

have books to offer you, you only have to evaluate what you have. I am not in a position to tell you how these professional committees went about making their evaluation; however, Dr. Holler has already indicated that minority race groups were represented in the committees.

Mr. HAWKINS. So the adoptions are made for a specified period of time. Do you know what that period is?

Mr. QUARLES. That period of time, Congressman, is for a 4-year period with the board having the option of extending it for 2 additional years if it chooses, based on the recommendations of another curriculum committee that they maintain continuously. The idea being that, if there are no significant improvements, say, in your mathematics area from the books that you have at the end of a 4-year period, it would be expedient to continue your contract for 2 more years. However, if there have been changes and math has been updated, then your committee would recommend to the board that they let these contracts lapse and go into a new adoption so as to have the newest material.

This means that our material is updated at least every fourth or sixth year, whichever appears to be the most advantageous from an educational standpoint.

Mr. HAWKINS. Now, also in your statement you indicated that school libraries were very inadequate. How inadequate are they?

Mr. QUARLES. At one time, even at the beginning of this past school year—Dr. Holler may correct me if I am not correct—but at the beginning of last school year, we had schools for both races that did not have any library, elementary schools, and—

Mr. HAWKINS. Were there very many of these? Have you any specifications as to the actual number in which there were no libraries?

Mr. QUARLES. It was a small number, but there were many that were very inadequately supplied with library materials. I think you will notice from my statement that the average increase in books per pupil was two books in the elementary schools and one book per pupil in the high school. I might add that many of the schools in the so-called high-priority groups met the State library standards, while some of the others did not because of the benefits of title I, Public Law 89-10, which made more money available under the high-priority schools.

Mr. HAWKINS. You also said that the title II librarians prepared and distributed a 5-page special list of books about Negroes and their contributions and accomplishments. Was this list used and was the list used both by the white as well as the Negro schools?

Mr. QUARLES. Congressman, the list was distributed, I believe I am correct in saying, to all schools. It is a printed document and is listed among the printed documents available from the State department of education. It was widely distributed.

Mr. HAWKINS. Among all schools?

Mr. QUARLES. Among all schools.

Dr. HOLLER. Yes; and the list, of course, comes from the master list, but it lifts out a special area that will serve a special purpose. This came about because our library supervisors, Miss Frances Griffith who is a Negro and Miss Jones who is white, prepared this particular list to meet a particular need as was seen at this particular time.