

High School Geography Textbook Adoption: A Leon County, Florida Case Study

Ilhan Kaya, Jonathan Leib, Janet Kodras

Despite the advent of computers and resource-based learning, textbooks continue to be the primary educational resource in school classrooms today (Tulley 1985, Allen 2001). However, geographers have paid scant attention to the procedures that are used to select textbooks for geography education (Bednarz 1997, Graves 1997). Bednarz (1997, 65) is correct when she states “the process by which texts are developed and purchased by school districts and, in some cases, an entire state, is [a] fascinating aspect of textbook research in this country.” Although there have been studies of social science textbook adoption procedures (e.g., Allen 2001, Apple 1995, Altbach 1991, Bushweller 1995, Pearce 1996), there is a lack of studies of geography textbook adoption practices.

We begin to rectify this oversight by exploring the policies and processes that shape high school geography textbook adoption decisions at the state, district, and school levels in Leon County, Florida. By interviewing high school geography teachers and district and state textbook adoption specialists, our study brings together various perspectives from different levels of decision making in the textbook adoption system. The results of our study show that blockages exist in the flow of information between teachers and decision-making authorities at the school, district, and state levels. Teachers are not always knowledgeable about adoption procedures, and textbook adoption decision makers are not always aware of what teachers, as actual textbook users, think about the adoption system.

Ilhan Kaya is a Ph.D. candidate, Jonathan Leib is an Associate Professor, and Janet Kodras is a Professor in the Department of Geography at Florida State University.

STATEWIDE VERSUS LOCAL TEXTBOOK ADOPTION PROCEDURES

One of the many educational responsibilities of state and local governments is to design and implement textbook adoption policies and procedures (Tulley 1985). Two different textbook adoption processes occur in the United States: statewide adoption and local district adoption (Currey 1988, 25). In statewide textbook adoption systems, state boards or departments of education or other specifically designed state committees pick the textbooks for every classroom in the state (Allen 2001), while in local adoption systems, local school districts are in control of the selection process.

Statewide adoption advocates (e.g., Currey 1988, Clary and Smith 1986, Pearce 1996) argue that such a centralized system reduces textbook costs through large volume purchases, makes possible a statewide curriculum, and results in the selection of higher quality textbooks because experts choose them. Currey (1988) claims that in states where academic freedom and tenure standards for secondary schools are not secure, state adoption may be a hidden blessing. On the other hand, those favoring local-level adoption (e.g., NYSB 1988, Bowler 1978, Pearce 1996, Beyer and Apple 1998, Allen 2001) suggest that expenditures for textbooks have never been considered excessive. They claim that textbook uniformity does not necessarily ensure that all students receive the same instruction. Moreover, they assert it has not been proven that state-level adoption provides higher quality textbooks than does local-level adoption (Tulley 1985). Local adoption advocates argue that state adoption fails to address the diverse needs of students within each state and restricts freedom of choice. In terms of the map of textbook adoption systems (Figure 1), generally speaking, southern states use centralized state-level adoption, while most northern states have an open system where local districts adopt textbooks with little or no state intervention (Fiore and Cook 1994, Allen 2001).

At the same time, the choice of statewide versus local adoption procedures is circumscribed by what textbook publishers produce. While the United States does not have official federal government sponsorship of specific curriculum content, the structure of a *de facto* national curriculum is produced by the marketplace and by states with the largest school age populations, such as Texas, California, and Florida which, as of 1998, account for about 30 percent of the U.S. textbook market (Allen 2001). Rosmiller (1992) suggests that publishers provide a curriculum that suits the needs of these big

and Leon County documents on textbook adoption processes and procedures (such as recommended textbook evaluation criteria and checklists, products to assign and train textbook adoption committees, and guidelines for teachers when examining a textbook) to help define key variables before starting our interviews. Second, we interviewed geography teachers in Leon County high schools, Leon County's social studies textbook adoption specialist, and the statewide textbook adoption specialist to explore and compare what individuals at different levels of the decision-making process think about the statewide textbook adoption system of Florida.¹ These interviews were conducted in Spring 1998, just as state and local school officials were adopting new geography textbooks. Thus the interviews were conducted at a time when, in our view, the interviewees would be most aware of the textbook adoption process.

ADOPTING HIGH SCHOOL GEOGRAPHY TEXTBOOKS IN LEON COUNTY, FLORIDA

A Brief Description of Florida and Leon County Textbook Adoption Procedures

State Level

For more than forty years, Florida has used a statewide textbook adoption system to identify textbooks for use in its public schools. Florida has an extensive statewide adoption process involving publishers submitting instructional materials to state and district instructional materials committees for review prior to recommendation for approval by the Commissioner of Education.

The textbook process begins with the Florida Commissioner of Education appointing a state textbook adoption committee for each subject area. The appointees are selected from nominations from district superintendents and professional and educational associations (Florida Department of Education [FDE] 1997). Each committee is made up of nine people: four teachers actively engaged in teaching in public schools, two supervisors of teachers, two lay persons not professionally connected with education, and one school board member. After committee members receive training on the adoption process, the Department of Education mails a notice to all publishers to submit bids. The committee receives the materials to review, followed by oral presentations made by the publishers. All district schools are invited to participate in the pre-adoption evalua-

tion of materials, with district evaluations compiled into a report to be submitted to the appropriate state committee. The state committee then makes textbook recommendations to the Commissioner of Education, who makes the final decision as to which of the recommended materials are adopted. The Commissioner usually places four texts on the statewide adoption list.

District Level

Once the state approves its list of recommended materials, it is then the individual district's responsibility to choose their own textbooks according to their own procedures and criteria. Being adopted by the state, however, does not ensure that these materials will be selected and purchased by the districts or schools. In addition to selecting textbooks from the state-adopted list, local districts can choose textbooks that are not on the state's list. Local districts do have a monetary incentive to choose textbooks from the state's list, though, as they only receive full state funding for textbook purchases if they choose one of the state-approved books (districts may use up to 50% of their state categorical funds to purchase materials not on the state list).

The state requires districts to evaluate the materials before they adopt them. The district superintendent assigns members to the district textbook adoption committee, consisting of one principal or assistant principal from elementary, middle, and high schools; one representative from the District Advisory Council; and other members the superintendent deems appropriate. The committee is expected to reflect the broad racial, ethnic, socioeconomic, and cultural diversity of the district. The committee oversees, monitors, and evaluates selection procedures at all levels, determines textbook adoption priorities, and distributes the materials. The district committee also makes recommendations to the state textbook adoption committee for materials to be considered for adoption. The state Department of Education aids in the training of district evaluation committees.

In addition, the district textbook adoption committee appoints members to subject-area specific committees. The district subject area committees are responsible for studying, evaluating, and recommending core textbooks in their subjects. These committees serve under the main district textbook adoption committee. These subject-area committees are made up of subject-area teachers (60%), school or district administrators (20%), and laypersons (20%).

They select textbooks from the state's list for the district. Leon County categorizes instructional materials into three groups: core textbooks, supplementary materials, and media center materials (Leon County Schools 1998). The County conducts the evaluation, implementation, and selection of textbooks on three levels: district-wide activities focusing on core textbooks, schoolwide activities focusing on supplementary materials, and individual teachers selecting other support materials.

Leon County established a selection criterion for textbook adoption based on the district's missions and goals, its curriculum (including the state standards), curriculum frameworks, district scope and sequences, and course outlines. The literary quality, readability level, appropriateness of content, availability of supplementary materials, and durability of materials are all factors considered. The district is also strongly concerned with the way the materials handle sensitive topics such as religion, philosophy, ideology, sexuality, and profanity.

High School Geography Textbook Adoption from the Perspective of Teachers and State and District Adoption Specialists

Interviews were conducted at three different levels with high school geography teachers in Leon County, with the Leon County School District social studies textbook specialist, and with the state of Florida social studies textbook specialist. We interviewed those involved in the process at multiple levels of textbook adoption decision making in order to understand their different perspectives of the effectiveness of Florida's adoption process.

Interviews with geography teachers

This part of the study investigated geography teachers' opinions and feelings about the textbook adoption process. As of Spring 1998, when this part of the study was conducted, ten high school teachers taught geography in Leon County's four public high schools.² Of the ten, eight agreed to be interviewed for this study. Of these eight, two also served on the district social studies textbook adoption committee. Most of the teachers interviewed do not exclusively teach geography, but teach other subjects (primarily history) as well. We should note that it was our belief that the teachers would be more knowledgeable about textbook adoption in Spring 1998, as at that time new geography textbooks were being adopted

in Leon County.

Each interview lasted approximately 35-45 minutes. Teachers were asked 27 questions: most questions were open-ended, though some were designed to elicit "yes/no" responses. Questions dealt with a range of issues concerning textbook usage: such as whether the teacher used a textbook, the role of the textbook in their classrooms, their opinion of textbook quality, the suitability of the textbook they used, and their knowledge of and role in the textbook adoption process.

For the purposes of this study, we are most interested in the teachers' responses to questions concerning textbook adoptions. During the interviews, subjects were asked their opinions and feelings about textbook adoption procedures, how they were informed about the process, how knowledgeable they were about the process, their relationship with the textbook adoption committees, and whether or not they were happy with the current system. Under these broad topics, more detailed questions were addressed. Table 1 provides the list of questions that were asked concerning the textbook adoption process.

The first three questions in Table 1 address the issue of to what extent high school geography teachers in Leon County are involved in the textbook adoption process. Two of the eight teachers interviewed serve on the district social science subject area committee. Of the remaining six, five are not involved in the textbook adoption process at all (Question 1: "How are you involved in the textbook adoption process at the school, district and state levels?"). They may know that there is an adoption committee, and they may talk briefly about textbook adoption, but they play no role in the process. As Teacher 8 noted, "I am not involved in the textbook adoption process, but we talk about them a little bit."³ Teacher 6 indicated greater involvement with the process, stating that her/his department head (who is a member of the committee) keeps them informed of the process, allows teachers at their school to look through the textbooks on the state list, and provide feedback to the department head. This respondent (Teacher 5) felt that her/his department head tried to achieve consensus among her/his teachers about which of the state-listed textbooks they preferred. While Teacher 5 felt that s/he had some involvement in the process, given that there are ten high school geography teachers in the county system, at least half (five) felt they were not involved in the adoption process. This was even the case for one of the teachers who reported being not much involved currently even though, in response to

Table 1

INTERVIEW QUESTIONS ASKED OF GEOGRAPHY TEACHERS
CONCERNING THE TEXTBOOK ADOPTION PROCESS*

Questions pertaining to the level of teacher involvement in the textbook adoption process

- 1) How are you involved in the textbook adoption process at the school, district and state levels?
- 2) What kind of relationship do you have with the textbook adoption committee?
- 3) How are you informed by textbook adoption decision makers about the adoption process, what needs to be adopted, and what is being adopted?

Questions pertaining to the degree to which teachers think they should be involved in the textbook adoption process

- 4) Do you believe that teachers are sufficiently involved in the adoption process?
- 5) Who should have the most to say in the textbook selection process?
- 6) Do you believe that teachers should have complete freedom to choose their own textbooks?

Overall assessment of the current system

- 7) After all these different levels of decisions such as state, district, and school, do you think students get the textbooks they should?

After the first two interviews were conducted, the following question was added for the remaining interviews:

- 8) Are you happy with the current textbook adoption system?

* A copy of the full questionnaire can be obtained from the lead author.

Question 2 (What kind of relationship do you have with the textbook adoption committee?), s/he reported having once served on the district adoption committee.

Similarly, in response to Question 3 (How are you informed by textbook adoption decision makers about the adoption process, what needs to be adopted, and what is being adopted?), four of the six respondents who were not on the textbook adoption com-

mittee argued that they were not well informed by textbook adoption decision makers about the adoption process, what types of books and supplementary materials needed to be selected, and what books were being chosen. As Teacher 7 stated, "I'm not very involved. I just knew who was going to choose the textbooks." The two remaining teachers were informed of the process through their department head.

The responses to the first three questions demonstrate that at least half the geography teachers in Leon County public high schools do not feel that they have a say in or much knowledge of the textbook adoption process. For whatever reason, it appears the only way to significantly influence the adoption process is to be a current member of the adoption committee.

While the first three questions examine to what extent teachers are involved in the textbook adoption process, the next three questions of the survey deal with the issue of to what extent teachers believe they *should* be involved in the textbook adoption process. In response to Question 4 (Do you believe that teachers are sufficiently involved in the adoption process?), four of the eight teachers felt that teachers were not sufficiently involved in the textbook adoption process (three felt they were, while one was not sure). In terms of teachers' opinions of who should have the most say in textbook adoption, not surprisingly, five of the eight suggested that teachers should have the greatest say (Question 5: Who should have the most to say in the textbook selection process?), two argued that the district committee should decide, while one recommended that the teachers and the committee should make the decision together. However, when asked whether teachers should have complete freedom to choose their own textbooks (Question 6: Do you believe that teachers should have complete freedom to choose their own textbooks?), the eight teachers gave a range of responses. Three teachers stated unequivocally that they should have complete freedom, while two respondents (including one member of the committee) answered that teachers should not be given complete freedom to make the textbook adoption decision. The other three, however, felt that while teachers should be given more freedom than they currently have to choose textbooks, there should be some constraint on that choice. For example, Teacher 4 noted that while teachers should be given freedom, they should not be given "complete freedom." S/he felt that teachers needed assistance in choosing textbooks, and that the district committee could provide that assistance. Similarly, Teacher 2 noted that there needed to be guidelines to

provide a framework to assist teachers. At the same time, Teacher 5, while noting that it "would be nice" if teachers could have the freedom to choose their own textbooks, indicated concerns that such freedom would also subject teachers to liability issues. Having the state and district committees making the adoption decision removes liability concerns (especially for texts containing controversial issues) from the teachers themselves.

The final two questions address whether teachers were happy with the current adoption system and whether it succeeds in its ultimate goal, providing teachers and students with the quality textbooks they want. On the question of whether the system provided students with the correct texts (Question 7: After all these different levels of decisions such as state, district, and school, do you think students get the textbooks they should?), the eight teachers were split: four agreed, four disagreed. However, the teachers' responses indicate that the level of teacher involvement in the adoption process influenced their answers. The four teachers who believe the system works feel that they are involved in the process: two currently serve on the district committee, one previously served, and the other (Teacher 5), while having never served on the committee, felt that her/his department head kept teachers involved in the process. The four teachers who were most dissatisfied with the decision making process were the ones who reported having no input.

Our final question asked, in general, if the teachers were satisfied with the current adoption system (Question 8: Are you happy with the current textbook adoption system?). Five of the six teachers to whom we asked this question answered that they were not happy with the system.¹ Their suggestions for improving the system ranged from wanting more freedom of choice to choose their own textbook (Teacher 2 said that s/he wanted "to have an opportunity to choose my own textbook from the state list. But I think the district committee limits our freedom of choice. The system should be more flexible"), to insisting that all teachers should be involved in the process. Teachers suggested that they wanted the state and district committee to pay more attention to their views on textbook adoption. The general sense of the "no" respondents was that the current system did not encourage their participation in the process, and they would like to see the system changed to facilitate their participation. Teacher 8 summed up her/his feelings noting that while she was not content with the current system, "I really don't deserve the judgment because I don't know much about it. I feel that I could have been more involved. I believe that we could do a better job."

Interviews with the district and state adoption specialists

After interviewing high school geography teachers, we interviewed both the district and state social studies textbook adoption specialists to determine whether the district and the state specialists were aware of how teachers felt about Florida's textbook adoption system. Each interview took more than one hour. Questions were also asked about laws and regulations governing the system; textbook adoption committees and the way committee members were selected; the relationship between the state, the district, and individual schools regarding the textbook adoption system; their relationships with publishers; and the suitability of adopted textbooks and the adoption system. One of our goals was to investigate how the district and state researches the needs, feelings and expectations of their teachers.

During the interviews with the state and district adoption specialists, we discovered that, at both levels, these textbook-decision makers were not very aware of what teachers and students thought about textbook quality and the adoption process. One reason why the state textbook adoption specialist was not aware of what teachers (or students) thought about textbook quality is that studies are not conducted at the state level to gauge teachers' (or students') opinions, either before or after books are adopted. As the state social studies textbook adoption specialist told us, "we don't do anything like a pilot study or questionnaire. We adopt textbooks according to our standards. We don't really search anything from teachers. We only get our information through teachers who are on the committees." The state specialist informed us that s/he had no idea whether teachers are happy with the quality of textbooks chosen for the state list. While input is received from teachers on the committee, the state social science textbook adoption specialist informed us that only two members of the statewide adoption committee are high school teachers.

The state specialist did tell us that if teachers do not like the textbooks adopted, they can select their own textbook. Having said this, however, the state specialist did not think that it was a good idea to allow districts complete freedom of choice in selecting textbooks, let alone allowing teachers complete freedom of choice. S/he noted that "there must be some guidelines or frameworks" for choosing textbooks, and the statewide adoption process "serves the purpose." In terms of input from the district adoption commit-

tees, the state specialist noted that they "are represented directly in the state committee." However, the state specialist noted that they receive little input from the local districts in the statewide selection process. As s/he put it, "they have the right to recommend something. But we do not have to adopt what they ask us to." At the same time, however, the state specialist noted that given the different levels of decision-making (state, district, school), teachers and students do not get the textbooks they should. As s/he told us, "Where is the student? Where is the teacher? I think they get lost in the process."

The Leon County social studies textbook specialist, not surprisingly, seemed more informed about local conditions and teacher desires. However, having said this, the district specialist has not formally surveyed teacher opinions about the textbook selection process either. The specialist assigns the members of the adoption committee. S/he told us that s/he assigns only teachers to the committee (unlike at the state level), and that most members are department heads and "good geography teachers." While formal surveys are not conducted among the teachers concerning the books being considered, the district specialist believes that communication about the process is good, noting "we get inputs from teachers. There is a consistent flow of reaction and suggestion." S/he further stated that while teachers and students generally have limited access to textbook selection, "we try to have teachers and schools participate in the process." The district specialist told us that, overall, s/he believes that most teachers are happy with the current system.

The district specialist also believed that teachers are happy with the adoption system as it relates to the issue of freedom to select textbooks. The district specialist favors the current system, arguing that rather than seeing the current system as the state limiting local choice over textbooks, the state's screening of textbooks makes the district's job easier by winnowing the number of textbooks under consideration. S/he was satisfied with its limiting of choice, and believed that teachers were happy with this system as well. The analysis of documents and interviews with state and district officials showed that individual schools or teachers can select any textbook from the state's list, even if it is not on the district's list, yet many teachers are unaware of this freedom of choice. As a common tradition, schools in individual districts tend to agree on one primary and one secondary textbook from the state's selected list to achieve uniformity among the district's schools.

Both the state and district specialist pointed to other benefits of

the state playing an active role in choosing textbooks for schools across Florida. By using a statewide adoption system, the state can move towards a statewide uniformity of curriculum. Given the trend towards state education standards (as demonstrated in Florida through its Sunshine State standards) and statewide standardized testing, state authorities believe that statewide adoption ensures that textbooks include appropriate content for mastery of state standards. The district social studies textbook adoption specialist was also very grateful that they reached a districtwide agreement on social studies textbooks because,

The adoption of the same texts across our district will certainly assist students as they may transfer to other Leon County schools and in the opportunities for inservice, pre- and post-assessment, and development of learning activities relevant and usable by all our secondary social studies teachers.

At the same time, however, while statewide adoption is claimed to be a vehicle to achieve uniformity of curriculum, some educators believe that uniformity of curriculum is unsound, because it reduces the ability to meet diverse needs of students whose cultural and ethnic background may differ (NYSB 1988, Beyer and Apple 1998). The state textbook specialist rejected this claim and argued that local districts and teachers are allowed to adopt supplementary materials to fill in that gap. S/he also asserted that the state offers multiple lists of textbooks that make it possible to respond to diversity as each textbook they select meets the needs of different groups. As the district specialist told us, adopting two different textbooks helps to address issues of diversity.

Statewide adoption is seen as a vehicle to stabilize the cost of textbooks for more effective instruction. If students move from one district to another or from one school to another, they will have fewer interruptions in their education and will be using the same textbooks they used elsewhere. This can be considered an advantage if large numbers of students are moving. The district social studies textbook adoption specialist and the state textbook adoption specialist mentioned this advantage, however, they were not aware of how many students were moving from district to district or school to school each year.

The state and district authorities argue that statewide adoption saves time and work because it is conducted at the state level rather than multiple times at the district level in Florida's 67 counties.

Districts do not have to examine a large number of textbooks. The state narrows choices for individual districts, allowing them time to conduct in-depth evaluations of textbooks. Indeed, the time and cost issue was noted by the district specialist in responding to our question about why there were not subject specific adoption committees, such as one for geography, but rather that an all-encompassing social studies committee was appointed instead. Time and work for districts may be saved through statewide adoption, but their freedom of choice is restricted. Districts have a limited number of textbooks to choose from. For example, Leon County picked its two high school geography textbooks from the four adopted at the state level. On the other hand, the state might receive bids from all major textbook publishers for evaluation and adoption. Such a system involves a trade off: the more work and time the districts save, the more restricted their choices become.

Statewide adoption is also considered useful for protecting small local districts from the marketing practices of publishers. The state textbook specialist stated that, "if we do not apply statewide adoption, publishers will not go to small districts with limited numbers of students to give presentations or introduce their textbooks because they do not think there is much money to go for in those districts." The state ensures that every district will get the same attention. This practice provides equal opportunities to every district to adopt better textbooks.

Finally, statewide adoption is assumed to ensure quality control of textbooks used in public schools by selecting books of the highest quality because the evaluations are conducted by professionals in the field. Local school districts may not have people who are capable of conducting satisfactory textbook evaluations for every subject. Statewide adoption involves a large number of individuals with greater abilities, and state-level textbook adoption committees and authorities are better able to detect qualitative differences among textbooks in a given subject area. Nevertheless, it is important to note here that this claim implies that local districts or individual teachers are not capable of identifying quality textbooks. When we asked the district social studies textbook adoption specialist to comment on this, s/he said that this was not completely true because in her/his opinion, the district had very experienced teachers who could do a great job evaluating and comparing textbook quality.

DISCUSSION

Our interviews with Leon County's high school geography teachers and the Leon County and state social studies textbook adoption specialists indicate that lines of communication are not completely open between teachers and those who select textbooks in Florida's statewide textbook adoption process. This became apparent during interviews with both teachers and textbook adoption decision-makers. Neither state nor district textbook specialists have an entirely clear idea about teachers' opinions and needs concerning the textbook adoption system nor are teachers totally aware of what is expected of them. There needs to be a better flow of information between the ultimate decision makers and the ultimate textbook users. State and district authorities do not really know if teachers are happy with the quality of the textbooks they receive through this system.

Another important observation during our interviews was that the majority of geography teachers interviewed have little knowledge about the textbook adoption system or about their rights in the adoption process. They knew very little about the procedures used by textbook adoption decision-makers at both state and local levels. As of May 1998, a number of Leon County's high school geography teachers had not yet seen any of the adopted textbooks even though 1998 was a social studies textbook adoption year, and geography textbooks had just been adopted by the Leon County district social studies committee. Some teachers did not know much about how they could participate in the textbook selection process, such as reviewing and suggesting textbooks to state and district committees, even if they wanted to participate.

Our study shows that among high school geography teachers interviewed in Leon County the ones who were the most informed about textbook selection were the ones who were on the district textbook adoption committee or who had served previously on the committee. This indicates teachers' awareness of the adoption system and process is directly linked to their active participation. Moreover, their satisfaction with the system also depends on their participation. The more teachers are involved in the process the more satisfied with it they are. This suggests that encouraging greater teacher involvement in the textbook selection process will increase teacher satisfaction with the textbooks ultimately chosen.

A majority of the teachers interviewed wanted to have more free-

dom in selecting their textbooks. Whether this should be complete or partial freedom is a question of debate. Our interviews showed that while some teachers do not desire to have complete freedom over textbook selection, the majority want more freedom of choice than they have now, and they want a system that encourages more participation in the textbook selection process. Overall, the teachers believe that rules and regulations governing textbook adoptions should promote more participation from individual teachers, since they actually use the textbooks and must deal with any problems that arise from them.

CONCLUSIONS

Our case study of high school geography textbook adoption in Leon County, Florida has demonstrated variable degrees of communication between teachers and those who select textbooks. Given that textbooks still play an important role in geography education, we argue that these findings, that teachers feel they lack power and influence in adopting the textbooks that they use in their classrooms, are important. We agree with Bednarz (1997, 65) that "the process by which texts are developed and purchased by school districts and, in some cases, an entire state, is [a] fascinating aspect of textbook research in this country." Little research has been done on the geography textbook adoption process. We hope that her call and our study help to spur on additional research in this understudied, but vitally important, area of geography education.

NOTES

¹The interviews in this study were conducted by the lead author as part of his Master's of Science thesis research.

²A fifth public high school opened in Leon County the year after we conducted the teacher interviews.

³In order to protect the teachers' identities, we have assigned numbers randomly to the eight teachers interviewed. Their responses are reported by number only.

⁴This question was added to the survey after the first two teachers were interviewed. Of the two who were not asked this question, one served on the district textbook adoption committee at the time.

REFERENCES

- Allen, J. (2001) "What are Our Children Learning and Who Decides?" *Association of American Educators*. [<http://www.aaeteachers.org/textbook.htm>]
- Altbach, P. G. (1991) "Unchanging Variable: Textbooks in Comparative Perspective." In *Textbooks in American Society* edited by Altbach, P, Kelly, G, Petrie, H, and Weis L. (pp. 237-55) Albany: State University of New York Press.
- Apple, M. W. (1995) "Textbook Publishing: The Political and Economic Influences." *Theory and Practice*. 28:283-88.
- Bednarz, S. W., (1997) "Research on Geography Textbooks in the United States." *International Research in Geographical and Environmental Education*. 6: 63-67.
- Beyer, L. and Apple, M., eds. (1998) *The Curriculum: Problems, Politics, and Possibilities*. Albany: State University of New York Press.
- Bowler, M. (1978) "Textbook Publishers Try to Please All, but First They Woo the Heart of Texas." *The Reading Teacher* 31:514-18.
- Bushweller, K. (1995) "Open and Shut." *The American School Board Journal* 182:27-9.
- Clary, L. M. and Smith, S.J. (1986) "Selecting Basal Reading Series: The Need for a Validated Process." *The Reading Teacher*. 39:390-94.
- Currey, V. (1988) "The Politics of Textbook Adoption." *PS: Political Science and Politics*. Winter: 24-32.
- Fiore, T. and Cook, R. (1994) Adoption Textbooks and Other Instructional Materials: Policies and Practices That Address Diverse Learners. *Remedial and Special Education* 15:333-347.
- Florida Department of Education (FDE) Division of Public Schools Bureau of Curriculum, Instruction and Assessment of Instructional Materials Section. (1997) *Florida Catalog of State Adopted Instructional Materials*. Tallahassee: Florida Department of Education.

Graves, N. (1997) "Forum: Textbooks and Textbook Research in Geographic Education; Some International Views." *International Research in Geographical and Environmental Education* 6: 60-64.

Leon County Schools. (1998) Administrative Procedure. [<http://www.leon.k12.fl.us/public/planning/procedure/d-5.htm>]

New York School Board [NYSB]. (1988) Why New York Remains A Local Choice State. (ERIC reproduction service no: ED337896).

Pearce, A. (1996) *Judging Textbooks By Their Colors: Textbook Adoption and Selection Practices and Their Impact on Textbook Quality*. Educational Policy Studies Laboratory: Policy Brief No. 19. [<http://www.ed.asu.edu/epsl/briefs/>]

Rossmiller, R. A. (1992) "Commentary." *Focus in Change*. Spring: 16-7.

Tulley, M. A. (1985) "A Descriptive Study of the Intents of State-level Textbook Adoption Processes." *Educational Evaluation and Policy Analysis* 7:289-308.

Tyson, H. (1997) "Overcoming Structural Barriers to Good Textbooks." Paper prepared for meeting of the National Education Goals Panel, July 30. [www.negp.gov/Reports/Tyson.htm].