

audiovisual, and other instructional materials. Appended to my testimony is a tabulation, by State, of how such funds were allocated among the three categories. Another \$150 million was spent by local school districts for instructional materials of all types in conjunction with projects for the educationally disadvantaged under title I.

Of the proposals funded under title III of the Elementary and Secondary Education Act, 81 are for educational media and materials centers, and 42 are designed especially for disadvantaged children. Attached is a table showing estimated obligations for fiscal years 1966 and 1967 for printed and published instructional materials and for audiovisual materials.

Quality instructional materials can do much to overcome the handicaps which plague the educationally disadvantaged. As is shown by the recent survey on equality of educational opportunity, conducted under the mandate of title IV of the Civil Rights Act of 1964, a fine textbook has far more impact on the child of the ghetto than on the suburban child to whom quality is not a novelty. As a Federal official, I would hope that Federal funds are being spent as wisely as possible by the local officials charged with that responsibility.

As an educator and a citizen, I feel I must express concern about the twin problems of censorship and content. Obviously, not all books which are read and discussed by adults are proper fare for juvenile or adolescent readers. Many parents have practiced censorship over their children's reading habits at one time or another. Many schools, standing in loco parentis, oversee the reading of their students. For this reason, among others, many States have some established authority charged with the selection of textbooks for use in the State public school system.

PATTERNS OF STATE CONTROL OVER TEXTBOOK SELECTION

Three different general plans are being used by State departments for selecting textbooks:

- (1) Each school authority is free to select textbooks; that is, each local school authority.
- (2) Each school authority selects textbooks from a list approved by some authority at the State level.
- (3) Textbooks are adopted for statewide use by a State authority.

Some laws require the State board of education or the State textbook commission to select textbooks. Others permit the State board or State department of education to select textbooks. Where the law is permissive, the State authority may select some textbooks and leave the selection of others to the local school authority. For example, elementary textbooks may be adopted for statewide use, while high school textbooks may be selected locally; or textbooks for required subjects may be State adoptions, while those elected subjects may be adopted locally. I attach a 1963 study conducted by the National Education Association Research Division concerning these State patterns of selection and distribution of textbooks.

Textbook selection at the State level can be justified as a means of keeping the curriculum consistent throughout the public schools of the State. Since many factors enter into the selection of a textbook for statewide use, it is almost impossible to generalize about the significance of the treatment of minority groups as a factor in selection.