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Names as Insults Among Middle School Students

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NAMES AS INSULTS AMONG MIDDLE SCHOOL STUDENTS

by

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B.A. May 1992, Old Dominion University , Norfolk Virginia

**A Thesis submitted to the Faculty of Old Dominion University in Partial Fulfillment of the
Requirement for the Degree of**

MASTER OF ARTS

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Old Dominion University
August, 1995

Approved by:

Carole P. Hines (Director)

ABSTRACT

NAMES AS INSULTS AMONG MIDDLE SCHOOL STUDENTS

Susan M. de Veer
Old Dominion University, 1995
Director: Carole P. Hines

The following is a study of playful and insulting name-calling among suburban and rural public middle school males and females in grades six through eight in Tidewater, Virginia. Little is known about the effects of name-calling on self-esteem. Students were asked to rate the comfort level of the names they reported their friends called them. They were also asked to list their favorite television programs, films, and music videos to determine what influence, if any, the media has on name-calling. The 135 participating male and female students completed an anonymous survey administered by their teachers during home bell.

The collected names were separated by gender and context, and placed in natural categories: Body Parts, Sexual Orientation, Social Behavior, Intelligence, Physical Features, Sexual Reference, Female Terms, etc. The data were then compared to determine if the context or the gender of the caller affected the way the target felt about a particular name.

The results suggest name-calling enforces cultural gender stereotypes. Sixth grade males were primarily called names targeting Social Behavior and Intelligence, while females' Physical Features and Intelligence were monitored. By eighth grade, female sexuality was targeted almost exclusively by both genders. The insults of choice were bitch, slut, and 'ho. Females reported a greater sensitivity to name-calling than did males.

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DEDICATION

This body of work is dedicated to my brother, Pete, who first suggested when I was fourteen years old that I might one day want to write a fifty page paper, a thesis, an idea I vehemently rejected. His suggestion lay dormant in my imagination until I encountered the flurry of new and exciting ideas in my courses at Old Dominion University. One of those new ideas grew into the following study. Thank you, big brother. This one's for us!

This work is also dedicated to my thesis director and mentor, Carole P. Hines, who consistently offered encouragement every time I said, "I can't do this!"

ACKNOWLEDGEMENTS

I wish to thank the students and school administrators for their time and participation in this project.

I also wish to thank Christopher J. de Veer for his patient, technical support.

PREFACE

The following study is a collection of names rural middle school males and females (grades 6,7, and 8) reported being called by their male and female friends when they were being playful and when they wished to insult. This study, which took place in Spring, 1994, was a follow-up to a 1993 sociolinguistics research project, in which 7th and 8th grade students were asked to list examples of names they heard other students use. Because results of the early pilot survey were so surprising, a refined, follow-up study was planned to add context, as well as to add to the body of existing data in the area of adolescent name-calling.

To avoid confusing the reader with an avalanche of data, the chapters have been organized in the following manner: Chapter 1 introduces the inspiration for the initial work, the results of the pilot survey, the re-designed instrument, the survey method, and the participants and their family education level. Graphs were included throughout to facilitate the comprehension of the discussion through a visual medium because of the sometimes confusing overload of data.

Chapter 2 involves a discussion of the participants' media preference, i.e. favorite television programs, music videos, and films. Chapter 3 is a detailed discussion of the names collected, broken down by grade, context, and gender.

Chapter 4 considers the implications of name-calling from several perspectives: psycholinguistics, popular culture, and social application. While these implications may seem

to stretch beyond what the data can bear, it would be misleading to inspect name-calling without considering its social implications; name-calling is a public activity, especially among children. References to newspaper and magazine articles have purposely been cited because language operates within a culture, not in a vacuum. To study language without considering the way it is perceived or used within the culture would be an academic exercise without benefit.

Chapter 5 concludes with a call for further research of adolescent name-calling, as well as the use of expletives among younger children. Future studies should focus on the effects on self-esteem of expletives and name-calling; little is known about how these words make individuals feel.

Appendix A contains a list of the data collected in the pilot survey, while Appendix B contains the rural survey data listed by the respondents: names, television programs, music videos and films. Appendix C contains the survey instruments.

TABLE OF CONTENTS

	Page
PREFACE	iv
LIST OF CHARTS	viii
LIST OF GRAPHS	ix
Chapter	
1. THE RESEARCH PROJECT	1
1.1 INITIAL WORK	2
1.2 THE SURVEY METHOD	8
1.3 PARTICIPANTS	11
1.4 FAMILY EDUCATION LEVEL	12
2. THE MEDIA	14
2.1 TELEVISION VIEWING	14
2.2 FAVORITE TELEVISION PROGRAMS	15
2.3 CABLE MOVIE CHANNELS	16
2.4 RECENT VIDEO RENTAL FILMS	17
2.5 RECENT FILMS VIEWED IN A MOVIE THEATER	18
2.6 MTV	19
2.7 MUSIC VIDEOS	20
3. THE NAMES	24
3.1 CATEGORIES	26
3.2 EXPLANATION OF THE DATA IN CHAPTER 3	28
3.3 GRADE 6 PLAYFUL NAMES	29
3.4 GRADE 6 INSULTING NAMES	31
3.5 GRADE 7 PLAYFUL NAMES	33
3.6 GRADE 7 INSULTING NAMES	35
3.7 GRADE 8 PLAYFUL NAMES	37
3.8 GRADE 8 INSULTING NAMES	40

3.9	A DIMENSIONAL ANALYSIS OF PLAYFUL AND INSULTING NAMES	43
3.10	COMFORT LEVEL OF NAMES	48
3.11	WHERE NAME-CALLING TAKES PLACE	54
4.	IMPLICATIONS AND INSIGHTS	58
4.1	PSYCHOLINGUISTICS	60
4.2	POPULAR CULTURE	63
4.3	SOCIAL APPLICATION	68
5.	CONCLUSION AND CALL FOR FURTHER RESEARCH	75
	WORKS CITED	77
	APPENDICES	
A.	PILOT SURVEY DATA	80
B.	RURAL SURVEY DATA	90
C.	SURVEY INSTRUMENTS	116

LIST OF CHARTS

CHART	PAGE
1. Pilot Survey Student Population	4
2. Profile of Rural Student Population	13
3. Rural Television and Film Viewing Hours	14
4. Pilot Survey Movie Channels	17
5. Rural Survey Movie Channels	17
6. Average Number of Video Films Viewed (Rural Population)	18
7. Average Number of Theater Films Viewed (Rural Population)	19
8. Pie Chart of Pilot Survey Music Preferences	21

LIST OF GRAPHS

GRAPH	PAGE
1. Rural Television Viewing Preferences (male)	16
2. Rural Television Viewing Preferences (female)	16
3. Rural Music Preferences (female)	22
4. Rural Music Preferences (male)	22
5. Rural Male Playful Names (Grade 6)	30
6. Rural Female Playful Names (Grade 6)	31
7. Rural Male Insulting Names (Grade 6)	32
8. Rural Female Insulting Names (Grade 6)	32
9. Rural Male Playful Names (Grade 7)	33
10. Rural Female Playful Names (Grade 7)	34
11. Rural Male Insulting Names (Grade 7)	36
12. Rural Female Insulting Names (Grade 7)	36
13. Rural Male Playful Names (Grade 8)	38
14. Rural Female Playful Names (Grade 8)	39
15. Rural Male Insulting Names (Grade 8)	41
16. Rural Female Insulting Names (Grade 8)	42
17. Dimensional Analysis: Rural mM Playful Names	44

18. Dimensional Analysis: Rural fM Playful Names	45
19. Dimensional Analysis: Rural mF Playful Names	45
20. Dimensional Analysis: Rural fF Playful Names	46
21. Dimensional Analysis: Rural mM Insulting Names	46
22. Dimensional Analysis: Rural fM Insulting Names	47
23. Dimensional Analysis: Rural mF Insulting Names	47
24. Dimensional Analysis: Rural fF Insulting Names	48
25. Comfort Level: Playful Names (Grade 6)	50
26. Comfort Level: Insulting Names (Grade 6)	50
27. Comfort Level: Playful Names (Grade 7)	51
28. Comfort Level: Insulting Names (Grade 7)	52
29. Comfort Level: Playful Names (Grade 8)	52
30. Comfort Level: Insulting Names (Grade 8)	54
31. Where Name-Calling Takes Place (Female)	55
32. Where Name-Calling Takes Place (Male)	57

Chapter 1

The Research Project

"Katy Lyle is a slut." "Katy Lyle is a whore." "Katy Lyle fucks farm animals." "Katy Lyle is a dick-sucking, brother-fucking whore" (Lanpher 90). These examples of bathroom graffiti were directed towards a Duluth, Minnesota high-school sophomore, Katy Lyle, over an eighteen month period. The names spilled out of the boys' bathrooms into the hallways, school cafeteria, classrooms, and school bus, following Katy wherever she went. More than fifteen complaints to the school administration during this time were met with shrugs and the response, "Boys will be boys." No attempts were made to identify the culprits (Le Blanc 163). Eventually, Katy Lyle sued her high school and, based on the ban on sex discrimination in Title IX of the Education Act of 1972, was awarded \$15, 000 in damages (Lanpher 90).

I learned about Ms. Lyle's case while I was watching the Oprah Winfrey show in April, 1993. Although such a landmark case is interesting enough, I was more interested in the reaction of the parents and students from Central High School who appeared on the show in defense of their school. This group told Oprah that the Lyle lawsuit was an overreaction to "kid's stuff." In fact, some of the parents and students suggested that Katy invited her assault. While this particular group viewed the sexually explicit name-calling as "kid's stuff," the courts of Minnesota and California have not. In both states, students have been suspended, expelled, and sued for name-calling (Shaklit 14). Additionally, the American Association of University Women define " . . . the unwelcome verbal . . . conduct of a sexual

nature imposed by one individual on another . . . " as sexual harassment, an activity considered on the rise today in grades six through twelve (How Schools 73).

Intrigued by the controversy surrounding this sexually explicit name-calling, I wondered whether Katy Lyle's experience was a fluke or, if sexually explicit name-calling in school hallways is "on the rise," to what extent do students use such language today? Was Katy Lyle hypersensitive to the bathroom graffiti and hallway name-calling, or are other students equally uncomfortable with being called a slut while they switch classrooms?

1.1 Initial Work

During the summer of 1993, I received permission to survey a small population of middle school students (grades 7 and 8) in the Hampton Roads, Virginia area to ask the question, "What name(s) have you or your friends been called by male and female friends."

The primary purpose was to discover what students automatically associate with the word name, without leading them towards a particular response. Students, then, who consider fatty a name frequently encountered would feel free to write it as a response. Secondly, I did not ask students what names **they** called others because adolescents typically do not admit to their own behavior, though are willing to point out what others do. A related question asked if these names made students feel uncomfortable. Were students sensitive to the names they were being called?

Finally, I selected this age group because it was the youngest group I felt I would have reasonable access to in a public school setting, and because recent studies indicate an increase in adolescent depression. The AAUW Report on How Schools Shortchange Girls

notes:

A recent survey of eighth and tenth-graders found girls are twice as likely as boys to report feeling sad and hopeless. This is consistent with clinical literature, which shows that females have higher rates of depression than males, both during adolescence and adulthood. (79)

While language, by itself, cannot cause depression, words contribute towards individuals' sense of safety and well-being. Children are particularly vulnerable to being called stupid, dummy, or fatty by peers or adults, especially during critical periods of social and psychological development. Over time, the classroom performance of children who have constantly been called stupid or dummy may decline, suggesting the negative effect of names on self-esteem and performance, which can linger on into adulthood.

Additionally, students participating in this survey were asked to list the number of hours spent watching television, favorite television programs, favorite music videos, favorite video films and MTV exposure; they also noted if they were restricted from viewing "R" rated films because of language or violence. In these questions, I was seeking a possible relationship between the names students called each other and media exposure.

This study was administered during a summer session, so the student sample may not have been representative. There was a disproportionate number of participating boys to girls. Also, only three teachers participated, which made the sample of seventh and eighth grade students small. In spite of these problems, coupled with my own inexperience with survey design, the findings were intriguing and indicated that the incidence of adolescent name-calling warranted further study. This original study became the pilot to an expanded survey of sixth, seventh, and eighth grade students selected from another public school system in the

Tidewater area.

The following table describes the student population that participated in the pilot study. The boundaries of the participating suburban school included all socioeconomic levels, from professional families to blue collar worker families. Information on race was not collected, but the selected population includes white, black, and Asian students.

PILOT SURVEY STUDENT POPULATION

Participants	Grade 7	Grade 8	Total
Males:	16	20	
Females:	8	7	51
Average Age	13	14	
Two Parent Households	67%	89%	
Two Working Parents			* 90%
Average Daily Television Viewing	4 hrs.	5 hrs.	
Students Who Watch MTV			**80%
Students NOT Restricted from "R" Rated Films			***87%

Chart 1

* This figure was not broken down by gender or grade and represents the total number.

**This figure was also not broken down by gender or grade, but represents the students who admit to viewing MTV from "sometimes" to "all the time."

***Of the students surveyed, 8% are restricted; 5% did not respond to the question.

While inexperience resulted in a crude instrument, the results of this survey on middle school name-calling yielded some interesting data. Most of the students surveyed responded to the question, "Have your MALE/FEMALE friends called you or anyone else you know a name?" with at least two names. Some students, particularly seventh graders, did not write names others called them, but DID give examples of names that made them feel uncomfortable. The names were placed in natural categories of my own grouping (see Appendix A), which were

as follows: **Body Parts, Copulation, Scatological Terms, Sexual Orientation, Intelligence, Physical Features, Male Terms, Female Terms, and Miscellaneous.**

A total of 191 names were collected from 51 students: 36 males produced 115 names, an average of 3.19 per student, and 15 females produced 76 names, an average of 5.07 per student. The latter figure is well above the 1974 Kutner and Brogan study which concluded that females produced fewer slang expressions than did males because they were ignorant of such expressions (483).

There were fewer instances of names in the **Intelligence (7)** or **Physical Features (4)** than one might expect of this age group. Female terms for **Physical Features** tended to describe males positively: handsome, cute, shorty, while males used less positive terms for females: too tall, jolly green giant, and babyfat. There were no instances of same sex names in this category. **Male Terms** was a category that was used mainly by females to positively describe males: stud (2), sexy stud, and cool. The only male/male term was misaly bastid. **Copulation** terms were rare in seventh grade, with only two instances of fucker and fuck you among the males. This term, however, increased significantly in both variety and volume among eighth grade males and females. The **Excrement** terms only occurred among eighth grade males, the group that indicated MTV's "Beavis and Butthead" cartoon as a favorite program. Asswipe, and buttnugget are among the two adolescent cartoon characters' terms of endearment for each other. Names that were unknown to the researcher were placed in a **Miscellaneous** category, although many of the names are probably sexually or drug-related, peculiar to a select group of students. Since no verbal contact with the respondents was permitted, there was no way to verify this category.

Although the **Miscellaneous** category contained a greater variety of words, the largest category, used by both males and females, was **Female Terms**. The three most frequently used names: bitch, slut, and whore, (including the variant spellings ho, hoe, and horr) occur 82 times, which equaled to 43% of the total names collected. (The variant spellings of whore reflect the popularity of Rap music and its descriptions of women as bitches and 'ho's.) These names also reflect the findings of Barbara Risch's 1987 study of female college freshmen and sophomores, in which females reported using words in reference to males that were thought to strictly refer to females i.e., bitch, slut, and whore (357). In my own study, males called females AND other males bitch and slut, while females called males AND females the same names. In other words, a sexually derogatory female term may be the insult of choice today among adolescents and college freshmen. Overall, the female names and sexual names combined to 67% (127) of the total number of names produced.

When asked if these names made them feel uncomfortable, 75% of the students responded NO, 18% responded YES, and 7% did not respond to the question. However, some students stated the names did not make them feel uncomfortable, but then listed examples of names that did make them feel uncomfortable.

When students were asked, "What does sexual harassment mean?" most attributed it to unwanted physical touching, not unsolicited sexual comments. One eighth grade female stated sexual harassment is " . . . when any person touches you physically or uses any sexually verbal abuse toward you in any manner which makes you feel uncomfortable" (de Veer, "Pilot Survey," 1993). But she indicated that names like bitch, slut, and whore did not make her feel uncomfortable. She stated, "I ignore them," which suggests a desensitization to

sexually derogatory terms.

The results of the 1993 pilot survey raised more questions than it answered. Are students as desensitized to names like bitch, and slut, as they appear to be, or do certain words make students more uncomfortable than others? Does the context influence name choice and/or comfort level? Have female and male adolescents, like their freshmen counterparts, taken to using female derogatory terms like bitch, and hoe to refer to either sex, or were these results peculiar to the participating school?

The intriguing nature of this study and the lack of similar studies in this age group encouraged me to re-survey the same students during the regular school term so that I would be working with a more representative sample, and hopefully have more access to females. I also wanted the opportunity to refine my instrument to target adolescent name-calling within a context, so that I would not be subject to my own linguistic bias. However, I was not prepared for the difficulty in obtaining permission from public school administrators for a formal study, which is probably why there are so few studies of this group in the literature. Permission to re-survey the students who participated in the pilot study was denied, but after much hard work, persistence, and luck, I finally received permission to survey an alternate group of middle class, middle school students in a more rural public school system.

The following study focuses on the difference between playful and insulting names among same sex and opposite sex adolescents. How can a playful name be identified from an insulting name and do students react differently to playful and insulting names? Do females have a particular set of names for other females that become more insulting when males use them?

It is anticipated that the amount of television that participating students watch will reflect the national average of four to five hours per day. It is also anticipated that most students in this age group will prefer comedy sit-coms and cartoons to other genres. Tastes in music fluctuates with whatever group is promoted by radio stations and MTV, but rap will probably still be favored by adolescent males. If the results of the pilot survey are not specific to that particular school population, then even with added context, the results of the present survey of rural middle school students (grades 6,7, and 8) should resemble the pilot survey in television, film, and music preferences, while the context should provide a clearer pattern of adolescent name-calling and the students' comfort level with these names.

1.2 The Survey Method

A total of 114 out of a possible 180 students (61 males and 53 females) from grades six, seven, and eight participated in this survey. The participating school was located in a rapidly developing rural section of Tidewater, Virginia, and though the school boundaries embraced all socioeconomic levels, overall, it was considered predominantly middle class. To minimize instructional disruption, the principal selected two "of the best" classrooms from each grade, so I was unable to randomly select classrooms or participants, nor to interact with the students in any way. All the students in the selected classrooms were given a letter explaining the project along with a parental permission slip. Only those students who returned a signed parental permission slip participated in this study.

Participating teachers also received a letter which briefly stated the purpose of the study, the approximate time it would take to complete, and instructions not to discuss the

contents of the survey or the gender of the researcher with the students. More precautions in this area were taken because some students in the pilot survey had been told the researcher was a female, so they directed names and remarks directly to her. Although some context might have been helpful, especially for some of the sixth grade students and those with poor reading skills, the threat to validity was of greater concern if teachers were allowed to describe the purpose of the study or answer any questions which might bias students' answers. Instructions were brief: students were assured of anonymity and were asked to answer each question on the survey as honestly as possible. It was essential to this study that students write the words they freely associated with name-calling.

Questions from the pilot study concerning the structure and lifestyle of participant families were discarded because they might be considered intrusive, and although knowledge about the number of two parent families or the types of blended families was interesting, it did not contribute to the overall study. Instead, to explore possible linguistic influences from the home environment, students were asked to list the education level of parents and grandparents. Likewise, information on ethnic background was also not obtained because the question seemed intrusive.

The respondents were young and reading skills were uncertain. A considerable effort was made to avoid complex questions or instructions. Where possible, categories were offered for students to select instead of allowing free responses, a problem in the pilot survey. For example, instead of asking students to write the number of hours they spent watching television each day, they were asked to circle the number of television programs viewed daily. In this way, students might be more honest and less tempted to write fantastic numbers.

Additionally, questions concerning favorite television programs or music videos were rank ordered, from most favorite to least favorite.

The primary focus of this survey was adolescent name-calling, not television and film viewing habits, but the electronic media can influence students the names they call each other. In the pilot survey, students who admitted watching "a lot" of MTV and the program "Beavis and Butthead," used more scatological names than other students. Also, those students who preferred listening to and viewing music videos of 'gangsta' rap tended to use bitch and 'ho' more freely.

Although the time allotted to complete the survey was limited to a ten minute home bell period, the researcher risked lengthening the original survey from one page to two to simplify the instrument for the targeted audience. A larger font and better balance between black and white spaces was used to accommodate a variety of visual systems, thereby reducing confusion and ambiguity.

The heart of the survey, the names students called each other, was separated into four categories. Students were asked to list the names their male and female friends called them, in rank order, from most often to least often, when they were being playful and when they intended to be insulting. Students were next asked to rate each name using an ordinal scale, from most comfortable to least comfortable, where 1 "does not bother you at all," and 5 "bothers you a lot." This gave students the opportunity to state whether or not insulting names made them feel uncomfortable, as well as whether or not playful names were equally comfortable. Although 75% of the students in the pilot survey stated the names others called them did not make them feel uncomfortable, implying a desensitization towards sexually

explicit names, the question was too general, making conclusions about self-esteem and name-calling questionable. Asking students to rate the comfort level of each name they list assumes either a positive or negative feeling about a name, while nudging the respondent to think about how name-calling makes them feel.

Students were also asked to identify where the name-calling takes place most often.: neighborhood, classroom, school cafeteria, playground, school bus, other. No changes were made to these categories; however, a larger space for other was supplied.

In the original survey, students were asked: "What does sexual harassment mean?" This question was considered politically sensitive and potentially offensive to some parents, so it was eliminated from the survey.

1.3 Participants

Of the 114 students (61 males and 53 females) participating in this survey, approximately 27% of the respondents did not complete the survey as instructed, so their response sheets were excluded from the study. The sixth grade students had the most trouble with the survey: 7 students wrote the names of the friends who called them names instead of actual examples; 5 students did not give examples of names, but checked the places name-calling occurred; 4 students did not complete the survey. Some students in all three grades fell into one of these categories, with the exception of eighth grade, in which 8 students wrote examples of names but did not rate the comfort level. These 8th grade surveys were included in the results because the data was considered relevant to the study. A profile of the student population is provided (see figure 2) for an overview of the following discussion.

A total of eighty-three students completed the survey. This group was evenly divided by gender, with 43 males and 41 females. The average age of the students reflected the norms for each respective grade:

<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
12 yrs.	13 yrs.	14 yrs.

1.4 Family Education Level

Students were asked to write the highest level of education (elementary, high school, college, or graduate school) completed by parents, maternal grandparents, and paternal grandparents. Information from this question might have supported a previous study by Vivian de Klerk that suggested the use of slang and sexual expletives indicated a demarcation in social status: students from more educated families used fewer slang terms than did students from less educated families (286). While most respondents in this survey indicated their parents' education level, it is questionable whether students understood what graduate meant, perhaps interpreting it as "graduated from school." Even with this potential problem, it is interesting to note that the number of high school graduates is almost equal to the college graduates, which would suggest a rather educated population. Since few students could not reliably report their grandparents education, this information was excluded. Overall, information about the education level of family members did not contribute to understanding the name-calling habits of adolescents, but it was useful in rounding out the student profile.

PROFILE OF RURAL STUDENT POPULATION

Participants	Gr. 6	Gr. 7	Gr. 8	Total
Males:	10	8	25	43
Females:	12	10	19	41
Average Age:	12	13	14	
Average Daily Television Viewing				
Males:	5-6 (3 hrs)	4-5 (2.5 hrs)	7-8 (4 hrs)	
Females:	4-5 (2.5 hrs)	4-5 (2.5 hrs)	5-6 (3 hrs)	
Av. Video Film per Week				
Males:	2	2	4	
Females:	2	2	2	
Students Who Watch MTV				
Males:	5 (50%)	3 (38%)	17 (68%)	25 (59%)
Females:	5 (42%)	6 (75%)	17 (90%)	28 (69%)
*Students NOT Restricted from "R" Rated Films because of:				
Language:	11 (50%)	15 (84%)	39 (89%)	65 (78%)
Violence:	12 (55%)	11 (61%)	40 (91%)	63 (75%)
Parents Education :				
Elementary	0	0	1	1
High School	8	10	55	73
College	15	14	16	35
Graduate School	12	7	11	30
Av. Movie Channels per Household				
Males:	0	0	2	
Females:	1	2	1	

Chart 2

*categories not broken down by gender

Chapter 2

The Media

2.1 Television Viewing

The wide range in television viewing hours reported in the pilot survey (from one hour to nine hours daily), made analyzing the data difficult. The revised instrument asked students to circle the number of programs they watched daily instead of the number of hours they spent watching T.V. Estimating that most programs fell into the 30 minute category, the number of programs viewed daily could be more accurately translated into viewing hours. The amount of reported television viewing was fairly consistent across the grades except for 8th grade males. Eleven respondents circled the 9+ category, which elevated the overall viewing time of this grade. They also reported watching more video films per week than males and females in other grades. The following chart (Chart 3) shows the breakdown by grade and gender of television viewing.

Participants	Television	Video Films*	Total Hours**
6th gr. males	3 hrs. x 5 days (15)	2 per week (4 hrs.)	19 hrs.
6th gr. females	2.5 hrs. " " (12.5)	2 per week	16.5 hrs.
7th gr. males	2.5 hrs. " " (12.5)	2 per week " "	16.5 hrs.
7th gr. females	2.5 hrs. " " (12.5)	2 per week	16.5 hrs.
8th gr. males	4 hrs. " " (20)	4 per week (8 hrs.)	28 hrs.
8th gr. females	3 hrs. " " (15)	3 per week (6 hrs.)	21 hrs.

Chart 3

* estimating two hours per film

** per week

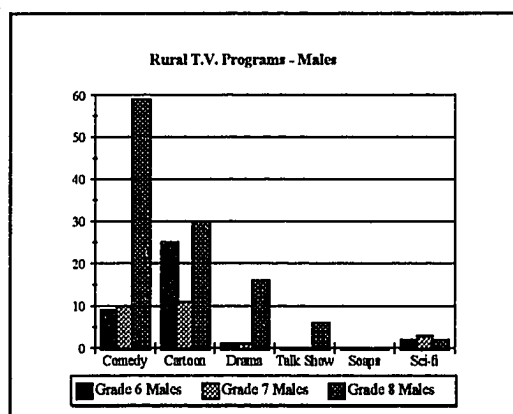
Present surveys indicate American children spend an average of four to five hours per day watching television. The figures in this study are somewhat below the national average, which is encouraging; however, the figures only modestly represent the number of formal programs students watched. More than half of the respondents admitted they watched MTV from "rarely" to "almost every day," so an accurate amount of "passive viewing" is unknown. It is conceivable that adolescents spend a significant part of their free time socializing with friends in front of MTV.

2.2 Favorite Television Programs

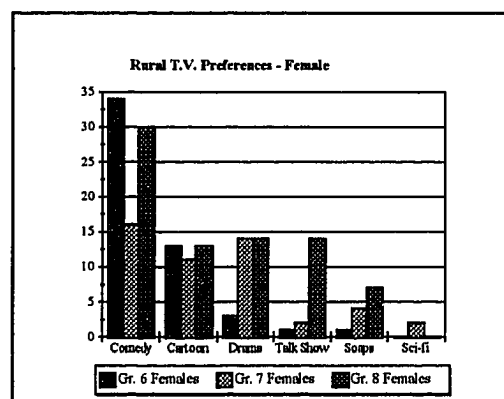
When asked to list their favorite television programs, most students preferred sit-coms, with cartoons a close second. Sixth and seventh grade males, however, preferred cartoons over other categories. An increased interest in talk shows reflects eighth grade females' growing interest in relationships. Rikki Lake, the new adolescent talk show queen, features themes in which mothers steal their teen daughters' boyfriends, and boyfriends have sex with their partners' sisters, often fathering offspring. The guests, in confessional style, hash out complicated lives and relationships, while the audience cheers or boos their decisions. The fascination adolescents have with these shows either reflects a resonance with their own complicated relationships, or their desire to learn about the grown-up world they are preparing to enter.

The most popular television sit-coms included Martin, Roseanne, In Living Color, and Full House. These shows were also highly rated in the pilot survey, along with Married With

Children, Fresh Prince of Bel-Air, and Blossom. For the complete list of respondents' favorite television shows, see Appendix B. The following graphs illustrate the television viewing preferences of the students in this survey.



Graph 1



Graph 2

2.3 Cable Movie Channels

The number of cable movie channels per household was modest compared to the pilot survey. The pilot survey did not give students the option of selecting "0" movie channels, since cable television is a necessity for clear program reception in the Tidewater, Virginia area. It was assumed most families subscribe to HBO or Showtime in addition to their basic cable package. In the pilot survey, however, twelve students did not respond to this question, perhaps because the "0" option was unavailable. It is unclear how much daily viewing increased in those households that subscribed to several movie channels because the movie channels were not listed as favorite programs. It is possible that students watch an HBO feature film several times per week, in addition to regular programs and video rental films, but do not consider the HBO movie to fit into either category. The following charts

compare the average number of movie channels subscriptions per household in the pilot survey with the rural survey.

Average Number of Movie Channel Subscriptions per Household

Pilot Survey	Movie Channels	
	Gr. 7	Gr.8
Males	1	3
Females	1	4

Chart 4

Rural	Movie Channels		
	Gr. 6	Gr.7	Gr.8
Males	0	0	2
Females	1	2	1

Chart 5

The above differences may reflect a broader economic span between the two populations, i.e., there may be more lower economic families living in rural Virginia than in suburban Virginia (site of the pilot survey).

2.4 Recent Video Rental Films

One of the favorite activities among today's adolescents is watching video films. Many adolescents have unlimited access to video rentals, while some are issued cards restricting their rentals to PG-13 films or under. Groups of friends often rent one or two films, then gather at someone's house and spend several hours watching films with a spattering of conversation. While access to videos may be limited during the school year because of homework or other outside activities, it would not be unusual for adolescents, especially those whose parents work outside the home, to use video films as a daily social companion and babysitter. In this study, eighty-four students reported watching a total of 239 video films. Comedy was another favorite genre, especially among 6th grade males, but drama also ranked high, especially among females (see Appendix B for a complete list of

film). This difference might be the result of greater access to "R" rated films, since the sixth grade group was the most restricted, with 50% reporting they were restricted from "R" rated films because of language or violence. The eighth grade students were the least restricted.

Average Number of Video Films Viewed per Person Per Week

	Grade 6	Grade 7	Grade 8
Males	16 films = 1.6	20 films = 2.5	78 films = 3.12
Females	32 films = 2.67	39 films = 3.9	46 films = 2.4
Total Films	2.18 films per person	3.3 films per person	2.8 films per person

Chart 6

2.5 Recent Films Viewed in a Movie Theater

Students were asked to list films seen recently in the movie theater. Again, the dominant genre was comedy, which may have less to do with preference than recent popular releases. The most frequently viewed films were Mrs. Doubtfire and Ace Ventura: Pet Detective. This question was vague because it was impossible to determine a specific time span for "recent." How long does a film stay in memory? What do adolescents consider recent? A more specific time frame, such as films viewed in the past week or two weeks, would have helped pinpoint the amount of time students spent ingesting media images. For a complete listing of film titles reported, see Appendix B.

Average Number of Recent Theater Films Viewed per Person

	Grade 6	Grade 7	Grade 8
Males	10 films = 1.0	22 films = 2.75	49 films = 1.96
Females	17 films = 1.42	21 films = 2.10	34 films = 1.79
Total Films	1.23 films per person	2.39 films per person	1.89 films per person

Chart 7

2.6 MTV

Adolescents' favorite network is MTV. According to the pilot survey, 80% of the participants admitted to watching MTV, from "once in awhile," to "a lot." Figures from the present survey of rural students indicate a substantial number of students in all grades watch MTV. When broken down by gender, an overwhelming 90% of the 8th grade females watched MTV. Through astute marketing and a practical insight into adolescent tastes, the MTV network asks its audience to "relax and plug in" while the programs meet the viewer's every need. Not only will teens be informed about the current top 20 songs/videos, but Cindy Crawford's House of Style shows how the perfect female looks, talks, and thinks, while MTV News offers infobytes of world issues. One of the favorite programs is Entertainment Tonight, a fast paced, visual gossip column on Hollywood's bad and beautiful stars. To satisfy teens interest in drama, Real People is an inside look at the language, sex life and coping skills of teens in New York City. Every program is fast paced, full of quick cuts and image bursts that register in the brain at just under the subliminal level. The music videos pump out well-built, rippling-muscled, macho men who sing about scantily clad, overly developed, disembodied women. Adolescence is a critical stage of human

development during which teens absorb and begin practicing the social etiquette of gender roles, but MTV images underscore the devaluing of women while rewarding hyper-masculinity.

2.7 Music Videos

The results in this category may also be directly related to the amount of time students spend watching television and the music channel that is most popular in a particular group, rather than the actual favorite music. Because adolescents most want to identify with and belong to a group, their tastes in music may only reflect the taste of their specific group of friends. The worst nightmare of any middle school student is to be considered a "geek" or an outsider. For example, the groups identified as "skaters" lean more towards alternative/progressive music, rather than rap, while groups who shave their heads, favor body piercing, and wear black probably prefer Heavy Metal rather than HipHop or Country. That is not to say individuals don't also enjoy other genres of music, but I would suggest that group dynamics strongly influence tastes in music.

The respondents in the pilot survey and the rural survey differed in their tastes for music. For example, in the pilot survey, 7th and 8th grade males preferred listening to Rap music, a category which contained close to 40% of the overall music listed by this group. The second most popular music preference reported by 7th grade males was Rhythm and Blues, while the 8th grade males preferred Heavy Metal. The pie charts in Graph 1 (below) visually represents the music categories as reported by the pilot respondents.

Music Preferences Pilot Survey

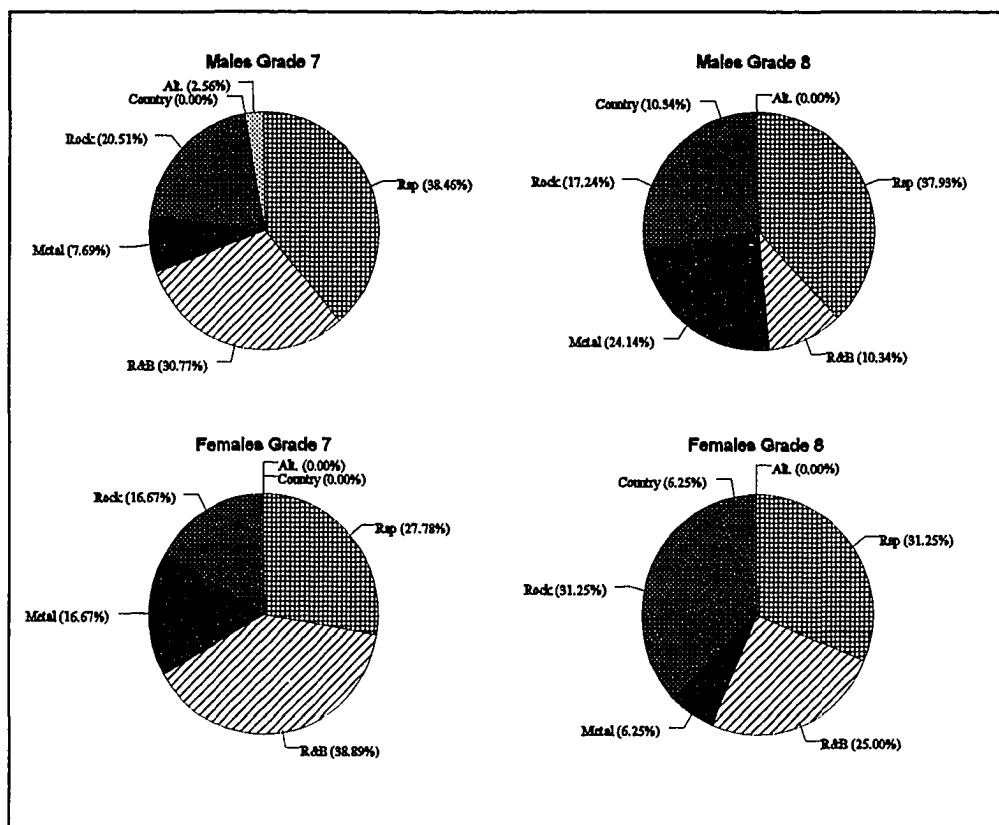


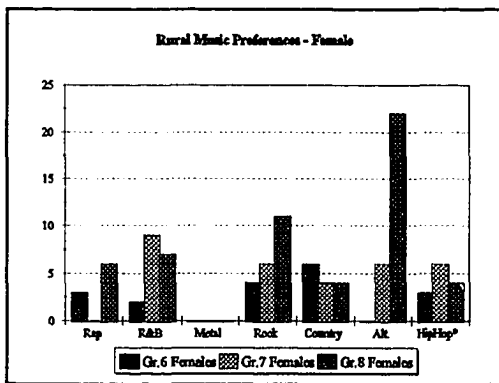
Chart 8

** one 8th grade female listed one New Age video and one 8th grade male listed one Reggae video. These did not warrant a separate column in the preceding table.

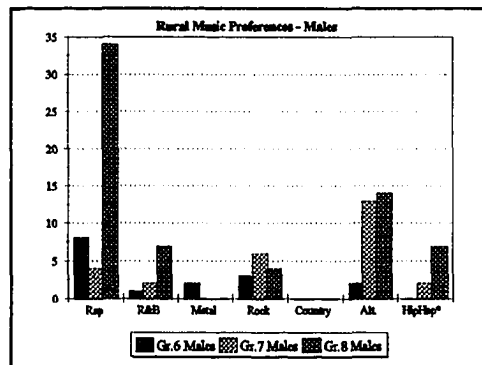
The 7th and 8th grade females in the pilot survey also differed in their music preferences. The 7th grade females listed Rhythm and Blues songs most often (39%), while the 8th grade females listed Rap and Pop/Rock equally (31%). The number of Rap songs listed by females was surprising because the popular Rap artists seem to direct their words and themes more toward males, while R&B artists, such as Whitney Houston and Mariah Carey, seem to carry more feminine appeal in both theme and rhythm.

Among the rural respondents, it was surprising that 48% of the 6th grade males preferred Rap, but that number dropped off to 15% in 7th grade, to rise again to 51% among 8th grade males (Graphs 3 and 4). Without interviewing students, this shift cannot be accounted for outside of the possible group dynamics within each participating classroom which may have influenced the music preference of these males.

Overall, rural female respondents in grade 6 preferred Country music (35%), while 7th grade females favored Rhythm and Blues (30%). The 8th grade females favorite music genre was Alternative/Progressive (40%). Again, in contrast, females in the pilot survey were more consistent in their choices: 7th grade females preferred Rhythm and Blues (39%) and Rap (28%), while those figures flip-flopped among 8th grade females: 32% Rap and 25% Rhythm and Blues.



Graph 3



Graph 4

The contrast between the pilot survey and the rural survey may also reflect the influence of MTV marketing, i.e., whatever genre MTV pushes will become the favorite

among adolescents. A regional influence is also possible since the suburban setting of the pilot survey could be considered more liberal than the conservative setting of the rural survey. The rural setting would explain a greater popularity of Country music among 8th grade females. For a complete list of music videos according to genre, see Appendix A and B.

Chapter 3

The Names

Name-calling, in general, is considered by most psychologists and educators a normal part of childhood development. Most would also agree that adolescent peer pressure and the need to identify with a group creates the perfect atmosphere to call attention to those who do not physically or socially conform to group standards. While most professionals involved with adolescents will agree that name-calling is an integral part of adolescents' social behavior, there is scant documentation about the volume or variety of this activity, which has changed considerably in the past fifteen years. Since language is a reflector of social values and relationships, it is important to learn the types of names adolescents use and in what context because valuable information about the way in which young males and females relate to each other can be gleaned. It is for this reason that students were asked to list the names their male and female friends called them when they were being playful and when they wished to insult. Do males use different names for other males than they use for females? Are playful names different from insulting names? It is also important to learn about categories of names. Are some categories rarely or never used among same sex friends? For example

results from the pilot study indicated female terms for **Physical Features** tended to describe males positively: handsome, cute, while males use less positive names for females: too tall, babyfat. There were no instances of same sex names in this category. (de Veer, SECOL, 1994)

Setting the name-calling in a context created eight categories in which students were asked

to list the names friends used in rank order, from most frequent to least frequent.

Playful Names

male-male
male-female
female-male
female-female

Insulting Names

male-male
male-female
female-male
female-female

Additionally, students were asked to rate the comfort level they felt for each name listed, which would indicate whether or not playful names were less offensive than insulting names. If a name like bitch appeared in all eight categories, the tolerance level might change with the user's gender and purpose. On the other hand, some names might be offensive in any context. Interest in the comfort level of the names was an important question because the pilot survey suggested students were desensitized to the sexually explicit names.

Before detailing the results, it is necessary to describe some unanticipated problems with the survey instrument that influenced my analysis of the data. First, the "improved" instrument was too technologically perfect for the targeted age group. It is uncertain whether or not students understood rank order, a sophisticated concept for twelve, thirteen, and fourteen-year-olds' inexperienced in survey jargon. There was no allowance for explanations from the participating teacher about any part of the survey because of the threat to validity. Since several students did not fill in all six slots, and eight of the eighth grade males did not indicate any comfort levels, it is improbable that any of the names were actually rank ordered. The current zeal for quantifiable instruments and reliable numbers among scientists often overlooks the cognitive level of respondents and the important information that can be gleaned from "crude" instruments.

Secondly, students were given most of the home room period to complete the survey,

which consisted of approximately 20 minutes. From the results of the survey, they must have spent a considerable amount of the allotted time answering the television and film questions because 10 students did not complete the second page, which refers to the actual name-calling. In addition, reading comprehension was a problem for some students because at least 13 students wrote the names of the friends who called them names instead of the actual names.

In retrospect, I preferred the pilot survey's simple instrument, which I feel yielded better results in the important area--the names. The questions were asked simply and the one-page format was not overwhelming. In seeking respected quantifiable results, I sacrificed volume and perhaps variety.

Another interesting problem that occurred, especially among the 6th grade students, was the reluctance of some students to write any names at all. These students did, at least, read the entire survey, but they must have felt uncomfortable actually writing the names, perhaps not trusting the confidentiality of their responses. These students seemed to want to tell me something about the name-calling they experienced, so some wrote the 'b' word, cursing, or just checked the slots where name-calling took place. This behavior was not limited to the present survey; several students in the pilot survey were also reluctant to actually write the names, but did indicate where the activity took place.

3.1 Categories

The collected names were placed in natural categories of my own grouping, which were as follows: **Body Parts** included names that described separate parts of the body like

penis, or anus. In the case of compound names like dick licker or butt head, I considered the overall name and if it was closer to describing body parts or actions of body parts, I placed it in this category. There were several names that could be considered **scatological**, such as asswipe, or dip shit. I decided not to create a separate category for these names because few strictly described excrement. Instead, I placed all names of this type in the body-parts category. **Sexual Orientation** included homophobic names like faggot, or dyke. This category did not exist in the pilot survey because there were no homophobic names. **Intelligence** groups all names like dumbbell, or idiot. Dumb ass could have been categorized as a body part, but lack of intelligence overrides the physical anatomy in words of this group. **Physical Features** includes obvious names like cute, shorty, or ugly, but names like big head, or flat butt were also placed in this category rather than body parts because, instead of being neutral, they seemed to focus on an unacceptable physical feature.

Another category not included in the pilot study was **Social Behavior**. Names like brat, snob, and punk fell into this category because they described the way individuals behaved or their lack of manners. Names like motherfucker, cocksucker, or others related to intercourse or ejaculation were placed in the **Sexual Reference** category. Names that are most often associated with one gender or the other were placed in separate categories: **Female Terms** and **Male Terms**. This does not mean that names such as bitch or bastard are used exclusively to describe females or males; it's just that names in these categories are commonly associated with a particular gender. In the case of pussy, either **Body Parts** or **Female Terms** would be appropriate, but pussy is generally considered a derogatory term for a female or it denotes female weakness, so it remains in the **Female Terms** column.

Finally, the data required the addition of two new categories: **Animal Names**, such as dog or frog, and **Racial** names, referring to both blacks and whites. All other names that could not fit into any of the previous categories fell into the **Miscellaneous** group. Most of these names were proper names. Some referred to celebrity drug users like Kurt Cobain, while others referred to favorite athletes. Some of these miscellaneous names may also have had sexual connotations, but this could not be verified without interviews with the respondents.

In this study 844 names were produced: 455 by males and 389 by females, 10.53 names per male student, and 9.49 names per female student. In contrast to previous language production studies, the males and females in this group produced an almost equal number of names, which indicates females today know as many slang words and sexual expletives as males do, and they are using them as freely as do males. Of the 844 names, 170 were **Female Terms** and 133 were **Sexual Expletives** (excluding homophobic names), which totaled 303 names or 36% of the names collected. While this figure on the surface does not appear significant, a closer inspection of the patterns of names used as students progress from grade 6 through grade 8 is significant.

3.2 An Explanation of the Data in Chapter 3

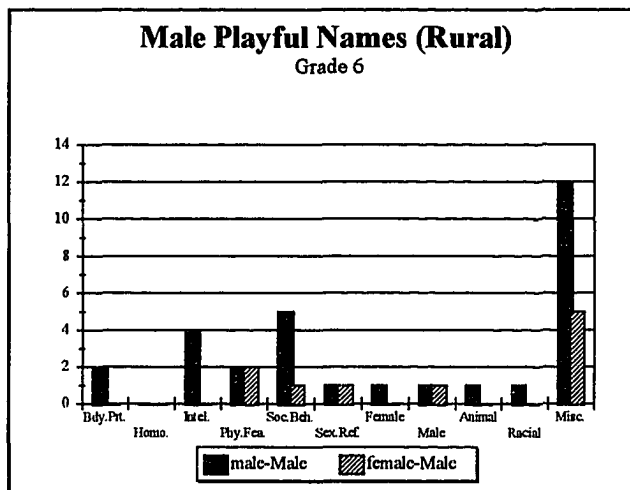
The following sections will look closely at the data from each grade separately. Each section contains a detailed discussion of the names separated according to context and gender, as well as bar graphs to visually complement the discussion of the data. Percentages in parentheses included in the discussion should be read as the percentage of names collected

in the specific category or set being discussed. A complete list of all the names will be found in Appendix B. The discussion of the percentage of names occurring in a particular category within a set or sub-set is often confusing, so a dimensional analysis of insulting and playful names measured on four major categories: **Intelligence, Physical Features, Social Behavior, and Female Terms** is included in section 3.9. The analysis of the names in these categories will be presented to help the reader visualize the male and female name-calling trends discussed earlier in the chapter.

3.3 Grade 6 Playful Names (Males, Females)

This set of names has two sub-sets: the names males reported their male friends called them, and the names their female friends called them. A total of forty-nine names were reported in this set: 39 in the male-to-male sub-set and 10 in the female-to-male sub-set. When name-calling playfully, males perceived themselves to be more verbally active in same sex groups than they perceived females to be among males. This is consistent with the social development of this age group since they are on the upper limit of the latency period and are just beginning to mix between sexes. One third of the names males called each other belonged in the **Miscellaneous** category, like M.C. Hammer, or Billy, or other names like train or duckery, that obviously have individual significance unavailable to the researcher. Billy occurred three times, which might indicate a reference to a favorite athlete or an individual of memorable accomplishments, or it might have been the respondent's nickname. Some of these same names males reported females called them, so it can be assumed the names were not secret.

The next largest playful male-to-male category was **Social Behavior**, which contained five entries: crazy, weird, and punk (3), terms which seem rather positive, as if the individual were daring or imaginative. In contrast, the same category among females-to-males



Graph 5

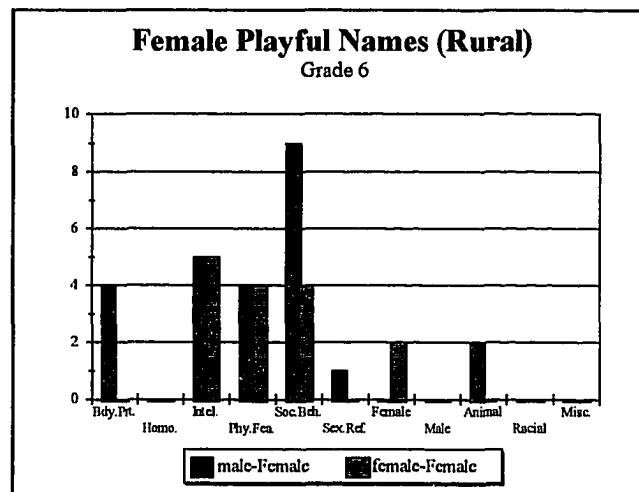
contained only one entry: mean, which is less than positive and might indicate this age group is beginning to perceive each others actions through different filters. Another interesting difference was in the **Male Terms** category. Although each set contained only one entry, the males among themselves were, again, playfully positive, perceiving themselves in an elevated status with the name man, while they reported that females used the diminutive name, boy, which perhaps is a bit more realistic.

The major difference between the two sets of names, aside from volume, was the number of empty categories (Graph 5). The males reported that their female friends did not use playful names from the **Body Parts**, **Sexual Orientation**, **Intelligence**, **Animal**, **Racial**, or **Female Terms** categories, while the male friends left only the **Sexual Orientation** category blank. Only one instance of bitch as a playful term among male friends was reported, as was nigger and dog.

The females reported an almost equal number of names as did the males, but indicated their male friends produced more of those names than did their female friends (25:15). The

largest category of names in this set was **Social Behavior**, but the males' choice of names for females friends did not seem as playfully positive as the names for their male buddies. The females were considered by males to be sick, silly, weird, brats, and annoying, instead of creative risk takers. There were twice as many attacks by males on female intelligence, as well as the beginnings of sub-standard body images with names like fat, ugly and buffalo, but no males were reported to have playfully called female friends bitch or ho.

In the female-female subset, bitch and hoe do appear as playful names, but the largest



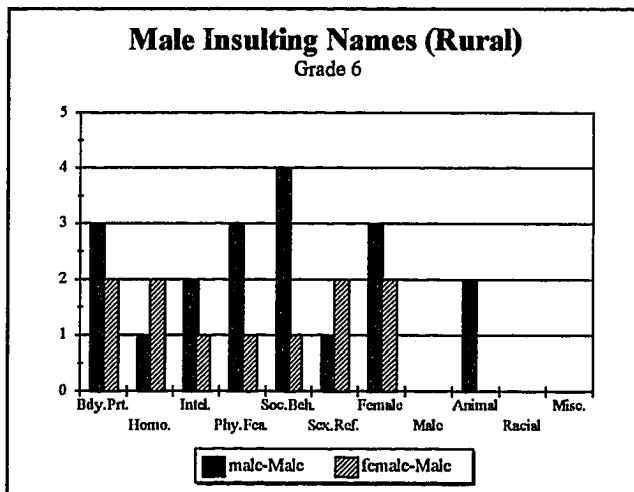
Graph 6

category was **Intelligence**, which not only contained the expected number of "dumb" slurs, but also added straight "A's" as a playful reminder that successful females risk exclusion from the group.

3.4 Grade 6 Insulting Names (Males, Females)

In this set, the insulting names take on more sexual tones: eight of the nineteen names (50%) were sexually explicit i.e., fucken' asshole, dumb fuck, or fucker. Female derogatory terms such as bitch and wrinkle pussy also appear in this male-male set as insults males fling at each other. The male respondents also reported their female friends used bitch and pussy

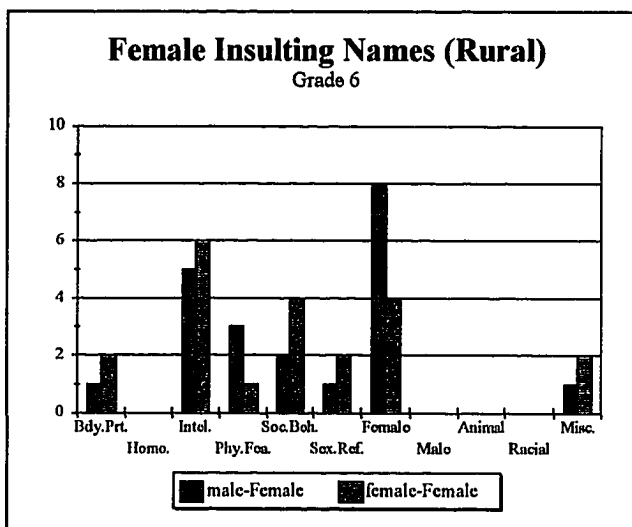
as insults of choice, as well as the standard copulatory terms. As reported by the males, six of the ten insulting names used by female friends were sexually explicit. The only other noteworthy category in these two sets was Social Behavior, in



Graph 7

which nerd cakes and geek burger somehow seemed more positively creative, like a backhanded compliment.

A dramatic change occurs in the Female Terms category in this set. The female respondents reported that male friends used bitch, slut, and 'ho as insults of choice in eight of the twenty-one instances. This was the largest category in this set totalling 38%, a trend that will be repeated



Graph 8

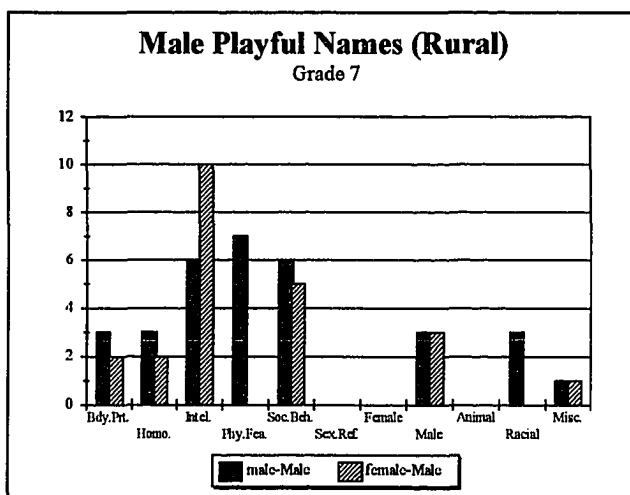
throughout the remainder of this study. The second largest category of names females reported males used fell into the Intelligence category, for a total of 24%. Females also use bitch and slut when they intended to insult each other, another trend in this study, but the

largest category of same sex insults in this group was **Intelligence**, totalling 29% of the names in this subset.

3.5 Grade 7 Playful Names (Males, Females)

Names in this set fell into categories more uniformly, suggesting males in this group are more global in their same sex name-calling; however, 19% of the names described **Physical Features**, such as big nose, big head, and several references to girth, such as fat boy, and dough boy, while **Social Behavior** names such as clown, fool, and dork comprised 16% of this subset. It is interesting that weenie and wimp also appear, names that are less positive than clown or fool, and which describe unacceptable male behavior among males. Even when used playfully, these names imply female-like actions, which are less than the socially acceptable strong, assertive, positive masculine roles modeled by present-day heroes like Arnold Schwarzenegger and

Sylvester Stallone. To emphasize this growing positive self-perception, males in this group also playfully called each other stud, cool, and awesome, names which are never attributed to females.



The males in this group Graph 9

reported their female friends playfully attacked their intelligence most often (44%) with

instances of dummy, stupid, and retard. The females have picked up on the positive male self-images because they also considered their male friends cool and awesome, but they seemed to keep reaching for that bit of reality because boy again appears in the **Male Terms** category. Males, however, did not report that their female friends singled out their physical features to playfully insult.

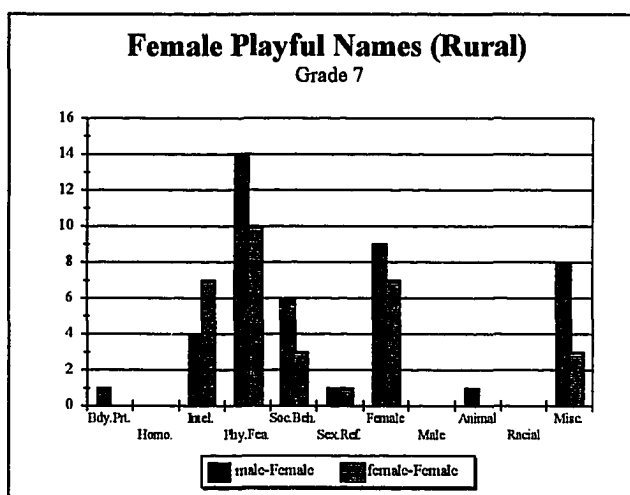
The 7th grade female respondents reported their male friends were very interested in the way they looked because the

largest category of names in this set (33%) was **Physical Features**.

Aside from one instance of the eternal 4-eyes, several of the names playfully indicated what is expected and accepted female physical development, from a male

perspective. Skinny females with

small bodies and skinny legs, who look like toothpicks instead of Barbie, were not acceptable, along with fat girls and Mrs. Piggy types. The stereotypical dumb blonde that is cute and sweet also appeared in this group. The females reported their male friends playfully called them bitches and 'ho's (21%), as well as other **Female Terms** such as girly, sex babe, and baby. While this group of "girls" and "babe's" is not necessarily derogatory, it does place females in that helpless, incompetent category along with the blond Barbie, who is skinny in the right places and not terribly intelligent. This set of playful names reflects culturally



Graph 10

accepted male expectations of the female form and function.

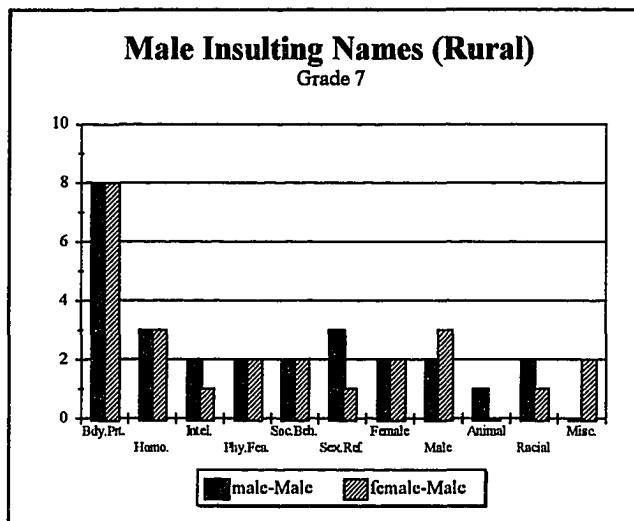
The 7th grade females have also been influenced by physical correctness because they call each other names like barbie, blondie, sweet face, and toothpick, with the addition of milk maid, an obvious reference to a large-breasted female (35%). Females also playfully call each other bitches and 'ho's (24%). Even though these names are playful, they enforce socially accepted standards of behavior and physical development. Adolescents scrutinize themselves and each other, ready to cast out those who do not belong.

3.6 Grade 7 Insulting Names (Males, Females)

This insult set is striking for its lack of variety among the various categories. From the data, seventh grade males seemed to concentrate on their own body parts to form two groups of insults: scatological insults and names that describe external genitalia (30%). The **Physical Feature** worth insulting among males is fat. The playful wimp is replaced by pussy when intended to insult, and nigger and black fragile rock are racial insults that also occur in 7th grade males' playful language. It is difficult to understand how **Male Terms** cool and awesome could be considered insults. These names were probably reported in all four categories by one individual who perceived himself in those terms. One male added a new **Male Term**, pimp, which he said his female friends called him when they wished to be insulting.

The males reported that females also focused on excrement and external genitalia to insult (32%), which is interesting because dickless and dickhead seem like names that males would use more often among other males than would females. The males also reported that

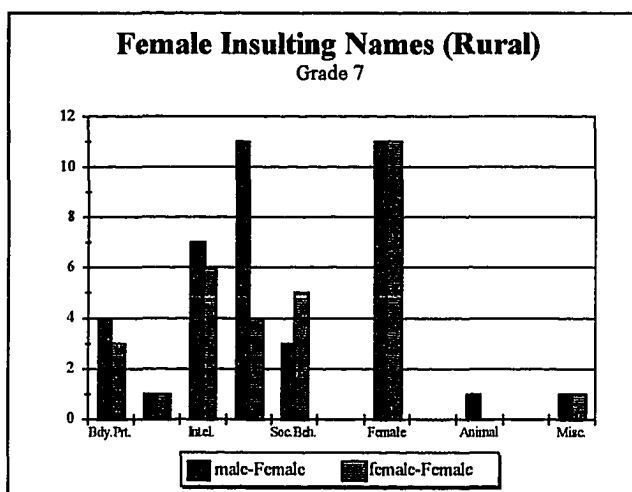
female friends considered them annoying and immature. Females seemed to persist in using the diminutive boy as in fat boy and pms boy, which may be intended to deflate the growing male ego. Among seventh grade males, sexual orientation was a new area of concern, which was expressed by the slight increased use of fag (12%). Overall, the insult of choice reported by 7th



Graph 11

grade males attacked their genitals or sexual prowess. The decrease in names directed towards physical features reported by males may corroborate the well-documented, positive male perception of their own bodies: that as males progress through middle school, they become increasingly socially acceptable because their bodies become strong, athletic, cool, awesome, and good.

The insulting names reported by 7th grade females show a dramatic change in the names their male friends called other female friends (Graph 12).



Graph 12

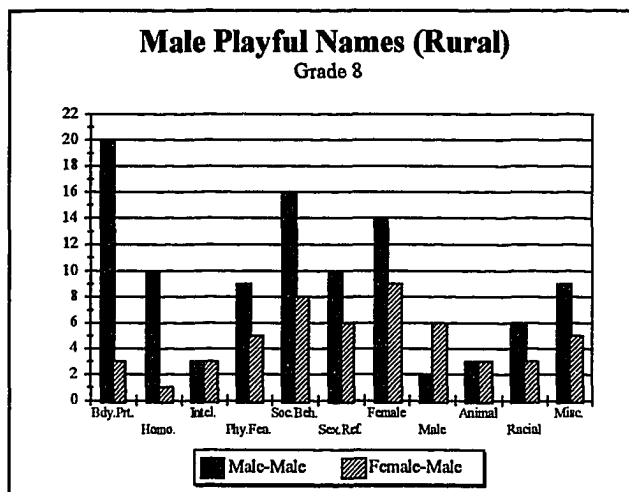
The largest categories in this group were **Female Terms** and **Physical Features**, names that comprised a combined 60% of the 39 names reported. Ugly, skinny females with flat butts, and flat chests were not acceptable, along with those who might be big, fat, or have big heads. Sexuality or voluptuousness was attacked because bitches, ugly bitches, 'hoe's, and sluts were also unacceptable, along with skanks, and skank sounding bitches. However, the appearance of dyke suggests that even females who are not sexually active are suspect and subject to insults. As in the previous sets, male insults directed towards female intelligence sits at 17% of the names reported by females in this set.

Among the female-to-female sub-set, academic success was again a source of unacceptability (30%). Bookworms and genius' were vulnerable to insults, as were Ms. goody 2 shoes, Ms. It, and snobs. Females called other female friends bitch, slut, or 'hoe; this category contained one third, or 36%, of the names in the female sub-set. It is clear that by seventh grade females are forced to walk a very narrow path that allows for little deviation or individuality. Those who risk non-conformity suffer the heavy consequence of exclusion or a ruined reputation.

3.7 Grade 8 Playful Names (Males, Females)

This sub-set is remarkable for its increased volume (103 names) and focus on sexuality. Fifty percent of the males' playful names refer to genitalia, intercourse, sexual orientation, or female sexuality. Males in 8th grade seem to be expected to conform because those who did not fit the athletic male norm because they were fat, short, and stinking, were also considered bitches, sissies, or worse, faggots (34%). By eighth grade, manliness and

genitals (57%) were more noteworthy than intelligence (3%). Socially, jerks and geeks become losers and chumps, but punks still seemed more positive than dorks. In contrast to the **Female Terms** with its variety of bitches: punk bitch, big bitch, (are



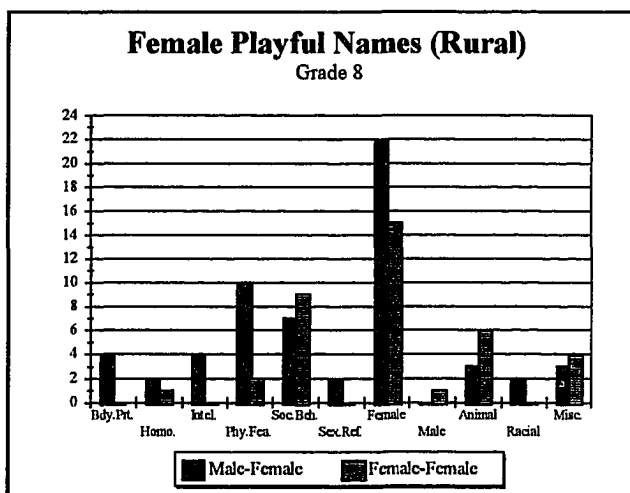
Graph 13

there small bitches?), and stupid bitch, the **Male Terms** category contained dude, which is a positive playful name, and the more mature man.

The 8th grade males reported their female friends also called them bitches, 'hoe's, and sissies (18%), but again, the females insisted on deflating male egos with boy, or big boy. Names like squirter, and stiffy indicated females interest in male genitalia (or at least males' perception of female interest), since these names describe the function of the erect penis, but these names comprised only 12% of the total 59 names in this sub-set. Females, even playfully, seemed aware that, socially, males can be mean, nasty, and two-timing, with Social Behavior names making up 17% of this set. Overall, females were less interested in sexual orientation, with only one instance of gay ass punk reported.

Among the 8th grade female respondents, the most dramatic change in the names reported was the frequency of **Female Terms**. This category increased more in this set than in any of the other sets in this study. As reported by the females, the mixture of positive and negative sexually derogative names eighth grade males called their female friends comprised

38% of the 59 names in this set. In a superficially positive way, desirable fourteen-year-olds' were playfully called hot mamas, and foxy ladies, but as a result of that desirability, they became bitches, sluts, 'ho's, and tramps. Those who were ambiguous, neither sexually desirable nor sexually active, were just bimbos, gay bitches, or dykes. Even **Social Behavior** is seen through sexual



Graph 14

filters when that desired sexual attractiveness is viewed by males as sleazy and no good.

The playful names male friends used to highlight female **Physical Features** appeared to be another mixture of being too fat or too short, as well as the desired pretty woman who might have big brown eyes or flaming red hair. In this sub-set, females reported that male friends narrowed their teasing to female sexual behavior and physical features, totalling 53% of the names collected in this group.

Among each other, females have adopted male playful language because names like bitch, slut, 'ho, easy tail, pussy, and hoochie made up 40% of the names in this female-to-female set. Only one instance of a female calling another female a bastard was reported. While females concentrated less on physical deficits, they did report an increased incident of **Animal Names** like: honey toad, flea, dog, and bird. **Sexual Orientation** did not seem to be a topic of concern among females, with only one instance of dyke reported.

As reported by the females, sexually derogatory names used by both males and female friends made up 40% of the playfully or insulting names, whereas the males reported these terms made up only 14% of the names in this set. This discrepancy does not mean that females use bitch and 'ho less often than do males; the difference in gender reporting may have to do with gender perception: that males are more focused on their genitals and positive self image, so they perceive their female friends are too, thus they reported those names that came to consciousness most often. This pattern of name-calling will be duplicated in the 8th grade insulting sets, in which females reported 45% of the insulting names used by male and female were sexually derogatory female terms. In contrast, males reported 17% of the insulting names used by their male and female friends were sexually derogatory female terms.

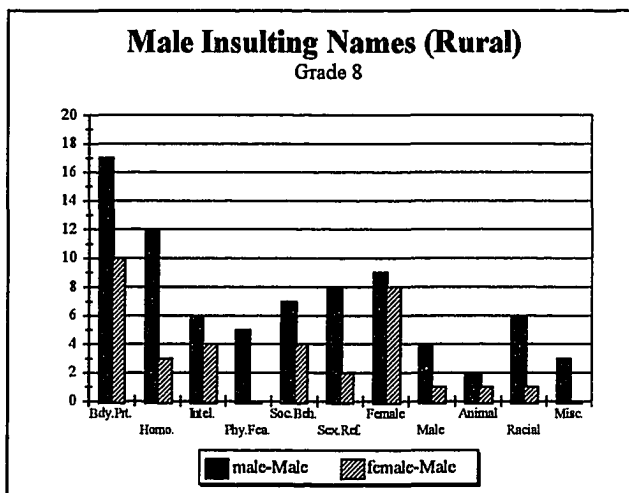
3.8 Grade 8 Insulting Names (Males, Females)

Among eighth grade males, **Body Parts, Sexual Orientation, and Sexual Reference** were the categories that contained the insults of choice; that is, 46% of the names males used to insult each other were concerned with genitalia, excrement, and activities guided by genitalia: cocksucker, motherfucker, etc., along with names directed to those males who did not measure up sexually, physically, and perhaps socially (faggots, queers, and gays.) But those names that described genitals or genital behaviors, like penis, anus, dickhead, and asshole, or dick licker were not reciprocal with bitch, slut, or whore. In general, even the male insulting names are positive in nature; they do not make the male less than the norm, nor are the males' reputations damaged by being called a fucker. In fact, that might be considered a compliment to competitive manly behavior. **Physically**, big ears and skinny

bodies among males were not socially acceptable in this group, as were those males who did not practice minimal hygiene. The only other insulting name directed towards physical features was a general name: ugly.

The Miscellaneous

category was interesting because the names referred to drugs and drug users: Kurt Cobain, the drug addicted singer with Nirvana, who committed suicide, and Jack Daniels, a popular whiskey. These names probably referred to individual 8th grade males'



Graph 15

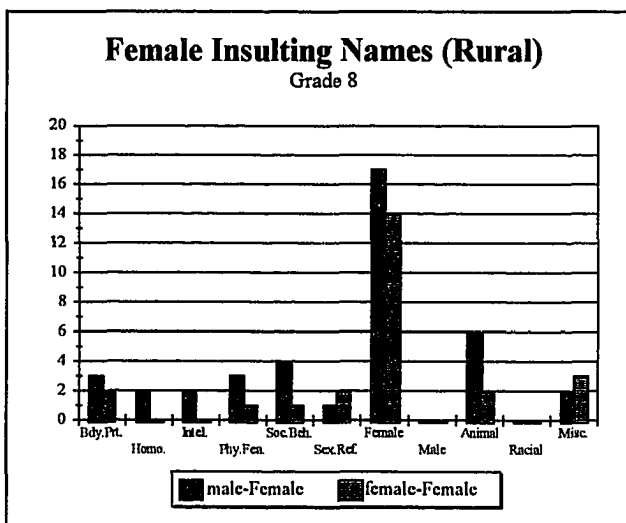
behaviors and could be seen as positive, rather than negative names, since Cobain is considered a tragic hero among teens, and alcohol use is also considered cool among middle school students. Even the **Male Terms** prick, and bastard were more positive insults than bitch and slut because bastards and pricks are hyper-males who use their bodies and authority to dominate or hurt others, while bitches and sluts are "less than" females whose morals are suspect. Only little boy might be considered reciprocal with flatty because the name connotes a powerless male body, or worse, an infantile or ineffective penis, as flatty denotes a female void of sexuality.

The eighth grade males reported their female friends most often insulted their genitals, using **Body Part** names like Mr. Tiny Testicles, or shriveled dick, or their manhood was

insulted with **Female Terms** like little bitch, stupid bitch, ho, and girl. These two categories comprised 53% of the total names reportedly used by females to insult males, which indicates females are using names considered male language, at least as perceived by males. This set also indicates that one of the worst insults a male can receive is to be called a girl, or to have his sexual prowess questioned by insulting the size of his genitals.

In this sub-set, the use of **Female Terms** is again dramatic. The females reported that 43% of the names male friends used to insult them were sexually derogatory **Female Terms**, while another 15%

degraded females further by calling them **Animal** names like dog, no good dog (a synonym for bitch?), fido, and wilde beast. The name fish probably refers to the unacceptable scent of female genitalia. **Sexual Orientation** did not seem to be an important



Graph 16

category, as reported by the females, nor was **Physical Features**, but the 8th grade girls already had their physical and social role narrowly defined during the previous two years. Even one of the **Miscellaneous** names had sexual connotations because someone was doin' dexter.

Among female friends, a substantial 56% of the insults were sexually derogatory **Female Terms**. In this sub-set, the creative variations were stripped down to essentially

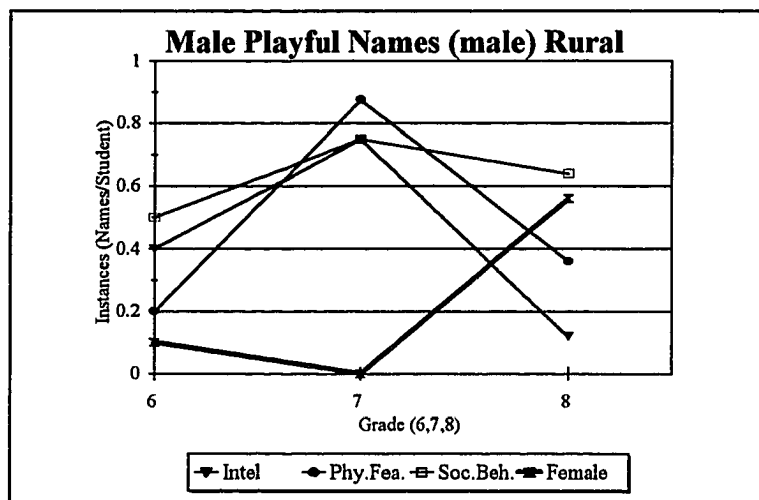
three names: bitch, slut, and whore. The only physical feature noteworthy was fat, while some females had already been excluded by the group because they reported their female friends insulted by ignoring me or forgetting me. Of the 65 insulting names collected in both the male-female and female-female sets, 48% were sexually derogatory female terms.

3.9 A Dimensional Analysis of Playful and Insulting Names

Making sense of 844 names was a difficult task because the names were spread across eleven categories, and the variation between grades, context, and gender was sometimes confusing. The first step in analyzing the data was visually representing it in the bar graphs inserted in the previous sections. But this amount of data needed further distillation to discern the hypothesized name-calling patterns more clearly. In order to see the forest in spite of all trees, I compared males and females in each context on four major categories: **Intelligence**, **Physical Features**, **Social Behavior**, and **Female Terms**. The names in each category were then divided by the number of respondents, so that all categories would have the same denominator of 1. This analysis of the data would, therefore, give greater significance to the instances of names per student (y-axis) closest to 1.0 because that would indicate that each student in that set was using names in the category in question.

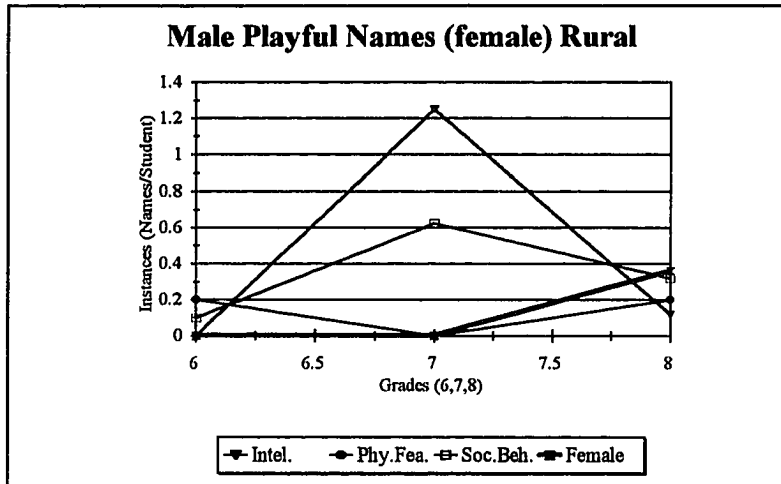
The following series of graphs illustrates how name-calling acts as a social regulator, identifying the categories that seem to mold males and females into culturally acceptable roles.

Students enter 6th grade on relatively equal intellectual and physical terms, but once the adolescent socialization process begins, via-name-calling, males' Social Behavior and Intelligence is noted, while the female Physique and Intelligence is monitored. Seventh grade

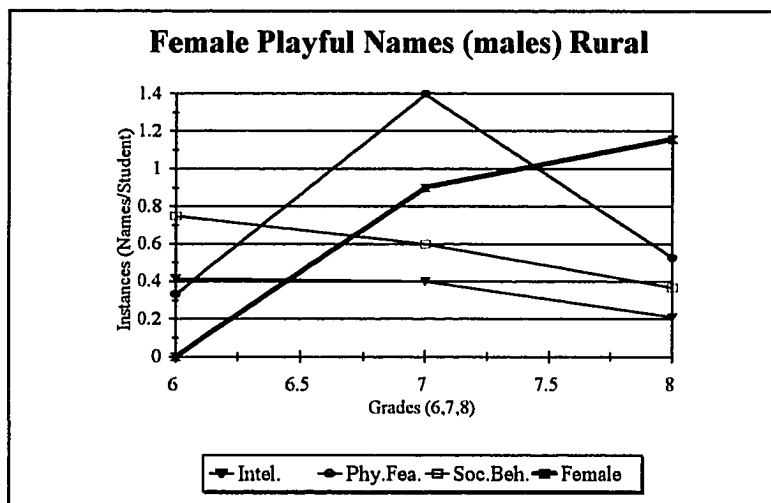


Graph 17

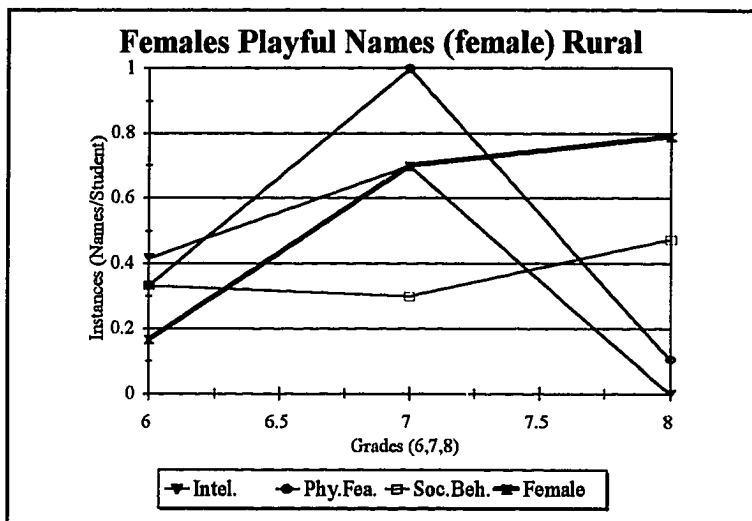
is a pivot point for both males and females, as male Social Behaviors and Intelligence continue to be noted, while the focus on the female body peaks. This trend of male social monitoring continues into 8th grade, with an increased appearance of sexually derogatory Female Terms. The monitoring of females' physical features drops off in 8th grade, to be replaced almost exclusively with Female Terms in either context. By 8th grade, Female Terms like bitch, slut, and ho become the names of choice used interchangeably by adolescent males and females alike.



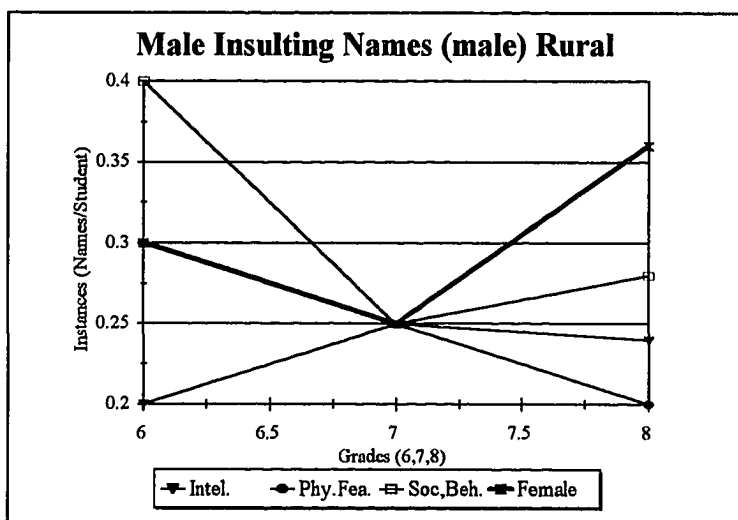
Graph 18



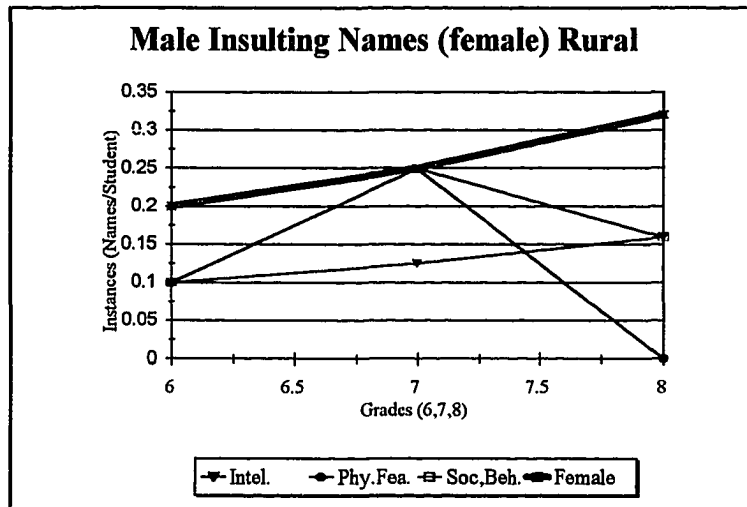
Graph 19



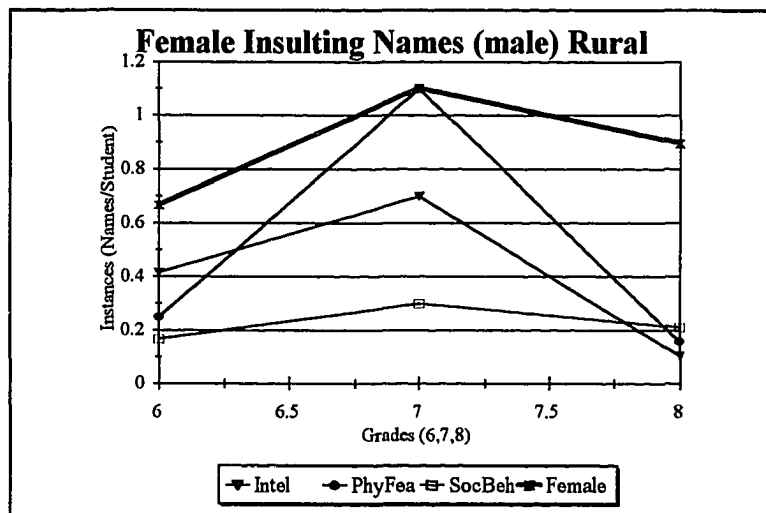
Graph 20



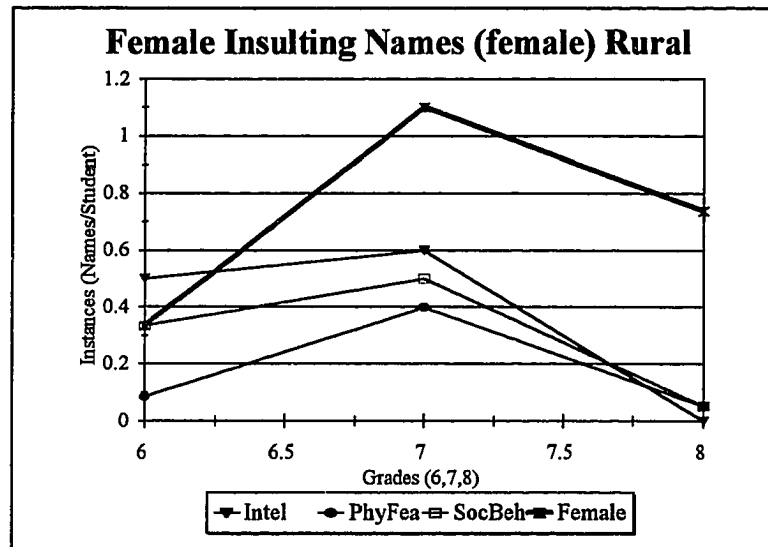
Graph 21



Graph 22



Graph 23



Graph 24

3.10 Comfort Level of Names

Students in the pilot survey were asked if the names they had listed made them feel uncomfortable: 75% responded NO, 18% responded YES, and 7% did not respond to the question. Most of names listed were sexually derogative, which suggested that students had become desensitized to sexually explicit language, more specifically to sexually derogatory names like bitch and slut. So, in addition to adding context to the rural study, students were asked to rate the comfort level of each name using a scale from 1-5 , where ' 1' does not bother you at all, and '5' bothers you a lot.' The purpose of asking students to rate the names they listed was to learn how they felt about the names they were being called, and if the context of the name-calling or the gender of the caller made a difference in the way they felt. This sophisticated task assumed the respondents understood the concept of rank ordering.

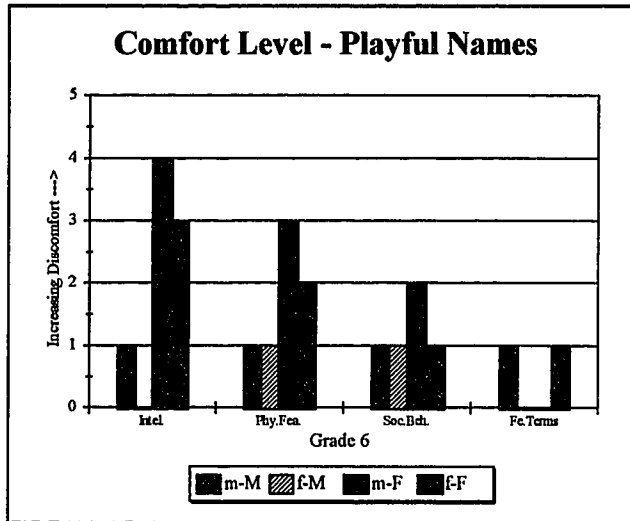
Assessing how students felt about each name was also difficult because males, in

particular, did not rate many names at all, and few students had similar feelings about any one name. The non-rated names could have resulted from lack of concern about the name itself, or a misunderstanding of the instructions on rank order. A number of students listed numbers like "9" or "36," which were well beyond the top of the discomfort scale, presumably to emphasize their negative feelings about a particular name. Even though names like bitch or ugly appeared in both playful and insulting contexts and were used by both males and females, the rating was inconsistent, so instead of focusing on individual names, a broader look at selected categories in context may reveal more about how this age group perceives names. The following discussion will focus on the same four major categories discussed in the previous dimensional analysis: Intelligence, Physical Features, Social Behavior, and Female Terms.

The bar graphs in this section are included to visually assist the reader's comprehension of the unruly comfort levels listed by the respondents. The legend in each graph should be read in this manner: the uppercase letters (M or F) represent the gender of the group reporting the names, while the lower case letters (m or f) represent the gender of the name-caller. For example, Males reported the comfort level of the names their male and female friends called them. Where blanks occur in the categories, it signifies either a null category or unrated names. A complete account of all the names and their comfort levels can be found in Appendix B. Except where noted in the discussion, each bar on the graph is the median number for that particular category and context. In some cases, this figure gives a false representation because some categories in the 6th and 7th grade contained only one name, which was rated well above the prescribed "5" (see Graph 26, fM Insulting Names).

Grade 6

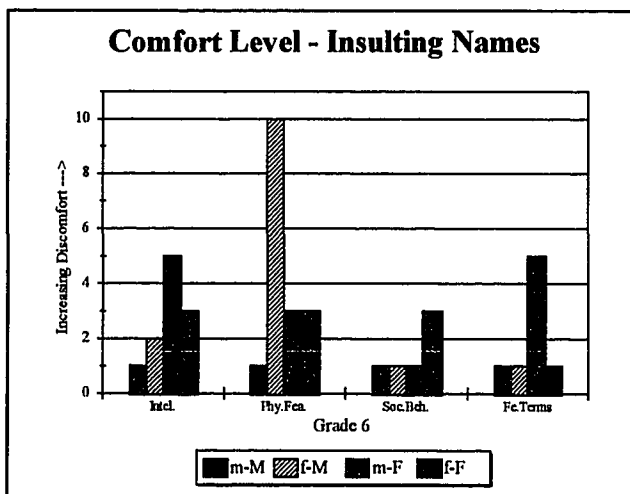
The bar graphs representing the comfort level of respondents in both contexts indicate that the 6th grade females experienced more discomfort from the names they were being called than did the male respondents. It should be



Graph 25

noted that the high discomfort level in the Physical Feature category reported by 6th grade males in Graph 26 was the result of only one name collected, ugly, which was rated a "10."

Likewise, the comfort level reported by males towards Female Terms may also be misleading because in the insulting context only two names were reported in the f-M category: bitch, which was rated "1," and pussy, which was rated "5." The



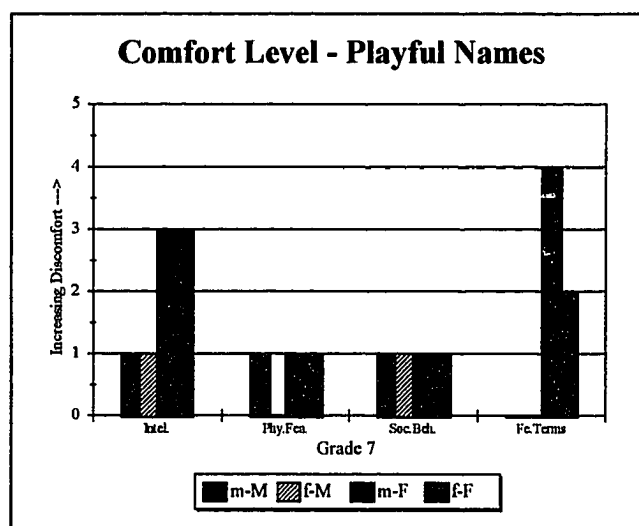
Graph 26

median of these two samples was "1," which may falsely indicate this gender's feelings towards

the names. This particular problem occurred in several categories in which the collection of names was minimal. Aside from the one outstanding name reported by a male, the 6th grade females, for the most part, also reported a moderate to high discomfort level in the insulting context.

Grade 7

From graphs 26 and 27, it is apparent that the 7th grade rural males did not report feeling uncomfortable with the playful names they listed, while the females reported moderate to high discomfort with names in the Intellectual and Female Terms categories. When the

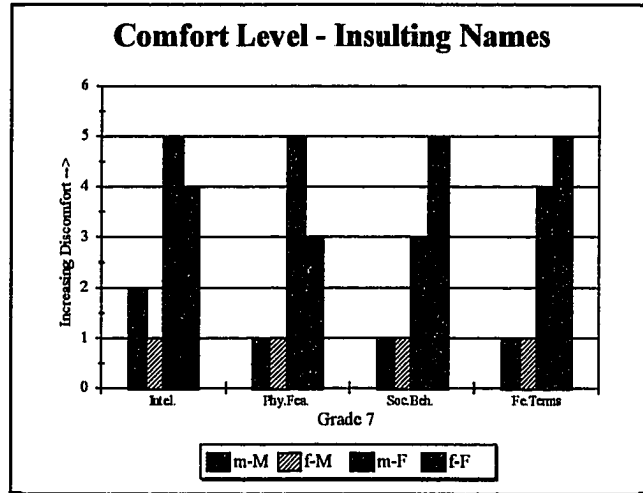


Graph 27

comfort level is compared with the Female dimensional analysis graphs, it is interesting to note that the reported incidence of names in the Intelligence and Female Terms categories also rise in 7th grade.

In the Insulting context, the females reported a greater sensitivity to the names they were being called in all categories, while the males continued to report relative comfort with the names they reported. The 7th grade males reported fewer names than did the females. Two categories in Graph 28 are misleading: the m-M Intelligence, which contained only two

names (stupid, rated "2" and dumb ass, rated "6") and the f-M Physical Features, which also contained two names (weak, rated "1" and fat boy, rated "9"). One student was clearly disturbed by being called a fat boy, while another student felt

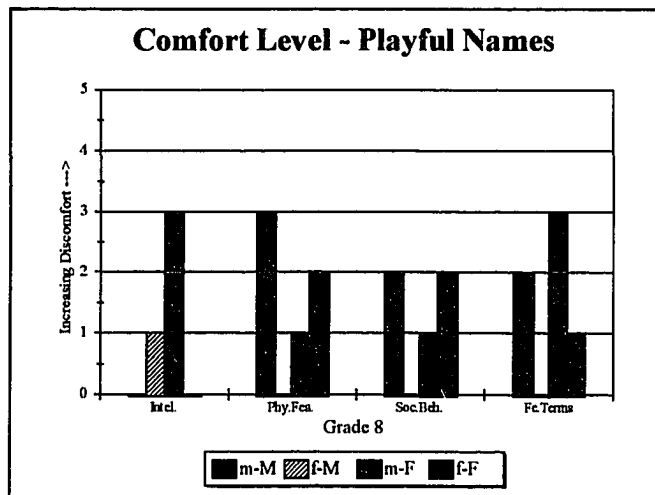


Graph 28

comfortable with being called weak. Since the data was so limited, a generalization cannot be made about these categories in this particular group of respondents.

Grade 8

In contrast to grades 6 and 7, the 8th grade students produced a sizeable number of names, but, among the males, most were not rated (Graphs 28 and 29). For the most part, the males used low numbers (0, 1, or 2) for the names they did rate. Although Racial and Sexual Orientation names were not categories included in the graphs in this section, names in



Graph 29

these categories, like nigga, faggot, or gay wad were either rated a "3" or not rated at all. The exception, in the playful context, were names like shorty, dinky, and fat ass in the m-M Physical Feature category, which were rated "5," and shorty, which was also rated "5" in the f-M Physical Feature category (Graph 29).

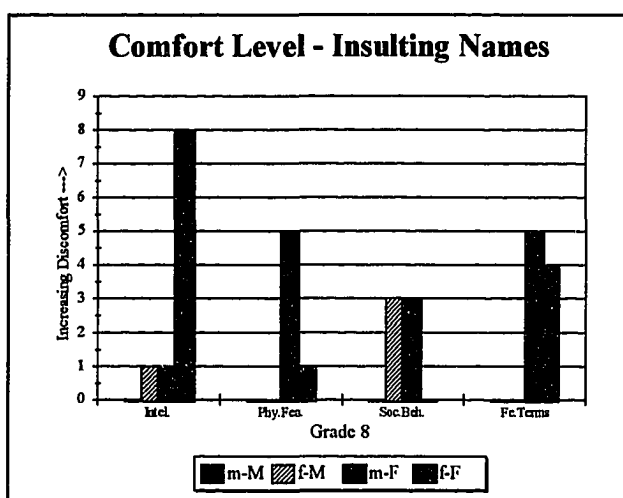
Females, on the other hand, consistently rated the names they reported. It is not clear, however, why the 8th grade females were completely comfortable with Social Behavior names like slezy, or no good when playfully called by Male friends, but uncomfortable with names like silly or crazy when playfully called by Female friends. As graph indicates, the Comfort Level of Female Terms (Graph 29) is also inconsistent among females. Although it appears the 8th grade females do not feel as comfortable when males call them names like bitch or slut than when other females do, the graph is somewhat misleading because ten of the names in the m-F group were rated "3" or below, while another ten were rated "3" or above, with one instance of hq was unrated. In the f-F group, seven names were rated "1" or below, seven names were unrated, but one instance of slut was rated "10" and hoochie was rated "11." Since one half of the Female Terms in this group were unrated, it would be premature to conclude that 8th grade females are fairly comfortable when their female friends call them sexually derogatory names.

In the Insulting context, most of the males, again, left the names they listed unrated, therefore the blank categories as seen in Graph 30. This male lack of rating the comfort level of names may indicate that the male pattern of hierarchy and dominance is already well established at this point in adolescence, which may insulate from damage to ego and self-esteem caused by name-calling. Additionally, name-calling may be a required male behavior

to belong to the group and to establish their place in the pecking order, which may be one reason why this group generated the most names (276), but did not feel the need to rate them.

In contrast, the 8th grade females did rate most of the names they listed. It should be noted that the f-F Intelligence category is misleading because only one name was listed, but it was rated "8." The comfort level of the Female Terms is much clearer in this context: the

8th grade females felt most uncomfortable when male and female friends called them bitch, slut, and ho, rating these names "5" or above. Although five of the fourteen names in the f-F group were rated, the remaining names were rated from "0" to "7."



Graph 30

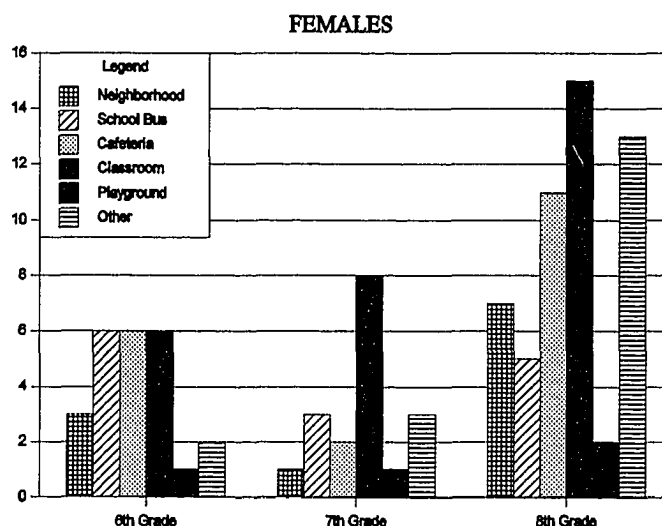
One instance of slut was rated

"45," a clear indication that the reporting individual did not tolerate this name well.

3.11 Where Name-Calling Takes Place

Students were asked to note the places where they perceived name-calling took place most often. The choices listed on the survey were divided between the school and home/neighborhood environment, offering the respondents a choice of "other" if they wished to indicate a place not listed. The graphs in this section illustrate where the male and female respondents perceived name-calling to take place. With the exception of 6th grade, the

classroom environment far out distances other options as the place where females perceived name-calling takes place most often. This is somewhat of a surprise since it is assumed that the classroom is attended by the teacher, therefore a safe environment. The maximum unsupervised time within the classroom would be the allowed five minutes between bells when students are changing classrooms. Even then, teachers should be near their classrooms. Although the 6th grade student responses were not dramatic, graph 31 indicates that the school environment (classroom, cafeteria, school bus) offers fertile opportunities for name-calling.



Graph 31

One other notable difference between 8th grade female respondents and the other two grades is the high incidence of the "Other" category. For this group of females, the choices the survey offered may have been too limiting to fully reveal the extent to which these girls experienced name-calling on a daily basis, because thirteen of the nineteen respondents

wrote the following:

"Home" (two respondents)	"Phone"
"Friend's house"	"Bedroom"
"Everywhere"	"The Mall"
"Anywhere"	"Store, movies"
"School"	"School hallway"
"At the lockers"	
"In the hallway; anywhere they see me"	

These responses suggest that 8th grade females are aware that they are vulnerable to being called names, most of which are sexually derogatory Female Terms, everywhere they go; there is no safe place.

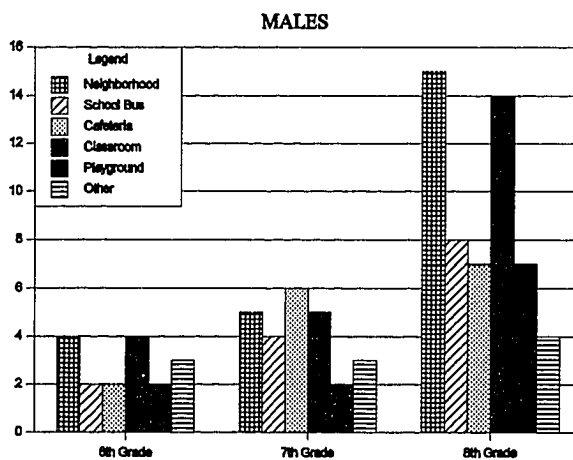
Males, on the other hand, perceived that name-calling occurred as much outside the classroom or school environment as in the neighborhood. The 6th grade males did not indicate they felt particularly vulnerable in the cafeteria or on the school bus, but they did notice more name calling in the neighborhood and classroom. The 7th grade male respondents perceived name-calling occurred more equally in the neighborhood and in the classroom, while 8th grade males indicated the neighborhood as the place they were most vulnerable to names, with the classroom as a close second (Graph 32).

Unlike the females, few males selected the Other category, but those who did listed the following places:

"Home"	"Locker room"
"Mall"	"School hall"
"Everywhere"	"Boys gym"
"Bedroom"	

While the respondents indicated that name-calling occurred in a variety of environments, it is impossible to ignore the amount of activity taking place in the school environment,

especially the classroom. And according to some respondents, both male and female, they are vulnerable to name-calling everywhere.



Graph 32

Chapter 4

Implications and Insights: The Broader Picture

The results of this rural survey, when compared to the earlier pilot survey, differ considerably, especially with respect to sexually explicit names. The names collected in the pilot survey had almost exclusive sexual reference, with an unmistakable concentration of sexually derogatory female terms. Bitch, slut, and whore were the three most frequently used names for either gender. On the surface, this sexual dominance would seem a fluke, since the rural data offered expanded categories as well as a larger variety of names, and it would be tempting to disregard the pilot survey data because of its ambiguity. Any judgement of this type, however, would be hasty and unfortunate because both surveys offer valid information.

The context of the rural survey (playful or insulting name-calling) offered an opportunity to document realistic name-calling patterns among middle school students, especially between same sex groups, as well as mixed gender groups. Because language reflects social values and attitudes towards relationships, the results of this survey supply needed information on the attitudes of young adolescents towards themselves and their peers.

Although the volume of sexually explicit language decreased when compared to the pilot survey data, it cannot be inferred that words like bitch, slut, or cocksucker are being used less frequently among the rural group. The playful or insulting context gave respondents a frame of reference with which to consider a broader range of circumstances for which names might be used, thereby extending name-calling to include deficits in social, physical, or intellectual

behaviors. It is also possible that the context encouraged students to extend their considerations to daily casual encounters, rather than just the activities or qualities of close friends, thus making the present instrument less limiting than the original pilot survey. Although data from the two surveys differed, it cannot be inferred that the rural group, as a whole, used fewer sexually explicit names. Even though students were promised anonymity, the conservative influences of this section of Tidewater may have made the rural students less comfortable with writing "unacceptable" names, not necessarily using them.

In contrast, the pilot survey simply asked students to list names they heard others use, limiting the context to males versus females. While this question was rather broad, I believe it is no less valid than the "improved" survey; it just asks a different question. Unencumbered by context, these students were free to associate and to write names that may be located in more recent memory. The results from the pilot survey may also reflect a general name-calling, the type that floats in the halls and classrooms, perhaps not as individually directed. The simplicity of the one page original instrument may be more valid because of the time constraints in both studies and because students in both groups had limited reading skills. Fewer students in the pilot survey had difficulty completing the one page survey, and fewer surveys had to be set aside because students did not understand the instructions. Additionally, the larger suburban school population and less conservative neighborhood may have given these students more confidence to write the names they hear most often.

While the conflicting data is intriguing enough, the important question is what part does name-calling play in child development and what sense can be made of the survey results?

4.1 Psycholinguistics

Language acquisition is still not completely understood, but it is generally believed that acquisition results from a mixture of innate processes and social learning, i.e., that infants are pre-wired for phoneme recognition and all infants progress through similar stages of sound production or babbling. However, infants learn from their parents and significant others to shape the phonemes into language specific words or dialects. These specific words are reinforced through positive feedback by the parents, and the infant is encouraged to continue making these pleasing sounds as well as to expand his or her verbal repertoire. Once the infant progresses beyond the phoneme recognition stage, his or her language is then shaped by the specific social expectations and structures in which he or she lives.

In the early stages of language development (birth to two years), before the infant acquires complete sentence structure, he or she is only capable of one word utterances and it is the parents' task to interpret meaning from the context of the situation. For example, the infant may have heard the word pee-pee in a variety of contexts, so when repeating this word, the infant may mean I have a wet diaper, I have a penis, or Daddy has a penis, etc. The reactions of the parents and significant others to this word may vary from laughter to anger, thus the infant begins acquiring the emotional background of words (Jay 19). In this way, the child learns which words produce tension, which words produce laughter, and which words express anger.

Just as the naming was important to the infant as he or she learned objects and their qualities, the school-aged child (two to eleven) has become more verbally sophisticated and aware of cultural expectations, both physical and social. Perceived deviations from the

established norms become the focus of name-calling by friends and classmates. So early name-calling is based on the tension between "normal" appearances and behaviors and "deviants" (Jay 26). As children develop an increasing awareness of social expectations, name-calling acts as a social regulator, shaping its fledgling members into acceptable molds, while excluding those individuals from the group who do not measure up to cultural standards. For example, fatty or four eyes highlights physical weaknesses, while stupid or jerk pinpoint intellectual and social shortcomings. So name-calling is a learned activity that reflects the child's growing sense of approved social values enforced by the mini-society, or group, to which the child belongs or wishes to belong. By observing the types of names children use, it is possible to observe their developing racial, social, and sexual biases, as well as their expressions of anger (Jay 27).

In addition to learning social expectations, children begin learning as early as two years social taboos and the "dirty" words that express them. Children learn the etiquette of dirty words from their parents, siblings, and other adults and the media, i.e., ". . . the proper way to curse, the proper place, and how to change the style in context" (Jay 30). At the same time, they are also acquiring the metaphors that accompany taboo words, so that by the time the child reaches late latency or early adolescence, he or she has in place a well developed vocabulary of taboo words, curse words, insults, and vulgarisms which can be added to the name-calling inventory.

Anthropologist Ashley Montague believes cursing or swearing in primitive societies served as verbal attacks on an enemy in place of an actual physical attack (Jay 74). The curse words were considered powerful because of the emotion and meaning the society placed in

these words. Thus, even in modern societies, curse words, taboo words, and the like are more powerful than acceptable words because they carry strong emotion and are often used as expressions of anger. Though adult uses of curse words have been studied extensively, only a few studies regarding children and cursing are available. One such study by Hall and Jay (1988) collected taboo words from children ages four to fourteen at a summer camp.

After studying the data, the researchers concluded that

. . . From the age of five years or so, girls and boys begin to use different words for insults and swearing and they use these words in different manners Boys have a larger and more offensive production vocabulary relative to girls Boys are also louder and less likely to express surprise when using taboo words. Mainly dirty words are used by children to express anger and frustration and to insult others more than they are used in descriptive statements. (Jay 71)

Timothy Jay in Cursing in America (74-83) has categorized insults and curse words in relation to the anger they express:

1. Terms that express anger with thoughtless behavior (dumb, stupid, shithead, dumb dick) or subnormal mental abilities of the offender.
2. Terms that refer to a sex organ (prick, dick, cunt) associate the person exclusively with that body part. When these sexual references to body parts are used to label a person, they are always derogatory.
3. Expressions of deviant sex acts (cocksucker, motherfucker, or go fuck yourself, are most offensive and so they carry a high degree of expressed anger.
4. Gender related expressions (bastard, son of a bitch, pimp) describe male social deviations which may not be offensive to males, but do indicate a generalized anger with the offender. In contrast, names aimed at women (whore, slut, lesbian) are intended to insult because they are based on sexually and socially deviant behavior and may be used most often to describe females who behave less passively, which defies cultural expectations.

5. Racial and ethnic slurs (nigger, spic) denote individuals of lower status and are used to express anger and hostility towards those who are excluded from the majority.
6. Anger expressed through scatology (asswipe, turd, shithead) associate the offender with waste or body elimination and are general expressions of unwanted behavior.
7. Anger expressed through animal names (pig, cow, dog, bitch) allows the offender to be reduced to a less than human state, often attributing animal qualities to the target.

While it is clear that not all names children use to playfully or meaningfully insult friends or enemies are anger based, it is evident that the names used do serve to elevate the caller's self-image in reference to learned social standards; therefore, it should follow that the names themselves will reflect the accepted cultural values of the caller's society. It must also be remembered that acceptable physical traits and skills, and social behaviors and emotions are modeled by parents and adult role-models. Since name-calling highlights a power differential: I am more acceptable than you, it may also function as a social regulator, i.e., there are cultural norms for physical appearance and gender roles, so the individual's success depends on fitting in, rather than being excluded from the mainstream. This group acceptance is especially important during adolescence, when peer acceptance is more important than parental values.

4.2 Popular Culture

What part does the media (films, television, music) play in name-calling? While specific names in the rural survey cannot be attributed to any one particular film or television program other than the popular Beavis and Butthead cartoon, it is likely that linguistic and

social behaviors of film and television characters do slip into the lifestyle of individuals because of their constant exposure to these images. For example, we have been flooded with "Gumpisms" following the recent hit film, Forrest Gump. A few years ago, another successful film, A Field of Dreams, popularized the phrase, "If you build it, he will come." Endless variations of that theme appeared in magazine and newspaper articles, as well as television commercials. Several years ago a broad campaign to advertise the film Alien III appeared on national television screens. The clip shows Sigourney Weaver nose to nose with the female Alien monster, with the background statement, "The bitch is back!" This ad was notable because it appeared during prime time viewing hours, and may have contributed to the now widely accepted use of bitch on prime time programs. In this instance, bitch is actually a double entendre because it could refer to either Weaver, the monster, or both. Its meaning is ambiguous because both females are aggressive and kill, but they are also both mothers protecting vulnerable offspring: Weaver, the orphan female found hiding in the space station, and the monster, the last egg of her species. While film and television are social reflectors, not predictors, the lines become a little blurred when producers push the boundaries of appropriateness to satisfy viewers' insatiable thirst for sensual thrills.

How does this affect children? National studies and the data collected from both the pilot and rural survey indicate that children watch an average of 5 hours of television per day. These figures do not include the time spent watching movies, in the theater or at home. Few children today are restricted from viewing "R" rated movies because of language or violence: 87% of the respondents in the pilot survey were not restricted, while in the rural survey, 78% of respondents were not restricted from films with excessive language, and 75% were not

restricted from violent films. The late '80's and early '90's saw a rise in popularity of slasher films in which women were murdered in quantity, victims of violent crime, while the adventure films also showed males as perpetrators of violence, especially against weaker females. "A recent survey of seventeen hundred students in the sixth to ninth grades revealed that 65 percent of the boys and 57 percent of the girls said it was acceptable for a man to force a woman to have sex if they had been dating for more than six months" (Miedzian 247).

Popular films like True Lies justify dishonesty and coercion in intimate relationships, while glorifying excessive violence under the guise of comedy. In this film, Arnold Schwarzenegger suspects his wife (Jamie Lee Curtis) is having an affair. He confronts her suspected behavior by interrogating her like a common criminal. In the most painful scene of the film, Schwarzenegger tricks Curtis into becoming a prostitute for one night because her "country needs her," while he becomes a voyeur as he instructs her to strip down to her underwear (the skimpiest bra and G-string) to entertain him with a seductive dance. Through all these scenes, Tom Arnold keeps a running commentary on how women are just bitches anyway, so what's the big deal . . . just find another one. True Lies is just one minor example of how "hero" actors in films model through language and action the culturally accepted rules of relationships, especially between males and females. While adults may be able to discern dysfunctional behavior or violated boundaries, children cannot without help. To them, what is on the screen is "cool."

In addition to films and television programs, there is also MTV, a station unto its own, designed to "meet your every need." Data from the pilot survey indicates that 80% of the respondents watched MTV, while a smaller number of students from the rural survey

admitted to watching this station. A significant number of females from the rural survey do watch MTV (75% of grade 7 and 90% of grade 8), which presents some cause for concern because of the images of female appearance and behavior the adolescents are absorbing during this critical stage of development. For example, Cindy Crawford's House of Style shows them how to look, dress, and walk like a model. Then there was the couture marathon which allowed adolescents to feast on the tall, thin, implanted figures of the runway mannequins who embellish the fashion houses of Paris and New York.

The MTV channel also offers its own version of global and national news, as well as attempts at social issues with its show, Real People. When the appetite for reality is satiated, MTV's music videos will guide adolescents to the hippest music of the moment. These music videos affect males as well because they connect macho behavior with physical prowess, qualities used to dominate.

Music preferences among adolescents depends somewhat upon which group the individual wishes to belong and its preference, and the particular artists being promoted by the record companies. It is interesting to note that approximately 38% of the males in the pilot survey preferred Rap music, while 48% of the 6th grade males in the rural survey also preferred Rap music to other categories. That number dropped off inexplicably to 15% among the rural 7th grade males, to rise to 51% among the rural 8th grade males.

As much as parents may not approve of Rap music, it cannot be categorically dismissed as trash. The 6th grade males reported listening to benign artists such as Kriss Kross and Tribe Called Quest. However, the 7th and 8th grade males shifted their Rap preferences to artists such as Snoop Doggy Dog, Eazy E, and Tu Pac Shakur, who fall under

the sub-category of 'Gangsta' Rap, which promotes violence towards authority and degradation of females.

In these songs, women are bitches and 'ho's, only orifices for males' pleasure, while guns and violence are symbols of masculinity. In "Doggystyle," Snoop explains "sharing a woman with a buddy is natural 'cause she ain't nothin' but a bitch to me' " (Feder A23). Rapper Eazy-E sings: "I creeped on my bitch with my / Uzi machine / Went to the house and kicked / down the door / Unloaded like hell . . ." (Miedzian 257). Another group, 2 Live Crew, sing about a young woman's desire to have oral sex with "this big black cock," in a song entitled "Dick Almighty." Their lyrics describe the penis as a powerful weapon, "He'll tear the pussy open, 'cause it's satisfaction . . . Dick's so proudful, she'll kneel and pray . . . Suck my dick, bitch, it'll make you puke" (257).

According to the Washington Post, "Many rappers say they're just being honest. They say nice women--those who are neither sluts nor skeezers (women who use men for money)--should take no offense to names that don't apply to them. They're just dissing the women who deserve it" (Britt, B1). Popular rapper, Richard Shaw of the Geto Boys, had this to say about women: " I call women bitches and 'hos because all the women I've met since I've been out here are bitches and 'hos." When asked by a female reporter what he called his mother, Shaw answered, "I call her 'woman,' but I'm not fucking my mother. If I was fucking you, you'd be a bitch" (Raspberry A9). While all adolescent males and females do not listen to Rap music or 'Gangsta' Rap, black and white adolescents who do look upon the successful rappers as role models, imitating their language, their appearance, and behaviors.

Even if adolescents do not listen exclusively to 'Gangsta' Rap, these words, delivered

in rhythm and image, combine with language of sex and violence in motion pictures to socialize young people towards culturally acceptable violent and degrading behaviors. Unrestricted access to these words and images teach children that women are weak; men are strong. Women may be raped and beaten; men are provoked and excused. And if the language and images in music and film are not enough, many children also grow up with violent language in their own homes. So by the time they enter adolescence, males and females have acquired clear expected models of gender behavior, and they have acquired an arsenal of names to identify those who deviate from expectations.

4.3 Social Application

If name-calling is a socially learned skill, and the accompanying emotions and metaphors are gradually acquired as the child moves through developmental stages, what can we anticipate are the effects of name-calling? Can names hurt?

Psychologists and educators will agree that continually calling a child stupid or dummy will affect that individual's development of self-esteem as well as future performance in school and the workplace. Teachers are trained to encourage students to perform to the best of their ability, and not to focus on mistakes as only indicators of ability. Debates rage in school systems across the country over the potential damage done by academic tracking: labeling "bright" or "slow" learners and placing them in classrooms commensurate with their estimated abilities. What psychologists and educators have learned is that children tend to live up to expectation; the so-called slow students know that less is expected of them because they aren't "smart." These students tend to continue to perform marginally, but they form a

damaged sense of self that lingers into adulthood, often perceiving themselves to be "stupid." When students are unsuccessful in school, frustration builds, pushing many adolescent males into crime and drugs, while females with low self-esteem contribute to the swelling numbers of pregnant teens.

If this is what we know is the result of being called dummy or stupid, what will be the anticipated effects on adolescent (or younger) females who grow up taunted with names like bitch and slut? Judy Mann, in her book, The Difference: Growing up Female in America, writes about Cheltzie Hentz, a 1st grade girl in Eden Prairie, Minnesota, who had been repeatedly called a bitch on the school bus by 1st and 3rd grade boys. They also ". . . told her in graphic terms to perform sex with her father" (160). When the Office of Civil Rights of the U.S. Department of Education was notified about his incident in 1993, they proceeded to investigate the entire Eden Prairie system, only to discover similar incidents (Mann 160).

The AAUW Report: How Schools Shortchange Girls warns that sexual harassment-- from innuendo to actual assault-- in schools is increasing at an alarming rate (2). This activity is not confined to Eden Prairie, Minnesota, but is gaining momentum nationwide. While boys also report being harassed by girls, they do not seem as affected by it as do the girls (Mann 162), perhaps because the culture has already infused the males with a strong, positive self image, something the females lack. The data from the rural survey, (the names and comfort level) indicate a pattern in adolescent name-calling that reflects standard cultural messages: as males mature, they increase in physical strength and power, while females experience a decrease in power and physical acceptability. Male respondents indicated discomfort with names that diminished their masculinity like pussy, fag, or weak, and names that called

attention to non-streamlined bodies like fat, or doughboy. But the results of this name-calling seems to spur young males to more aggressive behaviors, both in the classroom and out. The AAUW study notes that males thrive on the competition fostered in the classroom, so they receive more positive reinforcements for boisterous behaviors or incorrect answers than do females (2). While their bodies mature, self-esteem rises as males progress through middle school.

In contrast, unwarranted attention is called to female bodies that are either developed or undeveloped. Young females are either Barbie types, (dumb blondes, airheads, and well stacked) or they are flatty's, skinny, or too thin and too smart. While their bodies are scrutinized and publicly called sub-standard in classrooms, school cafeterias, and hallways, their sexuality and morals are also the subject of public talk. The data from the present survey indicates that beginning in 6th grade, bitch and slut are common names used by both males and females, especially when used as insults. This name-calling pattern continues through grades 7 and 8, when names that sexually derogate females become the most frequently used names in both playful and insulting contexts by males and females alike. Females use bitch and slut among friends and enemies as often as do the males. When intelligence, physical appearance and sexuality is constantly being monitored, it is not surprising that females experience a loss of confidence and self-esteem. One fourteen-year-old female attending a private Alabama school comments on her feelings about being harassed in school since 5th grade. "I have no pride, no self-confidence and still no way out of the hell I am put through in my school. I have been depressingly desperate for something to make me feel like I actually am not a slutty bitchy whore" (Mann 161).

To pursue the alarming findings of the 1990 AAUW study on school girls, Peggy Orenstein spent a year interviewing eighth grade students at an upscale middle school and an urban middle school in California. She discovered that beginning in 6th grade, girls were being pressured to have sex. The worst name a girl could be called was slut, but that included not only those girls who did engage in sexual activity, but those who ". . . through her clothes, her makeup, her hairstyle, or her speech--seems as if she *might*" (51). She continues, ". . . in order to find the middle ground . . . girls have to monitor both their expressions of intelligence and their budding sexual desire. They must keep vigilant watch, over each other and over themselves" (51). This group monitoring may explain the increased use of bitch and slut by females against other females, as reported in the rural and pilot surveys. Judy Mann reports one girl was considered a slut just because she was pretty (167).

A third, and more poignant, source of the plight of our daughters comes from psychologist, Mary Pipher, who has noticed an increase in depression and self-destructive behaviors among her adolescent female patients in the last ten years. She states:

Something dramatic happens to girls in early adolescence. Just as planes and ships disappear mysteriously into the Bermuda Triangle, so do the selves of girls go down in droves. They crash and burn in a social and developmental Bermuda Triangle. In early adolescence, studies show that girl's IQ scores drop and their math and science scores plummet. They lose their resiliency and optimism and become less curious and inclined to take risks. They lose their assertive, energetic and "tomboyish" personalities and become more deferential, self-critical and depressed. They report great unhappiness with their own bodies. (19)

From her patients Pipher has learned that sexual harassment thrives in classrooms and school hallways; that "Girls are referred to as bitches, whores, and sluts" (245), and that girls are pressured to have sex from the moment they walk through middle school doors. Her patients

quickly learn discover, though, that " . . . boys who have sex are studs, but girls who do it are sluts" (34).

If the names and images washing over our daughters are twisting their sense of self, the same is happening to our sons. They are groomed from infancy to view themselves as innately superior. This bestowed superiority of body and mind gradually sets up an atmosphere of dominance over females who are, by default, "less than" the norm. As early as five or six, males are encouraged to be aggressive in little league sports, to win at all costs. Violent behavior to settle arguments is often winked at by fathers because they see their sons have learned how to act "like a man." Schools tend to shrug at this behavior, giving the males a tap on the wrist in elementary school, because they know, "boys will be boys." As the boys begin to mature, this attitude of "might makes right" spills over into their relationships with females. A study by the University of Illinois of high school students found that teen girls are often the victims of violence from their boyfriends. One of the respondents from California stated, "Guys beating girls just seems, well, normal. It starts when you're like 13 or 14. The guys brag about it" (Weston E14). According to the article, "Boys think they must be aggressive to be manly" (E14).

This learned aggressive behavior becomes easier when the intended object is just that, an object. Through early childhood, parents and media, through words and images, have taught males that females are weaker, "less than," bitches, and finally, objects designed for male pleasure. When females on favorite television programs are called bitches or sluts and the laugh track explodes, or when Dad calls Mom or Sis the same because they displeased him, then Junior can be expected to extend this category to all females because the language

we use reflects social values and relationships within the society. If Junior has heard that women are bitches and 'ho's often enough, then by the time he is ready to form romantic or sexual relationships with the opposite sex during adolescence, he has these negative categories already firmly in place within his lexicon and his perceptions. It is these words and perceptions that allow wife-beaters to say, "She deserved it," or rapists to say, "She asked for it."

Language is a human invention. Names are arbitrarily assigned to objects to reflect the culture's attitudes and judgements towards the objects, as well as the attributes the objects possess (Stanley 304). Great power is attributed to a name. Because a name was thought to embody the spirit and characteristics of an individual or god, the ancient Hebrews were careful never to misuse the name of Yahweh or to write His name frivolously. When a Chinese infant is born, the parents consult the elders of the community to select the most appropriate name for their child, a name which will ensure life-long good fortune. American parents will often delay christening a newborn until an appropriate name can be selected that reflects their family lineage.

Names can also be used as weapons to hurl insults instead of stones. They embody anger and emotion instead of mass, but they are no less harmful. Rapists use language to compound their physical assault. They can perpetrate violence on women because over the years, they have learned to dehumanize them (Scully and Morolla 530). Humans constantly engage in naming because they are continually defining the boundaries of their world, as well as their reality. But even when men engage in playful naming, the consequences can be serious. Deborah Cameron studied the names college students called the penis. Males gave

names of authority to their penis (scepter, rod of lordship, Excaliber), names of beasts (King Kong, King of the Jungle), names of tools (screwdriver, jackhammer), and names of weapons (squirt gun, passion rifle, meat spear) (Naming of Parts 370-371). The underlying concept of penis as weapon reveals the concept of screwing, drilling, hammering, or ruling women, as well as using women as holes, caves, or objects instead of equal partners (372). Although Cameron's study involved college students, the rural and pilot surveys indicate that many middle school males already conceive of their penis as weapons. And the University of Illinois study of violence among teens underscores the consequence of this Naming of Parts for both males and females.

Chapter 5

Conclusion and Call for Further Research

While the pilot and rural study of middle-school name-calling are neither conclusive, nor exhaustive, the subject does warrant further investigation. Little is known about the name-calling practices of children of any age because there are few, if any, studies of public school children. Almost all the studies in the literature involve college freshmen because they are the most accessible group of individuals, but the use of name-calling among adults is not the same as it is among children. There is a substantial body of literature on slang, which also is different than name-calling. Very little is known about the effects of expletives on individuals, especially children: how do they feel when they have been cursed? How do children feel when expletives are used in the home by parents?

It has been assumed from past psycholinguistic studies that young children have only a rudimentary understanding of curse words with their accompanying emotions, and full understanding does not unfold until adolescence, when children begin developing socially and sexually. Those assumptions, based on past studies, need updating because today's children are exposed to an extraordinary amount of adult media, which influences their language acquisition. Studies charting the name-calling patterns of elementary school children might be more than surprising. There is much that is not known about this developmental function of language; this survey is but the first step towards greater understanding in this area.

While knowledge about name-calling is limited, we do know that the use of sexually

derogatory names in schools is a form of verbal violence that is considered sexual harassment, an activity that denies individuals the opportunity to learn in a safe environment. According to the participants in both surveys, the classroom was the place students were called names most often followed by the hallways and cafeteria.¹ In February of 1991, the Supreme Court ruled that under Title IX of the Education Act of 1972, students can sue for harassment and collect damages ("Must Boys"). And students in Minnesota and California, like Katie Lyle and Cheltzie Hentz, have done just that and won damages. As a result of these lawsuits, states like Minnesota and California have designed and implemented programs to educate students issues of sexual harassment in school, a policy that not only excludes touching, but name-calling as well.

Names do hurt. The effects are costly to individuals, as well as society. While we may still consider name-calling a developmental activity, it is not necessarily benign. We have only to look at the attitudes of middle school children and the dynamics of their relationships to understand the price we are paying for dismissing this "childish" behavior.

Note

¹ In support of the classroom as the site adolescents will most likely experience physical or verbal harassment, see Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools and Secrets in Public: Sexual Harassment in Our Schools (qtd. in Orenstein 300).

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PILOT SURVEY NAMES - APPENDIX A

Males (males)¹ Grade 7

Body Parts	Copulation	Female Terms	Intelligence	Sexual Orientation	Miscellaneous
asshole (5)** butthead dickhead cocksucker	fucker (2) fuck you	bitch (5) slut (2) pussy 'hoe (2)	stupid retard	Dumbo, flying queer	Josephine dill pickle scottie Pippin J flat rock igit shorty hang ups sattelite spark lil J dilxe misaly bastid punk

Males (females) Grade 7

Body Parts	Copulation	Female Terms	Intelligence	Sexual Orientation	Miscellaneous	Phy.Fea.
asshole	[null]	bitch (3) 'ho whore prostitute hoochie	dumb stupid	[null]	scuz hangups boo immiture punk chump p.k. damn tool hot as chili peppers	handsome cute shorty

*Numbers in parenthesis indicate the number of times this name was listed by students. If no number is indicated, the name occurred only once.

¹ Unless otherwise indicated, the parenthesis indicates which gender is calling the names. The gender of the students reporting the names are indicated by the use of a capital letter.

***Males (male) Grade 8**

Body Parts	Copulation	Female Terms	Intelligence	Miscellaneous	Excrement	Phy.Fea.
asshole (2)	fuck you	bitch (6) slut (2)	dork	punk (4) mark (2)	dip shit	[null]
dickhead	motherfucker	hore 'hoe	stupid	Rambo George	asswipe	
jackass	fuckface pussy (2)	son of a bitch	illiterate	Problem child	shithead	
Hi Barney	fuckhead		stupid ass		butt nugget	
	cumsucker		stupid fucker			

***Males (female) Grade 8**

Body Parts	Copulation	Female Terms	Male Terms	Intelligence	Miscellaneous	Excrement	Phy.Fea.
asshole (2)	motherfucker	hor	stud (2)	[null]	punk (3)	[null]	[null]
Moby Dick	coxsucker	sexy bitch	sexy stud		top gun		
	buttfucker	pussy	cool		paster		
	horny				McDonald Man		
					dog		

* 8th grade males reported no incidence of Sexual Orientation names

Females (male) Grade 7

Body Parts butthead	Copulation [null]	Female Terms hoe (3) whore hor slut (3) bitch (4)	Intelligence [null]	Sexual Orient. [null]	Miscellaneous [null]	Phy.Fea. too tall jolly green giant
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Females (female) Grade 7

Body Parts asshole dick licker cunt licker	Copulation [null]	Female Terms slut (3) hoe (3) bitch (3)	Intelligence [null]	Sexual Orient. your queer	Miscellaneous punk	Phy.Fea. [null]
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Females (male) Grade 8

Body Parts [null]	Copulation fucker motherfucker	Female Terms bitch (5) ho whore (4) slut (3) sexy sex slave	Intelligence [null]	Sexual Orient. [null]	Miscellaneous smiley cakes baby	Phy.Fea. baby fat
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Females (female) Grade 8

Body Parts [null]	Copulation fucker motherfucker	Female Terms bitch (5) 'ho (2) slut (4) 'hoe	Intelligence smart girl	Sexual Orient. [null]	Miscellaneous stuck up snob (3)	Phy.Fea. [null]
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**Pilot Survey Television Preferences
Males Grades 7**

Comedy	Cartoons	Adventure	Sci-Fi	Drama	Talk	Music	Family
Sanford & Son	Batman	McGyver	Deep Space 9	90210	Montel	Rap City	Hwy to Heaven
Family Matters	Goof Troop	Quantum Leap	Star Trek: Next Gen.			The Grind	Wonder Years
Martin (6)	Tiny Toons						
Fresh Prince (4)	Simpsons						
In Living Color (3)	Teen-age Mutant Ninja Turtles						
Mr. Cooper (3)	Generic Cartoons						
Step by Step	Inspector Gadget						
Roseanne							
Full House							
Saved by the Bell							

Females Grade 7

Comedy	Cartoons	Adventure	Sci-Fi	Drama	Talk	Music	Soaps
Fresh Prince (3)	Tiny Toons	[null]	[null]	[null]	Oprah	Video Soul	Days of our Lives
In Living Color (2)	Flintstones						General Hospital
Married w/Children (2)							All My Children
Saved by the Bell (2)							
Martin							
Roseanne							
Blossom							
TGIF							
Full House							
Family Matters							

**Television Preferences
Males Grade 8**

Comedy	Cartoons	Sci-Fi	Adventure	Drama	Music	Sports	Misc.
In Living Color (2)	Simpsons (3)	Star Trek (2)	McGyver	90210	Rap City	Baseball	BET
Home Improvement	Ren and Stimpy (2)	Deep Space 9			The Monkees	Sports Center	Pornos
Married w/Children	Tiny Toons (2)	War of the Worlds					
Saved by the Bell	Beavis and Butthead (8)	Monsters					
Murphy Brown	Tazmania	Mr. Wizard					
Martin	Real Ghostbusters						
TGIF	Inspector Gadget						
Mama's Family							

Females Grade 8

Comedy	Cartoons	Sci-Fi	Adventure	Drama	Music	Game Shows	Soaps
Saved by the Bell (3)	Beavis and Butthead (2)	[null]	McGyver	Life Goes On	[null]	Studs	The Young and Restless
In Living Color	Rug Rats		Baywatch	90210			The Guiding Light
Martin	Goof Troop						
	Flintstones						

**Pilot Survey Video Films
Grade 7 Males**

Comedy

Class Act (2)
The Golden Child
Going to America
Cop 1/2
Mr. Baseball
Juice
Sister Act

Adventure

Delta Force 1
Delta Force 2
Under Siege

Sci-Fi

Alien III

Drama

Babe (3)
Batman

Horror

Leprechaun
HandyMan
Pet Cemetary

Grade 7 Females

Comedy

Home Alone
Class Act
Girls Just Wanna Have Fun
The Gun in Betty Lou's Handbag
Athe Distinguished Gentleman

Adventure

Last of the Mohicans
Aspen Extremes

Sci-Fi

[null]

Drama

Sarafina
Color Purple

Horror

Leprechaun
Jennifer 8

Cartoon

101 Dalmations

Males Grade 8

Comedy

Mo'Money
Toys
Mighty Ducks
Naked Gun 2 1/2
Juice (3)

Cartoon

Bambi
Cinderella
Rescuers Down Under

Adventure

Batman (2)
Batman II (2)
Lethal Weapon II
Robin Hood

Drama

Boyz in the Hood
The Last POW
Far and Away
Basic Instinct (2)

Sci-Fi

Aliens

Horror

Candyman
Leprechaun
Single White Female
Nightmare on Elm St.

Pornos

Debby Does Dallas
Sex Wars
101 Little Maidens
Playboy Celebration

Females Grade 8

Comedy

Home Alone

Cartoon

[null]

Adventure

Aspen Extremes

Drama

The Babe
Far and Away
Pretty Woman
Boyz n' the Hood
A League of Their Own

Sci-Fi

[null]

Horror

Dracula

**Pilot Survey Feature Film Preferences
Males Grade 7**

Comedy	Adventure	Sci-Fi	Drama	Horror
Hot Shots Deux Sleepless in Seattle	Posse (4) Cliff Hanger (2) Dragon (2) Last Action Hero	Jurassic Park (5)	Menace II Society Sliver	[null]

Females Grade 7

Comedy	Adventure	Sci-Fi	Drama	Horror
Rookie of the Year Made in America (4) Dave Who's the Man (2)	[null]	Jurassic Park (4)	The Firm	[null]

Males Grade 8

Comedy	Adventure	Sci-Fi	Drama	Horror	Porno
Dennis the Menace Rookie of the Year (2) Honey I Shrunk the Kids Cop 1 1/2	Dragon (2) Cliffhanger (2)	Jurassic Park (5)	Menace II Society	Faces of Death***	Real Sex Real Sex 5

Females Grade 8

Comedy	Adventure	Sci-Fi	Drama	Horror
Hot Shots Deux Life with Mikey	Last Action Hero	Jurassic Park (4)	Indecent Proposal	[null]

***Faces of Death is categorized under horror films because of the content. Actual deaths of humans and animals are portrayed in documentary style.

**Pilot Survey Music Video Preferences
Males Grade 7**

Metal	R&B/Soul	Rock/Pop	Rap	Alternative
Sweating Bullets(Megadeath) Who's The Man 3 Little Pigs(Green Jellow)	Knockin' da Boots (H-town) 2 Weak (SWV) 2 Back Seat of My Jeep (2) Freak Me (Silk) God Love Um (Kam)	Remember the Time (Jackson) That's The Way Love Goes (J.Jackson) Humpin' Around(Bobby Brown)	Slam (Onyx) 6 Hip Hop Hooray (Naughty by Nature) Once Again It's On (Naughty by Nature) Dre Day (Dr. Dre) Nothin' But a G Thang (Dr. Dre) Rump Shaker (Wreken Effects) ? (Da Youngsta) Hittin' Switches (Eric Sermon)	Too Princess (Spin Doctors) Under the Bridge (Chili Peppers)

Females Grade 7

Metal	R&B/Soul	Rock/Pop	Rap
3 Little Pigs (Green Jellow) Rooster (Alice in Chains) One (Metallica)	Stay Forever (?) Freak Me (Silk) Angel (Jon Secada) Weak (SWV) 3 Knockin' da Boots (Htown)	? (Duran Duran) Who Is It (M. Jackson)	Informer (Snow) Slam (Onyx) 2 Good Day (Ice Cube) Dre Day (Dr. Dre) ? (Tag Team)

Music Video Preferences - Pilot Survey Males Grade 8

Metal	R&B/Soul	Rock/Pop	Rap	Country
Living on the Edge (Aerosmith)	I Still Got Love for You (Kam)	Where the Streets Have No Name (U2)	Good Day (Ice Cube) 4	? (Garth Brooks)
? (Metallica)	Knockin' da Boots (Htown)	I Can't Dance (Genesis)	Jump (Kris Kross)	? (Tracy Lawrence)
? (GWAR)	Freak Me (Silk)	Thriller (M. Jackson)	Hittin' Switches (Eric Sermon)	? (Aren Tippin)
3 Little Pigs (Green Jellow) 2		What's Up (4 Non Blondes)	"G" Thang (Dr. Dre)	
November Rain (Guns n' Roses)		Black or White (M. Jackson)	Slam (Onyx) 2	
			Dre Day (Dr. Dre) 4	
			I Got a Man (Positive K)	
 Reggae				
Super Cat (?)				

Females Grade 8

Metal	R&B/Soul	Rock/Pop	Rap	New Age
November Rain (Guns n' Roses)	Freak Me (Silk)	That's The Way Love Goes (J. Jackson) 2	Dre Day (Dr. Dre) 5	Patient Eyes (P.M. Dawn)
	Knockin da Boots (Htown)	I Can't Help Falling in Love (UB 40)		I Die Without You (P.M. Dawn)
		What's Up (4 Non Blondes)		

APPENDIX B: RURAL DATA
GRADE 6 MALES: MALE-MALE PLAYFUL NAMES (rural) 30

Body Parts	Sex.Orient.	Intel.	Soc. Beh.	Phy. Fea.	Sex. Ref.	Misc.
asshole dicksucker	[null]	ediate stupid	crazy weird punk	freckle-face fat	motherfucker	M.C.Hammer Skip kid bunky train G. Billy Bran boo boo duckery
Animal	Racial	Female Terms		Male Terms		
dog	nigger	bitch		man		

GRADE 6 MALES: FEMALE-MALE PLAYFUL NAMES (rural) 10

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
[null]	[null]	[null]	mean	ugly shorty	"B" word	boo boo Bunky William Bud 8th grader
Animal	Racial	Female Terms		Male Terms		
[null]	[null]	[null]		boy		

GRADE 6 FEMALES: MALE-FEMALE PLAYFUL NAMES (rural) 25

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
butthead asshole asswipe	[null]	dumby simple stupid	crazy silly sick weird waco brat annoying	ugly fat pretty	motherfucker	[null]
Animal	Racial	Female Terms	Male Terms			
dog	[null]	[null]	[null]			

GRADE 6 FEMALES: FEMALE-FEMALE PLAYFUL NAMES (rural) 15

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
[null]	[null]	dodo retarded stupid straight "A's"	brat meany annoying getwell	ugly fat pretty	[null]	[null]
Animal	Racial	Female Terms	Male Terms			
buffoloa	[null]	hoe bitch	[null]			

GRADE 6 MALES: MALE-MALE INSULTING NAMES (rural) 20

Body Parts asshole fucken' asshole buck-tooth dicksucker	Sex.Orient. fag	Intel. dumb fuck crazy idiot	Soc.Beh. punk geek burger nerd nerd cakes	Phy.Fea. weakling bald sides ugly	Sex. Ref. fucker	Misc. [null]
Animal smartneck frog nasty chickenhawk	Racial [null]	Female Terms bitch stupid bitch wrinkle pussy	Male Terms [null]			

***one respondent simply wrote "cursewords" in this category without giving examples.

GRADE 6 MALES: FEMALE-MALE INSULTING NAMES (rural) 10

Body Parts asshole wienerhead	Sex.Orient. fag	Intel. retard	Soc.Beh. punk	Phy.Fea. ugly	Sex. Ref. fucker happy-ass mother fucker	Misc. [null]
Animal [null]	Racial [null]	Female Terms bitch pussy	Male Terms [null]			

GRADE 6 FEMALES: MALE-FEMALE INSULTING NAMES (rural) 21

Body Parts asshole	Sex.Orient. [null]	Intel. stupid idiot dumb	Soc.Beh. family slurs unlikeable	Phy.Fea. ugly dandruff hair	Sex. Ref. motherfucker	Misc. highwater pants
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Animal [null]	Racial [null]	Female Terms bitch slut hoe hor hooker	Male Terms [null]
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GRADE 6 FEMALES: FEMALE-FEMALE INSULTING NAMES (rural) 21

Body Parts asshole dicksucker	Sex.Orient. [null]	Intel. stupid dumb ass dumb idiot retard	Soc.Beh. stupid dumb ass dumb idiot retard	Phy.Fea. dandruff hair	Sex. Ref. motherfucker	Misc. fart "cusswords"
--	------------------------------	--	--	----------------------------------	----------------------------------	-------------------------------------

Animal [null]	Racial [null]	Female Terms bitch slut	Male Terms [null]
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GRADE 7 MALES: MALE-MALE PLAYFUL NAMES (rural) 32

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.*
buttwipe butt licker long-headed jelly bean	fag	retard idiot dumb ass dumb head	clown fool weenie wimp punk dork	scrungy ugly big head big nose dough boy chubby fat boy	[null]	scruppet
Animal	Racial	Female Terms	Male Terms*			
[null]	niger black tea bag black fragile rock	[null]	stud cool awesome			

GRADE 7 MALES: FEMALE-MALE PLAYFUL NAMES (rural) 23

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
butt dickhead	faggot	dummy idiot dumb butt stupid ass stupid fucking stupid asshole retard	reject punk nerd dork pest	[null]	[null]	scruppet-boy
Animal	Racial	Female Terms	Male Terms	Sex. Ref.	Misc.	
[null]	[null]	[null]	cool* awesome* boy	*not rated		

GRADE 7 FEMALES: MALE-FEMALE PLAYFUL NAMES (rural) 44

Body Parts asshole	Sex.Orient. [null]	Intel. stupid dumb blonde dummy dumb ass	Soc.Beh. jerk nerd barbie cutie sweetie	Phy.Fea. 4-eyes toothpick big head small body skinny legs metal mouth tin grin thumbelina	zit-face skinny blondie railroad tracks fat girl	Sex. Ref. hickey	Misc. light bite yellow red "my name" "nickname" ra-ra girl cabbage patch pookie
Animal Mrs. Piggy	Racial [null]	Female Terms girl girlfriend girly bitch ho	sex babe babe baby	Male Terms [null]			

GRADE 7 FEMALES: FEMALE-FEMALE PLAYFUL NAMES (rural) 32

Body Parts [null]	Sex.Orient. [null]	Intel. dumbell dum-dum dumb blonde dumb ass	Soc.Beh. sweet jerk	Phy.Fea. red blondie metal mouth milk maid	sweet face barbie brace face toothpick	Sex. Ref. motherfucker	Misc. light bite cabbage patch pookie
Animal [null]	Racial [null]	Female Terms missy girl girlfriend	bitch ho ugly bitch	Male Terms [null]			

GRADE 7 MALES: MALE-MALE INSULTING NAMES (rural) 28

Body Parts asshole dickless dick dick face shit head dpt shit ass	Sex.Orient. fag	Intel. stupid dumb ass	Soc.Beh. scumbag bum	Phy.Fea. fat boy	Sex. Ref. fucker motherfucker	Misc. [null]
Animal [null]	Racial black fragile rock* nigger	Female Terms pussy bitch		Male Terms cool awesome		

*not rated

GRADE 7 MALES: FEMALE-MALE INSULTING NAMES (rural) 26

Body Parts asswipe dickless dickhead butt ass shithead	Sex.Orient. faggot	Intel. dumb	Soc.Beh. annoying immature	Phy.Fea. weak	Sex. Ref. motherfucker asshole	Misc. Chester "guy word"?
Animal [null]	Racial nigger	Female Terms skank pms boy		Male Terms pimp awesome cool		

GRADE 7 FEMALES: MALE-FEMALE INSULTING NAMES (rural) 39

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
ass munch butt shit head asshole	dike	stupid knuckle head dumb blonde dumb ass discombobulated!	nerd brat snob	big head fat flatty biggy	skinny flat butt ugly	[null] teen spirit
Animal rats nest	Racial [null]	Female Terms skank sounding bitch slut skank bitch ugly bitch whore, hoe, hoe		Male Terms [null]		

GRADE 7 FEMALES: FEMALE-FEMALE INSULTING NAMES (rural) 31

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
asshole butt knuckle butt	dike	book worm dumb blonde dumb ass genius discombobulated	Ms. It brat snob Ms. goody 2 shoes	small fat toothpick skinny	[null]	out-date
Animal [null]	Racial [null]	Female Terms skank sounding bitch bitch ugly bitch ho, hoe, whore	slut witch	Male Terms [null]		

GRADE 8 MALES: MALE-MALE PLAYFUL NAMES (rural) 105

Body Parts anal* penis gripper* asshole** anis* dick head* barney ass dome ass dick licker butt licker meat* shithead* asswipe*	Sex.Orient. faggot** gay wad* queer	Intel. stupid idiot* fool* bugger brain	Soc.Beh. punk** chump* looser jerk geek dorkus	Phy.Fea. fat back big boy big ears* you is ugly* yo breath stink* stinking shorty dinky	Sex. Ref. fucker** bastard* cocksucker motherfucker punk ass motherfucker	Misc. buddy* chaos tidy neck* little Dave* June* Zo* Jim Beam* mom jokes* parent jokes
	Animal big bear* stump dog* flea*	Racial black spot* black ass* nigga**	Female Terms bitch** punk bitch hoe* sweet't-ee*	Male Terms big bitch* stupid bitch sissy dude man		

GRADE 8 MALES: FEMALE-MALE PLAYFUL NAMES (rural) 59

Body Parts asshole* asss*	Sex.Orient. gay ass punk*	Intel.	Soc.Beh. idiot* dum* dummy	Phy.Fea. punk* nasty* mean*	Phy.Fea. cute* ugly* dome ass shorty	Sex. Ref. squirter stiffy fucker motherfucker**	Misc. pooky* little Dave* Zo* wings hurt
Animal tiger fly	Racial black* white* nigga		Female Terms bitch* hoe* trick*	sissy	Male Terms boy* Mr. big stuff big boy* men* baby* Mr. Johnson		*not rated ** rated and not rated

GRADE 8 FEMALES: MALE-FEMALE PLAYFUL NAMES (rural) 59

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.(10)	Sex. Ref.	Misc.
asshole butthead silly ass	dyke	dumby air head retard	slezy no good big red geek fool freak	runt brown eyes fat graham cracker head pretty woman red head red bone shorty	motherfucker	player b-otcha ??
Animal roach dog	Racial polack nigga lover	Female Terms(22) bitch ho slut bimbo foxy lady		Male Terms [null]		

GRADE 8 FEMALES: FEMALE-FEMALE PLAYFUL NAMES (rural) 38

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
[null]	dyke	[null]	cool geek insane freak fool silly crazy	shrimp short shit	[null]	monk-monk clarissa miss B. kel-kel
Animal flea horney toad bird dog	Racial [null]	Female Terms(15) bitch slut easy tail		Male Terms [null]		

GRADE 8 MALES: MALE-MALE INSULTING NAMES (rural) 80

Body Parts(17)	Sex.Orient.(12)	Intel.	Soc.Beh.	Phy.Fea.	Sex. Ref.	Misc.
penis*	faggot**	stupid	punk** jerk	skinny*	fucker*	Kurt Cobain
anus*	quer bait*	stupid idiot*	rude* freak*	big ears*	cocksucker	Mr. Cobain
penal hole *	queer	ignorant*		you is ugly*	motherfucker	Jack Daniels
asshole**	gay	dum ass**		you breath stink*	crazy motherfucker**	
dickhead*		dum fucker*		ugly fucker*		
butt muncher*						
butthole						
butt licker						
dick licker						
little dick	Animal					
snithead	big bear*					
	jack ass					
			Racial	Female Terms		Male Terms
			black bitch*	bitch**	big bitch*	prick*
			nigger**	punk bitch*	pussy	bastard*
			honkey	girl*		little boy*
				pulsating pussy pimple*		cool

GRADE 8 MALES: FEMALE-MALE INSULTING NAMES (rural) 34

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex.Ref.	Misc.
asshole**	fag*	dum*	punk*	stink*	motherfucker**	[null]
ass*	lesbian*	dume ass	nutty buddy			
butthole faggot		stupid	purvert			
butt licker		stupid ass*				
dick licker						
shriveled dick						
Mr. tiny testicles*						
Animal	Racial	Female Terms(8)		Male Terms		
dog*	nigga*	bitch*	stupid bitch*	big boy*		
		little bitch*	ho*			
		whore**	girl*			

GRADE 8 FEMALES: MALE-FEMALE INSULTING NAMES (rural) 39

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex.Ref.	Misc.
easy ass	dyke	insane	geek	red-headed wig	motherfucker	doin'dexter
nuthead	fagot	dumb	punk**	fat		<u>b"s</u>
carry your ass			red-headed wig			

Animal	Racial	Female Terms(17)	Male Terms
fido	[null]	bitch	[null]
dog		whore	
no good dog		tramp	
flea		pussy	
wilde beast			
fish			

GRADE 8 FEMALES: FEMALE-FEMALE INSULTING NAMES (rural) 25

Body Parts	Sex.Orient.	Intel.	Soc.Beh.	Phy.Fea.	Sex.Ref.	Misc.
asshole	[null]	dumb ass	fool*	fat	motherfucker*	forget you
					fuck you	"they ignore me"
						go to hell

Animal	Racial	Female Terms(14)	Male Terms
no good dog*	[null]	bitch	[null]
roach*		slut	
		whore	

*not rated **rated and not rated ***12 students left this category empty

TELEVISION PREFERENCES - RURAL MALES - GRADE 6

Comedy	Cartoons	Drama	Sci-Fi	Games	Sports
Home Improvement (2)	The Simpsons (5)	Thunder Alley	Star Trek	Jeopardy	Baseball
In Living Color (3)	Animaniacs (3)		Tales from the Crypt	Wheel of Fortune	
Martin (3)	Tiny Toons (3)				
George Carlin Show	Dog City (3)				
Get Smart	Xmen (2)				
Roseanne	Power Rangers (2)				
Married w/Children	Beavis and Butthead				
	Ren and Stimpy				
	Turtles				
	Tom and Jerry Show				
	Garfield and Friends				
	Batman				
	Inspector Gadget				
	Doug				

TELEVISION PREFERENCES - RURAL FEMALES - GRADE 6

Comedy	Cartoons	Drama	Soaps	Adventure	Talk
Full House (6)	Animaniacs (3)	90210 (2)	General Hospital	Rescue 911 (3)	Rikki Lake
Cosby Show (4)	Simpsons (2)	South Central		Magnum P.I.	
Martin (3)	Tiny Toons				
Married w/Chrn (4)	Garfield				
Home Improvement (3)	Tom and Jerry's Kids				
Roseanne (2)	Bonkers				
In Living Color (2)	Merry Melodies				
Family Matters (2)	Tiny Toon Adventures				
Boy Meets World	Legend of the Hidden Temple				
Fresh Prince					
Seinfeld					
Herman's Head					
Saved by the Bell					
Step by Step					

TELEVISION PREFERENCES - RURAL MALES - GRADE 7

Comedy	Cartoons	Drama	Sci-Fi	News	Soaps
Home Improvement (3)	Anamaniacs (2)	Highway Patrol	Star Trek	[null]	[null]
Martin (2)	Flintstones (2)		Deep Space 9		
Saturday Night Live	Xfiles (2)		Tales from the Crypt		
In Living Color	Garfield				
Roseanne	Ducktales				
Married w/chrn	Tiny Toons				
Dave's World	Ren and Stimpy				
Seinfeld					

TELEVISION PREFERENCES - RURAL FEMALES - GRADE 7

Comedy	Cartoons	Drama	Sci-Fi	Adventure	Soaps	Talk
Full House (3)	Ducktales (3)	90210 (3)	Star Trek	Highlander	GeneralHosp.(2)	Rikki Lake
Phenom (2)	Goof Troop (2)	Melrose Pl	Deep Space 9	Carmen S.D.	Guiding Light (2)	Oprah
Family Matters	Captain Planet	Dr. Quinn (2)				
Martin	Jetsons	Evening Shade				
Living Single	Xmen	South Central				
Married w/Chrn	Batman	The Real World*				
The Nannie	Simpsons	Cops				
Saturday Night Live	Beavis &Butthead	In the Heat of the Night				
Blossom		Chrissy				
TGIF		Sea Quest				
		The State (?)				

Game Shows
Price is Right

*MTV

TELEVISION PREFERENCES - RURAL MALES - GRADE 8

Comedy

Martin (13)
 Fresh Prince (7)
 Living Single (6)
 Married w/Chrn (5)
 Living Color (5)
 Family Matters (5)
 Full House (3)
 Roseanne (3)
 Sister Sister (2)
 Cosby (2)
 Saturday Night Live (2)
 Home Improvement (2)
 Sinbad (2)
 Blossom
 Seinfeld

Cartoons

Simpsons (4)
 Anamaniacs (4)
 Tom and Jerry Kids (3)
 Batman Returns (3)
 Bonkers (2)
 Duck Tales (2)
 Barney & Friends (2)
 Garfield
 Loony Toon
 Goof Troop
 Ren and Stimpy
 Beavis & Butthead (2)
 Tiny Toons
 Xfiles
 Thunder Alley

Drama

South Central (8)
 Rescue 911 (2)
 Heat of the Night(2)
 America's Most Wanted
 Cops
 90210
 Brisco County

Sci-Fi

Star Trek
 Tales from Crypt

Sports

unknown (7)
 fishing
 wrestling

Talk

Rikki Lake (3)
 JennyJones(2)
 Vicki

MTV

Top 20 Cntdown
 Trashed
 House of Style
 MTV News
 E Tonight

Black Entertainment Channel

1

Playboy Channel

1

TELEVISION PREFERENCES - RURAL FEMALES - GRADE 8

Comedy

Roseanne (5)
 Married w/chrn (3)
 Living Single (3)
 Martin (4)
 Fresh Prince (2)
 Blossom (2)
 Home Improvement (2)
 Family Matters (2)
 Living color (2)
 Full House
 The Nanny
 Sanford & Son
 Sister Sister
 Seinfeld

Black Entertainment Channel

BET Raps

Cartoons

Anamaniacs (3)
 Tiny Toons
 Simpsons
 Beavis & Butthead
 Garfield
 Barney
 Xmen
 Mighty Max
 Transformer
 Conan & Young Warriors
 My Little Pony

Drama

90210 (4)
 Melrose Pl (2)
 South Central (2)
 L.A. Law
 911
 Cops
 Byrds of Paradise (2)
 Dr. Quinn

Adventure

Baywatch

Soaps

Guiding Light (4)
 Gen. Hosp. (2)
 Young & Restless

Talk

Rikki Lake(5)
 Montel (4)
 Jenny Jones (3)
 Oprah
 Sally Jesse Raphael

MTV

The Grind
 MTVBlock
 Alt.Nation

MUSIC VIDEO PREFERENCES - RURAL MALES - GRADE 6

R&B	Rap	Metal	Prog/Alt	Country	Rock
So in Love (All For One)	Keep your Head up Gin and Juice What's my name I Get Around (TuPac Shoup(Salt n' Peppa) <u>Tribe called Quest**</u> <u>Lord of the Underground**</u> <u>Kriss Kross**</u>	Enstrange Enter Sandman (Metallica)	Since I Don't Have You Loser (Bec)	[null]	B&Butthead Liven on Edge Cryin'

MUSIC VIDEO PREFERENCES - RURAL FEMALES - GRADE 6

R&B	Rap	Metal	Prog/Alt	Rock	Hip Hop
Bunm N' Grind <u>Mariah Carey</u>	Your Body Callin" Cream Everybody Want to Play My Funk	[null]	[null]	All for One Everything I Do I Saw the Sign	Escape/Undrstnd If Shoup*

Country	
Indian Outlaw(Tim McGraw)	What's it To You
Chattahoochie(Alan Jackson)	
Midnight in Montgomery	
Does He love YouReba McIntyre/Linda Davis)	
She's in Love with the Boy(Trish Fearwood)	

*denoted cross category HipHop/Rap
**underlining denotes artist or group name

MUSIC VIDEO PREFERENCES - RURAL MALES - GRADE 7

R&B	Rap	Metal	Alt/Prog	Rock	HipHop
Hero (Carey)	Snoop Doggy Dog	[null]	Just Like Heaven	Anything for Love	Cantelope
<u>Gloria Estefan</u>	Gin n' Juice		It's My Life	Philadelphia	If
	Doggy Dog World		Hyperactive	Everybody Hurts	
	Cream (Wu Tang Clan)		Looser	Love Conquers All	
			It Smells Like Teen Spirit	Ten Thousand Miles	
			All Apologies	<u>Eric Clapton</u>	
			Mr. Jones		
			Black Hole Sun		
			M-m-m-m		

MUSIC VIDEO PREFERENCES -RURAL FEMALES - GRADE 7

R&B	Rap	Metal	Alt/Prog	Rock	HipHop
So Much in Love	[null]	[null]	Disarm	All For One	Shoup
The Hero			Mr. Jones	Everything I Do	I Saw the Sign
Dream Lover			I Hate Everything About	Livin' on the Edge	What a Man
Anything (SWV)			You	Rain	
Water Dance			I'll Always Love You		
Music Box			Plush		
All of Them			Blind Melon		
<u>Whitney Houston</u>			Heart Shaped Box		
<u>Mariah Carey</u>					
Country					
The Dance (Garth Brooks)	Indian Outlaw (Tim McGraw)				
Cleopatra					
The Thunder Rolls					

MUSIC VIDEO PREFERENCES - RURAL MALES - GRADE 8

R&B	Rap (34)	Alt/Prog	Rock	HipHop	Metal
<u>Jodice</u>	Doggy Dog World (12)**	Loser	All That She Wants	What a Man	[null]
<u>Toni Braxton</u>	Doggy Style**	Pearl Jam Daughter	Amazing	Anywhere, Anywhere	
<u>SWV</u>	What's My Name **	M-m-m-m	Crying	Shoup	
Bump n' Grind	Cream (7)	Smells Like Teen Spirit	All For One	Cantelope	
Anytime	Gin and Juice (6)**	Heart Shaped Box		The Sign	
Sex Me	Ice Cube (3)**	Mr. Jones			
	Eazy E (2)**				
	Dog Pound**				
	Tue Pac				

*one Reggae selection not listed

**artists fall under sub-category of 'Gansta' Rap

MUSIC VIDEO PREFERENCES - RURAL FEMALES - GRADE 8

R&B	Rap	Alt/Prog (22)	Rock	HipHop	Metal
<u>Toni Braxton</u>	Gin n' Juice	M-m-m-m	Crying	What a Man	November Rain
I Miss You	<u>Naughty by Nature</u>	All Apologies	Loser (7)	En Vogue	
Rump Shakey	Snoop	Heart Shaped Box	<u>Meatloaf</u>	The Sign	
Bump n' Grind	Cream	Low Cracker	Forever, My Lady		
Music Box		No Excuses			
		Creep			
		<u>Pearl Jam</u>			
		Teen Spirit			
		Disarm			
Country		Daughter (6)			
Honkey Tonk Superman	Does He Love You?	Black Moon			
Standing Outside The Fire					
Heart Won't Lie					

Grade 6 Video Films - Rural -Males

Comedy

Meteor Man (2)
Coneheads
Who's the Man
Wayne's World II
Beethoven's 2nd (2)
Josh & Sam
I Married an Ax Murderer
For Love or Money
Under Cover Blues
Ground Hog Day
Life With Mickey
House Party I
Honey, I Blew Up the Kids

Drams

Karate Kid
Poetic Justice
White Men Can't Jump

Adventure

American Ninja
Missing in Action II

Sci-Fi

Aliens III

Cartoons

Mario Bros.
Tom & Jerry
Charlie Brown

Grade 6 Movie Theater Films - Rural - Males

Comedy

Major League II
Cops & Robbersons
Mrs. Doubtfire
Naked Gun 33 1/2
Pet Detective
The Inkwell
Blue Chips

Drama

My Girl II

Adventure

Rapid Fire

Sci-Fi

Brain Scan

Cartoons

Alladin

Grade 6 - Video Films - Rural - Females

Comedy

Problem Child II
 The Babysitters
 Coming to America
 Home Alone I (2)
 Home Alone II (2)
 Nightmare
 House Party
 House Party II
 Weekend at Bernie's II
 There Goes the Neighborhood
 Mrs. Doubtfire
 Beverly Hillbillies
 Cool Runnings

Drama

Nancy & Tonya
 Lassie Returns
 A Time to Live
 The Color Purple
 Drama
 What's Love Got to Do With It?
 The Fugitive
 Five Heartbeats
 White Men Can't Jump
 Dirty Dancing
 Grease

Adventure

Under Siege
 Kung Fu

Sci-Fi

[null]

Cartoons

Aladdin

Horror

Hell Raiser III
 Leprechaun
 Jason Goes To...
 Freddy's Dead:
 The Final

Grade 6 - Theater Films - Rural - Females

Comedy

Beethoven's 2nd
 Mrs. Doubtfire
 Boomerang
 Addams Family II
 Cool Runnings
 Sister Act II
 Monkey Trouble
 Mighty Ducks II

Drama

Free Willy

Adventure

[null]

Sci-Fi

Jurassic Park

Cartoon

Aladdin

Grade 7 - Video Films - Rural - Males

Comedy	Drama	Adventure	Sci-Fi	Cartoon	Horror
Wayne's World (2)	E.T.	Huck Fin	[null]	[null]	It
Class Acat	The Good Son	Fire in the Sky			Pet Cemetary
House Party II	A Few Good Men	In the Line of Fire (2)			
Sleepless in Seattle		Boiling Point			
Rookie of the Year		Demolition Man			
		Propaganda			

Grade 7 - Theater Films - Rural - Males

Comedy	Drama	Adventure	Sci-Fi	Cartoon	Horror
Encino Man	In the Name of the Father	Tombstone	Jurassic Park (20	[null]	Ghost in the Machine
Ace Ventura (2)	Schindler's List	Last of the Mohicans			
Major League II (3)	Pelican Brief				
Pet Detective					
Mighty Ducks II (2)					
The Addams Family II					
Naked Gun 33 1/2					
Grumpy Old Men					
Blue Chips					

Grade 7 - Video Films - Rural - Females

Comedy

Inkwell
 Sleepaway Camp II
 Coneheads
 Made in America
 Class Act
 Mrs. Doubtfire
 A League of Our Own
 Mr. Baseball
 Sand Lot
 Cop and 1/2 (2)
 Poison Ivy

Drama

The Fugitive (2)
 The Last Confederate
 Widow
 The Firm
 Silence of the Lambs
 Hunt for Red October
 Patriot Games
 Final Analysis

Adventure

Cliff Hanger
 Last of the Mohicans

Sci-Fi

[null]

Cartoons

Strawberry Shortcake
 Aladdin (3)
 Beauty and the Beast (2)
 Fox and the Hound (3)
 Cinderella
 Chip Monks
 Dumbo

Horror

Dr. Giggles
 Bloody Birthday

Grade 7 - Theater Films - Rural Females

Comedy

Sister Act II (3)
 House Party III
 Mrs. Doubtfire
 Pet Detective
 Threesome (2)
 Reality Bites

Drama

The Fugitive
 Iron Will
 Schindler's List
 CPU

Adventure

3 Musketeers (2)
 Tombstone
 White Fang
 In the Shadow of the Wolf

Sci-Fi

Jurassic Park

Cartoons

[null]

Grade 8 - Video Films - Rural - Males

Comedy

House Party II (2)
Mrs. Doubtfire (4)
Class Act
House Party I
Dennis the Menace (2)
We're Bad
Ernest Rides Again
Coneheads
Dave
Home Alone II
Follow That Bird
Mighty Ducks II
Week End at Bernie's

Cartoon

Aladdin

Sex Films

Sex City
Pin Up Playmates
Deep Throat
Bamba

Drama

Boyz in the Hood (3)
Menace II Society (5)
Trespass (2)
Poetic Justice (3)
Fugitive (2)
Hand that Rocks the Cradle
Demolition Man (3)
The Man With No Face (2)
Boiling Point
Best of the Best II (2)
What's Love Got to Do With It? (2)
Body Guard (2)
The Program (2)
Free Willy (2)
The Good Son
Body of Evidence
Fire in the Sky
Far and Away

Adventure

Hercules and Amazon Women
Dragon: Bruce Lee Story (2)
CB4
Lethal Weapon (2)
Possee
The Last Boy Scout
Lethal Weapon II
Lethal Weapon III

Sci-Fi

The Fly
Robocop I
Robocop II

Horror

Hell Raiser II
Nightmare on Elm (1-6)
The Living Dead
Friday 13th
It
Leprechaun
Jason Goes to Hell (2)
Candy Man
Children of the Corn
Dr. Giggles

Grade 8 - Theater Films - Rural - Males

Comedy

Robin Hood Men in Tights
Ace Ventura (4)
Man's Best Friend (2)
Beethoven 2nd
Inkwell (7)
Blue Chips (2)
House Party I
House Party II
Mighty Ducks II (3)
Major League II (2)
You're So Crazy
House Party III (2)
Sister Act 2
Lightening Jack
Mrs. Doubtfire (3)
Clifford

Drama

My Girl II
Above the Rim (5)
The Good Son
Single White Female
Free Willy
Menace II Society

Adventure

Demolition Man
Sugar Hill (2)
Posse
The Last Action Hero

Sci-Fi

Jurassic Park

Cartoon

[null]

Grade 8 - Video Films - Rural - Females

Comedy

The Sandlot (2)
 The Inkwell
 HouseParty III
 Meteor Man
 Mrs. Doubtfire (2)
 Cop 1/2
 My Boyfriend's Back (3)
 Mighty Ducks II
 Buffy
 The Son-in-Law
 Hot Shots
 Beethoven's 2nd
 Dennis the Menace
 Home Alone II

Drama

Sliver
 Age of Innocence
 Rudy
 Above the Rim
 Free Willy
 The Good Son
 Happily Ever After
 Howard's End
 Poetic Justice
 Joy Luck Club
 Boyz in the Hood
 The Yearling

Adventure

Cliff Hanger
 Demolition Man

Sci-Fi

Robo Cop

Cartoon

Beauty and Beast
 Little Mermaid
 Aladdin
 Surf Ninjas

Horror

Jason Goes to Hell
 Children of the Corn

Children's films

Barney
 Thomas the Tank Engine
 Once Upon a Forest

Grade 8 - Theater Films - Rural - Females

Comedy

Ace Ventura (4)
 Dennis the Menace (2)
 Inkwell (2)
 Sister Act 2 (2)
 Guarding Tess
 House Party III
 Sleepless in Seattle
 Mighty Ducks II
 Mrs. Doubtfire (4)
 Wayne's World II
 My Father, The Hero

Drama

My Girl II
 Menace II Society
 Six Degrees of Separation
 My Life
 Schindler's List
 Free Willy
 Trespass
 The Firm

Adventure

Sugar Hill
 8 Seconds

Sci-Fi

[null]

Cartoon

[null]

Horror

Leprechaun 2

APPENDIX C: SURVEY INSTRUMENTS
PILOT SURVEY

1. AGE___ GRADE___ FEMALE___ MALE___
2. HOW MANY PEOPLE LIVE IN YOUR HOME? MOTHER___ FATHER___
SISTER___ BROTHER___ GRANDPARENTS___ OTHER_____
3. DO PARENT/PARENTS WORK OUTSIDE THE HOME? YES___ NO___
4. IF QUESTION #3 IS "NO," WHICH PARENT DOES NOT WORK OUTSIDE THE HOME? MOTHER_
___ FATHER_____
5. HOW MANY TELEVISION PROGRAMS DO YOU WATCH EACH DAY? _____
6. LIST 3 TELEVISION PROGRAMS THAT YOU WATCH REGULARLY.
_____/_____/_____
7. DOES YOUR FAMILY SUBSCRIBE TO: HBO___ SHOWTIME___ CINEMAX___ MOVIE
CHANNEL___ ENCORE___
8. HOW MANY VIDEO FILMS DO YOU WATCH EACH WEEK? _____
9. LIST 2 VIDEO FILMS YOU HAVE WATCHED IN THE PAST 2 WEEKS.
_____/_____
10. HOW OFTEN DO YOU GO TO THE MOVIE THEATER? _____
11. LIST 2 FILMS YOU HAVE SEEN IN THE PAST MONTH. _____
12. ARE YOU RESTRICTED FROM VIEWING "R" RATED MOVIES BECAUSE OF LANGUAGE OR
VIOLENCE? YES___ NO___
13. DO YOU WATCH MTV? _____ HOW OFTEN? _____
14. LIST YOUR 3 FAVORITE MUSIC VIDEOS.
_____/_____/_____
15. HAVE YOUR FEMALE FRIENDS EVER CALLED YOU OR ANYONE ELSE YOU KNOW A
NAME? YES___ NO___ GIVE 3 EXAMPLES
_____/_____/_____
16. HAVE YOUR MALE FRIENDS EVER CALLED YOU OR ANYONE ELSE YOU KNOW A NAME?
YES___ NO___ GIVE 3 EXAMPLES
_____/_____/_____
17. DO THESE NAMES MAKE YOU FEEL UNCOMFORTABLE? YES___ NO___
18. WHICH OF THESE NAMES MAKES YOU FEEL THE MOST UNCOMFORTABLE? _____
19. DO YOU KNOW WHAT THE NAMES MEAN? _____
20. WHERE DOES THE NAME-CALLING YOU HAVE OBSERVED TAKE PLACE MOST OFTEN?
Neighborhood___ School Cafeteria___ School Bus___
Classroom___ Playground___ Other_____
21. WHAT DOES SEXUAL HARASSMENT MEAN?

1. AGE ____ GRADE ____ FEMALE ____ MALE ____
2. ON THE LINES BELOW, WRITE THE NUMBER OF THE HIGHEST GRADE COMPLETED BY YOUR PARENTS USING THE FOLLOWING SCALE:
(1) elementary (2) high school (3) college (4) graduate school
MOTHER ____ FATHER ____
3. CIRCLE THE NUMBER OF TELEVISION PROGRAMS YOU WATCH EACH DAY.
0 1-2 3-4 4-5 5-6 7-8 9+
4. IN THE SPACES BELOW LIST TELEVISION PROGRAMS YOU WATCH MOST FREQUENTLY.
1. _____ 2. _____ 3. _____
5. CIRCLE THE MOVIE CHANNELS YOUR FAMILY SUBSCRIBES TO:
None HBO Showtime Cinemax Movie Channel Encore Disney
6. CIRCLE THE NUMBER OF VIDEO FILMS YOU WATCH EACH WEEK:
0 1-2 3-4 4-5 5-6 7-8 9+
7. LIST THE RECENT VIDEO FILMS YOU HAVE WATCHED AT HOME OR A FRIEND'S HOUSE:
1. _____ 2. _____ 3. _____
8. LIST THE FILMS YOU HAVE SEEN IN THE MOVIE THEATER IN THE PAST TWO WEEKS:
1. _____ 2. _____ 3. _____
9. ARE YOU RESTRICTED FROM VIEWING "R" RATED MOVIES BECAUSE OF:
a. LANGUAGE? CIRCLE ONE ANSWER YES NO
b. VIOLENCE? CIRCLE ONE ANSWER YES NO
10. HOW OFTEN DO YOU WATCH MTV? CIRCLE ONE ANSWER
Almost Everyday/ Often/ Whenever I can/ Sometimes/ Rarely/ Never
11. LIST BELOW YOUR FAVORITE MUSIC VIDEOS:
1. _____ 2. _____ 3. _____

DIRECTIONS: In items below (12.a-12.d) you are asked to **list** the names your male and female friends call you when they are playing around and when they want to insult you. **In the box at the end of each line**, you are asked to **rate** how much each name bothers you or makes you feel uncomfortable. Use a number from 1 - 5, where "1" does not bother you at all and "5" bothers you a lot.

12.a **LIST THE NAMES YOUR MALE FRIENDS HAVE CALLED YOU WHEN THEY ARE BEING PLAYFUL, FROM MOST OFTEN (1) TO LEAST OFTEN (6). Rate how much each name bothers you.**

1 _____ [-]
 2 _____ [-]
 3 _____ [-]
 4 _____ [-]
 5 _____ [-]
 6 _____ [-]

12.b **LIST THE NAMES YOUR MALE FRIENDS HAVE CALLED YOU WHEN THEY WANT TO INSULT YOU, FROM MOST OFTEN (1) TO LEAST OFTEN (6). Rate how much each name bothers you.**

1 _____ [-]
 2 _____ [-]
 3 _____ [-]
 4 _____ [-]
 5 _____ [-]
 6 _____ [-]

12.c **LIST THE NAMES YOUR FEMALE FRIENDS HAVE CALLED YOU WHEN THEY ARE BEING PLAYFUL, FROM MOST OFTEN (1) TO LEAST OFTEN (6). Rate how much each name bothers you.**

1 _____ [-]
 2 _____ [-]
 3 _____ [-]
 4 _____ [-]
 5 _____ [-]
 6 _____ [-]

12.d **LIST THE NAMES YOUR FEMALE FRIENDS HAVE CALLED YOU WHEN THEY WANT TO INSULT YOU, FROM MOST OFTEN (1) TO LEAST OFTEN (6). Rate how much each name bothers you.**

1 _____ [-]
 2 _____ [-]
 3 _____ [-]
 4 _____ [-]
 5 _____ [-]
 6 _____ [-]

13. **WHERE DOES THE NAME CALLING TAKE PLACE MOST OFTEN?**

NEIGHBORHOOD _____ CLASSROOM _____ OTHER _____**
 HOME _____ CAFETERIA _____
 SCHOOL BUS _____
 PLAYGROUND _____

** If you checked **OTHER**, please write the place on the line below .
