Volume 11, 2008 *Approved June 2008*
ISSN: 1523-4320

freedom in private schools as a way to gauge the frequency and outcomes of materials challenges in institutions other than those that are public. Private schools have long been seen as places that provide students with superior education (Schneider, Teske, and Marschall 2000). These institutions often offer a streamlined college preparatory curriculum in comparison to public schools, which generally offer a broader range of vocational and academic coursework (Willms 1987). Further, private school climates often provide opportunities for advanced topic exploration and high expectations for students to excel academically (Cookson 1989) and students enrolled in these institutions have consistently scored higher on achievement tests than their publicly educated counterparts (Howell and Peterson 2002; Willms 1987). While the First Amendment might not directly apply to private schools, “the school library media program plays a unique role in promoting intellectual freedom [because] it serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society” (ALA 2007).

This article presents research that exhcaus20(”)o(t)-2(he)-6(r5-6(e-)-4(c-6(e-)- 0 Tw -37.41 -0.00(r)3(a)46el)-2