

of the various field committees, which are located in different sections of the State and which represent different sizes of school systems, are reconciled with the findings of the State's main committee. The adoptions made by the State Board of Education constitute the master list from which the individual schools may select their materials. The list is of the multiple type, and the individual schools are at liberty to select from the master list the materials which best fill their needs in their communities.

On the basis of the attendance reports from the respective school systems the State-appropriated monies are allocated to the various school systems in the State, the same amount being allowed for each child in attendance.

Federal education legislation has made funds available to supplement the State appropriations and has made it possible to increase the availability of materials, especially in the library category of instructional materials, to levels that we would have been unable to reach for a number of years in the future. In some of the schools the level reached has been barely to ease the degree of deficiency that existed prior to the federal legislation. Portions of monies from Title I ESEA, P.L. 89-10, and Johnson O'Malley have been used to supplement the funds for textbooks and library resources. Title II ESEA, P.L. 89-10, monies have been spent approximately 11 percent for textbooks and 89 percent for library and other instructional materials.

The need for this support will continue to exist for some time to come, depending on the amounts made available; but, very definitely, almost all of our schools are not adequately provided with these materials to meet a desirable standard, and some of them are still below the minimum requirements in library resources. I feel that between 15 and 20 percent of the federal funds expended for instructional materials is for textbooks, and 80 to 85 percent for supplementary and library books.

Mr. BURTON. Miss Loretta Barrett.

**STATEMENT OF LORETTA BARRETT, EDITOR, ZENITH BOOKS,
DOUBLEDAY & CO.**

Mr. BURTON. We have your statement, Miss Barrett, would it be possible for you to synopsize the points you think would be of the most interest?

Miss BARRETT. That is fine with me.

First, I would like to say I am an associate editor on the staff of Doubleday & Co. I am also editor of Zenith Books, and have been working on them since last August and became officially in charge of them since December.

Zenith Books were developed to aid the teaching of history of the United States, not Negro, Puerto Rican, or WASP history, but U.S. history, the whole picture of the vital contributions various minority groups have made to our Nation in its social, cultural, and political development.

The series was created by an editor, Mr. Charles Harris, who fully understood the necessity for U.S. history textbooks to be truly integrated, and who began work on this series as early as 1961.

I first became aware of this tremendous need when I was teaching history in a high school in North Philadelphia, whose school population was 99.9 percent Negro. I found that almost without exception the textbooks from which I was asked to teach history had either ignored or underplayed the role of America's minorities in the building of our Nation.

It is impossible to fully understand the history of our Nation and society as it is today unless one fully comprehends the role of the various groups in forming our country and ceases to try to present U.S. history as if it were history of a homogeneous society.