

1976

Censorship in Iowa Schools

Janet Tibbets
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Censorship in Iowa Schools

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Abstract

Research for this study covers the 1974-1975 school year and the 1975- 1976 school year. A comparison of the data collected from the two years will show that as the media centers become a more important and integral part of the school curriculum, their visibility will cause material in the centers to become more subject to question. There will therefore be an increase in censorship in the schools in the 1975-1976 school year. Research will also show that persons in the community who make complaints against material have common characteristics, such as religious background, educational level and membership in special interest groups.

Censorship in Iowa Schools

A Research Paper

Presented to the

Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Janet Tibbets

July 30, 1976

Read and approved by
Mary Lou Mc Grew

Elizabeth Martin

Accepted by Department
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July 30, 1976

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CHAPTER ONE

Introduction

Censorship of the printed word has been a problem for as long as there has been printed material. Since the school media specialist is responsible for selecting reading material for use in public schools throughout the nation his or her collection will be under continuous scrutiny by others. Therefore, the media specialist will want to be aware of censorship and how it may affect the material placed in the media center. Books as well as non-print material can be the target of a censorship attack. Many media specialists with years of experience have had some problems with censorship. In preparation for a possible incident the less-experienced media specialist can benefit by knowing something about censorship in the school: how widespread it is, who will bring a complaint, common characteristics of the censor, what the censor objected to in the material and whether incidents involving censorship are increasing. This study will collect data from public school media specialists in Iowa to answer these questions.

Problem

In the past the news media has reported a relatively small number of censorship incidents involving a school. These have involved a parent, a person in the community or a group who question one or more items in the media center. The incidents which are reported generate much controversy and receive a great deal of publicity. More common, perhaps, is the situation where a complaint is brought to the school about material

in the media center or in a classroom; such a complaint is usually handled in such a way that the public does not become aware of the situation. The goal of this study is to determine how widespread censorship is.

Hypothesis

Research for this study covers the 1974-1975 school year and the 1975-1976 school year. A comparison of the data collected from the two years will show that as the media centers become a more important and integral part of the school curriculum, their visibility will cause material in the centers to become more subject to question. There will therefore be an increase in censorship in the schools in the 1975-1976 school year. Research will also show that persons in the community who make complaints against material have common characteristics, such as religious background, educational level and membership in special interest groups.

Assumptions

The professional school media specialist has the responsibility for ensuring that students in the schools have a wide range of books to read as well as films, records, periodicals and any other aids which can stimulate thinking and introduce new ideas. The American Library Association has formulated a "Library Bill of Rights" which upholds the right of minors to have unrestricted use of libraries.¹ Professional media specialists recognize that individuals have a right to express their views on almost all subjects. This also means that persons shall not be permitted to impose their beliefs upon others. As a public employee the media specialist cannot let his or her personal beliefs affect selection of

¹American Library Association. Intellectual Freedom Manual, comp. by the Office for Intellectual Freedom (Chicago, 1974), part 4, p. 21.

material for the media center. The media specialist must also avoid selecting material to please special interest groups in the community. The professional educator must realize that society is changing very rapidly and because of the constant input of new ideas there is certain to be some controversy about what is taught to the young people of our nation and what is available to them to read and study.

Limitations

The validity of data collected during this study will be affected by several factors. The individuals selected to complete the questionnaires were selected at random from a list which contains only personnel with a 34 endorsement.² There are several other endorsements held by librarians and media specialists in the state of Iowa. These people will not be represented in this study. The questionnaire used for gathering data will not be pre-tested. The two years studied to indicate an increase in censorship will not be sufficient to indicate a long-term trend. In studying the censor it will not always be possible for the media specialists questioned to describe the person or group who made the complaint. He or she may not always know the age, income, religion or other information about the censor. The list used for selecting individuals is not necessarily accurate nor up to date. The accuracy of the results obtained will also depend upon how completely and accurately the questionnaires are completed by the respondents.

Definition of Terms

The following terms will be used in this study:

²Iowa Department of Public Instruction, Computer Print-Out of the List of School People with Media Assignments, 1975-76, (Des Moines, January, 1976).

Censorship: The removal of an item or several items, including books, filmstrips, tapes and any other media from open circulation in a school media center because they are considered objectionable. The item or items would then be placed in a restricted-access status or removed from the media center.

Censor: The censor is the person or persons who would attempt to have material removed from the media center or placed in a restricted access area.

Internal censorship: Censorship which comes from a source within the school structure, such as a student, a principal, a superintendent or a school board member or the media specialist is internal censorship.

External censorship: All sources of complaints which are not internal are external. These can come from a parent or parents or from a special interest group in the community.

Media specialist: The media specialist is the person who manages the school media center and who has the proper credentials to be classified as a librarian or media specialist by the state of Iowa. Persons questioned for this study will have the endorsement 34 which is defined by the state of Iowa as a "school librarian". The term "media specialist" is used in this study *as a synonym for "school librarian".*

School: A building or district served by a media specialist.

Objections to materials are placed in one of the four categories which are:

Social: Objections to materials on social grounds can occur when a person is threatened by the fast changes in morals, family life and personal values of our society.

Minority: The fourth category consists of those who are concerned with the

portrayal of minorities in the media. Some minorities which could initiate complaints against material in a media center include American-Indians, Blacks, women, handicapped persons, the elderly, Jews, Catholics, Italians and Mexican-Americans.³

Significance

Censorship of printed material is not new. Restrictions on reading material have been in existence since as early as the fifteenth century when methods of printing became advanced enough so that reading material was abundant and large numbers of people had access to it. The Constitution of the United States included a guarantee that Congress could not make laws limiting individual's rights to free speech. The Comstock Act was passed in 1872. This act made it illegal to distribute obscene literature through the mail. Federal, state and city governments have enacted numerous local ordinances which were aimed at restricting literary expression. While laws have been aimed at halting the spread of threatening material, Paul Blanshard stresses in his book The Right to Read, that no laws have yet been passed which prevent individuals from reading whatever they wish".⁴ This is the freedom which the media specialist must help protect;

³Kenneth L. Donelson, "A Few Safe Assumptions about Censorship and the Censor", Peabody Journal of Education, v. 3 (April, 1973), pp. 239-240.

⁴Paul Blanshard, The Right to Read: the Battle Against Censorship. (Boston: Beacon Press, 1955), p. 34.

CHAPTER TWO

Review of Related Literature

Mrs. Elizabeth Whaley is a chairperson of the English department of a small public academy in New Hampshire. She encountered problems when she placed Claude Brown's Manchild in the Promised Land on a list of required readings for a course she planned to teach about Black literature. A complaint was brought to her by the mother of one of the students in the class. The woman claimed that as a "Christian and a mother, she felt that the book was dirty". She based her complaint on the numerous four-letter words in the book which deal with masturbation and describe the boy's experience in "graphic ghetto terminology". As the incident progressed the chairman of the school sided with the parents rather than backing Mrs. Whaley. It became evident that his principal fear was that other parents would hear of the episode and withdraw their children en masse from the school. He ordered Mrs. Whaley to remove the book from the class. The headmaster had little to say except to advise that all books in the school be reviewed for "potentially damaging" material. The trustees failed to back Mrs. Whaley. ^P Requests for assistance from the New Hampshire Library Council were of little help. Students from Mrs. Whaley's class read Manchild "with compassion, tears, insight, wonder and awe... for most students it was only their first or second reading about life in a black ghetto. Students like to find out about the larger world and they cry out for such an opportunity". Some parents also read Manchild and

they supported Mrs. Whaley's decision to use the book. From reports that reached her some time after the affair was over Mrs. Whaley learned of some of those objecting to the book "... That it wasn't the four-letter words which some people in the town objected to so much as it was the idea that some teacher up there is teaching all year about niggers: (in a nine-week, administration approved mini-course on Black literature)".⁵

Mrs. Whaley's experience is perhaps typical of an encounter with censorship although she is an English teacher rather than a media specialist. The article does not mention the educational background of the person who objected to the book, nor is any information given about whether she belonged to a particular religious sect or other special interest group. It is interesting to note that in this case many of the students agreed with the teacher's decision to use Manchild in her course.

Mr. Kenneth L. Donelson reports the results of a study he made about censorship by describing seven "safe assumptions" about censorship.⁶ His first assumption is that any book or other teaching tool is a potential candidate for being censored by "someone, somewhere, and sometime, and for some reason". Some books which Donelson reports having been attacked include Loyal Durand's World Geography which was attacked by a patriotic group because it had "too little nationalism". This type of objection would be classified as a political objection. A religious group accused Anne Frank's Diary of a Young Girl of being "ob-

⁵Elizabeth Gates Whaley, "What Happens When You Put the Manchild in the Promised Land?- An Experience with Censorship", English Journal, May 1974, pp. 61-65.

⁶Donelson, op. cit., pp. 235-244.

scene and blasphemous". Jules Verne's Around the World in Eighty Days was criticized by someone because it was unfavorable to Mormons. This type of complaint could fall into either the religious category or the minority category.

The book I'm Glad I'm a Boy, I'm Glad I'm a Girl was removed from general circulation in elementary school libraries in one community. The director of media and materials for the district called the book "a classical example of sexist literature limiting aspirations". The decision to remove the book from general access was made by a committee including four members of the Parent-Teacher-Student Association, two teachers, one librarian and three senior high school students.⁷ This is an example of a book being censored because it was considered harmful to a minority group. This is also an example of internal censorship.

The second assumption that Donelson makes is that anything that is new is more likely to experience problems than time-worn classics. "Censors are less likely to attack a teaching method which puts students to sleep or an idea which is no longer relevant or a book covered with a thick layer of dust, but even they are not completely safe." One parent complained because Love Story was being sold in a high school bookstore. Non-print materials are coming under increasing criticism as more of ^{these} appear in school media centers. Nineteen films were withdrawn from one media center because they were "un-Christian and lead people to question authority". This is an example of a complaint which would be considered religious or political.

⁷ Nat Henthoff, "Librarianship and the First Amendment after Nixon"; Wilson Library Bulletin, v. 48 (May, 1974), p. 747.

Donelson' fourth assumption asserts that censorship can come from within the school as well as from without. While Donelson observes that most often parents are the cause of censorship incidents, his research indicates that "teachers are often real threats to the freedom to read". The information gathered from media specialists in Iowa public schools indicates that media specialists are also a major source of censorship in schools.

Several national organizations have been active in trying to regulate what children read. The National Organization for Decent Literature has brought pressure on news dealers to stop selling comics. The organization contends that comics contribute to juvenile delinquency. The International Conference of Police Associations has brought pressure on media centers and libraries to remove William Steig's Sylvester and the Magic Pebble from shelves on the grounds that it contains material which is degrading to policemen. Sendak's In the Night Kitchen has been defaced in numerous libraries. Organizations of Black persons have demanded that Helen Bannerman's Little Black Sambo be removed from media centers and libraries.

Studies done by the President's Commission on Obscenity and Pornography found that members of citizen action groups generally feel that there is widespread support from the community for their position. They tend to think that others want restrictions placed on material for young people. The Commission states "It is important to the participants to demonstrate belief in and support for an enduring set of basic values in the face of threatened change". The Commission also found that persons who desired restrictions on materials of an explicitly sexual nature were more likely to have "an orientation against freedom

of expression generally". In addition, females tend to be more restrictive than males, older people more restrictive than younger people, those with a grade school education more restrictive than the high school educated and people who attend church regularly tend to be more restrictive than those who attend less often.

The Commission studied two ad hoc anti-pornography groups in 1970. One was in the Midwest and the other was in the Southwest. The study found that opposition to these groups "was weak and poorly organized and tended to be motivated by a civil libertarian viewpoint". Members of those groups opposing pornography were frequently from rural areas and they were also "older, more religiously active, family oriented, politically conservative, traditional and restrictive in their sexual attitudes. They were also more likely to score higher on scales of authoritarianism and dogmatism and to be intolerant of individuals whose political views differed from their own. Members of both groups were mostly middle class and were relatively active politically and socially."⁸

⁸Commission on Obscenity and Pornography. The Report of the Commission on Obscenity and Pornography. New York: Bantam Books, 1970.

CHAPTER THREE

Methodology

This study has covered the 1974-1975 school year and the 1975-1976 school year and was limited to public school in Iowa. A written questionnaire sent to media specialists was the principal means of gathering information. The people were chosen randomly from a list of persons with the Iowa endorsement 34. The list was provided by the state Department of Public Instruction. The questionnaire was mailed to individuals on June 14, 1976 and the respondents were asked to return the completed questionnaires by June 25, 1976. A copy of the questionnaire begins on page 22 of the Appendix. A copy of the cover letter sent with the questionnaire is on page 21 of the Appendix.

CHAPTER FOUR

Analysis of Data

Questionnaires were sent to 120 individuals. Of this number, 38 were returned in time to be included in this study. The response rate amounted to 32 per cent. The low response rate was due in part to the fact that some individuals who were sent a questionnaire had already left the school for summer vacation and did not receive questionnaires. One questionnaire was returned because the addressee was unknown. Because the list used for obtaining names and addresses was not completely accurate, other media specialists perhaps did not receive the questionnaire. ~~It should also be remembered that~~ the size of the sample is quite small and, therefore, it is difficult to determine any long-term trends from the information gathered.

Most of the individuals were most cooperative in completing the questionnaire. Several wrote lengthy descriptions of incidents they had had with censorship and seemed to be happy to have a chance to share their views on censorship with someone. Several respondents expressed a desire to find out the results of this study. Others were interested in finding out which ^{items?} items were involved in the incidents. For a complete breakdown of responses ~~please~~ refer to page thirteen for the "Table of Responses".

It would appear from the responses received that the ~~greatest~~ majority of censorship comes from within the school. Of the 38 questionnaires returned, 21 media specialists reported at least one censorship incident

in their school for the 1974-1975 school year and the 1975-1976 school year combined. This is a 55 per centage rate of incidents. Six incidents were initiated by media specialists in the 1974-1975 school year. This increased to fourteen in the 1975-1976 school year. This made for a 133 per cent increase.

The following table indicates the answers to questions five, seven and nine on the questionnaire. Group "A" includes the respondents who were in the same position for the 1974-1975 school year and the 1975-1976 school year. Group "B" are those individuals who were in their positions only for the 1975-1976 school year. Group "C" includes only one individual. This person was in the position for only the 1974-1975 school year. There was a total of 31 in Group "A", six in Group "B" and one in Group "C".

Table 1

Responses to Questions Five, Seven and Nine from the
Questionnaire Used to Study the Incidence of Censor-
ship in Iowa Public Schools

	Group "A"		Group "B"		Group "C"	
	yes	no	yes	no	yes	no
Question 5: Did you choose to censor by removing or restricting an item(s) from your library/media center						
a. During the 1974-1975 school year	6	25	N/A*	N/A	0	0
b. During the 1975-1976 school year	14	17	1	5	N/A	N/A
Total number of incidents	20		1		0	

* N/A indicates that the respondent was not in the same position for that school year.

Table 1 (continued)

Responses to Questions Five, Seven and Nine from the
Questionnaire Used to Study the Incidence of Censor-
ship in Iowa Public Schools

	Group "A"		Group "B"		Group "C"	
	yes	no	yes	no	yes	no
Question 7: Did anyone within your school system (besides yourself) request that you censor by removing or restricting an item(s) in the library/media center						
a. During the 1974-1975 school year	3	28	N/A	N/A	0	0
b. During the 1975-1976 school year	4	27	1	5	N/A	N/A
Total number of incidents	7		1		0	
Question 9: Did any person or group within your community/school district request you to censor by removing or restricting an item(s) in the library/media center						
a. During the 1974-1975 school year	4	27	N/A	N/A	0	0
b. During the 1975-1976 school year	4	27	2	4	N/A	N/A
Total number of incidents	8		2		0	

One media specialist who reported no incidents of any kind in her school for both years studied stated "I would say that any censorship in our library comes about through selection. That is, I tend to select books and materials that I know would be acceptable in our community". Another media specialist removed an issue of Time magazine which contained pictures of new fashions for women "because I was certain that the rather provocative poses of the models would be stolen or vandalized". Another respondent states that "I placed Judy Blume's Forever on reserve in my office... I

felt that the book was too explicit".

During the 1974-1975 school year three persons other than the media specialist within the school were the originators of censorship incidents. That number rose to five during the 1975-1976 school year. This made for a 60 percent increase. One media specialist purchased the paperback book A Case of Rape and gave it to the principal to skim before she placed it on the shelves. The book was never returned to the media specialist. A superintendent at one school had Jaws and Summer of '42 removed from the media center. His actions were protested by the media specialist. At the request of a parent one principal removed Catch 22 from a media center.

Four persons or groups requested that material be censored in the 1974-1975 school year. This number grew to six for a 50 per cent increase in 1975-1976. There were no organized groups which made a protest in either of the years studied. In only one incident did more than one individual request removal or censor of an item. This happened when several parents objected to a book. Several ministers were involved in incidents. One respondent reported that two ministers initiated separate incidents. One incident involved the paperback book The Sting and the other involved the book Go Ask Alice.

There was very little information submitted about the people outside of the school who made complaints. All four incidents which occurred in the 1974-1975 school year were parents. In the 1975-1976 school year four incidents were initiated by parents and two were brought about through ministers. Too little information about the parents or the ministers was available to be able to draw any valid conclusions. One parent happened to be the mayor's wife. This mother objected to some

four-letter words in the book The History of Comix. These words were contained in only one chapter of the book. The media specialist guessed her age to be around 35-40 and stated that "she seems to be accustomed to having her own way". The mother is the district manager of six Head Start areas. She has four children, in grades four, six, seven and eight. Another parent objected to the same book because of the language used in that same chapter. A citizen's request form was submitted for the book Sunshine in the 1975-1976 school year. This parent was also a teacher. No other information is given about the individual. A "concerned mother" about 35 years old objected to the book Jaws because she felt that the language was bad for junior high students. During the 1974-1975 school year a father requested that Love Story be removed from the media center. The man was a plumber and was described as religious and active in his church. His age was approximately 45-50. The respondent stated that the man's daughter was "short, fat and not very popular". Several parents talked to the principal and school nurse about The Cheerleader, saying that it placed "too much emphasis on sex".

Both ministers involved in incidents were Bible Baptist ministers. They were both about forty years old and white. One was listed in the Yellow Pages as being "independent and fundamental". He was the father of several children, the oldest of whom was twelve. They all attended a different school from the one against which the complaint was made. A graphic summary of this information is included on pages 26, 27 and 28.

One media specialist reported that in 1971 some members of the

John Birch Society objected to Hemingway's A Farewell to Arms when it was assigned as required reading in an English class. The group objected to the profanity in the book. While the group was not successful formally, the book has not been used since then by the teacher. In another year which was not covered by the period in this study, a minister's wife objected to The Group because she thought her daughter would be "too stimulated" by it.

It was originally hoped that complaints against material could be placed in the four categories listed: religious, social, political and minority. From the responses received the majority of objections were for the treatment or the use of sex. This could be either a social or a religious objection. Assignment to one category or another was difficult because of limited information which was available.

It had also been assumed that some of the new non-print material in the media centers would have come under attack. No reports were made about any objections to non-print material in the questionnaires received. It can be assumed that this is because few schools allow non-print material to be taken home or because only "safe" items of a non-controversial nature are chosen.

Some materials which have been questioned include Up From Never, which contains descriptions of sexual acts, profane language and "not enough emphasis on the rehabilitation of the subject". Forever was objected to because it was "too explicit". A parent complained because of the language used in the book Foul Marriage, the Family and Personal Fulfillment was removed from a media center because "it showed pictures of the positions of sexual relations". The book was placed in the home economics room to be used with courses on family living.

A media specialist removed Farewell My Slightly Tarnished Hero from the media center because of "... quite explicit sex scenes of both a homosexual and heterosexual nature... the redeeming qualities were far outweighed by the sexual encounter description". I Met a Penguin was removed from an elementary school media center because the media specialist, the principal and a teacher agreed that the pictures of small nude boys was in poor taste.

Carrie was bought by a media specialist but not put on the shelves because it was "too weird and gory... I could find better books instead". The History of Comix contains a chapter which two parents objected to because of the language.

Some other titles which were involved in incidents of censorship include: Summer of '42, Jaws, The Group, Sunshine, A Case of Rape, The Front Runner, The Cheerleaders, Beale St., Love Story, Slaughterhouse Five, Catch 22, Valley Forge, Then Again Maybe I Won't, The Launching of Barbara Fabrikant, North Dallas Forty, Go Ask Alice and We Can't Breathe.

Summary

Censorship is an issue which will confront many school media specialists. Although the number of questionnaires sent out and the response rate was low for this study, the results show that a large number of media specialists who did respond have experienced some type of censorship during the two years studied. The majority of censorship reported occurred in grades seven and above. Seven respondents served grades kindergarten through twelfth grade. Only three incidents were reported which involve elementary media centers.

It had originally been expected that a comparison of the two school years studied, 1974-1975 and 1975-1976 would show an increase in censorship incidents in the schools. An examination of responses to the questionnaires returned shows that the only significant increase has come from the media specialists. Media specialists also do some censoring in their selection process. This statement made by one respondent reflects the policy followed by many:

"I have discarded books in the past or decided not to order books which have consistent use of foul language or are too heavily into the drug scene. Please don't misinterpret this. We don't censor books because there is swearing or vulgar language-- unless the language is too frequent and inappropriate. We do have books for students that deal with drugs and sex-- with a sensitive, intelligent treatment, we hope!"

Research was also expected to show that persons in the community who made complaints against material would have common characteristics, such as religious background, educational level and membership in special interest groups. The few cases of censorship initiated by persons or groups in the community are too few to draw any conclusions. The majority of objections to material were for similar reasons: either that the language was offensive or the item contained too much sexual explicitness.

A review of the literature on censorship in the school media centers indicates that there have been few attempts to gather information or to study characteristics of the censors. There is also little research available on whether or not a child is actually harmed by seeing a movie which is very violent or reading a book which is sexually explicit. The President's Commission on Obscenity and Pornography showed that there was little justification for the belief that exposure to pornographic materials leads to the commission of immoral acts

by adults. There is little information on the affects of pornographic literature on children.

Conclusion

Censorship is present in many Iowa schools. It appears from comments made by respondents to this survey that media specialists often tend to act as censors through the selection process. As a public employee the media specialist must be careful to avoid censoring what students read. It can be difficult to select media now when so many topics are being written about which are highly controversial. Censorship can also come from many sources; no person or group can be singled out as a primary source of complaints about material. These complaints can come from sources within the school or from parents or other individuals or groups outside of the school. These findings represent only a small number of media specialists and perhaps a larger sampling of individuals would result in more definite trends.

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APPENDIXES

SAMPLE COVER LETTER

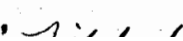
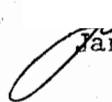
June 14, 1976
RR 1
Emerson, Iowa 51533

Dear Mr. Doe,

I am doing graduate work at the Department of Library Science at the University of Northern Iowa and as part of my research paper I wish to determine whether cases of censorship in Iowa schools are increasing and how widespread the censorship is. I would also like to find out about the people who attempt to censor.

You have been chosen by random selection to participate in this survey. I would appreciate your taking the time to complete the enclosed questionnaire and returning it in the enclosed envelope by June 25, 1976.

All replies will be kept confidential. Thank you for your cooperation and help in this study.

Sincerely, 
Janet Tibbets
 Janet Tibbets

SAMPLE QUESTIONNAIRE

1. What is the approximate enrollment of your school?

2. What is the approximate population of your school district or community?

3. How long have you been in your present position?

4. What grades does your library/media center serve?

The following definitions will be used for the remainder of this questionnaire:

Censorship: When an item or items (books, films, filmstrips, records, etc.) are removed from a library/media center or placed in a restricted access area because it was felt that it/they contain material inappropriate for the intended users. This decision may be made by the librarian/media specialist or someone else.

Person within the school system: Librarian/media specialist, teacher, principal, superintendent or the school board or a member of the school board, etc.

Person/group within the community or school district: Anybody in the community or school district not within the school system.

Please answer the following questions as completely as possible. If you were not in the same position for the 1974-1975 school year answer only for the 1975-1976 school year.

5. Did you choose to censor by removing or restricting an item(s) from your library/media center:
 - a. During the 1974-1975 school year?

 - b. During the 1975-1976 school year?

6. If the answer to 5a or 5b is yes, please explain your action and the reason for your action. Include title(s) of the item and the reason you chose to censor it. If more space is needed please use the reverse side of this paper.

7. Did anyone within your school system (besides yourself) request that you censor by removing or restricting an item(s) in the library/media center:

a. During the 1974-1975 school year?

b. During the 1975-1976 school year?

8. If the answer to 7a or 7b is yes, please give the position of the person(s) who made the request. Include the title(s) and describe the objections. If more space is needed please use the reverse side of this paper.

9. Did any person or group within your community/school district request that you censor by removing or restricting an item(s) in the library/media center;

a. During the 1974-1975 school year?

b. During the 1975-1976 school year?

10. If the answer to 9a or 9b is yes, please describe the person or group's objection to the item(s) and how the request was handled. Please include title(s) of material. If more space is needed please use the reverse side of this paper.

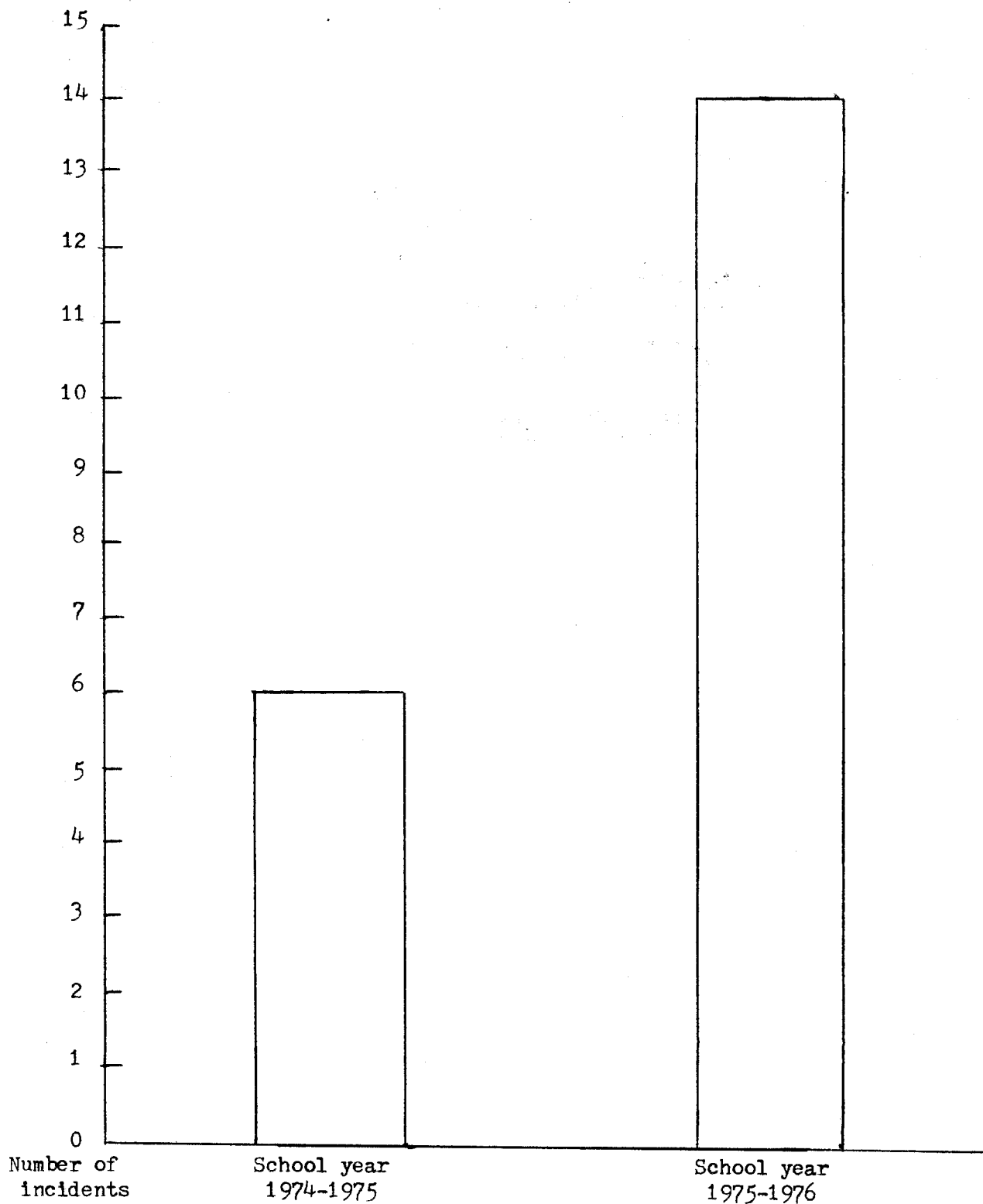
11. Please provide any information you can about the person(s) or group from question 10 (for example, approximate age, occupation, membership in a special interest group, religion, etc.).

12. If a group(s) made the request for censoring please describe the group (name, philosophy, size etc.).

13. If you have any comments please include those.

Figure 1

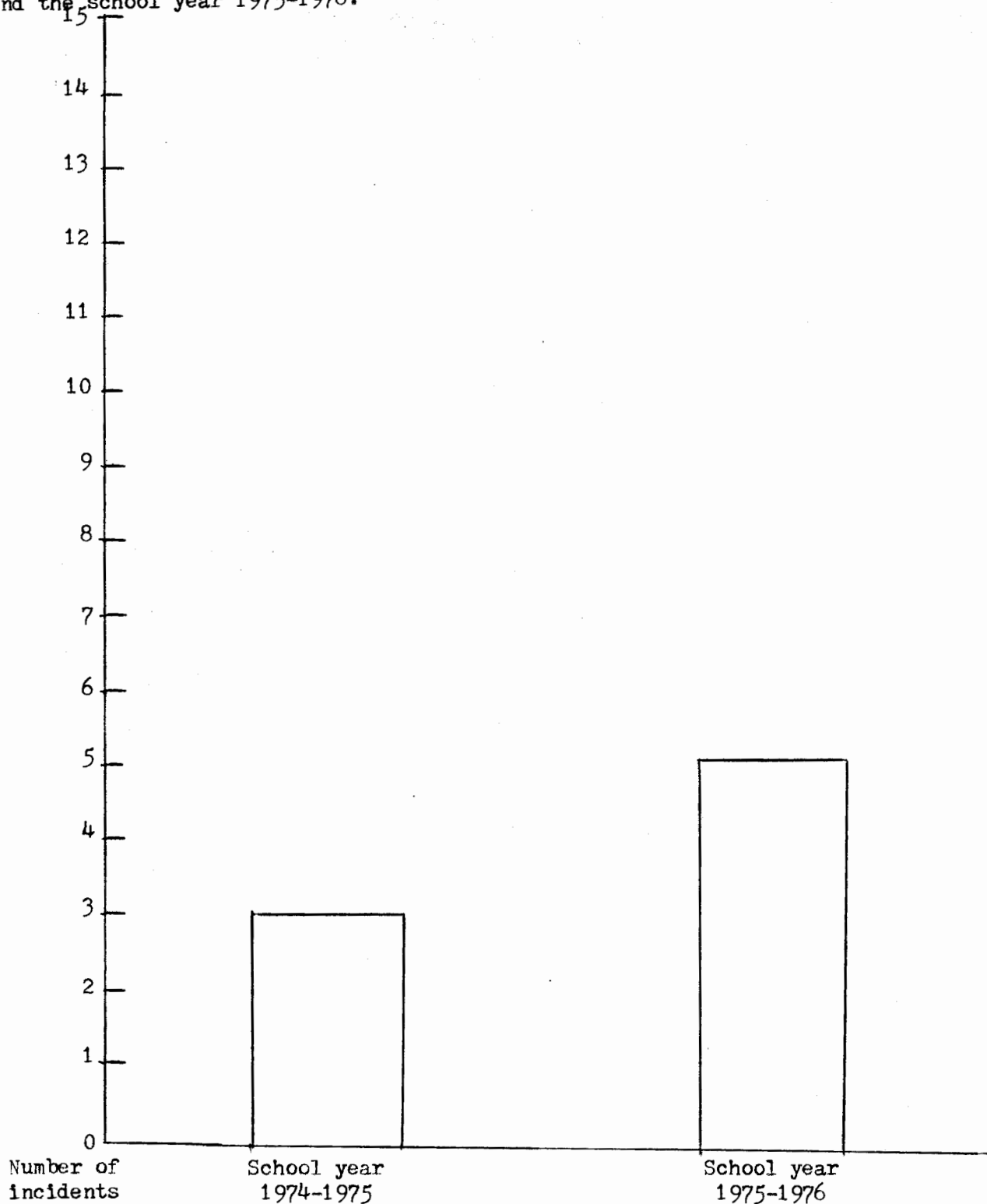
Comparison of censorship cases initiated by media specialists for the school year 1974-1975 and the school year 1975-1976.



Six incidents occurred during the 1974-1975 school year. This increased to fourteen in 1975-1976.

Figure 2

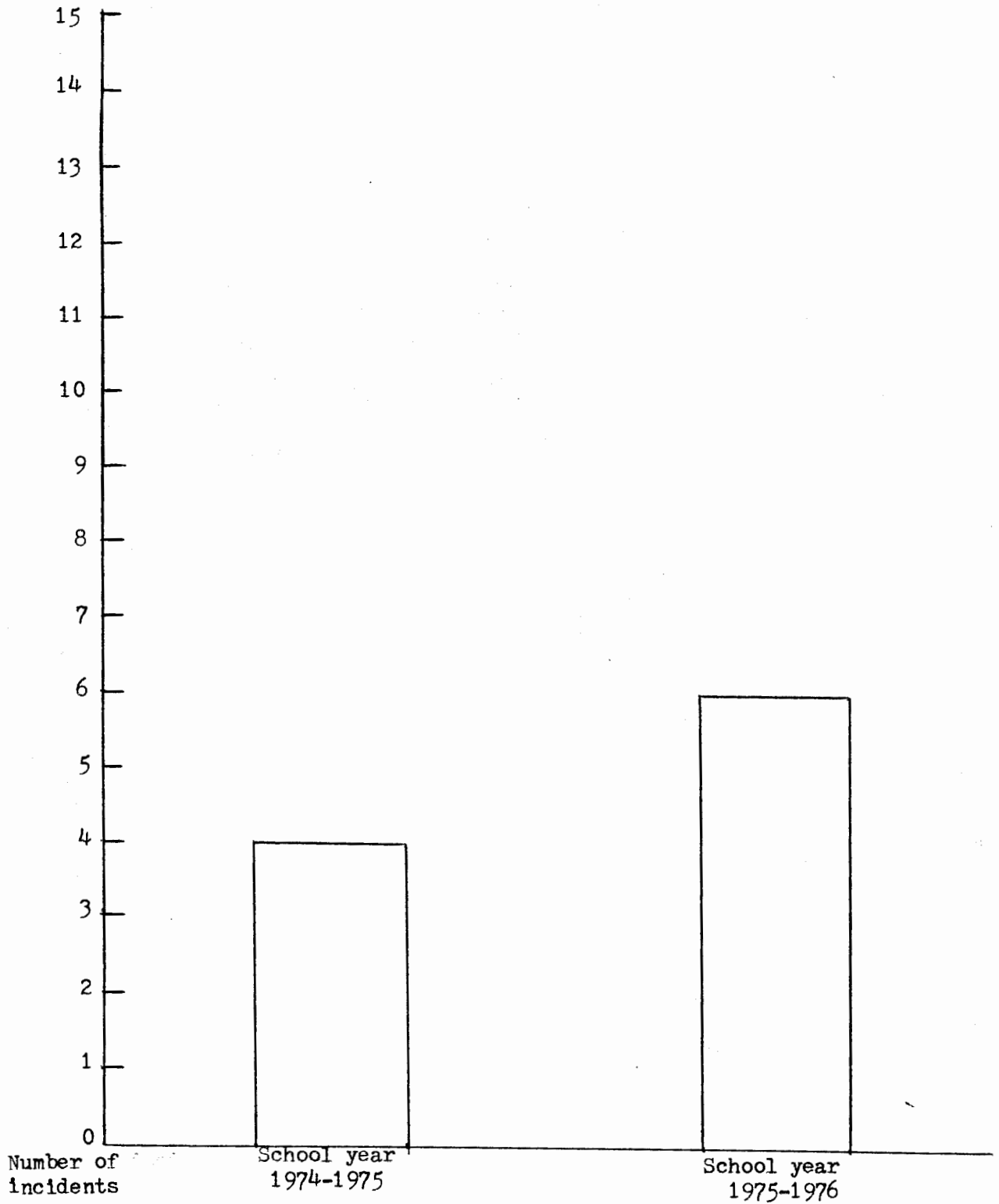
Comparison of censorship cases initiated by a person or persons within the school system besides the media specialist for the school year 1974-1975 and the school year 1975-1976.



Three incidents occurred during the 1974-1975 school year. That number increased to five in 1975-1976.

Figure 3

Comparison of censorship cases initiated by a person or group in the community or school district for the school year 1974-1975 and 1975-1976.



Four incidents occurred during the 1974-1975 school year. That number increased to six in 1975-1976.