities.

Two references were made to masturbation with suggestive phrases as "that great indoor sport" and ". . . steam up the john."

Several other references were made to sexual functions or anatomy in general narration. At the initial meeting between Harry and Amelia, there is an intimate probing by the elderly lady concerning Harry's penis:

'I read somewhere that about ninety percent of American male babies are circumcised at birth, automatically. Is that right, from your observation?'

Harry felt his face go red. He stared at the ground in front of the bench.

'It's not that way in Europe, and didn't used to be that way here,' the lady went on. 'Is it correct, what I read?'

'Well . . .'

'Are you, for example?'

Harry hesitated. 'I guess so.'⁹

Intense probing of such a sensitive and personal concern may cause many persons to shudder, but the censorial problem could well be compounded when such an old lady bum as Amelia is doing the questioning, it could be explosive. The lady appears to be merely curious and has no sexual intentions for Harry as the reader finds out for himself as the story progresses.

Four references of heterosexual activity are made regarding characters in the book. Only one episode involves the main character Harry. It is a first sexual experience for Harry with a rather experienced girl at summer camp.

Harry fumbled with his jeans. He could hardly get them off, he was so nervous. He laughed, telling himself to stop laughing. He knelt next to Marilyn.

'Hurry up,' Marilyn said. 'I've got to go to archery.'

Harry ripped his shorts, pushing them over his knees and down to his ankles. He stopped moving around so frantically and slipped toward Marilyn.

'You OK?' Marilyn asked.

'Oh, yes,' Harry answered.

'Go ahead.'

'Oh, yes.'

'Well, go on.'

Harry tried. He thought of every wonderful thought he had ever had about sex, but nothing happened.

⁹ Donovan, op. cit., p. 31.

'What's the matter?' Marilyn asked.
 'Nothing.'
 'Are you gay, or something?' Marilyn said.
 'I'll be OK. Just wait a few minutes. Honest,
 I'll be OK.'
 'Forget it!' Marilyn said. She got up and dressed.
 Harry sat, silent, his shorts still tangled around
 his ankles.¹⁰

Providing the character, Harry, with the problem of impotency at the exact moment of penetration may prevent the junior novel from being severely criticized. The situation does provide the reader an important insight into the total picture of Harry's rather unsuccessful attempts at building relationships with others.

Sexual curiosity is further developed by the author in details about the activities of Harry and his friend, Bink. They are described on several occasions as attempting to gain entrance into pornographic movie houses where heterosexual and homosexual films are shown, they are always denied admittance. There is one vague reference to a minor homosexual act when Harry and his friend compare their penises.

In Table 22, the frequencies and percentages of the researcher's content analysis for Remove Protective Coating a Little at a Time are provided.

¹⁰ Ibid., pp. 13-14.

TABLE 22.--Censor Points for Remove Protective Coating a Little at a Time.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	13	20.0%
Profanity	22	33.8%
Obscenity	0	0.0%
<u>Sexual</u>		
Sexuality	17	26.2%
Heterosexuality	8	12.3%
Homosexuality	3	4.6%
<u>Social</u>		
Violence	2	3.1%
Total Book Points	65	
Book Mean Score	21.7	

The intensity level of "Love/Object Affection" with a total mean score of 19.4, is much more capable of producing censorship problems than the previous intensity level of "Friendship/Admiration" whose mean score was 6.5. In all aspects of language with mean score of 32.3, and references to sexuality with a mean score of 16.2 the novels included in the love/object affection intensity level were more objectionable. The aspect of anti-social behavior was counted as less in the love/object affection intensity level with a mean score of 10.3, than books dealing with friendship relations.

The three novels under this love/object affection intensity level were the most compatible of any intensity level classification regarding the individual story mean

scores on censorious aspects. A close correlation exists under the topic of devoting one's full attention and affection to a particular person. The stories in the love/object affection classifications were much more vulnerable to objection than the stories classified as "friendship/admiration".

Small differences were noted in the mean score that was averaged for each novel: Bad Fall, mean score of 17; His Own Where, mean score of 20.3; and Remove Protective Coating a Little at a Time, mean score of 21.7.

In Table 23, a composite table of figures representing the three novels listed under the rubric "love/object affection" level is provided.

TABLE 23.--Love/Object Affection Level Censor Points.

	Language	Sex	Social	Mean
<u>Bad Fall</u>	33	1	17	17
<u>His Own Where</u>	29	20	12	20.3
<u>Remove Protective Coating a Little at a Time</u>	35	28	2	21.7
Intensity Level Mean Score	32.3	16.3	10.3	19.4

Sex Act Intensity Level

In the sex act intensity level there is reference to engagement in a sex act. The narration may be rather vague and general, or it can be more explicitly described. The sex acts are committed by members of the same sex, opposite sex, or by non-peer persons.

Sticks and Stones: The novel Sticks and Stones contained seventy-seven points (77) for its objectionable language. This amount of points reflected 72.7% of the total censor points awarded this book. Vulgarity was observed for twenty-nine (29) points. Profanity was observed for forty-eight (48) points. There were no obscenities.

The total points that were awarded for references and descriptions of sexuality amounted to 19.7% of the total censor points. There were three points given for general sexual implications. The topic of homosexuality was most prevalent with eighteen points tallied, for a percent of 16.9% of the total censor points.

Social behavior identified as a potential problem in literature for children was mildly observed with only two (2) points given for violence and six (6) points counted for lying. The total book scored one hundred and six (106) censor points which gave the book a mean score of thirty-five (35).

Sticks and Stones describes a close and trusting friendship between two young men. One of the characters has a homosexual preference and has been discharged from the Army because of a homosexual experience. This fact is unknown to the other young man and to the reader until the end of the story when the ex-service man reveals his background. The other man is not described as having a homosexual preference, and there are no episodes of the two men entering into a sex act. The only strong reference related to homosexuality is described by the ex-service man:

When we first met each other, I told you I'd gotten a medical discharge from the service because of asthma. I was discharged because of a 'homosexual involvement' with another guy in my barracks. It wasn't as bad as it sounds. It wasn't anything I ever expected to do; it just happened. I won't go into all the details, but I can't stand it any longer, trying to keep it from you. I do have these--tendencies.¹¹

Several other references are made to homosexuality by characters within the story line as they label the young man because of unwarranted suspicion. Examples of this are when Tom's high school class mate Floyd feels as though he is being rejected as a friend by Tom. In retaliation Floyd begins to spread rumors about Tom. The rumors spread quickly in the small town and finally reaches the school principal. He refuses to allow Tom to go to the music

¹¹Hall, op. cit., pp. 182-183.

competition contest because parents of the other contestants have warned the principal that they do not want their sons to share a room with Tom.

The unfounded rumors have a devastating effect upon Tom. He is ridiculed and spurned by classmates and adults. He does not confide in his mother because she is immersed in her own plans for marriage. He has stopped his friendship with Ward because of the rumors. Left alone to wallow in his own self-pity and ambiguity about his real feelings, Tom slowly disintegrates into a non-functioning individual.

The objectionable language found in the novel was quite high, (77 points) with vulgarities and profanities being used by the book characters. There were no obscenities. Vernacular terms referring to homosexuals were prevalent, such as, "fruity" and "queer," being used consistently. The profanities were forms of "damn" or "God". But all terms were used profusely throughout the novel.

Because of the gossip used extensively throughout the novel, there were many points scored for lying as a form of anti-social behavior. All the points scored for lying were committed by the supporting characters, rather than the main characters. The one violent incident in the story occurred when Tom and Floyd have a car accident. Tom is seriously hurt and Floyd is killed.

The censorious points and percentages for Sticks and Stones are represented in Table 24.

TABLE 24.--Censor Points for Sticks and Stones.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	29	27.3%
Profanity	48	45.8%
Obscenity	0	0.0%
<u>Sexual</u>		
Sexuality	3	2.8%
Heterosexuality	0	0.0%
Homosexuality	18	16.9%
<u>Social</u>		
Violence	2	1.9%
Lying	6	5.7%
Total Book Scores	106	
Book Mean Score	35	

Go Ask Alice: The objectionable language in Go Ask Alice totaled one hundred twenty-seven points for 54.0% of the censor points designated for this book. Vulgarity counts were thirty-seven points (37), while profanity points were thirty (30), and obscenity points totaled sixty (60) points.

Sexual references totaled forty-five points for a 19.3% of all censor points. General references to sexuality were counted twenty-seven (27) times. Heterosexuality points came to six (6) points and homosexuality points came to twelve points (12).

Anti-social behavior was counted for sixty-three points or 26.7% of all censor points. Descriptions regarding drugs and alcohol tallied a sum of forty-seven (47) points. Two (2) points each for runaway scenes, theivery, and lying were counted. Violence was counted for ten (10) points.

A total of 127 censoral points for aspects of language was identified for Go Ask Alice. This extremely high number of censor points for objectionable quantities as vulgarities, profanities, and obscenities were profusely uttered by the characters in dialogue as the story line of drug addiction progressed. Only after the first incident with drugs on page forty-five are the uses of objectionable language explicated. The uses of common slang terms are scattered extensively with such expressions as: "bitch," "bastards," "cock suckers," "balls," "humping" "preggers," and "birdnest."

There were twenty points tallied for obscene remarks and these were used by the characters to express their ideas or exasperations. The terms for body elimination processes were found in words as "shit" (and variations) and "piss" and were used to express feelings of frustration. The term "fuck" and its variations were frequently used to describe the quality of something, or it was used to express contempt for another person.

The majority of references to sexual items was done in general, and commented upon the sexuality of dreams or concerns about menstruating, using the "pill," or getting pregnant. There were three explicit references to the sex act between members of the opposite sex. One of those contained a description of incest.

. . . And when Doris had just turned eleven her current stepfather started having sex with her but good, and the poor little stupid bastard didn't even know what to do about it because he threatened to kill her if she ever told her mother or anyone else. So she put up with the sonofabitch balling her till she was twelve.¹²

Although the sex act just described does not go into particular details, it could easily offend the would-be censor because of the incestious relationship compounded by the use of vernacular terms as bastard, sonofabitch, and balling.

Four references are made to homosexuality in which three references are containing lesbian feelings or relationships. The cited incident below depicts the confused feelings of Alice:

I've been the digger here, but now when I face a girl it's like facing a boy. I get all excited and turned on. I want to screw with the girl, you know, and then I get all tensed-up and scared. I feel god-damned good in a way and goddamned bad in a way . . . Sometimes I want one of the girls to kiss me. I want her to touch me, to have her sleep under me, but thin I feel terrible. I get guilty and it makes me sick.¹³

¹²Go Ask Alice, op. cit., p. 81.

¹³Ibid., p. 84.

The anonymous writer has presented a stark account of the terrible consequences of using drugs. The evil that comes from the kicks of smoking pot, popping "uppers" or "downers" or getting off on LSD becomes an overriding message of this novel. The descriptions and episodes of teen-ages taking some form of drugs or alcohol is frequently included in Go Ask Alice. The procensorial book selector might determine that this novel reads like a dictionary of drug terms or a recipe book with directions for "turning on" for so many details about the use of drugs are included in this novel. An example of the depiction of the use of drugs follows:

Last night was the night, Friend! I finally smoked pot and it was even greater than I expected! Last night after work, Chris fixed me up with a college friend of hers who knew I'd been on acid, etc., but who wanted to turn me on to hash. Then Richie showed me how to smoke. And I've never even had a cigarette! He gave me a small orientation lecture, like I should listen for small things I wouldn't ordinarily hear and just relax. At first I took too deep a drag and almost choked to death, so Richie told me to suck in open-mouthed gulps to mix as much air in as possible. But that didn't work too well either and after a while Ted gave up and brought out a hookah pipe. It seemed funny and exotic but at first I couldn't get any smoke and I felt cheated because the other three were obviously stoned. But finally it started to work, just when I thought it never would, and I really began to feel happy and free as a bright canary chirping through the open, endless heavens.¹⁴

The pro-censor might well object to any reference to such a pleasurable account of smoking pot, but the infracture is heightened with the additions of the finesse

¹⁴Ibid., p. 43.

of breathing techniques and the type of pipe that would ensure such a satisfying experience with marijuana.

The anti-social descriptions are in the main direction toward the drug-orientated aspects of the novel. There are five violent incidents described and referred to as having occurred to the characters. Alice is raped during an unconscious drug episode and later is severely beaten and ridiculed by her former friends who no longer trust her.

The novel Go Ask Alice, accumulated 235 censorious points. With aspects of objectionable language, sexual references, and anti-social behaviorisms receiving more points than some of the aspects of other novels combined, it might be assumed that this novel will cause a biased mean score in the classification of "sex act."

In Table 25, the frequencies and percentages of the researcher's content analysis for Go Ask Alice are presented.

The Man Without a Face: Language accounted for 36.9% of the sixty-five (65) points deemed objectionable in this story. Vulgar expressions were counted for fourteen (14) points, and profanities were counted for ten (10) points. There were no obscenities counted. Total points for objectionable language was twenty-four (24) points.

TABLE 25.--Censor Points for Go Ask Alice.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	37	15.8%
Profanity	30	12.7%
Obscenity	60	25.5%
<u>Sexual</u>		
Sexuality	27	11.5%
Heterosexuality	6	2.5%
Homosexuality	12	5.2%
<u>Social</u>		
Drugs	47	20.0%
Runaway	2	.8%
Violence	10	4.3%
Thievery	2	.8%
Lying	2	.8%
Total Book Score	235	
Book Mean Score	78.1	

General references toward sexuality accounted for eight (8) points. Heterosexuality points were counted at two (2), while references and descriptions of homosexuality accounted for fifteen (15) points. In this novel sexuality received twenty-five (25) points for 38.5% of its total.

Anti-social behavior descriptions and episodes were totaled at sixteen (16) points or 24.6% of its total censor points. Five (5) points were counted for descriptions of drug and alcohol usage. An episode of a runaway warranted one (1) point. Cruelty and lying were each valued at three (3) points. Violence was described twice for a sum of four (4) points.

Objectionable language accounted for twenty-four points. The author appeared to be current when the vernacular expressions were used by Charles and his peers. Counted as vulgarities were such phrases and words: "has the hots for your body," "Screw'em," "shove it" or "up yours." "God" and "for Chrissakes" to express feelings of frustration were counted as profanities. There were no obscenities noted.

The majority of the objectionable language would be found in conjunction with the anti-social acts committed by friends of Charles when they reject him for his having been secretly studying with McLeod. Other aspects of personal affront or cruelty occur as the reader is given some insight into the behavior of Charles around his sisters, whom he dislikes. There appears to be a constant quarrel going on between Charles and his older sister and he unmercifully teases his plump, younger sister. One of the arguments with his older sister turns into an act of violence when he wacks her hand with a ruler to prevent her from prying into his books.

One other vivid scene of violence is described with the death of Charles' only pet, a mangy old tom-cat. The episode is important as it breaks the only touch with his childhood. Arriving home late one night from studying, Charles surprises his older sister and her boyfriend in bed making love. The boyfriend had kicked the cat,

wounding it critically, because the cat was found asleep on the bed. In a rage of anger, Charles attacks the boy-friend:

. . . I was staring at his tan Mexican boot on the floor in front of me. There was blood drying on it and in the blood were stuck some ginger hairs. Rage exploded in me. 'You--you! . . .' The words jammed in my throat. Then I got my voice. 'You kicked Moxie. You've nearly killed him. Did you know that, you creep--you lousy stinking slob?' A fury I had never known possessed me. Percy is four years older than I am and on his freshman hockey team. There was a baseball bat in the corner. I picked it up and waded in. I don't remember too much of what immediately followed. Gloria shrieked again and kept on shrieking. I kept trying to land one on Percy and succeeded in whacking him on the shoulder a couple of times. At first he kept saying he didn't mean to hurt Moxie, but I wasn't listening. Then he got mad. He won, of course. He could hold my arm long enough to keep me from braining him, and with some judicious biting Gloria managed to get the bat from my hand. I still fought and got in a couple of kicks, but he finally socked me and I fell against the bed's headboard.¹⁵

The violent death of the cat and cruelty of the people in Charles' life force him to realize that he needs the warmth and compassionate understanding of an older man; somebody he visualizes that could take the place of his father. He has only one person to turn to and that is his tutor, McLeod.

The reader is not given much information about McLeod directly. The aura of mystery about McLeod is heightened by suggestions and foreshadowing of sexual enuendoes such

¹⁵Holland, op. cit., p. 145.

as the rumor that he is a writer of pornographic novels. There are several occasions prior to the climax when Charles makes sensual overtures toward McLeod by wanting to hold his hands, touch his chest, or verbally, suggesting that it would be desirable to build a stronger relationship. McLeod always remains rather aloof and rejects Charles' attentions.

The climax follows the death of Moxie, when Charles in a state of emotional anxiety, seeks reassurance and comfort from McLeod. A rather implicit reference regarding a homosexual incident is made between the younger boy and the older man, as Charles tell McLeod that his real father died as an alcoholic.

. . . The gasps seemed to come up from my knees, shuddering through my body. Justin reached me and put his arms around me while I cried out of some ocean I didn't know was there. I couldn't stop. After a while he lifted me up and carried me to the bed and lay down beside me, holding me. I could feel his heart pounding, and then I realized it was mine. I couldn't stop shaking; in fact, I started to tremble violently. It was like everything--the water, the sun, the hours, the play, the work, the whole summer--came together. The golden cocoon had broken open and was spilling in a shower of gold.¹⁶

The reader may miss the rather sophisticated analogy between reaching an orgasm and "the golden cocoon" that had "broken open and was spilling in a shower of gold".

¹⁶Ibid., p. 148.

But of all the novels investigated for this study, this novel contained the only homosexual incident that directly involved the main juvenile character. The censor's case may be strengthened by the relationship of the younger fourteen year-old boy and the man who is nearly fifty. Unless they recognize that these individuals had the tremendous need for each other, they will perceive this as the story of the "dirty old man who seduced the young boy against his will."

The content analysis showed very little variance between the qualifying aspects judged to be censorious. There is only a one point difference separating the accumulated figures for language and sexual aspects, and only eight points from the less offensive social aspect. In The Man Without a Face no one aspect is accentuated to the demise of the others as was the case with the other novels analyzed. Perhaps the uniqueness of the story is accountable. While it is a story that entails the development of a strong relationship between a young fatherless boy, Charles, and his older tutor, McLeod, the story does not contain the amount of violence that Hey, Dummy described nor does it refer to the numerous sexual episodes as Donovan's story, Remove Protective Coating a Little at a Time.

In Table 26, the frequencies and percentages of the researcher's content analysis for The Man Without a Face is presented.

TABLE 26.--Censor Points for The Man Without a Face.

	Censor Points	Percentage
<u>Language</u>		
Vulgarity	14	21.5%
Profanity	10	15.4%
Obscenity	0	0.0%
<u>Sexual</u>		
Sexuality	8	12.3%
Heterosexuality	2	3.1%
Homosexuality	15	23.1%
<u>Social</u>		
Drugs	5	7.7%
Runaway	1	1.5%
Cruelty	3	4.6%
Violence	4	6.2%
Lying	3	4.6%
Total Books Points	65	
Total Mean Score	21.7	

The three novels listed under the "sex act" classification represented the widest fluctuations between novels regarding their individual total censor points and mean scores. The literary aspect judged to be most censorious was the language in each novel, except The Man Without a Face where the references to sexuality was the exception. The mean for the language aspect of the three novels totaled seventy-six (76) points or 54.8% of the amassed censor points for the "sex act" classification. Sticks and Stones most censorious points were awarded because of its objectionable language, seventy-seven (77) points. Go Ask Alice was allowed the most accumulated points for anyone

aspect and that was a total of one hundred twenty-seven (127) for the incidents of objectionable language it contained.

The sex act was considered to be the aspect most censorious in these three novels, and sex was judged to be more prevelant in this intensity level among the novels analyzed. The mean score for sexuality was 30.3 points, which was almost twice that of the previous intensity level, "Love/Affection."

Anti-social behavior appeared to decrease in proportion to the increase in references to sexuality and objectionable language. The mean score of social behavior considered to be contradictory to the established values of society was 25.7 points. The total mean score for the three novels in the sex act intensity level of regarding all censorious aspects was 45.1 points.

In Table 27, the mean scores are provided for each novel and the composite intensity level mean for each censorious aspect.

TABLE 27.--Sex Act Level Censor Points

	Language	Sex	Social	Mean
<u>Stick and Stones</u>	77	21	8	35
<u>Go Ask Alice</u>	127	45	63	78.1
<u>The Man Without a Face</u>	24	25	16	21.7
Intensity Level Mean	76	30.3	25.7	45.1

In Figure 1, three types of literary censorious aspects from the novels are provided. Objectionable language proved to contain the most frequently occurring factors with a mean of 100.3. Profanity scored highest at 130 points. Sexual references mean was 38. General references toward sexuality scored highest in this group at 50 points, followed closely by 48 homosexual points. Social behavior mean was 23.1. Episodes involving drugs and liquor scored highest at 57 points followed closely with descriptions of violent behavior at 52.

In Table 28, the frequencies of censorious points and means for each novel as listed in the classification regarding the intensity level of the relationships among book characters is provided.

Novels listed as "friendship/admiration" contain the fewest amount of censorious points. The 18th Emergency is the least objectionable novel examined.

The "love/affection" novels are closely related with only a 4.7 spread of censorious points. Remove Protective Coating a Little at a Time received the highest rating in this classification with a mean of 21.7.

References to the sex act as found in junior novels appear to be the most objectionable of all novels examined. With 235 censorious points, Go Ask Alice was rated with a mean of 78.1, to be the most offensive novel analyzed. The other two novels contained references to homosexuality,

Figure 1.--Censor Points on Nine Junior Novels.

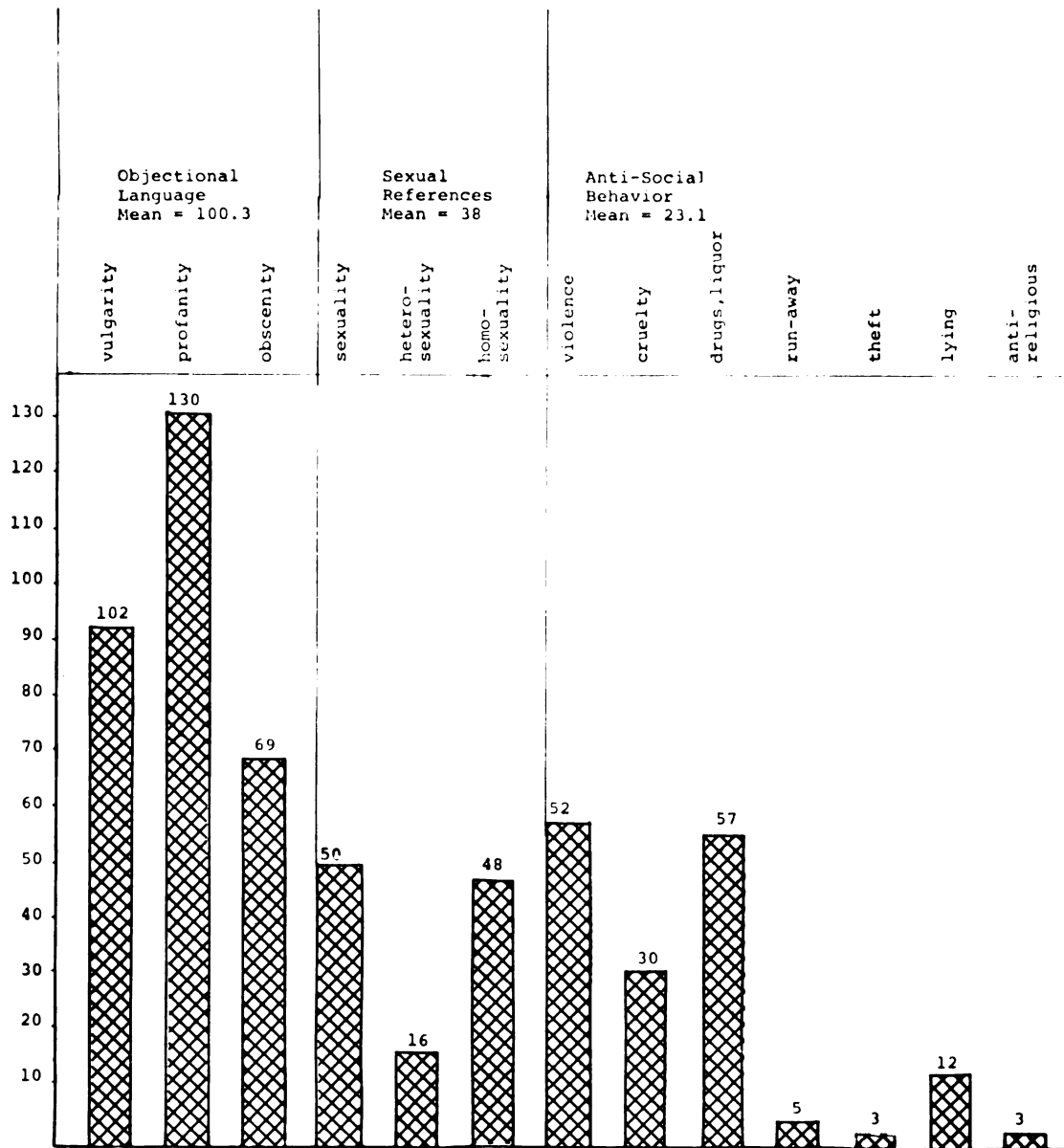


Figure 1.--Censor Points on Nine Junior Novels.

but contained less than half as many censorious points as Go Ask Alice.

TABLE 28.--Censor Points and Means for Novels and Intensity Levels.

	Censor Points	Book Mean
Friendship/Admiration		
<u>The 18th Emergency</u>	8	2.7
<u>On Fire</u>	15	5.0
<u>Hey, Dummy</u>	36	12.0
Total	57	6.5
Love/Affection		
<u>Bad Fall</u>	51	17.0
<u>His Own Where</u>	61	20.3
<u>Remove Protective</u>		
<u>Coating a Little</u>	65	21.7
<u>at a Time</u>		
Total	177	19.4
Sex Act		
<u>The Man Without a Face</u>	65	21.7
<u>Sticks and Stones</u>	77	35.0
<u>Go Ask Alice</u>	235	78.1
Total	377	45.1

Types of Relationships

Peer-Relationships: Same Sex Category

The lowest mean scores on sexuality, and social behavior factors were found in the category of peer relationships involving members of the same sex. Although the novel Sticks and Stones referred to homosexuality and did contain the most censorious aspects when compared to The 18th Emergency and Bad Fall, the category mean score for same-sex relationships was the lowest of the three categories

of types of relationships. The category mean score for same sex relationship was 55. The book mean score for Sticks and Stones was 35; the book mean score for The 18th Emergency was 2.7; the book mean score for Bad Fall was 17. These results reject Hypothesis VI. These data indicate that when homosexuality is referred to in junior novels the topic is presented in an understated and implied fashion rather than explicitly described.

Objectionable language was counted as the most frequently occurring censorious aspect. The more intense relationships resulted in an increase in use of objectionable language. Vulgar, and profane language received the most censorious points in the same sex category with a mean score of 36.7. There were no observations of obscene language in this category. In fact, The 18th Emergency contained no counts of objectionable language at all.

Anti-social behavior mean score of 11.0 was the lowest in the same-sex category. The majority of anti-social behavior was described as cruelty and acts of violence committed against other persons. The novel, Bad Fall, listed under the intensity scale of "love/object or devotion," received the highest rating of anti-social behavior. Other novels under this intensity scale were not nearly as violent when described in other types of relationship categories.

Sex was the aspect that scored the least censorious. The mean score in the same-sex category was only 7.3 points. And the treatment of sexual matters mean score was less in the other types of relationships. Although, the censor may highlight his argument by extracting a sexual encounter out of context as being more offensive, he will have an easier job of finding examples of offensive language and anti-social behavior about which to complain in the same-sex category. The novels written about the interaction of characters of the same sex are, as yet, not so sophisticated as to describe in detail a sexual encounter. Nor are sexual incidents as numerous as the language and social censorious aspects.

Peer-Relationships: Opposite Sex

The highest category mean score was found in novels that dealt with peer relationships of the opposite sex. Almost twice as many points were assigned to censorious aspects of novels in the opposite sex category as were given to novels in the same sex category and the non-peer category. The mean score of 103.7 was recorded for the opposite sex category, a mean score of 55 for the same sex category and a mean score of 55.1 for the non-peer relationship category. This finding may be skewed by the results obtained in the content analysis of Go Ask Alice which contained 235 censorious points. This constitutes a total of more than

twice as many censorious points for objectionable aspects than the second most objectionable novel. A mean score of 53.7 for language, a mean score of 23.3 for sexuality and a mean score of 27.7 for social behavior, the mean scores obtained for peer relationships of members of the opposite sex exceeded those obtained in the other two types of relationships, namely peer relationships of the same sex and non-peer relationships.

Language deemed objectionable in the opposite-sex category classified under obscenity received the most objectionable points. However, the "friendship novel," On Fire, contained only five points for vulgar and profane language, while the "love/object" novel, His Own Where, and the "sex act" novel, Go Ask Alice carried majority of the objectionable points. Obscenities were included whenever there were more explicit and intense portrayals of relationships.

In the opposite-sex category the novel of "friendship" On Fire, seldom contained objectionable language and references to sex, but more than half of its censorious points were gathered for the description of cruelty and violence. His Own Where and Go Ask Alice also contained contexts of anti-social behavior, but the overwhelming percentage of their objectionable points were allowed to the language and sexual factors.

Sexual intercourse was most explicitly described in the opposite-sex category. His Own Where, the "love/object" title, was more traditional in its sexual presentation, but due to the author's technique of writing in a black dialect and extensive use of figurative language, the reader may not recognize the implications of the actions that were being described. Go Ask Alice represents a pot pourri of sexual encounters, much of which could be classified as deviant and highly objectionable. A great deal of vernacular expressions were used in the novel to describe the sexual activity which would have to be known by the reader to understand the gamut of sex acts referred to in the novel.

Non-Peer Relationships

The non-peer category of interpersonal relationships was represented by a story of "friendship/admiration", Hey, Dummy, of which the title refers to a mentally retarded boy. The story contained no references to sexuality and only six points were tallied for objectionable language. Eighty three percent (83%) of the censorious points were allowed for its vivid description of people's cruelty toward the retarded boy.

Language once again was considered the most objectionable quality of the novels in this category as was evident in the other categories. The "love/object" title,

Remove Protective Coating a Little at a Time, was the most censorious novel in this category because of profuse use of vulgar and profane language and references to sexual matters. The non-peer character was described as a 72 year-old lady who begs off the streets of New York City. There is no sexual activity between her and the protagonist, a young boy of fourteen, but he has sexually experimented with a girl and reference is made to masturbation. There are many vernacular terms and expressions used by the boy character to refer to sexual matters. Little violence is noted in this novel.

In the "sex act" classification, The Man Without a Face tells a compassionate story between a young boy and an older man, who is later identified as a homosexual. The violence and cruelty points are quite high in this book, while the language and sexual references are moderate enough to score the novel only as censorious at the "love/object" intensity level. Once again it appears that if the novel is lacking in explicitness and number of sexual encounters and vivid language, then it is more prone to graphic descriptions of anti-social behavior.

There is a sharp increase in the objectionable aspects found in novels that depict an intensely intimate relationship in which the sex act is described. The least number of objectionable aspects occurs in the novels that describe a warm friendly attachment. The category of

characters portrayed as love/object may or may not contain references to sex, but references made to anti-social behavior or dialogue containing objectionable language place these novels in mid-range. In Table 29, the points scored on censorious aspects is provided.

TABLE 29.--Types of Relationships.

	Censor Points	Mean	Category Mean
<u>SAME-SEX: PEER RELATIONSHIP</u>			
Language	111	36.7	55.0
Sex	22	7.3	
Social	33	11.0	
<u>OPPOSITE-SEX: PEER RELATIONSHIP</u>			
Language	161	53.7	103.7
Sex	67	22.3	
Social	83	27.7	
<u>NON-PEER RELATIONSHIP</u>			
Language	65	21.7	55.1
Sex	53	17.7	
Social	48	16.0	

In Table 30, the types of relationships are compared to the intensity levels of relationships. Frequencies and mean scores are provided for each novel in the peer and non-peer categories reading horizontally. The intensity level of relationships showing frequencies and mean scores is illustrated in Table 31.

TABLE 30.--Categories of Relationships.

SAME-SEX: PEER RELATIONSHIP CATEGORY Mean Score: 55					
Mean Score	Censor Points	Percent	Censor Points	Percent	Censor Points Percent
The 19th Emergency					
M=36.7	0	0	33	64.7%	17 77.2%
M= 7.3	0	0	1	2.0%	21 19.7%
M=11.0	8	100%	17	33.3%	8 7.6%
Bad Fall					
Sticks and Stones					
OPPOSITE-SEX: PEER RELATIONSHIP CATEGORY Mean Score: 103.7					
On Fire					
M=53.7	5	33.2%	29	47.5%	127 54.0%
M=22.3	2	13.5%	20	32.8%	45 19.3%
M=27.7	8	53.3%	12	19.7%	63 26.7%
His Own Where					
Go Ask Alice					
NON-PEER RELATIONSHIP CATEGORY Mean Score: 55.1					
Hey, Dummy					
M=21.7	6	16.6%	35	53.8%	24 36.9%
M=17.7	0	0.0%	28	43.1%	25 38.5%
M=16.0	30	83.2%	2	3.1%	16 24.6%
Remove Protective Coating a Little at a Time					
The Man Without a Face					

TABLE 31.--Intensity Levels of Relationships.

Friendship/Admiration		
Mean Score: 6.5		
Mean Score		Percent
M = 3.7	Language	16.6%
M = .7	Sex	4.5%
M = 15.3	Social	78.3%
Love/Object		
Mean Score: 19.4		
M = 32.3	Language	55.4%
M = 16.3	Sex	25.9%
M = 10.3	Social	18.7%
Sex Act		
Mean Score: 45.1		
M = 76	Language	54.8%
M = 30.3	Sex	25.5%
M = 25.7	Social	19.8%

Summary

Adult Responses to Questionnaires

For the first section of the study, an analysis of variance was conducted on eighty-two adult respondents. A questionnaire was designed to measure the attitudes of thirty-six parents, fifteen teachers, and thirty-one librarians regarding their right to control the reading selections made available to adolescents, aged 12-15 years. Responses were also elicited from the adults to nine selected junior novels that contained various degrees of censorious literary aspects that were written for adolescents.

The five hypotheses and the results of the statistical analyses for each are as follows:

Null Hypothesis I:

As measured by average test responses, no differences will be found between parents, teachers, and librarians to claim as their right regarding the privilege to control the literary selections made accessible to children ranging in age from twelve to fifteen years.

Research Hypothesis I:

The mean score of the parents' group on a measure of authoritarian control will be less than that of the teachers' and librarians' groups.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers' group and the librarians' group. The mean scores for the parents' group was 14.11. The teachers' mean was 17.46 and the librarians' mean was

19.38. The F-test showed a significant statistical difference at the .05 level for the parents' group. The null hypothesis was rejected.

Null Hypothesis II:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition to adolescents' desires to read contemporary realistic fictional novels about peer relationships and non-peer relationships portraying values and life-styles that differ from the established norms of society.

Research Hypothesis II:

The mean score of the parents' group on a measure of opposition to anti-establishment norms of society will be less than that of teachers' and librarians groups.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers' and librarians' groups. The parents group mean was compared at a lower score of 9.86, than teachers' whose mean was 12.26, and the librarians' mean of 12.58. The F-test showed a significant statistical difference at the .05 level for the parents' group when compared to the teachers' and librarians' groups. The null hypothesis was rejected.

Null Hypothesis III:

As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition of allowing adolescents to read the literary selections dealing with peer and non-peer relationships that make reference to or describe the sex act.

Research Hypothesis III:

The mean score of the parents' group on a measure of opposition to reading about the sex act will be less than that of teachers' and librarians' groups.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers' group and the librarians' group. The parents mean, 4.58 was different from the teachers' mean of 5.13 and the librarians' mean of 7.58. The F-test showed that the difference was statistically different at the .05 level between the adult groups. The null hypothesis was rejected.

Null Hypothesis IV:

As measured by average test responses, no differences will be found between parents, teachers, and librarians in their decisions regarding the appropriateness of allowing certain literary selections to be read by adolescents.

Research Hypothesis IV:

The mean score of the parents' group on a measure of deciding the appropriateness of certain literary selections will be less than that of the teachers' and librarians group.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers and the librarians. A mean of 25.83, was established for the parents' group. The teachers' group mean of 30.66, and the librarians' group mean of 33.45 was judged to be significantly different at the .05 level when computed by the F-test. The null hypothesis was rejected.

Null Hypothesis V:

As measured by the scores on two tests, there is no relationship between the procensor attitudes of parents, teachers, and librarians and the objectionable reactions of parents, teachers, and librarians when reading literature of a controversial nature.

Research Hypothesis V:

The sums of two tests of the parents' group on a measure of comparing procensor attitudes with objectionable reactions to controversial literature will indicate a more positive relationship that exceeds that of the teachers' and the librarians' groups.

The standard error of the parents' z_r was 3.89, and the standard error of the librarians' group was 2.89. Each was greater than 1.96, thus, the null hypothesis was rejected. Teachers as a group did not show a significant correlation of what they professed theoretically as compared to their actual judgment of the selected novels.

As indicated by the statistical analysis, parents indicated a much more authoritarian attitude regarding their adult right to control the literary selections for adolescents than did teachers and librarians. The professional groups were much more receptive to the junior novels that portrayed life-styles that contradict the established values of our society. When novels contained references to sexuality, parents were much more in opposition to these novels than were teachers and especially librarians. Parents disapproved of more literary selections written expressly for adolescents than professionals. The negative attitude of

of the parents sampled in this study were consistent. Teachers' responses appeared to be in closer agreement with the parents' attitudes than were librarians. Librarians consistently indicated more willingness to accept all aspects of adolescent literature than were parents and teachers.

Content Analysis

In this section of the study, nine junior novels of the contemporary realistic fiction genre pertaining to aspects of peer and non-peer relationships were read and calibrated by the researcher. An attempt was made to identify literary aspects that might be considered as potentially censorious to adults. The aspects counted and qualified through the technique of content analysis were: (1) objectionable language, (2) references to sexuality, and (3) descriptions to anti-social behavior.

The nine junior novels examined in this section were the same literary selections exposed to parents, teachers, and librarians in their questionnaires. It was assumed that the researcher could classify and identify the same types of literary factors considered by some adults to be inappropriate for the reading fare of adolescents, aged 12-15 years.

The hypothesis and results of the content analysis are as follows:

Hypothesis VI:

The mean score on a measure of censorious aspects pertaining to the peer relationships of the same sex category will exceed that of the peer relationships of the opposite sex and the non-peer relationship category.

The lowest mean scores on sexuality and social behavior aspects were found in the category of peer relationships involving members of the same sex. The mean score for this category of novels was 55. The category of non-peer relationships was found to be quite similar with a mean of 55.1. The category of peer relationships involving members of the opposite sex category contained the novels identified as most censorious. The opposite sex category mean score was 103.7. Hypothesis VI was rejected.

1. Each of the three categories were determined as representative of three types of interpersonal relationships found in junior novels:

- (a) peer relationships of the same sex;
- (b) peer relationships of the opposite sex, and
- (c) non-peer relationships with members who are significantly older or who are characterized as mentally handicapped.

2. The three novels describing peer relationships of the same sex contained the fewest censorious literary aspects regarding sexuality and social behavior. The mean for sexuality was 7.3, and the social behavior mean was 11.0. The objectionable language aspect had much higher mean of 36.7. The overall category mean was 55.0.

3. The three novels describing peer relationships of the opposite sex were found to contain the most offensive literary aspects. The category mean was 103.7. The language factor was considered to be the most objectionable quality with a mean score of 53.7. The references to sexuality mean was 22.3. The anti-social behavior descriptions mean was 27.7.

4. The three novels describing non-peer relationships were found to be quite similar to the same sex category. The mean for the non-peer relationship category was 55.1. Objectionable language mean was 21.7, references to sexuality mean was 17.7 and the mean score for anti-social behavior was 16.0.

5. Each of the nine novels were determined representative of three intensity levels of interpersonal relationships: (1) "friendship/admiration"; (2) "love/affection"; and (3) the "sex act."

6. The classification of novels according to the intensity level of interpersonal relationships may prove more adequate in qualifying novels as potentially censorious.

7. The three novels classified as illustrating an intensity level of "friendship/admiration" were judged to contain the fewest censorious literary aspects with a mean of 6.5. Only the descriptions of anti-social behavior were significantly high with a mean of 15.3. The objectionable language mean was 3.7, and the references to sexuality mean was 0.7.

8. The three novels examined as exemplary of the "love/affection" category contained more objectionable qualities with a mean of 19.4. The objectionable language factor scored highest with a mean of 32.3. References to sexuality was considered troublesome with a mean of 16.3, but the anti-social behavior mean was 10.3.

9. The three novels classified under the "sex act" label produced the most prevelant censorious literary aspects with a mean 44.0. Language containing vulgarities, profanities, and obscenities resulted in a mean of 7.6 for the language factor. Frequent references to sexuality of a more graphic nature resulted in a sexual factor mean of 30.3. Episodes relating to anti-social behavior resulted in a mean score of 25.7.

10. In the nine novels examined, the researcher found that objectionable language was counted as the most frequent censorious aspect. Vulgarities were found in all types of classifications with a frequency count 102. Profanities were common to the more intense level of interpersonal relationship with total censor points of 130. Obscenities were found primarily in the novels containing a sex-act with total censor points of 69.

11. Prevelant references to sexuality resulted in a total censor points count of 50 for the nine novels. Graphic portrayal of heterosexual acts resulted in a frequency count of 16. References to homosexuality were not

described as explicitly as heterosexual acts, but due to homosexuality being considered more objectionable, the total points score was 48.

12. Anti-social behavior was found in all novels; however, this aspect was not counted as prevalently in stories dealing with love and affection. The mean was 10.3. Episodes revealing usage of drugs and liquor was counted 57 times as the most frequently occurring factor in all classifications. Descriptions of violent behavior were scored at 52 which occurred more often in stories of pertaining to peer relationships of the opposite sex. Cruelty was counted 30 times as occurring in all novels. Lying, as an anti-cultural value, was observed on 12 occasions. There were 5 descriptions relating a youngster running away from home. Anti-religious statements and references to theivery were each observed 3 times.

13. There appears to be some relationship to content analysis of the censorious literary aspects identified in the junior novels by the researcher to that which parents, teachers, and librarians claim as objectionable aspects. By reviewing adult's written comments, and 56% were indifferent and disapproved of The Man Without a Face, it can be assumed that their support of allowing adolescents to read about references to homosexuality is negative. However, the novel did not contain as many references to sex, nor did it contain as much objectionable language as Go Ask Alice.

14. The adult mean score on the questionnaire to the nine novels was 29.59, indicating generally a less-than-approval score. The content analysis identified the novel most objectionable as Go Ask Alice. However, 54.7 of the adults approved of the story's strong message against the drug culture even though the story contained the highest frequency of objectionable language and the most graphic descriptions of sexuality. Adults agreed that His Own Where was the most objectionable novel with a mean of 2.73. Content analysis, however, identified the novel as mildly objectionable with a book mean of 20.3.

15. There was closer agreement, however, between the researcher and adults regarding novels that referred to friendships and admiration. These novels contained fewer censor aspects and emphasized the necessity to promote humanness among the adolescent book characters. The researcher's analysis of this category resulted in a mean of 6.5 which was the lowest mean score for any category examined. Adults' mean for this category was 3.8, which was the most acceptable of any category.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

In Chapter I, the purpose of this study was set forth: to determine the responses of adults to contemporary realistic fiction depicting interpersonal relationships between peers and non-peers as read by children twelve through fifteen years of age. Chapter II provided a review of scientific studies and related professional journal articles that show how adults in a capacity to control the reading fare for adolescents may perform acts of censorship. The design of the study, as presented in Chapter III, described the sampling of eighty-two adults (parents, teachers, school and public librarians) by a questionnaire to measure their responses to adolescent literature. A second section of the study analyzed the content of nine novels containing potentially censorious literary aspects. The results of the study were presented in Chapter IV. Responses of adults to the questionnaire showed that there was a significant difference between parents, teachers, and librarians regarding their attitudes of the right to control the reading materials and to their responses of particular

contraversial literary aspects. Content analysis of junior novels revealed that objectionable language was the most frequently counted literary aspect that would cause an act of complaint or censorship. Chapter V contains a summary of major findings and conclusions. Implications and suggestion for further research are provided.

Purpose and Procedures

The purpose of this study was to determine the responses of adults to contemporary realistic fiction depicting interpersonal relationships between peers and non-peers as read by children twelve through fifteen years of age. This type of study would permit one to ascertain the extent of which adults might perceive it their responsibility, their inherent or assumed professional obligation, or their right to judge and control the literary selections that are made accessible to adolescents within this age range. The problem was considered significant because of the widespread concern among educators and librarians regarding the growing threat of censorship due to the increasing number of literary pieces containing potentially censorious material and the recent Supreme Court ruling pertaining to local control of censorial media. Acts of censorship are viewed by this researcher as infringements upon the professional responsibilities and duties of educators and librarians who regard their

role as catalytic when guiding and fostering young people's growth in literary appreciation, the development of critical reading skills, and the understanding of themselves and others. Literary selections contained in the genre of contemporary realistic fictional novels are deemed possible and worthy avenues for adolescents to attain these growth objectives. Frequently this genre of literature depicts problems of a personal and social nature which reflect the interests, needs and developmental tasks of today's youth.

The realistic portrayal of these developmental problems often reveals the existence of diverse life styles and codes of moral and ethical behavior and contain language and references to sexuality. It is this kind of content which some adults may deem as objectionable and inappropriate for adolescents to read. Attempts made by adult complainant to censor literary works and to ban them from being read by adolescents who are seeking answers to their questions and concerns must be dealt with by concerned educators and librarians.

Since parents of adolescents, teachers working with adolescent students, and public and school librarians who serve the adolescent clientel are considered the prime influential factors in dealing with the censorship problem, the researcher attempted to determine the extent to which each of these adult groups would react to the parental or

professional theory of controlling literary works considered objectionable for adolescents.

In the first section of the study a survey was conducted to elicit responses from parents, teachers, and school and public librarians who live and work in the same geographical locale. A questionnaire was devised by the researcher for each particular group of adults. The questionnaire provided for attitudinal responses to the basic concept of adults' rights to control the reading selections made available for adolescents. Scores were obtained to illustrate specific literary aspects or topics that adults would find appropriate or inappropriate. The controversial aspects emphasized references to sexuality or portrayals of life-styles contradictory to the established values of society. Nine literary selections that reflect the contemporary publications of junior novels which contain potentially censorious literary aspects were exposed to the adult groups. An assumption was made by the researcher that adults would react in pro-censor ways to the actual novel in a manner that was comparable and which was reflected in their attitudes toward control.

Data was computed from the questionnaires to determine descriptive factors of the adult groups and to compare significant differences between the adult groups. Scores deemed compatible to comparison were presented in various measures of mean scores, frequencies, percentages, and analysis of variance.

In the second section of the study, the researcher evaluated each of the nine novels that were exposed to adults in the questionnaire. Content analysis was used as the data collection technique to identify potentially censorious literary aspects.

The researcher designated three major literary aspects as most objectionable: objectionable language, sexual references and episodes describing anti-social behavior. The extent to which these literary aspects may cause censorship reactions were classified according to the intensity level of interaction between book characters of the same sex and opposite sex who are members of a peer group and mentally retarded or significantly older members of a non-peer group.

Summary of Findings and Conclusions for Adult Responses to Questionnaires

For this section of the study, an analysis of variance was conducted on eighty-two adult respondents. A questionnaire was designed to measure the attitudes of thirty-six parents, fifteen teachers, and thirty-one librarians regarding their right to control the reading selections made available to adolescents, aged twelve through fifteen years of age. Also elicited from the adults were their responses to nine selected junior novels that were written for adolescents and contained various degrees of censorious literary aspects.

The five hypotheses and the results of the statistical analyses for each are as follows:

Null Hypothesis I: As measured by average test responses, no differences will be found between parents, teachers, and librarians to claim as their right regarding the privilege to control the literary selections made accessible to children ranging in age from twelve to fifteen years.

Research Hypothesis I: The mean score of the parents' group on a measure of authoritarian control will be less than that of the teachers' and librarians' groups.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers' group and the librarians' group. The mean scores for the parents' group was 14.11. The teachers' mean was 17.46 and the librarians' mean was 19.38. The F-test showed a significant statistical difference at the .05 level for the parents' group. The null hypothesis was rejected.

Null Hypothesis II: As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition to adolescents' desires to read contemporary realistic fictional novels about peer relationships and non-peer relationships portraying values and life-styles that differ from the established norms of society.

Research Hypothesis II: The mean score of the parents' group on a measure of opposition to anti-establishment norms of society will be less than that of teachers' and librarians' groups.

An analysis of variance was used to determine whether or not the parents group mean score did exceed the mean scores of the teachers' and librarians' groups. The parents group mean was computed at a lower score than teachers. The parents' mean score was 9.86, the teachers' mean score was 12.26, and the librarians' mean score was 12.58. The F-test showed a significant statistical difference at the .05 level for the parents' group when compared to the teachers' and librarians' groups. The null hypothesis was rejected.

Null Hypothesis III: As measured by average test responses, no difference will be found between parents, teachers, and librarians in their opposition of allowing adolescents to read the literary selections dealing with peer and non-peer relationships that make reference to or describe the sex act.

Research Hypothesis III: The mean score of the parents' group on a measure of opposition to reading about the sex act will be less than that of teachers' and librarians' groups.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers' groups and the librarians' group. The parents' mean of 4.58 was different from the teachers' mean of 5.13 and the librarians' mean of 7.58. The F-test showed that the difference was statistically different at the .05 level between the adult groups. The null hypothesis was rejected.

Null Hypothesis IV: As measured by average test responses, no differences will be found between parents, teachers, and librarians in their decisions regarding the appropriateness of allowing certain literary selections to be read by adolescents.

Research Hypothesis IV: The mean score of the parents' group on a measure of deciding the appropriateness of certain literary selections will be less than that of the teachers' and librarians groups.

An analysis of variance was used to determine whether or not the parents' group mean score did exceed the mean scores of the teachers and the librarians. A mean of 25.83 was established for the parents' group. The teachers' group mean of 30.66 and the librarians' group mean of 33.45 was judged to be significantly different at the .05 level when computed by the F-test. The null hypothesis was rejected.

Null Hypothesis V: As measured by the scores on two tests, there is no relationship between the procensor attitudes of parents, teachers, and librarians and the objectionable reactions of parents, teachers, and librarians when reading literature of a controversial nature.

Research Hypothesis V: The sums of two tests of the parents' group on a measure of comparing procensor attitudes with objectionable reactions to controversial literature will indicate a more positive relationship that exceeds that of the teachers' and the librarians' groups.

The standard error of the parents' z_r was 3.89, and the standard error of the librarians' group was 2.89. Each was greater than 1.96, thus, the null hypothesis was rejected. Teachers as a group did not show a significant correlation of what they professed theoretically as compared to their actual judgment of the selected novels.

For each of the hypotheses, the means tabulated for the parents' group were significantly different at the .05 level of probability than those means tabulated for teachers' and librarians' groups. F-test results showed that parents did not approximate unity with teachers and librarians toward measures of control and reactions to controversial literature.

Implications

Teachers and librarians appear to be less restrictive than parents in claiming their right to control the reading materials for adolescents. However, teachers were in closer agreement to the parents' attitudes of control. Such a similarity of attitudes would imply that the teachers of this selected community closely reflect the parents' opinions on matters of deciding to what extent various types of literature are appropriate or not appropriate for adolescents to read.

Teachers sampled from this community may view their role as one of providing what the adults and parents of the community consider important, relevant, and appropriate as educational goals. It appears that the teachers do not look upon the school as an agent instrumental in changing the attitudes and behavior of its student body through the literary selections that are offered. Little acceptance by teachers was shown regarding novels that portray the pluralistic society in which we live today. Novels that described life-styles contrary to the established norms of the prevailing culture were not approved. Novels were unacceptable to teachers if sexual references were too explicitly described, or if suggestions or references were made to homosexuality. Thus, it appears that the teachers were not willing to expose, even vicariously their students to the paradoxes and ambiguities of life as presented in the literature.

Assuming that the teachers of the community sampled were unwilling to use literature which was considered controversial because of a threat of censorship from parents, indicates a strong need on the part of the school to inform the parents as to the reasons why such literature was needed and exposed to students. The threat of being labeled unprofessional or as a pusher of obscene or pornographic literature can have a devastating effect upon the

freedom, methods, and literary selections used by educators. The same threat would apply to the school and public librarians regarding book selection policies. Professionals have a responsibility to use such means as necessary to enlighten the potential censor regarding the necessity of exposing adolescents to such literary works as might be classified objectionable.

Community classes might be organized to discuss the professionals' theory of literary philosophy to parents. Newspapers and television articles could also be used to inform the laity about the choices of literature used in the classroom or library. Attempts to clarify the controversial issues should be pursued to their fullest.

Librarians indicated less inclination toward the control of the reading selections of adolescents. The more lenient attitudes of the librarian may be due, in part, to their working throughout the county and not being concentrated in the one isolated locality from which parents and teachers were sampled. Librarians' leniency may also be a reflect of a philosophy of librarianship which calls for the provision of a variety of reading materials to match the interests and needs of a wider sector of the population. This would indicate that the librarians are adhering to a professional code of ethics and a theory of satisfying the reading demands of a diverse society.

Teachers and librarians may also consider informing the administrator with a list of books that may arouse a complaint. Parents indicated that many of them would inform the administrator or the school board if they found literary selections objectionable. The administrator would be in a stronger position to defend his teacher or librarian against such an attack were he alerted about the existence of potentially controversial books.

Administrators have a responsibility to inform teachers and librarians about existing formal book selection policy governing the institution. Several teachers and librarians in this study were unaware of the existence of a formal book selection book policy which was maintained by their administrators. Such a limitation would cause unnecessary concern among teachers and librarians and they would feel more comfortable about using these books in their teaching. Occasional in-service sessions provided for teachers and librarians would provide opportunities for the professionals to discuss and air their opinions regarding specific literary works in existing book collections, recommendations for future additions, and the rationale for their use.

The training schools for teachers and librarians should thoroughly prepare pre-service personnel with a theory and rationale for choosing a wide variety of reading

materials for the reading public so that books could be used more effectively by adolescents (or any aged reader) to accomplish developmental tasks and meet other reading needs, and interests. Pre-service personnel should be adequately prepared and alerted to the ways of defending their literary selections when confronted by a censorship action. Disregarding a topic as explosive as censorship solves nothing.

Suggestions for Further Research

Returns of teacher questionnaires might have been improved had the researcher met personally with the teachers. As originally planned, the principals were to have distributed the questionnaires during a department meeting; however, this was not done. The task was relegated to the secretary who was not informed about the purpose of the questionnaire. This might have resulted in the teachers distrust about the purpose of the questionnaire and their subsequent reluctance or refusal to complete it. When sampled subjects are small in number, a personal interview would probably provide more insight and objectivity into the reasons and attitudes espoused by the teachers employed in a single school district.

Parent questionnaires need to be more concise and non-threatening in appearance than this questionnaire was.

Several parents raised some questions regarding the nature and purpose of the study. Thus, the researcher should have provided fuller and more explicit information in the cover letter.

It is a satisfactory procedure to have the administrators distribute the questionnaires when the sampling consists of personnel from one particular library system. The same high results might have been obtained from teachers, had the researcher allowed the principal to distribute the questionnaire and cover letter.

Further surveys of comparisons may provide interesting results by measuring groups of rural, urban, and suburban teachers, librarians, or parents. It is suggested here that one topic of controversy be examined in depth; i.e., objectionable language factors or book characters who disparage of the "American Dream". Greater amounts of knowledge are required by educators and librarians to know the exact extent by which an issue or topic might be considered unsuitable for children's reading.

Content Analysis

This second section of the study is concerned with analysis of censorious aspects contained in nine junior novels, these same novels were also subjected to parents, teachers and librarians for their responses of approval

or disapproval in consenting that such literary selections should be read by adolescent children, aged twelve through fifteen.

Purpose and Procedure

1. Each novel was placed in a time of relationship category dependent upon the type of interpersonal relationship. Three categories for the types of interpersonal relationship were provided and three novels were designed for each category. The three categories were: relationships that emphasized peer group members of the same sex, relationships that emphasized peer group members of the opposite sex; and non-peer group members of either sex, but who were significantly older persons or who were mentally handicapped.

2. The novels were then classified according to levels of the intensity of the relationships among the book characters. Three levels of intensity were listed and each level contained three novels. The three levels of intensity were listed as: "friendship/admiration" in which there is a warm friendly attachment between characters; the "love/affection" level in which there was a character who served as an object of devotion for another character; and the "sex act" level in which the ultimate degree of intensity of relationship resulted in the act of sexual intercourse.

3. All aspects of objectionable language were qualified and counted for each novel. The objectionable language was then weighted with values of one to three points according to its degree of offensiveness: "vulgarity" (one point) refers to common vernacular slang expressions; "profanity" (two points) refers to terms spoken out of disrespect for the religious or clergy; "obsenity" (three points) refers to base or repulsive language that connotes bodily excrement or sexual functions. Mean scores were obtained for each novel regarding the amount and intensity of objectionable language and for each intensity level classification in which the novel was placed.

4. All aspects of references to sex were scored. Three levels of intensity regarding sexual episodes and their ability to incense adults were provided for more accurate record keeping. The three levels of sexual intensity were the following: "sexual" (one point) which alludes to sex in a very general or suggestive manner without being explicit, or refers to biological functions of the body; "heterosexuality" (two points) refers to the more explicit and graphic descriptions of the sex act between members of the opposite sex; "homosexuality" (three points) refers to the more explicit and graphic descriptions of the sex act between members of the same sex. Mean scores were obtained for each novel and intensity level classifications.

5. A record was kept of social behavior on the part of the book characters that were considered potentially objectionable. Anti-social descriptions were labeled as cruelty, the use of drugs or liquor, lying, theivery, or running away from home, each worth one point. Violence was valued at two points because of its stronger shock quality. Total counts and mean scores of anti-social behavior portrayed by characters were tallied for each novel and for each intensity level classification.

Summary of Findings and
Conclusions for Content
Analysis

The following hypothesis was tested.

Hypothesis VI: The mean score on a measure of censorious aspects in nine novels pertaining to peer relationships of the same sex category will exceed that of the peer relationships of the opposite sex and the non-peer relationship category.

The hypothesis was rejected. The same sex peer relationship category with a mean score of fifty-five (55) was indicative of illustrating novels that contained the fewest censorious aspects. The non-peer relationship category contained novels with a mean score of 55.1 tallied for censorious aspects. The opposite sex peer relationship category mean of 103.7 listed novels that contained the highest mean score of censorious aspects.

Content analysis on nine junior novels were as follows:

1. Content analysis is a viable technique used to investigate and ascertain the qualifiable and quantifiable literary aspects considered objectionable and potentially censorious to adults.

2. Listing potentially censorious novels in terms of the ultimate level of intensity of relationship rather than listing the books according to the more general category of a peer or non-peer relationship may be more beneficial in accurately detecting objectionable literary aspects.

3. Junior novels classified as referring to a "sex act" for the ultimate level of intensity of interpersonal relationships were judged to possess more censorial (406) points than novels classified as the "love/affection" (177) or as the "friendship/admiration" type (59).

4. Interpersonal relationships portrayed in novels between members of the opposite sex within the same peer groups contain more censorious aspects than relationships between members of a non-peer group or persons of the same sex.

5. Objectionable language was rated as the most prevalent censorious aspect across all levels of categories and all novels with a mean 100.3. Vulgarities (f=102) were more often found in junior novels than profanities (f=65) and obscenities (f=23).

6. Profanity and obscenity as types of objectionable language became more prolific as the degree of the intensity level developed among the interpersonal relationships. No obscenities were found in the novels listed under the "friendship/admiration" classification.

7. Incidents involving book characters in sexual matters were notated as being much less prevalent in the total number of censorial aspects (114 frequency). Most references to sex were made in general, non-involving or suggestive situations concerning the sexual fantasies of the book characters, biological functions of the sex organs, or masturbation.

8. The sex act, described as either heterosexual or homosexual, was referred to in two-thirds of the junior novels. The heterosexual sex act (mean 16) was always more graphically described than the homosexual act, (mean 48) but the latter will be found more objectionable. However, in neither sexual situation was the sex act vividly described in explicit detail that it might be classified as pornographic. Generally, the sex act was referred to as a past experience or was described by the author stylistically by analogy.

9. Anti-social behavior was counted slightly more prevalent than sexual matters in the novels. However, anti-social behavior descriptions are generally (with a mean of 23.1, thought of as being less apt to provoke a censor's

reaction than objectionable language (mean 100.3) or sexual episodes (mean 38). Frequently counted aspects of anti-social behavior would include the characters using drugs or liquor; running away from their homes; showing cruelty or violence toward animals or other persons; lying, or stealing, or cheating for one's own personal gain.

10. Novels classified as depicting "friendship/admiration" relationships between book characters were judged to be more offensive regarding anti-social behavior aspects (78.3%) than aspects of objectionable language or references to sexuality.

Implications

The results obtained from the content analysis implies that the professional, as an educator or librarian responsible for providing guidance and direction to children regarding their literary selections, had best prepare himself for a continuation of complaints from objecting adults about realistic contemporary trade books. The trend of presenting objectionable aspects appears to be increasing; not only in terms of realistic fictional titles that are published yearly, but also, regarding the amount of potentially censorious aspects contained in such titles. The professional needs to acquaint oneself with all available techniques to defend his choice or recommendation of literary works. Complaining adults who would ban such selections

will probably increase as the presentation of graphic descriptions and objectionable language in novels increases.

Content analysis is an effective method of determining the controversial factors within literary selections. Quantitative measurements and qualitative weights can be assessed to aspects considered objectionable that would possibly cause a censorship problem. With such information at hand, educators and librarians will be in a stronger position to determine the number and type of offensive factors rather than merely making an estimation. Such a thorough analysis will provide professionals more sufficiently with needed information so that wise decisions can be made about book selections and as well as recommending or requiring the reading of specific titles.

Content analysis will provide a valuable and sturdy foundation for the defense of such preferred books against attacks to ban the books. The analysis of a literary selection's content will place in precise perspective the rationale for the author's purpose in using such volatile aspects as objectionable language, offensive sexual references and descriptions or vivid display of anti-social behavior and life-styles that contradict the established norms of society.

By making oneself thoroughly familiar with the content so one knows the content in which the objectionable aspect

appears, if one knows why one should include possible controversial literary aspects and topics in the reading fare of children, adults can more intelligently discuss the selection. Communication, facilitated by compassion and understanding about the reading needs and interests of adolescents can be established more effectively.

Adults must realize that the needs and challenges of contemporary youth may be met to an extent by their reading contemporary realistic fiction.

Classification according to type of interpersonal relationships can be facilitated by content analysis. Adolescents desire to learn about how other adolescents initiating and developing relationships by reading literary selections in which those relationships are portrayed. Educators and librarians can identify specific titles that tell about various types of relationships that would interest the adolescent reader. Thus, the reader will better understand himself and others. Such a classification system can also provide the professional with a systematic and reliable method of determining the controversial and objectionable qualities found in adolescent literature. The system of classification is arbitrary. The results obtained by this researcher would indicate that a system based generally on categories such as peer members of either sex or members of a non-peer group will

not be as candid in pointing out censorious aspects as would a classification system based upon the degree of intensity level of interpersonal relationships. Such a classification system might identify the relationship as merely "friends" without too much fear of arousing complaints. Higher, more intense levels of relations described as "love" or relationships that ultimately develop into a consummate "sex act" probably would not place the professional in such a vulnerable position when and if complaints should arise.

Further attempts concerned with content analysis of realistic fiction that deals with interpersonal relationships might pertain to an investigation of the influence that the family or sibling situation has upon the behavior of adolescent book characters. Many of the contemporary fictional selections rely heavily upon the intensity of familiar trust and rapport that has exerted an influence upon the behavior of the preadolescent. In real life the young adolescent reader is still very much a part of the family environment and by reading about the experiences of others will view his own situation with a clearer perspective.

Familial pressures upon adolescents and situations that describe imperfect parents or portray adolescent delinquent behavior as a result of unpleasant home life may lend itself well to content analysis.

Being exposed to such literary situations will aid the adolescent to realize his opportunity to contribute to better family relations in real life.

Contemporary realistic fiction that describes the disparagement of the democratic system of government and/or the economic system of free enterprise is a considerable topic for censorship. Content analysis would encourage the librarians and educators to use these topics in activities designed to develop such critical thinking and reading powers among students. Such profound skills help the young person to be objective and to withhold conclusions until all facts have been investigated and weighed impartially. The potential censor may not see the use of such novels in this perspective, however. The educator could be better prepared by analyzing such political novels in case an attack by a censor should arise.

As an implication for extensive research, it would be advisable that one restrict his research to a thorough analysis of one censorious faction. This depth study of one area censorship contained in adolescent literature would call for a large sampling of literature containing that one censorious faction.

Content analysis used as a technique for data collection may be used to indicate a growth or decline of various trends. Such suspected trends as deemed important by a

researcher could be managed by collecting pertinent data on literary aspects that were not suspected of being prevalent in past years. Collection of the data could be gathered from the literature on the basis of time periods; such as over a ten year span. Comparisons could then be made on the aspects found in literature with copyrighted dates representing the extremes of the decade.

Content analysis would also provide insights into the literary works of a specific author. The more prolific authors offer a vast array of literature from which to measure such factors as values, themes, or characterization.

Studies which pertain to the favorite literary selections named by children possess innumerable possibilities for content analysis. Depending on such factors as the children's ages, ethnic backgrounds, or regional preferences, an investigator could offer his results and implications to all persons concerned with meeting the reading interests of children.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. Books

- Burton, Dwight L. Literature Study in the High Schools. New York: Holt, Rinehart, and Winston, Inc., 1970.
- Carlson, G. Robert. Books and the Teen-Age Reader. New York: Harper and Row, 1971.
- Chambers, Aidan. The Reluctant Reader. London: Pergamon Press, 1967.
- Clor, Harry M. Obscenity and Public Morality. Chicago: The University of Chicago Press, 1969.
- Donovan, John. I'll Get There. It'd Better Be Worth the Trip. New York: Harper and Row, 1968.
- Fader, Daniel N. Hooked on Books. New York: Berkeley Publishing Company, 1966.
- _____. The Naked Children. New York: The Macmillan Company, 1971.
- Fiske, Marjorie. Book Selection and Censorship: A Study of School and Public Libraries in California. Berkeley: University of California Press, 1959.
- Hove, John. Meeting Censorship in the School: A Series of Case Studies. Champaign: National Council of Teachers of English, 1967.
- Kronhausen, Eberhard and Phyllis. Pornography and the Law: The Psychology of Erotic Realism and Pornography. New York: Ballentine Books, 1959.
- Mathis, Sharon Bell. Teacup Full of Roses. New York: The Viking Press, 1972.
- Merritt, LeRoy Charles. Book Selection and Intellectual Freedom. Bronx, N.Y.: The H. H. Wilson Company, 1970.

Neufeld, John. Sleep, Two, Three, Four. Philadelphia: Chilton Book, Company, 1971.

Platt, Kin. The Boy Who Made Himself Disappear. Philadelphia: Chilton Book Company, 1968.

Sorensen, Robert C. Adolescent Sexuality in Contemporary America: Personal Values and Sexual Behavior, Ages Thirteen to Nineteen. New York: World Publishing Company, 1973.

Squire, James R. (ed). Response to Literature. Champaign: National Council of Teachers of English, 1968.

Rosenblatt, Louise M. Literature as Exploration. New York: Noble and Noble, Publishers, Inc., 1968.

Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York: Harper and Row, 1962.

Zindel, Paul. My Darling, My Hamburger. New York: Harper and Row, 1969.

B. Publications of the Government,
Learned Societies and Other
Organizations

American Library Association. Proceedings of the 87th Annual Conference, Kansas City, Mo. Chicago: American Library Association, 1968.

Burress, Lee A. Jr. Special Bulletin No. 8 How Censorship Affects the School. Wisconsin Council of Teachers of English. October, 1963.

Donalson, Kenneth L. "Censorship and Arizona Schools: 1966-1968," Censorship and the English Teacher. Tempe, Arizona: Arizona English Teachers Association, XI (February, 1969), pp. 30-31.

LaConte, Ronald T. "The English Department Chairman - Selector or Censor?" The Leaflet. Burlington, Vermont: The New England Association of Teachers of English, LXVIII (May, 1969), pp. 42-43.

New Jersey Committee for the Right to Read. A Survey of New Jersey Psychiatrists Pertaining to the Proscription by the Legislation of Sexually Oriented Publications for Persons Under 18 Years. Trenton, N.J. The New Jersey Committee for the Right to Read, 1967.

C. Periodicals

Bader, Barbara. "What (If Anything) is a Children's Book?" Wilson Library Bulletin, XLVI (December, 1971), 322-323.

Busha, Charles H. "Intellectual Freedom and Censorship: The Climate of Opinion in Midwestern Public Libraries," The Library Quarterly, XLII (July, 1972), 283-301.

Cianciolo, Patricia J. "Discriminating Readers Are Critical Thinkers," Reading Horizons, IX (Summer, 1969), 174-180.

Corbett, Edward P. J. "Raise High the Barriers, Censor," America, CIV (January 7, 1961), 441-443.

Crush, Marion. "Deselection: How to Exclude Everything," Wilson Library Bulletin, XLV (October, 1970), 180-181.

Dempsey, David. "Teaching Librarian to Fight Back," Saturday Review, XLVIII (February 27, 1965), 20-21 and 40.

Donelson, Ken. "Censorship in the 1970's: Some Ways to Handle It When It Comes (And it Will)," English Journal, LXIII (February, 1974), 47-51.

Gard, Robert R. "Censorship and Public Understanding," English Journal, LX (February, 1971), 255-259.

Harvey, James A. "Acting for the Children?" School Library Journal, XCVIII (February 15, 1973), 602-605.

Krug, Judith F. "The Book Banners," Newsweek, LXXXI (March 26, 1973), 64.

Levine, Alan H. "'Impressionable Minds' . . . 'Forbidden Subjects': A Case in Point," School Library Journal, XCVIII (February 15, 1973), 19-25.

Lynch, James J. "The Right to Read -- And Not to Read," Modern Age, IX (Winter, 1964-65), 18-33.

Schigmann, Jean A. "New Novels for Juniors," Newsweek, LXXXII (March 4, 1974), 83.

Staneck, Lou Willett. "The Maturation of the Junior Novel: From Gestation to the Pill," School Library Journal, XCVII (December, 1972), 34-39.

Stewig, John Warren. "They Can - But Do They? Read, That is!" Elementary English, L (September, 1973), 921-924, 970.

Wersba, Barbara and Josette Frank. "Sexuality in Books for Children: An Exchange," Library Journal, XCVIII (February 15, 1973), 620-623.

D. Essays and Articles in Collections

Broderick, Dorothy. "Censorship - Reevaluated," Issues in Children's Book Selection, Lillian Gerhardt, editor. New York: R. R. Bowker Company, 1973.

_____. "A Study of Conflicting Values," Book Selection and Censorship in the Sixties, Eric Moon, editor. New York: R. R. Bowker Company, 1969.

Frank, Judge Jerome. "Selections from the Concurring Opinion of Judge Jerome Frank in U.S. vs. Roth," Censorship and Freedom of Expression; Essays on Obscenity and the Law, Harry M. Clor, editor. Chicago: Rand McNally and Company, 1971.

McNeil, Elton B. "Early Adolescence - Fact and Fantasy," Readings in Human Socialization, Belmont, Calif: Brooks/Cole Publishing Company, 1971.

E. Unpublished Materials

Farley, John J. "Book Censorship in the Senior High School Libraries of Nassau County, New York." Unpublished Doctoral dissertation, University of New York, New York City, 1964.

Katz, John Stuart. "Controversial Novels and Censorship in the Schools," Unpublished Doctoral dissertation, Cambridge, Massachusetts, 1967.

McKay, James William. "A Summary of Scientific Research and Professional Literature on Reading Interests of Secondary School Students -- Grades 7-12, 1889-1965." Unpublished Doctoral dissertation, University of Pittsburg, Pittsburg, 1968.

Mott, John Horner. "Reading Interests of Adolescents:
A Critical Study of Fifty Years of Research."
Unpublished Doctoral dissertation, University of
Northern Colorado, Greeley, 1970.

Symula, James Francis. "Censorship of High School Literature: A Study of the Incidents of Censorship Involving J. D. Salinger's 'The Catcher in the Rye'."
Unpublished Doctoral dissertation, State University
of New York, Buffalo, 1969.

F. Newspapers

Gilroy, Harry. "In Juvenile Books It's Not All Fantasy,"
The New York Times, April 3, 1969, p. C49.

APPENDICES

APPENDIX A

DOCUMENTS

LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

I. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

II. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

III. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

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

V. The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.

VI. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

Adopted June 18, 1948
Amended February 2, 1961, and June 27, 1967 by the ALA Council

SCHOOL LIBRARY BILL OF RIGHTS

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Approved by American Association of
Librarians Board of Directors, Atlantic City, 1969

CITIZEN'S REQUEST FOR RECONSIDERATION
OF A BOOK

Author _____

Hardcover _____

Paperback _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zone _____

Complainant represents

_____ himself
_____ (name organization) _____
_____ (identify other group) _____

1. To what in the book do you object? (Please be specific; cite pages.) _____

2. What do you feel might be the result of reading this book? _____

3. For what age group would you recommend this book? _____
4. Is there anything good about this book? _____

5. Did you read the entire book? _____ What parts? _____
6. Are you aware of the judgment of this book by literary critics? _____
7. What do you believe is the theme of this book? _____

8. What would you like your school to do about this book?
_____ do not assign it to my child
_____ withdraw it from all students as well as from my child
_____ send it back to the English department office for reevaluation
9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Signature of Complainant

APPENDIX B

CONTEMPORARY REALISTIC FICTION ABOUT
ASPECTS OF PEER AND NON-PEER RELATIONSHIPS

CONTEMPORARY REALISTIC FICTION ABOUT
ASPECTS OF PEER AND NON-PEER RELATIONSHIPS
(for Children Twelve Through
Fifteen Years of Age)

RELATIONSHIPS WITH PEERS OF THE SAME SEX.

- Armstrong, Richard. The Albatross. New York: David McKay Company, Inc., 1970.
- Arundel, Honor. The Girl in the Opposite Bed. Camden, N.J.: Thomas Nelson, Inc., 1971.
- Bach, Alice. They'll Never Make a Movie Starring Me. New York: Harper & Row, 1973.
- Balducci, Carolyn. Is There Life After Graduation, Henry Brenbaum? Boston: Houghton Mifflin, 1971.
- Blume, Judy. Then Again, Maybe I Won't. Scarsdale, N.Y.: Bradbury, 1971.
- Bonham, Frank. Cool Cat. New York: E. P. Dutton & Company, Inc., 1971.
- _____. Viva Chicano. New York: E. P. Dutton & Company, Inc., 1970.
- Bradbury, Bianca. The Loner. Boston: Houghton Mifflin Company, 1970.
- Branscum, Robbie. Me and Jim Luke. New York: Doubleday & Company, Inc., 1971.
- Byars, Betsy. The 18th Emergency. New York: The Viking Press, Inc., 1973.
- Calhoun, Mary. It's Getting Beautiful Now. New York: Harper & Row Publishers, 1971.
- Cone, Molly. You Can't Make Me If I Don't Want To. Boston: Houghton Mifflin Company, 1971.
- Crawford, Charles P. Bad Fall. New York: Harper & Row Publishers, 1972.

- Francis, Dorothy. Laugh at the Evil Eye. New York: Julian Messner, Inc., 1970.
- Garden, Nancy. What Happened in Marston. New York: Four Winds Press, 1971.
- Greene, Constance. The Good-Luck Boogie Hat. New York: The Viking Press, Inc., 1971.
- _____. The Unmaking of Rabbit. New York: The Viking Press, Inc., 1972.
- Hall, Lynn. Sticks and Stones. Chicago: Follett Publishing Company, 1972.
- Griffith, Valeria. Runaway. Abelard-Schuman, Ltd., 1971.
- Hamilton, Dorothy. Charo. New York: Herald Press, 1971.
- Hamilton, Virginia. The Planet of Junior Brown. New York: Macmillan Company, 1971.
- Harris, Marilyn. The Peppersalt Land. New York: Four Winds Press, 1970.
- Herman, Charlotte. The Three of Us. Chicago: J. Phillip O'hara, 1973.
- Hinton, S. E. That Was Then, This Is Now. New York: New York: The Viking Press, Inc., 1971.
- Hodges, Margaret. The Making of Joshua Cobb. New York: Farrar Straus & Giroux, Inc., 1971.
- Lawrence, Mildred. Walk a Rocky Road. New York: Harcourt, Brace and Jovanovich, Inc., 1971.
- Morgan, Alison. A Boy Called Fish. New York: Harper & Row, Publishers, 1973.
- Norris, Gunilla. If You Listen. New York: Atheneum Publishers, 1971.
- Norton, Browning. Johnny/Bingo. New York: Coward, McCann & Geoghegan, Inc., 1971.
- Pick, Richard. Dreamland Lake. New York: Holt, Rinehart & Winston, Inc., 1973.

Rhodin, Eric. The Good Greenwood. Philadelphia: The Westminister Press, 1971.

Rinkoff, Barbara. Headed for Trouble. New York: Alfred A Knopf, Inc., 1970.

_____. I Need Some Time. New York: Seabury Press, 1970.

Rosenberg, Sondia. Will There Never be a Prince? New York: St. Martin's Press, Inc., 1970.

Scism, Carol. Secut Emily. New York: The Dial Press, 1972.

Towne, Mary. The Glass Room. New York: Farrar, Straus & Giroux, Inc., 1971.

Wallace, Barbara. Victoria. Chicago: Follett Publishing Company, 1972.

Winthrop, Elizabeth. Walking Away. New York: Harper & Row, Publishers, 1973.

Woods, George. Vibrations. New York: Harper & Row, Publishers, 1970.

RELATIONSHIPS WITH PEERS OF THE OPPOSITE SEX

Anonymous. Go Ask Alice. Englewood Cliff, N.J.: Prentice-Hall, Inc., 1971.

Armer, Alberta. Runaway Girl. New York: World Publishing Company, 1970.

Baker, Elizabeth. This Stranger, My Son. Boston: Houghton Mifflin Company, 1971.

Baldwin Anne. Sunlight Valley. New York: Four Winds Press, 1971.

Bennett, Jay. Masks: a Love Story. New York: Franklin Watts, Inc., 1971.

Bonham, Frank. Hey, Big Spender. New York: E. P. Dutton & Company, Inc., 1972.

_____. Chief. New York: E. P. Dutton & Compnay, Inc., 1971.

- Bosworth, J. Allan. A Darkness of Giants. New York: Doubleday & Company, Inc., 1972.
- Boylan, Rowena. Better Than the Rest. Chicago: Follett Publishing Company, 1971.
- Bradbury, Bianca. A New Penny. Boston: Houghton Mifflin Company, 1971.
- Buchard, Peter. A Quiet Place. New York: Coward, McCann & Geoghegan, Inc., 1972.
- Butterworth, W. E. Susan and Her Classic Convertible. New York: Four Winds Press, 1970.
- Campbell, Hope. Meanwhile Back at the Castle. New York: Norton/Grossett, 1970.
- Capizza, Michael. Getting It All Together. New York: Delacorte Press, 1972.
- Childress, Alice. A Hero Ain't Nothin' But a Sandwich. New York: Coward, McCann & Geoghegan, Inc., 1973.
- Coleman, Hila. Chicano Girl. New York: William Morrow & Company, 1973.
- _____. Daughter of Discontent. New York: William Morrow & Company, 1973.
- _____. The Family and the Fugitive. New York: William Morrow & Company, 1972.
- Corcoran, Barbara. Don't Slam the Door When You Go. New York: Atheneum Publishers, 1972.
- _____. The Long Journey. New York: Atheneum Publishers, 1970.
- _____. This is a Recording. New York: Atheneum Publishers, 1971.
- Crane, Caroline. Don't Look at Me That Way. New York: Random House, Inc., 1970.
- _____. Stranger on the Road. New York: Random House, Inc., 1971.
- Dizengo, Patricia. Phoebe. New York: McGraw-Hill Book Company, 1970.

- Duncan, Lois. A Gift of Magic. Boston: Little Brown & Company, 1971.
- Ellis, Ella Thorp. Celebrate the Morning. New York: Atheneum Publishers, 1972.
- Embry, Margaret. Shadi. New York: Holiday House, Inc., 1971.
- Emery, Anne. The Sky Is Falling. Philadelphia: The Westminster Press, 1970.
- Engbrecht, P. A. Under the Haystack. Camden, N.J.: Thomas Nelson, Inc., 1973.
- Eyerly, Jeannette. Bonnie Jo, Go Home. Philadelphia: J. B. Lippincott Company, 1972.
- _____. The Phaedra Complex. Philadelphia: J. B. Lippincott Company, 1972.
- _____. Radigan Cares. Philadelphia. J. B. Lippincott Compnay, 1970.
- Fiedler, Jean. A Break in the Circle. New York: David McKay Company, Inc., 1971.
- Garden, Nancy. The Loners. New York: The Viking Press, Inc., 1972.
- Goffstein, M. B. The Underside of the Leaf. New York: Farrar, Straus & Giroux, Inc., 1972.
- Guy, Rosa. The Friends. New York: Holt, Rinehart & Winston, Inc., 1973.
- Green, Constance. Leo the Lioness. New York: The Viking Press, Inc., 1970.
- Hamilton-Paterson, James. The House in the Waves. S. G. Phillips, 1970.
- Harnden, Ruth. Next Door. Boston: Houghton Mifflin Company, 1970.
- Harrison, Deloris. Journeys All Alone. New York: The Dial Press, 1971.
- Hill, Margaret. Time to Stop Running. New York: Julian Messner, Inc., 1970.

- Holland, Isabelle. Amanda's Choice. J. B. Lippincott Company, 1970.
- Horgan, Paul. Whitewater. New York: Farrar, Straus & Giroux, Inc., 1970.
- Huntsberry, William. The Big Hang-Up. New York: Lothrop, Lie & Shepard Company, Inc., 1970.
- Jordan, June. His Own Where. New York: Thomas L. Crowell Company, 1971.
- Kendall, Wallis. Just Gin. New York: The Viking Press, Inc., 1973.
- Kerr, M. E. If I Love You, Am I Trapped Forever. New York: Harper & Row, Publishers, 1973.
- _____. Dinky Hocker Shoots Smack. New York: Harper & Row, Publishers, 1972.
- Kingman, Lee. The Peter Pan Bag. Boston: Houghton Mifflin Company, 1970.
- Knudeson, R. R. Jesus Song. New York: Delacorte Press, 1973.
- Kwolek, Constance. Loner. New York: Doubleday & Company, Inc., 1970.
- Laklan, Carli. Migrant Girl. New York: McGraw-Hill Book Company, 1970.
- Langton, Jane. The Boyhood of Grace Jones. New York: Harper & Row, Publishers, 1972.
- Lawrence, Mildred. Gateway to the Sun. New York: Harcourt, Brace, Jovanovich Inc., 1970.
- Lee, Mildred. Fog. New York: Seabury Press, 1972.
- Lyle, Katie. I Will Be Barefoot All Summer for You. Philadelphia: J. B. Lippincott Company, 1973.
- Madison, Winifred. Max's Wonderful Delicatessan. Boston: Little, Brown & Company, 1972.
- Maxwell, Edith. Just Dial a Number. New York: Dodd, Mead & Company, 1970.

Mazer, Harry. Snow Bound. New York: Delacorte Press, 1973.

McKay, Robert. The Troublemaker: A Story About Now . . . And . . . Then . . . And Always. Camden, N.J.: Thomas Nelson, Inc., 1972.

McNeill, Janet. The Other People. Boston: Little, Brown & Company, 1970.

Mills, Donia. A Long Way Home from Troy. New York: The Viking Press, Inc., 1971.

Nelson, Margaret. One Summer in Alaska. New York: Farrar, Straus & Giroux Inc., 1971.

Norris, Gunilla. Take My Waking Slow. New York: Atheneum Publishers, 1970.

Offit, Sidney. Only a Girl Like You. New York: Coward, McCann & Geoghegan, Inc., 1972.

Oppenheimer, Joan L. Run for Your Lunch. New York: Hawthorn Books, Inc., 1971.

_____. The Coming Down Time. New York: Hawthorn Books, Inc., 1972.

Peck, Richard. Don't Look and It Won't Hurt. New York: Holt, Rinehart & Winston, Inc., 1972.

Peyton, Kathleen. The Beethoven Medal. New York: Thomas Y. Crowell Company, 1972.

Pfeffer, Susan. Better Than All Right. New York: Doubleday & Company, Inc., 1972.

_____. Just Morgan. New York: Henry Z. Walck, 1970.

Prince, Marjorie. The Chees Stands Alone. Boston: Houghton Mifflin, 1973.

Rabin, Gil. Changes. New York: Harper & Row, Publishers, 1973.

Renken, Aleda. Never the Same Again. Philadelphia: Westminster, 1971.

Richoux, Pat. Follow the Leader. New York: William Morrow & Company, Inc., 1971.

- Rinkoff, Barbara. A Guy Can Be Wrong. New York: Crown Publishers, Inc., 1970.
- Rosenberg, Sondra. Are There Any More at Home Like You? New York: St. Martin's Press, Inc., 1973.
- Rydberg, Ernie. Footsy. New York: Bobbs-Merrill Company, Inc., 1973.
- Schraff, Anne. North Star. Philadelphia: Macrae Smith Company, 1972.
- Sherburne, Zoa. Leslie. New York: William Morrow & Company, 1972.
- Shotwell, Louisa. Magdalena. New York: The Viking Press, Inc., 1971.
- Skullicz, Matthew. Right On, Shane. New York: G. P. Putnam's, 1972.
- Sleator, William. Run. New York: E. P. Dutton & Company, 1973.
- Stolz, Mary. By the Highway Home. New York: Harper & Row, Publishers, 1971.
- _____. Lands End. New York: Harper & Row, Publishers, 1973.
- _____. Leap Before You Look. New York: Harper & Row, Publishers, 1972.
- Summers, James. Changes of Focus. Philadelphia: The Westminster Press, 1972.
- _____. Don't Come Back a Stranger. Philadelphia: The Westminster Press, 1970.
- Tanner, Louise. Reggie and Nilma. New York: Farrar, Straus & Giroux, Inc., 1971.
- Terris, Susan. A Plague of Frogs. New York: Doubleday & Company, Inc., 1973.
- _____. On Fire. New York: Doubleday & Company, Inc., 1972.
- VanLeeuwen, Jen. I Was a 98 Pound Duckling. New York: The Dial Press, 1972.

- Victon, Ann. Yesterday's Child. Philadelphia: J. B. Lippincott Company, 1970.
- Walker, Mary Alexander. Year of the Cafeteria. New York: Babbs Merrill Company, Inc., 1971.
- Walter, Mildred. Lillie of Watts Takes a Giant Step. New York: Doubleday & Company, Inc., 1971.
- Weber, Lenora. Hello, My Love, Good-bye. New York: Thomay Y. Crowell Company, 1971.
- _____. How Long is Always? New York: Thomas Y. Crowell Company, 1970.
- _____. Somethimes a Stranger: A Stacy Belford Story. New York: Thomas Y. Crowell Company, 1972.
- Wells, Rosemary. The Fog Comes on Little Pig Feet. New York: The Dial Press, 1972.
- Wersba, Barbara. Run Softly, Go Fast. New York: Atheneum Publishers, 1970.
- Whitney, Phyllis. Nobody Like Trina. Philadelphia: The Westminister Press, 1972.
- Windsor, Patricia. The Summer Before. New York: Harper & Row, Publishers, 1973.
- Wood, Phyllis. Andy. Philadelphia: The Westminister Press, 1971.
- _____. I've Missed a Sunset on Three. Philadelphia: The Westminister Press, 1973.
- _____. Your Bird is Here. Philadelphia: The Westminister Press, 1973.
- Woody, Regina. Dance to a Lonely Tune. Philadelphia: The Westminister Press, 1973.
- _____. Second Sight for Tommy. Philadelphia: The Westminister Press, 1972.
- Zindel, Paul. I Never Loved Your Mind. New York: Harper & Row, Publishers, 1970.

RELATIONSHIPS WITH NON-PEERS.

- Aaron, Chester. Better Than Laughter. New York: Harcourt, Brace & Jovanovich, Inc., 1972.
- Berry, B. J. Just Don't Bug Me. Chicago: Follett Publishing Company, 1971.
- Bosworth, J. Allan. A Wind Named Anne. New York: Doubleday & Company, Inc., 1970.
- Bradbury, Bianca. Nancy and Her Johnny-O. New York: Ives Washburn, Inc., 1970.
- Butter, Beverly. Gift of Gold. New York: Dodd, Mead & Company, 1972.
- Butterworth, William. The Narc. New York: Four Winds Press, 1972.
- Byars, Betsy. The Summer of the Swans. New York: The Viking Press, Inc., 1970.
- Cone, Molly. Number Four. Boston: Houghton-Mifflin Company, 1972.
- Cresswell, Helen. The Night Watchmen. New York: Macmillan Company, 1970.
- Curry, Peggy. A Shield of Clover. New York: David McKay Company, 1970.
- Donovan, John. Remove Protective Coating a Little at a Time. New York: Harper & Row, Publishers, 1973.
- Dunska, Herbert. The Street Kids. New York: Alfred A. Knopf, Inc., 1970.
- Embry, Margaret. My Name is Lion. New York: Holiday House, Inc., 1970.
- Grossman, Martin. A Rage to Die. Philadelphia: The Westminster Press, 1973.
- Hall, Lynn. The Siege of Silent Henry. Chicago: Follett Publishing Company, 1972.
- _____. Sticks and Stones. Chicago: Follett Publishing Company, 1972.

- Harris, Marilyn. The Runaway's Diary. New York: Four Winds Press, 1971.
- Hartman, Lou. The Monstrous Leather Man. New York: Atheneum Publishers, 1970.
- Hentoff, Nat. In the Country Of Ourselves. New York: Simon & Schuster, Inc., 1971.
- Holland, Isabelle. The Man Without a Face. Philadelphia: J. B. Lippincott Company, 1972.
- Jackson, Jesse. The Sickest Don't Always Die the Quickest. New York: Doubleday & Company, 1971.
- Little, Jean. Kate. New York: Harper & Row, Publishers, 1971.
- Madison, Winifred. Maria Louisa. Philadelphia: J. B. Lippincott Company, 1971.
- Morey, Walter. Canyon Winter. New York: E. P. Dutton & Company, Inc., 1972.
- Miklowitz, Gloria. Turning Off. New York: G. P. Putnam's Sons, 1973.
- Platt, Kin. Hey, Dummy. Philadelphia: Chilton Book Company, 1971.
- Randall, Florence. The Almost Year. New York: Atheneum Publishers, 1971.
- Rinkoff, Barbara. The Watchers. New York: Alfred A. Knopf, Inc., 1972.
- Stein, Sol. The Magician. New York: Delacorte Press, 1971.
- Terris, Susan. The Drowning Boy. New York: Doubleday & Company, Inc., 1972.
- Warwick, Dolores. Learn to Say Good-bye. New York: Farrar, Straus & Giroux, Inc., 1971.
- White, Robb. Deathwatch. New York: Doubleday & Company, Inc., 1972.
- Wilkes, Alfred. Little Boy Black. New York: Charles Scribner's Sons, 1971.

Wojciechowska, Maia. Don't Play Dead Before You Have To.
New York: Harper & Row, Publishers, 1970.

_____. The Rotten Years. New York: Doubleday &
Company, Inc., 1971.

Woods, George. Catch a Killer. New York: Harper &
Row, Publishers, 1972.

York, Carol. Nothing Ever Happens Here. New York:
Hawthorn Books, Inc., 1970.

_____. Takers and Returners: A Novel of Suspense.
Camden, N.J.: Thomas Nelson, Inc., 1972.

APPENDIX C

QUESTIONNAIRES USED IN ADULT SURVEY

QUESTIONNAIRE: PARENTS OF ADOLESCENTS

Mother ____ Father ____ Other ____
Age ____ Number of teen-aged children ____
Occupation ____ Religion ____
Educational background: Elementary ____; Junior High ____;
High School diploma: Yes ____ No ____; College ____
B.A. ____ M.A. ____ Ph.D. ____
How long have you lived in your present community? ____
Check the types of communities in which you have lived:
Country ____; Small town ____; Suburban ____; City ____.
How often do you use the public library?
Frequently (once a week) ____.
Often (once a month) ____.
Some (twice a year) ____.
Almost never (once a year
or less) ____.
Never ____.
Please describe your favorite reading material.

Did you read to your children regularly when they were small?
Frequently (once a week) ____.
Often (once a month) ____.
Some (twice a year) ____.
Almost never (once a year
or less) ____.
Never ____.

Do you read to your teen-ager regularly now?

Frequently (once a week) ____.
 Often (once a month) ____.
 Some (twice a year) ____.
 Almost never (once a year
 or less) ____.
 Never ____.

Please read carefully the following statements. After each statement you will have the opportunity to mark one response that comes closest to your own personal feelings regarding the reading interests and needs of adolescent children, age 12-15 years old.

1. Parents should know what their children have chosen for free-choice reading.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
2. Parents should be involved when helping to select children's book for school libraries.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
3. Parents should be involved when helping to select children's books for use in the classroom.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
4. Parents should not control their children's reading material.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
5. The 1973 ruling of the United States Supreme Court allows each community to determine what is obscene and pornographic reading material. Parents should not use this ruling to control the children's reading of the books that he finds objectionable.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.

6. Parents should allow their children to read stories which make reference to sexual acts between persons of the same sex.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
7. Parents should allow their children to read stories about characters who think and live in a manner different than the accepted ways of society.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
8. Parents should allow their children to read stories which make reference to sexual acts between persons of the opposite sex.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
9. Parents should allow school libraries to make available to children those books that they, as parents, find personally objectionable.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
10. Parents should allow their children to read stories that describe close personal relationships between children and much older persons who live a life that differs from the accepted ways of society.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
11. Parents should allow their children to read about stories that describe close personal relationships between normal children and either physically or mentally handicapped children.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
12. Parents should seek their children's recommendations of specific books to be purchased for the child's own reading.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.

13. Parents would be pleased to read the book selection policies of school and public libraries.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
14. Parents should allow public libraries to make available to children those books that they, as parents, find personally objectionable.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
15. Parents should allow school classrooms to make available to children those books that they, as parents, find personally objectionable.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
16. Parents should not control their children's choice of friends.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
17. Parents should not control their children's choice of television programs.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.

Excerpts from junior novels follow that contain a brief summary, the theme of the story, and some selected quotes that exemplify the style of writing.

Please read the following excerpts and mark one response following each excerpt which best answers how you feel regarding children's reading such stories.

Story I-A

Summary: Twelve-year old Mouse insults the local bully, Marv Hammerman who threatens to beat Mouse into a pulp. A terror-filled week passes when nobody can help Mouse -- not his best friend Ezzie, nor his 'non-believing' Mother, or his busy Father. Finally, Mouse must face the consequences alone and settle the problem with Marv.

Theme: True courage can come only when one has to face fear and terror alone.

Quotes: "Mouse kept walking down the crowded sidewalk. He knew a lot of these people, but nobody seemed to be speaking to him today. It was as if everybody in the world knew what he was going to do, and everybody knew that if they gave him any sympathy at all, if they even patted his shoulder or took his hand, he would not be able to do it. He would just fold up on the sidewalk, curled forward like a shrimp."

Response

I-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove ____.

Story I-B

Summary: When school begins in the fall of the ninth-grade, Sean meets a new boy from the city, Wade Sabbat. Wade is uniquely different because of his incredible charm and self-confidence and the ability to persuade Sean to participate in cruel and criminal acts.

Theme: It is sometimes quite easy to be drawn into immoral acts by somebody you greatly admire, but whom you do not really know.

Quotes: "It was strange how already my stock was going up with the other kids. I guess they figured here's this pretty impressive-looking new guy in class and who does he hook up with right away but Sean Richardson who's been around for about thirty years but no one's really paid much attention to before. Maybe it was the way we joked around and all. Anyway, even the girls were looking at me as if they'd noticed me for the first time. Besides the fact that Wade was a funny guy to be with, this new development made me feel luckier than ever."

Response

I-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story I-C

Summary: Tom, a talented pianist in high-school, begins losing his friends and the townspeople make the principal force Tom out of the music scholarship competition. The people have unjustly accused Tom of entering into a homosexual affair with Ward, an ex-service man who had been discharged from the Army because of a "homosexual involvement."

Theme: Narrow-minded people are quick to draw conclusions based on gossip that can result in crippling consequences for the innocent person.

Quote: "So, I've gone out with girls, and I've even made love to a couple. But by now I've learned that what I need is real love, not just sex, and it's hard for me to find what I need with girls. Maybe someday I'll meet a woman who understands my needs, and if she'll have me, we'll get married. But in the meantime . . . Tom, I believe very firmly that any genuine love is a good and necessary thing, whether it comes from a man, woman, child, pet, or whatever. I believe every individual should try to find the kind of love that fills his needs, no matter what society says."

Response

I-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

I-A:
I-B:
I-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

I-A:
I-B:
I-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

I-A:
I-B:
I-C:

Story II-A

Summary: Nina, who is twelve and too shy to face the realities of life meets Paul. He is fifteen and tough but too frightened about the world, which he would like to destroy with fire. These two young people share a common love of painting in an abandoned house and seeking ways to give comfort and understanding when nobody else is available.

Theme: When rebelling against unacceptable conditions of life, there is solace in finding one to share the burden.

Quote: "He reached back into his pocket again. Nina was afraid he was about to pull out the matches, but he didn't. He came up with a short, stubby pencil. Whistling softly to himself, he turned away from Nina and began to draw on the wall. He worked as swiftly and tensely as he had the day before. Now, while he was busy, would be a good time to sneak out, she reasoned; but she sat without moving."

Response

II-A: Children should read such a story as this.
Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story II-B

- Summary: This is a story of teen-aged Buddy and Angela's love for one another. They seek refuge in a cemetery to escape the harshness of the ghetto and Angela's parents who object to their intended purpose of living together.
- Theme: Sharing love enables one to draw strength and comfort from one another in order to survive in a hostile environment.
- Quote: "Cemetery let them lie there belly close, their shoulders now undressed down to the color of the heat they feel, in lying close, their legs a strong disturbing of the dust. His own where, own place for loving made for making love, the cemetery where nobody guard the dead."
- Response
II-B: Children should read such a story as this.
Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story II-C

- Summary: Alice, fifteen and the daughter of a college professor, tells her story to a diary of becoming involved with drugs. She runs away from home, becomes acquainted with many aspects of sex and eventually seeks help from drug addiction in a hospital. The plans she once had for a normal life are shattered when her unshakable drug habit leads to her death.
- Theme: A strong reliance upon drugs may prevent one from developing trust and true affection with one's friends.
- Quote: "Last night was the night, friend! I finally smoked pot and it was even greater than I expected! Last night after work, Chris fixed me up with a college friend of hers who knew I'd been on acid, etc., but who wanted to turn me on to hash. I remember why they were getting high when they had just set us out on this wonderful low, and it wasn't until later I realized that the dirty-son-of-bitches had taken turns raping us and treating

us sadistically and brutally. That had been their planned strategy all along, the low-class shit eaters."

Response

II-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why)_____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

II-A:

II-B:

II-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

II-A:

II-B:

II-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

II-A:

II-B:

II-C:

Story III-A

Summary: Harry's lack of communication with his young parents force him to accept the warm overtures of another lonely person, an elderly 72 year-old lady named Amelia. She lives in a condemned building, eats pigeons and panhandles from strangers. But a trusting and deeply confiding friendship helps each to openly reach each other in humanistic measures.

Theme: Age is not determining factor to the establishment of building a mutually satisfying interpersonal relationship.

Quote: "I've ruined it for you, haven't I?" Amelia said after a minute. "You were an ordinary screwed-up young man with more than your share of family problems, dull though they may seem to me, when you met me. I'm sorry."

"Stop it, Amelia."

"Don't speak to your elder that way," she said. She finished her tea. "I'm a bum, Harry. A good and honorable bum. Bums don't have anything to do with lives like yours. Got it?"

Harry walked around Amelia's place. She tossed aside the towels covering her head and started to pull at her hair. Whatever was left of the bun that she kept at her neck disappeared. Her hair fell to her shoulders and down her back.

"I've got a feeling," she said, "that Miss America I ain't."

"If you're OK," Harry said, "I guess that I'll go to school."

"I'm fine."

"I'll see you," Harry said.

"Harry, come here." Amelia got off the mattress and stood next to it.

Harry went to Amelia. She put her arms around him, and he put his around her. They stayed close for a minute, and another minute, and longer. Harry could feel Amelia crying, as he cried, too. Eventually the weeping of their bodies stopped and the tears that covered their faces dried. They waited for a while before letting go of each other.

"Leave the keys," Amelia said as Harry was going, "OK?"

"OK," he answered.

Response

III-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
 Indifferent ____; Disapprove ____;
 Strongly disapprove _____. (why) _____

Story III-B

Summary: Neil Comstock, a sensitive boy, befriends mentally retarded Alan Harper, better known as "Dummy". In

trying to help Alan adjust to a world of hostile children and adults, Neil learns of the emotional stress that one must endure when coping with humanity and retardation.

Theme: To offer compassion and concern for less fortunate persons, it is sometimes necessary to reject the prevailing values of family and society.

Quote: "I decided there were worse things than being poor. Not being able to talk or say what you wanted to say, for instance. Not being able to even think of what you wanted to say. That was another. Nor to understand what people were saying to you. Being helpless when they teased or took advantage of you. Feeling dumb and stupid and unable to do anything about it. Feeling not wanted or even liked."

Response

III-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story III-C

Summary: In order to pass the boarding school entrance exams Charles who is fourteen and fatherless, seeks the tutoring of McLeod, 47 and a retired teacher. McLeod has been disfigured in an automobile accident and is considered the recluse of the summer resort area. A mutually meaningful relationship between Charles and McLeod, based upon admiration, respect, and understanding develops into a final scene of homosexuality and death.

Theme: Warm and personally satisfying friendships are possible between persons of different ages and life-styles when cultural limitations are transcended.

Quote: "Except for Joey I'd never had a friend, and he was my friend; I'd never really, except for a shadowy memory, had a father, and he was my father; I'd never known an adult I could communicate with or trust, and I communicated with him all the time, whether I was actually talking to him or not. And I trusted him, which doesn't mean to say that he

ever let me get away with anything, and he didn't like excuses as to why I didn't do something right."

Response

III-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

III-A:
III-B:
III-C:

QUESTIONNAIRE: FOR TEACHERS
OF ADOLESCENT STUDENTS

Highest degree held: B.A. ____, M.A. ____, Specialist ____,
Ph.D. ____.

Sex: M ____ F ____ Age: ____

Subject and grade now teaching: _____

How long: _____

Are you under tenure? Yes ____ No ____

How do you teach literature: Individualized Program ____;
Anthology Program ____; or a Combination Program ____.

Does your school have a central library? Yes ____; No ____.

Does your school have a full-time librarian? Yes ____ No ____.

Does your school have a part-time librarian? Yes ____ No ____.

What is the organizational pattern of your school?

Departmental ____; Teams ____; Self-contained ____;

Other (please explain) _____.

How are trade books selected for use in your classroom?

Departmental decision ____; Administration ____;

Librarians ____; You ____; or Others (please explain)
_____.

Has your school developed a written book selection policy?

Yes ____ No ____

If so, please explain who wrote the policy: _____

Please read the following statements carefully. After each statement you will mark one response that comes closest to your own feelings.

1. Teachers should know what their students are reading in free choice situations.

Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.

2. Teachers should be involved when helping to select children's books for the school library.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
3. Teachers should enlist the aid and suggestions of parents of students to help in the selection of books for use in the classroom.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
4. Teachers should not control their students reading material.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
5. The 1973 ruling of the United States Supreme Court allows each community to determine what is obscene and pornographic reading material. Teachers should not use this ruling to control the children's reading of the books that they find objectionable.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
6. Teachers should allow their students to read stories which make reference to sexual acts between persons of the same sex.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
7. Teachers should allow their students to read stories about characters who think and live in a manner different than the accepted ways of society.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
8. Teachers should allow their students to read stories which make reference to sexual acts between persons of the opposite sex.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.

9. Teachers should still allow school libraries to make make available to students those books that he, as a teacher, finds personally objectionable.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
10. Teachers should allow their students to read stories that describe close personal relationships between children and much older persons who live a life that differs from the accepted ways of society.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
11. Teachers should allow their students to read stories that describe close personal relationships between normal children and either physically or mentally handicapped children.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
12. Teachers should seek the recommendations from children regarding specific titles of books for classroom use.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
13. Teachers should devise a written statement regarding the book selection policy of his classroom collection and usage of books.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
14. Teachers should still allow public libraries to make available to students those books that he, as a teacher finds personally objectionable.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
15. Teachers should still allow school classrooms to make available to students those books that he, as a teacher finds personally objectionable.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.

Excerpts from junior novels follow that contain a brief summary, the theme of the story, and some selected quotes that exemplify the style of writing.

Please read the following excerpts and mark one response following each excerpt which best answers how you feel regarding children's reading such stories.

Story I-A

Summary: Twelve-year old Mouse insults the local bully, Marv Hammerman who threatens to beat Mouse into a pulp. A terror-filled week passes when nobody can help Mouse -- not his best friend Ezzie, nor his 'non-believing' Mother, or his busy Father. Finally, Mouse must face the consequences alone and settle the problem with Marv.

Theme: True courage can come only when one has to face fear and terror alone.

Quotes: "Mouse kept walking down the crowded sidewalk. He knew a lot of these people, but nobody seemed to be speaking to him today. It was as if everybody in the world knew what he was going to do, and everybody knew that if they gave him any sympathy at all, if they even patted his shoulder or took his hand, he would not be able to do it. He would just fold up on the sidewalk, curled forward like a shrimp."

Response

I-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove ____.

Story I-B

Summary: When school begins in the fall of the ninth-grade, Sean meets a new boy from the city, Wade Sabbat. Wade is uniquely different because of his incredible charm and self-confidence and the ability to persuade Sean to participate in cruel and criminal acts.

Theme: It is sometimes quite easy to be drawn into immoral acts by somebody you greatly admire, but whom you do not really know.

Quotes: "It was strange how already my stock was going up with the other kids. I guess they figured here's this pretty impressive-looking new guy in class and who does he hook up with right away but Sean Richardson who's been around for about thirty years but no one's really paid much attention to before. Maybe it was the way we joked around and all. Anyway, even the girls were looking at me as if they'd noticed me for the first time. Besides the fact that Wade was a funny guy to be with, this new development made me feel luckier than ever."

Response

I-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why)_____

Story I-C

Summary: Tom, a talented pianist in high-school, begins losing his friends and the townspeople make the principal force Tom out of the music scholarship competition. The people have unjustly accused Tom of entering into a homosexual affair with Ward, an ex-service man who had been discharged from the Army because of a "homosexual involvement."

Theme: Narrow-minded people are quick to draw conclusions based on gossip that can result in crippling consequences for the innocent person.

Quote: "So, I've gone out with girls, and I've even made love to a couple. But by now I've learned that what I need is real love, not just sex, and it's hard for me to find what I need with girls. Maybe someday I'll meet a woman who understands my needs, and if she'll have me, we'll get married. But in the meantime . . . Tom, I believe very firmly that any genuine love is a good and necessary thing, whether it comes from a man, woman, child, pet, or whatever. I believe every individual should try to find the kind of love that fills his needs, no matter what society says."

Response

I-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why)_____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

I-A:

I-B:

I-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

I-A:

I-B:

I-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

I-A:

I-B:

I-C:

Story II-A

Summary: Nina, who is twelve and too shy to face the realities of life meets Paul. He is fifteen and tough but too frightened about the world, which he would like to destroy with fire. These two young people share a common love of painting in an abandoned house and seeking ways to give comfort and understanding when nobody else is available.

Theme: When rebelling against unacceptable conditions of life, there is solace in finding one to share the burden.

Quote: "He reached back into his pocket again. Nina was afraid he was about to pull out the matches, but he didn't. He came up with a short, stubby pencil. Whistling softly to himself, he turned away from Nina and began to draw on the wall. He worked as swiftly and tensely as he had the day before. Now, while he was busy, would be a good time to sneak out, she reasoned; but she sat without moving."

Response

II-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why)_____

Story II-B

Summary: This is a story of teen-aged Buddy and Angela's love for one another. They seek refuge in a cemetery to escape the harshness of the ghetto and Angela's parents who object to their intended purpose of living together.

Theme: Sharing love enables one to draw strength and comfort from one another in order to survive in a hostile environment.

Quote: "Cemetery let them lie there belly close, their shoulders now undressed down to the color of the heat they feel, in lying close, their legs a strong disturbing of the dust. His own where, own place for loving made for making love, the cemetery where nobody guard the dead."

Response

II-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why)_____

Story II-C

Summary: Alice, fifteen and the daughter of a college professor, tells her story to a diary of becoming involved with drugs. She runs away from home, becomes acquainted with many aspects of sex and eventually seeks help from drug addiction in a

hospital. The plans she once had for a normal life are shattered when her unshakable drug habit leads to her death.

Theme: A strong reliance upon drugs may prevent one from developing trust and true affection with one's friends.

Quote: "Last night was the night, friend! I finally smoked pot and it was even greater than I expected! Last night after work, Chris fixed me up with a college friend of hers who knew I'd been on acid, etc., but who wanted to turn me on to hash. I remember why they were getting high when they had just set us out on this wonderful low, and it wasn't until later I realized that the dirty-son-of-bitches had taken turns raping us and treating us sadistically and brutally. That had been their planned strategy all along, the low-class shit eaters."

Response

II-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

II-A:
II-B:
II-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

II-A:
II-B:
II-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

II-A:
 II-B:
 II-C:

Story III-A

Summary: Harry's lack of communication with his young parents force him to accept the warm overtures of another lonely person, an elderly 72 year-old lady named Amelia. She lives in a condemned building, eats pigeons and panhandles from strangers. But a trusting and deeply confiding friendship helps each to openly reach each other in humanistic measures.

Theme: Age is not determining factor to the establishment of building a mutually satisfying interpersonal relationship.

Quote: "I've ruined it for you, haven't I?" Amelia said after a minute. "You were an ordinary screwed-up young man with more than your share of family problems, dull though they may seem to me, when you met me. I'm sorry."

"Stop it, Amelia."

"Don't speak to your elder that way," she said. She finished her tea. "I'm a bum, Harry. A good and honorable bum. Bums don't have anything to do with lives like yours. Got it?"

Harry walked around Amelia's place. She tossed aside the towels covering her head and started to pull at her hair. Whatever was left of the bun that she kept at her neck disappeared. Her hair fell to her shoulders and down her back.

"I've got a feeling," she said, "that Miss America I ain't."

"If you're OK," Harry said, "I guess that I'll go to school."

"I'm fine."

"I'll see you," Harry said.

"Harry, come here." Amelia got off the mattress and stood next to it.

Harry went to Amelia. She put her arms around him, and he put his around her. They stayed close for a minute, and another minute, and longer. Harry could feel Amelia crying, as he cried, too. Eventually the weaving of their bodies stopped and the tears that covered their faces dried. They waited for a while before letting go of each other.

"Leave the keys," Amelia said as Harry was going, "OK?"

"OK," he answered.

Response

III-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story III-B

Summary: Neil Comstock, a sensitive boy, befriends mentally retarded Alan Harper, better known as "Dummy". In trying to help Alan adjust to a world of hostile children and adults, Neil learns of the emotional stress that one must endure when coping with humanity and retardation.

Theme: To offer compassion and concern for less fortunate persons, it is sometimes necessary to reject the prevailing values of family and society.

Quote: "I decided there were worse things than being poor. Not being able to talk or say what you wanted to say, for instance. Not being able to even think of what you wanted to say. That was another. Nor to understand what people were saying to you. Being helpless when they teased or took advantage of you. Feeling dumb and stupid and unable to do anything about it. Feeling not wanted or even liked."

Response

III-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story III-C

Summary: In order to pass the boarding school entrance exams Charles who is fourteen and fatherless, seeks the tutoring of McLeod, 47 and a retired teacher. McLeod has been disfigured in an automobile accident and is considered the recluse of the summer resort area. A mutually meaningful relationship between Charles and McLeod, based upon admiration, respect, and understanding develops into a final scene of homosexuality and death.

Theme: Warm and personally satisfying friendships are possible between persons of different ages and life-styles when cultural limitations are transcended.

Quote: "Except for Joey I'd never had a friend, and he was my friend; I'd never really, except for a shadowy memory, had a father, and he was my father; I'd never known an adult I could communicate with or trust, and I communicated with him all the time, whether I was actually talking to him or not. And I trusted him, which doesn't mean to say that he ever let me get away with anything, and he didn't like excuses as to why I didn't do something right."

Response

III-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

III-A:
III-B:
III-C:

Has a citizen of your community ever lodged a complaint against a book (or books) that was required reading by your students?

Yes ____ No ____

If the response is yes, then briefly explain when the incident occurred; what title(s) were involved; how complaint was made and handled; and if the book was banned or allowed to remain on your required reading list.

Has a citizen of your community ever lodged a complaint against a book (or books) that was recommended reading by your students?

Yes ____ No ____

If the response is yes, then briefly explain when the incident occurred; what title(s) were involved; how the complaint was made and handled; and if the book was banned or allowed to remain on your recommended reading list.

QUESTIONNAIRE: SCHOOL LIBRARIANS

Highest degree: B.A. ___, M.A. ___, Specialist ___,
Ph.D. ___.

Sex: M ___ F ___ Age: _____

Are you certified as a librarian? Yes ___ No ___

Are you under tenure? Yes ___ No ___

Are you a paraprofessional librarian? Yes ___ No ___

Does your school have a central library? Yes ___ No ___

Are you a full-time librarian? Yes ___ No ___

How are junior fictional novels selected for your library?

Coordinator of School Libraries ___;

School Administrators ___;

Librarians ___;

Others _____.

Has your school developed a written book selection policy?

Yes ___ No ___

If so, please explain who wrote the policy: _____

Do you provide the administration with a list of books that might cause controversy?

Yes ___ No ___

Please read the following statements carefully. After each statement mark the one response that comes closest to your own feelings.

1. School librarians should know what the adolescent is choosing to read for recreational reading situations.

Strongly approve ___; Approve ___; Indifferent ___;
Disapprove ___; Strongly disapprove ___.

2. School librarians should enlist the aid and suggestions of teachers within the school to help in the selection of books for the school library.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
3. School librarians should enlist the aid and suggestions of parents within the community to help in the selection of books for the school library.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
4. School librarians should not control their students free choice of reading material.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
5. The 1973 ruling of the United States Supreme Court allows each community to determine what is obscene and pornographic reading material. School librarians should not use this ruling to control books that the citizens find objectionable.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
6. School librarians should allow children to read stories which make reference to sexual acts between persons of the same sex.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
7. School librarians should allow children to read stories about characters who think and live in a manner different than the accepted ways of society.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.
8. School librarians should allow children to read stories which make reference to sexual acts between persons of the opposite sex.
 Strongly approve ____; Approve ____; Indifferent ____;
 Disapprove ____; Strongly disapprove ____.

9. School librarians should make available to students those books that he, as a librarian, finds personally objectionable.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
10. School librarians should allow adolescents to read stories that describe close personal relationships between children and much older persons who live a life-style that differs from the accepted ways of society.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
11. School librarians should allow children to read about stories that describe close personal relationships between normal children, and either, physically or mentally handicapped children.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
12. School librarians should consider children's recommendations for specific titles to add to the library collection.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
13. School librarians should devise a written statement regarding the book selection policy of the library.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
14. School librarians should conform to a parents' demand to remove a book.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.

Excerpts from junior novels follow that contain a brief summary, the theme of the story, and some selected quotes that exemplify the style of writing.

Please read the following excerpts carefully and mark one response following each excerpt which best answers how you feel regarding children's reading such stories.

Has a parent ever made a complaint about a book(s) read by an adolescent (aged 12-15) that deals with personal relationships among peers or non-peers because of a reference to, or a description of a sexual act?

Yes ____ No ____

If yes, briefly explain when the complaint occurred; the title(s) involved; who initiated the complaint; and how the problem was resolved.

Story I-A

Summary: Twelve-year old Mouse insults the local bully, Marv Hammerman who threatens to beat Mouse into a pulp. A terror-filled week passes when nobody can help Mouse -- not his best friend Ezzie, nor his 'non-believing' Mother, or his busy Father. Finally, Mouse must face the consequences alone and settle the problem with Marv.

Theme: True courage can come only when one has to face fear and terror alone.

Quotes: "Mouse kept walking down the crowded sidewalk. He knew a lot of these people, but nobody seemed to be speaking to him today. It was as if everybody in the world knew what he was going to do, and everybody knew that if they gave him any sympathy at all, if they even patted his shoulder or took his hand, he would not be able to do it. He would just fold up on the sidewalk, curled forward like a shrimp."

Response

I-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove ____.

Story I-B

Summary: When school begins in the fall of the ninth-grade, Sean meets a new boy from the city, Wade Sabbat. Wade is uniquely different because of his incredible charm and self-confidence and the ability

to persuade Sean to participate in cruel and criminal acts.

Theme: It is sometimes quite easy to be drawn into immoral acts by somebody you greatly admire, but whom you do not really know.

Quotes: "It was strange how already my stock was going up with the other kids. I guess they figured here's this pretty impressive-looking new guy in class and who does he hook up with right away but Sean Richardson who's been around for about thirty years but no one's really paid much attention to before. Maybe it was the way we joked around and all. Anyway, even the girls were looking at me as if they'd noticed me for the first time. Besides the fact that Wade was a funny guy to be with, this new development made me feel luckier than ever."

Response

I-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story I-C

Summary: Tom, a talented pianist in high-school, begins losing his friends and the townspeople make the principal force Tom out of the music scholarship competition. The people have unjustly accused Tom of entering into a homosexual affair with Ward, an ex-service man who had been discharged from the Army because of a "homosexual involvement."

Theme: Narrow-minded people are quick to draw conclusions based on gossip that can result in crippling consequences for the innocent person.

Quote: "So, I've gone out with girls, and I've even made love to a couple. But by now I've learned that what I need is real love, not just sex, and it's hard for me to find what I need with girls. Maybe someday I'll meet a woman who understands my needs, and if she'll have me, we'll get married. But in the meantime . . . Tom, I believe very firmly that any genuine love is a good and neces-

sary thing, whether it comes from a man, woman, child, pet, or whatever. I believe every individual should try to find the kind of love that fills his needs, no matter what society says."

Response

I-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why)

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

I-A:
I-B:
I-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

I-A:
I-B:
I-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

I-A:
I-B:
I-C:

Story II-A

Summary: Nina, who is twelve and too shy to face the realities of life meets Paul. He is fifteen and tough but too frightened about the world, which he would like to destroy with fire. These two young people share a common love of painting in an abandoned house and seeking ways to give comfort and understanding when nobody else is available.

Theme: When rebelling against unacceptable conditions of life, there is solace in finding one to share the burden.

Quote: "He reached back into his pocket again. Nina was afraid he was about to pull out the matches, but he didn't. He came up with a short, stubby pencil. Whistling softly to himself, he turned away from Nina and began to draw on the wall. He worked as swiftly and tensely as he had the day before. Now, while he was busy, would be a good time to sneak out, she reasoned; but she sat without moving."

Response

II-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story II-B

Summary: This is a story of teen-aged Buddy and Angela's love for one another. They seek refuge in a cemetery to escape the harshness of the ghetto and Angela's parents who object to their intended purpose of living together.

Theme: Sharing love enables one to draw strength and comfort from one another in order to survive in a hostile environment.

Quote: "Cemetery let them lie there belly close, their shoulders now undressed down to the color of the heat they feel, in lying close, their legs a strong disturbing of the dust. His own where, own place for loving made for making love, the cemetery where nobody guard the dead."

Response

II-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story II-C

Summary: Alice, fifteen and the daughter of a college professor, tells her story to a diary of becoming involved with drugs. She runs away from home, becomes acquainted with many aspects of sex and eventually seeks help from drug addiction in a

hospital. The plans she once had for a normal life are shattered when her unshakable drug habit leads to her death.

Theme: A strong reliance upon drugs may prevent one from developing trust and true affection with one's friends.

Quote: "Last night was the night, friend! I finally smoked pot and it was even greater than I expected! Last night after work, Chris fixed me up with a college friend of hers who knew I'd been on acid, etc., but who wanted to turn me on to hash. I remember why they were getting high when they had just set us out on this wonderful low, and it wasn't until later I realized that the dirty-son-of-bitches had taken turns raping us and treating us sadistically and brutally. That had been their planned strategy all along, the low-class shit eaters."

Response

II-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

II-A:

II-B:

II-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

II-A:

II-B:

II-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

II-A:
 II-B:
 II-C:

Story III-A

Summary: Harry's lack of communication with his young parents force him to accept the warm overtures of another lonely person, an elderly 72 year-old lady named Amelia. She lives in a condemned building, eats pigeons and panhandles from strangers. But a trusting and deeply confiding friendship helps each to openly reach each other in humanistic measures.

Theme: Age is not determining factor to the establishment of building a mutually satisfying interpersonal relationship.

Quote: "I've ruined it for you, haven't I?" Amelia said after a minute. "You were an ordinary screwed-up young man with more than your share of family problems, dull though they may seem to me, when you met me. I'm sorry."
 "Stop it, Amelia."
 "Don't speak to your elder that way," she said. She finished her tea. "I'm a bum, Harry. A good and honorable bum. Bums don't have anything to do with lives like yours. Got it?"
 Harry walked around Amelia's place. She tossed aside the towels covering her head and started to pull at her hair. Whatever was left of the bun that she kept at her neck disappeared. Her hair fell to her shoulders and down her back.
 "I've got a feeling," she said, "that Miss America I ain't."
 "If you're OK," Harry said, "I guess that I'll go to school."
 "I'm fine."
 "I'll see you," Harry said.
 "Harry, come here." Amelia got off the mattress and stood next to it.
 Harry went to Amelia. She put her arms around him, and he put his around her. They stayed close for a minute, and another minute, and longer. Harry could feel Amelia crying, as he cried, too. Eventually the weaving of their bodies stopped and the tears that covered their faces dried. They waited for a while before letting go of each other.

"Leave the keys," Amelia said as Harry was going,
 "OK?"
 "OK," he answered.

Response

III-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
 Indifferent ____; Disapprove ____;
 Strongly disapprove _____. (why)

Story III-B

Summary: Neil Comstock, a sensitive boy, befriends mentally retarded Alan Harper, better known as "Dummy." In trying to help Alan adjust to a world of hostile children and adults, Neil learns of the emotional stress that one must endure when coping with humanity and retardation.

Theme: To offer compassion and concern for less fortunate persons, it is sometimes necessary to reject the prevailing values of family and society.

Quote: "I decided there were worse things than being poor. Not being able to talk or say what you wanted to say, for instance. Not being able to even think of what you wanted to say. That was another. Nor to understand what people were saying to you. Being helpless when they teased or took advantage of you. Feeling dumb and stupid and unable to do anything about it. Feeling not wanted or even liked."

Response

III-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
 Indifferent ____; Disapprove ____;
 Strongly disapprove _____. (why)

Story III-C

Summary: In order to pass the boarding school entrance exams Charles who is fourteen and fatherless, seeks the tutoring of McLeod, 47 and a retired teacher. McLeod has been disfigured in an automobile accident and is considered the recluse of the summer

resort area. A mutually meaningful relationship between Charles and McLeod, based upon admiration, respect, and understanding develops into a final scene of homosexuality and death.

Theme: Warm and personally satisfying friendships are possible between persons of different ages and life-styles when cultural limitations are transcended.

Quote: "Except for Joey I'd never had a friend, and he was my friend; I'd never really, except for a shadowy memory, had a father, and he was my father; I'd never known an adult I could communicate with or trust, and I communicated with him all the time, whether I was actually talking to him or not. And I trusted him, which doesn't mean to say that he ever let me get away with anything, and he didn't like excuses as to why I didn't do something right."

Response

III-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

III-A:
III-B:
III-C:

QUESTIONNAIRE: PUBLIC LIBRARIANS

Highest degree held: B.A. ___, M.A. ___, Specialist ___,
Ph.D. ___.

Sex: M ___ F ___ Age: ___

Are you certified as a librarian? Yes ___ No ___

Are you under Civil Service? Yes ___ No ___

How long have you worked in a public library? _____?

Are you a paraprofessional Librarian? Yes ___ No ___

What is your exact title in the library? _____?

How long have you held this position? _____ years.

How are junior fictional novels selected for your library?

Coordinator of State Libraries ___;

County Head Librarian ___;

Branch Head Librarian ___;

Committee of local librarians ___;

Yourself ___;

Other(s) _____.

Has your library developed a written book selection policy?

Yes ___ No ___

If so, please explain who wrote the policy: _____

Do you provide your administrator with a list of books that might cause controversy? Yes ___ No ___

Please read the following statements carefully. After each statement you will mark one response that comes closest to your own feelings.

1. Librarians should know what the adolescent is choosing to read for recreational purposes.

Strongly approve ___; Approve ___; Indifferent ___;
Disapprove ___; Strongly disapprove ___.

2. Librarians should enlist the aid and suggestions of citizens within the community to help in the selection of books for the library.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
3. Librarians should inform citizens regarding the book selection policy of the library by using the newspaper and radio media.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
4. Librarians should not control an adolescent's free choice of reading material.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
5. The 1973 ruling of the United States Supreme Court allows each community to determine what is obscene and pornographic reading material. Librarians should not use this ruling to control books that the citizens find objectionable.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
6. Librarians should allow adolescents to read stories which make reference to sexual acts between persons of the same sex.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
7. Librarians should allow adolescents to read stories about characters who think and live in a manner different than the accepted ways of society.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
8. Librarians should allow their students to read stories which make reference to sexual acts between persons of the opposite sex.
Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.

9. Librarians should make available to children those books that he finds as a librarian personally objectionable.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
10. Librarians should allow adolescents to read stories that describe close personal relationships between children and much older persons who live a life-style that differ from the accepted ways of society.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
11. Librarians should allow adolescents to read about stories that describe close personal relationships between normal children, and either, physically or mentally handicapped children.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
12. Librarians should consider adolescent's recommendations for purchase of specific titles to add to existing young adult collections.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
13. Librarians should devise a written statement regarding the book selection policy of the library.
- Strong approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.
14. Librarians should conform to a citizen's demand to remove a book.
- Strongly approve ____; Approve ____; Indifferent ____;
Disapprove ____; Strongly disapprove ____.

Excerpts from junior novels follow that contain a brief summary, the theme of the story, and some selected quotes that exemplify the style of writing.

Please read the following excerpts carefully and mark one response following each excerpt which best answers how you feel regarding children's reading such stories.

Story I-A

Summary: Twelve-year old Mouse insults the local bully, Marv Hammerman who threatens to beat Mouse into a pulp. A terror-filled week passes when nobody can help Mouse -- not his best friend Ezzie, nor his 'non-believing' Mother, or his busy Father. Finally, Mouse must face the consequences alone and settle the problem with Marv.

Theme: True courage can come only when one has to face fear and terror alone.

Quotes: "Mouse kept walking down the crowded sidewalk. He knew a lot of these people, but nobody seemed to be speaking to him today. It was as if everybody in the world knew what he was going to do, and everybody knew that if they gave him any sympathy at all, if they even patted his shoulder or took his hand, he would not be able to do it. He would just fold up on the sidewalk, curled forward like a shrimp."

Response

I-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove ____.

Story I-B

Summary: When school begins in the fall of the ninth-grade, Sean meets a new boy from the city, Wade Sabbat. Wade is uniquely different because of his incredible charm and self-confidence and the ability to persuade Sean to participate in cruel and criminal acts.

Theme: It is sometimes quite easy to be drawn into immoral acts by somebody you greatly admire, but whom you do not really know.

Quotes: "It was strange how already my stock was going up with the other kids. I guess they figured here's this pretty impressive-looking new guy in class and who does he hook up with right away but Sean Richardson who's been around for about thirty years but no one's really paid much attention to before. Maybe it was the way we joked around

and all. Anyway, even the girls were looking at me as if they'd noticed me for the first time. Besides the fact that Wade was a funny guy to be with, this new development made me feel luckier than ever."

Response

I-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story I-C

Summary: Tom, a talented pianist in high-school, begins losing his friends and the townspeople make the principal force Tom out of the music scholarship competition. The people have unjustly accused Tom of entering into a homosexual affair with Ward, an ex-service man who had been discharged from the Army because of a "homosexual involvement."

Theme: Narrow-minded people are quick to draw conclusions based on gossip that can result in crippling consequences for the innocent person.

Quote: "So, I've gone out with girls, and I've even made love to a couple. But by now I've learned that what I need is real love, not just sex, and it's hard for me to find what I need with girls. Maybe someday I'll meet a woman who understands my needs, and if she'll have me, we'll get married. But in the meantime . . . Tom, I believe very firmly that any genuine love is a good and necessary thing, whether it comes from a man, woman, child, pet, or whatever. I believe every individual should try to find the kind of love that fills his needs, no matter what society says."

Response

I-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

I-A:

I-B:

I-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

I-A:

I-B:

I-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

I-A:

I-B:

I-C:

Story II-A

Summary: Nina, who is twelve and too shy to face the realities of life meets Paul. He is fifteen and tough but too frightened about the world, which he would like to destroy with fire. These two young people share a common love of painting in an abandoned house and seeking ways to give comfort and understanding when nobody else is available.

Theme: When rebelling against unacceptable conditions of life, there is solace in finding one to share the burden.

Quote: "He reached back into his pocket again. Nina was afraid he was about to pull out the matches, but he didn't. He came up with a short, stubby pencil. Whistling softly to himself, he turned away from Nina and began to draw on the wall. He worked as swiftly and tensely as he had the day before. Now, while he was busy, would be a good time to sneak out, she reasoned; but she sat without moving."

Response

II-A: Children should read such a story as this.

Strongly approve ____; Approve ____;

Indifferent ____; Disapprove ____;

Strongly disapprove _____. (why) _____

Story II-B

Summary: This is a story of teen-aged Buddy and Angela's love for one another. They seek refuge in a cemetery to escape the harshness of the ghetto and Angela's parents who object to their intended purpose of living together.

Theme: Sharing love enables one to draw strength and comfort from one another in order to survive in a hostile environment.

Quote: "Cemetery let them lie there belly close, their shoulders now undressed down to the color of the heat they feel, in lying close, their legs a strong disturbing of the dust. His own where, own place for loving made for making love, the cemetery where nobody guard the dead."

Response

II-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Story II-C

Summary: Alice, fifteen and the daughter of a college professor, tells her story to a diary of becoming involved with drugs. She runs away from home, becomes acquainted with many aspects of sex and eventually seeks help from drug addiction in a hospital. The plans she once had for a normal life are shattered when her unshakable drug habit leads to her death.

Theme: A strong reliance upon drugs may prevent one from developing trust and true affection with one's friends.

Quote: "Last night was the night, friend! I finally smoked pot and it was even greater than I expected! Last night after work, Chris fixed me up with a college friend of hers who knew I'd been on acid, etc., but who wanted to turn me on to hash. I remember why they were getting high when they had just set us out on this wonderful low, and it wasn't until later I realized that the dirty-son-of-bitches had taken turns raping us and treating us sadistically and brutally. That had been their

planned strategy all along, the low-class shit eaters."

Response

II-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

II-A:

II-B:

II-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

II-A:

II-B:

II-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

II-A:

II-B:

II-C:

Story III-A

Summary: Harry's lack of communication with his young parents force him to accept the warm overtures of another lonely person, an elderly 72 year-old lady named Amelia. She lives in a condemned building, eats pigeons and panhandles from strangers. But a trusting and deeply confiding friendship helps each to openly reach each other in humanistic measures.

Theme: Age is not determining factor to the establishment of building a mutually satisfying interpersonal relationship.

Quote: "I've ruined it for you, haven't I?" Amelia said after a minute. "You were an ordinary screwed-up young man with more than your share of family problems, dull though they may seem to me, when you met me. I'm sorry."

"Stop it, Amelia."

"Don't speak to your elder that way," she said. She finished her tea. "I'm a bum, Harry. A good and honorable bum. Bums don't have anything to do with lives like yours. Got it?"

Harry walked around Amelia's place. She tossed aside the towels covering her head and started to pull at her hair. Whatever was left of the bun that she kept at her neck disappeared. Her hair fell to her shoulders and down her back.

"I've got a feeling," she said, "that Miss America I ain't."

"If you're OK," Harry said, "I guess that I'll go to school."

"I'm fine."

"I'll see you," Harry said.

"Harry, come here." Amelia got off the mattress and stood next to it.

Harry went to Amelia. She put her arms around him, and he put his around her. They stayed close for a minute, and another minute, and longer. Harry could feel Amelia crying, as he cried, too. Eventually the weaving of their bodies stopped and the tears that covered their faces dried. They waited for a while before letting go of each other.

"Leave the keys," Amelia said as Harry was going, "OK?"

"OK," he answered.

Response

III-A: Children should read such a story as this.

Strongly approve ____; Approve ____;
 Indifferent ____; Disapprove ____;
 Strongly disapprove _____. (why) _____

Story III-B

Summary: Neil Comstock, a sensitive boy, befriends mentally retarded Alan Harper, better known as "Dummy". In trying to help Alan adjust to a world of hostile children and adults, Neil learns of the emotional stress that one must endure when coping with humanity and retardation.

Theme: To offer compassion and concern for less fortunate persons, it is sometimes necessary to reject the prevailing values of family and society.

Quote: "I decided there were worse things than being poor. Not being able to talk or say what you wanted to say, for instance. Not being able to even think of what you wanted to say. That was another. Nor to understand what people were saying to you. Being helpless when they teased or took advantage of you. Feeling dumb and stupid and unable to do anything about it. Feeling not wanted or even liked."

Response

III-B: Children should read such a story as this.

Strongly approve ____; Approve ____;
 Indifferent ____; Disapprove ____;
 Strongly disapprove _____. (why) _____

Story III-C

Summary: In order to pass the boarding school entrance exams Charles who is fourteen and fatherless, seeks the tutoring of McLeod, 47 and a retired teacher. McLeod has been disfigured in an automobile accident and is considered the recluse of the summer resort area. A mutually meaningful relationship between Charles and McLeod, based upon admiration, respect, and understanding develops into a final scene of homosexuality and death.

Theme: Warm and personally satisfying friendships are possible between persons of different ages and life-styles when cultural limitations are transcended.

Quote: "Except for Joey I'd never had a friend, and he was my friend; I'd never really, except for a shadowy memory, had a father, and he was my father; I'd never known an adult I could communicate with or trust, and I communicated with him all the time, whether I was actually talking to him or not. And I trusted him, which doesn't mean to say that he ever let me get away with anything, and he didn't like excuses as to why I didn't do something right."

Response

III-C: Children should read such a story as this.

Strongly approve ____; Approve ____;
Indifferent ____; Disapprove ____;
Strongly disapprove _____. (why) _____

Open-ended response: If you checked "strongly disapproved" for any of the above excerpts complete the following questions.

What would you do if a child has willfully chosen a book from the library collection that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has recommended a book that you strongly disapprove:

III-A:
III-B:
III-C:

What would you do if a child's teacher has required the reading of a book that you strongly disapprove:

III-A:
III-B:
III-C:

Has a citizen ever made a complaint about a book(s) read by an adolescent (aged 12-15) that deals with personal relationships among peers or non-peers because of a reference to, or a description of a sexual act?

Yes ____ No ____

If yes, briefly explain when the complaint occurred, the title(s) involved; who initiated the complaint; and how the problem was resolved.

APPENDIX D

CONTENT ANALYSIS FORM

APPENDIX D

CONTENT ANALYSIS FORM

Author:

Title:

Publisher:

Main character; story told from whose viewpoint:

Girl____; Boy____; non-peer____.

Age_____.

Interpersonal relationships existing between main characters as members of:

Same sex____; Opposite sex____; Non-peer relations_____.

Intensity classification of meaningful interpersonal relationships:

_____Admiration/trust (a friendly warm attachment)

_____Love/affection (an object of devotion)

_____Sex act (consumating in copulation)

Identify a deviation of interpersonal relationships that differ from the accepted norms of society:

Probable censorious aspects of junior novels identified:

_____Language (profanity, vulgarity, obscenity)

_____Sexual intercourse (heterosexual, homosexual)

_____Drugs, liquor

_____Runaway

_____Communal living

_____Anti-religious

_____Anti-government (democratic/free enterprise)

_____Violence

_____Cruelty

_____Other