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Influences of censorship challenges on state textbook adoption criteria which affect school curriculum

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INFLUENCES OF CENSORSHIP CHALLENGES ON STATE TEXTBOOK
ADOPTION CRITERIA WHICH AFFECT SCHOOL CURRICULUM

by

Karen Marie Moore

A dissertation
submitted in partial fulfillment
of the requirements for the degree of
Ed.D. in the Department of Curriculum and Instruction
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Abstract

INFLUENCES OF CENSORSHIP CHALLENGES ON STATE TEXTBOOK ADOPTION CRITERIA WHICH AFFECT SCHOOL CURRICULUM

Karen Marie Moore

This study explored censorship in the public schools through the analysis of the changing textbook adoption criteria of the twenty-two adoption states to determine if new, subtle challenges of censorship suggest previously undiscovered effects on the established school curriculum. Adoption criteria (1975-76 and 1985-86) from the twenty-two adoption states were requested. State statutes were also reviewed. A content analysis focusing on the specified criteria needed for text adoption and the amount of public participation in the adoption process was conducted.

It was found that few requirements have been added to the textbook adoption criteria since 1975 although some changes have occurred. Nineteen states have some type of specified criteria either in their state statutes or state board of education policies. Sixteen states include some aspect of public participation in their textbook adoption process. Conclusions are: 1) The term "state adoption state" is ambiguous and the states comprising that group are not well-defined; 2) There is little consistency in the expectations for texts and the degree of public

involvement in these states' adoption process; 3) Additional specified criteria appear to be being added as state board of education policy rather than state statutes; and 4) More public participation is occurring in 1985 than did in 1975 and is happening in a variety of ways.

Recommendations include: 1) "State adoption state" should be precisely defined in future study and a poll of all states taken to actually determine which states should be so labeled; 2) States with specified criteria for text adoption should review them for nebulous guidelines and provide standards for evaluation. States without criteria should review their adoption process to assess what is happening in practice; 3) Where oral testimony is accepted as part of the adoption process, written testimony should be included; 4) Textbook reviewers should receive training about state expectations before review process; 5) A pro-active stance on making the public aware of the textbook adoption process could occur if the adoption states form a public awareness coalition. Censorship awareness programs could be provided by the state for local districts; 6) Study of the textbook adoption process should continue with regards to censorship.

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DEDICATION

This work is dedicated to:

1. My father who convinced me as a child that any goal could be achieved if you worked hard enough.
2. My husband whose love, understanding, and helpfulness allowed me the freedom to finish.
3. My son who didn't understand when I was too busy to play with him, but gave hugs when I needed them.

CHAPTER 1

Influences of Censorship on State Textbook Adoption
Criteria Which Affect School CurriculumIntroduction

The freedom to speak, to listen, and to read are interpreted as rights of Americans under the First Amendment of the United States Constitution:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.¹

However, these rights are not guaranteed under certain conditions. The Supreme Court ruled in 1919 that freedom of speech does not grant permission to yell "Fire" in a crowded theater, if no fire exists. There must be a clear and present danger.² In the famous Tinker v. Des Moines Independent School Community District, the 1969 Supreme Court ruled that freedom of expression could be controlled if it caused a material and substantial disruption.³ Freedom of the press allows morally questionable material to be

¹U.S. Const. amend. I, § 1.

²Schenck v. United States, 249 U.S. 47, 39 S.Ct. 247 (1919).

³Tinker v. Des Moines Independent School Community District, 393 U.S. 503, 89 S.Ct. 733 (1969).

produced, but the publisher could be punished if the public good is jeopardized. Because the First Amendment freedoms are not unfettered, questions concerning communication through speech or written materials can be raised.

The public schools are facing an increasing number of expressions of concern and complaints to their instructional materials and books selected for school libraries and classrooms. In March, 1986, the National Commission on Libraries and Information Science announced the results of their study to determine the amount of censorship in public and school libraries in the United States between 1975-85. They discovered that challenges to books decreased between 1975-1979, but rose to a record high in 1982 and were consistently high through the 1983-1985 period.⁴ Judith Krug of the Office of Intellectual Freedom of the American Library Association reported over 900 new challenges occur each year.⁵ In 1986, People For The American Way reported a 35% increase of censorship incidents in the schools and libraries nationwide over the previous school year. While their liberal base is public knowledge, they cite a 117% increase

⁴Report to Senate Subcommittee on Appropriations for the Departments of Labor, Health and Human Services, and Education and Related Activities, Censorship Activities in Public and Public School Libraries, 1975-85, (ERIC ED 270 125), pp. 4-5.

⁵Judith Krug, Speech at a University of Minnesota Conference, 26 January 1983.

since their first survey in 1981.⁶

Much of the present impetus for censorship comes from organized parent groups. The National Council of Teachers of English found from a survey that in 1966, only 1% of the challenges to school materials came from organized parents; by 1982, 17% of all the reported censorship attempts were begun by well-organized parent associations.⁷ Examples of local groups from around the U.S. are Parents of New York -- United (PONY-U), Concerned Parents in Action (Indiana), and Georgia's Citizens Advocating a Voice in Education (CAVE).

Sometimes, national organizations assist parents in challenges with documentation and finances. These include the National Association of Christian Educators (through its Citizens for Excellence in Education chapters), the Eagle Forum (founded by Phyllis Schlafly), Educational Research Analysts (headed by Mel and Norma Gabler), and Jerry Falwell's Liberty Forum (formerly known as the Moral Majority). These are countered by organizations such as People For The American Way (spearheaded by Norman Lear), the National Coalition against Censorship, and the American Civil Liberties Union.

⁶People For The American Way, Attacks on the Freedom to Learn: A 1985-1986 Report (Washington, D.C.: People For The American Way, 1986), p. 1.

⁷Nat Hentoff, "Are the Book Banners Helping Your Child?" Family Learning, (July/August 1984), 53.

The idea of someone acting as a societally-sanctioned censor is not a modern phenomenon. The word comes from the Latin "censere" which means to tax, to value, or to judge. A censor in early Rome was one of the magistrates who was designated as an inspector of morals and conduct. The goal of his position was to maintain public order and general morality.⁸ When a citizen failed to meet the approved standard of civic responsibility, a "nota censoria" was placed next to his name on the city rolls.⁹

Based on the past definition of censors, many people today claim they, as private citizens, are not censors when they challenge instructional materials. Norma and Mel Gabler of the Educational Research Analysts (Longview, Texas) feel that "only people in authority" can censor¹⁰ and other protesters concur. They use the dictionary definition of an "official" who deletes objectionable content as being a censor. Mel Gabler states that authors, editors, and publishers are really censors because they have taken "all that is good, beautiful, true, helpful, and friendly" out of textbooks.¹¹

⁸Michelle Marder Kamhi, "Censorship vs. Selection -- Choosing Books for Schools," American Education, 18, No. 2 (March 1982), 15.

⁹Olga G. Hoyt and Edwin P. Hoyt, Censorship in America (New York: The Seabury Press, 1970), p. 9.

¹⁰Donahue, 17 January 1978 and 20 February 1980.

¹¹Mel Gabler on Donahue, 17 January 1978.

The unpredictability of objections to materials in the schools makes it a challenge to study. Historical stereotypes of American censors would portray small town inhabitants, probably southern or midwestern, who object to ideas on the basis of religion or morality. However study of the subject reveals that many types of individuals and groups challenge school materials. Although conservatives like the Liberty Forum, the Christian fundamentalists (such as the parents in the recent Tennessee case backed by Pat Robertson's National Legal Foundation), and the parents, teachers, and ministers who sought to have secular humanism removed from the Alabama schools may be the most well-known currently because of the national publicity, racial groups, ethnic groups, women's groups, and professional organizations also have challenged materials.¹² In 1977, the Illinois Police Association asked librarians to remove Sylvester and the Magic Pebble (William Steig) because its illustrations represented the police as pigs.¹³ The Adventures of Huckleberry Finn (Mark Twain) has been widely challenged by blacks for its frequent use of the word "nigger."¹⁴

¹²Eli Oboler, ed., Censorship and Education (New York: H.W. Wilson Co., 1981), p. 78.

¹³Robert P. Doyle, ed., Banned Books Week '86 -- Celebrating the Freedom to Read (Chicago: American Library Association, 1986), p. 28.

¹⁴Doyle, p. 29.

The basic reason why people challenge teaching-learning resources (or more commonly called instructional materials) is because they object to children (their own and sometimes others) being exposed to the content. The contextual reasons for their objections tend to fall into eight categories: (1) racism; (2) profanity and objectionable language; (3) politics; (4) sexism; (5) religion; (6) morality/sexuality; (7) drugs/alcohol; and (8) violence.¹⁵ However, any material in the classroom may be challenged if some person finds its contents objectionable.

Textbooks seem to be a major reason for contention in the schools. When the school was tightly controlled by the local community in the nineteenth century and the perennialist philosophy dominated education, serious disagreements or differences of opinion seldom surfaced. The teacher was often the oldest student, perpetuating community influence. Textbooks were introduced into the public schools during this time as a means of "teacher-proofing" the instruction. Textbooks were touted as a means of structuring instruction and minimizing individual differences of teachers. Doyle indicates that no real problems surfaced until the early twentieth century when other educational

¹⁵Donna E. Norton, Through the Eyes of a Child - An Introduction to Children's Literature (Columbus, Ohio: Charles E. Merrill Publishing Co., 1983), p. 377.

philosophies arose.¹⁶

A review of literature by this author discovered research indicates that in a typical classroom 70% - 95% of the instructional activities center around the textbook.¹⁷ Decisions about the selection of the appropriate textbook falls to the state. It can keep this power and create an adoption list (as 22 states have done¹⁸) or delegate the authority by statute to local districts who make their own decisions. As the publishers must meet certain specified criteria in the adoption states, the marketing pressures of these 22 states tend to influence what textbooks are available for the rest of the country.

A part of the procedure for adoption at the state level of the 22 adoption states is the review of the proposed textbooks by the citizenry of the state. These comments are

¹⁶Denis P. Doyle, "The 'Unsacred' Texts." American Educator, 8, No. 2 (Summer 1984), 8.

¹⁷Examples are Connie Muther, "What Every Textbook Evaluator Should Know," Educational Leadership, 42, No. 7 (April 1985), 5. and Becoming a Nation of Readers: The Report of the Commission on Reading. Washington, D.C.: National Institute of Education, 1985, p. 35.

¹⁸The 22 "state adoption" states are: Alabama, Arkansas, California, Florida, Georgia, Hawaii, Idaho, Indiana, Kentucky, Louisiana, Mississippi, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, and West Virginia.
Note: Although some states establish an approved list of textbooks for the local districts, they do not consider themselves adoption states. Consequently, studies must define which states they are including.

considered by the review committee as a part of the adoption process. Tulley, in his review of the textbook adoption criteria of the 22 adoption states, found that the fifth ranked intent (out of nine) of state-level textbook adoption processes was in order "to provide for public participation in the adoption process."¹⁹ Consequently, outside opinions can be influential and can result in books not being included on or removed from the adoption list, as has occurred in Alabama and Mississippi.²⁰ Legal recourse has sometimes been the next step.

Although reports of censorship can be traced back to antiquity, legal attacks on instructional materials in the public schools have only occurred recently. Rosenberg v. NYC Board (1949) was the first court case to consider the removal of books from public school libraries; the decision of the New York Supreme Court against allowing Oliver Twist and The Merchant of Venice to be removed because free inquiry was a part of every educational institution, slowed the use of the courts as a vehicle of challenge.²¹ In the 1970s,

¹⁹Michael A. Tulley, "A Descriptive Study of the Intentions of State-Level Textbook Adoption Processes," Educational Evaluation and Policy Analysis, 7, No. 3 (Fall 1985) p. 295.

²⁰Robert P. Doyle, pp. 6, 10, 20.

²¹Rosenberg v. NYC Board, 92 N.Y.S.2d 344 (1949).

the federal courts heard the President's Council #25, NYC v. Community Board (1972), Minarcini v. Strongsville Schools (1976), and Right to Read Defense Committee of Chelsea v. School Committee of the City of Chelsea (1978).

In each case, the court denied an attempt to remove certain books.²² Then in 1979, in the Bicknell v. Vergennes Union High School Board case, a court for the first time allowed the removal of two books (The Wanderers by Richard Price and Dog Day Afternoon by Patrick Mann).²³ Its dicta stated four reasons for its decision: (1) Public schools are under state and local control; (2) Students can obtain the books from other sources; (3) The Constitution gives no right to access to or the reading of materials from a school library; and (4) Librarians have no Constitutional right to control the collection of books in a school library.

The only school censorship case to be heard by the U.S. Supreme Court was Board of Education, Island Trees Union

²²President's Council #25, NYC v. Community Board, 457 F2d 289 (2d Cir. 1972), 409 U.S. 998 (1972); Minarcini v. Strongsville Schools, 451 F2d 577 (6th Cir. 1976); and Right to Read Defense Committee of Chelsea v. School Committee of the City of Chelsea, 454 F. Supp. 703 (D. Mass. 1978).

²³Bicknell v. Vergennes Union High School Board of Directors, 475 F. Supp. 615 (D. Vt. 1979), 638 F.2d 438 (2d Cir. 1980).

Free School District No. 26 v. Pico in 1982.²⁴ A sharply divided court with no majority opinion (five justices concurred in the decision, four dissented, and seven of the nine justices wrote opinion statements) found that the removed books from the New York school had to be returned because the school board could not remove them ". . . for the sole purpose of suppressing exposure to those ideas -- absent sufficiently compelling reasons."²⁵ (Emphasis in original)

The differing court decisions and the ambiguity in Pico indicate that the central issue of censorship -- the right to intellectual freedom in the schools balanced against legitimate public concerns for order and morality -- has eluded solution. The courts, who carry the responsibility of interpreting the law and have the power of establishing precedents which may affect later actions, have hesitated to establish rigid formulae. Consequently, it appears that school curricula and instructional materials may still be influenced by the moral, social, religious, and political values of certain influential community members.

²⁴Note: President's Council, District 25 v. Community School Bd. No. 25 was appealed to the Supreme Court but the justices refused to review the case.

²⁵Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 at 877, 102 S. Ct. 2799 at 2813 (1982).

Purpose of Study

The purpose of this study was to explore the background of censorship in the public schools through the analysis of the changing textbook adoption criteria of the twenty-two adoption states to determine if new, subtle challenges of censorship suggest previously undiscovered effects on the established school curriculum. Focus questions were:

- (1) To what extent has textbook adoption policy evolved since 1975 so that the scope of books presented for adoption has been limited?
- (2) How has the public review portion of the adoption process evolved?

The intent of this research was to attempt to answer these questions by pinpointing any trends that challenges may have followed since 1975 and analyzing their results. While the selection criteria for trade books (fiction and non-fiction) are not included in state textbook adoption statutes, implications from this study may be useful in formulating conclusions and recommendations about their selection.

It was not the intent of this study to determine if censorship and challenges to instructional materials occur in the American public schools. Others' work (such as Fiske, 1959; Woodworth, 1976; Woods and Salvatore, 1979; Brimm and Blankenship, 1977; and Cawelti and Olson, 1982) have consistently indicated that this is so.

Definitions

For this study, this author employed the following definitions:

- (A) Intellectual Freedom: A general term that refers to the right of the inquiring mind to seek for information, the right of the curious mind to satisfy its curiosity²⁶ through exposure to educationally meritorious ideas
- (B) Teaching-Learning (Instructional) Resources: Any published material used in the classroom or library of a public school to improve children's learning²⁷
- (C) Textbook: A book designed by publishers to provide the base of instruction in a given subject²⁸
- (D) State Textbook Adoption Criteria: The policies and processes through which textbooks are selected by a state for use in its schools²⁹
- (E) Inquiry: An informational request, usually informal, which seeks to determine the rationale behind the presence of a particular item in a collection.³⁰
- (F) Expression of Concern: An inquiry that has

²⁶Lee Burress and Edward B. Jenkinson, The Students' Right to Know (Urbana, Illinois: National Council of Teachers of English, 1982), p. 3.

²⁷Daniel Tanner and Laurel N. Tanner, Curriculum Development: Theory Into Practice (New York: Macmillan Publishing Company, Inc., 1980), p. 630.

²⁸Connie Muther, "What Every Textbook Evaluator Should Know," Educational Leadership, 42, No. 7 (April 1985), 7.

²⁹Tulley, pp. 289-9.

³⁰Robert P. Doyle, Banned Books Week '85 - Celebrating the Freedom to Read (Chicago: American Library Association, 1985), p. 32.

judgmental overtones. The inquirer has already made a value judgement on the materials in question.³¹

- (G) Censor: Any person who challenges instructional materials with the intent of having it removed from general usage. A censor generally falls into one of three categories:
1. A person who read or heard about something in a child's book that troubles them.
 2. A person who may not have even read the book, but is convinced that the book is bad and must be removed from general usage.
 3. A person who is motivated by an outside force such as a local, state, or national organization that protests books.³²
- (H) Challenge/Complaint: A filed formal written complaint questioning the presence and/or appropriateness of specific material.³³
- (I) Censorship: Deletion or exclusion of parts of published materials, but also efforts to ban, prohibit, suppress, proscribe, remove, label or restrict materials,³⁴ specifically for reasons other than educational merit.
- (J) Religious Censorship: Control of material which may undermine the religious faith of followers as judged by church officials.³⁵

³¹Doyle, Banned Books Week '85 - Celebrating the Freedom to Read, p. 32.

³²Edward Jenkinson, Censors in the Classroom - The Mind Benders (Carbondale, Illinois: Southern Illinois University Press, 1979), p. 27.

³³Doyle, Banned Books Week '85 - Celebrating the Freedom to Read, p. 32.

³⁴Office for Intellectual Freedom of American Library Association, Intellectual Freedom Manual (Chicago: American Library Association, 1974), p. xii.

³⁵Hoyt and Hoyt, p. 9.

- (K) Cultural Censorship: Suppression of the written word (books, magazines, newspapers, etc.), movies, theater, art, radio and television.³⁶

Limitations

The research for this study was limited to research studies, books, legal references, and articles of scholarly work located in the library of the University of the Pacific, the library of California State University, Sacramento, materials obtained through inter-library loan, and personal references. Computer searches from the San Mateo Educational Research Center and the University of the Pacific were employed. Among the sources for finding data were:

- (1) Current Index to Journals in Education
- (2) Educational Documents Index
- (3) The Educational Index
- (4) Comprehensive Dissertation Index

The following descriptors were used in searching the above sources: Censorship; Intellectual Freedom; Books; Textbooks; and Academic Freedom.

Time and availability of materials also were limiting factors. As documents from twenty-two states were requested, the format of data would not be uniform and may cause unintentional incorrect interpretation of the criteria.

It is recognized that one form of censorship in the public schools was not addressed in any way -- restriction

³⁶Hoyt and Hoyt, p. 9.

of materials in school-created newspapers, magazines, etc. While recognizing the importance of this issue, it was deemed outside the scope of this study.

While local schools are often the focus of attention in censorship cases, documentation of these local challenges is not as complete as court records and state textbook adoption criteria. Therefore, while the implications of this study may be useful to local school personnel for future challenges, no attempt was made to study every challenge at the local school level.

Significance of Study

This study is an important area of research due to the apparent increase in the number of challenges to instructional materials in the public schools. This study has national implications because it relates to a basic purpose of education -- to prepare an informed citizenry. Censorship limits the materials available. Study results have state impact, for twenty-two states have adoption policies which include comments from citizens before materials are included on their adoption lists. Because most challenges occur at the local level, district officials are the people who must be ready to handle a potentially serious problem. Conclusions and recommendations from this study may help them be better prepared.

Organization of Study

The five chapter design of dissertation writing was employed for this study. Chapter One introduces the problem and presents the purpose and significance of the study. A review of the pertinent literature (books, journals, newspapers, and unpublished sources) is Chapter Two. A review of recent litigation which involves censorship in the schools was included. Chapter Three explains the methodology used in the content analyses of the state textbook adoption criteria. Chapter Four reports on the textbook selection criteria of the various states and what changes have occurred from 1975 to 1985.

A summary of the findings of Chapter Four begins Chapter Five. This summary helps clarify the conclusions presented. Based on the conclusions drawn, recommendations about handling censorship are offered to educational personnel.

CHAPTER 2

Trends of Censorship and Challenges to Instructional Materials
in American Public Schools: A Literature ReviewIntroduction

Censorship and challenges to the dissemination of ideas are not phenomena of the changing life styles or mores of the 20th century in America. Haight and Grannis highlight over 300 books that have invoked censure from 387 B.C. to 1978 A.D.¹

Historically, book banning constituted suppression by the government and occurred in two ways. In England prior to the 18th century, a book was reviewed at the manuscript stage and if censored, was never printed. After 1720 in England and from the 19th century to the 1960s in the United States, the publication, sale, or transportation of a challenged book was a crime. Governmental banning had three major targets -- sedition (speech and writing against the government), heresy (speech and writing against the church), and obscenity (speech and writing against sexual convention). Books challenged for these reasons received little public exposure and seldom reached the schools.²

¹Anne Lyon Haight and Chandler B. Grannis, Banned Books, 387 B.C. to 1978 A.D. (New York: R. R. Bowker Company, 1978), pp. 1-104.

²Haight and Grannis, p. xi.

While the first two targets above caused the most problems in the past, it is the third which seems to be the modern concern in the western world. Additionally, censorship challenges appear to be less violent presently than in the first half of the 20th century. Conflicts about the acceptability of textbooks and library books generally result in a local district procedural reconsideration of the material in question, a far cry from the arrests, book burnings, and total suppression by law that occurred earlier in our nation.

However, less violence does not mean less censorship. During the 1984-85 school year, there were documented attempts to censor instructional materials in 46 out of the 50 states. Only Hawaii, New Hampshire, South Dakota, and Vermont had no documented cases.³ People For The American Way reported in its 1985-86 report that 39% of the challenges that year were successful in either removing or restricting instructional materials. Only 23% met with success in the 1981-82 school year.⁴

During the 1960s and 1970s, most of the local

³People For The American Way, Attacks on the Freedom to Learn: A 1984-85 Report (Washington, D.C.: People For The American Way, 1985), p. 1.

⁴People For The American Way, Attacks on the Freedom to Learn: A 1985-86 Report (Washington, D.C.: People For The American Way, 1986), p. 1.

censorship attempts were directed at the high school level. Since the late 70s, only one-third of the challenges have been aimed at the high schools -- the rest occurred at the elementary and junior high levels.⁵

But Ken Donelson, author of many articles on censorship and an English professor at Arizona State University, believes only the tip of the iceberg is being recorded. He feels that, ". . . for every incident that gets into the media there are 50 to 100 that go unnoticed outside the immediate community; many stay buried within school or even one classroom."⁶ West believes that only 15% of all challenges are publicized.⁷ In The Schoolbook Protest Movement, Edward Jenkinson concurs that the reported-unreported ratio is broad.⁸

Burress highlights ten possible reasons why the number of challenges to instructional materials in the public schools increased during the 1960s and 1970s:

⁵Fred L. Pincus, "Book Banning and the New Right: Censorship in the Public Schools," The Educational Forum, 49, No. 1 (Fall 1984), 12.

⁶Ken Donelson, "Almost 13 Years of Book Protest . . . Now What?" School Library Journal, 31, No. 7 (March 1985), 94.

⁷C. West, "Secret Garden of Censorship: Ourselves," Library Journal, 108 (September 1, 1983), 1653.

⁸Edward B. Jenkinson, The Schoolbook Protest Movement (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1986), p. 16.

- (1) Number of students in the schools increased;
- (2) Students are receiving education beyond that of their parents;
- (3) Schools have been successful in educating a larger number of students, which evokes criticism;
- (4) Diversity of subjects offered;
- (5) Rising costs of education;
- (6) Education is being used as a scapegoat for the problems of society;
- (7) Education may reinforce democratic values which have not yet been totally accepted by society;
- (8) More Americans are criticizing governmental actions and institutions;
- (9) Americans are reading more; and
- (10) Mistakes made by the public schools in the past fuel current discussion.⁹

The reasons why instructional materials are challenged are numerous and can be as vague as "it might offend someone in the community."¹⁰ Ford C. Price, when president of Economy Publishing Company, received angry letters from beef growers because one of their textbooks stated that soybeans are a good source of protein.¹¹ Another publisher had a problem with apples. To some American Indians, apples are offensive (red on the outside, white on the inside) -- same

⁹Lee Burrell, "Ten Reasons for the Recent Increase in School Censorship," Elementary School Guidance and Counseling, 17 (October 1982), 13-24.

¹⁰Robert P. Doyle, ed., Banned Books Week -- September 8-15 1984: A Publicity Book (Chicago: American Library Association, 1984), p. 21.

¹¹Mike Bowler, "Textbook publishers try to please all, but first they woo the heart of Texas." The Reading Teacher, 31 (February 1978), 516.

analogy as Oreo cookies to some blacks.¹²

The freedom to speak, to listen, and to read are interpreted rights under the First Amendment of the U.S. Constitution. However, this freedom is a double-edged sword. While it protects individuals' and groups' rights to intellectual freedom, it also permits challenges to the instructional materials used in the public schools. As William I. Chapel, a member of the school board in Warsaw, Indiana, during a textbook controversy in 1977, stated, "The bottom line is: Who will control the minds of the students?"¹³ Textbooks and trade books (fiction and non-fiction) are the stalwarts of instruction in American schools. Therefore it is the purpose of this chapter to review the literature surrounding censorship and challenges to these types of instructional materials, especially textbooks.

Challenges to Instructional Materials: Three Examples

While challenges to instructional materials at the local level may seem severe to involved community members, seldom does the challenge totally divide a city or county. However, there are two incidents of challenge which

¹²Bowler, p. 516.

¹³"The Growing Battle of the Books," Time, 19 January 1981, p. 86.

received national attention in the 1970s for their devastating effects on the community involved. An incident in 1985 in Florida had similar repercussions. None of these incidents involved legal mediation.

Kanawha County, West Virginia

Kanawha County, West Virginia, is designated a Standard Metropolitan Statistical Area by the Bureau of the Census because of the urban area around Charleston. Although labeled as a city, Kanawha County has a definite rural element, stemming from the Scotch-Irish frontiersmen of the 18th century who fought for freedom from the British in the Appalachian hills and hollows. This environment created independent survivalists with strong religious beliefs. Consequently, Kanawha County is a community divided by class, life style, religious background, and culture.¹⁴

In the spring of 1974, the school board of Kanawha County tentatively adopted 325 language arts textbooks, putting off the final decision until the fall on the recommendation of one of its members. During the summer, that board member canvassed the community, protesting the

¹⁴National Education Association, Kanawha County, West Virginia: A Textbook Study in Cultural Conflict (Washington, D.C.: NEA, Teacher Rights Division, 1975), p. 37.

books as tending to be too realistic.¹⁵

The first day of school brought events to a peak. Picket lines formed around the schools and attendance plummeted. Textbook protesters were supported by a coal miners' strike. The city bus system was shut down. Violence erupted as school buses were shot at, cars and homes fire-bombed, and a minister publicly prayed for the death of the school board members who had voted for the textbooks.¹⁶

"I am asking Christian people to pray that God will kill the giants that have mocked and made fun of dumb fundamentalists."¹⁷ Placard slogans reflect the depth of feeling of the two sides:

PRO-TEXTBOOKS

NO BOOKS, NO SCHOOL
 BOOKS IN! PEOPLE IN!
 WE HAVE THE RIGHT TO
 AN EDUCATION WITH
 THE BOOKS

ANTI-TEXTBOOKS

JESUS YES, TEXTBOOKS NYET
 NO PEACEFUL COEXISTENCE
 WITH SATANIC COMMUNISM
 EVEN HILLBILLIES HAVE
 CONSTITUTIONAL RIGHTS¹⁸

¹⁵Michele M. Fomalont, "Reading Materials: The Sociological Context," in Indoctrinate Or Educate?, eds. Thomas C. Hatcher and Lawrence G. Erickson (Newark, Delaware: International Reading Association, 1979), p. 4.

¹⁶Edward B. Jenkinson, Censors in the Classroom (Carbondale, Illinois: Southern Illinois University Press, 1979), pp. 17-23.

¹⁷Jenkinson, Censors in the Classroom, p. 22.

¹⁸Franklin Parker, The Battle of the Books: Kanawha County (Bloomington, Indiana: The Phi Delta Kappa Educational Foundation (Fastback #63), 1975), pp. 29-30.

The ups and downs of the controversy smoothed somewhat during the winter as the school board struggled to solve the adoption problem. New textbook guidelines were finally adopted by the board and all but two of the textbook series were placed in the classrooms. Those two series were housed in the library where they could be used with parent approval. Relative calm had returned to the community by June.

Warsaw, Indiana

Three years after the West Virginia controversy, a similar type of challenge occurred in Indiana. The seating of the new school board in the spring of 1977 created a more conservative outlook on school policies.¹⁹ Consequently, one textbook, Values Clarification, was banned from usage. Classes on various types of literature (Shakespeare, Gothic, black, science fiction, folklore and legends), as well as creative writing and value clarification courses were dropped.²⁰ Both actions bypassed the established written policy for handling challenges. This policy called for a review committee and superintendent recommendation prior to removal of the materials.

¹⁹Michael O. Sturm, "Censorship: Where Do We Stand?" American Secondary Education (Winter 1983), 6.

²⁰Sturm, p. 6.

In the fall, the school principal banned inclusion of The Stepford Wives and Growing Up Female in America from a Women in Literature class. Go Ask Alice and The Bell Jar were later removed from the school library and the principal sent out a directive that any material that might be considered offensive be brought directly to him. In a show of opposition, the superintendent of the district resigned and the chair of the English Department quit. The board did not renew the contract of one teacher who voiced concern.²¹

But the school board did receive support for its stance. Mel Gabler, of the Educational Research Associates in Longview, Texas, praised the actions of the board and "wished more boards would follow their example."²² In December of that year, a scene from Bradbury's Fahrenheit 451 was brought to life, as a senior citizen's group burned 40 copies of the Values Clarification book in a show of support for the school board.²³

Parker reported that the severity of the censorship problem in Warsaw schools was, as noted by Edward Jenkinson,

²¹Sturm, p. 6.

²²Barbara Parker, "Target: Public Schools," Graduate Woman, (September/October 1981), 10.

²³Eli M. Oboler, ed., Censorship and Education (New York: H.W. Wilson Company, 1981), p. 78.

about twenty-five on a scale of one to twenty.²⁴

Panama City, Florida

A beach town on the the Florida Panhandle, Panama City displays social dichotomy: an Assembly of God church backs up to a store offering "Package Whiskey, Drive-In Service." Many of its 100,000 residents are descendants of Alabama and Georgia farm families who fled during the Depression, although the building of an Air Force base, several colleges, and a naval research lab have spawned an influx of new residents.

Mowat Middle School reflected the conservative nature of its community in the 1970s, but the curriculum changed as teachers studied at the local branch of Florida State University. Teachers experimented with new ways to motivate students to read, including novels by Mark Twain, George Orwell, Anne Frank and Robert Cormier. Scores on standardized reading tests skyrocketed and in 1985, the National Council of Teachers of English named the Mowat English department as a "Center of Excellence," one of 150 in the United States and Canada.²⁵

²⁴Barbara Parker, "In Warsaw, Indiana, Educators are Told to Cut 'Offensive' Words Out of Books." The American School Board Journal, 166 (June 1979), 27.

²⁵Peter Carlson, "A Chilling Case of Censorship," The Washington Post Magazine, 4 January 1987, p. 13.

Although the changes were gradual, there was some discontent from the beginning. In the spring of 1986, an official complaint was filed against Cormier's I Am the Cheese and Susan Beth Pfeffer's About David. A committee of administrators, teachers, and parents reviewed I Am the Cheese first and recommended its continued usage. However, a huge anti-book ad in the local paper split the community. The school board was inundated with phone calls and the school superintendent ruled against the challenged book and decreed that any other material that had not been specifically approved by the school board could not be included in the curriculum.

Tempers flared and teachers who supported the embattled book received death threats. When a local T.V. reporter challenged the authenticity of signatures on anti-book petitions, she received threatening phone calls, her apartment was firebombed, and her car booby-trapped.²⁶

Problems in Panama City continue to date and if healing is possible, it will occur slowly.

Each incident reveals the depth of emotions which permeate censorship challenges to instructional materials in the public schools. Researchers have attempted to measure attitudes towards censorship as well as the reasons why

²⁶Carlson, p. 17.

materials are challenged. Investigation of these studies help clarify the intensity of the censorship problem in the public schools.

Research on Censorship of Instructional Materials

Although censorship of instructional materials did not surface prominently until the mid-1960s, Fiske surveyed 200 public and school librarians from 90 libraries in 1959. Her purpose was to study "the effects on library policy and practices of the investigations of national and state un-American activities committees . . . and the widely-publicized book-centered conflicts which have taken place in California since the end of World War II."²⁷ Although 50% of all the librarians believed in intellectual freedom, 66% interviewed admitted that at times they did not purchase a book because it or its author was too controversial.

From her queries to school librarians, Fiske drew three conclusions: (1) They generally tried to avoid controversy; (2) Their perception of themselves was one of isolation from others in their profession and as a subordinate to other professionals in the school; and (3) School librarians tried to resist challenges from the community, but generally gave

²⁷Marjorie Fiske, Book Selection and Censorship: A Study of School and Public Libraries in California (Berkeley: University of California Press, 1959), p. 1.

in to those that arose within the school. This internal censorship was instituted 42% of the time by the librarian, 23% by the administration, and 8% by the teachers.²⁸ Fiske concluded that "an atmosphere of caution" appeared to exist in the selection of materials by public and school librarians.

Farley studied New York high school libraries in 1964. His study found that only 29% of the schools studied had a formal materials selection policy. He also noted that 50% of the school librarians believed that their administration would not defend a book from challenge.²⁹

In her dissertation, Peterson defined censorship as "pressures put upon the teacher of English as he considers, recommends, selects, or uses works of literature and other pertinent print materials in his professional capacity." She studied secondary school English/Literature teachers from 1968-1974 and had reports of 308 cases of challenges. The six reasons for the objections were: (1) author of the book; (2) language of the book; (3) subject of the book; (4) poor selection for topic; (5) interpretation of work or teaching methodology; and (6) unknown reason. Sixty-four

²⁸Fiske, p. 123.

²⁹John J. Farley, "Book Censorship in the Senior High School Libraries of Nassau County, New York," Diss. New York University, 1964.

percent of the challenges resulted in removal of the materials. Parents made the most objections, but only 38% of those challenges resulted in removal of the material. Interestingly, she concluded that teachers, students, school boards, law officers, school administrators, and unidentified objectors are more successful at having materials censored than parents.³⁰

To survey attitudes of school librarians to sexually-oriented materials, Pope mailed questionnaires to 204 randomly-selected participants in 1974. He discovered that 59% of the 120 respondents had a materials selection policy. He also concluded that school librarians tend to be less restrictive in the materials selected as the grade level increases from elementary to high school.³¹

Wisconsin high school librarians, principals, and teachers were studied by Woodworth in 1976. Of those who responded, 57.8% affirmed that library and textbooks were being challenged. A communication problem was detected when 67% of the librarians and principals said the school had a written materials selection policy and 63% of the teachers

³⁰Carolyn M. Peterson, "A Study of Censorship Affecting the Secondary School English Literature Teacher 1968-1974," Diss. Temple University, 1976.

³¹Michael J. Pope, Sex and the Undecided Librarian: A Study of Librarians' Opinions on Sexually Oriented Literature (Metuchen, New Jersey: Scarecrow Press, 1974).

said it didn't.³² Complaints came from individual parents, groups of parents, parents and school board members, and other individuals (teachers, administrators, librarians, school secretaries and other community members).³³ Like Fiske, Woodworth noted a tendency to resist challenges from outside the school but challenges from within the system were often successful. From her study, she determined that "problems in intellectual freedom permeate Wisconsin."³⁴

In a study of the 50 states and the District of Columbia, Woods found that the censorship rate in California was 1.35 times the national average. Between 1966-1975, it had the largest number of educational censorship attempts (123 attempts with New York second at 70).³⁵

To gather more data about censorship, Woods and Salvatore sent 718 questionnaires to high school librarians in all 50 states and the District of Columbia in the spring of 1979. The one page survey asked the librarians to state the status of 52 controversial books (fiction, non-fiction,

³²Mary L. Woodworth, Intellectual Freedom, The Young Adult, and Schools; A Wisconsin Study (Madison, Wisconsin: University of Wisconsin, 1976), p. 121.

³³Woodworth, p. 58.

³⁴Woodworth, p. 123.

³⁵L.B. Woods, A Decade of Censorship in America: The Threat to Classrooms and Libraries, 1966-1975 (Metuchen, New Jersey: The Scarecrow Press, Inc., 1979), p. 41.

and biography) in their libraries. They were asked to indicate if the books were in the regular collection, on order, or in a restricted access area. From the 66.7% usable returns, they concluded that: (1) Librarians are practicing self-censorship in their selection of materials for the school; (2) From the large number of materials which have some sort of restricted access, librarians appear to be reluctant to face challenges; and (3) When informed that controversial books are not included in their collections, librarians do not appear willing to add them.³⁶ Woods and Salvatore concluded that although library/media specialists personally felt that they did not practice censorship, in reality they were. "By not owning those materials that are controversial, they practice censorship."³⁷

To determine if information on challenges to books alters the behavior of adults in selecting literature for children, Watson and Snider took 45 reviews of children's books and randomly added a warning signal to nine books. The warning indicated that the book had at least five complaints due to offensive language or illustrations,

³⁶L.B. Woods and Lucy Salvatore, "Self-Censorship in Collection Development by High School Library Media Specialists," School Media Quarterly, 9, No. 2 (Winter 1981), 105-6.

³⁷Woods and Salvatore, p. 108.

improper content, immorality of the theme, or violence. The sample population was selected from literature classes at the University of Iowa and Michigan State University. Researchers concluded that if people know about previous challenges to materials, it "may result in encouraging acts of self-imposed censorship to be committed by the book selectors."³⁸ They advocate an educational unit on censorship at the college level to lessen this form of self-censorship.

Attitudes towards censorship in Tennessee have been surveyed several times. In 1977, Brimm and Blankenship sent a questionnaire to 163 librarians and received a 70% return. Of those who responded, 90% believed that no book should be eliminated from the library because it could be a potential problem. The same percentage said they did not avoid buying controversial materials. Most considered community values before purchasing, but that was not their only consideration. Forty-one percent had faced some type of censorship challenge to the materials in their library. While 98% of the respondents believed that a reconsideration policy

³⁸Jerry J. Watson and Bill C. Snider, "Book Selection Pressure on School Library Media Specialists and Teachers," School Media Quarterly, 9 (Winter 1981), 100.

should be in schools, only 27% actually had one.³⁹

Weathersby surveyed 30 teachers and language arts supervisors in Tennessee in 1978. Although only 50% of the population responded, they indicated the difficulty in creating a stimulating program for high school students which is also non-controversial. Four open-ended questions on the survey allowed the participants to give opinions and personal experiences. A number of situations where well-known literature was challenged were indicated. To that date, the respondents had been able to handle the challenges on an individual basis, generally substituting a different book for the one in question.⁴⁰

In 1982, the Association of American Publishers, the American Library Association, and the Association for Supervision and Curriculum Development sponsored a report entitled, "Limiting What Students Shall Read." Based on a questionnaire sent nationally to 1,891 elementary and secondary librarians, superintendents and principals, nearly 75% responded that there had been an increase in the number of materials challenged in the last ten years. One-

³⁹Jack L. Brimm and Ruth Blankenship, "How Tennessee Librarians Feel About Censorship," Phi Delta Kappan, 58 (February 1977), pp. 502-3.

⁴⁰Dorothy T. Weathersby, "Censorship in Tennessee Literature Classes," Tennessee Education, 7, No. 3 (Winter 1978), 9.

third of the respondents also revealed that they had altered books in some way (removing pages, marking out words or sentences) or had not followed their own reconsideration policy.

Cawelti and Olson, the authors of the report, stated:

- (1) The problems stemmed from particular passages which dealt with sex or obscenity, not from the ideas presented in the plot;
- (2) Individuals, not organized groups, instituted three-fourths of the challenges;
- (3) More than thirty percent of the challenges came from the school personnel;
- (4) In over 50% of the challenges, some form of restriction was placed on the material. Principals decided 30% of the time, superintendents 19.5%, and school boards, 16%;
- (5) Materials were placed on some type of restriction 50% of the time before the reconsideration policy was instituted;
- (6) Only 20% of the respondents indicated that their written selection policies were being followed for initial material selection.⁴¹

In March, 1986, the National Commission on Libraries and Information Science announced the results of their study to determine the amount of censorship in public and school libraries in the United States between 1975-1985. They had been charged by a Senate Subcommittee on Appropriations for the Departments of Labor, Health and Human Services, and Education and Related Activities to determine the accuracy of the general perception that

⁴¹Gordon Cawelti and Nancy S. Olson, "Limiting What Students Shall Read: A Study of Censorship in the Schools," Principal, 69 (January 1982), pp. 12-4.

attempts to censor, restrict, or alter materials have increased. In addition, they were to try to assess society's response to challenges of library material. Using data collected by the American Library Association, the American Civil Liberties Union, the Association of American Publishers, and the National Coalition Against Censorship, the commission made a lengthy statement to the committee. Those points pertinent to the public schools included:

- 1) Between 1975-79, challenges to books decreased, but rose to a record high in 1982. The 1983-85 years had consistently high numbers of challenges.
- 2) Only 15% (approximately) of the attempts to remove books are reported in the media.
- 3) Challenges have been reported in all sections of the U.S. and in urban and rural areas.
- 4) The number of challenges to books in school libraries was consistently higher than in public libraries. Library books were also challenged more than materials used in classrooms.
- 5) Materials of all types and at all grades were challenged.
- 6) Challenged materials in school libraries were often removed, restricted, or altered while similar materials in public libraries were left alone.
- 7) There is not enough data to assess society's feelings about censorship in public and school libraries.⁴²

While research allows insights into censorship and challenges to instructional materials in the public schools,

⁴²Report to Senate Subcommittee on Appropriations for the Departments of Labor, Health and Human Services, and Education and Related Activities, Censorship Activities in Public and Public School Libraries, 1975-85, (ERIC ED 270 125), pp. 4-5.

it offers no definitive statements about the future of the situation. Ironically, federal legislation is being promoted as a new means of controlling school instructional materials.

Hatch Amendment: New Federal Censorship?

In 1978, Congress amended section 439 of the General Education Provisions Act of 1974 entitled the "Protection of Pupil Rights" (20 U.S. Code S 1232h). The original act mandated that those receiving educational grants or those using programs administered by the Department of Education had to comply with the following:

(a) All instructional material, including teachers' manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section "research or experimentation program or project" means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.⁴³

Inclusion of a new subsection (b), offered by Utah Senator Orrin Hatch, added another dimension to the provisions (See Figure 1). He contended that the law would "guarantee the right of parents to have their children excused from federally funded activities under carefully specified

⁴³The General Education Provisions Act, 20 USC 1232h, Sec. 439.

FIGURE 1

The Hatch Amendment

(b) No students shall be required as part of any applicable program, to submit to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning one or more of the following:

- (1) political affiliation;
- (2) mental and psychological problems potentially embarrassing to the student or his family;
- (3) sex behavior and attitudes;
- (4) illegal anti-social, self-incriminating and demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged and analogous relationships such as those of lawyers, physicians, and ministers;
- (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the consent of the student (if the student is an adult or an emancipated minor) or in the case of an unemancipated minor without the consent of the parent.

From The General Education Provisions Act, 20 USC 1232h, Section 439.

circumstances. The activities we are talking about are nonscholastic in nature."⁴⁴ Little impact of the changes were felt as the Department of Education did not issue regulations for enforcement.

After five years of little attention, the Hatch Amendment gained public prominence when several conservative groups decided to focus their attention on its mandates. They interpreted the amendment as a means of registering complaints about all curricula and instruction to which they objected. Lobbying by these groups was intense. Senator Hatch was dismayed by this twist and complained that "some parent groups have interpreted both the statute and the regulations so broadly that they would have them apply to all curriculum materials, library books, teacher guides, etc."⁴⁵ The president of one of the lobbying groups responded, "The Hatch Act definitely applies to classroom materials. If he (Hatch) thinks it applies just to research, then he ought to rethink the purpose of his law."⁴⁶

In February of 1984, the Secretary of Education proposed to designate an office to investigate and review infractions of Section 439. In order to hear public opinion about the

⁴⁴Congressional Record 19 February 1985, p. 1389.

⁴⁵Congressional Record 19 February 1985, p. 1389.

⁴⁶"Hatch Acts to Clarify Intent of Parents-Rights Law," Education Week, 4 (February 27, 1985), p. 9.

regulations, the Department of Education announced two methods of fact finding. People wishing to comment could mail their opinions to the Department (February 22 - May 22, 1984) or they could attend and speak at hearings scheduled from March 13-27, 1984, at various locations around the country.⁴⁷

The Department of Education received 1,895 written comments about the Hatch regulations. Of those communications, 1,625 were in favor of the regulations, 270 opposed them. Although the majority appear overwhelmingly to favor the amendment, it has been noted that of the 1,625 favorable comments, only 30 different messages were received. The rest were verbatim copies of the same messages.⁴⁸ In addition, the comments against the regulations were generally written by individuals while those favoring the regulations were written by representatives of organizations.⁴⁹ All communications

⁴⁷Locations included Seattle, Washington (March 13, 1984), Pittsburgh, Pennsylvania (March 16, 1984), Kansas City, Missouri (March 19, 1984), Phoenix, Arizona (March 20, 1984), Concord, New Hampshire (March 21, 1984), Orlando, Florida (March 23, 1984) and Washington, D.C. (March 27, 1984).

⁴⁸Bert I. Greene and Marvin Pasch, "Observing the Birth of the Hatch Amendment Regulations: Lessons for the Education Profession," Educational Leadership, 43, No. 4 (December 1985/January 1986), 47.

⁴⁹Greene and Pasch, p. 47.

were given equal weight by the Department of Education.

Oral testimony was taken from 163 people at the seven hearing sites. Of those who testified, only two opposed the regulations.⁵⁰ This is disputed by Phyllis Schlafly who states that no one appeared in opposition.⁵¹ Three themes can be detected as prominent throughout the comments:

(1) Educators are invading family privacy and brainwashing America's children; (2) Public school pupils are losing academic learning time and falling behind students in private schools and other countries; and (3) Public schools should be returned to local control.⁵²

In Child Abuse in the Classroom, Phyllis Schlafly excerpts testimonies from the official transcript of the proceedings. In her opinion, the problems in the schools have been caused by "replacing **cognitive** education . . . with **affective** education. . . ." ⁵³ (Emphasis in original) She calls this "therapy" education and feels it includes "values clarification," "behavior modification," "moral reasoning," "decision-making," "higher order critical

⁵⁰Greene and Pasch, p. 45.

⁵¹Phyllis Schlafly, Child Abuse in the Classroom (Westchester, Illinois: Crossway Books, 1985), p. 18.

⁵²Greene and Pasch, pp. 45-6.

⁵³Schlafly, p. 13.

thinking skills," and "humanism."⁵⁴ She advocates that parents send a letter to their child's school in order to protect their rights under the Hatch Amendment (See Figure 2).

Schlafly credits the publishing of her book with pressuring the Department of Education to issue enforcement regulations on September 6, 1984.⁵⁵ The grievance procedures went into effect on November 12, 1984. From that date to September 1985, only six complaints were formally filed with the Department of Education. Local school districts attempting to implement the regulations were somewhat dismayed by the Department's ruling that it would judge complaints on a case-by-case basis.⁵⁶ Examples of incidents which have been addressed at the local level are:

- (1) **Hillsboro, MO:** Walt Disney's movie "Never Cry Wolf" and "Romeo and Juliet" as well as mock elections have been challenged.
- (2) **Cobb County, GA:** The superintendent sent a memo to the teachers restricting classroom discussion of evolution, abortion, communism, religion, witchcraft, personal information and values.

⁵⁴Schlafly, p. 14.

⁵⁵Schlafly, pp. 20-1.

⁵⁶California Teachers Association, "The Hatch Act: Is it hazardous to education?" Action, 24, No. 1 (September 1985), 6.

Figure 2

SAMPLE LETTER FOR PARENTS

Here is a sample letter (prepared by the Maryland Coalition of Concerned Parents on Privacy Rights in Public Schools) which parents can copy and send to the president of their local School Board (with a copy to your child's school principal) in order to protect parental and student rights under the Hatch Amendment Regulations effective November 12, 1984. This letter does NOT ask for the removal of any course or material; it merely demands that the schools obey the law and secure written parental consent before subjecting children to any of the following. Parents are NOT required to explain their reasons for denying consent.

Date _____

To: School Board President _____

Dear _____, I am the parent of _____ who attends _____ School. Under U.S. legislation and court decisions, parents have the primary responsibility for their children's education, and pupils have certain rights which the schools may not deny. Parents have the right to assure that their children's beliefs and moral values are not undermined by the schools. Pupils have the right to have and to hold their values and moral standards without direct or indirect manipulation by the schools through curricula, textbooks, audio-visual materials, or supplementary assignments.

Accordingly, I hereby request that my child be involved in NO school activities or materials listed below unless I have first reviewed all the relevant materials and have given my written consent for their use:

- Psychological and psychiatric examinations, tests, or surveys that are designed to elicit information about attitudes, habits, traits, opinions, beliefs, or feelings of an individual or group;
- Psychological and psychiatric treatment that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group;
- Values clarification, use of moral dilemmas, discussion of religious or moral standards, role-playing or open-ended discussions of situations involving moral issues, and survival games including life/death decision exercises;
- Death education, including abortion, euthanasia, suicide, use of violence, and discussions of death and dying;

- Curricula pertaining to alcohol and drugs;
- Instruction in nuclear war, nuclear policy, and nuclear classroom games;
- Anti-nationalistic, one-world government or globalism curricula;
- Discussion and testing on inter-personal relationships; discussions of attitudes toward parents and parenting;
- Education in human sexuality, including premarital sex, extra-marital sex, contraception, abortion, homosexuality, group sex and marriages, prostitution, incest, masturbation, bestiality, divorce, population control, and roles of males and females; sex behavior and attitudes of student and family;
- Pornography and any materials containing profanity and/or sexual explicitness;
- Guided fantasy techniques; hypnotic techniques; imagery and suggestology;
- Organic evolution, including the idea that man has developed from previous or lower types of living things;
- Discussions of witchcraft, occultism, the supernatural, and Eastern mysticism;
- Political affiliations and beliefs of student and family; personal religious beliefs and practices;
- Mental and psychological problems and self-incriminating behavior potentially embarrassing to the student or family;
- Critical appraisals of other individuals with whom the child has family relationships;
- Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- Income, including the student's role in family activities and finances;
- Non-academic personality tests; questionnaires on personal and family life and attitudes;
- Autobiography assignments; log books, diaries, and personal journals;
- Contrived incidents for self-revelation; sensitivity training, group encounter sessions, talk-ins, magic circle techniques, self-evaluation and auto-criticism; strategies designed for self-disclosure (e.g., zig-zag);
- Sociodrama; sociodrama, psychodrama; blindfold walks; isolation techniques.

The purpose of this letter is to preserve my child's rights under the Protection of Pupil Rights Amendment (the Hatch Amendment) to the General Education Provisions Act, and under its regulations as published in the Federal Register of Sept. 6, 1984, which became effective Nov. 12, 1984. These regulations provide a procedure for filing complaints first at the local level, and then with the U.S. Department of Education. If a voluntary remedy fails, federal funds can be withdrawn from those in violation of the law. I respectfully ask you to send me a substantive response to this letter attaching a copy of your policy statement on procedures for parental permission requirements, to notify all my child's teachers, and to keep a copy of this letter in my child's permanent file. Thank you for your cooperation.

copy to School Principal _____ Sincerely, _____

As found in Phyllis Schlafly's Child Abuse in the Classroom (pp. 440-1)

- (3) **Boonville, IN:** A P.E. film which described yoga as a form of exercise was protested.
- (4) **Lincoln County, OR:** The entire guidance and counseling program was removed after allegations that it violated the Hatch Amendment.⁵⁷

Since the Hatch Amendment has evoked different interpretations, it has the potential to be an explosive issue in the schools. While not technically a means of censoring instructional materials, it has been used for that purpose in some cases. Ironically, it appears to allocate more control to the federal government by the people who advocate less federal involvement, but the Department of Education does hope resolution of all problems will occur at the local level. Educators need to be aware of the regulations of the Hatch Amendment and the ramifications it could possibly have on their schools. This pertains to literature and textbook usage.

Looking at the Challenges to Children's and Young Adult Literature

Censorship in children's literature dates back to the 19th century and seldom involved the schools directly. Churches were the first to scrutinize children's books.

⁵⁷California Teachers Association, p. 7.

Committees were organized to review and evaluate published materials, the most notable being the "Ladies Commission on Sunday School Books" in Boston. Their evaluation criteria was based on the teaching of St. Paul:

Whatsoever things are true,
 Whatsoever things are honest,
 Whatsoever things are just,
 Whatsoever things are lovely,
 Whatsoever things are of good report,
 "write" on those things.⁵⁸

Between 1867 and 1873, they evaluated 4,042 books, selecting only 1,087 as acceptable. Social taboos and widely-accepted traditions, as well as legal statutes of the time, established a powerful checks and balance system on what books were published. In addition, most writers of this time wrote for adults, not children.

As the turn of the century passed, new interpretations of constitutional guarantees of religious freedom and democratic election processes lowered the number of challenges due to religious or political freedom. This left societal mores as the largest area of contention.⁵⁹

MacLeod believes that children's libraries and children's librarians evolved as guardians against the

⁵⁸Myra P. Sadker and David M. Sadker, Now Upon A Time (New York: Harper and Row, 1977), p. 366.

⁵⁹Frances M. Jones, Defusing Censorship: The Librarian's Guide to Handling Censorship Conflicts (Phoenix, Arizona: Oryx Press, 1983), p. 3.

nickel and dime novels that were so popular in the 1920s and 1930s. Their duty was to upgrade the literature that was being made available to children. MacLeod points out that most censorship at this time was through selection of materials.⁶⁰

Nursery rhymes and comic books also have been targets. In 1948-55, "The True Aim Movement for Nursery Rhyme Reform," led by businessman Geoffrey Hall in England, tried to delete any reference to violence or unhappiness in nursery rhymes. For example, he advocated as more appropriate, "the old woman who lived in a shoe, had so many children, and loved them all too."⁶¹ Many nursery rhymes which are used in early childhood education today have been altered over the years. Even as recently as 1983, an anthology of nursery rhymes was challenged for the following verse which was deemed anti-Semitic: "Jack sold his gold egg/to a rogue of a Jew/who cheated him out of/half of his due."⁶² In 1985, Dr. Douglas Larche, writing under the pen name Father Gander, rewrote the Mother Goose rhymes to eliminate aggression, sexism, racism,

⁶⁰Anne Scott MacLeod, "Censorship and Children's Literature." The Library Quarterly, 53, No. 1 (January 1983), 26-7.

⁶¹Nicholas Tucker, The Child and the Book: A Psychological and Literary Exploration (Cambridge, England: Cambridge University Press, 1981), pp. 194-6.

⁶²Doyle, p. 24.

and irresponsibility.⁶³

Dr. Frederick Wertham wrote The Seduction of the Innocent which denounced horror comic books. Legal authorities testified that this type of comic book promoted juvenile delinquency in unstable children. Other authorities on children's literature disagreed on the usefulness of comic books for children.⁶⁴ Consequently, the American Comic Code was not as stringent as the British one.⁶⁵

More recent research has been done which would give the opinion that censorship of children's literature does not decrease juvenile delinquency. John Merryman in his article, "The Fear of Books," states that there is "no scholarly basis for the assumption that reading controversial books leads to undesirable behavior." He cites the work of Sheldon and Glueck who identified 90 factors that cause delinquency. Reading was not one of those factors.⁶⁶

Tucker feels that the publication of children's

⁶³Father Gander, Father Gander Nursery Rhymes (Santa Barbara, California: Advocacy Press, 1985), p. 7.

⁶⁴Dewey W. Chambers, Classroom notes in FEI 253 (Children's Literature in the Curriculum) (Stockton, California: 1985).

⁶⁵Tucker, p. 214.

⁶⁶John H. Merryman, "The Fear of Books," Stanford Today, Autumn 1966, reprinted in "Censorship and the English Teacher," Arizona English Bulletin, 11, No. 2 (February 1969), 5-8.

literature takes into account the adults who generally purchase the materials. Writers and publishers are inclined to play it safe to promote sales and bely controversy.⁶⁷ Yet since 1965, censoring children's literature has become an increasing problem as children's books have become more pertinent and true to life. The young adult novel also evolved during this period. MacLeod feels this transformation has caused the children's literature field to become a battleground for personal, social, and political change.⁶⁸

In the schools, Donelson detected three types of teacher/librarian censors for children's books, although these descriptions could fit those out of the schools as well.

His descriptions are:

- (1) **Moral Censors:** Fear books will alter child's morality; Every book is potentially harmful
- (2) **Literary Censors:** Want children exposed to only the "best" books; Battle against poor literature
- (3) **Sociological Censors:** Exposure to only books that are free from bias; Remove books that are racist, sexist, ageist or distorted.⁶⁹

The arguments for and against the censorship of

⁶⁷Tucker, p. 214.

⁶⁸MacLeod, p. 26.

⁶⁹Kenneth Donelson, "English Teachers and Librarians May Be Helping Censors," English Digest, 49 (November 1983), 53-5.

children's literature are numerous. On the pro side, censors argue that children are impressionable and need guidance so as not to be misled or corrupted. They believe educators have a huge responsibility in selecting the books children read and should use professional judgment in using books that contain obscene or damaging material. Finally, there are some areas (i.e. the eight areas identified by Norton) that are not legitimate subjects to expose to children.⁷⁰

The voices opposing censorship of children's literature are just as vehement. They state that no definite evidence has connected the reading of controversial books to disruptive behavior. The late Eli Oboler, one of the leading critics of censorship of children's books, believed that censoring books stymied intellectual freedom and inhibited learning. He adamantly stated that "censorship -- any censorship cannot be justified in a democracy if we really believe in man's freedom to choose for himself."⁷¹ Inculcating children with predetermined beliefs undermines the American concept of a free society. And most importantly, censoring a book does not mean a child will not

⁷⁰Sadker and Sadker, pp. 370-1.

⁷¹Eli M. Oboler, "The Freedom to Choose: A Reply to Freedom from Filth," Intellect, 103 (January 1975), 263.

read it. Children have other methods of obtaining books than in the schools. Banning a book often stimulates the desire to read it.⁷²

Authors of children's and young adult novels are well aware of the problems some of their books cause. Norma Klein, author of Mom, the Wolf Man and Me which has been challenged due to "objectionable subject matter", comments:

Books that deal openly with many of these controversial issues are the ones kids love the most. Judy (Blume), Betty (Miles), and I all receive hundreds and thousands of letters a year from children who tell us how much our books mean to them. . . . If we censor our books, if we stop writing about the situations that are so important to these young people, we are betraying them. . . . I am convinced that to many teenagers and younger children as well, books are a lifeline to life. I don't think we can be callous enough to cut that lifeline at a time in their lives when it is so crucial.⁷³

Young adult author Adrienne Jones has discovered how authors in the past dealt with the problem of censorship. She offers the following verse written by Stoddard King around the turn of this century:

A writer owned an Asterisk,
And Kept it in his den,
Where he wrote tales (which had large sales)
Of frail and erring men;
And always, when he reached the point
Where carping censors lurk,

⁷²Sadker and Sadker, p. 369.

⁷³Norma Klein, "Some Thoughts on Censorship: An Author Symposium," Top of the News, 39, No. 2 (Winter 1983), 147.

He called upon the Asterisk
To do his dirty work.⁷⁴

Bernard Malamud in his book The Fixer, which itself has been challenged, states, "There are no wrong books. What's wrong is the fear of them." Nat Hentoff has written a young adult book entitled, The Day They Came to Arrest the Book, about a censorship challenge to Twain's Huckleberry Finn (Dell Publishing Company, 1982). Younger children meet this problem in Maude and Me and the Dirty Book (Avon Books, 1980).

While fiction and non-fiction books are important to the education of children, textbooks are the basis of most classroom instruction. The question with textbooks is not usually one of banning, but of rejection or disapproval by those involved with "textbook selection" due to the format of the content or dilution or omission of information. But this does not mean that once textbooks are adopted by a state or district, they are immune to challenge.

Censoring Textbooks -- A Historical Perspective

The earliest formal reading instruction of American children employed any books available, generally ones the

⁷⁴Adrienne Jones, "Values, Themes, and Censorship: The Writer's View," in Indoctrinate Or Educate?, eds. Thomas C. Hatcher and Lawrence G. Erickson (Newark, Delaware: International Reading Association, 1979), p. 19.

children brought from home. Other subjects were done without books. Instruction was individual and classes ungraded.⁷⁵

The modern school textbook evolved from the hornbook, the battledore, and the primer. Webster's Grammatical Institute of the English Language, Part 3, published in 1785 was the first truly American school text.⁷⁶ Textbooks became a means of "teacher-proofing" the curriculum especially when the teacher in a one-room schoolhouse was often the oldest student.⁷⁷ With the development of graded curricula and pupil grading, uniformity of textbooks became necessary. Massachusetts was the first state to make textbooks mandatory throughout the state in 1884.⁷⁸ This allowed a degree of control over what was being taught in the schools.

Publishers have always been aware of their sales market for textbooks. After the Civil War, E.J. Hale and Son of New York offered texts that "were prepared for

⁷⁵Clyde J. Tidwell, State Control of Textbooks (New York: Teachers College, Columbia University, 1928), p. 3.

⁷⁶Paul Goldstein, Changing the American Schoolbook: Law, Politics, and Technology (Lexington, Massachusetts: D.C. Heath and Company, 1978), p. 22.

⁷⁷Denis P. Doyle, "The 'Unsacred' Texts." American Educator, 8, No. 2 (Summer 1984), 8.

⁷⁸Tidwell, p. 3.

southern schools, by southern authors, and therefore free from matter offensive to southern people."⁷⁹ The American Textbook Publishers Institute in its pamphlet Textbooks Are Indispensable stated that texts "must try to avoid statements that might prove offensive to economic, religious, racial or social groups or any civic, fraternal, patriotic or philanthropic societies in the whole United States."⁸⁰

As long as educational philosophy was in general agreement, textbook content was not considered a major problem. In the early 20th century, this changed as the perennialism of the past was attacked by new philosophies, each of which wanted textbooks following its beliefs.

In the 1930s and following decade, the usual charge aimed at textbooks was that the books were designed to alter the existing social system of the country or to serve as a record of the changes in American society. George Counts and Theodore Brameld called upon the schools to teach social reconstructionism and some publishers heeded the call.⁸¹ Antithetical pressure came from local and

⁷⁹Jack Nelson and Gene Roberts, Jr., The Censors and the Schools (Boston: Little, Brown and Company, 1963), p. 25.

⁸⁰Nelson and Roberts, p. 181.

⁸¹Daniel Tanner and Laurel N. Tanner, Curriculum Development: Theory Into Practice (New York: Macmillan Publishing Company, Inc., 1980), pp. 120-1.

national groups. A prime example of this was the investigation of 600 school textbooks by the National Association of Manufacturers in 1940. Their goal was to determine the social viewpoint of each textbook's author(s). Within 15 years of this investigation, almost all of the books investigated were out of print or not generally used in schools. While this could be attributed to the natural attrition of textbooks, it was noted that the textbooks that replaced these books were more carefully written.⁸²

Attacks on textbooks for the next two decades centered on suspicion of allegedly subversive ideas included in the books. Objections arose in Texas because texts mentioned the income tax, the Tennessee Valley Authority, Social Security, unemployment benefits, labor unions, integration of the races, George C. Marshall (General of the Armies) and the U.S. Supreme Court.⁸³ Frank Magruder's American Government was challenged in Chicago, Houston, Little Rock and Arlington, Virginia, as well as in Georgia, because it supposedly advocated strengthening the United Nations Charter.⁸⁴

The civil rights movement of the 1960s prompted black

⁸²Haight and Grannis, p. 115.

⁸³Haight and Grannis, p. 116.

⁸⁴Haight and Grannis, p. 116.

studies in many schools. The realistic works of black authors in the texts often included "street language." This was challenged in many communities on the grounds of vulgarity.⁸⁵

The 1970s was a decade of much dissent in the schools. That decade brought an upswing of religious fundamentalists who demanded that the "creationist" theory of human development be included in textbooks. In 1972, the California Board of Education voted that textbooks must include this theory and that "scientific dogmatism" be erased.⁸⁶ It is interesting to note that in 1985 California refused to adopt science textbooks until evolution had been reinstated.

In today's classroom, the effect of a textbook is immense. Although estimates vary about how much time is spent using textbooks, 70% is usually the average figure for in-class usage in elementary and secondary schools in the 1980s.⁸⁷ Homework assignments employ texts around 90%

⁸⁵Haight and Grannis, pp. 116-7.

⁸⁶Haight and Grannis, p. 117.

⁸⁷P. Kenneth Komoski, "Instructional Materials Will Not Improve Until We Change the System," Educational Leadership, 42, No. 7 (April 1985), 36.

of the time.⁸⁸ The classroom reading program has been found to be structured around the textbook 95% of the time.⁸⁹

As a result of the controversies over the years, two schools of thought about textbooks have emerged. One side believes in textbooks that honestly expose children to life. They feel this background will develop the child's capacity to determine personal values and attitudes. The opposing viewpoint states that such a wide-open approach may foster values and attitudes which are atypical of the general viewing of morality in our country.⁹⁰ It is from this division that censorship challenges to textbooks arise at the local level and in adoption at the state level.

State Textbook Adoption -- Who Controls the Selection?

On the surface, selecting textbooks would appear to be an easy task. In reality, it is a complex process. Decisions abound as one determines what content should be

⁸⁸Michael W. Apple, "Making Knowledge Legitimate: Power, Profit, and The Textbook," in Current Thought on Curriculum: 1985 ASCD Yearbook, ed. Alex Molnar (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1985), p. 75.

⁸⁹Connie Muther, "Textbook deals: Is your board putting cost before curriculum?" The American School Board Journal, 173, No. 1 (January 1986), 33.

⁹⁰Fomalont, p. 4.

included or rejected, what educational philosophy should be supported, what management system will work best, and so on.

If selection at the local level is difficult when only one community is involved, consider the problems when selection is done for an entire state. Twenty-two states adopt textbooks at the state level. Local districts then select from these textbooks in order to use state funds for the purchase. If non-adopted texts are chosen, local money must be used.⁹¹

Although there are differences in the state adoption procedures, Tulley identified nine common reasons why these states adopt at that level:

- (1) Keeps the cost of the textbooks as low as possible;
- (2) Controls the marketing practices of the publishers within that state;
- (3) Gives opportunity for public input in the adoption process;
- (4) Allows periodic review of the process;
- (5) Saves time and effort of local district;
- (6) Creates a structured, organized adoption procedure;
- (7) The state shares responsibility with local district for controversial textbooks;
- (8) Creates some uniformity in curriculum throughout the state; and
- (9) Promotes the adoption of quality textbooks.⁹²

State adoption policies affect the availability,

⁹¹Raymond English, "The Politics of Textbook Adoption," Phi Delta Kappan, 62, No. 4 (December 1980), 275.

⁹²Michael A. Tulley, A Descriptive Study of the Intent of State Level Textbook Adoption (ERIC ED 245 256), p. 23.

selection, and content of the textbooks sold throughout the United States.⁹³ Adoption by these states, especially Texas, California, Florida, and North Carolina, is vital for the well-being of a publisher. California represents about 12% of the national market with Texas, a close second, having \$93 million budgeted for textbook purchases.⁹⁴

If adoption of textbooks is conducted at the state level, initial pressure to alter materials begins there. Textbook protesters echo Counts' belief that ". . . no textbook is likely to be chosen which offends the sensibilities of any group in the community that is sufficiently well-organized to register a protest."⁹⁵ The American Association of Publishers and the National Education Association believe that one question that is always present during selection "is whether educational materials should be the reflection of what society wants to perpetuate of itself in its schools or whether they should be in the vanguard of forces leading to social change?"⁹⁶ In addition, they

⁹³Tulley, p. 4.

⁹⁴Elizabeth Fernandez, "Battling Over Textbooks," The Sacramento Bee, 17 November 1985, Sec. A, p. 24, col. 1.

⁹⁵George S. Counts, The American Road to Culture (New York: The John Day Company, 1930), p. 130.

⁹⁶Association of American Publishers and the National Education Association, Instructional Materials: Selection and Purchase (ERIC ED 130 380), p. 11.

note seven recent occurrences which have influenced the selection process:

- (1) Minority groups struggling to gain status;
- (2) Stronger parent and student intervention in school decisions;
- (3) Teachers taking more control in textbook selection and expanding their educational roles;
- (4) Individualization of instruction;
- (5) Development of new teaching tools and more usage of modern technology;
- (6) Strengthening of the back-to-basics movement; and
- (7) Changing of women's societal roles.⁹⁷

How has textbook content been altered by challenges at the state level? Muther gives the following examples: (1) Darwin and the theory of evolution eliminated or minimized in science books; (2) Stories in basal reading texts can have no sexual overtones, no obscenities, and no violence; (3) Characters can not be stereotypes of any population and all major groups must be presented, including the handicapped and the elderly; and (4) American history has been revised and even presented unrealistically.⁹⁸

However, challenges at the state level have not only influenced what textbooks have been adopted. Kamhi found that adoption policies, supplementary materials, and

⁹⁷Association of American Publishers and the National Education Association, p. 12.

⁹⁸Connie Muther, "What Every Textbook Evaluator Should Know," Educational Leadership, 42, No. 7 (April 1985), 7.

teaching methodologies have also been affected.⁹⁹

During his term as Secretary of Education, Terrance Bell charged that the state adoption policies contributed to the decline of the quality of textbooks.¹⁰⁰ In response, then Florida governor Robert Graham and state officials from 22 states met in March, 1984, to discuss the problem of what has been called "dumbed-down texts." Representatives from Florida, New York, and California tried to form a "textbook cartel" to break the hold that states like Texas have on the market. Even though California has more school-age children (4.2 million) than Texas (3.1 million), Texas has more influence on publishers because the state only adopts five series per subject while California adopts eight. Publishers are virtually assured of sales in Texas because local districts have less to choose from. The cartel advocates hoped collective buying power would improve the quality of textbooks presented by the publishers.¹⁰¹

The Florida meeting made little progress in solving the problems associated with state adoptions. Critics

⁹⁹Kamhi, p. 13.

¹⁰⁰Bill Nichols, "Publishers: Textbooks Not Dumb," USA Today, 8 March 1984, Sec. A, p. 1.

¹⁰¹Pat Ordovensky, "States Try to Break Textbook Monopoly," USA Today, 16 March 1984, Sec. A, p. 1.

still feel that centralized selection fosters publisher lobbying, restricts local choice, emphasizes sensational issues like evolution, and necessitates a low cost evaluation process.¹⁰² The widely varying challenge procedures and different degrees of involvement of lay people in the adoption process permits some states' adoption to be highly influenced by organized protesters.¹⁰³ It is this factor which allows one to question who is really selecting the new textbooks in the adoption states. But even passing challenges at the state level does not necessarily guarantee clear sailing in local selections.

Textbooks on Trial: Local Dissention

As noted earlier, courts have been used as arbitrators for objections to instructional materials. However, recent litigations in three Southern states have textbooks as the specific basis of contention.

Tennessee

In 1983, the Hawkins County school board adopted a basal reading series published by Holt, Rinehart, and Winston. Some parents found material in these textbooks

¹⁰²Michael W. Kirst, "Choosing Textbooks: Reflections of a State Board President," American Educator, 8, No. 2 (Summer 1984), 23.

¹⁰³Kambi, p. 12.

offensive to their fundamentalist Christian beliefs. Initially, the protesting parents requested that the entire series be removed. However, they decided that as long as different arrangements could be made for their children, they would be satisfied.¹⁰⁴

Schools in the district reacted differently to the parental pressure. Principals at one middle school and two elementary schools allowed teachers to assign alternate reading material which students read in another room. But one administrator refused to permit alternative textbooks or any deviation from the established program. In November, 1983, the Board lent support to his position by adopting a resolution which required district teachers to use only textbooks adopted by the Board of Education, thus the Holt series, and only that series.¹⁰⁵ Consequently, students who refused to read this series were suspended and some were withdrawn from the public schools by their parents and enrolled in private Christian schools.¹⁰⁶

This set the stage for legal action. Seven of the

¹⁰⁴Benjamin Sendor, "The Tennessee textbook decision isn't gospel," The American School Board Journal, 174, No. 2 (February 1987), 12.

¹⁰⁵Phi Delta Kappa, Current Issues Memo (Bloomington, Indiana, 1987), p. 2.

¹⁰⁶Charles L. Glenn, "Textbook Controversies: A 'Disaster for Public Schools'?", Phi Delta Kappan, 68, No. 6 (February 1987), 452.

original eleven families who raised objections took that step in December by filing a suit in the federal district court. The plaintiffs claimed that compulsory usage of the Holt series violated their right to religious freedom and their parental right to instill their religion and morals into their children.

The summary judgement in favor of the school district was based on Judge Thomas Hull's decision that no constitutional rights had been violated. But this decision was reversed by the Sixth U.S. Circuit Court. The appellate court ruled that Judge Hull had to investigate and answer three questions:

- 1) Do the plaintiffs have sincere religious beliefs?
- 2) If so, does mandatory use of the Holt texts infringe upon the plaintiffs' religious freedom?
- 3) Is there a less restrictive solution which could accommodate both plaintiffs and defendants without violating the Establishment Clause?¹⁰⁷

Extensive testimony by the plaintiffs clarified their beliefs and their objections. When asked by her attorney to list the categories she used in making protests to the stories, poems, and pictures in the texts, parent Vicki Frost replied:

Futuristic supernaturalism, one-world govern-

¹⁰⁷Sendor, p. 12.

ment, situation ethnics or values clarification, humanistic moral absolutes, pacifism, rebellion against parents or self-authority, role reversal, role elimination, animals are equal to humans, the skeptic's view of religion contrasting belief in the supernatural with science, false views of death and related themes, magic, other religions, evolution, godless supernaturalism . . . and specific humanistic themes.¹⁰⁸

Specific examples of context the plaintiffs found unsuitable for their children are:

- 1) In The Diary of Anne Frank, the suggestion is made that all religions are equal.
- 2) The Wizard of Oz contradicts the Bible's teachings that there are no good witches. It also teaches children that courage, intelligence, and compassion are personally developed rather than gifts from God.
- 3) Magic made "Cinderella" unacceptable (although "Peter Pan" was allowed because it depicts flying and not aging as make-believe).
- 4) A seventh-grade story entitled "The Revolt of Mother" (by Mary Wilkins Freeman) whose plot involves a woman questioning her husband's authority.
- 5) Any stories about dinosaurs if the creatures were presented as being older than the Bible's account of the beginning of the world would allow.¹⁰⁹

In his 27 page opinion, Judge Hull decided that the plaintiffs' strict Christian beliefs were sincere although ". . . many people holding more orthodox religious beliefs might find the plaintiffs' beliefs inconsistent, illogical,

¹⁰⁸ Transcript of proceedings in Bob Mozert et al. v. Hawkins County Public Schools et al., 14 July 1986, p. 24.

¹⁰⁹ "Parents Win Fight Over School Texts," The Sacramento Bee, 25 October 1986, Section A, p. 24, col. 1.

incomprehensible and unacceptable."¹¹⁰ He stated that "In forcing the plaintiff-students to read from the Holt series or to forfeit a free public education, the defendants have burdened the plaintiffs' right of free exercise of their religion."¹¹¹

But the most difficult problem was to balance the plaintiffs' free exercise of religion with the school district's need to have a manageable curriculum. Judge Hull concluded that mandatory use of the Holt textbooks was not needed to prepare students as good literate citizens -- a major task of the educational system. But he did note that the school district would be burdened if it had to provide separate reading programs for the plaintiff students. Additionally, in all likelihood, any program that the district devised which satisfied the parents, would probably violate the Establishment Clause.¹¹²

Consequently, Judge Hull created the "opt-out" solution. Students would be provided reading instruction at home and would spend their class time in a study hall or library. Regular standardized testing would allow school

¹¹⁰"Parents Win Fight," p. A1.

¹¹¹"Christians Win Public School Textbook Case," The Orange County Register, 24 October 1986, Section A, p. 1, col. 5.

¹¹²Sendor, p. 12.

officials to monitor the students' reading progress. In the event that remediation of skills was needed, the parents and school officials would confer to decide how that would occur.¹¹³

In a subsequent hearing with a jury, the plaintiffs were awarded \$50,521.59 as reimbursement for private school tuition, school lunches, transportation costs, and the parents' lost wages during the court sessions.¹¹⁴

Reactions to Mozert have been widespread and varied. A spokesperson for the National Education Association felt that chaos in the classroom would be the result.¹¹⁵

Although sympathetic to the plaintiffs, U.S. Secretary of Education William Bennett believes that it is wrong to think "if you don't like what is going on in class, that you have the right to pull your children out" ¹¹⁶
The attorney for Concerned Women for America (who provided legal counsel for the families), stated the opposing viewpoint:

The other side has been saying 'chaos' at every turn, but we produced evidence that home-education

¹¹³Bob Mozert et al. v. Hawkins County Public Schools et al., 765 F.2d 23 (1986).

¹¹⁴"Fundamentalists Win \$50,000 in Suit Over Text-books," The Sacramento Bee, 16 December 1986, p. A6, cols. 1-2.

¹¹⁵Education Week, 5 November 1986, p. 1.

¹¹⁶Education Week, 5 November 1986, p. 19.

programs cause no disruption This decision confirms that parents . . . control the educational process. . . .¹¹⁷

This litigation was touted as a catalyst for disaster in the public schools. However, the 6th U. S. Circuit Court of Appeals ruled 3-0 on August 24, 1987, that the case be sent back to Judge Hull with directions that the case be dismissed. In finding for the school board, the appeals court also reversed the ruling that the public schools pay private school tuition and other costs of the families. The attorney for the parents plans on an appeal.

It will be interesting to see if other parents ask for similar "opt-out" privileges. At the very least, Jenkinson points out that historians who review textbook protests may consider Mozert notable for its definitions of "sincerely held religious beliefs" and "opt-out."¹¹⁸ This incident is an illustration of how parental pressures can influence textbook usage in the public schools and alter established procedures.

Florida

Although it has not received the large media exposure

¹¹⁷Education Week, 5 November 1986, p. 19.

¹¹⁸Edward B. Jenkinson, "The Significance Of the Decision In 'Scopes II'," Phi Delta Kappan, 68, No. 6 (February 1987), 445.

as Mozert, the Columbia County School Board in Lake City is readying its defense for a suit which appears to be the opposite of that case. Parents are demanding that books be put back into the curriculum -- the other side of the parental rights defense used initially successfully in Tennessee.

In September, 1985, Rev. Fritz Fountain asked the schoolboard to review the adopted text, The Humanities: Cultural Roots and Continuities, Volume I published by D.C. Heath & Company. Specific objections centered around the inclusion of Chaucer's "The Miller's Tale" and "Lysistrata" by Aristophanes. The principal of the school disclosed that Rev. Fountain's daughter was offended by the sexual implications in Chaucer's work.¹¹⁹

Although a review committee recommended that the book remain in the curriculum, they felt that those two stories should not be required readings. But the school board and superintendent decided that the sexual references were unacceptable and opted to remove the book from the classrooms entirely. "I made the recommendation that we either edit out the adaptations [of the stories] or discontinue use of the volume," explained Columbia County Superinten-

¹¹⁹Kirsten Goldberg, "Church-State Battles Posing a 'Catch 22' For School Boards," Education Week, 10 December 1986, p. 15.

dent of Schools, Silas Pittman.¹²⁰

Four parents filed suit requesting that the school board be prevented from defacing or removing the text in question. They are also seeking \$50,000 in damages.

Michelle Ivy, director of the local chapter of the American Civil Liberties Union (which is giving legal assistance to the plaintiffs) explains the case. "We're charging that the decision to remove the book was based on religious grounds; therefore, it establishes a religious doctrine in the schools."¹²¹

This suit provides educators with another angle to review when selecting textbooks for adoption. Combined with Mozert, it does appear that educators may find themselves in a "Catch 22" situation on the issue of religion in textbooks.¹²²

Alabama

A Mobile-based court case has several roots in the 1983 U. S. Supreme Court ruling in Wallace v. Jaffree which declared Alabama's law allowing a moment of silence for prayer or meditation as unconstitutional. The 624 parents, teachers, ministers, and others who were the

¹²⁰Goldberg, p. 15.

¹²¹Goldberg, p. 15.

¹²²Goldberg, p. 1.

plaintiffs in Smith v. Board of School Commissioners of Mobile County offered arguments in favor of the state law. Additionally, U.S. District Judge W. Brevard Hand who upheld the constitutionality of the state law, had noted in a footnote to that decision that if his ruling was overturned, he would consider whether "secular humanism" was being taught in the schools.¹²³

The key to this case was the definition of secular humanism and its role in the public schools. Definitions are numerous. One that is cited often and was adhered to by Judge Hand is distributed by Norma and Mel Gabler.¹²⁴ To them, "humanism is faith in man instead of faith in God." It focuses on "self" because it believes in no higher being to which man is accountable.¹²⁵

The Gablers claim that humanism was officially declared a religion by the U.S. Supreme Court. They refer to a footnote in the 1961 Torcaso v. Watkins which names as religions not based on a belief in God as "Buddhism,

¹²³Tom Mirga, "Federal Judge Considers Arguments in Alabama," Education Week, 15 October 1986, p. 1.

¹²⁴John Johnson, "Alabama Textbook Ban Leaves Schools in Disarray," The Sacramento Bee, 14 March 1987, Sec. A, p. 28, col. 2.

¹²⁵Mimeographed sheet included in a packet sent to a concerned parent by Educational Research Analysts.

Taoism, Ethical Culture, Secular Humanism, and others."¹²⁶
 A second case, United States v. Seeger refers to the footnote in Torcaso.¹²⁷ However, one could question whether two footnotes constitute a Supreme Court declaration.¹²⁸

Secular humanism was alleged to be the religion of the public schools by the plaintiffs because John Dewey signed Humanistic Manifesto I in 1933 and B.F. Skinner signed the second edition in 1973. Rev. Tim LaHaye in the The Battle for the Public Schools names these "hallmarks" of secular humanism in schools: 1) look-say method of reading; 2) values clarification; 3) death education; 4) global education; 5) evolution; 6) sex education; 7) total reading freedom; 8) the "negation" of Christianity in the schools; and 9) socialism.¹²⁹

The named defendants in this case were originally Gov. George Wallace, the state board of education, and the Mobile County school board, but Judge Hand permitted 12 parents to join the defense. In an attempt to settle the case out of court, the plaintiffs offered the defendants an

¹²⁶Torcaso v. Watkins, 367 U.S. 488 (1961).

¹²⁷United States v. Seeger, 380 U.S. 163 (1965).

¹²⁸Jenkinson, The Schoolbook Protest Movement, p. 78.

¹²⁹Tim LaHaye, The Battle for the Public Schools (Old Tappan, N.J.: Fleming Revell, 1983), pp. 36-42, 71-97, 173-202, 203-26, 227-38.

invitation to sign a three point decree:

- 1) Humanism is a religion;
- 2) Its presence in textbooks violates the First Amendment;
- 3) Deletions of the contributions of Christianity to American culture also is a constitutional violation.¹³⁰

Gov. Wallace and the county board approved the decree. If all of the defendants had agreed, Judge Hand would have settled the case by approving new textbook-selection standards.

Both sides received legal help from outside sources in this non-jury trial. The defense was supported by People For The American Way and the American Civil Liberties Union. The Smith group was supported by the National Legal Foundation created by Rev. Pat Robertson.¹³¹

Charles Coody, the lawyer for the Alabama school board noted in his opening statement that 46 of the 4,000 state-adopted textbooks have been challenged in this suit. He also suggested that the federal court would face problems if it tried to become "a super textbook committee."¹³²

However, Judge Hand was not swayed. He ruled that secular humanism was a religion and that use of 45 textbooks

¹³⁰Mirga, p. 18.

¹³¹David Treadwell, "Religious Right Attacks Textbooks," Los Angeles Times, 7 October 1986, p. 15, col. 3.

¹³²Mirga, p. 18.

which contained that doctrine violates the Establishment Clause of the U.S. Constitution. Consequently, he ordered immediate removal of texts used in home economics, history, and social studies which he felt contained humanist teachings. Some schools delayed removing the books pending the outcome of a legal motion to delay the mandate.¹³³

The fact that the removal of three home economics texts and one history text alone affects 7,000 students demonstrates the magnitude of this ruling.¹³⁴

This case involved a judicial unraveling of court precedents, teaching methodologies, textbook content, philosophies of leading educators, and purposes of national humanist organizations. It was a complicated textbook protest which had the potential to alter radically school curricula as they now are taught, although the actual decision had no legal jurisdiction beyond Tennessee.¹³⁵ But as with Mozert, when this case reached the Eleventh U.S. Circuit Court of Appeals, it was reversed with a 3-0 decision.

¹³³Johnson, 14 March 1987, Sec. A, p. 1, col. 2.

¹³⁴"Text Ban Case Not Ended," The Carroll County Times, 6 March 1987, Sec. A, p. 8, col. 2.

¹³⁵"Alabama Secular Humanism Textbook Case Gets Mixed Reactions in Washington," American School Board Journal, 174, No. 6 (June 1987), 42.

The decision did not attempt to determine if secular humanism was a religion subject to the Establishment Clause's restrictions. For the sake of argument, Judge Frank M. Johnson assumed that it was and tried to determine if the texts promoted that religion. Review of the home economics, history, and social studies texts found that the books did not promote secular humanism either through sins of commission or sins of omission.¹³⁶

In summary, the three cases reviewed demonstrate how the courts are being used to challenge textbooks and the resulting impact on the curriculum. While no definitive decision has occurred because all rulings have been in lower courts, precedents have been set which can be considered in future court deliberations. The Tennessee ruling affects one strand of the curriculum (reading), but the new "opt-out" program has the potential to be used in other subjects. The Alabama decision crosses all disciplines. As the definition of secular humanism is open to interpretation, examples could be identified in any curricular area.

The Florida case is evidence that both sides of an issue can cause dissention. Collectively, these cases illustrate the depth of feeling manifested by textbook

¹³⁶Sendor, Benjamin. "Appellate courts write a new chapter in the continuing controversy over textbooks," The American School Board Journal, 174, No. 12 (December 1987), 20-1.

challenges. The fact that the courts are presently being asked to solve controversial textbook questions shows that parents want to supersede local educational decisions. In the two cases decided, the lower court has used its power to override the decisions of educational personnel pertaining to school curriculum. Education may find itself changing even more if other courts continue this trend.

Conclusions

Exploration of censorship and challenges to instructional materials in American public schools finds the last half of the 20th century as the major period of strife, with evidence that incidences are on the rise in the schools each year. The inroads made to suppress certain instructional materials, especially textbooks, appear to be deepening, particularly in light of the use (or misuse) of the Hatch Amendment and legal suits now pending.

Two distinct sides appear to be evolving on this issue. One side disdains the placing of any conditions on the materials used in the classrooms. They feel that any material should be allowed for instruction, even those that may have been considered "taboo" in the past (e.g. sex, values, drugs, religion, realistic language, etc.). White summarized their feelings when she defined the role of the teacher as someone who "guarantees the child's freedom to

read", in addition to developing critical thinking skills and eliciting responses to freely-selected literature.¹³⁷ Teachers should not shield children from life's problems.

The opponents support what they label old-fashioned family values. They feel all subjects once considered "taboo" by society should remain that way and that parents should have absolute control over their children's education -- both methodology and instructional materials. In addition to individual support and local groups, national organizations which lobby for this position and have formed support networks include the Moral Majority, Eagle Forum, and Educational Research Associates, among others.

Unfortunately, educators are often caught in the middle. It is a precarious position especially in this era which seeks "excellence" in the schools and opens the schoolhouse door for scrutiny from all quarters. Regardless of how carefully and completely preventive measures are followed, dissatisfaction may arise. If steps for handling public protest are in place, the outlook for resolving the matter without rancor increases. Research has shown that censorship attempts are less likely to be successful if schools have some formal mechanics to handle

¹³⁷Mary Lou White, "Censorship--Threat Over Children's Books," Elementary School Journal, 75 (October 1974), 9.

complaints.¹³⁸

This holds true for textbook selection at the state level as well since challenges arise there also. State textbook adoption criteria must have provisions to handle protests objectively. At this level, not only the children of the protester would be affected -- every child in the state could be denied usage of a particular textbook. It is important that states reflect on this fact when establishing their adoption criteria.

¹³⁸Kamhi, p. 14.

CHAPTER 3

Methodology of Study

Development of Background Knowledge

A review of the related literature was the first step in this study, and it involved an attempt to determine if others have noticed or developed data on censorship having implications on the school curriculum in the public schools. Studies involving challenges to textbooks were the basis of this review although research involving other instructional resources was also examined.

As the involvement of the legal system in school conflicts appears to be increasing and educational personnel must follow judicial decrees, a review of court records, seeking cases that dealt with censorship in public school settings, of textbooks and other published instructional materials, was conducted in addition to the review of scholarly works. This legal review was not exhaustive as it was merely intended to supplement scholarly background knowledge about how challenges to textbooks have been handled by the courts. While litigations from 1975-85 were the major emphasis of this study, earlier cases were also analyzed in order to determine if precedents for later cases may have been set. The identified cases were read and analyzed in an attempt to decide what facts led to the court's decision.

Information was collected on the **Data Sheet for Court Cases** (See Figure 3). Cases were categorized by the decision of the court. Brief descriptions and citations have been made where necessary in previous chapters.

Data Collection for Study

In March, 1986, the National Commission on Libraries and Information Science reported to a Senate Subcommittee their findings on the extent of censorship in American public and school libraries from 1975-1985. Their study was based on existing publicly available data from the American Library Association, the American Civil Liberties Union, the American Association of Publishers and the National Coalition Against Censorship. The decision to use information already available was based on time restraints and financial considerations.¹

Likewise, this researcher chose to study existing materials. In 1983, Tulley advised that for future research it may be inappropriate to continue to study the adoption states as a group.² Therefore, the second phase of the study necessitated the review of state textbook

¹Censorship Activities in Public and Public School Libraries, 1975-1985. (ERIC ED 270 125), pp. 1-3.

²Michael A. Tulley. A Descriptive Study of the Intent of State Level Textbook Adoption (ERIC ED 245 256), p. 29.

DATA SHEET FOR COURT CASES
(Figure 3)

80

NAME OF CASE _____

COURT CITATION/DATE _____

JURISDICTION _____

TYPE OF CASE: Textbook/Book in Library/Book in Course

LEVEL OF COURT _____

PLAINTIFF _____

DEFENDANT _____

ALLEGATION _____

DEFENSE _____

VERDICT _____ VOTE _____

MAJORITY OPINIONS _____

MINORITY OPINIONS _____

DISPOSITION OF APPEAL/RE-HEARING (IF ANY) _____

USE IN OTHER CASES _____

REVIEWER COMMENTS/NOTES _____

adoption criteria from each of the twenty-two states that have this procedure. A list of these states was obtained from Donald Eklund of the Association of American Publishers. A sample letter was constructed for requesting the textbook adoption criteria used by each state in 1975 and 1985. This letter was reviewed by three educational professionals as a test of clarity. The final draft of the letter was mailed to each state (See Figure 4).

Provision was made for any state that did not respond within one month. A follow-up phone call was made to the state textbook administrator. In cases where contact was not made or materials were not available, this researcher studied the appropriate state's statutes at the California Law Library (914 Capitol Mall, Sacramento, California).

Analysis of Data

Since all twenty-two states were contacted, data analysis included the entire population of state textbook adoption states. As the data lend themselves to limited statistical inferences, qualitative descriptive information was compiled and descriptive statistics were tallied.

Content analyses of the adoption criteria were conducted using the four-step procedure of Guba and Lincoln. This included:

- (1) Reading each criterion in order to find similar



UNIVERSITY OF THE PACIFIC

SCHOOL OF EDUCATION

Stockton, California Founded 1851
96211DEPARTMENT OF
CURRICULUM AND INSTRUCTION

November 1, 1986

Mr. W. Arthur Heustess
State Textbook Coordinator
405 State Office Building
Montgomery, Alabama 36130

Dear Mr. Heustess:

My doctoral dissertation research at the University of the Pacific will utilize the general textbook adoption criteria of your state. One purpose of my study is to determine if your general state textbook adoption criteria changed between the 1975-76 school year and the 1985-86 school year. I am also interested in how the public review portion of your adoption process has evolved (if applicable). In order that I can make this analysis, I would appreciate if you would send me the following items:

- (1) The general textbook adoption criteria which would have been used to select those textbooks adopted by your state for the 1975-76 school year.
- (2) The general textbook adoption criteria which would have been used to select those textbooks adopted by your state for the 1985-86 school year.

Please send this information to my home address:

3160 Fox Lane
Placerville, California 95667

Thank you for your assistance in this matter. I will be happy to send you an abstract of my results at the completion of my study.

Yours truly,

A handwritten signature in cursive script that reads 'Karen Moore'.

Karen Moore
Doctoral Student
School of Education

concepts. Initial categories were formulated from this analysis.

- (2) Each criterion was placed in the categories established above. New categories were formed for content which didn't fit those categories already established.
- (3) Re-examination of the categories to be sure no aspect of the content was included in more than one category.
- (4) A final review of the entire process to determine that all content had been analyzed and placed in the correct category.³

As Tulley and Farr completed a similar study on the 1985 state adoption criteria, their data were surveyed (Table 1) and their established categories utilized for the initial screening by this researcher.⁴ Other categories were added, if deemed necessary.

The analysis procedure was carried out twice, once for the 1975 state textbook adoption criteria, and once for those used in 1985. Changes of each state were compared and contrasted with each other to see if trends or patterns were apparent. Categories and frequency data results were collected on Table 2 and Table 3 for the

³Egon G. Guba and Yvonna S. Lincoln, Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsiveness and Naturalistic Approaches (San Francisco: Jossey-Bass Publishers, 1982), pp. 240-7.

⁴Michael A. Tulley and Roger Farr, "The Purpose of State Textbook Adoption: What Does the Legislation Reveal?" Journal of Research and Development in Education, 18, No. 2 (Winter 1985), 3.

Table 1

CATEGORIZED CONTENT OF STATUTES

STATE	AA	SC	CU	ME ₁	ME ₂	CO ₁	CO ₂	CY	NU	CR	PB	PU ₁	PU ₂	PU ₃	PU ₄	PU ₅	PU ₆	PU ₇	PU ₈	PU ₉
Alabama	X		X	X	X	X	X	X	X	X	X	X	X		X			X		X
Arkansas	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X			X	X
California	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
Florida	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
Georgia	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
Hawaii	X			X	X	X	X	X	X	X	X	X	X							X
Idaho	X		X	X	X	X	X	X	X	X	X	X	X							X
Indiana	X			X	X	X	X	X	X	X	X	X	X						X	X
Kentucky	X	X		X	X	X	X	X	X	X	X	X	X		X				X	X
Louisiana	X		X	X	X	X	X	X	X	X	X	X	X			X			X	X
Mississippi	X	X		X	X	X	X	X	X	X	X	X	X			X			X	X
Missouri	X		X	X	X	X	X	X	X	X	X	X	X			X			X	X
Nevada	X		X	X	X	X	X	X	X	X	X	X	X			X			X	X
New Mexico	X		X	X	X	X	X	X	X	X	X	X	X			X			X	X
N. Carolina	X	X	X	X	X	X	X	X	X	X	X	X	X			X			X	X
Oklahoma	X		X	X	X	X	X	X	X	X	X	X	X			X			X	X
Oregon	X	X	X	X	X	X	X	X	X	X	X	X	X			X			X	X
S. Carolina	X	X	X	X	X	X	X	X	X	X	X	X	X			X			X	X
Tennessee	X	X	X	X	X	X	X	X	X	X	X	X	X			X			X	X
Texas	X	X	X	X	X	X	X	X	X	X	X	X	X			X			X	X
Utah	X			X	X	X	X	X	X	X	X	X	X			X			X	X
Virginia	X			X	X	X	X	X	X	X	X	X	X			X			X	X
W. Virginia	X		X	X	X	X	X	X	X	X	X	X	X			X			X	X

KEY

- AA = Adopting Authority
- SC = Prescribed Subcommittees
- CU = Curricular Responsibilities
- ME₁ = Method of Selection (Authority)
- ME₂ = Method of Selection (Subcommittees)
- CO₁ = Composition of Authority
- CO₂ = Composition of Subcommittee
- CY = Prescribed Cycle
- NU = Prescribed Number
- CR = Specified Criteria
- PB = Public Participation
- PU₁ = Submit Bids
- PU₂ = Post Bonds
- PU₃ = Exchange Textbooks
- PU₄ = Substitute Editions
- PU₅ = Maintain In-State Depositories
- PU₆ = Provide Evidence of Learner Verification
- PU₇ = Guarantee Construction
- PU₈ = Provide Sample Textbooks
- PU₉ = Maintain Lowest Price

Table 2

Categorized Content of Statutes/Selection Criteria -- 1975

State	AA	SC	CU	ME1	ME2	CO1	CO2	CY	NU	CR	PB	PU1	PU2	PU3	PU4	PU5	PU6	PU7	PU8	PU9	
Alabama																					
Arkansas																					
California																					
Florida																					
Georgia																					
Hawaii																					
Idaho																					
Indiana																					
Kentucky																					
Louisiana																					
Mississippi																					
Nevada																					
New Mexico																					
N. Carolina																					
Oklahoma																					
Oregon																					
S. Carolina																					
Tennessee																					
Texas																					
Utah																					
Virginia																					
W. Virginia																					

KEY

- AA = Adopting Authority
- SC = Prescribed Subcommittees
- CU = Curricular Responsibilities
- ME1 = Method of Selection (Authority)
- ME2 = Method of Selection (Subcommittees)
- CO1 = Composition of Authority
- CO2 = Composition of Subcommittee
- CY = Prescribed Cycle
- NU = Prescribed Number
- CR = Specified Criteria
- PB = Public Participation
- PU1 = Submit Bids
- PU2 = Post Bonds
- PU3 = Exchange Textbooks
- PU4 = Substitute Editions
- PU5 = Maintain In-State Depositories
- PU6 = Provide Evidence of Learner Verification
- PU7 = Guarantee Book Construction
- PU8 = Provide Sample Textbooks
- PU9 = Maintain Lowest Price

Table 3

Categorized Content of Statutes/Selection Criteria -- 1985

State	AA	SC	CU	ME1	ME2	CO1	CO2	CY	NU	CR	PB	PU1	PU2	PU3	PU4	PU5	PU6	PU7	PU8	PU9
Alabama																				
Arkansas																				
California																				
Florida																				
Georgia																				
Hawaii																				
Idaho																				
Indiana																				
Kentucky																				
Louisiana																				
Mississippi																				
Nevada																				
New Mexico																				
N. Carolina																				
Oklahoma																				
Oregon																				
S. Carolina																				
Tennessee																				
Texas																				
Utah																				
Virginia																				
W. Virginia																				

KEY

- AA = Adopting Authority
- SC = Prescribed Subcommittees
- CU = Curricular Responsibilities
- ME1 = Method of Selection (Authority)
- ME2 = Method of Selection (Subcommittees)
- CO1 = Composition of Authority
- CO2 = Composition of Subcommittee
- CY = Prescribed Cycle
- NU = Prescribed Number
- CR = Specific Criteria
- PB = Public Participation
- PU1 = Submit Bids
- PU2 = Post Bonds
- PU3 = Exchange Textbooks
- PU4 = Substitute Editions
- PU5 = Maintain In-State Depositories
- PU6 = Provide Evidence of Learner Verification
- PU7 = Guarantee Book Construction
- PU8 = Provide Sample Textbooks
- PU9 = Maintain Lowest Price

present study. On the **Data Sheet for Categorized Content of Statutes**, expanded data were collected on a state-by-state basis (Table 4) and tallied in Table 5.

It was noted that two of the textbook adoption criteria would be the most informative for the purposes of this study. Consequently, "public participation" and "specified criteria" were analyzed more closely. Samples of the data sheets employed in this scrutiny can be seen in Appendix A and Appendix B.

To summarize the results found from the total data, summary sheets were employed. Final analysis of data was possible from the **Summary Sheet by State** (Table 6).

Using the analysis of the state textbook adoption criteria, conclusions of the implications of censorship on the public school curriculum were drawn and recommendations for future action were presented.

DATA SHEET PER STATE FOR CATEGORIZED CONTENT OF STATUTES

State _____

	1975 (Y/N)	1985 (Y/N)	Change (Y/N)	If Y, what was change?
Adopting Authority	_____	_____	_____	_____
Prescribed Subcommittees	_____	_____	_____	_____
Curricular Responsib.	_____	_____	_____	_____
Method of Select. (Auth)	_____	_____	_____	_____
Method of Select. (Sub)	_____	_____	_____	_____
Composition of Auth.	_____	_____	_____	_____
Composition of Sub.	_____	_____	_____	_____
Prescribed Cycle	_____	_____	_____	_____
Prescribed Number	_____	_____	_____	_____
Specified Criteria	_____	_____	_____	_____
Public Participation	_____	_____	_____	_____
Submit Bids	_____	_____	_____	_____
Post Bonds	_____	_____	_____	_____
Exchange Textbooks	_____	_____	_____	_____
Substitute Textbooks	_____	_____	_____	_____
Maintain Depositories	_____	_____	_____	_____
Provide Evidence of Learner Verification	_____	_____	_____	_____
Guarantee Book Construct.	_____	_____	_____	_____
Provide Sample Books	_____	_____	_____	_____
Maintain Lowest Price	_____	_____	_____	_____

Table 4

Table 5

SUMMARY SHEET FOR CATEGORIZED CONTENT OF STATUTES
AS PER CHANGES FROM 1975-1985

TOTAL NUMBER OF CHANGES

Adopting Authority	_____
Prescribed Subcommittees	_____
Curricular Responsib.	_____
Method of Select. (Auth)	_____
Method of Select. (Sub)	_____
Composition of Auth.	_____
Composition of Sub.	_____
Prescribed Cycle	_____
Prescribed Number	_____
Specified Criteria	_____
Public Participation	_____
Submit Bids	_____
Post Bonds	_____
Exchange Textbooks	_____
Substitute Textbooks	_____
Maintain Depositories	_____
Provide Evidence of Learner Verification	_____
Guarantee Book Construct.	_____
Provide Sample Books	_____
Maintain Lowest Price	_____

Table 6
SUMMARY SHEET BY STATE

STATE _____

	1975-76	1985-86	Notable Change
<u>Public Participation</u>			Yes/No
<u>Specified Criteria</u>			Yes/No

Reviewer Comments:

Chapter 4

Results of Investigation

Review of Methodology

The design of this study entailed a content analysis of the textbook adoption criteria which were used to evaluate textbooks being considered for adoption during the 1975-76 school year and for the 1985-86 school year from each of the twenty-two states which adopt books at the state level. The names of the state textbook adoption administrators were supplied by Donald Eklund of the American Association of Publishers. A letter was sent to each state administrator asking that this information be sent to this researcher.

However, it became apparent that this design would not be exactly possible as planned. Included on this list of adoption states was Illinois. Harvin A. Cook of the Illinois State Department of Education responded to this researcher's letter by indicating that Illinois was not a state adoption state. He indicated that the state only funds the purchase of textbooks for public and non-public students.¹

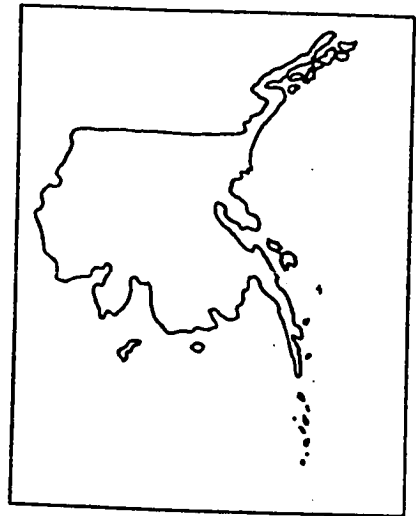
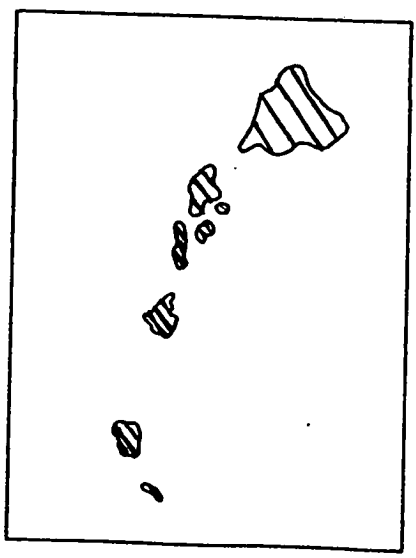
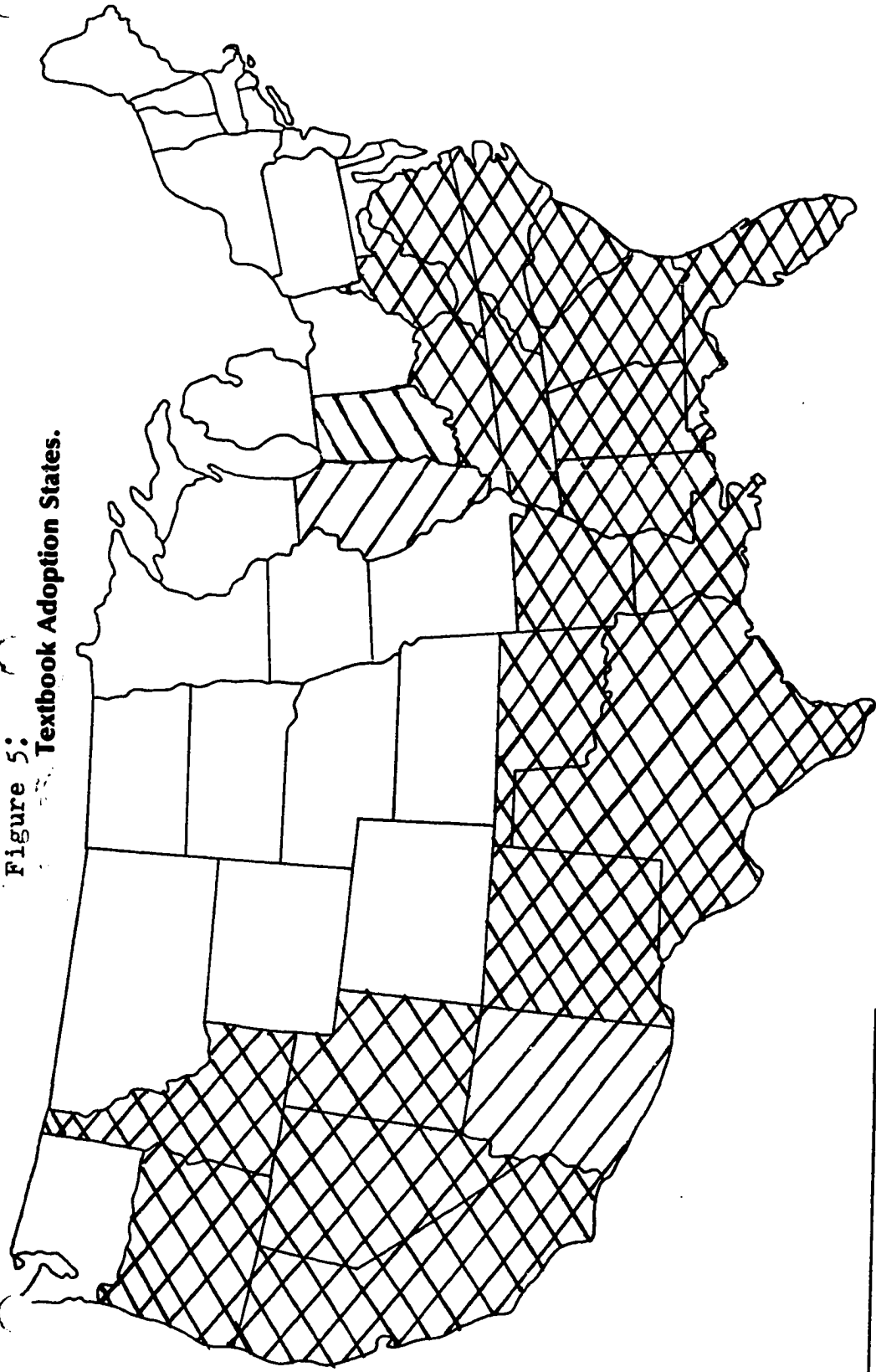
Comparison of Eklund's list and the states used by

¹Notes added to researcher's letter by Harvin A. Cook, Illinois State Board of Education, 20 November 1986.



Tulley and Farr in their review of the statutes pertaining to textbooks in the state adoption states uncovered several discrepancies. Arizona and Illinois are included on Eklund's list while they are not states reviewed by Tulley and Farr. Hawaii and Indiana were included in the latter study, but were not part of Eklund's tally (See Figure 5). As the work of Tulley and Farr was employed for comparison purposes with this study, this researcher kept Hawaii and Indiana on her list of adoption states and did not include Arizona or Illinois.

A second problem was encountered in the materials sent from the states. Of the twelve states (Alabama, California, Florida, Idaho, Kentucky, Mississippi, Oregon, South Carolina, Tennessee, Utah, Virginia, West Virginia) which sent materials (55%) after the initial letter and the follow-up phone call to those states which did not respond to the letter, two states indicated that specific adoption criteria for 1975 were not available (Tennessee and Utah) or only sent materials pertinent to 1985 (Alabama and Idaho). Two responders (Francie Alexander, Associate Superintendent of the Curriculum, Instruction and Assessment Division of the California State Department of Education and Dr. Bob Tom Johnson, Executive Director of the Mississippi State Textbook Procurement Commission) indicated that they had talked to persons who were

Figure 5: Textbook Adoption States.



KEY

	Adoption States (Eklund)
	Adoption States (Tulley and Farr)

involved with the adoption process in 1975 and relayed their reminiscences or suggested direct contact, but had no written documentation from that time period. Only four states (Florida, Oregon, Virginia and West Virginia) were able to supply the requested textbook adoption criteria for both the 1975-76 and 1985-86 school years. These documents were lists of specified criteria which may or may not be included in their state statutes.

Consequently, it became necessary to employ state statutes as primary sources for ten states. For consistency, this researcher reviewed the state statutes which pertained to textbooks for all twenty-two states. This information is the basis of the information included in Table 7 for 1975 and Table 8 for 1985. Criteria lists sent by the states to this researcher, but not covered in state statutes, will be analyzed in later discussion.

Categorized Content of Statutes: Tulley/Farr Comparison

Although statutes were not available for ten of the adoption states in 1975, results of the categories of content for those compared found minor changes. While wording or content may have changed, few additional requirements have been added and there have been no deletions. Table 9 indicates the number of changes which occurred per category between 1975 and 1985. A brief explanation of each change follows:

Categorized Content of Statutes -- 1975

State	AA	SC	CU	ME1	ME2	CO1	CO2	CY	NU	CR	PB	PU1	PU2	PU3	PU4	PU5	PU6	PU7	PU8	PU9
Alabama	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y			Y	Y	Y
Arkansas	Y	Y	Y	Y	Y	Y	Y		Y			Y		Y	Y	Y				Y
California	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y					Y	Y	Y	Y	Y
Florida	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y			Y	Y	Y	Y	Y
Georgia																				
Hawaii																				
Idaho																				
Indiana																				
Kentucky	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y			Y	Y	Y
Louisiana																				
Mississippi	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y				Y			Y	Y
Nevada																				
New Mexico																				
N. Carolina																				
Oklahoma	Y			Y		Y		Y	Y		Y	Y	Y		Y			Y	Y	Y
Oregon																				
S. Carolina	Y		Y	Y		Y						Y	Y			Y			Y	Y
Tennessee	Y		Y	Y		Y		Y	Y		Y	Y	Y			Y				Y
Texas	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y			Y	Y
Utah	Y			Y		Y		Y			Y	Y	Y							
Virginia																				
W. Virginia																				

*Statutes have been revised since 1975 and that year is unavailable.

KEY

- | | | |
|---|---------------------------|--|
| AA • Adopting Authority | CY • Prescribed Cycle | PU5 • Maintain In-State Depositories |
| SC • Prescribed Subcommittees | NU • Prescribed Number | PU6 • Provide Evidence of Learner Verification |
| CU • Curricular Responsibilities | CR • Specified Criteria | PU7 • Guarantee Book Construction |
| ME1 • Method of Selection (Authority) | PB • Public Participation | PU8 • Provide Sample Textbooks |
| ME2 • Method of Selection (Subcommittees) | PU1 • Submit Bids | PU9 • Maintain Lowest Price |
| CO1 • Composition of Authority | PU2 • Post Bonds | |
| CO2 • Composition of Subcommittee | PU3 • Exchange Textbooks | |
| | PU4 • Substitute Editions | |

Categorized Content of Statutes -- 1985

State	AA	SC	CU	ME1	ME2	CO1	CO2	CY	NU	CR	PB	PU1	PU2	PU3	PU4	PU5	PU6	PU7	PU8	PU9
Alabama	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y			Y	Y	Y
Arkansas	Y	Y	Y	Y	Y	Y	Y		Y			Y		Y	Y	Y				Y
California	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y					Y	Y	Y	Y	Y
Florida	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y			Y	Y	Y	Y	Y
Georgia	Y	Y		Y		Y				Y		Y								Y
Hawaii	Y			Y		Y														
Idaho	Y		Y	Y						Y	Y									
Indiana	Y	Y		Y		Y		Y	Y	Y	Y	Y	Y							Y
Kentucky	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y			Y	Y	Y
Louisiana	Y		Y	Y		Y					Y					Y				Y
Mississippi	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y			Y	Y
Nevada	Y		Y	Y		Y				Y					Y					Y
New Mexico	Y		Y	Y		Y				Y	Y							Y		Y
North Carolina	Y	Y	Y	Y	Y	Y	Y			Y	Y									Y
Oklahoma	Y			Y		Y		Y	Y		Y	Y	Y		Y	Y		Y	Y	Y
Oregon	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y			Y			Y	Y
S. Carolina	Y		Y	Y		Y				Y	Y	Y				Y			Y	Y
Tennessee	Y		Y	Y		Y		Y	Y	Y	Y	Y	Y			Y			Y	
Texas	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y			Y	Y
Utah	Y			Y		Y		Y		Y	Y	Y	Y						Y	
Virginia	Y			Y		Y		Y					Y		Y	Y			Y	Y
W. Virginia	Y		Y	Y		Y		Y	Y			Y	Y	Y					Y	Y

KEY

- | | | |
|---|---------------------------|--|
| AA = Adopting Authority | CY = Prescribed Cycle | PU5 = Maintain In-State Depositories |
| SC = Prescribed Subcommittees | NU = Prescribed Number | PU6 = Provide Evidence of Learner Verification |
| CU = Curricular Responsibilities | CR = Specified Criteria | PU7 = Guarantee Book Construction |
| ME1 = Method of Selection (Authority) | PB = Public Participation | PU8 = Provide Sample Textbooks |
| ME2 = Method of Selection (Subcommittees) | PU1 = Submit Bids | PU9 = Maintain Lowest Price |
| CO1 = Composition of Authority | PU2 = Post Bonds | |
| CO2 = Composition of Subcommittee | PU3 = Exchange Textbooks | |
| | PU4 = Substitute Editions | |

SUMMARY SHEET FOR CATEGORIZED CONTENT OF STATUTES
AS PER CHANGES FROM 1975 - 1985

	TOTAL NUMBER OF CHANGES
Adopting Authority	2
Prescribed Subcommittees	1
Curricular Responsibilities	0
Method of Select. (Auth.)	0
Method of Select. (Sub.)	1
Composition of Authority	1
Composition of Subcommittees	1
Prescribed Cycle	3
Prescribed Number	3
Specified Criteria	3
Public Participation	5
Submit Bids	0
Post Bonds	0
Exchange Textbooks	0
Substitute Textbooks	0
Maintain Depositories	1
Provide Evidence of Learner Verification	0
Guarantee Book Construction	0
Provide Sample Books	1
Maintain Lowest Price	0

Adopting Authority

1. The 10 member State Board of Education in California added a student member in 1983. The student must be a 12th grader in a public school and be approved by a 2/3 vote of the State Senate. (California, Education Code, § 33000.5)
2. The Mississippi State Textbook Purchasing Board which was established in 1972 became the Mississippi State Textbook Procurement Commission in 1981. (Mississippi Code, § 37-43-3)

Prescribed Subcommittees

1. In 1977, the Curriculum Development and Supplemental Materials Commission was formalized in California, but the State Board of Education is still the adopting authority. The Commission may have assistance from other task forces as needed. (California, Education Code, § 33530)

Method of Selection (Subcommittees)

1. In the Florida statutes of 1977, the members of the subcommittees (state instructional materials councils) were nominated by the Commissioner of Education and appointed by the State Board of Education. This changed so that they are appointed by the Commissioner of Education only. (Florida Statutes, § 233.07)

Composition of the Authority

1. The Oklahoma State Textbook Committee was composed of two members from each Congressional District in 1975. By 1985, a citizen not having a teaching credential but having at least one child in the public schools was added. The majority of the members appointed from the Congressional Districts must be classroom teachers. (Oklahoma Statutes, § 70-16-101)

Composition of Subcommittees

1. The Alabama State Textbook Committee in 1975 had 16 members appointed by the governor. Two of the 16 (12%) were not educators. By 1985, the committee had enlarged to 23 members and nine of

the 23 were not in education (39%). These members must be supportive of education and be able to read and write at a post high school level. (Code of Alabama, § 16-36-2)

Prescribed Cycle

1. Florida changed its textbook review cycle from every four years to every six years in 1977. (Florida Statutes, § 233.17)
2. Kentucky lengthened its adoption cycle from five years to six years between 1975 and 1985. (Kentucky Revised Statutes, S 156.400-2)
3. Oklahoma's adoption cycle changed from four years to five years beginning with the 1976 cycle. (Oklahoma Statutes, § 70-16-102)

Prescribed Number

1. Arkansas changed the grade designations for the number of texts on the adoption list in 1983. Grades one through eight (which could choose six to nine books) changed to grades one through six. Grades nine through twelve (which could choose from six books) became levels seven through twelve. (Arkansas Statutes, § 80-1708)
2. Oklahoma expanded its list in 1976 from seven to ten items, but can choose less depending on quality. If 3/4 of the committee feels there are unusual circumstances in a particular area, more could be chosen. (Oklahoma Statutes, § 70-16-102)
3. Texas changed its number of possible selections, moving from 3-5 texts per subject, to 2-8 per subject. However, only one book may be selected if quality is deemed lacking in other books. (Texas Codes, § 12.14[b])

Specified Criteria

1. Textbooks can not contain works by authors who are known Communists. (Code of Alabama, § 16-36-10)
2. Materials to support the instruction of the U.S. Constitution will be adopted. (Idaho Code, § 33-1602[a])
3. Materials which contain subversive materials may be removed from consideration for adoption as long as the publisher is notified 30 days prior to the removal. (Tennessee Code, § 49-6-2202[B-2])

Public Participation

1. Utah expanded its public involvement from only giving the public sixty days notice about the adoption in a general state newspaper to having open meetings. (Utah Code, § 53-13-4-2)
2. Idaho adoption committees contain at least two people who are not educators or school trustees. (Idaho Code, § 33-118A)
3. The State Board of Education must ensure that parents are involved with the adoption process. (New Mexico Statutes, § 22-15-8[a])
4. Two parents were added to the Textbook Commission. (General Statutes of North Carolina, § 1155C-87)
5. Meetings of the State Board of Education where adoptions are made are open. (Codes of Law of South Carolina, § 59-31-40)

Maintain Depositories

1. By 1976, Oklahoma had added at least one depository per Congressional District, housed in a public library or institution of higher education. (Utah Code, § 70-16-103)

Provide Sample Books

1. Utah legislated that publishers must provide sample books to the State Textbook and Curriculum Commission. (Utah Code, § 53-13-5)

Comparison of this study's content analysis of the 1985 statutes and the Tulley and Farr research did produce some discrepancies. In four instances, this researcher could not find a statute to substantiate the category designation in the Tulley/Farr study. These included: 1) Florida -- Prescribed Number; 2) Hawaii -- Public Participation; 3) Utah -- Exchange Textbooks; and 4) Oklahoma -- Specified Criteria. In seventeen criteria, this researcher disagreed with Tulley and Farr in the fact that

the criterion was indicated as not found in the statutes. This quantity of discrepancies may be attributed to interpretation of the criterion by the individual researcher. For each criterion where disagreement was found, the statute which indicates that this criterion has been established by the state, is listed:

1. Specified criteria (Alabama) -- Texts which include works by known Communists may not be adopted. (Code of Alabama, § 16-36-10).
2. Guarantee construction (Florida) -- Florida Statutes § 233.25-3[a] indicates that publishers must submit detailed physical descriptions of submitted books and that they will comply with these specifications if the text is adopted and purchased.
3. Specified criteria (Idaho) -- Materials will be adopted to support the instruction of the U.S. Constitution. (Idaho Code, § 33-1602[a])
4. Public Participation (Idaho) -- Textbook committees must include two lay members. (Idaho Code, § 33-118A)
5. Prescribed subcommittees (Indiana) -- Indiana Code § 20-1-1-6[b] specifics that the advisory textbook committee on text adoption may initiate rules and hold public meetings under Indiana Code § 4-22-2. In addition, § 20-10.1-9-1[c-1] states the board may only adopt texts that have been recommended by the advisory committee on text adoption.
6. Submit Bids (Kentucky) -- Kentucky Revised Statutes § 156.410-4 tells publishers that on or before July 15 of the adoption year, they should file textbook bids.
7. Composition of Subcommittees (Mississippi) -- Mississippi Code § 37-43-21 states the criteria for the rating committees. Each shall have seven members, four teachers and three whom the Governor deems capable.

8. Submit Bids (Mississippi) -- It is the duty of the Commission to advertise for sealed bids according to Mississippi Statutes § 37-43-23.
9. Public Participation -- Parents must be involved with text adoption in some manner. (New Mexico Statutes, § 22-15-8[a])
10. Public Participation -- Two parents will be on the Textbook Commission. (General Statutes of North Carolina, § 115C-87)
11. Maintain In-state Depositories (Oklahoma) -- A copy of each text for which a bid has been accepted by the Committee shall be displayed in at least one library or university within each Congressional District. (Oklahoma Statutes § 70-16-103)
12. Guarantee Construction (Oklahoma) -- All copies supplied to the state will be equal or better than the official copy filed with the Committee. (Oklahoma Statutes § 70-16-106)
13. Public Participation (South Carolina)-- Meetings of the State Board of Education where books are adopted are open to the public. (Codes of Law of South Carolina, § 59-31-40)
14. Submit Bids (South Carolina) -- The Code of Laws of South Carolina (§ 59-31-550) says that the State Board of Education will make all rules pertaining to the advertising for bids.
15. Specified criteria (Tennessee) -- Materials which contain subversive material may be removed from consideration for adoption with publisher notification. (Tennessee Code, § 49-6-2202[B-2]) Also, texts recommended for economics or business, must include one geared to lower ability level students. (Tennessee Code, § 49-6-2202[B-3])
16. Public Participation (Tennessee) -- Three members of the Commission are not to be educators. (Tennessee Code § 49-6-2201[b-3])
17. Provide Sample Textbooks (Utah) -- Each sealed proposal must be accompanied by sample copies of the textbooks proposed to be furnished.

(Utah Code § 53-13-5)

Tulley and Farr also state that the statutes do not provide specified criteria against which texts can be judged before being adopted. They indicate that such a "set of expectations" would exist if the intent of the state was to control pedagogic techniques or philosophies.² While it is true that no state has extensive laws about the content of the textbook adopted, there are some states that stipulate content qualifications. As will be seen below, these vary greatly from state to state.

State-by-State Analysis of Textbook Adoption Criteria Using Statutes and Checklists: Specified Criteria

For the purpose of this study, an in-depth analysis of the statutes which could be characterized as "specified criteria" was conducted. In that category, criteria for the physical features of a text (e.g. the quality of the paper) and study aids of textbooks were not germane to this study and were not included in the data. While statute sections "Textbooks" and "Course of Instruction/Study" were both reviewed, criteria from the "Course of Study" were only included if specific mention

Tulley, Michael A. and Roger Farr, "The Purpose of State Level Textbook Adoption: What Does the Legislation Reveal?" Journal of Research and Development in Education, 18, No. 2, 1985, p. 5.

of adopting textbooks to support that subject was included. Data for the 1975-76 through 1985-86 period follow, with changes noted when relevant. Information from the state statutes and state documentation sent to this researcher are both included. When information came from state statutes, the number of the statute is provided. Sources of materials from data received from the states are also supplied. It should be noted that in some instances, materials were officially adopted for use by the states during the summer months after the calendar year of the school term of 1985-86. The rationale for inclusion of this material is that these materials would have been in the preparation process during the study period and do reflect the thinking which would have been directing the adoption process at that time.

Alabama: Specified Criteria

- A. Adaptable to the instructional goals and content outlines of the Courses of Study. ("Standards and Criteria for the Selection of Textbooks" adopted by the Board of Education, 11 September 1986.)
- B. Free of racial, religious, ethnic and sexual bias or stereotyping. ("Standards and Criteria for the Selection of Textbooks" adopted by the Board of Education, 11 September 1986.)
- C. Textbooks should provide for inquiry and include thought-provoking tasks. ("Standards and Criteria for the Selection of Textbooks" adopted by the Board of Education, 11 September 1986.)
- D. Any facts relevant to the contributions of religion and history of America which have been omitted should be reported to the State Board by the Alabama State Textbook Committee. ("Standards and Criteria for the Selection of Textbooks" adopted by

- the Board of Education, 11 September 1986.)
- E. Authors whose work are included in the texts can not be a known Communist or Marxist. (Code of Alabama, § 16-36-10)

Arkansas: Specified Criteria

None noted

California: Specified Criteria

- A. Instructional materials should correctly portray:
1. contributions of men and women in all avenues of life and equitable treatment of male/female roles. (California, Education Code, § 60040[a] and § 60044[a])
 2. roles and contributions of different ethnic and cultural groups and their part in the development of California and the U.S. (California, Education Code, § 60040[b] and § 60044[a])
 3. role and contribution of the entrepreneur and labor in the building of California and the U.S. (California, Education Code, § 60040[c] and 60044[a])
 4. the role of man in the ecological system and methods of conservation. (California, Education Code, § 60041[a])
 5. the effects of the use of tobacco, alcohol, narcotics, and restricted drugs on man. (California, Education Code, § 60041[b])
- B. Thrift, fire prevention, and the humane treatment of animals should be encouraged in adopted texts. (California, Education Code, § 60042)
- C. Texts for Social Science, history, or civics should include the Declaration of Independence and the U.S. Constitution. (California, Education Code, § 60043)
- D. Materials will not be adopted which contain matter which reflects negatively upon people because of their race, color, creed, national origin, ancestry, sex, or occupation or any sectarian or religious doctrine or propaganda not according to law. Materials which contain illegal sectarian or denominational material can not be adopted. (California, Education Code, § 60044)
- E. In addition to the above, as of 1985, instructional materials should teach students the principles of morality, truth, justice, patriotism, the duties of citizenship and the principles of free government.

- (California, Education Code, § 60200.5)
- F. Policies of the State Board of Education as found in the Standards for Evaluation of Instructional Materials With Respect to Social Content manual, require texts to be reviewed in regard to:
1. Age: Older people are to be depicted as involved, contributing members of society. (Approved by Board in 1979)
 2. Disability: Disabled persons must be included and must not be represented as significantly different from the nondisabled. (Approved by Board in 1979)
 3. Brand Names and Corporate Logos: Unless necessary for educational purposes, all references to private producers or their products should be excluded. (Approved by Board in 1977)
 4. Foods: Food of high nutritive value (four basic food groups) should be emphasized. Foods with low nutritional value (including too much sugar, salt, and fat) should be deemphasized. (Approved by Board in 1977)

Florida: Specified Criteria

- A. Materials should present accurate accounts of various ethnic groups and the roles of women. Stereotypes should not be fostered. The contributions of the entrepreneur in the development of Florida and the U.S. should be included. (Florida Statutes, § 233.09-4[A])
- B. Religion should be offered objectively as an integral part of all disciplines in which it is related. The role religion played in the growth and history of the U.S. and other nations should be included in materials. ("General Criteria for the Selection of Instructional Materials in All Subjects,"1975-76) This does not show up as a criteria in the subject-centered evaluation forms of the 1985-86 adoption.
- C. Materials should include environmental studies. The effects of tobacco, alcohol, controlled substances, and dangerous substances should be included. (Florida Statutes, § 233.09-4[B])
- D. The concept of career education should be offered as a means of preparing one for adulthood. ("General Criteria for the Selection of Instructional Materials in All Subjects,"1975-76) This does not show up as a criteria in the subject-centered evaluation forms of the 1985-86 adoption.

- E. Persons should be presented fairly irrespective of race, color, creed, national origin, ancestry, gender, age, or occupation. Texts for Social Science, history, and civics must include the Declaration of Independence and the U.S. Constitution. (Florida Statutes, § 233.09-4[D])
- F. Materials should encourage thrift, fire prevention, and kind treatment of animals and people. (Florida Statutes, § 233.09-4[C])
- G. State Textbook Council and the Department of Education shall use as their guide for selecting texts the official report of the House Committee on Un-American Activities and the Senate Internal Security Subcommittee of the U.S. Congress. Materials should show the dangers of Communism and the ways to fight Communism. (Florida Statutes, § 233.064-6)
- H. No materials containing any type of pornography or other material permitted by § 847.012 shall be adopted. (Florida Statutes, § 233.165-2)
- I. The following standards shall be used in selecting texts:
 - 1) The age of the child
 - 2) The educational purpose to be served
 - 3) The amount to which the material will be supplemented and explained by the teacher (Florida Statutes, § 233.165-1)

Georgia: Specified Criteria

- A. Nothing sectarian or partisan may be selected. (Georgia Code, § 32-708)

Hawaii: Specified Criteria

None noted

Idaho: Specified Criteria

- A. Materials should be consistent with educational criteria ascertained by the Idaho State textbook and Improvement of Instruction Committee members through research and analyzing current trends. ("Idaho State Textbook and Improvement of Instruction Committee Handbook," 1986, p. 2.)
- B. Materials will be adopted as necessary to give instruction in the U.S. Constitution.

(Idaho Code, § 33-1602[a])

Indiana: Specified Criteria

- A. Texts containing partisan or sectarian material can not be adopted. (Indiana Code, § 20-10.1-9-11)

Kentucky: Specified Criteria

- A. Any material which contains subversive information shall not be adopted. (Kentucky Revised Statutes, § 156.435-2)
- B. In the 1982 adoption, textbooks containing instruction in all phases of environmental protection were adopted according to KRS § 158.280. This was repealed in 1984.

Louisiana: Specified Criteria

- A. A balanced treatment for creation science and evolution in texts was in the statutes (Louisiana Revised Statutes, § 17.286.4) until it was declared unconstitutional in Aguillard v. Edwards (765 F.2d 1251) in 1985.

Mississippi: Specified Criteria

- A. Books which contain excessive obscene or profane material (written or pictorial) will not be considered for adoption. ("Mississippi State Textbook Procurement Commission Summary Evaluation Form," 1985.)
- B. Material should demonstrate the pluralistic, multi-ethnic nature of the U.S. and promote a positive image of both. ("Mississippi State Textbook Procurement Commission Summary Evaluation Form," 1985.)
- C. Roles for both sexes should be varied and unbiased. ("Mississippi State Textbook Procurement Commission Summary Evaluation Form," 1985.)
- D. Controversial material should be dealt with in a nonobjective manner. ("Mississippi State Textbook Procurement Commission Summary Evaluation Form," 1985.)
- E. Material should develop healthy attitudes and values. ("Mississippi State Textbook Procurement Commission Summary Evaluation Form," 1985.)
- F. Information related to religion should be presented

objectively in any curricular area where it is necessary to the understanding of the subject. Its role in the development of the U.S. and other countries should be explored. (Textbook Administration Handbook, 1986, p. 62.)

- G. Materials should be adopted with the following goals in mind:
- 1) Innovative materials to improve curriculum
 - 2) Up-to-date content
 - 3) Providing for individual differences
 - 4) Grade-to-grade correlation
 - 5) Follow state courses of study
 - 6) Supplementary materials for teachers
- (Textbook Administration Handbook, 1986, pp. 60-1)
- H. Repealed in 1984 was a statute requiring adoption of materials to present the effects of alcohol. (Mississippi Code, § 37-13-35)
- I. Also repealed in 1984 was a statute requiring the adoption of books to teach safety in the grammar school grades. (Mississippi Code, § 37-13-11)

Nevada: Specified Criteria

- A. No subversive or sectarian doctrine as determined by the laws of Nevada and the United States may be adopted. (Nevada Revised Statutes, § 390.160-2[b])
- B. The superintendent of public instruction shall adopt instructional materials for use in environmental education. (Nevada Revised Statutes, § 398.140-2)

New Mexico: Specified Criteria

- A. Listed in the section of the statutes on instructional materials, but not specifically a part of the "Instructional Material Law," is the "Historical Codes Act." An appreciation, necessary for a complete education, for the history of our civilization through exposure to historical codes such as the 10 Commandments, teachings of Buddha, and other information from different cultures and religions is to be fostered. This information must be presented in a nondiscriminatory manner. Permission is given to place durable, permanent copies of these historical codes in the classrooms. It is possible this is accomplished through texts. (New Mexico Statutes, § 22-15-15 to § 22-15-20)

North Carolina: Specified Criteria

- A. Textbooks are to be adopted to enhance the Basic Education Program (basic course of study). (General Statutes of North Carolina, § 115C-81[b-3] and § 115C-85)
- B. Books are to be adopted for all subject matter required by law to be taught in the elementary and secondary schools. (General Statutes of North Carolina, § 115C-86)

Oklahoma: Specified Criteria

None noted

Oregon: Specified Criteria

- A. Texts must be oriented towards both sexes and try to reduce any role stereotypes. ("General Criteria for All Mathematics Categories," 1976. Also found in all other subject specific criteria for 1976. Not found in any 1986 criteria for selection lists.)
- B. Materials should be multiethnic in nature. ("General Criteria for All Mathematics Categories," 1976. Also found in all other subject specific criteria for 1976. Not found in any 1986 criteria for selection lists.)
- C. Senior citizens must be treated objectively. ("General Criteria for All Mathematics Categories," 1976. Also found in all other subject specific criteria for 1976. Not found in any 1986 criteria for selection lists.)
- D. Materials should provide the student interdisciplinary experiences. ("General Criteria for All Mathematics Categories," 1976. Also found in all other subject specific criteria for 1976. Not found in any 1986 criteria for selection lists.)
- E. Textbooks on American history and government should stress the importance of those who acquired our freedom, set up our government, and kept the union intact. All people regardless of race, color, creed, national origin, age, sex, or handicap and their contributions to the history and government shall be reflected in adopted textbooks. (Oregon Revised Statutes, § 337.260)

South Carolina: Specified Criteria

- A. Desirable attitudes and values must be presented. ("Appraisal Sheet for Textbooks Offered for Adoptions,"

1976)

Tennessee: Specified Criteria

- A. Materials which contain subversive material may be removed from consideration for adoption, as long as the publisher is given 30 days notice prior to the removal. (Tennessee Code, § 49-6-2202[B-2])
- B. Texts recommended for economics or business-oriented curriculum must include one which can be understood by all students, including those from low socioeconomic backgrounds and different cultures. (Tennessee Code, § 49-6-2202[B-3])
- C. Materials must be objective and not contain content which has biased information about people because of their race, color, creed, national origin, ancestry, sex, age, or occupation. ("Standard Textbook Evaluation Form [ED-0361]," 1985-86)
- D. Opposing sides of controversial issues should be presented so that students can practice critical analysis. ("Policies and Procedures for Selection of Textbooks by State Textbook Commission," 1985-86, p. 6.)
- E. Texts which demonstrate our diversified society and the contributions made by the various groups and individuals should be adopted. ("Policies and Procedures for Selection of Textbooks by State Textbook Commission," 1985-86, p. 6.)
- F. Content should include current issues and concerns necessary for a well-rounded education. ("Standard Textbook Evaluation Form [ED-0361]," 1985-86)

Texas: Specified Criteria

- A. Nothing which contains partisan or sectarian information can be adopted. (Texas Codes, § 12.14C)

Utah: Specified Criteria

- A. Material should develop healthy attitudes and values in students. ("Textbook Adoption Evaluation Form, 1985-6")
- B. Content and issues should not be offensive to a significant number of citizens of the state. ("Textbook Adoption Evaluation Form, 1985-6")
- C. The topics listed below should not be included in adopted texts:

1. Intercourse, sexual stimulation, erotic behavior and other sexually-related material.
 2. Homosexuality as an accepted life style.
 3. Advocacy of or directions on how to use contraceptive devices.
 4. Promoting "free sex," promiscuity, or the "new morality." ("Textbook Adoption Evaluation Form, 1985-6")
- D. Text content (pictures and text) must reflect the multi-ethnic nature of U.S. society, both from the past and at the present, and offer a positive image of all groups. ("Textbook Adoption Evaluation Form, 1985-6")
- E. A favorable portrayal of both sexes must be presented. ("Textbook Adoption Evaluation Form, 1985-6")
- F. The perspective of an author must be clearly identifiable. ("Textbook Adoption Evaluation Form, 1985-6")
- G. Controversial material must be presented from alternative points of view. ("Textbook Adoption Evaluation Form, 1985-6")

Virginia: Specified Criteria

- A. The text should aid in the development of wholesome attitudes and values. ("Criteria for Evaluating Reading Textbooks for Elementary Schools Submitted for Adoption - 1976")
- B. The text should be free from violence and offensive language. ("Criteria for Evaluating Reading Textbooks for Elementary Schools Submitted for Adoption - 1976")
- C. Content must be free from bias, discrimination, and stereotyping of sex roles and ethnic groups. ("Criteria for Evaluating Reading Textbooks for Elementary Schools Submitted for Adoption - 1976"); Similar criteria in "Criteria for the Evaluation of Instructional Materials: Elementary and Secondary Mathematics - 1985")
- D. Texts depict the handicapped as functional members of society. ("Criteria for the Evaluation of Instructional Materials: Elementary and Secondary Mathematics - 1985")

West Virginia: Specified Criteria

- A. The text depicts inter-ethnic concepts and content as

set by the West Virginia Board of Education Policy adopted in December, 1970 and still in effect in 1986. ("Evaluation Sheet for Textbook Adoptions [All Subjects]" as found in Official State Multiple List of Textbooks 1982, Appendices A-C) and Generic and Specific Evaluation Criteria for Textbook Adoptions, 1986)

- B. Equal opportunity is given to the roles of men and women in American as well as other cultures, as set by the West Virginia Board of Education Policy, adopted in May, 1975. ("Evaluation Sheet for Textbook Adoptions [All Subjects]" as found in Official State Multiple List of Textbooks 1982, Appendices A-C and Generic and Specific Evaluation Criteria for Textbook Adoptions, 1986.)

State-by-State Analysis of Textbook Adoption Criteria Using Statutes and Checklists: Public Participation

While changes in required criteria for the adoption of texts could possibly be one way in which greater control could be imposed upon book content, the influence of the public is also a factor. If citizens object to a book and the book is not adopted because of that protest, then the content review becomes a futile task and invisible "specified criteria" are being enforced. The degree to which the public is involved with the adoption process will affect the amount of opportunity the public has to influence the adoption of the texts. An analysis of the statutes and state documentation which concern the degree of public participation allowed found the following data:

Alabama: Public Participation

- A. The 1975 statutes call for a 30 day notice to the public before the proposed adoption and that the meeting was open. (Code of Alabama, § 16-36-9) In 1981, the State Department of Education adopted a broader policy. They stated that the public hearing would be advertised in nine large daily newspapers two months before the meeting. Notice is also sent to all local boards of education and sixteen public library sites. ("Revised Textbook Adoption Procedures," Adopted by the State Department of Education in 1981)
- B. Textbooks will be displayed in 16 sites throughout the state (1981). ("Revised Textbook Adoption Procedures," Adopted by the State Department of Education in 1981) This was expanded to twenty-three sites for the 1985-86 year. ("Recommendations from Textbook Study Committee," 15 January 1986; Adopted by State Board of Education, 14 August 1986.)
- C. Public hearings established to prevent the State Board from taking individual testimony (1981). Written comments distributed to all committee members. ("Recommendations from Textbook Study Committee," 15 January 1986; Adopted by State Board of Education, 14 August 1986.)
- D. Lay persons are appointed by the governor to the State Textbook Committee and confirmed by the Senate. As noted earlier, two of the sixteen members in 1975 were not educators. In 1985, nine of the twenty-three members are lay people. (Code of Alabama, § 16-36-2)
- E. All meetings of the committee are open except the voting portion. ("Recommendations from Textbook Study Committee," 15 January 1986; Adopted by State Board of Education, 14 August 1986.)

Arkansas: Public Participation

None noted

California: Public Participation

- A. There are twenty-nine Instructional Materials Display Centers throughout the state which allows review of all materials being considered for adoption. Publicity in the local media will advertise the display. When the Curriculum Development and Supplemental Materials Commission decides which materials it will recommend to the State Board, a display of those materials is created for 30 days prior to the adoption. Publicity

for this display is again generated. ("Process for Adopting Instructional Materials in California," October 1983)

- B. Public input is allowed on "public comment" forms. As they are received, they are divided into three categories:

- 1) legal compliance issues
- 2) disagreement with educational content
- 3) comments for publishers

Each category is handled by the appropriate agency. ("Process for Adopting Instructional Materials in California," October 1983)

- C. The public may address the Curriculum Commission and/or State Board in person as well as make written comments. The meeting where the Commission makes its recommendations to the State Board is open to the public. (California, Education Code, § 60203)
- D. There are three public members on the Curriculum Development and Supplemental Materials Commission, one appointed by the Senate Rules Committee, one by the Speaker of the Assembly, and one by the governor. There are 18 members in total. (17%) (California, Education Code, § 33530)

Florida: Public Participation

- A. State Instructional Materials Councils have two lay people on each nine member council (22%).(Florida Statutes, § 233.07-1[a])
- B. Council reports are public information. (Florida Statutes, § 233.09-1)
- C. Council meetings are announced publicly at least two weeks prior through the news media. (Florida Statutes, § 233.09-1)
- D. Names and addresses of members of the Councils are public information. (Florida Statutes, § 233-07-2[b])

Georgia: Public Participation

None noted

Hawaii: Public Participation

None noted

Idaho: Public Participation

- A. All textbook adoption committees contain at least two people who are not educators or school trustees. All meetings are open to the public. Anyone may make written or oral statements about the texts. When books are adopted, samples are maintained at the Idaho State Department of Education which is open to the public. (Idaho Code, § 33-118A)
- B. The meeting where publishers present their materials to the State Textbook and Improvement of Instruction Committee is open to the public. ("Idaho State Textbook and Improvement of Instruction Committee Handbook," 1986, p. 2.)
- C. The public may speak to the Committee before the Committee makes its recommendations to the State Board at the Fall meeting. ("Idaho State Textbook and Improvement of Instruction Committee Handbook," 1986, p. 3.)
- D. Information about the Committee meetings is given to the press for statewide notification. ("Idaho State Textbook and Improvement of Instruction Committee Handbook," 1986, p. 8.)

Indiana: Public Participation

- A. As of 1979, there are public hearings prior to establishing adoption categories. Input on category determinations and the evaluation and selection of the texts is taken. (Indiana Code, § 20-10.1-9-6.1)
- B. The State Board of Education chooses educators and lay people to serve as textbook evaluators (No specific number is stated). (Indiana Code, § 20-10.1-9-10)
- C. As of 1979, books are available for viewing at least six weeks before adoption at nine sites in state determined by State Board. (Indiana Code, § 20-10.1-9-6.2[b])
- D. The press (three daily newspapers with 85,000 or more circulation) advertises the date of the adoption meeting as well as a list of the subjects and grades for which books will be adopted. The public is encouraged to inspect the books and address written comments to the State Board. (Indiana Code, § 20-10.1-9-6.2[a] and § 20-10.1-9-7)
- E. From 1979, comments from the public about adoption categories, evaluation criteria, and the

materials up for adoption were sought. The State Board shall conduct public hearings as often as necessary to obtain public testimony about texts proposed for adoption. (Indiana Code, § 20-10.1-9-6.3)

Kentucky: Public Participation

- A. Any person or organization that wishes to address the State Textbook Commission, the adopting authority, may at the publishers' presentation meeting or at the September meeting when the list may be adopted. Specific criteria must be followed. (Kentucky Administrative Regulation 702 KAR 1:005, Section 3 which relates to KRS § 156.410)
- B. The meetings of the State Textbook Commission are open to public. (Kentucky Revised Statutes, § 156.405-4)
- C. Two members of the Commission must be lay people who have children in the public schools. (2 out of 11; 18§) (Kentucky Revised Statutes, § 156.405-2)

Louisiana: Public Participation

- A. Since 1981, one-third of the textbook adoption committees appointed by the Superintendent of Secondary and Elementary Education must be parents who are not in education. (Louisiana Revised Statutes, § 17:415.1)
- B. Any person wishing textbook adoption information or the names and addresses of the textbook adoption committees and Textbook and Media Advisory Council may request that his/her name be placed on a mailing list. That person will receive data about the Textbook Adoption Committee, meeting dates, and materials under consideration. (Louisiana Revised Statutes, § 17:415.1)
- C. Books are available for public viewing throughout the state. (Louisiana Revised Statutes, S 17:415.1)
- D. The public may make oral objections about texts to the Committee. (Louisiana Revised Statutes, § 17:415.1)
- E. All meetings of the textbook adoption committees and the Textbook and Media Advisory Council are open to the public. (Louisiana Revised Statutes, § 17:415.1)
- F. The State Board of Elementary and Secondary Education adopts a written form where written objections to a text may be registered.

(Louisiana Revised Statutes, § 17:415.1)

Mississippi: Public Participation

- A. The governor will appoint three members of each rating committee. (3 out of 7; 43%) These subject-specific committees assist the Board during the adoption. He must feel this people are competent to appraise texts, but they do not have to be educators. (Mississippi Code, § 37-43-21-1)
- B. Specimen copies of texts are open to public inspection. (Mississippi Code, § 37-43-25)
- C. All meetings of the Mississippi State Textbook Procurement Commission shall be open. (Mississippi Code, § 25-41-13)
- D. Any person who wishes to protest a textbook adoption can submit a written statement to the Commission. A hearing before the Commission may also be requested. Publishers can also respond to the protest. (Textbook Administration Handbook, 1986, pp.8-9.)

Nevada: Public Participation

None noted

New Mexico: Public Participation

- A. The State Board must ensure that parents shall be involved with the adoption process at the state level. (New Mexico Statutes, § 22-15-8[a])

North Carolina: Public Participation

- A. There are two parents on the Textbook Commission, one with a child in grades K-6, and the other with a child in grades 7-12 at the time of appointment by the governor. (2 out of 14; 14%) (General Statutes of North Carolina, § 115C-87)

Oklahoma: Public Participation

- A. One lay person who has a child in a public school will be appointed to the State Textbook Committee by the governor. (1 out of 13; 8%) (Oklahoma Statutes, § 70:16-101)

- B. Public may speak at Committee meetings as long as they register two weeks before and provide a typed summary of their comments. People from same organization may have their time limited. (Oklahoma Statutes, § 70:16-102.1)
- D. The Committee must consider legal restraints and public input in making their selections for adoption. (Oklahoma Statutes, § 16-104)
- E. Copies of texts which have been submitted for adoption are on public display at a public library or institution of higher learning in each Congressional District. (Oklahoma Statutes, § 70:16-103)

Oregon: Public Participation

- A. One public member shall be included on the State Textbook Commission which commends texts to the State Board of Education.. (1 out of 7; 14%) (Oregon Revised Statutes, § 337.011)

South Carolina: Public Participation

- A. The Textbook and Curriculum Advisory Committee has a lay parent, preferably a former member of the State Board of Education, as a member. (1 out of 14; 7%) ("Textbook Adoption Regulations," Adopted 18 December 1964; Amended 10 December 1976, p. 1)
- B. An Evaluating and Rating Committee for each major subject area may have a lay person competent in the field being considered. (1 out of 9-12; Between 8-11%) ("Textbook Adoption Regulations," Adopted 18 December 1964; Amended 10 December 1976, p. 3)
- C. Meetings of the State Board of Education where the adoptions are made are public. (Codes of Law of South Carolina, § 59-31-40)

Tennessee: Public Participation

- A. Three citizens not employed in education, but who are knowledgeable about the profession in Tennessee, will be appointed by the governor to the State Textbook Commission which recommends books for State Board approval. (3 out of 10; 30%) This was added in 1980. (Tennessee Code, § 49-6-2201[B-3])
- B. Constructive comments about texts are welcomed from the public on the Request for Reconsideration of Challenged Materials form. The Commission may invite the protestor to address them in person.

If the complainant is not satisfied with the Commission's decision, the person can ask for a formal hearing. All meetings are open to the public. ("Policies and Procedures for Selection of Textbooks by State Textbook Commission," 1985-86, p. 4.)

Texas: Public Participation

- A. The public has the right to submit oral or written comments about texts being considered for adoption. All persons challenging materials shall be treated equally. (Texas Codes, § 12.24[A])
- B. Not less than two months before the texts are adopted, public notice will be made. (Texas Codes, § 12.17[a])
 - 1) The press will announce the meetings.
 - 2) Written notice of the meetings will be sent to those people who request it.

Utah: Public Participation

- A. The State Textbook and Curriculum Commission who is the adopting authority was originally the same as the "course of study" committee. The name was changed in 1986 and now includes five people who are not educators. (5 out of 12; 42%) They will be appointed by the governor with the consent of the state senate. (Utah Code, § 53-13-1)
- B. The public must be notified about the texts sixty days prior to the adoption. This occurs in a newspaper of general state circulation. This notice will list the subjects where adoptions will occur, information about the meeting where the publisher bids will be opened, and that the commission has the right to reject bids. (Utah Code, § 53-13-4-2)

Virginia: Public Participation

None noted

West Virginia: Public Participation

None noted

Summary of Content Analysis Data

Although all twenty-two states retain the power of adoption at the state level, this is done in two manners. Eighteen states (Alabama, Arkansas, California, Florida, Georgia, Hawaii, Idaho, Indiana, Louisiana, Nevada, New Mexico, North Carolina, Oregon, South Carolina, Tennessee, Texas, Virginia, and West Virginia) allow the state board of education to have the final say. Four states (Kentucky, Mississippi, Oklahoma, and Utah) create a special committee to review the texts and empower them with the adopting authority.

Out of the twenty-two states, nineteen have some type of specified criteria established within their statutes or documentation used for texts adoption at the state level. Only Arkansas, Hawaii, and Oklahoma do not have any type of identified criteria. Some criteria overlap between states, although in certain cases, criteria may have been eliminated during the study period. Below are the criteria found in more than one state in descending order according to the number of states which had the stated criterion some time between 1975-76 and 1985-86:

1. Roles and contributions of different ethnic and cultural groups included (8 states: California, Florida, Mississippi, Oregon, Tennessee, Utah, Virginia, West Virginia)
2. Equitable treatment of men and women (7 states: California, Florida, Mississippi, Oregon, Utah, Virginia, West Virginia)

3. Material must not reflect negatively on a person due to race, color, creed, or national origin (5 states: Alabama, California, Florida, Oregon, Tennessee)
4. No sectarian or partisan materials may be adopted. (5 states: California, Georgia, Indiana, Nevada, Texas)
5. Healthy attitudes and values including citizenship should be adopted. (5 states: California, Mississippi, South Carolina, Utah, Virginia)
6. Materials should promote the care of the environment. (4 states: California, Florida, Kentucky, Nevada)
7. The texts must support the state course of study. (4 states: Alabama, Idaho, North Carolina, Mississippi)
8. The negative effects of alcohol, tobacco, and narcotics should be included in texts. (3 states: California, Florida, Mississippi)
9. The Declaration of Independence and the U.S. Constitution should be included in history, social studies, and civics texts. (3 states: California, Florida, Idaho)
10. Controversial issues must have both sides presented. (3 states: Mississippi, Tennessee, Utah)
11. People with disabilities must be presented as functioning members of society. (3 states: California, Oregon, Virginia)
12. No subversive material may be adopted. (2 states: Kentucky, Tennessee)
13. Thrift, fire prevention, and the humane treatment of people and animals are encouraged. (2 states: California, Florida)
14. The role of the entrepreneur in the building of our country should be included. (2 states: California, Florida)

15. No pornography can be adopted. (2 states: Florida, Mississippi)
16. Senior citizens must be portrayed as active, vital members of society. (2 states: California, Oregon)
17. The content of the texts should not be offensive to a large portion of the population of the state. (2 states: Utah, Virginia)
18. Current events and modern issues should be included. (2 states: Tennessee, Mississippi)

Criteria which were unique to specific states include:

1. Safety criteria must be included in texts: Mississippi.
2. Career education information should be offered: Florida.
3. The age of the child, the educational purpose of the material, and the degree of assistance the teacher will provide should be adoption considerations: Florida.
4. Inquiry activities and thought-provoking tasks should be included: Alabama.
5. Authors can not be known Communists or Marxists: Alabama.
6. The use of brand names and corporate logos must be limited: California.
7. Nutritious food should be highlighted in texts: California.
8. The dangers of Communism must be presented: Florida.
9. Any omission of religious contributions to the history of the U.S., must be reported to the state board: Alabama.
10. Materials must be interdisciplinary in nature: Oregon.

11. The perspective of the author must be clear: Utah.
12. Sexually-related information should not be included in texts: Utah.
13. Creationism and evolution must be presented equally: Louisiana.
14. Economics and business texts must include one which could be understood by all students, no matter what ability or background: Tennessee.
15. Historical codes from all facets of our civilization can be placed in classrooms: New Mexico.
16. Materials should be adopted with these goals in mind: a) Innovative; b) Providing for individual differences; c) grade-to-grade correlation; and supplementary resources for teachers: Mississippi.

The second category analyzed, "public participation," revealed that sixteen states out of twenty-two have some type of public involvement in the adoption process at the state level. Tennessee, while allowing public participation, does state in its "Policies and Procedures for Selection of Textbooks by State Textbook Commission," that the professional educator still has the last word on selection. Arkansas, Georgia, Hawaii, Nevada, Virginia, and West Virginia, according to their statutes and available state documents, retain the selection process solely for educators without formally soliciting outside opinions.

For the states that do allow public involvement, the degree of involvement varied. This is substantiated by

the data gathered from the analysis of the public participation category:

1. Lay people are included on the subcommittees which assist the adopting authority in the selection of textbooks. (12 states: Alabama, California, Florida, Idaho, Indiana, Louisiana, Mississippi, North Carolina, Oregon, South Carolina, Tennessee, Utah)
2. Meetings where texts are discussed and adopted are open to the public. (11 states: Alabama, California, Florida, Idaho, Indiana, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, Utah) Note: Some states have "sunshine" laws which require all state meetings to be open to the public with specifically noted exceptions. While this law may not be mentioned in the statutes pertaining to text adoption, it would apply to adoption meetings. Florida is an example of a state which has a sunshine law.
3. Oral comments from the public may be addressed directly to the adopting authority. (9 states: California, Idaho, Indiana, Kentucky, Louisiana, Mississippi, Oklahoma, Tennessee, Texas)
4. Materials up for adoption are available for public inspection at various sites throughout the state. (7 states: Alabama, California, Idaho, Indiana, Louisiana, Mississippi, Oklahoma)
5. Written comments from the public are included for consideration by the adopting authority. (8 states: Alabama, California, Idaho, Indiana, Louisiana, Mississippi, Tennessee, Texas)
6. Information about the adoption process is made available to the public through the media. (7 states: Alabama, California, Florida, Idaho, Indiana, Texas, Utah)
7. Information about the process is public and will be provided upon request. (3 states: California, Florida, Louisiana)
8. There are lay people included on the adopting authority. (3 states: California, Kentucky, Oklahoma)

9. Parents shall be involved in the adoption process in some manner. (1 state: New Mexico)

Supplementary Data: Personal Knowledge of State Personnel

Seven of the twelve state textbook adoption personnel who responded to this researcher's request for information included personal comments about the adoption process. These ranged from short notes added to this researcher's original letter to a two-page, single-spaced letter. Some insight into the actual working process of the adoption process was addressed. The perceptions of the people involved with the process add details which could not be garnered through the content analysis of the state statutes or the informational data provided by the states.

Francie Alexander, Assistant Superintendent of the Curriculum, Instruction, and Assessment Division of the California State Department of Education noted that the "role of the public is interwoven throughout the process." She also indicated that while the California State Board of Education is the adopting authority, the Curriculum Development and Supplemental Materials Commission "plays a vital role in the adoption process." The interaction between the State Board of Education, the Commission, and

the public was also mentioned.³

In Florida, Virginia Pelham, Program Specialist in the Instructional Support Services, noted that by the 1985-86 school year, Florida had abandoned the separate "general criteria" statement which was used in the 1975-76 adoption. In the later adoption, general and specific criteria were incorporated into single evaluation forms for each subject.⁴

Assistant Director of the Division of Textbook Services in Kentucky, Thomas E. Dowler reported that the adoption criteria have changed very little during the time framework of this study. Budget restrictions in 1981 made it necessary to regroup the subjects for adoption (creating a sixth group which became low priority purchases), to lengthen the adoption cycle, and to extend publisher contracts for two years without a new adoption. He also observed that the public review section of the adoption process (which is found in the Kentucky Revised Statutes [KRS 156.405-4] and was originally adopted in

³Letter received from Francie Alexander, Associate Superintendent, Curriculum, Instruction and Assessment Division, California State Department of Education, 26 March 1986.

⁴Letter received from Virginia T. Pelham, Program Specialist, Instructional Support Services, State of Florida Department of Education, 5 December 1986.

1952), was still in effect in 1985.⁵

Dr. Bob Tom Johnson, the Executive Director of the Mississippi State Textbook Procurement Commission, sent the form which is completed by each rating committee member for each text being considered for adoption. He admitted that it is known that the criteria on this form are broad, and that rating committee members are "strongly encouraged to provide additional written comments as why a particular textbook was rated as it was." By questioning a staff member of the commission who had worked with the agency over thirty years, Dr. Johnson relayed that the personal opinion of that person was that the adoption process changed very little between 1975 and 1985. Dr. Johnson could not substantiate this personally as he had only worked with the Commission for two and one-half years.⁶

The general textbook adoption criteria also stayed basically the same in South Carolina during the study decade according to Susan J. Smith, Reading Consultant, State of South Carolina Department of Education. Each Evaluating and Rating Committee can make changes and

⁵Letter received from Thomas E. Dowler, Assistant Director, Division of Textbook Services, Kentucky Department of Education, 9 January 1987.

⁶Letter received from Dr. Bob Tom Johnson, Executive Director, Mississippi State Textbook Procurement Commission, 10 December 1986.

additions to the general criteria as deemed necessary. These are to "reflect current research and trends in the field." Ms. Smith related that all adopted textbooks are made accessible to parents for the length of their cycle.⁷

Larry S. Gregory, who worked in Textbook Services, Office of Instructional Resources, State of Tennessee Department of Education, suggested that there were two significant factors about the public review portion of the textbook adoption process in Tennessee. One was the addition of three lay members to the State Textbook Commission. (Researcher's Note: The Commission began in 1952, but non-educators were not added until 1980). The creation of ten places statewide where the public could review texts being considered for adoption, Mr. Gregory also reasoned, was important.⁸ This would make Tennessee the eighth state to have designated places for public review of textbooks.

The coordinator of textbook adoptions in West Virginia, Mr. Gerald K. Perry, indicated that the public review portion of the adoption process is not applicable

⁷Letter received from Susan J. Smith, Reading Consultant, State of South Carolina, Department of Education, 4 December 1986.

⁸Letter received from Larry S. Gregory, Textbook Services, State of Tennessee Department of Education, 26 November 1986.

at the state level. He noted that this occurs only at the local level.⁹

Conclusions

The information gathered from the twenty-two adoption states pertaining to their textbook adoption varies broadly. Yet there are similarities besides the fact that each state has retained the right (in some manner) to adopt textbooks at the state level. The similarities and differences, as well as the focus questions of the study, will be explored in depth in the following chapter.

⁹Notes added to researcher's letter by Gerald K. Perry, Coordinator of Textbook Adoptions, West Virginia State, 20 November 1986.

Chapter 5

Conclusions and Recommendations

Review of Results

Review of the statutes and documentation for text adoption in the states designated as "state adoption states" produced a wide variety of data. Synthesis of the data and its ramifications was a slow, but interesting process.

In the comparison of this study to the work done by Tulley and Farr, there were some discrepancies between the data collected by this researcher and the Tulley/Farr results. This is probably attributed to the personal definition of the criteria, especially for the two highlighted areas of this study, "specified criteria" and "public participation." By definition, both studies appear to be looking for the same items. Personal interpretation may be the variance factor. In four areas, statutes were not found to substantiate the Tulley/Farr study. In seventeen areas, this researcher found statutes which would support the given category which Tulley and Farr did not report.

Two categories, "specified criteria" and "public participation" were examined more carefully for this study. From all of this analysis, the major conclusions of the study were drawn. These are: 1) There appears to be a problem defining the term "state adoption states" and

which states comprise that group; 2) There is little consistency in the expectations for texts and the degree of public involvement in the adoption process among the states who are thus labeled; 3) Additional specified criteria are being added to the pre-adoption requirements, but generally this is being done as state board of education policy rather than by statute; and 4) More public participation is allowed in the adoption process in 1985 than was in 1975 and it is being done in a variety of ways.

Each of these conclusions will be discussed further below.

"State Adoption State": Ambiguous Term

By definition, a state adoption state retains the right at the state level to select the textbooks used by the children of that state in the public schools. After this initial screening and selection process, local districts review the books adopted by the state and decide which books best fit the instructional needs of their students. To maintain an incentive for districts to purchase the state-adopted texts, the state allows local districts to use state funds for these purchases. Non-adopted texts must be purchased using local funds.

It seems reasonable that the twenty-two states which have retained control of the textbook selection at the

state level have done so for similar reasons or find some advantage(s) in keeping control. Possible reasons for maintaining selection at the state level could be:

- 1) Maintaining a uniform curriculum statewide
- 2) Keeping per book costs lower as they can be purchased in bulk
- 3) Controlling the quality of the materials used for instruction
- 4) Keeping abreast of instructional methodologies and philosophies being utilized in local districts

While twenty-two states are widely cited as having state adoptions of texts and are called "state adoption states," discrepancies about which states compose that category occur. Even the American Association of Publishers, the organization representing the companies which sell texts to the states, appears to be unsure about which states are included. Different studies cite different states (although the number "twenty-two" seems consistent). In addition, some states have the state board of education as the adopting authority while other states create a special committee to assume this role.

Consequently, with the question about which states are really state adoption states and the fact that two different means are employed for the actual adoption at the state level, the term "state adoption state" seems ambiguous. Use of this term in the future should include a precise definition of its use and a list of states being associated with it. Possibly a better term to use,

especially if it includes those states which empower a committee to adopt the texts for the state, would be "state-governed text selection states." While this may be viewed as having negative overtones (when compared to "adoption" which conjures images of cuddly babies needing protection), it does appear to be more accurate with what actually occurs in these states. The state still has control of the committee selection and the criteria used for evaluation, but the committee becomes the adopting authority. Thus the "state" is not doing the text adoption, it is only controlling how the selection is being accomplished. Accuracy demands a more precise definition if comparisons are to be made based on the term, "state adoption."

Specified Criteria: Differing Standards

While one of the goals of the state adoption states may be uniformity of curriculum within the state, as a unit, the state adoption states lack any type of consistency in their criteria. The range of criteria in effect during the study period ranged from health-related issues to moral values, with a wide variety of knowledge sandwiched in-between. Out of the seven cardinal principles for education which were instituted in 1916, six can be found somewhere in today's criteria for texts in the adoption

states.¹ Only good use of leisure time is not addressed. However, no state demands all of the other six.

Analysis of the states geographically found no pattern to what was included in their specified criteria for texts. Out of the three states which buy the most textbooks, Texas, California, and Florida, the latter two states do have stringent criteria which must be addressed. Socioeconomic levels and diverse cultural populations could be an indicator for why California and Florida have adopted many criteria. Religious influences are visible in southern states as well as Utah. Lobbying interests in the tobacco growing states may be the reason why there is no criteria about the negative effects of alcohol, tobacco, and narcotics in their text stipulations.

In their powerful positions with the textbook publishers, the criteria of California, Florida, and Texas, also influence textbook content in the other nineteen states as well. Publishers especially strive to meet the extensive stipulations of California and Florida. Time and cost prohibit publishers from altering their products for

¹The seven "Cardinal Principles" of education are to teach good health practices, a command of reading, writing, and arithmetic, vocational training, good citizenship, worthy use of leisure time, and being a good family member.

presentation in the rest of the states. Consequently, in reality, any criterion required by California, Florida, and Texas, is a criterion superimposed on the other states, whether they realize this is not. It seems odd to think that the best way for West Virginia to add or delete content from its texts would be to lobby the California Board of Education, but in fact, this is probably true.

The schools often find themselves with the responsibility of disseminating information about social issues. Analysis of the selection criteria revealed this fact. Discussion of social problems (such as environmental control, alcohol, tobacco, and drug abuse, ethnic understanding, and equitable roles of men and women) are textbook content requirements in more than one state. California demonstrates this point clearly. Public Law 94-142, mandating equal treatment for the disabled, was enacted in 1975. In 1979, the Board of Education in California adopted a criterion which required textbooks to include disabled individuals and to portray them as active, contributing members of society. It appears that trends of social concern do work their way into textbook adoption criteria. This causes one to wonder if AIDS education will soon be added to any state's criteria since this disease appears to be the number one social concern presently.

However, the fact that states have any type of adoption

criteria, brings up the question of who establishes the selection criteria. By definition, eliminating texts before they are adopted is not considered censorship, but a natural part of the selection process. Yet the inclusion of what appears to be special interests (e.g. New Mexico's "Historical Codes Act") in the textbook criteria causes speculation about how that criterion was enacted. Each criterion, especially the ones included in the state statutes, has probably undergone much discussion and scrutiny (in the State Legislature or by the State Board of Education) before becoming an official part of the adoption process. Background information about the criteria which are unique to a specific state could give insight into the thinking and circumstances which created that requirement for that state and no other. Unfortunately, content analysis of statutes and state adoption policies does not uncover this type of information. Personal interviews with state text administrators would lend itself to this type of data collection and would make an interesting follow-up to this study.

Public Participation: Varying Degree of Involvement

The amount of public participation in the textbook review committee portion of the state adoption process varies from no participation in six states to California which has a

wide variety of methods for incorporating public opinion, from making the texts available for public review to accepting oral and written testimony from concerned citizens. The other states fall in between. While public participation does allow the public to have a voice in the system they fund, it also allows for lobbying and criticism by special interest groups and individuals who see themselves as champions of a particular cause.

For those states which allow public participation on the textbook review committees and have a stated ratio of educators and lay citizens, the amount of public involvement varies from 8% in Oklahoma to 43% in Mississippi. It is interesting to note that the two states which have had the most recent and widely publicized challenges to their textbooks, Alabama and Tennessee, also have a high percentage of parent participation on their selection committees, 39% and 30% respectively. One could argue that, in this case, the fact that the public helped with the selection process did not help avoid a challenge. Another argument could be that the views of the lay members differed from those parents who challenged the books. In either case, this example illustrates the fact that having non-educators sit on selection committees does not automatically eliminate the possibility of a challenge once a book is adopted.

The fact that oral comments from the public are accepted

in more states (nine) than written comments (eight states) was found interesting. Local districts are advised by groups such as the American Library Association and the National Coalition against Censorship to have all challenges to materials put in writing before acting upon them. This process causes the protestor to take the time to think through their position and put it down on paper. Most reconsideration of materials forms ask for specific information (i.e. how much of the material was read, what material would be acceptable to replace the challenged one, and if the individual is acting alone or as part of a group). This takes time to complete and may cause the protesting individual to drop their objection. Having the information on paper allows the deciding body time to analyze the data before making a decision -- they do not have to think on their feet in an open meeting. It also eliminates the emotional element which often pervades oral testimony. Yet most of the states are not heeding the caveat, probably because it is faster to process oral remarks. If this is the case, oral testimony seems to add little to the adoption process and is only a facade for taking public opinion into consideration before adopting texts.

Focus Questions: What Do We Know?

Analysis of the two key areas of the study, specified

criteria and public participation, allow insight into what has occurred in these states between the 1975-76 school year and the 1985-86 school year and if any subtle means of censorship are occurring within the state textbook review process.

Textbook adoption policies for specified criteria appear to be increasing, but may not be visible in the state statutes. Rather, states (e.g. Alabama, California, Mississippi, and Tennessee) are adding additional criteria or redesigning existing specifications through changes in state board of education policy. Only in those states which have had general criteria used for all subject areas in the past and have now moved towards subject-specific criteria, have any adoption criteria been deleted. However, all forms reviewed by this researcher, still allow personal comments of the reviewer and, as Dr. Bob Tom Johnson of Mississippi indicated, these comments may carry considerable weight.

This movement to making criteria at the state board of education could be a move towards greater control over texts, and it definitely does not allow as many people to comment about the criteria. If a criterion was made a statute, it would have to pass scrutiny from the state assembly, which amounts to hundreds of people. In passing criteria at the board policy level, only around ten people

have a final say on whether the criteria are passed. Although the state board may receive opinions from outside sources, only six people must be swayed (majority of ten votes) versus over one hundred people if the criteria was to become a law. One also must remember that state boards of education are formed in various ways. The people who sit on these boards are elected by a popular vote of the people of the state, appointed by the governor, or in some cases, ex officio members (usually the state superintendent of schools). A vast difference of experience and knowledge is brought into the position. This narrowing of the scope of participants, coupled with the diversity of the members of the school board, could eliminate a lot of discussion before a criteria is passed or sway the criteria towards a certain viewpoint. By definition, this would be a subtle form of censorship.

While in theory, state board of education policies hold the same weight as statutes, criteria which are legal requirements may carry more weight with reviewers than board policies, if for no other reason than they are perceived as being more binding than board policies (i.e. board policies are easier to change). In practice, this could translate into reviewers being more careful to look for legal requirements than board-adopted criteria. This may be solved by having two review teams such as California does -- one for

legal requirements and one for appropriate content. If a state is serious in having specified criteria for its texts, it would seem more appropriate for its requirements to be statutes. These are easily available to all people in libraries around the state which house law books. Board policies can only be obtained from one source -- the state board of education. This lack of availability may dissuade some individuals from pursuing information about the specified criteria for text selection. The resultant is the control of text requirements which also is a form of censorship.

In general, the sixteen states which allow public participation of some type have expanded the degree to which they allowed the public to participate during the study decade. This could be in reaction to public pressure to do so or as a preventive measure to ward off future repercussions. From review of statutes and state documents, this can not be determined. Additional background information about how the statutes and policies came about would be necessary to make that determination.

In keeping with the open door policy of education in recent years, the greatest change in the public participation portion of the adoption process has been the increase of lay people on the textbook review committees. Although some states specify qualifications for these

people (e.g. South Carolina -- former member of State Board of Education, if possible; Tennessee -- knowledgeable about education in that state; Mississippi -- competent to appraise texts), other states (Alabama, California, Florida, Idaho, Indiana, Kentucky, Louisiana, New Mexico, North Carolina, Oklahoma, Oregon, and Utah) do not mandate any qualifications, other than being a parent of a child in the public schools (in certain states). This allows a broad spectrum of individuals with different experiential backgrounds to be considered for this important post. Background screening and interviews are presumed to be done carefully so that the most qualified individuals are selected. Only Florida mandates that its reviewers receive training before they can serve.

With any committee of people, personal beliefs are a factor to consider. Educators tend to be child-centered and are trained to make decisions based on the needs of the children. The addition of non-educators to adoption committees may dilute this influence and allow more personal beliefs to surface. This could cause divided opinions on some texts and in the long run, these texts may not be adopted. Especially in states where the percentage of lay citizens on the textbook review committees are almost half (Utah, 42% and Mississippi,

43%), this factor could be influential and if a text is not selected based on that factor, that constitutes censorship.

From the data collected and analyzed, it appears that subtle censorship is occurring in our public schools through the textbook adoption process. School curriculum would ultimately be affected, and thus the knowledge base which students have when they leave school would be altered. While the changes in specified criteria and the increased amounts of public participation may not cause major changes immediately to the material taught in our schools, the potential is present for subtle pressure to allow incorporation of personal views or deletion of personally offensive materials from texts used in the public schools. Over time, school curriculum may be manipulated in a direction which the majority of society finds unacceptable. Only through continued study of texts and the textbook adoption process will this be discovered.

Recommendations

Based on the findings of this study, this researcher would recommend the following for the future:

1. If the term "state adoption state" is to continue in use, it should be specifically

defined according to the adopting authority. This term is being used interchangeably for states where the state board of education has the final say in adoption and in the states which empower a special committee to select the texts.

2. As there appears to be some question about which states actually constitute "the state adoption states," a poll of the states should be conducted and allow each state to say whether it wishes to be so labeled.
3. All state adoption states should institute a training program for its textbook reviewers following the lead of Florida, who started such a program in 1984. All committee members, educators and non-educators, should receive this training. While each reviewer will still enter the review process with different backgrounds, different expectations for the texts, and possibly different hidden agenda, all will be schooled equally on the expectations of the state.
4. States should review their specified criteria for nebulous guidelines and provide standards for evaluation if they wish to retain that criteria. For example, several states specify that texts should promote healthy attitudes and values in

children. This would depend on the level of moral reasoning of the person making that judgement. Such an open-ended criteria could become an invitation for an imposition of values from outside the evaluation committee.

5. States which do not have any stated criteria in their statutes or board policies should consider a review of their adoption procedures. In practice, an extreme latitude of adoption criteria may be occurring. States which do have stated criteria should review to determine if practice is actually following policies and statutes. While comments from reviewers are useful, a common structure for review and evaluation of textbooks should be the main factor for adoption.
6. As educators tend to react to textbook challenges after they have occurred, it would be advisable for the adoption states to form a public awareness coalition. By pooling resources, a pro-active stance could be maintained and make a uniform effort for public awareness of the adoption process. While their procedures would vary somewhat, non-state adoption states may wish to contribute as it would also be in their best interests to have the public feel schools are

being responsive to the people who fund them.

7. States which accept outside citizen opinions about the texts being considered, should demand written documentation to substantiate oral testimony.

This is the recommended policy for local challenges and it seems logical that state policy also adhere to this regulation. Although written statements necessitate extra time for review, they are more objective and less emotion-ridden than oral statements. In addition, request for reconsideration forms ask specific questions of the challenger and determine to what degree they have read the material and what materials the protestor feels could be used for replacement purposes. Oral statements have no set requirements for content.

9. It would be useful for all states to institute an awareness program about the censorship issue for the local districts and have them review or institute reconsideration policies for textbooks. A uniform and informational inservice format would give educators a firm basis from which to approach this problem.

10. Finally, study of the textbook adoption process should be continued with regards to censorship.

Periodic review of the specified criteria and public participation portions will allow additional insight into the evolution of school curriculum and if it continues to be affected by subtle means of censorship.

DATA SHEET FOR NOTED CHANGES IN DESIGNATED CATEGORY
 "PUBLIC PARTICIPATION," 1975-1985

States	1975	1985
Alabama	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____
Arkansas	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____
California	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____
Florida	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____

Appendix A (Continued)

States	1975	1985
Georgia	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Hawaii	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Idaho	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Indiana	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Kentucky	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____

States	1975	1985
Louisiana	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Mississippi	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Nevada	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
New Mexico	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
N. Carolina	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____

States	1975	1985
Oklahoma	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Oregon	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
S. Carolina	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Tennessee	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____
Texas	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____

States	1975	1985
Utah	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____
Virginia	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____
W. Virginia	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Books available for viewing <input type="checkbox"/> Written comments considered <input type="checkbox"/> Public hearings <input type="checkbox"/> Publisher response <input type="checkbox"/> Other _____ _____

DATA SHEET FOR NOTED CHANGES IN DESIGNATED CATEGORY
 "SPECIFIED CRITERIA," 1975-1985

States	1975	1985
Alabama	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approache and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____
Arkansas	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approache and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____
California	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approache and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____

States	1975	1985
Florida	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____
Georgia	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____
Hawaii	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____
Idaho	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____

States	1975	1985
Indiana	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
Kentucky	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
Louisiana	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
Mississippi	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

States	1975	1985
Nevada	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
New Mexico	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
N. Carolina	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
Oklahoma	<input type="checkbox"/> None	<input type="checkbox"/> None
	<input type="checkbox"/> Multi-cultural	<input type="checkbox"/> Multi-cultural
	<input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Interdisciplinary
	<input type="checkbox"/> Scope and Sequence	<input type="checkbox"/> Scope and Sequence
	<input type="checkbox"/> Supplementary materials	<input type="checkbox"/> Supplementary materials
	<input type="checkbox"/> Curricular objectives of state	<input type="checkbox"/> Curricular objectives of state
	<input type="checkbox"/> T.E.	<input type="checkbox"/> T.E.
	<input type="checkbox"/> Combination of approaches and media	<input type="checkbox"/> Combination of approaches and media
	<input type="checkbox"/> Diverse points of view	<input type="checkbox"/> Diverse points of view
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

States	1975	1985
Oregon	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____
S. Carolina	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____
Tennessee	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____
Texas	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____

States	1975	1985
Utah	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____
Virginia	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____
W. Virginia	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> None <input type="checkbox"/> Multi-cultural <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> Supplementary materials <input type="checkbox"/> Curricular objectives of state <input type="checkbox"/> T.E. <input type="checkbox"/> Combination of approaches and media <input type="checkbox"/> Diverse points of view <input type="checkbox"/> Other _____ _____

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