

libraries. Would there be any basic reason for that as an operating procedure?

Mr. CARROLL. Yes, because the State of North Carolina through the general assembly makes rather generous and adequate appropriations for textbooks and we decided we could best use this money for library books. We feel that is the greater need rather than the textbook field.

Mr. ASHBROOK. It is not because of any concern you have for using Federal funds for textbooks?

Mr. CARROLL. None whatsoever. If the State were not appropriating as generously as it is, we would change the allotment.

Mr. ASHBROOK. Within the framework of the library books, already having stated most of the money goes in those categories, would it be largely in the area of reference books?

Mr. CARROLL. This includes reference books. Our circulation records reveal the average child reads 35 books a year and we need far more than reference books. This includes encyclopedias and reference books of different types.

Mr. ASHBROOK. You said the libraries in schools have approximately 11,300,000 volumes. That would not seem large.

Mr. CARROLL. No; that is about 9 to 10 volumes per child.

Mr. ASHBROOK. About a fourth of what you would like?

Mr. CARROLL. I believe if you would look at the accreditation and criteria requirements you would find this is about up to par.

Mr. ASHBROOK. Up to par nationwide, or what you would like to have?

Mr. CARROLL. No; I believe it is nationwide. We need more books, and that is the reason we are tending toward the allocation of these funds for library purposes.

Mr. DANIELS. Will the gentleman yield?

Mr. ASHBROOK. Yes.

Mr. DANIELS. What advantage has your State taken of the Library Services Act, which is a Federal law?

Mr. CARROLL. We are utilizing the provisions of that act. In addition to school libraries, we have a statewide system of public libraries and, to the best of my knowledge, full use of this Library Services Act is being made by North Carolina.

Mr. DANIELS. Do you have libraries in each school?

Mr. CARROLL. Yes; each school. There may be instances where we do not have a formal library, maybe in a two-teacher or three-teacher school in an isolated area but those schools would have books even so.

You see, North Carolina occupies a unique position among the States of the Union in that for more than 30 years the entire wealth of the State has been put behind the education of all the children. Over 95 percent of the teachers of the State receive a check each month drawn upon the State treasury.

Mr. ASHBROOK. What do you mean by the entire wealth?

Mr. CARROLL. We underwrite the basic salary of each teacher in North Carolina allotted by the State board of education whether that teacher is in the shadow of Raleigh or the remotest section of North Carolina.

A class A certificate carries the same value no matter what area the teacher is in. We make provision each month for the payment of those teachers by vouchers drawn upon the State treasury.