

Mr. CARROLL. Yes, and that may be attributed, Mr. Brademas, to what I was describing a moment ago, and that is North Carolina's method of financing. We have a rather highly centralized school system because the majority of expenditures for current expense are borne by the State treasury and for that reason we have this centralization.

Mr. BRADEMAs. I take it it would be a fair summary of much of your testimony that there is not difference in textbooks used in public schools in North Carolina school districts where most of the population is Negro as contrasted with areas where most of the population is white?

Mr. CARROLL. Pupils are pupils with us. I might say at the time of the last racial accounting, until the Congress and Federal administrative officials gave us to understand we shall not engage in racial accounting, but at the last racial accounting North Carolina had more Negro teachers in the schools than any other State and more professional staff that were Negroes.

I could not tell you the distribution.

Mr. BRADEMAs. In what way has North Carolina made headway in implementing the Supreme Court decision?

Mr. CARROLL. We have made considerable progress although I must confess on August 30, 1966, that the subject became stricter because we have more and more cause to wonder whether the administration of all this program is in line with congressional intent as found in the Civil Rights Act itself.

Mr. BRADEMAs. You said a minute ago that there was no significant difference in the text used in schools with different patterns of racial population. Let me ask a question that is not the same, but may be related to it. Do you make any effort to have specially designed texts for the use of disadvantaged children as distinguished from texts for children who do not come from disadvantaged areas?

Mr. CARROLL. No, although in the summer programs, the Headstart programs, for instance, there probably were purchased some of these newer texts with Federal funds because it is more or less a federalized program but that is where you would find the main provisions.

Mr. BRADEMAs. Let me ask another question that is not directly related to the issue of race relations and the use of textbooks. I don't know much about it, but it is my understanding that schools and libraries do not receive from textbook publishers discounts for any large purchase of orders of books.

I understand that retail stores do receive discounts. Is this true in your experience?

Mr. CARROLL. The State board of education through the division of textbooks in North Carolina has library books available for sale to county and city boards of education because the general assembly, through the State board of education provides financial assistance for the purchase and procurement of library books.

Mr. BRADEMAs. My question is: Do you get a discount if you buy books for schools or libraries as compared to the discount I am told retail book stores receive?

Mr. CARROLL. No, but we have a stipulation in all our statutes to the effect that no vendor or publisher of textbooks shall sell these books to any State at a lower price than that enjoyed by North Carolina.