TEXAS SCHOOL LIBRARIANS' PERCEPTIONS ON CENSORSHIP AND INTELLECTUAL FREEDOM

DISSERTATION

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

DOCTOR OF EDUCATION

By

Terri Boucher Vrabel, B.A., M.A.
Denton, Texas
August, 1997

This study was conducted to ascertain library media specialists’ perceptions of the trends in challenges to intellectual freedom in Texas public school libraries and the factors influencing the outcome of challenged materials.

Questionnaires were sent to 439 school librarians which represented 10% of the population of public school librarians. Part I addressed the demographics of the LMC and library media specialists participating in the study. Part II addressed Texas public school library media specialists’ perceptions of the trends in challenges to library materials and factors influencing the outcome of challenges. Two hundred and seventy-nine valid questionnaires were returned for a return rate of 63.6%.

The data was analyzed to obtain frequencies and percentages on all demographic and survey questions. Chi square analysis was also performed to determine if there was a relationship between the survey response variables and the demographic variables for school size, experience, school level, and the media specialist’s education. Where chi square was significant, the standardized residual was calculated to determine which categories were major contributors to the statistical significance. The analysis data was presented in tabular form and discussion.

The study revealed that library media specialists perceived that challenges were increasing over the last five years. Parents initiated the majority of the challenges and
the most common reasons for the objections were for sexuality, inappropriate language, and occult themes. Further, nearly 89% reported having a selection policy, yet only 40% indicated that the materials were retained. Also, 56% believed that their principal supports them in challenges to library materials, nearly 40% received support from their colleagues, and few sought support from the community and professional organizations. Nearly 50% indicated that the library media specialist self-censored future selections when materials were challenged. Finally, it was concluded that there were only seven significant relationships between the demographic variables of education, experience, school size, and school level and the survey response variables.
TEXAS SCHOOL LIBRARIANS’ PERCEPTIONS ON CENSORSHIP AND INTELLECTUAL FREEDOM

DISSERTATION

Presented to the Graduate Council of the University of North Texas in Partial Fulfillment of the Requirements For the Degree of DOCTOR OF EDUCATION

By

Terri Boucher Vrabel, B.A., M.A.
Denton, Texas
August, 1997
ACKNOWLEDGMENTS

My deepest gratitude and appreciation is extended to my mentor, Dr. Clifford A. Hardy, whose wisdom and counsel have guided me through this study, and whose patience and encouragement have sustained me through the process. My sincere thanks also goes to Dr. Gary Anderson and to Dr. Walter Sandefur for their helpful insight and reliable advice in the writing of this dissertation.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td></td>
</tr>
<tr>
<td>Research Questions</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>2. LITERATURE REVIEW</td>
<td>10</td>
</tr>
<tr>
<td>Historical Perspective</td>
<td></td>
</tr>
<tr>
<td>Doctoral Dissertations and Masters' Theses</td>
<td></td>
</tr>
<tr>
<td>Research Studies</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>3. DESIGN OF THE STUDY</td>
<td>52</td>
</tr>
<tr>
<td>Population</td>
<td></td>
</tr>
<tr>
<td>Instrumentation</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>Procedures for Data Analysis</td>
<td></td>
</tr>
<tr>
<td>4. ANALYSIS OF DATA</td>
<td>55</td>
</tr>
<tr>
<td>Major Findings</td>
<td></td>
</tr>
<tr>
<td>5. SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</td>
<td>79</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
Implications
Recommendations

APPENDICES ................................................................. 95
A. Questionnaire
B. Survey Letter and Follow-up Letter
C. Challenged Titles

BIBLIOGRAPHY ............................................................... 107
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demographic responses, in percentages</td>
<td>56</td>
</tr>
<tr>
<td>2. Trends in challenges to library media materials, in percentages</td>
<td>62</td>
</tr>
<tr>
<td>3. Selection policies and the extent they are followed, in percentages</td>
<td>65</td>
</tr>
<tr>
<td>4. Level of support received and its effect on outcomes, in percentages</td>
<td>68</td>
</tr>
<tr>
<td>5. Significant chi square effects</td>
<td>74</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

Censorship is a trend that has seen a greater influx of activity in the last few years. Censorship, when applied to school materials, is defined as "any act intended to keep students from reading, seeing, or hearing any materials that some person deems objectionable" (Jenkinson, 1986, p. 17). Such actions are reported in school systems across the nation. People for the American Way report from their 1994-1995 survey 458 confirmed challenges in public schools in 49 states ("Attacks on freedom to learn," 1995). Of the 458 challenges, 338 were cases of attempted censorship where demands were made to either remove or restrict the use of the material. The remaining 120 challenges were of a broad-based nature. In other words, these challenges were an attempt to incorporate religious activity into the school day, restrict or remove the celebration of Halloween, to eliminate counseling services to gay and lesbian teens, to halt educational reform efforts, to divert public funds to private institutions in the form of vouchers, and to secure seats on the school board by persons representing religious right groups. Of the 338 cases that represented confirmed challenges, 41% were to books and other materials in the school libraries. Additionally, this report indicates that censorship activity has been on a steady rise for the past 13 years. The American Library Association has estimated that for every censorship incident that is reported, four or five incidences go unreported ("Attacks," 1995). Thus, the actual number of censorship incidences in public schools is much higher than those reported by People for the American Way.
Another nationwide study of challenges to intellectual freedom was conducted by Dianne McAfee Hopkins, Assistant Professor in the School of Library and Information Studies at the University of Wisconsin—Madison. This study, which formed the philosophical background for the present study, surveyed 6,557 schools across the nation. Of the 4,736 returned surveys, 1,661 (35.9%) indicated that challenges at their schools had occurred during the period 1986-87, 1987-88, and 1988-89. A second survey was sent to this group of 1,661 seeking more detailed information on challenges to library materials since 1987. Of this group, 1,171 questionnaires were returned with 739 responding that they had experienced challenges between 1987-1990 (Hopkins, 1992). As is evident, public school libraries are the recipients of challenges across the nation.

In 1995, The Atlanta Journal and The Atlanta Constitution reported that a grassroots movement by concerned parents succeeded in the removal of 17 books from the Gwinnett County public school libraries over a three year period. In addition, 24 other books and materials were challenged by this group without success. According to the article, one current and one former school board member were unaware of the wave of book challenges in the school district since school officials do not require local media committees, which review challenged materials, to publicize their book-removal hearings. As a result, appeals are rare since books are removed without giving notice to other parents (Loupe, 1995).

Public libraries are also subject to attack from would-be censors. The Columbus Metropolitan Library reported that it received 18 formal complaints during 1994; 11 asked that minors be restricted in their access to certain books, tapes, or newspapers. Other complaints suggested that books be labeled or removed from the young-adult section. Furthermore, the complainants wanted two books removed altogether.
According to director, Larry Black, “We should not be limiting access to information ... our role is to provide all points of view ... parents must decide what's appropriate for their children” (Higgins, 1995, p. 3B). As a result of the wave of challenges, the board revised its Materials Selection Policy. The policy indicates that the library has the responsibility to select a collection on varied subjects of interest, including controversial matters. Further, the policy states that the library supports the right of free speech as guaranteed by the First Amendment to the U.S. and Ohio constitutions (Higgins, 1995).

A number of reasons are cited for challenges to materials in the public schools. People for the American Way report that objections based on sexual content, objectionable language and religion are the most frequent. During 1994-95, objections based on sexual content represented a full one-third of the complaints. Such titles as *I Know Why the Caged Bird Sings* by Maya Angelou, *Lucy* by Jamaica Kincaid, *The Bluest Eye* by Toni Morrison, *Brave New World* by Aldous Huxley, *Go Ask Alice*, and Newbery Award-winning children's book *Julie of the Wolves* by Jean Craighead George, are challenged for sexual content. In 29% of the challenges, language is the objection. Some of the targeted books under this category are: *Of Mice and Men* by John Steinbeck, *Catcher in the Rye* by J.D. Salinger, *Ordinary People* by Judith Guest, *Bridge to Terabithia* by Katherine Patterson, *My Brother Sam Is Dead* by James Lincoln Collier, and *Summer of My German Soldier* by Bette Greene. Eighteen percent of the challenges claim that the materials are anti-Christian or endorse a religion other than Christianity. Many of these materials are charged as being satanic, of the occult, New Age, or promote witchcraft. Some of the titles challenged here are: *Bunya the Witch* by Robert Kraus, *Fourth-Graders Don't Believe in Witches* by Terri Fields, *The Jane Fonda Yoga Workout* video, *Scary Stories To Tell in the Dark* by Alvin Schwartz, *A Light in the Attic* by Shel Silverstein, and *Halloween ABC* by Eve Merriam. Censorship attempts
also come from the political left. A smaller number of challenges (about 16%) involve charges of racism. Some of the targeted titles include: *The Adventures of Huckleberry Finn* by Mark Twain, *On to Oregon* by Honore Morrow, *The Indian in the Cupboard* and *The Return of the Indian* by Lynne Reid Banks, *Sign of the Beaver* by Elizabeth George, *The Cay* by Theodore Taylor, and *To Kill a Mockingbird* by Harper Lee.

People for the American Way report that censors were successful in 50% of the cases. This percentage is high considering that more school districts now have instituted written selection policies and reconsideration procedures ("Attacks," 1995).

People for the American Way report that much of the censorship activity is initiated by a handful of religious right political organizations. Eighteen percent of the censorship attempts during the 1994-95 school year are traced directly to these groups who challenge public education and school reform efforts ("Attacks," 1995). The *Vancouver Sun* also reports an influx of challenges in British Columbia to school library materials by Religious Right groups. In British Columbia’s traditional schools, a small group of parents unpack library books and withdraw books which offend their Christian beliefs. Heather Stilwell, co-founder of the Traditional School, believes that parents who do not object to books about witches or native spirituality should defer to the Christian parents who are offended. Stilwell believes that the parents who want such books should go to the public library (Todd, 1994). Most Religious Right groups agree with Stilwell’s beliefs. Daniel Scheuerer, author of a recent University of Florida study of censorship, states “The New Christian Right has been undertaking a campaign over the past ten years to, in essence, protect their religious beliefs and lifestyle and one of the areas they have focused on has been instructional materials in the public schools” (Vogt, 1990, p. 2). There are those, however, who believe that these groups have no right to censor what every child can read. Virginia McCullough of Asheville, North

Those who wish to limit what is on the shelves of public or school libraries are shirking their responsibilities as parents. Public funds support these libraries and thus there should be a wide variety of reading material in them, including some material that some parents may find offensive. But those parents should act as censors for their children only. Don’t usurp my obligation to my children and censor what they can read by pulling books you don’t like off the shelves. (“Who should say,” 1995, pp. 1-2)

An alarming number of challenges come from school officials and board members. Dorothea Hunter, a library media specialist in Detroit, found that the “Enemy Within” was especially troublesome because the librarian receives little or no internal support (Hunter, 1993). Often the censors from within are members of national Religious Right political groups. People for the American Way indicate that during the past five years, national Religious Right political groups have actively sought positions on local school boards in order to promote their own ideology (“Attacks,” 1995). Such Religious Right groups seem to have little tolerance for beliefs other than their own. Judith Krug, director of the Intellectual Freedom Office of the American Library Association, states, “I think that we have less tolerance for ideas than we might have had, say, five to ten years ago” (Vogt, 1990, p. 1). In some school districts, Religious Right parents form the majority on the media complaint committees. These parent-led
committees remove or restrict the use of challenged materials. Furthermore, these committees are not required to publicize their actions, resulting in the majority of the population being unaware of the wave of challenges to library materials (Loupe, 1995). Hence, challenges by such groups are spreading across the country.

In the past, challenges were targeted at public school library materials. Currently, however, challenges are becoming more broad-based. People for the American Way report that in schools across the nation, curriculums, textbooks, public school funding, school reform, and school board elections are under attack. Health and Science curriculums are particularly vulnerable to challenges. Challenges are consistently made to have abstinence-only sex education materials such as Sex Respect and Teen Aid, both of which have been developed by Religious Right groups, as the text utilized for sex education in Health textbooks ("Attack," 1995). During this century, science textbooks have consistently come under attack. From the Scopes trial to the present, the presentation of evolution in textbooks has been challenged. In the early seventies, the California State School Board eliminated texts from its state approved textbook list which included the teaching of evolution. In a similar manner, the Texas State Board of Education removed two BSCS biology texts from its state approved list, and required the printing of a statement in other texts that evolution is presented only as theory (Hardy, 1974). Today, Religious Right groups try to influence school boards to adopt a creationist science text, Of Pandas and People. Censorship of textbooks also occurs when parts are altered or modified to conform to one particular view of an event. Dr. Clifford A. Hardy, Professor at The University of North Texas, describes one such case in an article, "Censorship and the Curriculum," as reported by Nelson and Roberts in a study of a Texas State Textbook Committee hearing. In this case, passages were altered in social studies texts to present the United States in a more favorable light (Hardy, 1973).
Hence, textbooks and the curriculum are also subject to censorship issues. Additionally, challenges are directed at any school reform with accusations that the reforms are part of the outcomes based educational philosophy. Furthermore, some groups lobby to get state laws changed to accommodate their text book or ideology, such as the inclusion of school prayer during the school day. Finally, People for the American Way report that the state of Texas is second in the number of challenges during the 1994-95 school year ("Attacks," 1995). Hence, it is appropriate to study library media specialists' perceptions of the trends in challenged library materials and factors affecting the outcome of such challenges.

Statement of the Problem

The problem of this study was to ascertain library media specialists' perceptions of the trends in challenges to intellectual freedom in the public school libraries in the state of Texas and the factors influencing the outcome of challenged materials.

Purpose of the Study

In ascertaining library media specialists' perception to trends in censorship, insight was gained to indicate whether challenge to intellectual freedom has risen or declined during the last five years, who made the challenges and for what reasons, what materials were challenged, whether written policies were in place, and factors that influenced the outcome of challenges of library materials. Specifically, this information would be useful to library media specialists in preparing for and dealing with challenges in their library media centers. In a broader sense, however, this information provided insight into the trends which influence policy making groups within public education. Thus, this information would be helpful in determining trends which affect education in an array of patterns throughout society in general.
Research Questions to be Answered

1. What is the perception of increase or decrease during the last five years in challenges of materials in Texas public school library media centers?

2. What policies for selection and challenges of library materials are in place in the Texas public school library media centers?

3. What affect do selection policies have on the outcome of challenges of materials in Texas public school library media centers?

4. How are challenges of materials in Texas public school library media centers handled and what is the outcome of such challenges?

5. What are the reasons given for challenges of materials in Texas public school library media centers.

6. What individuals or groups are making the challenges of materials in Texas public school library media centers?

7. What specific materials and titles are being challenged in Texas public school library media centers?

8. What are Texas library media specialists' perceptions of the factors that influence the outcome of challenged materials?

9. What effect has the challenge of materials in library media centers had on subsequent selection of materials?

Definition of Terms

For the purpose of this study, the following terms are defined:

1. Challenge to library materials—any written or oral complaint concerning the appropriateness of the library material.

2. Outcome—the resolution of the written or oral challenge to the appropriateness of the library material.
3. *Selection Policy*—written policy governing the selection of materials and the procedures to be followed when materials are challenged.

4. *LMC*—Library Media Center where students and teachers access information through traditional library materials such as books, and through audiovisual materials such as videos, CD-ROM, laser discs, and the internet.
CHAPTER II

LITERATURE REVIEW

Historical Perspective

Benjamin Franklin once wrote, “Abuses of the freedom of speech ought to be repressed; but to whom are we to commit the power of doing it?” (Bender, 1990, p. 12). Censorship is the control of communication from one person to another and takes many different forms. It can include restrictions on what can be written in books, what books may be purchased for libraries and schools, what speeches can be made, and what can be shown on television and in motion pictures. The word “censor” derives from the Latin, censere, which is defined as “to count,” “to assess,” or “to estimate” (Berger, 1982, p. 1).

Censoring began in ancient Rome where government officials were to conduct a census of the people to determine each citizen’s worth in property in order for a tax to be levied. These officials also presided over the Tribunal of Fame. Here, honor was paid to those citizens whom the Tribunal had found to have performed a virtuous deed. Yet, these Tribunal officials barred from society those whom were deemed to have violated accepted societal rules. In addition, the power to punish wrongdoers was unrestrained. This practice of censoring by the government officials continued until the end of the Roman Empire (Berger, 1982).

The ancient Greeks also practiced censorship. While they maintained a high regard for religious freedom and freedom of speech, they refused to permit any free expression of ideas which were in opposition to those expressed by the state religion. Anyone expressing ideas contrary to the state religion endangered the people of Greece
with the wrath of the gods. Socrates was a great Greek philosopher living from approximately 470 B.C. to 399 B.C. Because of his desire to instill a thirst for wisdom and knowledge in his people, Socrates developed a method of teaching which involved questioning his listeners concerning their beliefs. This teaching method was intended to help his students to discover essential truths. However, there were those who believed that Socrates was corrupting the morals of the youth. Consequently, Socrates became the first victim of censorship when he was tried and sentenced to death by drinking a cup of poison hemlock (Berger, 1982).

During the Middle Ages, censorship was practiced by religious and government officials who sought to protect the church and state from criticism. Hence, heresy was considered a grievous crime. The Christian Church, as a result, sought to exile, torture, or put to death those convicted of heresy. In England, the first censorship statute was established in 1275. This law prohibited any false news which would cause discord between the King and his people (Berger, 1982).

During the 1400s, with the invention of printing, writers and printers became the target of censorship issues. The invention of printing intensified controversy. Before printing, few could take part in public debates. However, with the invention of printing, views could be expressed to a wide audience. The Renaissance and Reformation produced many outstanding scholars who wrote to express their views. Among these scholars was Martin Luther. No sooner had an opponent answered one of Luther's books, when Luther published three more books ("Censorship: 500 years of conflict," 1984). As a result of the vast number of controversial books being printed and reprinted, the first licensing process of written material began in the 1500s. In addition to protecting the rights of authors and publishers from having works reprinted without permission, the purpose of the licensing system was to suppress any book which may
incite rebellion against the government. Hence, the licensing of books and printed materials became one of the oldest known forms of censorship of the written word. During this time, censorship issues focused on politics and religion. If a particular work was considered politically or religiously offensive, then the license for the work was denied. People of that time were, however, unrestrained in their enjoyment of books, plays, songs and artwork that may be deemed lewd by today’s standards. It was not until much later that censorship began to focus on sexual content, as well (Berger, 1982).

It was during this era that Martin Luther took advantage of the invention of the printing press to produce over 4,000 copies with each printing of his books. Martin Luther’s powerful words brought the immediate response from Emperor Charles V, who issued an Edict of Worms on May 26, 1521 which contained the “Law of Printing” that prohibited the printing, sale, possession, or reading of Luther’s works. However, attempts to censor controversial works during this time were difficult for various reasons. Many people still held to the Renaissance view of human potentiality believing that one could cull good even from bad works. Another factor attributing to the inability to enforce censorship was the vast number of states in Europe. Consequently, it was difficult to enforce the emperor’s edict over more than a small region. However, writers had to proceed with caution. Governments had an unspoken political censorship in that one could not openly criticize the rulers or their policies without suffering punishment—even death. Later, in 1553, churchmen took the lead in pointing out heretical books. Both civil and religious leaders viewed heresy as an intolerable offense. Hence, copies of the Talmud and other Hebrew books were burned in Italy for their anti-Christian beliefs. Catholics and Protestant authorities began to seek measures to enforce censorship. As a result, during the sixteenth century, it was determined that effective press censorship must include three components. First, identifying offensive
authors and works was needed. Second, pre-publication censoring was needed to halt the printing of offensive works. Third, to control the import of books, all such works needed to be inspected to ensure that no prohibited books were being imported. Further, in 1564, the papacy issued the “Tridentine Index” that specified which books and authors could not be printed or read by Catholics. Protestant censorship followed the same pattern as Catholic censorship. However, the Protestants relied heavily on the state to enforce the regulations (“Censorship,” 1984).

Censorship during the Reformation Period was not limited to the printed word. Many artistic representations were attacked as well. Censorship regulations often banned text and image together. For example, the Edict of Worms (1521), issued by Charles V, indicated which materials, both printed and illustrated, were subject to censorship and included the author, artist, and printer among those to be punished if violating the edict’s provisions (“Censorship,” 1984).

Puritanism began to exhibit its influence during the late 1500s. The Puritans believed it was necessary to live by a very strict code of ethics and morals and, consequently, sought to relieve themselves and society of any pleasurable activities which they considered sinful or immoral. In 1600, Giordano Bruno was condemned to death by the Inquisition because he had spoken publicly about the necessity of finding an alternative religion to Reformation Protestantism and Counter-Reformation Catholicism. In 10 major books, he sought to use the works of Copernicus to instill worship of nature itself. The Inquisition tried to destroy all of Bruno’s books. By contrast, John Toland’s book, *Christianity Not Mysterious* (1696) declared all the Christian beliefs to be nonsense. A grand jury in London condemned the book, but not the author, and was unsuccessful in preventing copies from being circulated (Berger, 1982)
By the late 1600s, parts of Europe grew more tolerant of outrageous ideas appearing in print. Many wealthy Frenchmen opened their homes to divergent thinkers such as Cyrano de Bergerac. In these circles, ideas contrary to the religious beliefs of the state were often discussed, though not necessarily published. During this time, it was evident that areas in which people did not feel threatened by certain ideas were more tolerant of diverse ideas. New social systems emerged that permitted the elites to maintain their power without relying on the absolute power of the monarchy. Most of these elites were in Protestant countries. Authority within the churches in these countries rested, not with the bishops, but with the wealthy powerful laymen. Hence, where the laymen were in control of the churches, there was less censorship of the presses (Berger, 1982).

During the English Revolution (1640-1660), massive confrontations between the various elements of the ruling classes erupted. As a result, England experienced a freedom of press unprecedented anywhere else in Europe. During this time, works by Milton, Harrington, Hobes, and Winstanley were prominent. These authors challenged the ideas of the old order by advocating rights for divorce, free press, government by the people, and government control of the clergy. Thus, this short-lived era produced works of major philosophical importance ("Censorship," 1984).

By the 1660s censorship returned with the restoration of the church and monarchy. In 1663, Sir Charles Sedley, a friend of King Charles II of England, became the first person to be convicted of obscenity and was fined 2,000 marks. William Twyn, however, was not as fortunate. During the same year, he was condemned to death by hanging for writing a book that criticized the government and endorsed the people's right of revolution (Berger, 1982).
The issue of censorship was in a state of unrest during the 1700s. During this time it was believed that habits of mind control behavior and that formal regulation was unnecessary. Thus, with the abolition of licensing acts in England in 1695, prior restraint upon publications was lifted. However, the doctrine of seditious libel remained to guard against totally free expression of speech or press. As a result, the 1700s offered enormous publishing opportunities. It was at this time that the first encyclopedia was published by Denis Diderot and Associates. Also during this time, the profession of journalism came into being. Hence, a new thirst for knowledge created pressure in favor of greater access to printed works. As a result, hundreds of newspapers, pamphlets, and broadsheets were published. While the press remained relatively free from censorship, seditious libel trials were brought before English courts. The law asked the jury to determine whether the accused had actually published the material in question. There was no defense for the truth of the material printed. John Wilkes published a paper, *The North Briton*, in which he attacked the king's ministers for their compromises in parliament. Furthermore, he called King George III a liar. Wilkes was tried for seditious libel. After a five-year exile in France, Wilkes successfully turned his exile and imprisonment into a civil liberties case. With the growing public support, he eventually regained his seat in Parliament. Utilizing this position, he overwhelmed the House of Commons in the Printers' Case of 1771, which secured the right of the press to publish proceedings of parliament verbatim ("Censorship," 1984). Other censorship cases were brought before the court in England during this time. One such case gained considerable attention. *The Fifteen Plagues of a Maidenhead* by Read was described by the court as bawdy, however, the court insisted that it was not punishable in a court of law. Thus, a precedent was established that a publication could contain sexually
explicit material as long as it did not threaten the government or the church (Berger, 1982).

During the American colonial period, the colonies were governed by the laws of England. During this time, the first book burning took place in America. Thomas Pynchon’s *The Meritorious Price of Our Redemption* was burned in Boston because it stated religious ideas that differed with those of the colony. Newspapers were also suppressed in Boston. Benjamin Harris started a publication entitled, *Publick Occurrences Both Foreign and Domestic*, and was immediately closed down for publishing without a license. Publications were also censored or regulated by the imposition of taxes that were utilized to hamper freedom of the press. In addition, the American colonies also adhered to England’s set of defamation laws. There was no defense against defamation of character, even if the statements were true. A jury must only decide if the person made or wrote the statements (Berger, 1982).

One of the most famous censorship cases during colonial America centered around the defamation laws. John Peter Zenger, editor of the *New York Weekly Journal*, was accused in 1735 of writing articles criticizing William Cosby, the British governor of New York. The governor, according to Zenger, ordered a farmer whipped for not quickly moving a team and wagon out of the governor’s way; appointed his son to a high post; and offered to sell various political jobs. Zenger’s articles did not mention names, but clearly criticized the arbitrary rule of the governor. Zenger had been in prison for almost nine months awaiting his trial when the case took a turn as Andrew Hamilton, a noted Philadelphia lawyer, came to Zenger’s aid. Under the defamation laws, the jury was only to consider if Zenger had written and published the articles. It did not matter if Zenger had printed the truth. Hamilton defended Zenger’s actions and argued to the jury that Zenger had merely printed the truth and, therefore, was not
libelous. Hamilton was successful in convincing the jury. They found that Zenger had indeed printed the truth and was not guilty of libel. This verdict established the principle that truth is a defense against the charge of libel. This was the first strike for freedom of the press and consequently, freedom of expression and freedom to write (Noble, 1990).

During the early 1800s, Federalists and Republicans brought charges of sedition against opposing newspaper editors through the Sedition Act of 1798-1801. In addition, there still existed a concern over the well-being of the established religion, particularly Christianity. Consequently, the governments of the early nineteenth century sought to condemn blasphemers, atheists, and deists. During the 1830s, atheist publisher Richard Carlisle was imprisoned for 10 years for his attempts to circulate atheist writings. However, the 1830s also brought about the Jacksonian age of reform in which prosecutions for political and religious sedition became a thing of the past. As democracy evolved, so did individual freedoms and the freedom of print. Thus, formal censorship largely disappeared. However, a new type of censorship evolved. Here, the governments called upon public opinion to monitor obscene publications and to purify the printed word. Public opinion at this time, influenced by middle-class values, shunned immorality and all forms of sexual indecency. By the mid-nineteenth century, a system of moral self-censorship existed in France, Britain, and in the United States. For example, Thomas Bowdler published *Family Shakespeare* in London in 1818 in which all offensive passages of Shakespeare's works were excised. Other authors' works were similarly excised. As a result, authors began to self-censor their work and to refrain from writing passages which would be considered offensive. Additionally, during the nineteenth century, American and British editors, publishers, and librarians felt obliged to examine every book for obscene language or indecency. For example, editor Henry Alford
refused to publish an article by Edward Dowden until the word "nude" was changed to "unclothed." Some authors fought this censorship practice of the editors. Gustave Flaubert initially made minor revisions in Madame Bovary, but when more cuts were requested he replied: "Well I'll do nothing more, not a correction, not a deletion, not a comma less, nothing, nothing. . . . One can't change the blood of a book, one can only impoverish it, that is all" ("Censorship," 1984, p. 98).

Thus, though formal censorship was virtually abolished for politics and religion, it received support well into the twentieth century for obscenity and pornography. As a result, a number of books and newspapers in the United States were censored prior to the Civil War. The support of private pressure groups for moral censorship prevailed in post Civil-War America. Their goal was to eliminate all forms of immorality which included gambling, drinking, swearing, obscenity and pornography. Organized groups such as the New England Watch and the New York Society for the Suppression of Vice pressured publishers to withdraw their support to controversial writers. The most important piece of legislation brought about by these organized groups was the Comstock Act of 1873. This act consolidated various statues and regulations that dealt with obscene and lewd publications. It particularly barred from the mail any birth-control literature. These groups also led the prosecutions of birth-control advocates such as Margaret Sanger, the exclusion of works by "obscene" writers, the destruction of books, the prosecutions against publishers and book dealers, and the successful litigation against significant literary works of the time ("Censorship," 1984; Foerstel, 1994).

Censorship concerning what students may read in school dates back to the pre-Civil War era. Prior to the Civil War, most textbooks were published in the North. Often, Southerners objected to geography books that portrayed the North as being more important than the South. Southerners also rejected books that discussed the evils of
slavery. Consequently, many publishers censored the texts by cutting out passages that might offend Southerners. Some publishers went so far as to publish two versions of the textbooks—one suitable for the North and one suitable for the South—in order to prevent the loss of sales (Rogers, 1988).

Twentieth century America has seen the emergence of pressure groups to maintain their interpretation of our first amendment rights. The Progressive Era in American History took place from 1900 to 1916 and was marked by reformers who sought to correct the problems of society. In 1911, a group of citizens in Meriden, Connecticut were successful in the removal of William Shakespeare’s *The Merchant of Venice* from the public school curriculum. The group claimed that the book placed the Jewish people in a bad light and, consequently, encouraged prejudice against them. During and following World War I, patriotism swept across the nation. Organized groups, such as the Veterans of Foreign Wars, worked to eliminate all unpatriotic books in the public schools. As a result, the Espionage Act of 1917 was utilized to punish spies and saboteurs and to eliminate all opposition to the first world war. The Committee on Public Information, which was formulated to unite public opinion behind the war, began to manipulate communications about the war effort in order to persuade Americans to accept the government’s decisions concerning the war. The federal government also began to take steps to discourage apparent disloyalty and criticism of the nation’s war efforts. This was evident in the United States Supreme Court case of *Schenek v. United States*. Schenek distributed pamphlets which urged draftees to oppose the Selective Service Act. Justice Oliver Wendell Homes argued that freedom of speech does not apply in such situations. Thus, the “clear and present danger” criteria was established as justification for denying freedom of speech. In 1915, the Ku Klux Klan was revived after a period of inactivity following the Civil War. The Klan’s position during the twentieth century was to
oppose all non-whites and non-Protestants. Consequently, the Ku Klux Klan protested books that were inspired by Jews, Roman Catholics, and Bolsheviks. During the early 1920s, American censors were concerned about Bolshevism, which later became the Communist Party. Attorney General A. Mitchell Palmer began operations against aliens and radicals which developed into violations of citizens' civil liberties. Palmer aggressively rounded-up and deported radicals. Further, Palmer frightened the American public by claiming that 60,000 subversives were loose in the country. In 1921, the “Red Scare” influenced the U.S. Commissioner of Education to ban the teaching of communism and socialism in the public schools (Busha, 1977; “Censorship,” 1984; Evans, 1990; Foerstel, 1994; Rogers, 1988).

Perhaps the most publicized case of censorship is the Scopes “monkey trial” of 1925. John T. Scopes was a high school biology teacher in Dayton, Tennessee. In opposition to Tennessee’s anti-evolution law, Scopes taught his students Darwin’s theory of evolution. As a result, he was arrested and tried. During the trial, defense lawyer Clarence Darrow challenged the fundamentalist beliefs of prosecuting attorney, William Jennings Bryan. Despite his convincing arguments, Darrow lost the case and Scopes was fined $100 dollars. The Tennessee Supreme Court stated that the fine was too high, but held that the state’s law did not violate the First Amendment. Tennessee’s anti-evolution law stayed in effect until 1967. This case was important because the question was raised of whether students should be taught ideas contrary to their parents’ beliefs. Herein lies the crux of the issue of censorship in public schools today (Busha, 1977; Rogers, 1988).

During the 1930s and 1940s, censors attacked school books that were critical of the American way of life. These censors were major businesses and manufacturers and thus became a great pressure group. This group conducted a campaign to censor a text-
book series entitled, *An Introduction to Problems of American Culture*. The group charged that the textbooks attacked business and mocked the ideas and traditions of American democracy. Harold O. Rugg, the author of the textbook series, countered:

Censor the schools and you convict yourselves by your very acts as the most subversive enemies of democracy. Censor education and you destroy understanding . . . nothing but an education in the whole of American life will build tolerant understanding of our people and guarantee the perpetuation of democracy. (Rogers, 1988, 5)

With an increased tension between the United States and the Soviet Union following World War II, Americans were concerned about the expansion of Communism. During this era, Senator Joseph R. McCarthy searched for communist sympathizers in the U.S. government. No stone was left unturned in this search and the term "McCarthyism," was born. As a result, censors began to look for evidence of communist influence in the public schools. In 1953, a group of citizens asked the Texas State Textbook Commission to ban certain editions of Geoffrey Chaucer's *Canterbury Tales* and Herman Melville's *Moby Dick* which were illustrated by Rockwell Kent. Kent was accused of being a communist sympathizer. During the same year, the state legislature of Alabama passed a law that said no textbook would be adopted without a statement from the publisher that the author is not a known supporter of Communism. Textbook publishers sought justice in the courts and on May 10, 1954, the circuit court at Montgomery found the law unconstitutional. In 1958, a public school teacher was fired because the instructor would not answer questions about alleged communist activities. The firing was upheld in *Berlan v. Board of Education of Philadelphia*. Further, in 1959 the United States Supreme Court ruled in *Barenblatt v. United States* that suspected subversive activities in schools could be investigated by the House committee on
un-American Activities. Thus, the rise of McCarthyism was one of the most dangerous
events of the twentieth century in that it was strongly supported by mass hysteria that
was fueled by ignorance and fear of communism during the Cold War period (Busha,
1977; Rogers, 1988).

In 1959, the Daughters of the American Revolution (DAR) circulated a textbook
study that listed 165 subversive books that the DAR felt threatened the safety of Amer-
ica. Governor Ross Barnett of Mississippi utilized this list to gain control of textbook
selection in his state. During the 1960s, a group of Texans tried to stop the state text-
book committee from approving several history books. This group opposed books that
placed in a favorable light such topics as: income tax, federal aid to farms, Social
Security, labor unions, the U.S. Supreme Court, the United Nations, and racial inte-
gration. Furthermore, this group even opposed presenting both sides of the issues
because this would only confuse the minds of the young. Also during this turbulent
time of the 1960s, the civil rights movement took hold and libraries received challenges
that focused on alleged racism. The National Association for the Advancement of
Colored People succeeded in banning an English textbook from a high school in
Torrington, Connecticut. The text contained “The Gold Bug,” “Br’er Rabbit,” and
“Sonny’s Christening.” The group felt that the stories ridiculed African Americans. In
addition, Mark Twain’s The Adventures of Huckleberry Finn has been attacked in vari-
ous schools across the nation for the use of the slang word for Negro. Further, in the
latter part of the sixties, challenges of sexism increased as a result of the women’s
movement (Krug, 1994; Rogers, 1988).

In 1968, the United States Supreme Court handed down a decision in Epperson
v. Arkansas that became a landmark decision. The Arkansas law held that no textbook
could be used that included Darwin’s theory of evolution. Any teachers utilizing such a
text would lose his/her teaching position. Susan Epperson, a high school biology teacher, objected to the law. The Court ruled that the law was unconstitutional because it conflicted with the First and Fourteenth Amendments. Justice Abe Fortas wrote the majority opinion for the Epperson case. He warned, "... the First Amendment 'does not tolerate laws that cast a pall of orthodoxy over the classroom'” (Rogers, 1988, p. 8). In other words, lawmakers cannot enact one version of the truth and reject all others.

In 1969, President Richard Nixon issued the first message on obscenity ever directed by a President of the United States to the Congress. He sought new measures to crack down on peddlers of obscenity. He requested Congress to pass a law making it a crime to use the mail system to deliver to anyone under 18 years of age material dealing with a sexual subject considered unsuitable for young people. Thus, the late sixties brought to the foreground much debate concerning pornography (Oboler, 1980).

The seventies also gave witness to court cases involving censorship of curriculum, appropriate reading material, and academic freedom. In *Medeiros v. Kiyosaki* (1970) the Supreme Court of Hawaii ruled against parents who sought to enjoin school authorities, for religious beliefs, from showing to fifth and sixth graders a film series dealing with family living and sex education. The court contended that “... we must be equally protective of the freedoms of speech, inquiry and belief as we are of the freedom of religion” (Bosmajian, 1987, p. 31). In *Parducci v. Rutland* (1970) the United States District Court in Alabama ruled in favor of a high school English teacher who had been dismissed from her teaching position because she had assigned Kurt Vonnegut's story, *Welcome to the Monkey House*, to her eleventh grade class. The principal objected to the work and called it literary garbage. The Court declared that the school officials failed to show that the assignment was inappropriate reading for high school juniors or that the assignment created a disruption to the education process. Thus, the teacher's dismissal
constituted an invasion of her First Amendment right to academic freedom. In 1972, Vonnegut’s *Slaughterhouse-Five* was challenged as appropriate reading material in Michigan classrooms and school libraries. The Court held that the material was not obscene. Inasmuch as the subject matter of war, slaughter, and bombing may be obscene, the Court felt that the telling of the events themselves was not obscene. Thus, the book was not banned. In *Citizens for Parental Rights v. San Mateo Co. Bd. of Ed.* (1975), the California Court of Appeals decided against students and parents who argued that a family living and sex education program violated their religious and constitutional rights. Textbooks and school materials were challenged in *Williams v. Bd. of Education of County of Kanawha* (1975) as being in violation of parents' First Amendment religious freedoms. Again, the Court ruled against the parents saying, “The First Amendment does not guarantee that nothing about religion will be taught in the schools nor that nothing offensive to any religion will be taught in the schools” (Bosmajian, 1987, p. 102). Further, in 1975, the Court ruled against a school board in *Wilson v. Chancellor* for prohibiting a high school political science teacher from inviting a Communist speaker to class after the students had heard the views expressed by Democrats, Republicans, and the John Birch Society. Finally, in *Harris v. Mechanicville Central School District* (1978) the Court of Appeals of New York ruled for a tenured high school teacher who was dismissed for teaching *The Catcher in the Rye* (Bosmajian, 1987).

With Ronald Reagan’s election in 1980 came an increase in challenges based on religious content and offensive language. In *McLean v. Arkansas Bd. of Education* (1982) the Arkansas “Balanced treatment for Creation-Science and Evolution-Science Act” was declared unconstitutional. The United States District Court in Arkansas declared that no group may use the arms of the government (public schools) to foist its religious beliefs on others. The United States District Court in Maine ruled against the
Baileyville School Committee for its ban of the book, *365 Days*, because of offensive language. The book was banned from the school library and no person was allowed to have a personal copy of the book at school or on school buses. The Court held that the committee did not specify that the book was harmful to students and could not restrict private copies of the book on school property. In *Pratt v. Ind. Sch. Dist. No. 831, Forest Lake* (1982), the Court ruled that a school board could not exclude the film, *The Lottery*, because a majority of its members objected to the film's religious and ideological content. The Court contended that the ban violated students' rights to receive information and, hence, violated the First Amendment. The *Holt Basic Readers* series was challenged in Tennessee. The Court ruled in *Mozert v. Hawkins County Public Schools* (1984) against the students and parents objecting to the series. The objectors contended that the series contained objectionable ideas such as teaching witchcraft, values, disrespect to parents, and the teaching of evolution. The Court, however, ruled that the First Amendment does not protect plaintiffs from exposure to morally offensive value systems or from antithetical religious ideas. Finally, in *Grove v. Mead School Dist. No. 354* (1985) the Court ruled against the banning of *The Learning Tree* stating that it did not violate the Establishment Clause or the Free Exercise Clause of the First Amendment as claimed by a student and her parents. Since the student had been given an alternate assignment, no coercion existed. Further, the book was utilized in conjunction with a group of religiously neutral books in a review of English literature and did not constitute the establishment of religion (Bosmajian, 1987). During the latter portion of the eighties, censors began to target homosexuality. Such challenges began to expand with the increasing awareness of AIDS. In 1992, the Intellectual Freedom Office of the American Library Association recorded 64 challenges to gay materials and 111 challenges to such materials in 1993 (Krug, 1994).
Challenges to school materials and curriculum have increased during the first half of the 1990s. People for the American Way reported that the three most common reasons for challenging school materials in the nineties were: (1) the materials were anti-Christian, Satanic, or New Age; (2) the materials contained objectionable language; and (3) the materials' treatment of sexuality was considered offensive. Though the school censorship movement in the 1990s defended its actions as a reasonable exercise of parental rights, too often such challenges sought to dictate what all children may read.

On November 7, 1991, parents in Cheshire, Connecticut demanded that two award-winning books be removed from Highland Middle School because of offensive language. The School Board Vice-President resolved to personally remove the books upon hearing the offensive words. However, the evaluation committee, after reading the books in entirety, recommended that the books be retained. The committee contended that the offensive language in the books *The Alfred Summer* and *The Great Gilly Hopkins* had been taken out of context and that the books were age-appropriate, positive, and enriching. School Board member, Robert Brown, said, “Should a parent or well-organized group of parents dictate what should or should not be in the curriculum? I submit the answer is clearly no. Parents have no right to impose moral judgments and values on the children of others” (Foerstel, 1994, p. 60).

Bookbanning during the 1990s included curriculum materials as well as library materials. Some of the most challenged materials during the first half of the nineties were: *Impressions; Of Mice and Men; The Catcher in the Rye; The Adventures of Huckleberry Finn; The Chocolate War; Bridge to Terabithia; Scary Stories to Tell in the Dark; More Scary Stories to Tell in the Dark; The Witches; Daddy’s Roommate; Curses, Hexes, and Spells; A Wrinkle in Time; How to Eat Fried Worms; Blubber; Revolting Rhymes; Halloween ABC; A Day No Pigs Would Die; Heather Has Two Mommies;*
Christine; I Know Why the Caged Bird Sings; Fallen Angels; The New Teenage Body Book; Little Red Riding Hood; The Headless Cupid; Night Chills; Lord of the Flies; A Separate Peace; Slaughterhouse-Five; The Color Purple; James and the Giant Peach; The Witches of Worm; My Brother Sam is Dead; The Grapes of Wrath; Cujo; The Great Gilly Hopkins; The Figure in the Shadows; On My Honor; In the Night Kitchen; Grendel; I Have to Go; Annie on My Mind; The Adventures of Tom Sawyer; The Pigman; My House; Then Again Maybe I Won't; The Handmaid's Tale; Witches, Pumpkins; Grinning Ghosts; One Hundred Years of Solitude; and Scary Stories 3: More Tales to Chill Your Bones (Foerstel, 1994). Thus, despite Justice Fortas' warning in the Epperson case, attempts at censoring in the public schools has continued. School curricula, textbooks, drama productions, and library materials have been constantly scrutinized by would-be censors who wish only their views to be promoted in the public schools. Such groups have violated the very principles of a democracy of which they sought to preserve. America's forefathers, having undergone prejudice, persecution, and arbitrary rule, refused to ratify the Constitution without certain inalienable rights expressed in the document. Hence, the First Amendment stated:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. (cited in Jenkinson, 1986, p.1)

Doctoral Dissertations and Masters' Theses

The research presented here represents studies in the area of censorship of public school library materials and curricular materials. A historical study was conducted by Flata Jeanette Woodbury in 1992 dealing with the origin of censorship and its effect on
reading textbooks in American public schools. Her study found that censorship has been in evidence since the Classical Age of Athens. The researcher determined that "the need to censor is a survival mechanism—to ensure that one's environment remains suitable for living to one's expectations, to inculcate in children the knowledge to endure" (Woodbury, 1992, p. 126). Further, censorship has been the means to accomplish these ends, and thus, has often been positive. Woodbury questioned why censorship evoked such negative responses of late and concluded that America is a pluralistic society composed of cultural and ethnic diversity. As a result, this diversity proved to be overwhelming to many Americans who found they no longer shared the same values. Many groups have demanded the recognition and equality that was denied to them in the past. Further, America's economic stability has suffered. Traditional dreams have changed and many Americans, out of fear, have clung to the ideals of the past. Censorship has been a vehicle to cling to that past. Such actions, according to Woodbury, have been historically significant. Past civilizations when faced with the change or decline of their empires, became fearful and sought to silence or censor those expounding new ideas. Thus, Woodbury contended in this study that at the close of the twentieth century many people have utilized censorship to hold onto traditional ideals. Further, leaders in America have embraced conservative interests. Consequently, in an effort to contain freedom of thought and opinion, censorship has been utilized by government and private organizations to influence public morality, political thought, and economic trends. Woodbury concluded:

The Conservative Movement in America has been influencing the country since the eighties. By holding onto a picture of the past, by censoring that which is at odds with their memory of the ideal, members of the Conservative Movement have sought to inculcate values which will mandate
the survival of their vision of America. Fearful, they simply are seeking to protect their world. (Woodbury, 1992, pp. 129-130)

Woodbury concluded that censorship will always be a factor in the American society. Consequently, instead of fighting censorship, she stated that Americans must accept their pluralistic society and seek greater insight in understanding different cultures in order to increase a tolerance within the nation (Woodbury, 1992).

A 1992 study was conducted by Edward Anthony Connolly entitled Censorship, Canon Reformation and Text Selection: Curriculum Concerns for English Studies in Canadian Secondary School Systems. The researcher studied the canon of literature for grades 9, 10 and 11 in the provinces of Newfoundland and Labrador from 1950-1991. Because of recent censorship issues in Canada with regard to the canon of literature, Connolly selected the study of censorship as it related to the issue of forming a canon of literature for English courses as the problem for his study. In addition, the researcher studied textbook selection in Canada and in the provinces of Newfoundland and Labrador, in particular. A final aspect of the research was a study of the changes that have occurred in the canon of literature in the province. The researcher found that the canon has changed over the course of forty years. Some selections have remained steadfast and true, while more modern selections dealing with folk literature, thematic literature, young adult novels, popular literature, mythology and ethnic literature have been added. Connolly found during his study that censorship occurred in many forms. Many censorship issues were never reported, thus, making it difficult to quantify and report these incidence. Such censorship has often been referred to as silent censorship in which librarians quietly removed texts from use in libraries if someone complained. The researcher also noted that authors often self-censored their work in order to please others or to make their work acceptable. Connolly further found that teachers and other
educators often censored when they excluded texts for moral reasons or poor literary merit reasons. Furthermore, the very act of selection involved judgments being made about the texts. Recommendations from the study included: (1) Educators should make themselves more aware of censorship and canon reformation, (2) Rationales should be provided for every text selected for study, (3) Rationales should be developed to assist teachers in defending their choice of materials, and (4) Selection policies with a procedure for challenging material need to be in place (Connoly, 1992).

Kathryn Laurie Macintosh conducted a study in 1992 concerning *The High School Literature Program: Book Selection: Censorship and Dissenting Values*. The study examined the conflict among several points of view: Judaeo-Christian, the Great Books, the progressive and the radical. The Judaeo-Christian adherents advocated literature which developed good character thereby preserving the traditional values of western society. The Great Books adherents wanted texts which developed the intellect and moral autonomy. Those of the progressive philosophy desired books which reflected the experiences of young people’s environments. Finally, radicals preferred texts which liberated students from tradition. Developing a selection policy, as a result, was confounded because of these various philosophies. Furthermore, this study examined major censorship cases in the United States and Canada. The researcher studied three controversial high school literature books, and collected and analyzed interview data from twenty-nine representatives of differing perspectives. Implications of the study were: (1) Due to a pluralistic society, there was little possibility of gaining consensus among all four of the philosophies. Consequently, administrative policies reflected limited consensus among some philosophies. Therefore, there was little point in dealing with the differences between the groups since diversity could not be resolved. (2) There seemed to be little support for a value-free curriculum. The bottom line was
that the adherents of each philosophy had their values and expected the curriculum to reflect such values. The researcher recommended that since there was no consensus, that the Ontario public secondary schools make greater efforts to respect the four educational perspectives. Consequently, the researcher suggested that it was better for administrative policies to focus on the positive and be proactive in censorship issues rather than to react negatively and defensively. The researcher contended that it was the philosophy of the literature program, and the educational perspectives of the parents and teachers that really mattered. Macintosh further concluded that the criteria for selection should strive to include the values of all of the differing perspectives to some extent (Macintosh, 1992).

Mary Jane Chakot conducted a study in 1993 to determine the status of censorship and corresponding censorship policy in Pennsylvania public schools. Survey questionnaires were sent to superintendents in each of the 501 school districts in the state. The findings in the study indicated that: (1) 76% of the school districts in Pennsylvania had written censorship policies; (2) there was a 362% increase in the number of challenges to library or curricular materials during the five years prior to the study; (3) the number of challenges were increasing in all types of communities in Pennsylvania regardless of size; (4) the specific concerns targeted in the challenges were witchcraft, profanity, obscenity, morality, age appropriate, human reproduction, and racism; and (5) the challenges were nearly evenly distributed between grades 4-12. Some of the recommendations made based on the findings were: (1) school districts should establish a materials selection policy, a procedure to handle complaints, and a public relations program; (2) in-service should be provided to school personnel as to how to respond to challenges; (3) parents and the community should be kept informed of materials their children are reading; (4) teachers should be able to justify controversial materials
utilized in the classroom; and (5) educators should seek to build strong relations with citizens and with various community groups (Chakot, 1993).

Censorship was explored in F. Todd Goodson's research entitled *Defining Community: The High School and Rhetorical Situation*. This study was a qualitative investigation of one high school in a metropolitan area. The study sought to answer one research question: “To what extent does the social context of the high school restrict literacy-learning activities?” (Goodson, 1993, p. 28). Data for the study was collected utilizing multiple methods. The researcher studied school publications such as newspapers, student literary magazines, and yearbooks. In addition, teachers and students were interviewed. Finally, the researcher observed English classrooms. The study showed that literacy learning activities were indeed restricted by the social context of the school. This was especially evident in the student publications. All three publications served to define community. Though each attended to a different aspect of community, they all served to provide an “officially-sanctioned view of the community’s definition of self in a symbolic, dynamic process” (Goodson, 1993, p. 100). For example, one article in the yearbook concerned students breaking the rules at home. The author contended that there would always be students who broke curfew, but, when caught, they would be punished. Since breaking curfew was not a community sanctioned activity, the author included the segment on punishment in order to bring the article in line with community values.

Through teacher interviews, the researcher found there was tension in the selection of reading materials and writing activities. Such selection sparked a certain degree of controversy. For example, during the research study, teachers reported having complaints from parents and students about the language in *Of Mice and Men*. The researcher found that there was a safe recommended curriculum, but that teachers often
made individual recommendations of other titles to specific students. In addition, the study reported that, even with the approved recommended texts, crucial portions and themes were ignored if deemed controversial. The researcher concluded, “If we are, in fact, serious about becoming a ‘nation of readers,’ it would seem to me that we need to somehow overcome the situational constraints that keep students from being matched with texts that can evoke a meaningful response” (Goodson, 1993, p. 200).

Laura B. Maier added to the knowledge of curricular censorship with her study entitled, *Sharing the Blessings: A Comparison of Curricular Struggles in Two Communities*. The researcher presented this study in two parts. First, an ethnographic narrative was presented describing the actions and interactions within the communities during the curricular struggles. Second, the data was charted and analyzed, comparing the data of the two communities. One community protested the use of the reading series *Impressions*. The parents challenging the series felt that the books stirred up fear, taught witchcraft, opposed American and Christian values, undermined parental control, and approved of homosexuality. The other community opposed the drug abuse curriculum unit, *Here’s Looking At You, Two*. The parents challenging the unit felt it corrupted youth, leading them to try drugs and alcohol; undermined parental authority and invaded family privacy; and was ineffective. Furthermore, the parents believed that the schools were acting against the family. The analysis indicated that the controversy was resolved according to each community’s agenda. In both settings, the administration set the terms for resolving the issue. In the first incident, the school district had the initial selection team reevaluate the series. In the second incident, the school district set up a different team to reevaluate the unit. However, both districts viewed the parental challenges as intrusions and attempts at censorship. After much public debate and strife, both school districts supported intellectual freedom and rejected the parental
challenges. Both schools cited the need to comply with regulations specified by governmental agencies. Finally, the researcher concluded that the struggle was actually an attempt by both groups to control the socialization of its youth (Maier, 1993).

Another study of curricular censorship, *The Politics of Textbook Controversy: Parents Challenge of the Implementation of a Reading Series* also involved the reading series, *Impressions*, and was conducted by Anita Olive Oliver. This was a qualitative study of one school district which was met with a challenge to the reading series by a parents’ group. Parents felt that some of the selections were violent, depicted the occult, were fearful, and un-American. Five issues emerged throughout the study: “censorship; parents’ rights; liberty of thought or belief; the right to have power and control; and professionalism” (Oliver, 1993, p. 294). Furthermore, although first assessment seemed to indicate that the parent group was associated with Religious Right groups, this did not prove to be the case in the beginning. The parents were residents of a conservative community with values of family, hard work, and patriotism. In addition, the community had a history of strong school support. However, the parental group was drawn toward organized New Right groups holding the same values and principles during the course of the challenge. The researcher further indicated that the New Right movement was growing within the community. In concluding this study, Oliver stated that it was difficult to determine who won the controversy:

Although the district did retain the series, and the school board members all retained their seats, the loss of credibility suffered by the district, the changing of district personnel which seemed to be related to the controversy, loss of friendships, the amount of mistrust engendered, and the hostility still existing just under the surface, all contribute to a sense that nobody won. (Oliver, 1993, p. 309)
English teachers have often found themselves in a shroud of controversy as censorship crops up in the curriculum. Cheryl Ann Bard Epperson conducted a study, *Censorship and the Secondary School English Teacher* (1994) dealing with this issue. The study concerned itself with four areas: the historical background of censorship; the rationale behind the censors' concerns, an examination of three specific novels to determine how censorship issues arose, and strategies for teaching potentially controversial works. The researcher indicated that when teachers understood the historical perspective of censorship, the philosophies and agendas of the censors, and have strategies for teaching controversial works, they would be in a better position to deal with censorship issues. Further, the researcher found that censors usually fell into three categories: those who have read or heard about objectionable material in the book; those who simply determined that the book was unsuitable and must be removed; and those who attacked the book but whose real agenda was to help a group gain control of the school district selection policies. The research indicated that parents objecting to material should be treated with respect. Further, the district should have a selection policy and that parents should be provided with policies and book rationales. Parents should also be invited to observe the classroom lessons. Additionally, students whose parents object to a particular piece of literature should be given an alternate assignment. Finally, Epperson concluded that teachers should be proactive in securing public support for intellectual freedom (Epperson, 1994).

A survey regarding censorship as it related to children's literature was conducted by Michelle Smandra-Williams in 1994. The title of her study was *Censorship and Children's Literature*. This study investigated the status of censorship in the public schools in Pennsylvania. The survey sample consisted of 20% of the 4,000 members of the Keystone State Reading Association. Part I of the survey questionnaire dealt with
the respondents' characteristics, while Part II focused on book selection, challenge policies, challenge trends, rationales for books; and the use of trade books in the language arts curriculum. The results indicated that censorship does exist in Pennsylvania public schools to a significant degree. Some of the implications of the study were: school districts with written selection policies were better equipped to handle challenges; parents should be on committees to formulate selection policies; teachers should write rationales to justify the use of books in their classrooms; the use of trade books in the classroom has resulted in more challenges; inservice should be provided for teachers to educate them concerning the selection and challenge policies; the size of the school district was related to the number of challenges received; urban and suburban areas received more challenges than rural areas; and there was no significant correlation between the number of books in the school library and the number of students, thus refuting the research that having more library books resulted in more challenges. Williams concluded that censorship was on the rise in Pennsylvania. This was especially important in Pennsylvania because school districts were utilizing authentic literature, Outcomes Based Education was being adopted, religious right groups were organizing, and religious right candidates were running for school board positions. Consequently, Williams concluded that school districts must be prepared for censorship challenges by having policies in place prior to the challenge and by following the policies when attacks occur (Smandra-Williams, 1994).

_Censorship and Intellectual Freedom: A Survey of School Librarians' Attitudes and Moral Reason_, by Frances Beck McDonald, was a book based on the author's doctoral dissertation completed at the University of Minnesota. This study, though not the basis or model for the present study, was indeed similar in concept. McDonald discussed several studies in her book dealing with variables relating to censorship. In a
1979 study by Judith Serebnick, six variables were identified that influence selection and censorship: (1) librarians’ age, education and attitudes toward censorship; (2) administrative structure of the library, selection policies, and budget; (3) community leaders’ attitudes toward censorship and intellectual freedom; (4) existence of pressure groups and community size; (5) coverage of censorship issues and the relationship of the media with the library; and (6) judicial and legal decisions regarding censorship (McDonald, 1993).

Another study that McDonald cited was conducted by Marjorie Fiske in 1959. Fiske found that librarians working for restrictive administrators tended to be restrictive in their selection practices. William Goode, in a 1961 article, noted that librarians frequently did not buy books that might arouse local critics. Nat Hentoff in his book, *First Freedom: The Tumultuous History of Free Speech in America* also observed the reluctance of librarians to risk the criticism of their local community (Hentoff, 1980). Further, a 1974 study by Michael Pope found that librarians with more educational backgrounds and training were less restrictive than librarians with less education and training. Additionally, both Fiske and Pope found that librarians with fewer years of experience were less restrictive than librarians with more experience. McDonald concluded in her review of the literature that while studies indicated that librarians expressed the principles of intellectual freedom, their practice did not reflect adherence to such principles. McDonald’s study consisted of a survey of 150 secondary librarians from each of three states: Iowa, Minnesota, and Wisconsin. The researcher received an 81.33% response rate to the questionnaire. The findings indicated that the variables most significantly related to intellectual freedom were school size, level of education, membership in professional organizations, and institution of educational preparation. The study revealed that school librarians did not apply the principles of intellectual
freedom to the same degree they professed agreement with such principles. Further, school librarians showed restrictive attitudes in selection, enforcement of policies, and in unrestricted access to materials. The researcher concluded that colleges of education were not preparing school librarians to uphold principles of intellectual freedom, and hence, administrators and teachers probably were not being prepared to uphold these principles either. Finally, the researcher contended, "If the purpose of education is to prepare individuals to participate as contributing members of a pluralistic democratic society, then intellectual freedom and censorship are issues of concern for all educators" (McDonald, 1993, p. 135).

Research Studies

Book Selection and Censorship in the Sixties, edited by Eric Moon, listed several surveys regarding the issue of censorship and selection in public libraries. One study conducted by Raymond B. Agler concerned the selection of "problem books"—both fiction and nonfiction. This survey study was conducted in four suburban Philadelphia counties. The librarians surveyed were asked to indicate reasons for selection or rejection of certain titles and to indicate whether the books were freely accessible to all patrons or were restricted in use. The results were that smaller public librarians tended to be more conservative in the selection of problem books. Further, the reasons for selection or rejection of fiction were more emotion-centered and subjective than those reasons attributed to nonfiction selection. The researcher concluded that small and medium-size libraries relied upon public support. Therefore, public demand became an overriding influence in book selection (Agler, 1969).

Another survey reported in Book Selection and Censorship in the Sixties was a nationwide survey conducted by Bill Katz. The purpose of this study was to determine how many of the 1960s' poetry titles were part of the library's collection. The results
indicated that the librarians pre-censored in their selection. Many librarians responded
that the poetry titles were not purchased because the librarians did not understand the
modern poetry. However, the major reason cited for selecting or rejecting a particular
poetical work was whether reputable reviews had been found for the work. If the book
of poetry was well reviewed, it received a greater chance of being purchased (Katz,
1969).

Dianne McAfee Hopkins has conducted several studies in the area of censorship
and intellectual freedom. The first research study to be considered was a historical
perspective of the important research in the field of intellectual freedom. The researcher
identified studies which suggested variables for testing the question, “What factors
influence the outcome of challenges to school library materials in K-12 school library
settings?” (Hopkins, 1989, p. 247). Variables tested for potential influence of the out-
come to challenges were: materials selection policy; school librarian’s characteristics
and intellectual freedom values; school environment; community environment; and
challenge initiator. Hopkins found several studies that addressed the materials selection
policy and the extent of its use. The Fiske study of 1959 was perhaps the most influen-
tial research on intellectual freedom in United States libraries (Hopkins, 1989). Fiske
interviewed 156 school and public librarians and 48 school administrators. This study
found that libraries following the existing selection policy when under attack, were
more likely to retain the materials. Another study by Bracy in 1982 showed a definite
relationship between retention of the challenged materials and the existence of an
endorsed selection and challenge policy. Another national study conducted by the
American Library Association in 1981 also confirmed that the selection policy was a
factor in the outcome of challenge materials. Other studies which Hopkins found to
support this variable were: Woodworth’s study in 1976 of high school librarians, high
school principals, and chairpersons of English, social studies, or science; McDonald’s 1983 study of Minnesota’s public elementary schools, high schools, and public libraries; and Jenkinson’s 1985 study of public school and public libraries in Canada. Thus, Hopkins concluded that the existence of a materials selection policy and the extent of its use were factors influencing the outcome of challenge materials (Hopkins, 1989).

The next factor considered for its potential influence on the outcome to challenged materials was the characteristics of the librarian. Hopkins (1989) found that Fiske’s study (1959) and Farley’s study (1964) both addressed the librarians’ years of experience. Both studies found that librarians newer to the profession were less restrictive. Hopkins surmised that years of service corresponded to the depth of what a librarian stood to lose in fighting a challenge. Another characteristic studied was the sense of status of the librarian. Fiske’s study found that a librarian’s sense of self-worth, status, and isolation influenced the outcome of challenges. Librarians with low self-esteem were less likely to support intellectual freedom when challenges arose. Further, Hopkins reported that the research of Hoy and Forsyth (1986) indicated that a person’s status was seen as the extent the person gained respect from the group. Hence, isolated teachers were found to be separated from the school’s control structure, informal leaders, friends, and respected colleagues. Thus, the more the librarian felt a part of the organization the more likely he/she would support intellectual freedom when challenges arose (Hopkins, 1989).

Age of the librarian was another characteristic that Hopkins studied for its potential influence on outcomes to challenged materials. Hopkins (1989) reported that Busha’s 1972 study found a positive relationship between age and attitudes concerning censorship and found older public librarians to be more censorious. In addition, Pope’s 1974 study found that older librarians were more restrictive than younger librarians with
regard to sexually-oriented literature. However, the study also found that school librarians showed the least restrictive tendencies between the ages of 40-50 (Hopkins, 1989).

Hopkins (1989) reported that the research of Fiske (1959), England (1974), and the Wisconsin Department of Public Instruction (1980, 1981a, 1981b) all found that challenges were taken more seriously and the policies closely followed when an organized group was involved. Further, the Wisconsin study indicated that between 17% and 23% of the librarians who had not experienced a challenge felt pressure to restrict or pre-censor their selections. Furthermore, the studies of Fiske, Busha, and Pope found that the more formal the education of the librarians, the greater the chance of the challenged materials being retained (Hopkins, 1989).

The influence of the administrator upon the outcome of challenged materials was considered by Hopkins in the studies by Fiske (1959), Farley (1964), and Busha (1972). These researchers found that due to isolation and a feeling of lack of status, librarians often complied with the wishes of their administrator and removed challenged materials without going through the formal process set out in the selection policy. Hopkins also indicated that the research supported the importance of school climate in the retention of challenged materials. Schools with an open climate tended to exhibit cooperation and trust between faculty members and between faculty and administrator. Hence, the type of climate within the school played a role in the outcome of the challenge (Hopkins, 1989).

Hopkins reported that Pope’s study (1974) found that school size was related to the librarian’s attitude toward intellectual freedom. Librarians serving larger libraries tended to be less restrictive. In addition, librarians of high schools tended to be less restrictive than elementary librarians. Hopkins also looked at the research concerning community environment and its effect on censorship challenges. According to Hopkins,
Fiske (1959) found that the media was a factor in determining the outcome of a chal-
lenge. Often, when the media was involved, challenged materials were retained. Addi-
tionally, Busha (1972) found that the larger the community, the more likely that the
librarian was less tolerant toward censorship (Hopkins, 1989).

A fifth factor that was considered in this review of research was the effect of the
initiator on the outcome of challenged materials. Fiske's study (1959) found that when
the challenge came from within the school, the school gave in to the challenge. How-
ever, if the challenge came from without the school, then the school resisted the chal-
lenge. Additionally, the Wisconsin study found that when the complaint was internal
from administrators, school board members, or teachers, the selection policy was not
closely followed. However, when the complaint came from external groups, parents, or
students, the policy was more closely followed. Thus, Hopkins concluded from her
review of the literature of research studies that the existence of a selection policy; the
personal characteristics of the librarian, such as age, status, and education; the school
and community environments; and the initiator all had an effect on the outcome of
challenges (Hopkins, 1989).

Dianne McAfee Hopkins conducted a study in Wisconsin to determine if the
above factors indeed affected the outcome to challenge materials. A survey question-
naire was sent to 606 public school library media specialists at high school, middle
school, and elementary school levels. First, general status information was sought
pertaining to the number and types of challenges, characteristics of the librarian, and
existence of a selection policy. Hopkins determined that an overwhelming majority of
the librarians reported the existence of a selection policy. However, the policies were
not followed in 40% of the challenges. Further, the majority of librarians had a master's
degree or above. Additionally, family values and sexuality were the major reasons cited
for the challenge. Parents accounted for 51% of the challenges, while teachers or principals accounted for 26%. One in three challenges resulted in some type of restrictive action. Half of the principals were reported as being supportive, while half were not supportive. In the majority of the cases, teachers were reported as being supportive. Finally, most respondents who faced challenges did not seek outside support. The second part of the study focused on the outcomes of the challenges and the factors that influenced those outcomes. The study indicated that when selection policies were followed the chances of the challenged materials being retained were greater. Another finding was that librarians who felt a sense of pressure reported lower retention rates of the challenged materials. Additionally, the greater the education level of the librarian, the greater the retention of the challenged materials. A retention rate of 92% was reported when the principal was supportive. Further, retention of the material was greater when teachers were supportive, as well. In considering the initiator of the challenge, the study found that materials were more often retained when the initiator was a parent or a school board member. The study also found that librarians seeking outside support through intellectual freedom associations, had a greater chance of retaining the material in question. Thus, this study supported the findings of the earlier studies reported by Hopkins (Hopkins, 1990).

Hopkins, desiring to expand on the Wisconsin study, conducted a nationwide study during the 1989-1990 school year to examine the factors that affect the outcome of challenged materials at the secondary level. Phase one of the study was designed to obtain basic demographic information from public school librarians across the nation. The results of phase one were that most schools had a library media center with at least one full or part-time librarian. In addition, most schools reported having a board approved selection policy. An average of one in three reported at least one challenge
during the years 1986-1989. Most of the librarians did not feel pressure in the selection of materials. However, of those who faced challenges, the number who felt pressure was doubled (Hopkins, 1991). In phase two of the study, a second questionnaire was sent to secondary public school librarians who had encountered a challenge to materials during 1986-1989. One area the researcher considered was the effect of oral vs. written challenges on the outcome of the challenge. The results indicated that challenged materials have a greater chance of being retained when the complaint was in writing. Another finding of the study was that the use of a selection policy resulted in greater number of materials being retained. Further, if the complaint was in writing, the greater the chances of the selection policy being followed. In viewing the school climate, it was found that both teacher and principal support was greater for challenges made in writing. Further, only 13% of the librarians sought support for oral challenges compared to 45% who sought support for written challenges. Additionally, 62% of the librarians received assistance from others inside the district during oral challenges, while 87.4% received in-district assistance during written challenges. Thus, the author concluded that whether the challenge was oral or written influenced the support the librarian received during the challenge.

Community support was considered in this study as well. The study indicated that 93.2% of the librarians receiving oral challenges did not seek outside support. Of those with written challenges, 75.7% did not seek outside support. Further, written challenges received outside assistance 30.3% of the time, whereas oral challenges received outside assistance only 12.1% of the time. Another finding was that few outside the district were aware of challenges to materials. However, the local media was more likely to be aware of the challenge if it were in writing. Finally, the initiator of the challenge was considered in this study. The findings indicated that materials were more
likely to be removed if a principal or teacher initiated the complaint. Thus, Hopkins' study found that oral vs. written challenges affect the outcome of the challenge and, further, most challenges were oral and that oral challenges have a greater chance of the material being removed. Additionally, internal challenges were often made orally, and these usually resulted in removal of the material. Furthermore, written challenges resulted in greater use of the selection policy, and greater support both within and without the district. Hence, Hopkins concluded that due process was more likely to occur if the complaint was in writing (Hopkins, 1992, 1993).

Censorship of children's books was examined in a 1993 study conducted by Donald D. Pottorff and Kathleen Olthof. The subjects for the study consisted of 24 public school districts and 12 private school districts in the state of Michigan. An interview questionnaire was utilized to obtain the data. Three research questions were considered: (1) what books have been challenged in the last five years, for what reason, and what was the outcome; (2) does the school system have a materials selection policy; and (3) does the school system have guidelines to assist librarians in making selections of library materials. In regard to research question 1, 83% of the school systems reported at least one challenge during the last five years. Of the 79 complaints, 22 resulted in removal. The reason for the complaint fell into one of nine categories: illustrations, family issues, sexual content, character roles, language, religious, age inappropriateness, racial content, and offensive content. In considering research question 2, 63% of the public school systems had a materials selection policy, while only 50% of the private school systems had one. The person bringing forth the challenge filled out the complaint form and a committee decided the fate of the material. Some school systems required a written complaint, while others accepted oral complaints. In regard to research question 3, 63% of public school systems reported a specific written selection policy to guide librarians in their selection of materials as compared to 50% of the private institutions. The survey also
confirmed that librarians were aware of and utilized reputable review sources in making selections. The researchers concluded that with a pluralistic society, censorship issues were inevitable. Hence, utilizing a selection and review policy was essential in dealing with diversity of interests and concerns (Pottorff & Olthof, 1993).

Another study dealing with the censorship of public school library materials was conducted by Vandelia L. VanMeter during the 1988-1989 school term. The purpose of the nationwide study was to provide information concerning the holdings of sensitive materials in public school libraries. These materials consisted of topics dealing with homosexuality, AIDS, incest, child abuse, and family violence. The researcher noted that statistics indicate an increase in the number of cases reported in the above sensitive areas. Therefore, the researcher believed that such information needed to be available in public school libraries. A survey questionnaire was sent to public school libraries across the nation. The libraries were chosen from randomly drawn regions, cities, and schools. Three hundred and fourteen questionnaires were sent to secondary and elementary schools. Of the 157 questionnaires sent to elementary school libraries, 71 responded for a 45% rate of return. Of the 157 questionnaires sent to the secondary school libraries, 90 were returned for a 57% rate of return. The researcher contended that while the sample was small and the return rate low, the data was worth noting. For example, only 6% of the elementary schools responding indicated holdings of six or more nonfiction books on AIDS. Further, the study indicated that many of the librarians surveyed did not look for titles on the sensitive issues. Some of the librarians indicated that such materials were available through the counseling office only, or that their community was a conservative one and therefore the libraries did not purchase these materials. Yet, the survey indicated that the sensitive issues, particularly AIDS and family violence, were part of the curriculum in most cases. Further, 15% to 25% of the
librarians did not look for materials on these topics that are part of the curriculum. The researcher noted that further investigation was needed to determine if librarians were having difficulty finding such materials, or if they were simply not looking for sensitive materials (VanMeter, 1991). Thus, this study seemed to indicate that while many librarians provided books on sensitive issues, there were some who avoided such topics and thus were censoring their selections.

A Florida study conducted by Daniel T. Scheuerer and Forrest W. Parkay (1992) sought to determine the influence of the new Christian Right on the public school curriculum. A survey questionnaire was mailed to the chief instructional program supervisors in 67 school districts in the state of Florida. The findings indicated that 54.2% of the school districts received complaints about instructional materials from 1986-1989. Those to whom the complaints were attributed were parents, concerned citizens groups, and church affiliated groups. Further findings indicated that library books and textbooks were the most frequently challenged material. Reasons for the challenge of these materials included profanity, sex, and secular humanism. In addition, those districts perceiving that fundamentalist religious groups were behind the censorship attempts had adopted policies to handle complaints about materials, had provided staff development, and established complaint review committees. In one out of three districts, at least one title had been removed from use. Furthermore, in districts where fundamentalists were perceived to be behind the censorship attempts, materials were removed at a higher rate. The researchers concluded that this study was consistent with the work of Jenkinson, Brodinsky and Pincus which revealed that the New Christian Right movement was organizing local concerned citizens to challenge school administrators and boards to remove questionable materials. Further, this study showed that members of the New Christian Right movement sought membership on materials
review committees and school boards in order to ensure that their voice was heard. The findings further indicated that districts need to establish a precise, written set of policies and procedures for selection and challenges (Scheuerer & Parkay, 1992).

A study of public libraries was conducted by the library Research Center (LCR) at the University of Illinois. The LCR conducted a public national opinion poll and sampled 1,181 people between October 26 and December 24, 1991. It also surveyed 541 Public Library Associations (PLA) to determine if there was a contrast between public opinion and public librarian opinions. The area of the survey dealing with censorship produced interesting findings. Both the general public and the librarians agreed that books and materials on AIDS prevention should be made available to anyone. Only half of the public believed that materials on birth control should be made available to anyone while 93% of librarians believed that there should be no restrictions on such materials. Further, 10% of the public believed that books on how to commit suicide should be available to anyone, while 66% of the librarians said that such books should be made available to anyone. In addition, 3% of the public believed that magazines such as *Playboy* should be available to anyone and 70% would not have them at all in the library. Less than 30% of the librarians believed that such material should be available to anyone and 37% said such magazines have no place in the library. The poll also asked which group should be responsible for public libraries. An independent citizens board was chosen by 26% of the public and 38% of the librarians. Twenty-three percent of the public and 13% of the librarians said that the local government should retain responsibility for the libraries. In addition, 41% of the public and 35% of the librarians favored governance by librarians and library staff members. Another poll question dealt with the issue of involvement in public library decisions by special interest groups such as religious leaders, PTA, civil rights groups, labor unions, and political parties. One-
half of the librarians said such groups should not have any input into decisions. Only 25% of the public, on the other hand, believed that government officials should have no say in controversies. In addition, 27% believed that religious leaders should be excluded from controversies. Additionally, 59% of the public would give the PTA a strong voice in controversies and selections of library materials (Estabrook & Horak, 1992). Thus, the data indicated that there was a degree of public support to censor materials in public libraries as well as public school libraries.

*School Library Media Annual* reports yearly on research of interest in the area of librarianship. In 1994, the publication reported two studies dealing with censorship in libraries. The first study was conducted by Dee Storey and dealt with censorship in the selection of titles for the state child-choice book award programs. The survey randomly selected school library media specialists in Colorado, Kansas, Nebraska, South Carolina, and Texas. The findings indicated that censorship occurred in the pre-selection of books to be included on the list from which the children vote. Areas in which censorship was condoned included unacceptable language, subject matter and situations, and contemporary realistic fiction. In another study conducted by the Oregon Intellectual Freedom Clearinghouse in 1990-1991, 54 formal challenges to library materials were reported. Of these challenges, 45 were retained. Reasons given for the objections were religious, racial stereotypes, drug use, undermining of parental authority, and books which were considered to lower children's self esteem (Kuhlthau, 1994). Another study reported by *School Library Media Annual* was conducted by Mary Renack Jalongo and Anne Drolett Creany. The researchers studied the question of censorship in children's literature. The study reported some of the following trends in censorship: (1) the percentage of complaints to library materials has risen since 1980, (2) 65% of the objections came from parents, (3) 21% came from school personnel, and (4) 9% of the
complaints were from organized groups. Reasons for the objections were that the books were too mature, contained objectionable language, or contained inappropriate sexual content. The effect of censorship reported by the study was: librarians self-censor rather than face confrontations, removal of books from the library collection, or the restriction of access to the material in question (Kuhlthau, 1993).

**Conclusion**

The review of literature showed an underlying desire of people from ages past to the present to preserve their own ideology and values. To do so, individuals and groups sought ways to instill such tenets in the minds and hearts of all people. In times past, strong measures such as death and incarceration were utilized to preserve the desired philosophy and values of the reigning power. In modern democratic societies, however, such influence took on a more subtle form. Individuals and groups with their own cultures, values, and agendas have sought to influence the education and socialization of all young people. Such individuals and groups have sought to control the educational institutions entrusted with molding the minds and characters of its youth. One such measure utilized by individuals and groups has been to control library and curricular materials in the public schools. This effort to control intellectual freedom has resulted in considerable controversy in the United States. Since the United States is composed of citizens representing cultures from around the world, it has become a pluralistic society. As such, the United States is a society represented by many cultures, philosophies, religious beliefs, ethics, and values. Herein lies the crux of the controversy: Should one individual or group be allowed to dictate what values and beliefs should be held by all people? The review of research studies indicated that attempts at censorship have been increasing as our society has become increasingly diverse. Thus, it was appropriate to study the trends of censorship and the attitudes of librarians as they face
censorship issues. Such studies have been conducted all across the United States. This study, however, concerned itself with the issue of censorship of public school library materials in the state of Texas and librarians' perceptions of the factors that influence the outcome of challenges.
CHAPTER III

DESIGN OF THE STUDY

Population

The population for this study was certified Texas library media specialists who serve in a public school library media center. The population was stratified into three groups: elementary librarians, middle/junior high librarians, and high school librarians. A random sample was drawn by the Texas Education Agency representing a 10% random sample from each of the stratified groups. The final sampling frame consisted of 236 elementary librarians, 97 middle/junior high librarians, and 106 high school librarians for a total sample population of 439.

Instrumentation

Data for this study was collected by a survey questionnaire that was mailed to the sample selected. The survey instrument provided a definition of the terms "challenge to library materials," "outcome," "selection policy," and "LMC." Further, the survey instrument consisted of two parts. Part One addressed the demographics of the LMC and library media specialists participating in the study and was designed with a combination of open/closed-ended questions. Part Two addressed Texas public school library media specialists' perceptions of the trends in challenges to library materials and factors influencing the outcome of challenges. This section was designed with Likert-type questions which addressed four areas: (1) trends in the challenges to library media materials, (2) evidence of selection policies and the extent to which policies are followed, (3) support received by the library media specialist and its affect on the
outcome of the challenge, (4) effect of the challenges on the library media specialist's subsequent selection practices.

Reliability

A jury consisting of one high school media specialist, one middle/junior high media specialist, two elementary media specialists, and a university library science instructor was utilized to determine the validity of the survey instrument. The school library media specialists were recommended by the executive committee of the Region XI Library Association. The university library science instructor was recommended by the dissertation committee. The questionnaire was revised according to the suggestions made by the jury when deemed appropriate. After revision and completion of the final survey instrument, the first mailing was sent to the sample. One follow-up letter was sent to maximize returns of the survey instrument.

Data Collection

The following procedures were used for the collection of data. A list and data base of all library media specialists who are serving in a public school media center was obtained from the Texas Education Association. This group of librarians was stratified into three groups: elementary librarians, middle school librarians, and high school librarians. The Texas Education Association provided a random sample consisting of 10% (106) high school library media specialists, 10% (97) middle/junior high library media specialists, and 10% (236) elementary library media specialists from the stratified groups. After the survey instrument was developed and the jury procedure established its validity, the instrument was sent to the 439 library media specialists. To insure a sufficient number of returns, a follow-up mailing was made. Two weeks following the initial mailing, a letter of reminder was sent to the entire sample, regardless if the
librarian had responded or not. A survey return rate of 50% was considered adequate for this study. However, every effort was made to maximize the returns with the follow up letter.

*Procedures for Data Analysis*

The data was collected and analyzed using a chi square distribution. Chi square, a measure of the discrepancy between observed and expected frequencies, was appropriate for this survey study (Thomas & Young, 1993). According to Hinkle, Wiersma, and Jurs (1994), the chi square statistic is frequently used to compare two or more groups on a nominal variable with two or more categories. A contingency table was used to determine if two or more nominal variables were related. The contingency table consists of $r$ rows and $c$ columns, relating to the number of levels in the variables. Margin totals were used to compute expected frequencies. If the chi square value was significant, then the differences between observed and expected frequencies in the table were checked to determine where the significance lies (Yount, 1994). More specifically, the chi square test of homogeneity for nominal data in $k$-samples was used to determine if there is a difference in perceptions between library media specialists at different grade levels, school size, with various years of experience, and with various types of degrees. The formula for the test of homogeneity with $k$-samples is:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

with $(r-1)(c-1)$ degrees of freedom (Hinkle, Wiersma, & Jurs, 1994, p. 555). Where chi square was not applicable, information was reported in percentages and a statistical treatment of the percentages was applied to the extent that it was applicable. Results were organized and presented in tabular form and discussed in narrative form.
CHAPTER IV

ANALYSIS OF DATA

Major Findings

This study was designed to investigate Texas library media specialists' perceptions of challenges to intellectual freedom. A questionnaire was mailed to 439 Texas public school librarians, representing 10% of the public school librarians in the state of Texas. Of the 439 librarians, 236 were elementary librarians, 97 were middle/junior high librarians, and 106 were high school librarians. Two hundred and seventy-nine valid questionnaires were returned for a return rate of 63.6%. An additional 13 surveys were deemed incomplete and therefore invalid.

When the questionnaires were analyzed, it was discovered that some of the librarians served more than one school level. Consequently, a fourth category was added to the demographics under school level to include multiple levels.

The data was analyzed to obtain frequencies and percentages on all demographic and survey questions. In addition, chi square analysis was performed to determine if there was a relationship between the survey response variables and the demographic response variables for school size, years of experience, school level, and the education of the media specialist. The analysis data was presented in tabular form and discussion. The library media specialists responding to the survey represented a wide range of school sizes and experience. Nearly 73% had a student body between 500 and 1599 students. Only a small percentage, 14.34%, were in schools under 500 in population. Further, 12.54% were in very large schools with 1600 or more students. Thus, it
Table 1

Demographic responses in percentages

<table>
<thead>
<tr>
<th>School Size:</th>
<th>0-299</th>
<th>300-499</th>
<th>500-699</th>
<th>700-1000</th>
<th>1000-1599</th>
<th>1600+</th>
<th>N/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>4.66%</td>
<td>9.68%</td>
<td>29.39%</td>
<td>30.47%</td>
<td>12.90%</td>
<td>12.54%</td>
<td>0.36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Experience:</th>
<th>1-5 yrs</th>
<th>6-10 yrs</th>
<th>11-15 yrs</th>
<th>15+ yrs</th>
<th>N/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>26.52%</td>
<td>20.79%</td>
<td>16.13%</td>
<td>36.20%</td>
<td>0.36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Level:</th>
<th>Elementary</th>
<th>Middle/Jr. High</th>
<th>High School</th>
<th>Multiple Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>44.80%</td>
<td>21.86%</td>
<td>23.66%</td>
<td>9.68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>23.66%</td>
<td>70.61%</td>
<td>0.72%</td>
<td>4.66%</td>
<td>0.36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the district have a selection policy?</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
<th>N/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>82.44%</td>
<td>8.60%</td>
<td>7.89%</td>
<td>1.08%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of the most recent challenge:</th>
<th>Sexual</th>
<th>Language</th>
<th>Religion</th>
<th>Discrimination</th>
<th>Occult</th>
<th>Other</th>
<th>N/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>26.16%</td>
<td>22.22%</td>
<td>2.51%</td>
<td>2.87%</td>
<td>16.49%</td>
<td>6.09%</td>
<td>23.66%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did the district respond to the challenge?</th>
<th>Retain materials</th>
<th>Restrict materials</th>
<th>Remove materials</th>
<th>In progress</th>
<th>N/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>39.43%</td>
<td>15.05%</td>
<td>17.20%</td>
<td>2.87%</td>
<td>25.45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The most recent challenge was made by a(n):</th>
<th>Parent</th>
<th>Student</th>
<th>Administrator</th>
<th>Teacher</th>
<th>Board Member</th>
<th>Other</th>
<th>N/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>58.78%</td>
<td>3.58%</td>
<td>3.23%</td>
<td>8.96%</td>
<td>0.36%</td>
<td>2.51%</td>
<td>22.58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Librarians listing challenged titles and/or materials:</th>
<th>Titles given</th>
<th>No Titles given</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>71.33%</td>
<td>28.67%</td>
</tr>
</tbody>
</table>

N/R denotes: No Response
appeared that the majority of the library media specialists responding to the survey were from average to large size schools. This statistic is important since Pope’s 1974 study indicated that school size was related to librarians’ attitudes toward intellectual freedom. His findings indicated that librarians serving larger libraries tended to be less restrictive (Hopkins, 1989).

The next demographic concerned years of experience. In studies by Fiske (1959), Farley (1964) and Hopkins (1989), findings indicated that librarians newer to the profession were less restrictive. In addition, Hopkins’ studies indicated that years of service corresponded to the depth of what a librarian stood to lose in fighting a challenge (Hopkins, 1989). Thus, the older and more experienced a librarian, the more restrictive the librarian. Approximately 21% of the respondents in the current study have been a library media specialist from 6-10 years and 16% from 11-15 years. Twenty-seven percent have been a library media specialist from 1-5 years, while 36% have over 15 years of experience. Thus, the library media specialists were nearly equally divided in their years of service.

Research indicated that school level was related to library media specialists’ attitude toward intellectual freedom. Pope’s 1974 study found that high school librarians tended to be less restrictive than elementary librarians (Hopkins, 1989). Further, the 1993 study conducted by Chakot indicated that a high percentage of the challenges in Pennsylvania were rather evenly divided between grades 4-12. In this study, the library media specialists indicated that 44.8% worked in an elementary school, 21.86% in a middle/jr. high school, and 23.66% in a high school. Further, 9.68% either worked in more than one school over multiple levels or worked in a school that covered multiple levels. When the middle/jr high school and high school levels were combined, they represented 45.52%, which was nearly equal to the elementary level. This particular
demographic yielded the most significant chi square measurements, indicating a relationship between school level and certain survey questions.

Hopkins' 1990 study revealed a relationship between the level of education of the library media specialists and the rate of retention of the challenged materials. The study indicated that the greater the level of education of the media specialist, the greater the retention of challenged materials. An overwhelming majority of the library media specialists in this study, 70.61%, had a master's degree with library certification. The next largest percentage was 23.66% for a bachelor's degree with library certification. Only a small percentage, 0.72%, held a doctorate degree. Library media specialists having alternative certification represented only 4.66%. Thus, since a large majority of the library media specialists had a master's degree or better, the retention rate of challenged materials should be high. Yet, as will be seen with demographic seven, only 39% of the challenged material was retained.

The next five questions in the demographic table revealed specific information regarding censorship in the library media specialist's school and school district. Over 82% of the respondents indicated that their school district had a selection policy. Only 8.6% reported that their districts did not have a selection policy and 7.89% were unsure. This was important since research studies of Fiske (1959), Bracy (1982), and Hopkins (1989) attested that school districts were better equipped to handle challenges when a selection policy was in place (Hopkins, 1989). Thus, the 82% of schools that reported having selection policies were in a better position to deal with challenges when they arose. Of the schools that reported having no selection policy for dealing with challenges, nine of the challenged materials were retained, two were restricted, and seven were removed. Hence, the outcome of the challenges for these schools was about equally divided between retention and either removal or restriction. Of the media
specialists who reported that they were unsure if their district had a selection policy, seven challenged titles were retained, nine were restricted and four were removed. Thus, the outcome for this group was that nearly double the challenges were either restricted or removed rather than retained. The media specialists reporting the existence of a selection policy, indicated that approximately 85 challenged materials were retained, while 35 were restricted and 45 were removed. Thus, the challenges were nearly equally divided between retain and restrict/remove. Thus, while having a selection policy better equipped the school with handling the challenge, it did not guarantee the material would be retained.

Question six revealed that 26.16% of the challenges were for sexual content in the material. Further, 22.22% of the challenges were for inappropriate language in the material. Religion and the occult combined represented 19% of the complaints. Over 23% of the library media specialists did not respond to this question. Many of these library media specialists indicated that the question was non-applicable since they have not had challenges.

Question seven was concerned with the district's response to the challenge. The district retained the materials in 39.43% of the challenges. As stated earlier, it would seem that this percentage should be higher since 82% of the schools responding indicated that their district had a selection policy in place for handling challenges. In 15.05% of the challenges, the district restricted the materials and in 17.20% of the challenges the material was removed from the library. Nearly 3% of the library media specialists reported that the challenge was still in progress. Finally, over 25% did not respond to this question.

Question eight ascertained who made the challenge to library materials. Hopkins' 1990 study found that parents accounted for 51% of the challenges, while
teachers or principals accounted for 26%. In the current study, the parents, with 58.78%, made up the majority of the challengers. Teachers represented the next largest group of challengers with 8.96%. Students consisted of 3.58% of the challengers, and administrators represented 3.23% of the challengers. Board members only challenged materials in 0.36% of the cases. This figure does not support the research that individuals from organized groups run for school board positions in order to exert their influence over the curriculum and reading material. As indicated by the table, the parents represented the largest group of challengers to intellectual freedom. Since the majority of the challenges came from outside of the school, the selection policy should be closely followed. Three media specialists reported, however, that their principals either removed or restricted the material without adhering to the selection policy. Additionally, the Texas respondents indicated in survey question eight that only 39.44% agreed that the selection policy was always followed regardless of who makes the challenge.

Question nine asked for specific titles that have been challenged in the library media specialist’s school. Over 71% of the library media specialists listed a total of 152 different titles while 28.67% did not list any titles. The titles receiving three or more challenges were: *Scary Stories to Tell in the Dark*, with eight challenges; *Halloween ABC*, with four challenges; *Child of the Owl*, with three challenges; *Shiloh*, with three challenges; and *Beware of Kissing Lizard Lips*, with three challenges. Both *Scary Stories to Tell in the Dark* and *Halloween ABC* were on challenged materials lists of other national studies. People for the American Way reported both of these titles as being among the most frequently challenged titles during 1994-1995. Additionally, *Beware of Kissing Lizard Lips* was on the 1996-1997 Texas Bluebonnet list from which Texas school children voted for the winner of the Texas Bluebonnet Award. The remaining titles reported in this study were challenged one or two times and are listed in
Appendix C. Many of the titles in the appendix were also reported in other national studies. Of this list, four were also included on the most frequently challenged books from 1982-1995 as reported by People for the American Way. These four titles are: The Catcher in the Rye, The Adventures of Huckleberry Finn, Go Ask Alice, and The Witches. Further, The Giver was also reported by People for the American Way as one of the most frequently challenged books during 1994-1995 (“Attacks,” 1995).

In addition to the book titles, two magazine titles reported in the present study were listed in the most frequently challenged materials from 1982-1995 by People for the American Way: Young Miss Magazine and Rolling Stone Magazine (“Attacks,” 1995). The nature of the challenges for these magazine selections were language and sexual reasons. Further, many library media specialists reported topics that were often challenged in their library or district. Some of the topics included witchcraft and occult materials, sex education materials, romance novels, books with inappropriate language, and magazine advertisements. Library media specialists also reported specific authors which were frequently challenged. Some of these authors were Stephen King, Dean Koontz, John Bellairs, Piers Anthony, Robert Cormier, Christopher Pike, Judith Krantz, Danielle Steel, and V.C. Andrews. Both Stephen King and Robert Cormier were on the most frequently challenged authors from 1982-1995 as reported by People for the American Way (“Attacks,” 1995). Thus, a variety of titles and materials have been reported challenged in this study, many of which corresponded with previously conducted national studies.

A variety of reasons was reported for the nature of the challenge in this Texas study. The majority of the titles were challenged for language, sexual, and occult reasons. Some were challenged for a combination of two or more of the above reasons. In addition, a few titles were challenged for discrimination reasons and some for nudity,
violence, and drugs. Still others were challenged for illustrations. One title, *A Light in the Attic*, by Shel Silverstein, was challenged because the author illustrates for *Playboy Magazine*. A complete list of the nature of the challenge and the district's response to the challenge is listed with the title in appendix C. While 39.43% of the challenged material remained on the shelf, 17.20% of the materials were removed. Additionally, as was evident from question eight in Table 1, parents represented the largest group of challengers at 58.78%. Thus, a variety of books, authors, and materials were challenged in this study and for a variety of reasons, with language, sexual, and occult being the most prevalent.

Table 2

*Trends in challenges to library media materials in percentages*

<table>
<thead>
<tr>
<th>Question</th>
<th>S/D</th>
<th>D</th>
<th>N/P</th>
<th>A</th>
<th>S/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenges have increased over last five years.</td>
<td>03.94%</td>
<td>21.15%</td>
<td>36.20%</td>
<td>31.54%</td>
<td>07.17%</td>
</tr>
<tr>
<td>1. Challenges have decreased over last five years.</td>
<td>14.70%</td>
<td>29.39%</td>
<td>44.44%</td>
<td>10.39%</td>
<td>01.08%</td>
</tr>
<tr>
<td>6. The most recent challenges were made by those affiliated with an organized group.</td>
<td>24.73%</td>
<td>30.82%</td>
<td>35.48%</td>
<td>05.02%</td>
<td>03.94%</td>
</tr>
</tbody>
</table>

S/D=Strongly Disagree, D=Disagree, N/P=No Perception, A=Agree, S/A=Strongly Agree
Table 2 represented library media specialists perceptions of the trends in challenges to library media materials. The library media specialists were asked to indicate the degree to which they agreed or disagree with statements regarding the increase and decrease in challenges during the last five years. The responses indicated that 3.94% of the media specialists strongly disagreed that challenges had increased. Additionally, 21.15% disagreed with the statement. Only 7.17% strongly agreed that challenges had increased and 31.54% agreed. The largest response was 36.20% for no perception of this trend. The library media specialists were fairly consistent with their responses to the second question which was the reverse of question one. Here, 14.70% of the media specialists indicated that they strongly disagreed that challenges had decreased over the last five years and 29.39% disagreed with the statement. Conversely, only 1.08% strongly agreed that challenges had decreased, while 10.39% agreed. The largest response was 44.44% for no perception of this trend. Thus, it was evident that approximately 38% of the media specialists perceived censorship attempts to be on the rise, while approximately 25% did not agree. People for the American Way indicated that challenges to library materials was on the rise across the country and that Texas was second in the number of challenges for the year 1995. Yet, the majority of Texas media specialists either had no perception or experience with this trend, or simply disagreed.

Library media specialists were also asked to respond to the statement that the most recent challenge was made by those affiliated with an organized group. Research indicated that religious right groups were organizing across the country and that such groups were challenging the schools' curriculums and library materials. Texas library
media specialists did not agree that the most recent challenges were made by members of organized groups. Only 8.96% either agreed or strongly agreed with this statement. Conversely, 55.55% either disagreed or strongly disagreed that organized groups were responsible for the recent challenges. Additionally, the responses indicated that 35.48% of the media specialists had no perception to this trend.

In a study of censorship in Pennsylvania schools, Mary Jane Chakot recommended that every school district have a written policy for the selection of materials and procedures for handling challenged materials (Chakot, 1993). Such policies help school districts to fairly handle complaints to library media materials. Hence, Table 3 was concerned with selection policies and the extent to which such policies were followed. Question three stated that challenges were usually in a written format. An overwhelming majority of 67.74% either strongly disagreed or disagreed with this statement. This indicated that most challenges were made orally and possibly did not reach the formal written stage. Often, challenges begin orally and when they are not resolved satisfactorily to the challenger, then a written complaint follows.

Question four stated that challenges made by school personnel usually resulted in removal or restriction of material. The library media specialists either disagreed or strongly disagreed to this statement by 24.73%. Conversely, 34.05% agreed or strongly agreed that challenges made by school personnel resulted in restriction or removal of the material. Twenty-three percent of the media specialists in this group also indicated that they disagreed that the selection policy was always followed, while 39.43% agree that the policy was followed. Thus, this group was divided in its perceptions of the selection
Table 3

Selection policies and the extent they are followed, in percentages

<table>
<thead>
<tr>
<th>Question</th>
<th>S/D</th>
<th>D</th>
<th>N/P</th>
<th>A</th>
<th>S/A</th>
<th>N/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Challenges are usually in written format.</td>
<td>25.45%</td>
<td>42.29%</td>
<td>13.62%</td>
<td>12.19%</td>
<td>06.09%</td>
<td>0.36%</td>
</tr>
<tr>
<td>4. Challenges made by school personnel usually result in removal or restriction of material.</td>
<td>04.30%</td>
<td>20.43%</td>
<td>41.22%</td>
<td>27.24%</td>
<td>06.81%</td>
<td>0.00%</td>
</tr>
<tr>
<td>5. A selection policy is an effective process for dealing with challenges.</td>
<td>01.08%</td>
<td>03.58%</td>
<td>06.45%</td>
<td>29.39%</td>
<td>59.59%</td>
<td>0.00%</td>
</tr>
<tr>
<td>7. Removal of challenged material can often be avoided when the selection policy is followed.</td>
<td>00.72%</td>
<td>07.17%</td>
<td>11.11%</td>
<td>52.33%</td>
<td>28.67%</td>
<td>0.00%</td>
</tr>
<tr>
<td>8. The selection policy is always followed regardless of who makes the objection.</td>
<td>05.38%</td>
<td>17.92%</td>
<td>36.92%</td>
<td>21.52%</td>
<td>17.92%</td>
<td>0.36%</td>
</tr>
<tr>
<td>9. Informal discussion with the challenger can often resolve the issue.</td>
<td>00.72%</td>
<td>11.47%</td>
<td>16.49%</td>
<td>54.48%</td>
<td>16.85%</td>
<td>0.00%</td>
</tr>
<tr>
<td>10. Materials receiving favorable reviews from reputable review sources have a greater chance of being retained.</td>
<td>01.79%</td>
<td>05.02%</td>
<td>12.54%</td>
<td>49.46%</td>
<td>31.18%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

S/D=Strongly Disagree  D=Disagree  N/P=No Perception  A=Agree  S/A=Strongly Agree  N/R=No Response
policy being followed when school personnel made the challenge. Finally, 41.22% had no perception to this statement.

Question five stated that a selection policy was an effective process for dealing with challenges. Eighty-nine percent of the library media specialists agreed with this statement indicating that they believed that the challenge can be handled satisfactorily when the selection policy was followed. Only 4.66% disagreed or strongly disagreed with the statement and 6.45% had no perception to the statement.

Question seven stated that removal of challenged material could often be avoided when the selection policy was followed. Eighty-one percent agreed or strongly agreed that challenged materials had a greater chance of being retained when the selection policy was followed. Yet, the responses in question eight indicated that only 39.48% of the media specialists perceived that the selection policy was always followed regardless of who makes the challenge. This would indicate that selection policies, which library media specialists perceived as being an effective measure to retain challenged materials, were not always utilized, diminishing the chances of the materials being retained. Finally, 7.89% of the respondents disagreed or strongly disagreed that removal of challenged material could often be avoided when the selection policy was followed. Additionally, 23.30% disagreed or strongly disagreed that the selection policy was always followed regardless of who made the objection.

Question nine stated that informal discussion with the challenger could often resolve the issue. Many selection policies suggest that the library media specialist first try to handle the challenge on an informal level by discussing the challenger’s concerns.
The respondents indicated by a rate of 71.33% that they agreed or strongly agreed with this statement. Thus, the majority of the library media specialists would first try to resolve the issue informally with the challenger. Only 12.19% disagreed or strongly disagreed that informal discussion could resolve the issue. Additionally, 16.49% had no perception to the statement.

Finally, question ten stated that materials receiving favorable reviews from reputable review sources had a greater chance of being retained. Most selection policies include guidelines for selection of quality materials for the school library. Utilizing reputable review sources is one measure of selecting quality materials. Over 80% of the library media specialists believed that if the challenged material had been favorably reviewed in a reputable review source, that it had a greater chance of being retained. Only 6.81% of the media specialists disagreed or strongly disagreed with this statement. Furthermore, 12.5% of the respondents had no perception to this statement. Thus, the data indicated that respondents perceived that if they utilized reputable review sources in their selection practices, the library materials had a greater chance of being retained when challenges arose.

Table 4 concerns the level of support the library media specialist received and the degree to which that support affected the outcome of challenges. In general the findings support the work of Hopkins (1989, 1990, 1991, 1992, 1993) who conducted several research studies in the area of support and its affect on the outcome of the challenge. With this in mind, it was appropriate to consider the issue of support as it related to censorship for Texas library media specialists. Question 11 stated that the principal
supports the library media specialist in challenges to materials. Fifty-six percent of the respondents agreed or strongly agreed with this statement. Since the research revealed the importance of the principal’s support, this was an important finding. Further, only 10.76% reported that the principal did not support them in challenges. Thus, it was concluded that a majority of Texas library media centers had a greater chance of materials being retained due to the principal’s support.

Table 4

*Level of support received and its effect on outcomes in percentages*

<table>
<thead>
<tr>
<th>Question</th>
<th>S/D</th>
<th>D</th>
<th>N/P</th>
<th>A</th>
<th>S/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The principal supports the librarian in challenges to materials.</td>
<td>03.23%</td>
<td>07.53%</td>
<td>33.33%</td>
<td>37.63%</td>
<td>18.28%</td>
</tr>
<tr>
<td>12. Librarians having good rapport with school personnel can expect support when dealing with challenges.</td>
<td>00.72%</td>
<td>04.30%</td>
<td>13.98%</td>
<td>56.63%</td>
<td>24.37%</td>
</tr>
<tr>
<td>13. The school media center plays an integral role in the instructional program.</td>
<td>00.36%</td>
<td>02.51%</td>
<td>03.23%</td>
<td>30.47%</td>
<td>63.44%</td>
</tr>
<tr>
<td>14. When in-school support is received, the material stands better chance of being retained.</td>
<td>00.00%</td>
<td>01.79%</td>
<td>15.77%</td>
<td>51.61%</td>
<td>30.82%</td>
</tr>
</tbody>
</table>

*table continues*
Table 4 - Continued

<table>
<thead>
<tr>
<th>Question</th>
<th>S/D</th>
<th>D</th>
<th>N/P</th>
<th>A</th>
<th>S/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. When community support is received, the material stands a better chance of being retained.</td>
<td>00.72%</td>
<td>02.15%</td>
<td>26.16%</td>
<td>43.37%</td>
<td>27.60%</td>
</tr>
<tr>
<td>16. When support is received from professional organizations, the material has a better chance of being retained.</td>
<td>00.00%</td>
<td>05.73%</td>
<td>30.47%</td>
<td>40.86%</td>
<td>22.94%</td>
</tr>
<tr>
<td>17. The librarian received support from within the school during the recent challenge.</td>
<td>00.72%</td>
<td>08.96%</td>
<td>52.33%</td>
<td>27.24%</td>
<td>10.75%</td>
</tr>
<tr>
<td>18. The librarian received support from the community during the recent challenge.</td>
<td>00.72%</td>
<td>07.89%</td>
<td>82.80%</td>
<td>06.45%</td>
<td>02.15%</td>
</tr>
<tr>
<td>19. The librarian received support from professional organizations during the recent challenge.</td>
<td>00.72%</td>
<td>07.53%</td>
<td>86.38%</td>
<td>04.66%</td>
<td>00.72%</td>
</tr>
<tr>
<td>20. When materials are challenged, the librarian self-censors future selections.</td>
<td>05.73%</td>
<td>16.85%</td>
<td>28.32%</td>
<td>39.78%</td>
<td>09.32%</td>
</tr>
</tbody>
</table>

S/D=Strongly Disagree  
D=Disagree  
N/P=No Perception  
A=Agree  
S/A=Strongly Agree
Question 12 stated that librarians having good rapport with school personnel can expect support when dealing with challenges. Library media specialists overwhelmingly agreed or strongly agreed with this statement by 81%. Only 5.02% disagreed or strongly disagreed that the relationship between the library media specialist and colleagues affected the outcome of challenges. It was evident, therefore, that Texas library media specialists considered good rapport with colleagues as vital to the outcome of challenges.

Question 13 sought information regarding the role of the library media center in the school's instructional program. Nearly 94% of the media specialists perceived the library media center as having a vital role in the instructional program. Hence, if the media center and the materials therein were vital to support the curriculum and instructional program, principals and teachers should value the media center and its resources. As such, there should be greater support from within the school during challenges. Consequently, Texas library media specialists should seek and gain support from their colleagues during challenges.

Library media specialists agreed or strongly agreed with question 14 dealing with in-school support by 82%. Thus, the media specialists perceived that when in-school support was received, materials had a greater chance of being retained. Only 1.79% disagreed with this statement. Furthermore, media specialists perceived that when community support was received the challenged materials had a greater chance of being retained. The media specialists agreed or strongly agreed with question 15 dealing with community support by 71%. Only 2.87% disagreed with this statement. Media specialists also agreed or strongly agreed with question 16 by 43.8% that support received from professional organizations such as the American Library Association or the Texas Library Association resulted in challenged materials being retained. Only
5.73% disagreed with the statement. Interestingly, however, 30.47% had no perception regarding this statement. This may indicate that librarians have not sought or received the support of professional organizations during challenges.

Questions 17 through 19 were concerned with the level of support received by the library media specialist during challenges. Question 17 was concerned specifically with in-school support. Only 38% of the media specialists received in-school support during the most recent challenge. Conversely, 9.68% disagreed or strongly disagreed that they had received in-school support. The majority of the respondents indicated no perception to this question. Some of these respondents indicated that they did not have challenges and therefore had no perception to this set of questions. Still a few indicated that they did not seek support and therefore did not receive support during the challenge. Hence, only 38% sought and received in-school support during the challenge.

Question 18 was concerned with the level of community support the library media specialist received during the most recent challenge. This support could come from community members and the media, as well. Only 8.6% of the respondents indicated that they received support from the community. Additionally, 8.62% indicated that they did not receive community support. Again, the majority of the respondents (82.80%) indicated that they had no perception to this statement. Hence, these library media specialists may not have had challenges, or may not have sought support. Thus, it appears from these statistics that the community was most likely unaware of the challenges taking place in most instances. Yet, 71% of the media specialists perceived that materials would have greater chance of being retained when community support was received.

Question 19 was concerned with the level of support received from professional organizations such as the American Library Association and Texas Library Association.
Here, only 5.38% of the librarians received support from such organizations. Additionally, 8.25% indicated that they received no support from these organizations. Eighty-six percent indicated that they have no perception to this question. Again, this indicated that in the majority of the challenges, no support was sought from professional organizations. Further, library media specialists did not perceive that support from these organizations would result in retention of the challenged materials to as large of an extent as they believe in-school support and community support would. Yet, it appears that while 42% believed support from organizations would impact challenges favorably, this support was not sought or received. The lack of support received from the community and professional organizations supported Hopkins’ findings that library media specialists did not seek support outside the school.

Finally, question 20 sought to determine the effect of challenges to future selections. According to Hopkins’ studies (1989), library media specialists tended to self-censor future selections when challenges had been received. Further, McDonald’s study found that media specialists tended to not buy materials that would arouse local critics. Question 20 stated that when materials were challenged, the library media specialist self-censored future selections. Forty-nine percent of the librarians either agreed or strongly agreed with this statement. Twenty-three percent disagreed while 28% had no perception to this statement. Thus, nearly half of the librarians believed that challenges to materials affect future selections. Many librarians indicated in comments that certain types of books were often challenged and that they tended to avoid purchasing those topics.

Chi square statistics was utilized to determine if there was a relationship between the demographic variables and the survey questions. The demographic variables which were calculated with chi square were school size, years of experience of the
library media specialist, school level, and the education of the library media specialist. Each category in the demographics was computed with each survey question resulting in eighty chi square tests. The computations resulted in seven significant chi square values. Each of the seven was listed in Table 5 with the chi square value, the degrees of freedom, the probability value at the .05 significant level. The differences in the degrees of freedom among questions resulted from a library media specialist not responding to one or more of the demographics. This produced an additional demographic category of no response which was computed with each survey question.

The chi square values listed in Table 5 exceeded the critical value of chi square and were, therefore, significant. Additionally, each of the probability values for the seven significant chi square values was significant at the .05 level. In other words, the probability that the significant relationship resulted by chance was less than five in one hundred. Therefore, since the calculated value of chi square exceeded the critical value, the null hypothesis of no relationship between the variables was rejected for these variables.

While chi square was useful in determining if a relationship existed between the variables, it was computed over all of the categories and did not indicate where the significance lied. In other words, chi square did not indicate which category caused the statistical significance. Consequently, the standardized residual was calculated for the categories to determine which were the major contributors to the statistical significance. The standardized residual was computed with the following formula:

\[ R = \frac{O - E}{\sqrt{E}} \]
Table 5

Significant chi square effects

<table>
<thead>
<tr>
<th>Demographic #2 - Experience</th>
<th>Question</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2_{cv}$</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Challenges to materials have increased over the last five years.</td>
<td>27.95</td>
<td>16</td>
<td>26.29</td>
<td>.032</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic #3 - School Level</th>
<th>Question</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2_{cv}$</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Challenges to materials made by school district personnel usually result in removal or restriction of the material.</td>
<td>24.48</td>
<td>12</td>
<td>21.02</td>
<td>.017</td>
</tr>
<tr>
<td>12.</td>
<td>Librarians having a good rapport with school personnel can expect support when dealing with challenges.</td>
<td>27.54</td>
<td>12</td>
<td>21.02</td>
<td>.006</td>
</tr>
<tr>
<td>18.</td>
<td>The librarian received support from the community during the recent challenge.</td>
<td>21.88</td>
<td>12</td>
<td>21.02</td>
<td>.039</td>
</tr>
<tr>
<td>19.</td>
<td>The librarian received support from professional organizations during the recent challenge.</td>
<td>22.26</td>
<td>12</td>
<td>21.02</td>
<td>.035</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic #4 - Education</th>
<th>Question</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2_{cv}$</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>A selection policy is an effective effective process for dealing with challenges.</td>
<td>28.31</td>
<td>16</td>
<td>26.29</td>
<td>.029</td>
</tr>
<tr>
<td>7.</td>
<td>Removal of challenged material can often be avoided when the selection policy is followed.</td>
<td>28.83</td>
<td>16</td>
<td>26.29</td>
<td>.025</td>
</tr>
</tbody>
</table>

$x^2 = \text{chi square}$ \quad df = \text{degrees of freedom} \quad $\chi^2_{cv} = \text{chi sq. critical value}$

P Value = probability value
The standardized residual is significant at 2.00 absolute value. In other words, when the standardized residual is 2.00 or greater in absolute value, the observed frequencies significantly do not fit what was expected. Consequently, in order to determine which category contributed to the significant chi square values for the above seven questions, the standardized residuals were computed for each category response.

The first standardized residuals were computed for the demographic variable of experience and survey question #1 which stated that challenges had increased over the last five years. One residual value of 2.5522 was found to have contributed to the significant chi square value. This value was for the category of 1-5 years experience and the response was no perception. This signified that more library media specialists in the 1-5 years experience category responded to the no perception indicator than was expected. Thus, this group of library media specialists had no opinion regarding the statement that challenges had increased over the last five years. Since these library media specialists were new to the profession, it was reasonable that they would have no perception of this trend.

Demographic variable #3, representing school level, had four significant chi square values indicating a relationship between school level and four of the survey questions. The standardized residuals were computed for each category and response for the four survey questions. The first variable was question #4 which states that challenges by school district personnel usually resulted in removal or restriction of the challenged material. One residual was found to be significant at the -2.0856 level. In other words, what was observed was not what was expected. The category was the elementary level and the response was disagree. Since the value was negative, the interpretation is that fewer library media specialists than was expected at the elementary
level disagreed that challenges by school district personnel resulted in removal or restriction of the material.

The next question to be considered was question 12 which stated that library media specialists who have a good rapport with school personnel can expect support when dealing with challenges. Again, one residual was found to be significant. The residual value of 4.4938 was computed for the category, multiple levels, and the response, disagree. Thus, more library media specialists who served multiple levels disagreed with the statement than expected. As such, library media specialists who served multiple levels significantly disagreed that a good rapport with school personnel resulted in support when dealing with challenges. One possible explanation may be that some of these library media specialists may be serving more than one school and consequently were not able to build the same rapport as other media specialists who stayed in one building.

Another question to be considered in school level was #18 which stated that the librarian received support from the community during the most recent challenge. Again, the standardized residuals were computed for each category to determine which category contributed to the significant chi square value. One significant residual was computed at 2.3518 for the middle/junior high level and response, strongly disagree. Hence, more than was expected middle/junior high level library media specialists strongly disagreed that they received support from the community during the most recent challenge. Research indicated that library media specialists generally did not seek support outside of the school. It was not known if the media specialists in this study sought support from the community or not.

The last question to be examined with school level was question #19 which stated that the library media specialist received support from professional organizations
during the recent challenge. The standardized residuals were computed for each category and resulted in one significant value of 2.4685. This significant value was for the middle/junior high level and the response, agree. Thus, this category and response contributed to the significant chi square value. The interpretation was that more middle/junior high level library media specialists than expected agreed that they received support from professional organizations during the most recent challenge. Consequently, this standardized residual value contributed to the significant chi square value.

The last demographic variable to be considered was that of the education of the library media specialist. Here, questions 5 and 7 were found to have significant chi square values. Survey question five stated that a selection policy provided an effective process for dealing with challenges. The standardized residual computations resulted in four significant values for this question. The first was for the category of doctorate degree and the response of no perception. The residual value of 2.4129 was computed. Hence, more library media specialists with doctorate degrees than expected had no opinion regarding the effectiveness of the selection policy in dealing with challenges. A second significant residual value of 2.3568 was computed for the category, alternative certification, and the response of no perception. Therefore, more than expected library media specialists with alternative certification had no opinion regarding the effectiveness of the selection policy in dealing with challenges. The third significant residual was computed at 2.1387 for the category of alternative certification and the response of agree. Here, more library media specialists than expected with alternative certification agreed that the selection policy was effective in dealing with challenges. Finally, a residual value of -2.0609 was computed for the category of alternative certification and the response of strongly agree. Since this was a negative value, fewer than expected library media specialists with alternative certification strongly agreed that a selection
policy was effective in dealing with challenges. This question concerning the selection policy had the most significant residual values which contributed to the significant chi square value than did the other questions.

The final question to be considered for the demographic variable of education was number seven. This question stated that the removal of challenged material could often be avoided when the selection policy was followed. A significant residual value of 2.2984 was computed for category of doctorate degree and the response of disagree. The interpretation was that more library media specialists than expected with doctorate degrees disagreed that removal of challenged material could be avoided when the selection policy was followed. Hence, this residual value contributed to the significant chi square value in that the observed distribution did not fit the expected distribution.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

Censorship presents an age-old dilemma in which those who purport intellectual freedom are at odds with those who seek to preserve their own ideology and values within society. In order to preserve these convictions, individuals and groups seek to influence and control the educational institutions entrusted with molding the character of its youth. One such measure utilized by individuals and groups is to control library and curricular materials in public schools. While this is not a new trend in society, such controversies regarding curriculum and instruction are increasing in the schools across the nation. People for the American Way report from their 1994-1995 survey, 458 challenges of reading material in school systems across the nation and that Texas is second in the nation for the number of challenges. Thus, it is appropriate to study the issue of censorship and intellectual freedom. This particular study concerns itself with Texas’ school librarians’ perceptions on censorship and intellectual freedom. More specifically, this study looks at Texas’ school librarians’ perceptions of the trends of censorship and factors that affect the outcome of challenges.

The related literature for this study was presented in three sections. The first section provided a historical overview of censorship. Here, the literature showed an underlying desire of people from ancient civilizations to the present to maintain their beliefs and value system. The second section in the literature review presented doctoral
dissertations and masters' theses which deal with the issue of censorship. Here, studies were presented in which school curriculum and materials were challenged. Finally, the third section was concerned with research studies dealing primarily with censorship in public school libraries.

The problem of this study was to ascertain Texas school library media specialists' perceptions of the trends in challenges to intellectual freedom and the factors influencing the outcome of challenged materials. Specifically, in ascertaining library media specialists' perception of trends in censorship, insight was gained to indicate whether school librarians perceived an increase or decrease in challenges to school library materials during the last five years, who made the challenges and for what reasons, what specific materials were being challenged, whether written policies were in place, and the perceived factors that influenced the outcome of challenges of library materials. A survey questionnaire entitled *A Questionnaire Designed to Study Library Media Specialists' Perceptions of Challenges to Intellectual Freedom* was sent to 439 public school librarians in the state of Texas. This sample represented 10% of the population of certified Texas library media specialists serving in a public school library media center. The return of 279 survey questionnaires provided the data for analysis for this study. The 279 returned questionnaires represented a 64% return rate.

The questionnaire was divided into two sections. Section I dealt with the demographics of the library media specialists and also provided basic information concerning censorship trends in their school district. Section II of the survey was a Likert scale in which library media specialists were to indicate the degree to which they agreed or disagreed with a statement regarding trends in censorship and factors that may affect the outcome of challenges. The library media specialists were also given an opportunity to give comments about the issue of censorship.
The data was analyzed to obtain frequencies and percentages on all demographic and survey questions. Chi square analysis was also performed to determine if there was a relationship between the survey response variables and the demographic response variables for school size, years of experience, school level, and the education of the media specialist. This analysis yielded seven significant relationships. In addition, the standardized residual was calculated to determine which category contributed to the significant chi square effects. Finally, the data for the percentages and for the chi square analysis was presented in tabular form and discussion.

Nine research questions dealing with librarians' perceptions of the trends in censorship and the factors that influence the outcome of challenges were considered in this study.

The following research questions were answered through an analysis of the data obtained with the survey questionnaire.

1. What is the perception of increase or decrease during the last five years in challenges of materials in Texas public school library media centers?

2. To what degree are policies for selection and challenges of library materials in place in the Texas public school library media centers?

3. What effect do selection policies have on the outcome of challenges of materials in Texas public school library media centers?

4. How are challenges of materials in Texas public school library media centers handled and what is the outcome of such challenges?

5. What are the reasons given for challenges of materials in Texas public school library media centers.

6. What individuals or groups are making the challenges of materials in Texas public school library media centers?
7. What specific materials and titles are being challenged in Texas public school library media centers?

8. What are Texas library media specialists’ perceptions of the factors that influence the outcome of challenged materials?

9. What effect has the challenge of materials in library media centers had on subsequent selection of materials.

Findings

Challenge Trend

As shown in Table 2, nearly 39% of the library media specialists indicated that they believe challenges have been increasing during the last five years, while 25% of the library media specialists disagreed that challenges have been increasing. In addition, 36% had no perception regarding this trend. When the question was reversed and stated that challenges had decreased over the last five years, over 44% disagreed. Thus, the majority of the library media specialists clearly believed that challenges have increased over the last five years.

Objectors

According to the respondents, parents composed the majority of the objectors (58.79%) of library materials. Teachers formed the next largest group (8.96%) of the objectors. The remaining 32% was composed of students, administrators, organized groups, and board members.

Nature of the Challenge

Respondents indicated that 26.16% of the challenges were for sexual content in the material. This was followed by inappropriate language at 22.22%. Nineteen percent indicated that the challenge was for occult or religious reasons. Discrimination
composed only 2.87% of the reasons for the challenge. Nearly one-fourth of the respondents did not respond to this question and made notations that they had not had any challenges.

Response to the Challenge

Nearly 40% of the respondents indicated that the challenged material was retained. Fifteen percent indicated that the material was restricted, while 17% said the materials were removed. Still, nearly 3% of the respondents indicated that the challenge was still in progress and had not been resolved. Again, one-fourth of the library media specialists did not respond to the question.

Challenged Materials

The most challenged title was *Scary Stories to Tell in the Dark* with eight challenges. This book was followed by *Halloween ABC* with four challenges. *Child of the Owl, Shiloh,* and *Beware of Kissing Lizard Lips,* with three challenges each. Sixteen titles received two challenges. Some of the 16 titles are: *The Witches, A Day No Pigs Would Die, Wrinkle in Time, The Giver, The Color Purple, The Adventures of Huckleberry Finn, Go Ask Alice,* and *Catcher in the Rye.* The complete list of challenged titles is in appendix C. Additionally, some of the respondents reported that books by the following authors were often challenged: Stephen King, Dean Koontz, John Bellairs, Piers Anthony, Robert Cormier, Christopher Pike, Judith Krantz, Danielle Steel, and V.C. Andrews. In addition to book titles, two magazine titles were challenged: *Young Miss Magazine* and *Rolling Stone Magazine.* The respondents also listed topics which were often challenged in their districts. These topics included: witchcraft, occult, sex education, romance novels, books with inappropriate language, and magazine advertisements.
**Selection Policies**

Over 82% of the respondents indicated that their school district has a written selection policy. Only 8.6% reported that their districts do not have a selection policy and 7.89% were unsure. Further, nearly 40% indicated that the selection policy was always followed regardless of who made the challenge. Nearly one-fourth of the respondents, however, did not believe that the selection policy was always followed. Additionally, nearly 68% indicated that challenges were not handled in a written format.

**Support**

It was found that the majority (56%) of the respondents indicated that their principal supports them in challenges to library materials. Only 10% indicated that their principal does not support them in challenges, while one-third did not have an opinion regarding the principal’s support.

Another finding was that a little over one-third of the respondents received support from their colleagues within the school during the most recent challenge, while over one-half had no opinion regarding the level of support received from colleagues. Nine percent did not receive support within the school.

Eighty-three percent of the respondents had no perception and possibly did not seek support from the community during the most recent challenge. Over 8%, on the other hand, received community support, while 8% did not receive support from the community.

Eighty-six percent of the respondents had no perception of the support from professional organizations such as the Texas Library Association or the American Library Association during the most recent challenge. Over five percent received support from the professional organizations, while 8% did not receive support from these groups.
Perceived Factors Influencing the Outcome of Challenges

Selection Policy: Nearly 89% of the respondents believed that a selection policy containing a procedure for selection and challenged materials provided an effective process for dealing with challenges to library materials. Further, 81% believed that removal of challenged material could often be avoided when the selection policy was followed. Yet, in the comment portion of the survey, several respondents indicated that the selection policy was not always followed and that the principal or superintendent made the decision. Some respondents indicated that their principals often removed books from the shelf without checking them out and the media specialists would not see the books again.

Further 71% of the respondents agreed that informal discussion with the challenger concerning the challenged materials could often resolve the issue. In the comment portion of the survey, some respondents indicated that objectors often challenge materials verbally, but will not follow through with the written complaint.

Finally, over 80% of the library media specialists agreed that materials receiving favorable reviews by reputable review sources had a greater chance of being retained. Some respondents noted in the comment portion of the survey the importance of selecting materials wisely: selecting age appropriate materials, quality literature, and materials that support the curriculum. Some respondents indicated that they select conservatively.

Challenger: Thirty-four percent of the respondents believed that challenges made by school personnel would usually result in removal or restriction of the material. Twenty-five percent disagreed, however, while 41% had no opinion. Some of the respondents indicated in the comment section that when the parent was the challenger,
their principal usually would side with the parent and remove the material from the collection.

_Library Media Center:_ Ninety-four percent of the library media specialists indicated that the media center plays an integral role in the school's instructional program; consequently, greater in-school support for the media center should prevail.

Support. Eighty-one percent of the library media specialists indicated that librarians who have a good rapport with their school administrators and teachers could expect their support when dealing with challenges to library materials. Further, 82% of the respondents indicated that when in-school support is received during the challenge, the material has a greater chance of being retained. Further, 71% of the respondents agreed that when support is received from the community, including the media, that the challenged material has a greater chance of being retained. Finally, 64% agreed that when support is received from professional organizations such as the Texas Library Association and the American Library Association that the challenged material has a greater chance of being retained.

_Future Selections_

Forty-nine percent of the respondents agreed that when library materials are challenged, the library media specialist self-censors future selections. Twenty-three percent of the respondents, however, disagreed, while 28% had no perception regarding this practice. In the comment portion of the survey, several library media specialists indicated that they self-censored either unconsciously or deliberately. Some said that they were encouraged by their administrators to avoid buying sensitive materials dealing with witches, occult themes, sexuality, gay rights, and drugs. Others avoided these topics because they did not wish to face possible challenges. Still others commented that their communities were very conservative and, therefore, the librarian ordered
conservative materials that support the curriculum. One respondent indicated that a library media specialist's own biases will influence future selections. Many respondents indicated in the comments that challenges influence their future selections.

**Significant Relationships**

The study found seven significant relationships between the demographic variables of experience, school level, education and the survey response variables. The majority of the significant relationships were found with the demographic variable of school level. Survey variables yielding the most significant relationships were in the area of selection policies and support.

**Conclusions**

1. It was concluded from this study that censorship exists in Texas public school library media centers and that challenges were perceived by most of the library media specialists to be increasing over the last five years. The 279 respondents reported 152 specific titles that have been challenged in Texas public schools. This data supported research by People for the American Way which reported that challenges are increasing. It was noted, however, that some librarians reported that they had never had a complaint.

2. It was concluded that parents initiate the majority of the challenges. Contrary to the report of People for the American Way, this study did not show an increase in the number of organized groups that initiated challenges. It was further concluded that the primary reasons for the objections were sexuality, inappropriate language, and occult themes.

3. Another important conclusion was that a large majority of the districts responding had written selection policies. This was significant since research has
shown that schools with selections policies are in a better position to handle challenges. Yet, only 40% of the respondents indicated that the challenged material was retained, while 32% of the respondents indicated that the material was either removed or restricted. It would seem that the percentage for retention of the materials would be higher since a large majority of the districts had written selection policies. Library media specialists reported, however, that some principals and superintendents ignored the selection policy and removed materials from the library media center. In addition, some library media specialists reported that they, too, removed materials when confronted by a challenger in order to avoid confrontations. Thus, it was concluded that one reason the retention percentage was not higher was that the policy was not always followed. Further, in many cases, the challenge was resolved with oral discussion and a written complaint was unnecessary. The respondents also indicated that parents often made a verbal challenge, but were reluctant to follow through with written challenges. Thus, it would be wise to begin with discussion in the hope that the issue could be resolved and the materials retained without a formal challenge.

4. It was further concluded that many of the titles that were challenged in Texas public schools were consistent with titles on other lists of challenged materials. The most frequently challenged book in Texas was *Scary Stories to Tell in the Dark*. This book was among the top ten most challenged books for 1994-1995, according to People for the American Way. Further, the top five titles challenged were challenged for language and occult themes. This was consistent with research which indicated that the top reasons for challenges were sexual, language, and occult themes. Thus, many of the respondents indicated that, because of their conservative communities, they avoided purchasing materials with sexual, inappropriate language, and occult themes.
5. It was concluded in this study that a majority (56%) of the library media specialists believed that their principal supports them in challenges to library materials and that such support increased the chances of materials being retained. At the same time, 10% indicated that their principal did not support them in challenges. In addition, several of the librarians commented that their principal withdrew materials from the collection and often sided with the challenger. Some principals took materials from the shelf without checking them out and the librarian never saw the materials again. Other respondents were told not to purchase certain types of materials which may be found objectionable. The support of the principal is crucial during challenges. Studies conducted by Hopkins, found that there is a 92% retention of challenged materials when the principal is supportive. Hopkins also referred to earlier studies which indicated that because of a feeling of isolation, librarians tend to comply with the wishes of their administrators and remove challenged materials. Thus, it was concluded that the majority of the respondents felt they were supported by their principals; therefore, the retention of materials should be higher with this support.

6. It was concluded that support from colleagues was important during challenges. This study showed that nearly 40% received support from their colleagues during the most recent challenge. However, 52% had no opinion regarding this support, and 9% did not receive support. Again, Hopkins’ studies indicated that schools with an open climate of trust between faculty members resulted in greater retention of materials. Further, the respondents in this study also perceived that having the support of colleagues would result in greater retention of materials. Since 52% had no opinion, it was further concluded that many library media specialists do not seek support within their schools during challenges. This may be due to the feeling of isolation that library media specialists often feel since they are not part of a department, grade level, or
administration. Yet, the respondents indicated overwhelmingly that the library media center played an integral role in the school’s curriculum. As such, the library media specialists should have a good rapport with their faculties, yielding in greater retention of materials.

7. It was concluded from this study that while a large majority of library media specialists believed that the support of community and professional organizations would result in retention of challenged materials, few sought and received support from the community and professional organizations. Research indicated that the community and professional organizations rarely were aware of challenges being made to school library materials. Consequently, the community, media, and professional organizations were rarely involved. Yet, often when these groups were involved, the challenged material was retained. Thus, it was concluded that while library media specialists believed the support of the community and professional organizations would result in greater retention of materials, they seldom sought that support.

8. Another conclusion drawn from this study was that challenges have an effect upon selection. Nearly 50% of the respondents indicated that when materials were challenged, the library media specialist self-censored future selections. Many of the respondents reported that challenges made them cautious in their selection. Additionally, many who reported they had never had a challenge also commented that they selected wisely, indicating that they may be cautious in their selection to avoid censorship issues. Many of the respondents said they would not buy any books dealing with witches, Halloween, or the occult because such subjects were often challenged. Some of the respondents indicated that they would not purchase books on gay rights, sexuality, or sexual abuse because these topics were also frequently challenged. This conclusion
supported earlier studies that indicated that library media specialists self-censored future selections following challenges.

9. Finally, it was concluded that there were only seven significant relationships between the demographic variables of education, experience, school size, and school level and the survey response variables. Studies conducted by Hopkins indicated that education, experience, school size, and school level were factors relating to censorship. Hopkins' studies showed that librarians at large schools were less restrictive than librarians at smaller schools. This study, however, showed no significant relationships with school size. Also, Hopkins' study showed librarians at the high school level were less restrictive. Furthermore, librarians with less experience were less restrictive. Hence, the longer a librarian had been in service, the more he/she had to lose in fighting a challenge. In addition, the more formal the education of the librarian, the greater the chance the material would be retained. Despite the research indicating a significant relationship between these variables and censorship issues, these factors were found to be significant with only seven response variables in this Texas study.

Implications

The results of this study have implications for library media specialists, educators, and all who are concerned with intellectual freedom. Censorship in public schools is a sensitive issue because of its political and financial ramifications. Often, those who would normally support intellectual freedom do not when faced with a challenge because of possible career damage and the possibility of causing tax payers to withdraw political and financial support. Yet, when intellectual freedom is ignored, the
very fundamentals of this democratic society have been violated. Those who challenge materials in the public school usually do so because they want the materials to reflect their values and ideals. Herein lies the crux of the issue. Whose values should prevail? America is a diverse society with many cultures, each having its own set of values. Should one group's values supersede that of another? Should one parent impose his/her values and moral judgments on the children of others? Should one parent decide for all other parents what books their children should read? Hence, the implications for this study are as follows:

1. Each school district should have a board adopted policy for selection of materials and procedures for handling challenges. Selections should be based on curriculum and instructional needs, quality of the literature, age-appropriateness, and representation of all points of view. The procedures for handling challenges should include informal discussion, a written complaint form, and a district review committee to make the final decision. Research indicates that when a selection policy is in place and is followed, the materials have a greater chance of being retained.

2. The selection policy should always be followed, regardless of who made the challenge. The findings from this study indicated that when the selection policy was not followed, materials were restricted or removed. This finding supported previous research that revealed when the selection policy was followed, the materials had a greater chance of being retained. In the current study, materials were often restricted or removed by administrators without the review committee's consideration.

3. The initial oral challenge should be discussed informally between the library media specialist and the challenger. The library media specialist should inquire if the
challenger has read the entire book and share with the challenger the favorable reviews of the book. In addition, the library media specialist should listen to the concerns of the challenger. The respondents in this study indicated that the issue could often be resolved with discussion and that the challenger was usually reluctant to follow through with a written complaint.

4. Library media specialists should strive to maintain a good rapport with their principals, faculty, students, parents, and the community. The support of these groups is crucial. Respondents in this study agreed with previous research which indicated that library media specialists who have a good rapport with these groups can expect their support during a challenge. To maintain healthy relationships, all groups should be kept informed of the library program and seek input for future selections.

5. Library media specialists should seek support during a challenge. This support should come from the principal, faculty, community, media, and professional organizations such as the Texas Library Association and the American Library Association. The respondents in this study agreed with previous research that indicated when in-school support is received as well as that of the community and professional organizations, the material has a greater chance of being retained. The findings in this study also supported the research that revealed that the community and professional groups are rarely aware of challenges to materials in the public schools. Further, library media specialists usually only seek support when the challenge is being made by an organized group. Hence, library media specialists should seek support when dealing with challenges.
Recommendations for Further Study

1. Few doctoral dissertations exist on the issue of censorship in the public schools. This study could be replicated or a similar study could be done in other states.

2. This study could be broadened to include censorship of curricular materials in the classroom.

3. Studies of censorship could be done that involve other populations, such as superintendents, principals, teachers, and parents, to gain knowledge of their perceptions of this issue.

4. Studies utilizing different demographic variables such as school district size, rural/urban communities, and age of the library media specialist could be done to determine if these variables are related to the survey questions.

5. Case studies of communities struggling with the issue of censorship in the public school could be done.
A Questionnaire Designed to Study Library Media Specialists’
Perceptions of Challenges to Intellectual Freedom

The purpose of this questionnaire is to study library media specialists’ perceptions of the trends in challenges to intellectual freedom in Texas Public School Media Centers and the factors that influence the outcome of such challenges.

Part One:
Please consider each item below and indicate your experience concerning each question as it pertains to the library media center.

1. What is your school size in number of students?
   0-299 300-499 500-699 700-1000 1000-1599 1600 +

2. What is the number of years you have been a library media specialist?
   1-5 years 6-10 years 11-15 years 15+ years

3. Please indicate the level served by your library media center.
   Elementary Middle/Jr. High High School

4. Please indicate your Library Media Specialist accreditation:
   Bachelor’s Degree with Lib. Sci. Master’s Degree with Lib. Sci.
   Certification Certification
   Doctorate Degree with Lib. Sci. Certification Alternative Certification

5. Your district has a written selection policy. Yes No Unsure

6. What was the nature of the objection in your most recent challenged material?
   Sexual Language Religion Discrimination Occult Other (list)

7. How did the district respond to the most recent challenge?
   Retain the materials Restrict the materials Remove the materials

8. Was the objection in the most recent challenge made by a(n):

9. What specific title(s) or materials were challenged in the most recent challenge and the nature of the complaint?
   _____________________________________________________________
Part Two: For the purpose of this study, the following terms are defined:

**Challenge** - any written or oral complaint concerning the appropriateness of the library materials.

**Outcome** - the resolution of the written or oral challenge to the appropriateness of the library materials.

**Selection Policy** - written policy governing the selection of materials and the procedures to be followed when materials are challenged.

**LMC** - Library Media Center

Using the scale below, please circle the number that most appropriately corresponds with your perceptions.

1--Strongly Disagree  2--Disagree  3--No Perception  4--Agree  5--Strongly Agree

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Challenges to LMC materials have increased over the last five years.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Challenges to LMC materials have decreased over the last five years.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Challenges to LMC materials are usually in written format.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Challenges to LMC materials made by school district personnel usually result in removal or restriction of the material.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>A selection policy, containing a procedure for challenged materials, provides an effective process for dealing with challenges to LMC materials.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Those who challenged my LMC materials most recently were affiliated with an organized group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Removal of challenged material can often be avoided when the selection policy is followed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>My district selection policy is always followed regardless of who makes the objection.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Informal discussion with the challenger concerning the challenged materials can often resolve the issue.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>LMC materials receiving favorable reviews by reputable review sources have a greater chance of being retained.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>My principal supports me in challenges to LMC materials.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Library media specialists who have a good rapport with their school administrators and teachers can expect their support when dealing with challenges to LMC materials.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>The LMC plays an integral role in the school's instructional program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
14. When in-school support is received during a challenge to LMC material, the material has a greater chance of being retained.

15. When support is received from outside of the school (media, community), the material has a greater chance of being retained.

16. When support is received from professional organizations such as TLA and ALA, the material has a greater chance of being retained.

17. I received support from within the school during the most recent challenge.

18. I received support from the community during the most recent challenge.

19. I received support from organizations such as TLA or ALA during the most recent challenge.

20. When LMC materials are challenged, the library media specialist self-censors future selections.

Comments: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
APPENDIX B

SURVEY LETTER AND FOLLOW-UP LETTER
Dear Library Media Specialist:

Imagine a high school library without *Of Mice and Men*, or a middle school library without *Bridge to Terabithia*, or *My Brother Sam is Dead*. Many elementary schools cannot have Halloween books, such as *Halloween ABC*, without having them challenged. Censorship of library materials is a major concern for all public school librarians. Censorship exists in many forms such as: verbal complaints or challenges, written challenges, or even an administrator removing a book he/she feels is inappropriate. Most librarians, if not all, have had some type of challenge to library materials at some time in their career.

As a school librarian and doctoral student at the University of North Texas, I am concerned about challenges to Intellectual Freedom. Consequently, for my dissertation I have decided to conduct survey research to determine Texas library media specialists’ perceptions of the trends in censorship and their perceptions of the factors that affect the outcome of challenges to library materials. Your input would be invaluable to this research and would help to determine what are the trends in censorship of library materials in Texas and also what are the factors that affect the outcome of the challenges. This information would help all librarians in preparing for and dealing with challenges.

Enclosed you will find a questionnaire dealing with the above issues. I would be very grateful if you would take just a few minutes to complete the questionnaire and return it to me in the enclosed stamped envelope. Your opinions are needed even if you have not had a challenge to library materials. Please do not sign the questionnaire as your input is to remain completely anonymous. I hope you will consider participating in this worthwhile study. With your assistance, information can be obtained concerning trends in censorship and factors affecting the outcome of challenges that can benefit all librarians.

Thank you for your help in this study of challenges to Intellectual Freedom. I look forward to receiving your completed questionnaire soon.

Sincerely,

Terri Vrabel  
3044 Creekbend Circle  
Grapevine, Tx 76051  
(817) 329-1221

Clifford Hardy, Ed.D.  
Doctoral Committee Chairperson  
University of North Texas

This project has been reviewed and approved by the UNT Committee for the Protection of Human Subjects  
(817) 565-3940.
Dear Library Media Specialist:

A couple of weeks ago, I sent you a questionnaire concerning Texas librarians’ perceptions of the trends of challenges to Intellectual Freedom. If you have already completed and returned this survey, please accept my sincere thanks. It is imperative to have a high response rate in order to obtain significant findings for a valid study. As a result, your input is critical to this study. Therefore, if you have not had the time to complete the questionnaire, I would appreciate it if you would take just a few minutes to respond to the survey. Another copy of the survey is enclosed for your convenience. Please respond even if you have not had a challenge.

As a school librarian and doctoral student at the University of North Texas, I am concerned about challenges to Intellectual Freedom. It is for this reason that I have decided to conduct survey research to determine Texas library media specialists’ perceptions of the trends in censorship. As I stated in my first letter, it would be sad to think of a high school library without such works as *Of Mice and Men*, or a middle school library without *Bridge to Terabithia*. Such titles are being challenged across the nation.

Your input would greatly add to the body of research in this field. The survey is completely anonymous. Since a large return is needed in order to complete the study, won’t you please take a few minutes to express your opinions to the questions on the enclosed survey?

Again, thank you if you have already responded and mailed your questionnaire. If you have not already returned the questionnaire, I look forward to receiving it soon.

Sincerely,

Terri Vrabel
3044 Creekbend Circle
Grapevine, TX 76051
(817) 329-1221

Clifford Hardy, Ed.D.
Doctoral Committee Chairperson
University of North Texas

This project has been reviewed and approved by the UNT Committee for the Protection of Human Subjects (817) 565-3940.
APPENDIX C

CHALLENGED TITLES
<table>
<thead>
<tr>
<th>Book</th>
<th>Nature of Complaint</th>
<th>Response</th>
<th># Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Circle of Children</td>
<td>Language</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>A Day No Pigs Would Die</td>
<td>Sexual/Language</td>
<td>Remove/Ret.</td>
<td>2</td>
</tr>
<tr>
<td>A December Tale</td>
<td>Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>A Light in the Attic</td>
<td>Other/Author illus. for</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>A Wizard of Earthsea</td>
<td>Religion</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Adventures of Huckleberry Finn</td>
<td>Discrimination</td>
<td>Retain/Res.</td>
<td>2</td>
</tr>
<tr>
<td>Agnes the Sheep</td>
<td>Other/Inappropriate</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Aliens Ate my Homework</td>
<td>Sexual/Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>All About Birth and Growth</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>All Night Long</td>
<td>Sexual</td>
<td>No response</td>
<td>1</td>
</tr>
<tr>
<td>Am I Blue?</td>
<td>Sexual</td>
<td>No response</td>
<td>1</td>
</tr>
<tr>
<td>And This is Laura</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Are You in the House Alone</td>
<td>Sexual/Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Athletics Shorts</td>
<td>Sexual</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Baba Yaga &amp; Vasilisa the Brave</td>
<td>Religion</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Babe the Gallant Pig</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Baby Sitters Club Series</td>
<td>No Response</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Being Born</td>
<td>Sexual</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Beware of Kissing Lizard Lips</td>
<td>Language</td>
<td>In Prog/Rem.</td>
<td>3</td>
</tr>
<tr>
<td>Black and Blue Magic</td>
<td>Occult</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Blubber</td>
<td>Discrimination</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Catcher in the Rye</td>
<td>Language</td>
<td>Retain/Res.</td>
<td>2</td>
</tr>
<tr>
<td>Child of the Owl</td>
<td>Language</td>
<td>Remove</td>
<td>3</td>
</tr>
<tr>
<td>Cold Fire</td>
<td>Discrimination</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Collected Poems-Ginsberg</td>
<td>Sexual</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Complete Book of Drawing &amp; Painting</td>
<td>Other/Nudity</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Cool Salsa</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Coping With Bias Incidents</td>
<td>Discrimination</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Cowboys</td>
<td>Language</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Crosses</td>
<td>Other/Immoral</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Cujo</td>
<td>Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Definitely Not Sexy</td>
<td>Sexual/Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Devil’s Bridge</td>
<td>Occult</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Dictionary of Slang</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Dinosaur Berenstain Bear</td>
<td>Religion</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Do or Die</td>
<td>Sexual</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Dolores Claiborne</td>
<td>Sexual</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Ruth Talks to Kids</td>
<td>Sexual</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Dracula</td>
<td>Occult</td>
<td>Retain/Rem.</td>
<td>2</td>
</tr>
<tr>
<td>Draw a Star</td>
<td>Sexual</td>
<td>No response</td>
<td>1</td>
</tr>
<tr>
<td>Dungeons and Dragons</td>
<td>Occult</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>El Agua</td>
<td>Sexual</td>
<td>Restrict/Ret.</td>
<td>2</td>
</tr>
<tr>
<td>Encyclopedia of the Occult</td>
<td>Sexual/Occult</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Encyclopedia of Witchcraft</td>
<td>Occult</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Escape to Witch Mountain</td>
<td>Occult</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Everything Need to Know</td>
<td>Sexual</td>
<td>Remove</td>
<td>1</td>
</tr>
</tbody>
</table>

*About Sexually Transmitted Diseases*
Face on the Milk Carton
Fallen Angels
Fantastic Mr. Fox
Forever
Friends are Like That
Gas We Pass
Go Ask Alice
Goosebumps
Grendel
Grimm’s Fairy Tales
Halloween ABC
Headless Cupid
Headless Horsemans Rides
Tonight
Headman
Here Come the Aliens
Hiroshima
Hitchhiker’s Guide to the Galaxy
House Made of Dawn
House with a Clock in its Wall
How Sex Works
I Saw Esau
Iggie’s House
In the Night Kitchen
Insomnia
Jeremy Thatcher-Dragon Hatcher
Jericho
Karen’s Witch
Killing Mr. Griffin
Like Jake and Me
Little Abigail
Little Sister Series
Lizard Music
Macmillan Book of Fascinating Facts
Man and Magic
Manson in his Own Words
Martian Chronicles
Masters of the Occult
Matthew’s Dream
Mick Hart Was Here
My Darling My Hamburger
N.Y. Metropolitan Museum of Art
New Dimensions #6
Night Kites
Older Sister
One Day in Life of Ivan Denisovich

Language: Retain
Language: Remove
Language: Retain
Language: Retain
Language: Retain
Language: Retain
Language: In Progress
Sexual/Language: Retain/Rem.
Language/Occult: Restrict/Ret.
Sexual/Lang/Occult: Restrict
Occult: Remove
Language/Ocul: Rem/Ret./Res
Occult: Retain
Other/Inappropriate: Retain
Language/Occult: Retain
Other/Inappropriate: In Progress
Other/Nudity: Retain
Sexual/Language: Restrict
Language: Retain
Sexual: Restrict
Language: Retain
Sexual: Retain
Language: Retain
Language: Restrict
Sexual: In Progress
Sexual/Language: Retain/Rem.
Occult: Remove
Sexual/Language: Remove
Sexual/Language: Rem/Ret./Res
Language/Occult: Retain
Language: Retain
Language: Retain
Language/Occult: Retain
Language: Retain
Other/Inappropriate: Retain
Language: Retain
Other/Inappropriate: In Progress
Other/Nudity: Retain
Sexual: Restrict
Language: No response
Sexual: Retain
No Response: Retain
Language: Restrict
Occult: Remove
Other/Inappropriate: Restrict
No Response: Retain
Other/Suicide: Retain
No response: Remove
Language: In progress
Sexual/Language: Retain/Rem.
Occult: Retain
Language: Retain
Discrimination: Restrict
Occult: Retain
Sexual: Retain
Language: Restrict
Language: Remove
Sexual/Language: Remove
Sexual/Language: Restrict
Language: Remove
<table>
<thead>
<tr>
<th>Opposing Viewpoints</th>
<th>Religion/Occult</th>
<th>In Progress</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Devil</td>
<td>No Response</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Owl Service</td>
<td>Sexual</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>Sexual</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Rachel Chance</td>
<td>Language</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Remove the Protective Coating Little at a Time</td>
<td>Language</td>
<td>Remove</td>
<td>2</td>
</tr>
<tr>
<td>Rolling Stone Magazine</td>
<td>Sexual</td>
<td>Retain/Res.</td>
<td>2</td>
</tr>
<tr>
<td>Running Loose</td>
<td>Sexual</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Satan is Alive &amp; Well on Planet Earth</td>
<td>Occult</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Saturday/Friday(?) Night Lights</td>
<td>Language</td>
<td>Remove</td>
<td>2</td>
</tr>
<tr>
<td>Scary Stories for Sleepovers</td>
<td>Occult/Lang/Horror</td>
<td>Rt/Rt/Rt/Rt</td>
<td>8</td>
</tr>
<tr>
<td>Scary Stories to Tell in the Dark</td>
<td>Occult</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Schemers, Dreamers, &amp; Medicine Men</td>
<td>Language</td>
<td>Retain</td>
<td>3</td>
</tr>
<tr>
<td>Shiloh</td>
<td>Language</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Shooter in Tech High</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Shrek?</td>
<td>Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Sir Gawain and the Loathly Lady</td>
<td>Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Snapshot</td>
<td>Sexual</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Someone is Hiding on Alcatraz Island</td>
<td>Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Song for a Shadow</td>
<td>Sexual/Lang/Drugs</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Sport</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Stone of Tears</td>
<td>Sexual/Occult</td>
<td>In Progress</td>
<td>1</td>
</tr>
<tr>
<td>Superfudge</td>
<td>Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>Sweet Revenge</td>
<td>Sexual</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Sweet Valley High Series</td>
<td>Sexual</td>
<td>Restrict</td>
<td>2</td>
</tr>
<tr>
<td>Texas Alphabet</td>
<td>Discrimination</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>The Arizona Kid</td>
<td>Sexual/Drug</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>The Boy Who Lost His Face</td>
<td>Sexual/Language</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>The Color Purple</td>
<td>Sexual/Language</td>
<td>Retain/Rem.</td>
<td>2</td>
</tr>
<tr>
<td>The Drowning of Stephen Jones</td>
<td>Sexual/Language</td>
<td>Retain</td>
<td>2</td>
</tr>
<tr>
<td>The Giver</td>
<td>Language/Inappropriate</td>
<td>Remove/Res.</td>
<td>2</td>
</tr>
<tr>
<td>The Letter, the Witch, &amp; The Ring</td>
<td>Occult</td>
<td>In Progress</td>
<td>1</td>
</tr>
<tr>
<td>The Pigeon</td>
<td>Other/Violence</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>The Rainbow People</td>
<td>Other/Gory</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>The Reproductive System</td>
<td>Sexual</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>The Seance</td>
<td>Occult</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>The Stupids</td>
<td>Other/Inappropriate</td>
<td>Retain</td>
<td>1</td>
</tr>
<tr>
<td>The Trespassers</td>
<td>Language/Inappropriate</td>
<td>Remove/Res.</td>
<td>2</td>
</tr>
<tr>
<td>The Trial of Jesus</td>
<td>Religion</td>
<td>Remove to H.S.</td>
<td>1</td>
</tr>
<tr>
<td>The Well</td>
<td>Language/Inappropriate</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>The Well: David's Story</td>
<td>Language</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>The Witches</td>
<td>Occult</td>
<td>Ret./In prog</td>
<td>2</td>
</tr>
<tr>
<td>The X-Ray Picture Book of Your Body</td>
<td>Sexual</td>
<td>Restrict</td>
<td>1</td>
</tr>
<tr>
<td>Then Again Maybe I Won't</td>
<td>Sexual</td>
<td>Remove</td>
<td>1</td>
</tr>
<tr>
<td>Title</td>
<td>Topic</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Time and Again</td>
<td>Language</td>
<td>Remove 1</td>
<td></td>
</tr>
<tr>
<td>Time Life Book of Beverages</td>
<td>Language</td>
<td>Remove 1</td>
<td></td>
</tr>
<tr>
<td>UFO Abductions</td>
<td>Sexual</td>
<td>In Progress 1</td>
<td></td>
</tr>
<tr>
<td>Visual Dict. of Human Body</td>
<td>Sexual</td>
<td>Retain 1</td>
<td></td>
</tr>
<tr>
<td>Walt Disney's Sorcerer's Apprentice</td>
<td>Occult</td>
<td>Restrict 1</td>
<td></td>
</tr>
<tr>
<td>We All Fall Down</td>
<td>Language/Religion</td>
<td>Remove 1</td>
<td></td>
</tr>
<tr>
<td>Weird Henry Berg</td>
<td>Sexual/Language</td>
<td>Retain 1</td>
<td></td>
</tr>
<tr>
<td>Weird Wolf</td>
<td>Religion</td>
<td>Retain 1</td>
<td></td>
</tr>
<tr>
<td>Werewolf Family</td>
<td>No Response</td>
<td>Retain 1</td>
<td></td>
</tr>
<tr>
<td>Which Witch is Witch</td>
<td>Occult</td>
<td>In Progress 1</td>
<td></td>
</tr>
<tr>
<td>Witch of Blackbird Pond</td>
<td>Occult</td>
<td>Retain 1</td>
<td></td>
</tr>
<tr>
<td>Wizard of Oz</td>
<td>Occult</td>
<td>Remove 1</td>
<td></td>
</tr>
<tr>
<td>Wonder</td>
<td>Language</td>
<td>Retain 1</td>
<td></td>
</tr>
<tr>
<td>Wrinkle in Time</td>
<td>Occult/Religion</td>
<td>Restrict/Ret. 2</td>
<td></td>
</tr>
<tr>
<td>Yellow Raft in Blue Water</td>
<td>Language</td>
<td>Remove 1</td>
<td></td>
</tr>
<tr>
<td>Young Miss Magazine</td>
<td>Sexual/Language</td>
<td>Retain 1</td>
<td></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


