

1                   IN THE UNITED STATES DISTRICT COURT  
2                   NORTHERN DISTRICT OF GEORGIA

3                   ATLANTA DIVISION

4                   JEFFREY MICHAEL SELMAN,  
5                   Plaintiff,

6                   vs.

7                   CASE NO. 1:02-CV-2325-CC

8                   COBB COUNTY SCHOOL DISTRICT,  
9                   COBB COUNTY BOARD OF EDUCATION,  
10                  JOSEPH REDDEN, Superintendent,  
11                  Defendants.

12                  - - -

13                  Deposition of JOSEPH REDDEN,  
14                  Taken by the Plaintiff,  
15                  Before Michelle S. Schreadley,  
16                  Certified Court Reporter and Notary Public,

17                  At Brock, Clay, Calhoun, Wilson & Rogers,  
18                  Marietta, Georgia,

19                  On June 24, 2003, at 3:05 p.m.

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23  
24  
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## 1 APPEARANCES OF COUNSEL

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12 ALSO PRESENT:

13 Jeffrey Michael Selman

14 \_\_\_\_\_

1 June 24, 2003

2 3:05 p.m.

3 (Whereupon the reporter provided a  
4 written disclosure to all counsel pursuant to  
5 OCGA 9-11-28.)

6 MR. MANELY: This will be the  
7 deposition of Joseph Redden taken pursuant to  
8 the Federal Rules of Civil Procedure. If it's  
9 acceptable, all objections shall be reserved  
10 except the form of the question and the  
11 responsiveness of the answer.

12 MR. GUNN: Until first use, yes.

13 MR. MANELY: Until we make some use  
14 of the deposition.

15 MR. GUNN: Yes.

16 MR. MANELY: Have you had a chance  
17 to talk to your client about reading and  
18 signing?

19 MR. GUNN: No. You have a right to  
20 review the transcript after it's taken down and  
21 make minor changes and sign it. Or you can  
22 waive that and have it go on the record as is.

23 THE WITNESS: I'd like to have a  
24 chance to review it.

25 - - -

1 JOSEPH REDDEN,

2 being first duly sworn, was deposed

3 and testified as follows:

4 CROSS-EXAMINATION

5 BY MR. MANELY:

6 Q Before I make the first mistake,  
7 would you tell me what degree you have obtained  
8 to date. Should I refer to you by Dr. or Mr.?

9 A Mr. is fine.

10 Q Or by General?

11 A No. Mr. is fine. Joe is fine.

12 Q Mr. Redden, how long have you been  
13 working with the Cobb County School Board?

14 A I assumed the superintendent  
15 position on November 27 of the year 2000.

16 Q So not that long ago?

17 A No. It will be three years this  
18 November.

19 Q At the time you came on board, was  
20 the issue of evolution or the disclaimer or  
21 creationism, what we're talking about today, at  
22 all in your horizon?

23 A No, it was not.

24 Q At what point do you recall that  
25 that kind of issue came up?

1           A       The discussion of the issue came as  
2   a result of a science adoption that was  
3   undertaken by Cobb County schools, and it was  
4   taken, it was raised as we were going through  
5   the process of a science adoption and a review  
6   of the textbooks.

7           Q       So it was coming up on time to pick  
8   new textbooks?

9           A       Yes.

10          Q       Approximately when did that take  
11   place or begin? Let me put it that way.

12          A       You know, my memories, our  
13   adoptions take place a year in advance, so  
14   we're talking over a year ago, probably a year  
15   and a half ago.

16                 We generally go through the process  
17   of having a number of books that are selected.  
18   We have a review that's undertaken by staff  
19   members from various people that produce those  
20   books. They make that review during that time.

21                 As we narrow that choice down, the  
22   option to review those books is made available  
23   to the public and to parents, usually in your  
24   district, sometimes at the school. So they can  
25   go by and look at the textbooks.

1                   So that would be about a year ago  
2   that that --

3           Q       Sometime late '01 or early '02?

4           A       Yes.

5           Q       Your committee, I take it,  
6   evaluated books and made some recommendations  
7   to the board?

8           A       They did.

9           Q       Were those texts adopted?

10          A       Those texts were adopted, yes.

11          Q       Were there any texts that were  
12   recommended and not adopted in the science  
13   curriculum?

14          A       In the broad sense, they were, in  
15   the sense that they made a decision as to the  
16   books that were adopted. But really when we're  
17   looking at the adoption, because of the state  
18   of the science curriculum in Georgia, we were  
19   looking at a broad-based adoption that would  
20   address the needs of both our elementary,  
21   middle school and high school students.

22          Q       What do you mean?

23          A       The test scores in Georgia have  
24   been very, lower in science in part because of  
25   the lack of rigor in the state-addressed

1 curriculum.

2 Q How do you mean?

3 A The curriculum in Georgia has a  
4 variety of standards that people have to teach  
5 to. And the analysis done by professionals of  
6 those standards indicates that if you taught  
7 all the standards in Georgia to mastery, it  
8 would take you some 15,000 plus instructional  
9 hours. In the child's classroom, we have 9,080  
10 instructional hours.

11 So it's impossible to do. The  
12 difficulty is faced with all those. People  
13 have to make decisions about what they're going  
14 to teach in a classroom, and it's diluted  
15 because of that number of standards that exist.

16 The second difficulty is that if  
17 you follow in the paper, and I'm sure in the  
18 news coverage, we've had in this state a  
19 difficulty in obtaining test results in  
20 Georgia. In other words, our tests do not come  
21 back in a timely manner.

22 So rather than us making a decision  
23 as to the efficacy of instruction the child has  
24 received, we oftentimes do not get that test  
25 data back until well into the next school year.

1                   We test in the spring. We end up  
2   getting data back from those tests sometimes in  
3   December to January to February of the  
4   following school year. That's too late for us  
5   to remediate someone. It's too late for us to  
6   address our curriculum. It's too late to make  
7   decisions about placement for children.

8                   I think it's a system that is a  
9   problem for all the schools in the State of  
10   Georgia, and that's why I say that the  
11   curriculum is not strong. It's not  
12   integrated. We're not testing to standards, et  
13   cetera.

14                Q       When the committee made its  
15   recommendations on science textbooks, how did  
16   they present that recommendation?

17                A       They presented it in discussing  
18   what they felt it would address in terms of a  
19   balanced view of the science curriculum that  
20   would meet the needs of the students in Cobb  
21   County.

22                Q       Did they talk to you, or did they  
23   submit a memo to you? What --

24                A       A combination. We both had written  
25   correspondence, and they talked about the



1 description. In fact, going through that  
2 process, we get reports on a regular basis that  
3 would summate, we've looked at this adoption,  
4 we looked at that publication. And they give  
5 you a rundown what it covers.

6           You have to understand, when you  
7 talk about textbook adoption, the complexity of  
8 what you do in the textbook adoption is not  
9 simply the text itself but sometimes also the  
10 supporting materials.

11           Some companies, for example, give  
12 you access to on-line programs and materials,  
13 others to hands-on programs, make efforts to  
14 help you more at the elementary level. So it's  
15 a total package when you look at textbook  
16 adoption because it also involves study  
17 materials and other materials that aid in the  
18 instruction.

19           Q       If we want to look at what  
20 textbooks were recommended in the science  
21 curriculum in Cobb County, how would we go  
22 about what document to ask for specific  
23 enough --

24           A       By requesting it. A request in the  
25 school district is one we would address.

1 Mr. Gunn would have to help you with the formal  
2 wording of it to make sure we're appropriate.  
3 But literally, I would reference the textbook  
4 adoption as being the science adoption and the  
5 materials from those companies that were  
6 considered.

7 The difficulty we would have is  
8 that all those materials are not in the file in  
9 the district anymore. We get that material  
10 from the vendors to review. So you might have  
11 to get to the vendors. We can identify what  
12 they were though.

13 Q I may be asking my question  
14 inartfully. Really what I'm interested in is  
15 what your committee recommended to you in terms  
16 of textbooks. The school board wound up  
17 adopting, I think, three textbooks?

18 A The school board adopted the  
19 textbooks that we recommended.

20 Q So there were none that were  
21 rejected --

22 A No.

23 Q -- from what the committee had  
24 recommended?

25 A No.

1           Q       Do I understand correctly that we  
2   are talking about three textbooks that were  
3   adopted that contained materials on evolution,  
4   only three textbooks?

5           A       You know, I would have to go back  
6   and review the materials. It may be that there  
7   were three textbooks that the people were  
8   concerned about the presentation of materials  
9   in. I couldn't give you a definitive answer if  
10  those are the only three textbooks that  
11  referenced evolution in them.

12          Q       What is your recollection about the  
13  way in which those three textbooks addressed  
14  the issue of evolution that caused people  
15  concern?

16          A       I think you'd have to almost ask  
17  individuals concerned about what their concern  
18  was. The adoption was done on the basis of a  
19  balanced approach to a curriculum. That ended  
20  up having a balanced presentation of science  
21  and recognition of alternative theories, which  
22  I think is very important for critical  
23  thinking.

24                   And this adoption in our mind met  
25  those needs. It was one that had been approved

1 by, at least while not recommended by the  
2 National Science Foundation, in covering the  
3 needs of the National Science Education by  
4 their standards.

5 Q Just so I understand, we're talking  
6 about the textbook and not the disclaimer?

7 A Yes.

8 Q The disclaimer was not approved by  
9 the National Science --

10 A No, no, the textbooks.

11 Q You said people addressed some  
12 concerns. What had they told you were their  
13 concerns?

14 MR. GUNN: He's trying to test your  
15 memory about what the people expressed.

16 Q What do you remember hearing?

17 A I think the concern came from  
18 parents that had reviewed the textbooks, and  
19 this was after we made the decision. The final  
20 adoption of textbooks had been placed in the  
21 central administration, and they're in the area  
22 where people can come in and look at those  
23 materials.

24 And they expressed the concern  
25 about the discussions on evolution and the

1 exclusion of an in-depth discussion of  
2 alternative theories to the theory of  
3 evolution.

4 Q Tell me about what alternative  
5 theories to the theory of evolution you're  
6 familiar with within a science context.

7 A The big bang theory being one.

8 Q Do you see that as an alternative  
9 theory to the theory of evolution?

10 A I consider it a theory. I mean,  
11 you know, the difficulty with science, not to  
12 get too philosophical with you, but the  
13 knowledge of science is changing tremendously.  
14 We find now if you followed, well, we think we  
15 have another link to mankind that was --

16 Q Seven million years ago?

17 A Yeah, seven million years ago. So  
18 I think we're finding things all the time.  
19 There are many people that have varying  
20 theories and beliefs about what happens.  
21 There's discussion within the community about  
22 various theories.

23 The most important thing I think we  
24 try and teach young people is to be critical  
25 thinkers, to have an open mind, to be logical,

1 to evaluate facts. That's the goal in the kind  
2 of instruction we have. Whether or not they  
3 end up believing one theory or the other as  
4 fact is secondary.

5 Q You brought up the issue of  
6 philosophy, and I appreciate that's broad  
7 based. What we're talking about is science  
8 classes today and science instruction. So  
9 within the context of whether you think it  
10 narrow or broader of science, what do you  
11 understand to be the viable scientific  
12 alternative theories to evolution?

13 MR. GUNN: Is this relevant?

14 MR. MANELY: Yes. This is nothing  
15 that hasn't been argued. I'll be happy to go  
16 over it with you. It's our position that there  
17 are none as science --

18 A What is there to materially gain in  
19 this issue? You're asking me --

20 MR. GUNN: Don't argue the point.  
21 I'm just asking, you know, if he can, I  
22 understand your position, but the  
23 superintendent's information about alternative  
24 theories, what does it have to do with the  
25 First Amendment claim?

1                   MR. MANELY: If there are no  
2 alternative theories based upon science, then  
3 what are the theories that we're referring to  
4 that are implied at least within this comment?

5                   MR. GUNN: I mean, you're asking  
6 him what he understood about the statement that  
7 was in the textbook? Is that what you're  
8 intending to ask him, is what the statement  
9 itself implies? Or alternative theories, is  
10 that the question?

11                   I mean, you're not really anywhere  
12 near there. You're kind of saying, what do you  
13 know about science, is the question, the way I  
14 understand it, and I think that's a long way  
15 from relevant.

16                   MR. MANELY: I think that's  
17 certainly not my intent.

18               Q       We were talking about the evolution  
19 texts; right?

20               A       Yes.

21               Q       You were talking about the need to  
22 approach science instruction with a view toward  
23 alternative theories of evolution; right?

24               A       No.

25               Q       Okay.

1           A       You know, if you were to review the  
2    texts that we adopted, they reference  
3    alternative theories that people have evaluated  
4    over a period of years. I believe they do so  
5    in a very even and balanced way.

6                   One of those texts references  
7    creationism and in fact states that we, I  
8    believe, that we should be respectful of other  
9    people's views. And in fact, we are respectful  
10   of other people's views. That's one of the  
11   reasons we adopted that series.

12           Q       Why?

13           A       Because it was a balanced  
14   presentation of science. I think it was  
15   sensitive to the fact people have alternative  
16   views. That is probably a reasonable thing to  
17   have in any educational process.

18           Q       Okay. So a balanced view of  
19   science means respectful of other people's  
20   religious views?

21           A       I would consider that to also be  
22   true, yes.

23           Q       Where does that fit in to whether  
24   or not something is fact? I mean, do we allow  
25   for fact in science?



1                   MR. GUNN: I don't understand the  
2 question. You're asking him if science allows  
3 for fact?

4           Q        You're approaching science as  
5 though it is conjecture or opinion?

6           A        We're not professors of science.  
7 We did an adoption that we recommended to the  
8 school board. Any action that took place  
9 subsequent to that adoption, I think, is at  
10 issue.

11                   I'll stand by the adoption that we  
12 recommended to the school board and the  
13 material contained within that adoption as  
14 being a balanced and relevant approach to  
15 science.

16           Q        Okay. So you guys adopted the  
17 textbooks because they were balanced, and  
18 balanced in the sense that they talked about  
19 competing theories with evolution?

20           A        No, I don't think so. They were  
21 balanced in the fact that they presented a  
22 broad-based approach to science that would best  
23 serve the needs of our students.

24           Q        What happened with regard to your  
25 adoption of the textbooks? You were talking

1 about the public taking a look at it.

2 MR. GUNN: I'm going to object  
3 because I think you guys are talking at cross  
4 purposes. You keep saying your adoption, and I  
5 believe the adoption was a committee's adoption  
6 that was submitted by the superintendents to  
7 the board. So it's not his personal adoption,  
8 and I think to ask him about --

9 MR. MANELY: Maybe I'm in error  
10 with the English language, and you is both  
11 singular and plural at times. I mean it as you  
12 being a superintendent of the school board.  
13 The point of clarification is the use of the  
14 word your as plural and not singular.

15 MR. GUNN: The decision was not  
16 primarily his, initially at least.

17 A Well, be that as it may, the  
18 committee's recommendation was a specific set  
19 of textbooks which were brought forth to the  
20 school board. In that process, those books are  
21 displayed in central administration, and people  
22 have a chance to come in and look at those  
23 books.

24 During that time we had  
25 correspondence from citizens in the district

1     who were rejecting the school book adoption  
2     because they felt it did not fully treat  
3     creationism in those books. That was the  
4     specific objection.

5           Q       How should one treat creationism,  
6     in your opinion, in a science text?

7           A       I think it's treated fairly in the  
8     science text we adopted.

9           Q       What role does creationism have in  
10    a science text in your opinion?

11          A       It's a theory that people should  
12    have respect for because some people believe  
13    that's the theory of which we were evolved.

14          Q       Within the science text?

15          A       I suggest you go back and reference  
16    our textbooks.

17          Q       We're talking about a science  
18    class.

19          A       We're talking about our textbook  
20    adoption.

21          Q       A textbook adoption of the science  
22    class.

23          A       That's right.

24          Q       We're talking about science and not  
25    philosophy and not religion.

1           A       We're not. But you're --

2                   MR. GUNN: Let him ask a question.

3           Q       So these folks had some concerns  
4 about how creationism was treated or not  
5 treated within the context of these textbooks?

6           A       That's correct.

7           Q       How did they voice these concerns?

8           A       They expressed them in  
9 communication to the central administration,  
10 and this is through their school board members.

11          Q       What school board members did they  
12 approach, if you know?

13          A       Mr. Tippins was the gentleman that  
14 I remember specifically.

15          Q       Tell me about any communication you  
16 had with Mr. Tippins about what the public was  
17 expressing to him?

18          A       He expressed the concerns that some  
19 of his constituents had, and we sent a set of  
20 books home, suggested that he review them, and  
21 complained about our reasoning for the  
22 adoption.

23          Q       Was this after the adoption though?

24          A       No.

25          Q       This is pending the adoption?

1           A       Pending adoption, yes.

2           Q       What concern did he express?

3           A       He expressed the fact that his  
4 constituents had expressed a concern about  
5 creationism not being treated fully within the  
6 text.

7           Q       What do you remember being the  
8 resolution about Mr. Tippins' review of the  
9 science text that y'all sent home with him?

10          A       There was no resolution in the  
11 sense that we ended up moving forward with the  
12 adoption and recommending that to the school  
13 board.

14          Q       Do you recall how Mr. Tippins voted  
15 on the adoption on those particular texts?

16          A       Actually, during that entire  
17 adoption, the issue of the disclaimer in the  
18 books came up during that process. That was  
19 the condition that was placed in the adoption,  
20 that a disclaimer would be placed in specific  
21 textbooks, the three textbooks in question.

22          Q       It had to do with the parents'  
23 concerns about how creation --

24          A       You'd have to ask him about that.

25          Q       What do you remember about the

1 process by which the disclaimer came up in  
2 connection with the textbook adoption process?

3 A The process was raised by members  
4 of the board and discussed by members of the  
5 board.

6 Q What members of the board raised  
7 it?

8 A It was initially raised by  
9 Mr. Tippins.

10 Q I assume all the members of the  
11 board discussed it?

12 A Yes.

13 Q What did Mr. Tippins say in raising  
14 the issue?

15 A Well, he raised the question of  
16 placing a disclaimer in the textbook.

17 Q Did he say why?

18 A Well, I think it was to address  
19 concerns that individuals may have had. I  
20 mean, this issue has ended up being one of the  
21 more involved political issues all over the  
22 country. We had seen disclaimers being placed  
23 in textbooks in other states. I think there  
24 was a precedent for that.

25 Q If I understand correctly, the

1 concerns people had had to do with how  
2 creationism was treated in the texts that we  
3 were talking about earlier?

4 MR. GUNN: You're asking him what  
5 he knows about people's concerns from what  
6 Mr. Tippins told him?

7 A No, I wouldn't comment on that. I  
8 didn't have an in-depth discussion with any of  
9 the people involved.

10 Q Okay. All right. Let me see if I  
11 can go back. You said that Mr. Tippins, when  
12 he brought up the issue of the disclaimer, was  
13 talking about concerns. Is that right?

14 A Yes.

15 Q Concerns about what?

16 A Are you familiar with the origin of  
17 species policy that this district has?

18 Q Yes.

19 A Do you understand from whence this  
20 policy came?

21 Q Yes. I was taught in this  
22 district.

23 A Then you understand the problem.

24 Q I'm a product of this district.

25 A Then you understand the problem.

1 Q Yes.

2 A That's the problem.

3 Q Okay. I mean, you've had, I  
4 believe, since 1978 a policy on the books which  
5 said it was unconstitutional to teach  
6 creationism in the schools.

7 MR. GUNN: There's not a question  
8 on the table. Let him ask you a question and  
9 then --

10 (Whereupon off-the-record discussions  
11 ensued.)

12 MR. GUNN: Wait for him to ask you  
13 a question and don't, I mean, you're trying to  
14 get to the heart of the matter. Let him ask  
15 you specific questions, and then give him  
16 specific answers.

17 MR. MANELY: I promise I'll try to  
18 get there.

19 Q The concerns that Mr. Tippins  
20 expressed, what were those concerns?

21 A I think they were probably the  
22 concerns of constituents who felt that the  
23 issue of creationism was not being given equal  
24 status or appropriate status with regards to  
25 the discussion of evolution.



1           Q       So within the context of adopting  
2     the textbooks, the issue of a disclaimer was  
3     raised?

4           A       Yes.

5           Q       And as a condition of adopting the  
6     textbooks, the disclaimer needed to be placed  
7     in it? I didn't ask that question very well.

8           A       It was.

9           Q       The agreement was, we'll adopt  
10    these textbooks if the disclaimer is also  
11    placed in the textbooks. Is that fair to say?

12          A       Yes.

13                 (Whereupon off-the-record discussions  
14    ensued.)

15          Q       When do you remember the textbook  
16    adoption actually taking place as opposed to  
17    the review?

18          A       I don't remember the specific date  
19    of the textbook adoption. I mean, it took  
20    place on schedule. When I say on schedule, we  
21    had a time line. I don't remember that date  
22    specifically. But we had a plan to present it  
23    at a particular time, and we presented the  
24    textbooks in spring for approval. So it was  
25    sometime in the spring.

1           Q       What document would bear out what  
2   date the adoption took place?

3           A       We have minutes from the school  
4   board meeting that talk about the items that  
5   are on the agenda, and it would be on the  
6   agenda. And also the treatment of that item on  
7   the agenda are recorded.

8           Q       So the treatment of the disclaimer  
9   would also be on the minutes?

10          A       Yes, it would.

11          Q       Do you recall any work session  
12   prior to the vote, which I imagine would be  
13   formal committee meetings, pertaining to the  
14   textbook adoption and the disclaimer as one  
15   issue?

16          A       No.

17          Q       Who decides what the curriculum is  
18   for the Cobb County classrooms?

19          A       The State of Georgia.

20          Q       What role does the school board  
21   have in that decision?

22          A       The school board has the role of  
23   oversight and the specific role of perhaps  
24   approval in terms of adoption for texts and  
25   educational materials that we plan to use, or

1 techniques, i.e., are they planning to use an  
2 online course, et cetera, et cetera, within the  
3 school district.

4 Q Is it accurate to say that the  
5 state decides the substance and the school  
6 board decides the process?

7 A The school board doesn't decide the  
8 process. They approve the process. It's our  
9 responsibility to recommend processes to the  
10 school board, and they are the approval  
11 authority for many of the things that we do  
12 within the district.

13 Q Was the school board ever  
14 petitioned not to teach evolution within the  
15 past two years?

16 A I don't know that.

17 Q I understand that there was a  
18 petition of some 2,300 signatures that was  
19 presented to the school board in opposition to  
20 teaching evolution. Did you ever see anything  
21 like that?

22 A I remember the presentation at the  
23 meeting. I honestly do not remember the  
24 specifics of that petition, whether it was  
25 against teaching evolution. I mean, it may

1 have been that specific. I do not remember it  
2 being that specific.

3 Q Do you recall a lady named Marjorie  
4 Rogers presenting the petition?

5 A Yes.

6 Q Do you recall when that happened in  
7 relationship to the textbook adoption and the  
8 disclaimer?

9 A That happened prior to the textbook  
10 adoption and prior to the disclaimer.

11 Q The disclaimer states that  
12 evolution is a theory, not a fact. Why is it  
13 important to draw that distinction?

14 A You would have to ask those who  
15 framed the disclaimer.

16 Q Who were those people?

17 A That was really framed by the  
18 school board with advice from our law firm.

19 Q Any particular members of the  
20 school board?

21 A I wouldn't, I couldn't answer that  
22 for you. You'd have to ask the members of the  
23 school board.

24 Q You just don't know who sat in with  
25 the attorneys who were working on that?

1           A       No, I do not.

2           Q       So the administration doesn't have  
3 a position on theory versus fact of evolution?

4           A       I'm not sure in what context you  
5 mean. We don't have a theory.

6           Q       There wasn't a recommendation that  
7 the administration made to the school board  
8 with regards to the wording of the disclaimer?

9           A       Not specifically to the wording of  
10 the disclaimer. I mean, we discussed  
11 recommendations to the disclaimer once they  
12 made that point, but that was not our position.

13          Q       How did the disclaimer get into the  
14 textbooks themselves?

15               MR. GUNN: You mean physically?

16               MR. MANELY: Yes.

17          A       It was placed on a stamp by our  
18 personnel when we got possession of the books  
19 in the schools, or a sticker. Excuse me.

20          Q       How was the disclaimer prepared?  
21 Was it run in-house, or was it sent out to a  
22 copy service?

23          A       You know, I don't know the answer  
24 to that. We do have in-house copiers, but I  
25 don't know if it was sent out or in-house.

1           Q       Cobb County school board personnel  
2     physically affixed --

3           A       Yes.

4           Q       -- the sticker into the book?

5           A       That's correct.

6           Q       Did the school board receive any  
7     materials on intelligent design prior to the  
8     adoption of the textbooks?

9           A       We had all received handouts on  
10    intelligent design, materials that were  
11    forwarded to the members of administration and  
12    the school board prior to the adoption.

13          Q       Do you remember any discussion  
14    among the school board in your presence about  
15    intelligent design and whether it should be  
16    part of the curriculum?

17          A       No.

18          Q       Do you know whether or not the  
19    school board considered any materials on  
20    intelligent design prior to the textbook  
21    adoption?

22          A       I do not.

23          Q       The school board received a lot of  
24    public input pertaining to the disclaimer, is  
25    that right, some pro, some con?

1           A       Yes.

2           Q       As I understand it, the school  
3 board received input from the scientific  
4 community as well, petitions and letters, that  
5 sort of thing?

6           A       Yes, they did.

7           Q       Are you aware of whether the school  
8 board received any scientific input that was  
9 opposed to teaching evolution in the classroom?

10          A       No, I'm not.

11          Q       Were you aware of whether or not  
12 the school board received any input from the  
13 scientific community that promoted teaching  
14 intelligent design in the classroom?

15          A       No. I would have to reference  
16 where we got the material, though, on  
17 intelligent design.

18          Q       Okay. When is the first time that  
19 you remember seeing the actual language that  
20 wound up going into the disclaimer?

21          A       I believe it was at the work  
22 session prior to the adoption, which would have  
23 been our mid-month meeting prior to the month  
24 it was adopted.

25          Q       That went around, of course, to all

1 the board members; everyone had a chance to  
2 look at it?

3 A Yes.

4 Q Do you recall any discussion about  
5 modifying or amending the language?

6 A We had made a suggestion to amend  
7 the language that was discussed, but that was  
8 not accepted by the board. So I don't remember  
9 a detailed discussion that they had in public  
10 about modifying the language themselves.

11 Q What was y'all's recommendation?

12 A Simply that they modify it to a  
13 more balanced view in the disclaimer.

14 Q Not wanting to hold you to a  
15 particular quote, but how would it generally  
16 have read then?

17 A I can't remember specifically. I'd  
18 have to go back and look at the text to give  
19 you a good answer to that.

20 Q What was the difference that you  
21 were thinking about?

22 A Probably one that was more in line  
23 with the policy that was ultimately adopted.

24 Q It was reported by the Times that  
25 Jay Dillon said teachers should teach all sides



1 of an issue instead of just evolution. Are you  
2 aware of whether or not he did actually say  
3 that, or have you heard Mr. Dillon said --

4 A I don't think he did actually say  
5 that. My reference is more that he was more  
6 consistent with the position, which I believe  
7 was more consistent, that we ought to be  
8 critical thinkers. We ought to be open to  
9 evaluating and discussing other views. But I  
10 don't believe that he said that specifically.  
11 You'd also have to ask Mr. Dillon.

12 MR. MANELY: Can y'all give us a  
13 minute?

14 MR. GUNN: Sure.

15 (Deposition in recess from 3:38 p.m. to  
16 3:42 p.m.)

17 MR. MANELY: We are done. I have  
18 no more questions. Thank you.

19 (Deposition adjourned at 3:42 p.m.)  
20  
21  
22  
23  
24  
25

1 Pursuant to OCGA 9-11-28, I hereby disclose  
2 that I am an employee of Donovan Reporting,  
3 P.C., and have been hired by the deposing  
4 attorney to provide reporting services for this  
5 deposition. There is no special fee arrangement  
6 between Donovan Reporting, P.C., and the  
7 parties and/or attorneys in this deposition  
8 aside from our regular and customary fee  
9 schedule; further, I have not entered into any  
10 contractual arrangement other than for the  
11 taking of this deposition, financial or  
12 otherwise, with any person or entity in this  
13 matter and am taking this deposition in full  
14 compliance with OCGA 15-14-37. Fees are  
15 charged for originals and copies of depositions  
16 depending upon the circumstances of each  
17 deposition, including but not limited to  
18 location of deposition, length of deposition,  
19 expedited requirements, medical experts, video,  
20 exhibits, waiting time, travel, realtime, etc.  
21 A complete detailed fee schedule is available  
22 upon request. This disclosure was provided to  
23 all counsel at the commencement of the  
24 deposition and is hereby incorporated into and  
25 made a part of the transcript.

1 I, JOSEPH REDDEN, Deponent, do hereby certify  
2 that I have read the foregoing deposition, and  
3 the same is a true and accurate transcript of  
4 my testimony, except for the changes listed  
5 below, if any.

6 PAGE/LINE/CHANGE

REASON

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18 If additional space is needed, please attach  
19 separate sheet(s) and indicate number of  
20 additional pages(s) here: \_\_\_\_\_

21 JOSEPH REDDEN, Deponent

22

\_\_\_\_\_(Notary Public)

23 Date Notarized: \_\_\_\_\_

My Commission Expires: \_\_\_\_\_

24 Donovan Reporting, P.C. FAX: 770-428-5801

237 Roswell Street, Marietta, GA 30060

25 Date of Deposition: 6-24-03 CR: MSS

## C E R T I F I C A T E

GEORGIA

COBB COUNTY

I hereby certify that the above and foregoing pages 1 through 36 are a true, complete, correct and exact transcript of my shorthand notes taken in the above-referenced matter;

That same constitutes a true, complete, correct and exact record of the above-referenced matter;

That same was transcribed through computer assisted transcription;

That I am not of kin or counsel to any of the attorneys or parties, nor am I in the regular employ of any of the attorneys or parties;

This \_\_\_\_\_ day of \_\_\_\_\_, 2003.

---

MICHELLE S. SCHREADLEY, CCR B-1504

Certified Court Reporter and

Notary Public.