



American Statistical Association Statement on Probability and Statistics Book Rejections

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The American Statistical Association (ASA) has noted with concern the rejection of introductory probability and statistics textbooks that appear to be based on issues other than statistical education. The profession of statistics is guided by the principle of “[Integrity of Data and Methods](#),” which includes a commitment to data-driven research. Research questions cover a wide array of topics, a necessary step to maximize scientific insights and breakthroughs. Banning probability and statistics texts from public classrooms because of an objection to research questions or topics deprives students the opportunity to learn to apply critical, statistical reasoning to topics that might be controversial, therefore compromising their statistics education. Limiting topics that can be subjected to statistical examination in class impedes critical and objective thinking and diminishes the quality of statistics and data literacy learning for students. Statistical methods can be applied to a diverse array of topics, and for students of statistics and data science, engaging ethically and responsibly with new research questions is crucial for their professional growth. For university courses, faculty members should have the academic freedom to choose the most appropriate textbooks for their students.

For these reasons, the ASA urges state and local education agencies across the United States to make public their reasoning for any rejection of probability and statistics books from approved curriculums, establish procedural safeguards that enshrine openness and accountability in the review of these instructional materials, and revisit any existing rejections that are based on decisions unrelated to the subject matter of the text.