

*Format.*—Print is easily read; covers are durable, attractive, and practical; et cetera.

*Use of Federal funds in increasing supply of texts and library resources*

It is estimated that within the past year approximately 1,600,000 books and other publications have been purchased with Federal money by county and city boards of education in North Carolina. Fully 80 percent of these books and publications have been placed in the libraries.

Through title II of the Elementary and Secondary Education Act the schools have purchased or have authorization to purchase about 533,000 volumes.

Through titles I and III of the Elementary and Secondary Education Act an estimated 622,000 volumes have been purchased or authorized.

Through title III of the National Defense Education Act an estimated 438,000 books or other publications have been purchased or authorized.

Through Vocational Education Act funds an estimated 5,300 books and other publications have been purchased.

Naturally, these added resources have promoted learning.

*Anticipated continued need for Federal support for books*

Obviously the need for additions to and replacements of books and other publications in all categories is recurrent and perpetual. The average child in North Carolina public schools reads voluntarily each year in excess of 35 library books. Thus, the task constantly confronting school personnel is to have available to these reading children enough good books.

*Position of the State of North Carolina regarding treatment of minority groups in books for school use and regarding books as teaching-learning aids*

In the selection of textbooks, library books, and other instructional materials consideration is given to their appropriateness to the program of studies with the view to portraying fairly and accurately all members of our total society.

In the selection, adoption, and distribution of textbooks, library books, and other instructional aids and materials, the State of North Carolina and its county and city school administrative units do not think in terms of minority or majority groups.

In its provisions for public education it does not emphasize race, national origin, creed, color, or kindred condition. The State of North Carolina is committed to the placing of all of the wealth of the State behind the education of all of the children of the State regardless of who they are or where they live.

There are available to county and city boards of education multiethnic books not so much because of consideration of the multiethnic or intercultural aspect as because the books are good books.

In essence, it might be said that in North Carolina public school authorities at all levels desire and are determined to have available for pupils and teachers the very best instructional aids and materials, including textbooks and library books. It is to be expected that these