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Maurice Sendak's *Where the Wild Things Are* is widely celebrated as a classic of children's literature, praised for its imaginative storytelling and compelling illustrations. However, when it was first published in 1963, it also faced significant criticism from some parents, educators, and literary critics. Understanding why certain groups expressed concern about this beloved book involves exploring the cultural, psychological, and educational contexts of the time, as well as the specific content and themes of the story itself. This article delves into the various reasons behind the criticism, examining the main concerns raised and how they reflect broader societal attitudes toward children's literature.