

lected from the State-approved list according to their needs and availability of funds.

In the expenditure of these funds, preference is to be given to basal materials. These funds may be supplemented by the schools with moneys derived from other sources. The regular textbook fund was supplemented by approximately \$50,000 from Federal funds for purchases to be made through the State textbook division during the last school year.

Instructional materials to supplement those purchased through the State textbook division with Federal funds amounted to over \$1 million, when about \$560,000 was spent from title II, Public Law 89-10 and approximately \$137,000 for textbooks, \$109,365 for library books, \$217,000 for audiovisual materials, and \$18,120 for other library supplies; or approximately \$481,845 was spent for instructional materials under title I of Public Law 89-10.

Approximately \$2 million was spent the last school year by the State textbook division; and an additional \$1 million was spent from Federal funds for instructional materials purchased, were from Federal funds, exclusive of materials bought with Johnson-O'Malley and NDEA funds.

Realizing that today's textbooks reflect varying educational philosophies, the changing laws of learning, social needs, and varying points of view, the listing of approved materials is of the multiple type, and very liberal in listing, so that the local people can select without much difficulty materials that are best suited to their needs and local conditions.

The materials submitted for approval are reviewed and evaluated by committees representative as much as possible of all sections of the State and different sizes of schools and communities, rural as well as urban. These committees have the responsibility of selecting materials that will become available for use by pupils of all levels of achievement.

They consider many factors which are of importance in evaluating books for State approval, such as: provision for individual differences in abilities and in interests; also, conformity with provisions regarding subversive and other unacceptable tendencies. The recommended evaluation form, among other items, calls for consideration of the author's aims or viewpoints, suitability of illustrations, adaptation to local conditions, and subversive tendencies and influences.

The findings of the field committees are evaluated and reconciled by the main State committee, which is composed of specialists from the State department of education; and recommendations are made to the State board of education, which is the adopting agency, for their consideration.

The local schools are at liberty to select from the master list the materials needed and best suited for their conditions. The local schools have their own evaluating committees to determine the selections from the master list for their local school use.

Comparatively speaking, New Mexico is a sparsely settled State; and its people are noted for their hospitality and friendliness, which I believe are factors that have tended to override any hate or prejudice that may have tried to grow.

I am also of the opinion that year after year books are reflecting more accurately and more fairly the contributions of minorities; and