

109TH CONGRESS
2^D SESSION

H. CON. RES. 463

Expressing the sense of Congress regarding textbook equity.

IN THE HOUSE OF REPRESENTATIVES

JULY 28, 2006

Mr. DAVIS of Illinois (for himself and Mr. SHIMKUS) submitted the following concurrent resolution; which was referred to the Committee on Education and the Workforce

CONCURRENT RESOLUTION

Expressing the sense of Congress regarding textbook equity.

Whereas 84 percent of teachers nationally stress the importance of textbooks for learning;

Whereas 16 percent of students nationally do not have enough textbooks;

Whereas 29 percent of students nationally do not have enough textbooks to take home;

Whereas 37 percent of homework comes from textbooks;

Whereas 33 percent of teachers say the achievement gap has widened;

Whereas 32 percent of teachers have class disruptions because of sharing;

Whereas 15 percent of students have textbooks that are in poor or bad shape;

Whereas 36 percent of teachers must do additional work to supplement outdated textbooks;

Whereas 73 percent of teachers in urban schools use own funding;

Whereas 24 percent of urban teachers have a hard time preparing their children;

Whereas 68 percent of teachers say an up-to-date textbook is replaced at a maximum of 5 years;

Whereas 31 percent of textbooks are 10 years or older;

Whereas 14 percent of textbooks have outdated information;

Whereas outdated information in textbooks is negatively impacting tests at 20 percent in minority areas;

Whereas 88 percent of teachers stress the importance of choosing their own textbooks;

Whereas 32 percent of the time teachers of white students are able to choose their own books;

Whereas 17 percent of the time teachers of black students are able to choose their own books;

Whereas the No Child Left Behind Act of 2001 established Federal requirements on States to meet educational goals;

Whereas children are tested on information they receive from textbooks;

Whereas if textbooks are outdated the children suffer and are placed at a disadvantage;

Whereas the Chicago Tribune examined 50 school districts throughout Illinois and found nearly 80 percent use text-

books in a main academic area that are at least 8 years old and about 22 percent have books that are at least 15 years old;

Whereas the San Jose Mercury News lists a survey in which 21,000 California textbooks in 395 schools statewide were missing, damaged or out of date, and 45 out of 58 superintendents from those schools list their schools as strikingly low on the State's performance index;

Whereas States such as Louisiana and Georgia allot less than \$27 per student annually for textbooks while the average cost of just one textbook averages at \$50;

Whereas the NEA/AAP national survey found urban schools to be twice as likely to have an inadequate supply of textbooks;

Whereas 1 in 3 teachers nationwide reported using textbooks 10 years old or older;

Whereas many schools across the country have forced students to pay for textbooks to compensate for the lack of funding, further perpetuating the "achievement gap" between different socio-economic groups; and

Whereas the national graduation rate for males is 65 percent overall, with 73 percent of white males graduating in comparison to just 48 percent of African American males and 49 percent of Latino males: Now, therefore, be it

1 *Resolved by the House of Representatives (the Senate*
2 *concurring), That—*

3 (1) it is the sense of Congress that—

1 (A) all students deserve up-to-date text-
2 books in order to meet national education re-
3 quirements; and

4 (B) each State should ensure that poorer
5 school districts should have the same or similar
6 up-to-date textbooks as students throughout the
7 State; and

8 (2) therefore, to uphold the equal dignity of all
9 American students, this Congress resolves that pri-
10 mary and secondary schools shall receive equitable
11 funding for textbooks in order to rectify the textbook
12 disparity.

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