



**Do we ban the book, the movie
and/or the website?**

**Censorship and Lifelong
Learning**



Who is our clientèle?

- Secondary students can range in age from 12 years to 18 years.
- Middle schooling may mean that students are even younger if they start at a secondary school in Year 6 or Year 7.
- They enter secondary schooling as children and leave as young adults.

Censorship in the Past.

- Books
- Films
- Class sets used for English.
- Poetry
- Drama – Plays
- Science – Evolution versus Creationism / Intelligent Design

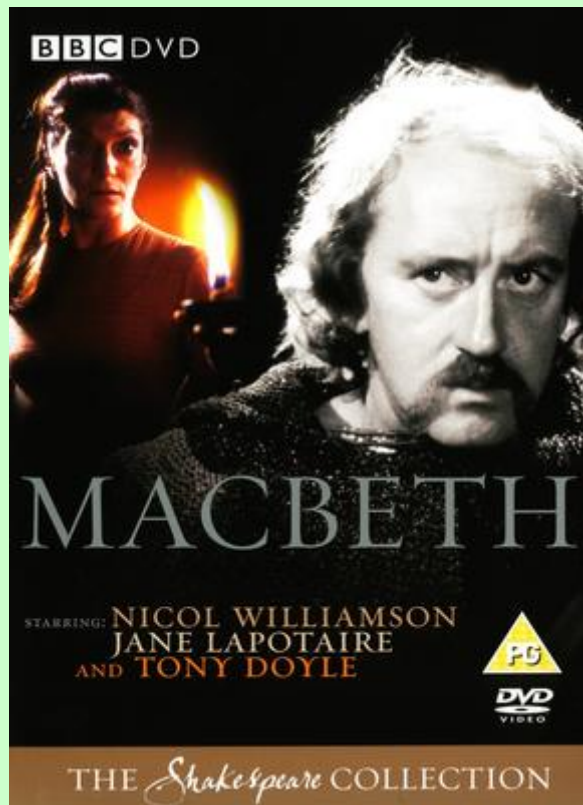
What are the Issues?

- Fantasy
- Witchcraft / Vampires in present day rather than in an imaginary world (Buffy the Teenage Vampire Slayer)
- Sexual Content
- Overt Violence
- Profanity, swearing
- Subject matter e.g. sexual abuse, suicide, blasphemy
- Sexual stereotypes
- Science curriculum

Fantasy – Books and Movies



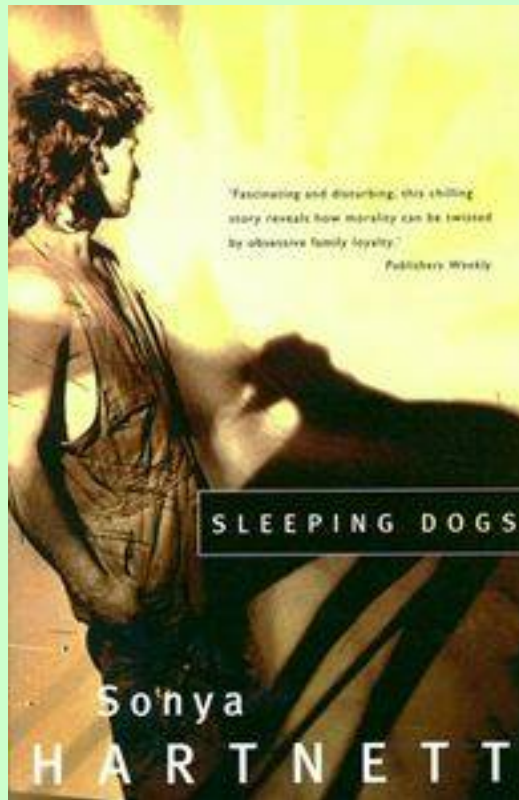
Shakespeare



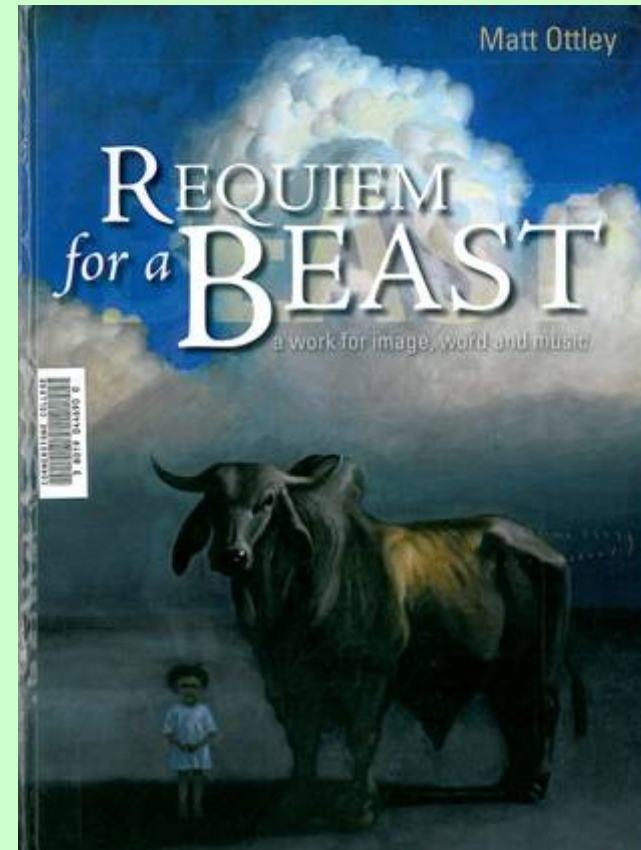
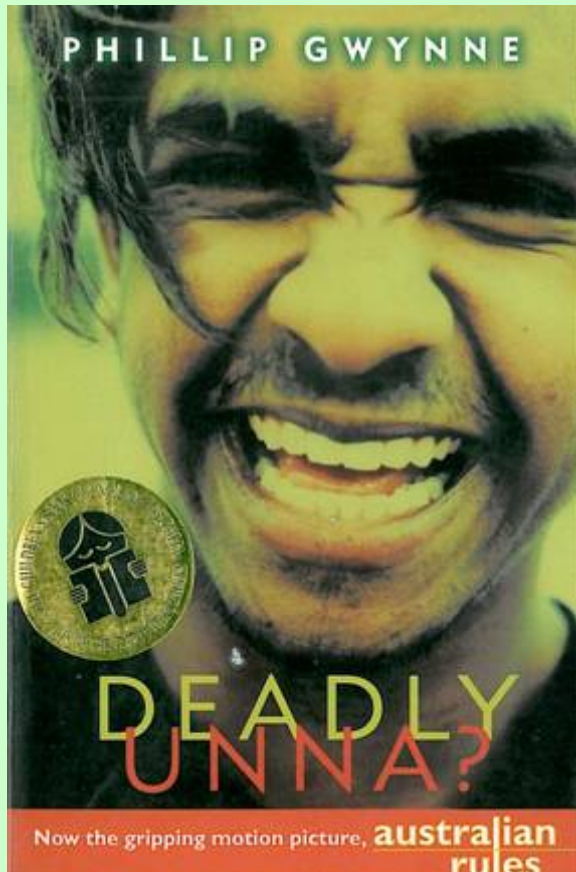
What are the main issues for Christian parents?

- Fantasy – will it lure children to the occult?
- Will children believe that there is such a thing as good witchcraft? (Hermione in Harry Potter)
- Might children learn disrespect for authority? (Lyra versus the Majesterium)
- Might children think witches and wizards are cool?
- Will children cut themselves off from Christian influences? Neal, Connie (2001), What's a Christian to do with Harry Potter? Waterbrook Press, Colorado.

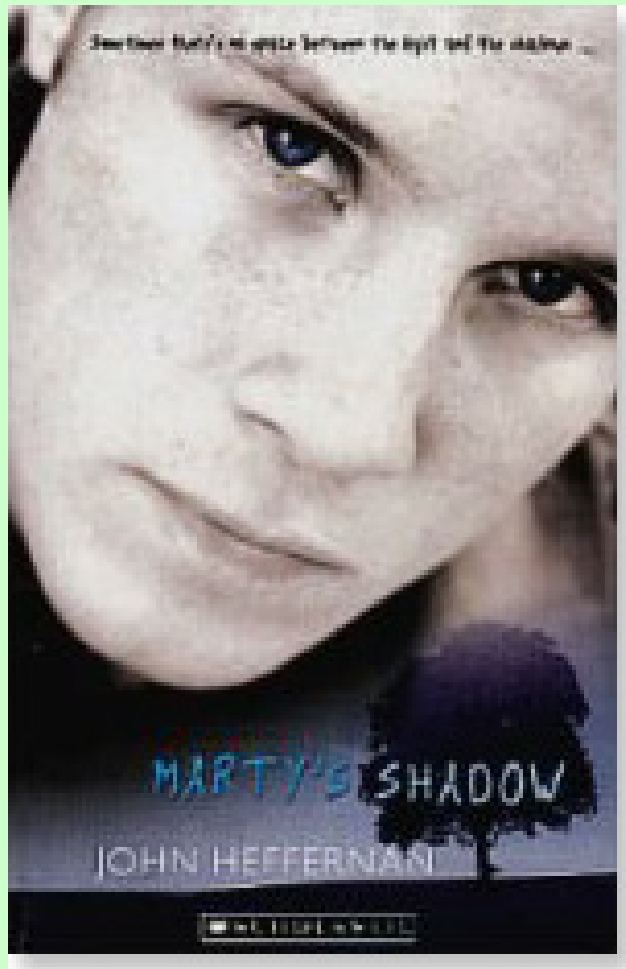
Overt violence



Profanity



Suicide



Local writer John Heffernan's first young adult novel, *Marty's Shadow*, was short-listed in this year's CBCA awards. It's not for the timid, as it canvasses murder, parental infidelity, domestic violence and racism, and culminates in a discomfitingly graphic depiction of an attempted teen suicide. Neill, Rosemary (2008), "Analysing their Dark Materials", The Australian, 20/09/08.

Children's Book Council of Australia Awards

- **Why are some of the books unsuitable for young children?**

In the [Awards Handbook](#), you will see that the PB and EP books may be for any age up to 18. For this reason the CBCA indicates on its official lists that 'some of these books may be for mature readers'. Each of these categories will contain a range of books, suitable for different audiences, and so will need to be assessed for purchase on an individual basis.

- **I think some of the books are too dark and depressing.**

Of course it is impossible to please everyone, but the judges take their responsibilities very seriously, and discuss the books at length – having read them all at least once. They must stick to the criteria, so that, for example, 'suitable for a primary school class' or 'let's balance the list as too many have historical settings' are not permitted as arguments. In the end the choices made are those of a particular group of judges at a particular time. The full *Judges' Report* is published annually in the August issue of [Reading Time](#).

- ***I still worry about some of the themes.***

We live in a less than perfect world, and authors, illustrators and publishers are perhaps reflecting our society. Children are bombarded with news and information, not to mention advertising and TV programs. Books provide a means of generating thoughtful discussions about issues and fears. They can be shared with a trusted adult, read at the child's own pace, and disturbing pages can be skipped. Reading is a very different experience to that of being exposed to images and information over which one can have little or no control. Books can be put aside or reread whenever the reader chooses to do so. It is individual buyer's responsibility to determine if a title is suitable for their particular situation.

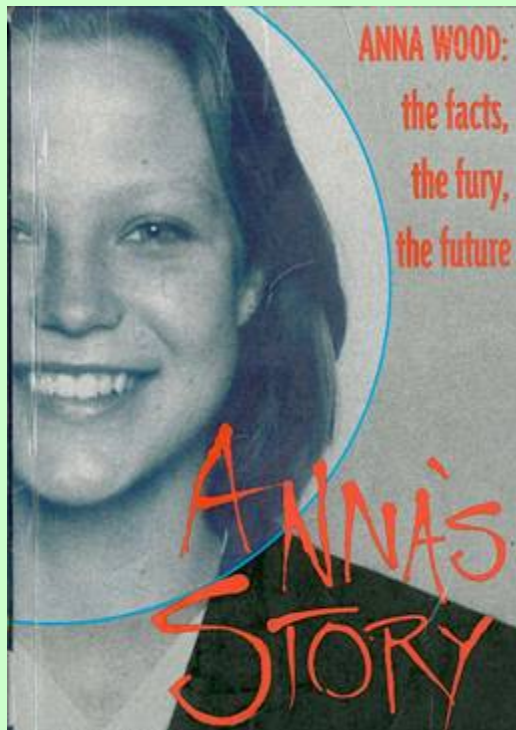
Hope



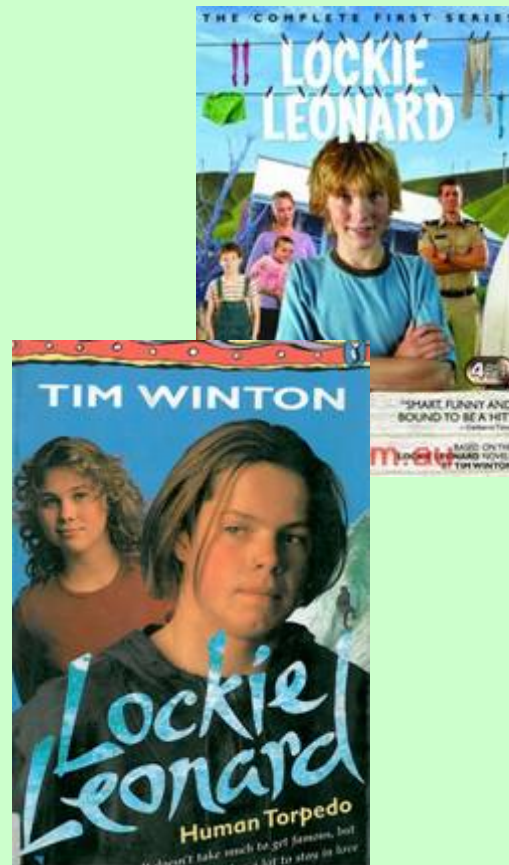
Interestingly, CBCA president Bennett admits this finalist is well outside her comfort zone. "We would have got a lot more flak had *The Island* won (the picture book category), rather than *Requiem*," she says candidly. Bennett feels the denouement of *The Island*, which has won literary awards in Europe, is too nihilistic for children, as it offers no hope or optimism. Neill, Rosemary (2008), "Analysing their Dark Materials", [The Australian](#), 20/09/08.

Themes

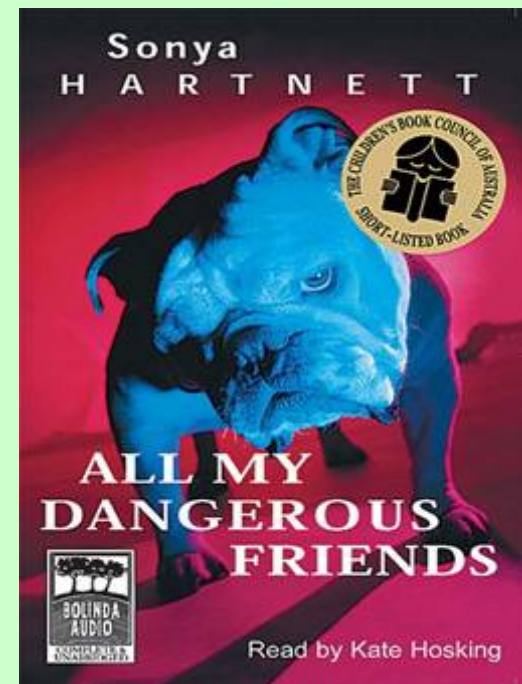
Drugs



Sexuality

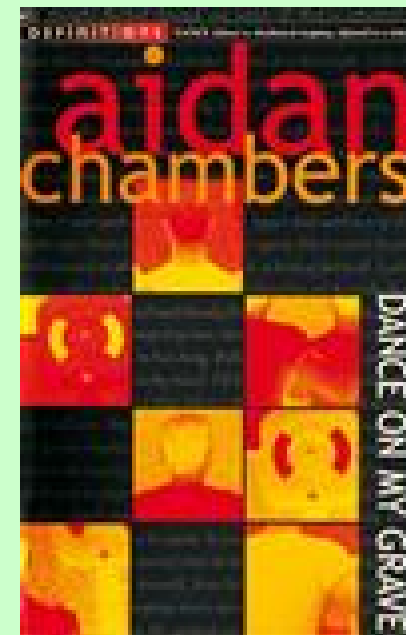
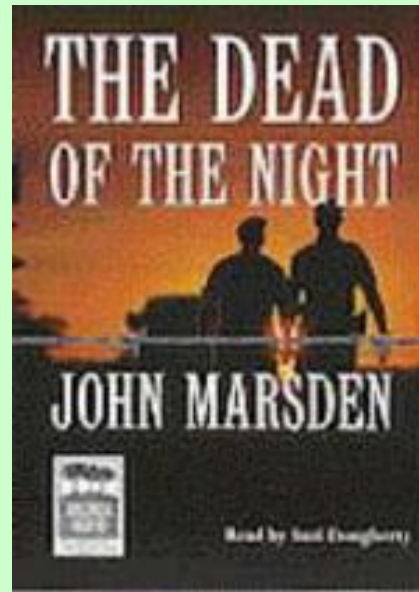


Peer Pressure



Sexuality

Romeo and Juliet



English Studies South Australian Recommended Texts 2008

- **DRAMA TEXTS**

- **Author Title Publisher**

- Beckett, Samuel *Waiting for Godot* Faber
- Davis, Jack *No Sugar* Currency
- Enright, Nick, & Monjo, Justin *Cloudstreet* Currency
- Harrison, Jane *Stolen* Currency
- Ibsen, Henrik *A Doll's House* Penguin
- Ionesco, Eugène *Rhinoceros* Penguin
- Miller, Arthur *The Crucible* Penguin
- Pinter, Harold *The Caretaker* Faber
- Shaffer, Peter *Equus* Penguin
- Shakespeare, William *Richard III, Hamlet, King Lear, Othello* Various
- Stoppard, Tom *Rosencrantz and Guildenstern Are Dead* Penguin
- Thomson, Katherine *Navigating* Currency
- Williams, Tennessee *The Glass Menagerie* Penguin
- Williamson, David *Influence* Currency

continuedFilm texts

- **FILM TEXTS†**
- **Author Title Author Title**
- Campion, Jane *The Piano* Mamet, David *The Winslow Boy*
- Clooney, George *Good Night, and Good Luck* Nair, Mira *Monsoon Wedding*
- Coen, Joel *The Man Who Wasn't There* Niccol, Andrew *Gattaca*
- Donnersmark, Florian von **The Lives of Others* Perkins, Rachel *Radiance*
- Fosse, Bob *Cabaret* Reed, Carol *The Third Man*
- Gast, Leon *When We Were Kings* Scott, Ridley *Blade Runner*
- Heer, Rolf de *The Tracker* Tamahori, Lee *Once Were Warriors*
- Hitchcock, Alfred *Psycho* Zhang Yimou *Raise the Red Lantern*
- Lawrence, Ray *Lantana* Zinnemann, Fred *High Noon*
- Leigh, Mike *Secrets and Lies*
- †The version of a film listed for study will be the first cinematic release by the named director, or the director's cut

ContinuedProse texts

- **PROSE TEXTS**
- **Author Title Publisher**
- Achebe, Chinua *Things Fall Apart* Reed Education
- Allende, Isabel *Eva Luna* Penguin
- Austen, Jane *Pride and Prejudice* Penguin
- Barker, Pat *Border Crossing* Penguin
- Blain, Georgia *Candelo* Penguin
- Deane, Seamus *Reading in the Dark* Random House
- Dickens, Charles *Great Expectations* Penguin
- Drewe, Robert *The Shark Net* Penguin
- Grenville, Kate **The Secret River* Text Publishing
- Guterson, David *Snow Falling on Cedars* Allen & Unwin
- Hardy, Thomas *Tess of the D'Urbervilles* Penguin
- Hosseini, Khaled *The Kite Runner* Allen & Unwin
- Ishiguro, Kazuo *Never Let Me Go* Faber
- Kesey, Ken *One Flew Over the Cuckoo's Nest* Pan Macmillan
- McEwan, Ian *Atonement* Vintage
- MacLeod, Alistair *No Great Mischief* Vintage
- Malouf, David *Fly Away Peter* Random House
- Orwell, George *Nineteen Eighty-Four* Penguin

Criteria

Each text will:

- sustain intensive study, raise interesting issues, and provide challenging ideas;
- be appropriate for both male and female students;
- be appropriate for the age and development of students and, in that context,

reflect current community standards and expectations.

The text list as a whole will:

- provide a range of forms and genres;
- be suitable for a wide range of students, including second language students;
- reflect the cultural diversity of the Australian community;
- include a balance of new and established works;
- include texts that display affirming perspectives.

Science Curriculum

A little girl asked her mother: 'How did the human race appear?' The mother answered, 'God made Adam and Eve; they had children; and so was all mankind made.'

Two days later the girl asked her father the same question. The father answered, 'Many years ago there were monkeys from which the human race evolved.'

The confused girl returned to her mother and said, 'Mum, how is it possible that you told me the human race was created by God, and Dad said they developed from monkeys?'

The mother answered, 'Well, Dear, it is very simple. I told you about my side of the family, and your father told you about his.'

Biology Stages 1 and 2 South Australia- extract from Rationale

“Among important unifying ideas and theories developed by biologists are the cell theory and the theory of evolution. It was a key discovery of the twentieth century that all life forms use the information carried by the DNA molecule to pass instructions from generation to generation.”

Censorship Today

- Books
- Films
- Class sets used for English.
- **Graphic Novels / Texts**
- Poetry
- Drama – Plays
- Science – Evolution versus Creationism / Intelligent Design

Graphic Novels

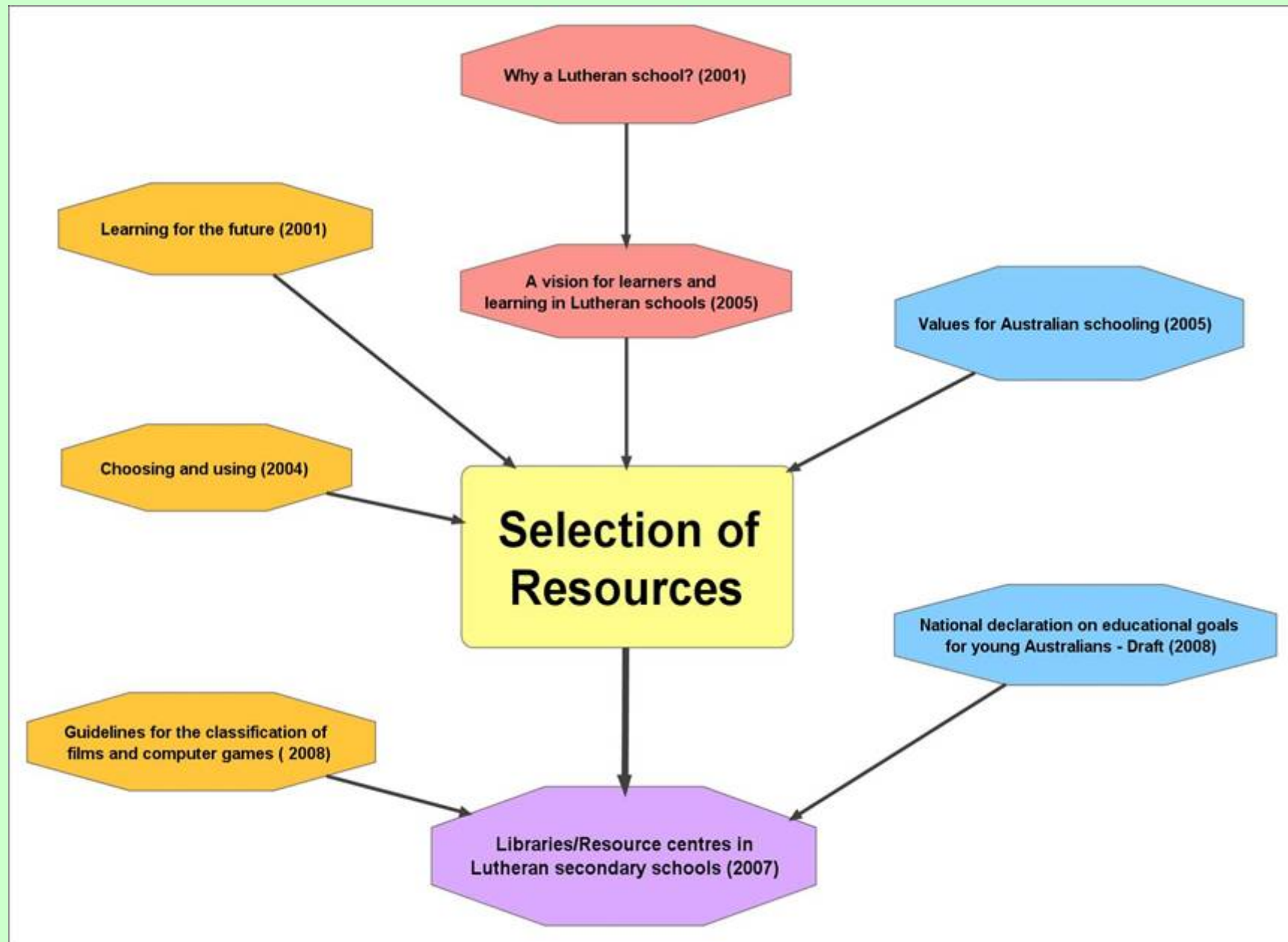


as well as...Technology!

- Radio has never been a threat (although some community radio stations are a bit on the edge)
- Television - movies and documentaries which have ratings
- Internet – a Pandora's box of blogs, chat rooms, pornographic and violent sites
- Video and computer games
- Mp3 players with aggressive music with violent, sexual lyrics

As educators we need to ask ourselves.....

- How vigilant are parents in monitoring the hours spent by their children watching television, playing computer games, internet surfing, chatting and blogging? How many hours are spent texting and talking to friends on the mobile phone? Should schools be worried?
- In this information rich age should staff in secondary schools be actively censoring as much as they can or should we be teaching our children to become selective, discerning adults as part of lifelong learning?
- If students are not challenged and do not discuss issues in a Christian environment/school how will they respond to life when they leave?
- A parent does have the right to withdraw their child from certain studies or film/theatre excursions but do they have the right to impose their values on the other students of that class or school?



Where do I find these Selection resources?

We would refer to the following publications to develop a broad understanding of the current Lutheran (L), National (N) and Teacher-librarian (T-L) focussed documentation.

(L) Bartsch, Malcolm I. 2001, *Why a Lutheran school? Education and theology in dialogue*, Board for Lutheran Schools, Adelaide S. Aust.

(T-L) *Choosing and using: Teaching and learning materials* 2004, South Australia. Department of Education and Children's Services, Hindmarsh S. Aust., viewed 24th September 2008,

<http://www.decs.sa.gov.au/policy/default.asp?id=16717&NAVGRP=61>

(N) (T-L) *Guidelines for the classification of films and computer games* 2008, [made under Section 12 of the Classification (Publications, Films and Computer Games) Act 1995], Canberra ACT, viewed 24th September 2008,

[http://www.comlaw.gov.au/ComLaw/legislation/legislativeinstrumentcompilation1.nsf/0/8E6F8C05084156CCCA25741200045A6A/\\$file/FCG+Guidelines2005+.doc](http://www.comlaw.gov.au/ComLaw/legislation/legislativeinstrumentcompilation1.nsf/0/8E6F8C05084156CCCA25741200045A6A/$file/FCG+Guidelines2005+.doc)

(N) (T-L) *Learning for the future: Developing information services in Australian schools* 2001, 2nd ed., Curriculum Corporation, Carlton South Vic.

continued

- (L) (T-L) *Libraries/Resource Centres in Lutheran schools 2007*, Lutheran Education Australia, North Adelaide S. Aust.
- (N) *National declaration on educational goals for young Australians - Draft 2008*, Ministerial Council on Education, Employment, Training and Youth Affairs, Carlton South Vic., viewed 24th September 2008,
http://www.curriculum.edu.au/verve/resources/Draft_National_Declaration_on_Educational_Goals_for_Young_Australians.pdf
- (N) (T-L) *Values for Australian schooling professional learning resources - Secondary 2005*, Australia. Department of Education, Science and Training Curriculum Corporation, Carlton South Vic., viewed 24th September 2008,
http://www.valueseducation.edu.au/verve/resources/values_secondary_resource_kit.pdf
- (L) *A vision for learners and learning in Lutheran schools 2005*, Revised ed., Lutheran Education Australia, North Adelaide S. Aust.

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