

made a recent textbook purchase, cycling is the overwhelming reason.

Textbook distribution

Region 5 distribution patterns lean heavily toward student purchase and rental of texts. On the elementary level, 20% of all districts request students to purchase texts, another 18% use a student rental system. That leaves only 62% with free distribution, compared to national elementary figures of 73.8%.

On the secondary level, the discrepancy between Region 5 and national figures is even greater. Over one-quarter of all districts in the region ask students to buy texts. Another 36% rent them. And only 38.2%, well under half the districts, provide free texts. Nationally, over 60% of the districts provide free texts, only 10.8% use a student purchase system. Perhaps the most depressing figure is that better than 20% of the region's districts report that they sell texts to students—with no provisions to help students who cannot afford to pay for their books.

Paperbacks have not made the inroads in Region 5 that they have in the nation as a whole. While 83.3% of the districts use them, compared with a national figure of 87.9%, only 7.5% use them as texts, compared to 25.2% nationally.

Over half the districts in Region 5 that use paperbacks do so on a student purchase basis (56.8% in high school, 45.7% in elementary school). The remaining districts lean heavily toward free distribution (48.5% in elementary school, 37.3% in high school).

The textbook dollar

Textbook spending in Region 5 is running well below the national average. The median district spends \$3.70 per pupil (vs. \$4.97 nationally) on elementary texts. The median secondary district spends \$4.81 per pupil (against \$6.15 nationally). This represents a deviation of about 30%. In other words, Region 5 districts are spending an average of 30% less

than the nation as a whole on textbooks. Of course, some of this is accounted for by the high incidence of student purchase, since many districts do not account for books re-sold to students.

Region 5's library book pur-

chases are even lower than its textbook purchases. The median district is spending just \$1.50 on elementary school library books and \$2.00 per pupil on secondary school library books. These figures are far below the national median.

REGION 6

■ The median district in Region 6 is spending \$2.50 per pupil for both elementary and secondary textbooks. How is it being spent?

Region 6 textbook adoptions are entirely state controlled. As a result, a very clear picture of the results of state control can be seen in the buying patterns. The first figure that catches the eye (*see opposite page*) is the number of districts that have bought general science texts this year: 70.3%, almost three times the national average. The figure for biology purchases—67.1%—is equally amazing, and the figure for math (42.2% of all districts) only slightly less so. On the face of it, Region 6 seems well ahead of the national average. But look behind this year's activities and you find another picture. This just happens to be a good year. A survey next year—or last—would have produced an entirely different picture—a far less bright one with the majority of districts using badly out-of-date textbooks.

For proof, look at the figures for reading text adoptions. In 1961-62 and 1962-63 combined, over 70% of the districts ordered them. In the intervening three years, local district reading text adoptions have slowed to a trickle (9.4% in the past two years). At present, therefore, at least seven districts in 10

are using texts with a copyright date no later than 1961-62—an maybe even earlier.

When district administrators were asked why they had not adopted new reading texts within the past three years, four out of five attributed the reason to state adoption cycles. That means that of all the districts in this four-state region, over 56% of them *could not adopt a reading text*, unless they adopted to forego state support for them.

Figures for non-adoption of other texts are all weighted heavily on cyclical adoptions. Thus, over 43% of the region's total districts have adopted no math text within the past three years solely because of state adoption practices.

The practical aspect of state adoption policies is even more revealing. In 1963, the new biology texts first appeared. Based on R

REGION 6 SPENDING BOXSCO

	Low 25%	Median	High 25%	T 10
ETB \$	0	\$2.50	\$3.62	\$4.
STB	0	2.50	3.81	5.
ELB	1.12	1.50	2.00	2.
SLB	1.50	1.65	2.78	3.

ETB Elementary textbooks, STB Second textbooks, ELB Elementary library books, SLB Secondary library books.