

schools and the only ones remaining of 348 such schools that existed in the State at one time. These schools were located in 19 school districts. However, of the total number of 25,439 Negro pupils enrolled in these 19 districts, there were only 5,575 pupils in these 31 all-Negro schools. There were 20,864 pupils in integrated classes in these districts.

Again I call your attention to the fact that these statistics were for the last school year ending June 30, 1966. The present school year, now getting underway, will show almost complete integration in all of the districts. The U.S. Office of Education has provided vigorous leadership during the year to the State Department of Education and the local school districts wherein the dual system of public education had not been completely terminated. The leadership given by the officials in the U.S. Office of Education has been very effective and productive.

Mr. DANIELS. Does the gentleman from California have any questions?

Mr. BELL. One statement, Mr. Chairman. I would like to thank Mr. Triplett for his statement. I hope you will do all in your power to encourage this bringing out of the better part of America in the textbooks, by telling the true story about all of our country's citizens. I hope you encourage all the people on this commission to move in this direction as rapidly as possible.

Mr. TRIPLETT. So far as I know, Congressman, the whole State department of education feels that way. They are lending all the help they can toward that goal. It is not as satisfactory as we would like to have it but we are trying to implement this as best we can.

Mr. BELL. I think it is much better to have the States do it, if they will do it, than have the Federal Government step in.

Mr. TRIPLETT. A lot of us feel that way.

Mr. DANIELS. We have the gentleman from California, Mr. Hawkins. Do you desire to ask any questions?

Mr. HAWKINS. In your prepared statement, there was only one statement that confused me a little bit. On page 1 at the bottom of the page, you made the statement:

The position of Kentucky's school system relative to the school use of books by the minority groups is commendable.

I was not so sure you were referring to the use of the books, the contents of the books, or the authorship. Would you clarify that?

Mr. TRIPLETT. I was referring to the use of the books and the personnel in charge.

Mr. HAWKINS. Personnel and the use of the books?

Mr. TRIPLETT. Yes. And the personnel added from the minority group, not the content of the text.

Mr. HAWKINS. I just thought that should be clarified, thank you.

Mr. DANIELS. One further question. You indicate on the last page of your statement that 15 percent of the budget was appropriated for the purpose of buying textbooks. Is there any intent on the part of the State to increase that appropriation in the future?

Mr. TRIPLETT. You mean for texts?

Mr. DANIELS. Yes.

Mr. TRIPLETT. As I understand it. But before I answer, I might say the guidelines along that line probably came from the U.S. Office of Education. The coordinator of title II there, as I understand it, is following them. Now, personally, I would answer your question this way: I would like to see it increased.

Mr. DANIELS. So would I. I know on page 3 of your statement you said 50 percent was allocated for library books, 35 percent for audio-