

REGION 4

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	19.9%	17.3%	22.8%	12.2%	17.5%
64-65	22.0	21.8	27.9	22.8	30.2
63-64	22.3	24.8	23.8	26.3	25.2
62-63	14.7	16.4	18.1	18.1	14.5
Prior	21.1	19.7	7.4	20.6	12.6

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	41.2%	37.4%	28.0%	34.1%	38.0%
Present text weak—no new text better	7.9	7.0	7.5	6.6	7.6
Studying a change, study isn't complete	18.4	27.8	28.0	19.8	28.2
Reinforcing present text with supplementary materials	5.3	7.8	5.7	7.7	3.3
Adopt on a regular cycle, and cycle has not come up	26.3	19.1	27.1	26.3	20.7
School board budget too tight	.9	.9	3.7	5.5	2.2

rent them. On the secondary level, only 42.9% of all districts give texts away, while 51.3% rent them and 5.8% make students buy them.

Though paperback usage is higher in Region 4 than in the nation as a whole, it is decidedly lower (25.2% to 14.8%) when it comes to using paperbacks as texts. Fewer Region 4 districts use paperbacks as supplementary material (92.7%) than do in the nation (95.6%).

Surprisingly, Region 4 districts provide free paperbacks to students at a higher rate than they provide free texts. This is interesting because paperbacks are used primarily as supplementary material. Those districts not providing free paperbacks ask students to buy them, especially on the secondary level.

These figures are worth comparing to the national percentages. The free distribution of paperbacks in Region 4 runs well ahead of the na-

tional figures, especially on the elementary level (where Region 4 is 12% ahead). On the other hand, the region runs well *behind* the national average in free distribution of hardcover texts, something of a paradox.

Several trends are worth noting in Region 4. First, is the remarkably even pattern of textbook purchasing. Based on the purchasing figures for the past four years, it is possible to forecast the buying patterns for the next several. Seldom