

TEXTBOOK SPENDING VS. EDUCATIONAL SPENDING

Year	NCE	% of increase over base year	Textbook \$ per student	% of increase over base year	Teaching materials \$ per student	% of increase over base year
57-59 (av)	\$258	—	\$2.90	—	\$ 7.50	—
59-60	292	13.2	3.18	9.7	8.19	9.2
60-61	304	17.8	3.35	15.5	8.80	17.3
61-62	315	22.0	3.40	17.2	11.60	53.5
62-63	335	30.0	3.65	25.9	12.40	65.3
63-64	352	36.4	3.89	34.1	13.10	74.6
64-65	373	44.7	4.09	41.0	14.15	88.7
65-66 (est)	395	53.0	4.30	49.0	15.30	104.0

These figures, from SCHOOL MANAGEMENT's Cost of Education Index, are supplemented by statistics supplied by the American Textbook Publishers Institute. All figures are based on dollars spent per Expenditure Pupil Unit (EPU). EPU's are found for any district by multiplying the number of full-time secondary school students in the district by 1.3 and adding that number to the number of full-time elementary school students.

these subjects since 1962-63, what was the reason?

3. How are textbooks distributed to students?

4. To what extent are paperbacks used, do they serve as texts or supplemental material, and how are they distributed?

5. How much did the district spend during 1965-66 for elementary and high school textbooks and library books?

In addition, administrators were asked their opinions of today's textbooks—their cost, their content and their future.

By the mid-January cut-off date, replies had been received from better than 2,500 districts. These replies constitute the basis for SCHOOL MANAGEMENT's textbook survey. They are supplemented with figures from the Cost of Education Index (see SM, Jan. '66) and reinforced by interviews with leaders in the textbook publishing industry, most notably Dr. Austin McCaffrey, former state superintendent of schools in New Hampshire and now executive director of the American Textbook Publishers Institute (ATPI) in New York City.

Some basic conclusions

In 1965-66, the median school district in the U.S. expected to spend \$4.30 per pupil unit for textbooks (see chart, above).^{*} On the face of it, this figure represents the heaviest concentration of textbook spending in history. Yet the amount of money spent for textbooks is not increasing as

rapidly as educational spending in general. And it is increasing only half as swiftly as the amount spent for all teaching materials.

Since the 1957-59 base period (a three-year period used by the federal government for all of its price and cost indexes, and used as the base period for SM's CEI study) educational expenditures have risen 53%. During the same period, textbook spending has increased only 49%. The amount spent for teaching materials (including texts) has jumped 104%, or more than twice as much as textbook spending. (See chart, above.)

During the last seven years, the annual amount spent for textbooks has remained steady at just about 1.1% of the over-all educational budget. At the same time, the amount of money spent for teaching materials has jumped from 2.9% of the budget to 3.9%, a significant increase. In 1959-60, textbooks accounted for one dollar of every \$2.50 spent for teaching materials. Today they account for one dollar in four. In other words, teaching material spending has been increasing at twice the rate of textbook spending.

Does this mean that textbooks no longer have a place in the classroom? Not by a long shot. As one California superintendent put it: "Textbooks are better today than ever before. They make good teachers out of mediocre ones—and great teachers out of good ones." Adds a Pennsylvania administrator: "I expect texts to be on the market a long time. They are still everybody's basic teaching tool." "What the decreasing ratio of textbook to non-textbook spending may mean," says ATPI's Austin McCaffrey, "is that the textbook no longer represents the only classroom tool. The trend is toward the multi-tool approach. We're seeing the results of the tremendous strides made in teaching materials during the last five years. To-

^{*}This figure was originally presented as part of SM's Cost of Education Index, published in January. It is based on budget estimates of spending for the 1965-66 school year. Many of these estimates were developed in the spring of 1965, before potential federal funds could be included. For figures reflecting the effects of federal aid, see page 11.

NATIONAL

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	28.27%	13.76%	27.77%	14.62%	32.37%
64-65	22.00	22.39	23.08	18.11	25.69
63-64	19.08	20.00	16.71	19.75	17.91
62-63	8.74	17.00	11.97	16.21	9.32
Prior	20.85	26.84	20.48	31.32	14.75

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	31.69%	21.30%	18.05%	28.08%	19.37%
Present text weak—no new text better	5.97	6.96	6.23	4.60	3.96
Studying a change, study isn't complete	17.94	19.27	27.40	15.45	18.96
Reinforcing present text with supplementary materials	8.08	12.37	7.68	13.12	9.99
Adopt on a regular cycle, and cycle has not come up	31.55	35.56	33.47	31.57	39.34
School board budget too tight	3.16	3.20	5.12	4.94	5.45

day's teachers can choose from a variety of teaching aids, the textbook being one of them. Though it is still an important tool, it is no longer the only one."

The national picture

The national textbook purchasing picture appears quite bright. Almost 33% of all districts bought new math books this year, over 25% purchased science texts, and just under three in 10 bought biology books. In the past two years almost 60% of the nation's districts made a new math purchase, and about half of all districts purchased new general science and biology texts.

But this rosy picture is deceiving. Looking at the other end of the scale, one finds that better than one out of every five districts has not adopt-

ed a new textbook in biology or general science as recently as 1962-63. Better than four in 10 districts are using an American history book published before the assassination of President Kennedy. Three out of 10 districts are using reading books that are at least five years old. Even in elementary school mathematics, almost 15% of the districts are saddling their students with old books.

Are old books bad? Not really, though they do have certain intrinsic drawbacks. For example, a book published in 1961 was actually written at least two years earlier. It may have been edited and updated to the time of publication, but basically it is a book reflecting the state of our knowledge in 1959. Especially in the sciences, this is a dangerously long time lag.

But there is a more serious point to be studied

How District Size Affects Patterns of Textbook Adoption

[illegible]

OPEN

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	20.42%	17.20%	24.21%	12.67%	21.15%
64-65	25.26	22.37	26.70	19.69	30.56
63-64	23.58	26.67	22.62	21.44	23.72
62-63	13.05	15.27	15.38	24.17	13.25
Prior	17.69	18.49	11.09	22.03	11.32

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	42.66%	33.97%	26.39%	35.57%	33.96%
Present text weak—no new text better	9.09	8.33	6.25	6.71	7.55
Studying a change, study isn't complete	18.88	26.93	31.95	21.48	31.13
Reinforcing present text with supplementary materials	6.29	13.46	9.72	14.76	6.60
Adopt on a regular cycle, and cycle has not come up	21.68	16.03	22.22	17.45	18.87
School board budget too tight	1.40	1.28	3.47	4.03	1.89

here. *Why* didn't districts adopt new texts more recently. The answer to this question polarizes districts into three distinct groupings—those that are satisfied that their present texts are good; those that are presently studying a change but haven't come to a decision; and those that have not even considered new books because their cycle hasn't come up. The latter group must be the cause of real concern to educators throughout the nation.

For every subject, seven to 10% of the districts responding to SM's survey indicated that they had not considered new texts because cycling did not allow them to. In some cases this cycling was self-imposed—local board policies that say "once a book is purchased it had better remain up-to-date for five, six or 10 years because it's not going

to be replaced sooner." But in the great majority of districts it was due to state control of buying.

This control can take many forms but its general outline is the same: The state approves a single textbook or a few textbooks and the districts must purchase from this approved list. In some states, when a book, or group of books, is approved, districts must adopt—and purchase—an approved book that year. In others, once the approved list is published, it stays in effect for a given number of years and districts wishing to purchase new texts during that period must consult the approved list. In either case, state approvals are made on a cycled basis, restricting textbook purchasing by the local districts.

To see how this works, take this 'not-so-hypo-

CLOSED

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	42.11%	10.14%	29.83%	16.74%	36.44%
64-65	21.53	14.01	20.18	19.91	22.67
63-64	9.09	14.01	12.84	15.38	16.45
62-63	8.13	34.30	20.64	12.22	6.22
Prior	19.14	27.54	16.51	35.75	18.22

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	19.23%	12.66%	12.00%	15.46%	7.70%
Present text weak—no new text better	1.92	6.33	4.00	3.09	1.92
Studying a change, study isn't complete	9.62	8.85	14.00	4.13	5.77
Reinforcing present text with supplementary materials	9.62	3.80	0	4.13	1.92
Adopt on a regular cycle, and cycle has not come up	51.92	62.03	62.00	38.04	75.00
School board budget too tight	7.69	6.33	8.00	5.15	7.69

thetical example. A state adopts on a six-year cycle. In 1961, before any of the "new" biology texts are published, its biology cycle rolls around. A group of old biology texts are placed on the approved list. It is now impossible for a district in that state to purchase any books not on that list until a new list is drawn up in 1967, unless they want to do so without state support. Meanwhile, since 1963 a whole group of new biology texts have been on the market, but they are not even being considered by the affected districts.

In an effort to see whether state purchasing does materially affect textbook adoptions, SM researchers decided to study five regions of our nation more closely. These regions—including New England, the Central Plains, the Southeast, the

Southwest and the Mountain States—encompass a total of 33 states, 19 of which have open purchasing, allowing districts to select their own texts when and if they want to. The results of that study appear in the charts at the top of this page and the page opposite.

At first glance, there appears to be little significant difference between the two groups. But a closer look reveals some very important variations. For example, buying in the "closed" states is far more bunched, despite the fact that different states adopt in different years. Thus, while better than 42% of the districts in the "closed" states purchased new biology texts this year—a figure that seems extremely good—it is three years after the new biology books became available. Better than half the districts in the "open" states had chosen

to adopt new biology texts a year or two earlier than those in the "closed" states could.

The reason why districts have not adopted new texts is also revealing. More than 35% of the districts in the closed states have not purchased new reading texts since 1961 (as opposed to 22% in the open states). Of this group, almost seven out of 10 indicated that the reason was cycling—the time for new reading texts had not yet arrived. Three-quarters of the districts still using ancient math texts gave cycling as their excuse. By contrast, among districts in the open states that have not purchased new texts since 1961, the overwhelming majority cite "no new text is better than our present one" or "We're using supplementary materials to bring us up-to-date" as their reason. The administrators and teachers in these districts may or may not be right in their decision—but at least they have made a decision.

"Cycling definitely increases the time between publication and adoption," says McCaffrey. "Most cycles run for five-year periods in major subject areas. Conceivably, a book published in 1961 may only now be finding its way into many classrooms. This means that a book written and researched as much as seven years ago is only now being used in a certain number of districts. By most standards, that book is already obsolete, but cycling has delayed its entry into schools which could have used it four or five years earlier. As such, cycling is definitely a barrier to providing students with the latest textbooks. I should also point out that cycling does offer one advantage, especially when it's state controlled. It assures that, eventually, all districts in the state will get a crack at the latest texts. But the key word is 'eventually.'"

Today's texts: praise . . .

Of course cycling is not the only reason for adopting textbooks. Two that loom large in many districts are cost ("our budget won't allow us to adopt new texts" is the reason given by five to 7% of the districts polled) and content ("Our present text is a good one").

Are today's textbooks as good as those of a few years ago? Most schoolmen feel that today's text is the best ever published. "Book companies have been improving textbooks very rapidly," states a New York superintendent. "Today's texts are better than ever," notes an Indiana schoolman. Adds an administrator from Michigan: "The new textbooks on the market are much more interesting and challenging."

. . . criticism

Yet, despite general satisfaction, today's textbooks are losing ground to other teaching tools. Most schoolmen seem to agree that the reason is cost. "Textbook costs are rising more rapidly than those of other materials," says a New York superintendent. "The costs have gone up surprisingly in the last 10 years," adds a superintendent in Michigan. "The cost of textbooks is becoming prohibi-

tive," notes a New Jersey schoolman. "Why aren't more texts published in paperback form?," asks a schoolman from Montana. "Certainly this would greatly reduce the cost."

Are today's textbooks way out of line in price? And is the paperback the answer? Austin McCaffrey says no to both questions. "Our figures show that textbooks have not increased in cost as much as most other educational materials," he says. They've gone up, but not as much as other commodities—and not as much as the cost of living generally."

How about using paperbacks to reduce textbook cost? "If you're talking about what we call 'trade' paperbacks—that is such things as novels that can be used in the classroom—certainly they'd be less expensive. But if you're talking about putting today's textbooks between paper covers, the savings in price would be infinitesimal."

"The myth of the inexpensive paperback is the result of the marked difference in price between the hard-cover version of a best seller and the paperback reprint. Here we're talking about an entirely different thing—an original book in paperback form. All pre-production costs remain the same—researching, writing, editing. And, if the book is to last, the production costs remain pretty much the same. Take the cost of binding, for example. Textbook bindings are constructed to last for several years of pretty rough abuse. A good binding costs money. Binding a paperback to last would cost the same amount of money. And bindings are one of the most costly ingredients in a book."

"It is possible to save some money on textbooks by changing production procedures. For example, if textbooks were printed in smaller type, on cheaper paper, with narrower margins and no illustrations, the cost could be lowered. Give them an inexpensive glue binding, use paper covers and you'd be able to get a book for perhaps 30% or 40% less than you're paying now. But you'd be lucky if the book lasted a year, compared to the three years *minimum* usage you get from a hard-cover."

"Paperbacks have a definite role to play in the classroom. But putting today's textbooks between paper covers will accomplish nothing. Supplementary materials; workbooks; satellite texts; short-term texts, such as a novel or play that will be studied for a month or so; and books to build student libraries—all of these are obvious areas in which paperbacks play a vital classroom role. But don't confuse their low cost with the way they're put together. There are many other reasons why paperbacks can be less expensive—and none of them have anything to do with the form of the book."

Textbook spending

At the beginning of this article, it was noted that the median district in the United States is spending \$4.30 per Expenditure Pupil Unit on textbooks this year. (That figure is the equivalent

of \$4.30 per elementary school student, \$5.60 per secondary school student.) These expenditure estimates were taken from the 1965-66 Cost of Education Index (see *SM*, Jan. '66) and are based primarily on budget estimates prepared in the spring of 1965. At that time, federal aid to education was a good possibility—but not a reality.

Federal aid was a reality when *SM*'s textbook survey went out in December. As a result, districts were asked to indicate how much they now expect to spend on elementary and high school text and library books this year. The results were startling.

Although the full effects of federal aid have not yet been felt, there has already been a 16% increase in spending for elementary school textbooks and a 10% increase on the secondary level.

Although the figures gained in the two surveys are not completely comparable, the trend they indicate is obviously a real one. The textbook survey figures were obtained by dividing the dollars being spent for elementary school textbooks by the number of elementary school students and the dollars being spent for secondary textbooks by the number of secondary students. (The CEI figures were obtained by dividing all district textbook expenditures by all Expenditure Pupil Units, a somewhat more accurate reflection of district spending policy.)

According to the textbook survey, the median district nationally is now spending \$4.97 per elementary school pupil on elementary school textbooks. One quarter of the districts are spending at least \$7.12 per pupil on elementary textbooks, and one in 10 has expenditures of \$10.00 or more.

Spending for secondary school textbooks is somewhat higher all along the line with \$6.15 per pupil being spent by the median district, \$8.65 or more by one quarter of the districts and at least \$11.73 by the top 10% of the nation's districts.

If your district is spending less than \$3.38 per elementary school student on elementary textbooks—or less than \$3.88 for every secondary school student on high school texts—you are in the bottom quarter of the nation in textbook spending. (To see how you rate on a regional basis, see the material starting on page 14.)

Library spending

Administrators were also asked to provide figures on the amount of money being spent for library books. These, too, were computed by dividing monies spent for elementary school library books by elementary school children and monies spent for high school library books by the number of high school students. On this basis, the median district nationally spends \$2.25 per pupil for elementary school library books, \$3.27 for high school books. These figures are both far below the minimum standards recommended by the American Library Association. This body suggests that schools with 250 or more students should spend from four to six dollars per student on library books. Using these ALA guidelines the median district must double its allocations for library books to fulfill minimum needs.

At the present time, not even the top 25% of the nation's districts are meeting these minimums. The top quarter among the nation's districts are spending \$3.33 per pupil for elementary school

How much are we spending for elementary textbooks?

	Average	High Quarter	Top Tenth
Nation	\$4.97	\$7.12	\$10.00
Region 1	6.10	7.08	8.96
2	5.00	6.87	8.03
3	5.52	8.60	10.59
4	5.57	8.92	11.49
5	3.70	4.39	5.03
6	2.50	3.62	4.44
7	.85	4.00	4.76
8	6.65	8.11	10.92
9	4.46	6.81	9.21

How much are we spending for secondary textbooks?

	Average	High Quarter	Top Tenth
Nation	\$6.15	\$8.65	\$11.73
Region 1	7.52	9.52	12.00
2	6.85	9.13	10.94
3	6.21	8.70	11.67
4	6.70	8.97	12.70
5	4.81	6.10	8.24
6	2.50	3.81	5.18
7	.09	1.26	4.17
8	6.21	8.15	10.26
9	6.07	8.00	10.06

HOW DO WE FIND OUR REGION?

REGION 1: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut.

REGION 2: New York, New Jersey, Pennsylvania.

REGION 3: Ohio, Indiana, Illinois, Michigan, Wisconsin.

REGION 4: Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas.

REGION 5: Delaware, Maryland, Dist. of Columbia, Virginia, West Vir-

ginia, North Carolina, South Carolina, Georgia, Florida.

REGION 6: Kentucky, Tennessee, Alabama, Mississippi.

REGION 7: Arkansas, Louisiana, Oklahoma, Texas.

REGION 8: Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada.

REGION 9: Washington, Oregon, California, Alaska, Hawaii.



How much are we spending for
elementary library books?

Nation	Average \$2.25	High Quarter \$3.33	Top Tenth \$4.63
Region 1	1.42	2.06	3.33
2	2.50	3.41	4.58
3	2.50	3.87	6.00
4	2.66	3.33	4.40
5	1.50	2.43	3.50
6	1.50	2.00	2.28
7	2.38	3.15	3.89
8	3.20	4.00	6.20
9	3.04	4.17	7.40

How much are we spending for
secondary library books?

Nation	Average \$3.27	High Quarter \$4.73	Top Tenth \$6.71
Region 1	3.33	4.98	6.37
2	3.64	4.69	6.90
3	3.27	5.23	9.49
4	3.30	5.00	6.83
5	2.00	2.95	3.86
6	1.65	2.78	3.24
7	2.99	4.44	6.00
8	3.33	4.45	8.29
9	3.91	5.21	7.33

library books and \$4.73 for secondary school libraries. Only the top 10% districts are spending above minimum standards (\$4.63 at the elementary level, \$6.71 at the secondary). The obvious conclusion: Ninety percent of the nation's schools are not spending enough for library books to keep abreast of student needs.

Footing the bill

The local school district is paying for the great majority of textbooks purchased this year. It has become a burdensome load for many, so burdensome in fact that they have begun to ask students to absorb a growing portion of the costs.

While most districts still provide free textbooks to students (74% at the elementary school level, 60% at the secondary), more than ever districts are asking students to help defer the cost.

In 1959, a survey conducted by the National Education Association showed that 70% of the nation's high schools provided free textbooks to students. Today, that figure has dropped 10%. By contrast, seven years ago, only 19% of all districts rented books to high school students. Today's figure: 29%.

Distribution of textbooks

	NEA Survey 1959		SM Survey 1966	
	Elem.	Second	Elem.	Second
Free distribution	84.6%	69.3%	73.8%	60.3%
Student rental (No proviso for needy students)	1.8	2.6	13.5	16.4
Student rental (with free texts to needy)	15.0	16.9	10.7	12.5
Student purchase	3.6	15.2	2.0	10.8

And today, more than ever, the rule is, when one pays, everyone pays. Seven years ago, almost 17% of all high schools that rented books did so with the proviso that needy students got them free. Today, only 12.5% of the high school districts rent with this proviso.

The paperback revolution

The past seven years have witnessed a revolution in the schools of our nation—a paperback

revolution. Over 87% of all school districts now use paperbacks—one quarter of them as texts. And students are paying for them. Almost half the high school students that use paperbacks buy them. One-quarter of all elementary schools ask students to purchase them. And, in both elementary and secondary schools, students purchase or rent over half of the paperbacks they use.

Paperback distribution

	Elementary	Secondary
Free distribution	48.6%	45.0%
Rental (no proviso for needy students)	4.0	4.2
Rental (proviso for needy students)	22.3	4.4
Student Purchase	25.1	46.4

Has the administrator found, in the paperback, an effective way to make the student bear the cost of textbooks? "To some extent, yes," says McCaffrey. "But there are a number of other reasons that students are buying their own paperbacks. In certain courses—like English literature—anthologies are rapidly being replaced by a variety of literature. These are generally available in paperback, and this is where a paperback pays dividends. A paperback reprint of a hardcover book *does* cost a lot less. The publisher recouped his investment in the hardcover edition.

"Most students can afford the price of a paperback. More than that, though, they prefer to own their own books, and paperbacks afford them that opportunity. As a result paperbacks have made fantastic gains in the classroom.

"Understand one thing. Textbook publishers have absolutely nothing against paperbacks. As a matter of fact, most textbook publishers also bring out paperback books. Our only quarrel is with those school people who see paper bindings solving all textbook problems—or paperbacks driving texts out of the schools. This will not happen. Certain courses must have basic texts available, and these texts must be put together in a form that will stand up and will be attractive to the student. Other courses don't demand basic texts. In these, supplementary material will be found in a paper binding.

"Incidentally, a lot of it will not be found in

any binding. We're talking here about paperback books, but don't forget the growing role of tapes, visuals, etc., as supplementary materials."

The future of the textbook

While most administrators agreed that the overall quality of today's textbooks is better than ever, they did register several complaints about texts in general, and certain texts in particular. Generally, these complaints concerned three broad areas:

While the content was generally conceded to be good, many administrators registered complaints over revision practices. "My pet gripe," says a New Jersey administrator, "is the never ending revision of reading series. Many revisions are published which in fact contain no new material. In many cases, it seems, they are published just to accommodate state adoption cycles."

"I'm certain," says Austin McCaffrey, "that there are some publishers who do come out with revisions just to meet buying cycles. But the reputable ones do not. Most reputable publishers make revisions only when they're called for. And administrators have told us that the revised editions are usually better than the original. The major publishers today have people working on revisions full time. Of course the time lag is always there, and the rapidly developing body of knowledge accents that time lag, but, by and large, a revision always improves the textbook. As a matter of fact we get more complaints about lack of revisions, than about too many."

What about publishers rushing revisions through to meet cycling schedules? "I haven't heard of it being done," says McCaffrey. "What publishers will do is schedule a new series to coincide with a cycling schedule—especially in California, which accounts for a large portion of the nation's textbook purchases. They will most likely accelerate a publication date to meet a cycling date. But publishers still must compete for sales, even in a cycled state, so they will not stint on quality just to meet a date."

Textbook construction

The construction, or more specifically the poor construction of textbooks, comes under a good deal of administrative criticism. Sample comments:

"They don't last as long as they used to."

"They're not made as well as older books."

"They fall apart very easily."

"The bindings crack and come apart."

"The paper is cheaper."

"They don't hold up as well as they used to."

"One of the reasons textbooks are more expensive today," says ATPI's McCaffrey, "is that they are made better. Bindings are stronger, paper is better. As I've said, a textbook will last three years. That figure takes into consideration the

abuse they meet at the hands of students. I'm certain that the administrators who complain are the ones that try to get four, five or even six years' use out of them. Even if a textbook were constructed to last six years, it usually becomes obsolete in three or four. By trying to stay with a text for longer than three years, the administrator is only cheating his students."

The third big complaint is the size. "Textbooks are simply getting too large for student lockers," says a Pennsylvania superintendent, summing up the general feeling about today's bulky textbooks.

"Some of today's textbooks are getting too large," agrees McCaffrey. "In fact, they are about as big as they will ever get. Beyond a certain size the binding may not be able to contain the book. In some instances, that size has probably been reached. A future trend may find history books broken down into two or more periods, with a text for each. In other subjects the same thing will occur. And of course, the multi-text approach will speed up this process. It's certainly the trend among publishers."

The figures, interpretations and administrator comments point up many inescapable conclusions about textbooks. Though administrators feel, by and large, that today's textbooks are the finest ever published, they no longer treat them with blind respect. The result is that the textbook is not the omnipotent classroom figure it once was. The increase in educational materials—and the increasing cost of textbooks—have combined to downgrade the text's importance, perhaps to a more realistic and workable level. At the same time the paperback, while not the educational cure-all many administrators feel it is, has removed some of the burden from the long over-worked textbook. As one administrator puts it: "Though today's texts are better than ever, they are still basically the same—in content, format and presentation—as they were 10 years ago. Education is changing rapidly. The emphasis is on a variety of materials, and a variety of books. As such, the tenure of the textbook as the basic learning tool is nearing an end. We will always use the text—but never again to the exclusion of all other materials."

The second part of the textbook survey begins on the next page. It analyzes the textbook buying habits of U.S. school districts region by region. It will provide you with a practical yardstick for measuring your own textbook spending. For, while the national figures are revealing, only by looking at other districts in your area can you really determine how good a job you are doing. You have only one question to answer: are your textbook buying practices competitive with—or better than—other districts in your region? If the answer is no, this report will show what you must do to correct that situation.

REGION 1

The median district in Region 1 is spending \$6.10 per pupil on elementary textbooks this year, and \$7.52 on secondary texts. How is that money being used?

As the chart on the right shows, it is being spent for math and science, rather than history and reading. One district in three has purchased a new elementary math series this year and three out of 10 have bought new biology texts. By contrast, only one district in 10 purchased a new basal reader in 1965-66 and two of 10 districts have new American history books.

The Region 1 buying picture compares favorably with the national picture. This year more districts in New England are buying biology, math and history texts than a comparative percentage nationally. And, though fewer districts in the region are buying science and reading texts, the figures are very close.

Well over half of the region's districts have purchased new math (62.5%), biology (61.3%) and science (51.1%) texts within the past two years. And three-quarters of all districts have purchased new texts in biology, history, science and math within the past three years.

Why aren't Region 1 districts purchasing reading texts? Of those districts in the region that have made no reading text purchases in the past three years, the largest portion (39.1%) claim their present text is still good. One district in four has reinforced the present text with supplementary materials.

And one in five is studying a change, but has not yet completed that study.

These figures for non-purchase of reading texts hold up pretty well for other texts too. Many districts find the present biology text still good, while in science and math a large number of districts are studying a change. In history, many districts have reinforced their present text with supplemental materials.

Two observations should be made about reasons for non-adoption of new texts. Nationally, one district in three has made no recent adoption because of cycling. In Region 1, virtually no district gives cycling as a reason. Reason: Region 1 is an entirely open buying region, without state control.

A second observation: As mentioned earlier, 1963 saw the introduction of new biology curriculums to the nation's public schools, and with it a variety of new textbooks. Almost 90% of all Region 1 districts have made biology textbook purchases since 1963, meaning that nine-tenths of all Region 1 districts have now been exposed to the new biology curriculums. Of the remaining 10%, half claim to be satisfied with their present text. In other words, 5% of the region's districts have considered the new biology—and decided against it. Another major drawback to buying in this region is lack of funds, cited by 8% of those not purchasing new biology texts.

Textbook distribution

Virtually all districts in Region 1—the seat of free public education in the United States—provide free textbooks to students. The few that don't, all on the secondary level, ask

REGION 1 SPENDING BOXSCORE

	Low 25%	Median	High 25%	Top 10%
ETB	\$4.83	\$6.10	\$7.08	\$ 8.96
STB	5.83	7.52	9.52	12.00
ELB	.92	1.42	2.06	3.33
SLB	1.73	3.33	4.98	6.37

ETB Elementary textbooks, STB Secondary textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 1

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	29.5%	18.8%	24.4%	11.6%	33.3%
64-65	31.8	23.7	26.7	11.6	29.2
63-64	25.1	33.7	22.2	11.6	18.8
62-63	6.8	11.3	12.2	42.8	8.3
Prior	6.8	12.5	14.5	22.4	10.4

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	46.2%	13.0%	14.3%	39.1%	11.1%
Present text weak—no new text better	30.7	13.0	4.8	9.8	11.1
Studying a change, study isn't complete	15.4	30.5	47.6	19.5	44.5
Reinforcing present text with supplementary materials	0	39.2	19.0	26.8	33.3
Adopt on a regular cycle, and cycle has not come up	0	0	9.5	2.4	0
School board budget too tight	7.7	4.3	4.8	2.4	0

students to purchase their texts. This is a significantly higher free distribution percentage than is found nationally. The big difference between Region 1's distribution patterns and the national figures lies in the rental area. Textbook rental in Region 1 is notable by its absence. Nationally, more than one district in four rents textbooks.

The use of paperbacks is higher in Region 1 than it is nationally. Ninety-three percent of all Region 1 districts use paperbacks, and al-

most half use them as texts. This compares to a national average of 88% usage, with one district in four employing paperbacks as texts. It is likely that the leadership of New England's colleges has played a major role in getting paperbacks into the secondary school.

Paperback distribution closely parallels hardcover distribution in the region. On the elementary level, 87.1% of all districts provide free paperbacks. On the high school level, this figure drops to 70%. Both are way above the national

figures of 58.6% (elementary) and 45% (high school). Those Region 1 districts that don't provide free paperbacks (3% of elementary schools, 30% of secondary schools) ask their students to purchase them. Paperback rental by students, prevalent nationally (26% in elementary school), is absent in New England. Obviously this is a region where free public education is a practice, not a slogan.

Region 1's textbook buying may be summarized in one word: effort. Purchases are high, with the

great majority of districts purchasing new texts about once every three years. And the local district foots the bill, providing free textbooks to students in all but a few districts. Paperbacks have been widely accepted, with all but a few districts using them. The fact that half the paperback usage is in the form of textbooks is especially significant. Left to their own devices, Region 1 districts have, to a large extent, succeeded in adapting the paperback to the classroom.

The median district in Region 1 spends more money on textbooks per student than any region in the nation. The figure of \$6.10 per elementary student is 22.7% above the national average. The \$7.52 spent for each secondary student is 22.2% higher than the national average.

Region 1 leads the nation in textbook spending across the board. The low quarter in the region spends \$4.83 for each elementary student, compared to \$3.38 nationally. The high quarter spends \$9.52 for each secondary pupil, against a figure of \$8.65 nationally.

The effort put forth by Region 1 districts to supply students with textbooks takes on added meaning when compared to the amount of money the region spends on education. The region spends \$433 per expenditure pupil unit on education (see *SM*, Jan. '66) which, while above the national average of \$395, ranks only third in the nation. Obviously, Region 1 schoolmen believe the textbook is still a valuable classroom tool.

Unfortunately, when it comes to providing books for their libraries, New England's districts take a decided back seat. No region in the nation does as poorly in spending for elementary library books (\$1.42 per student). High school libraries are not the most poorly supported in the nation (\$3.33 in the median district) but close to it. Even the High Quarter and Top Tenth of the districts in Region 1 do a very poor job of supporting their libraries, compared to other regions.

REGION 2

■ The median district in Region 2 is spending \$5.00 per pupil on elementary texts, and \$6.85 per pupil on secondary texts this year. How is that money being spent?

It is being spent largely for math and general science textbooks, less for biology, reading and history texts (see chart, opposite). Region 2 buying is marked by balance. This year, 19% of all districts in the region bought biology texts. Last year the figure was 25%, the year before it was 23.4%. This year 18.4% of the region's districts purchased new reading texts. The figures for the two previous years are 21.3% and 15.5%.

This balance is reflected in the number of districts making new purchases in the past three years. Since 1963-64, over 65% of all Region 2 districts bought new biology texts, 60% new history texts, 55% new science, and reading texts, and 80% have purchased new math texts.

Despite the balance that keynotes Region 2's textbook buying, a surprisingly high percentage of districts have not bought new textbooks recently. In fact, one-third of all districts are currently using reading texts purchased no more recently than four years ago. One-quarter of all districts are using history texts bought in 1961-62—or earlier. And more than one district in five is making do with biology and science texts with a copyright date of 1961-62 or earlier. In terms of the new biology curriculums, 20% of all Region 2 districts

have thus far not exposed their students to them.

The figures are especially noteworthy in light of the fact that Region 2 is an entirely open buying region. In other words, state cycling pays no part in purchasing. Why, then, have so many districts neglected to make a recent purchase? Over 40% of the districts that have failed to make a reading text purchase claim they are satisfied with their present text. Another 28% are reinforcing the present text with supplemental materials.

These reasons, in varying proportions, predominate for the non-purchase of other texts too. Over 40% of all non-buying districts are studying a general science textbook change, 32% are studying a biology change. One district in four is satisfied with its present biology and history text, one in three with its present math book. And at least one district in every five has turned to supplementary biology and history materials rather than purchase a new text.

Although 21.3% of all Region 2 districts claim cycling as the reason for no new math purchases, this is

REGION 2 SPENDING BOXSCORE

	Low 25%	Median	High 25%	Top 10%
ETB	\$4.00	\$5.00	\$6.87	\$ 8.03
STB	5.62	6.85	9.13	10.94
ELB	1.58	2.50	3.41	4.58
SLB	2.41	3.64	4.69	6.90

ETB Elementary textbooks, STB Secondary textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 2

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	19.0%	14.9%	26.5%	18.4%	32.8%
64-65	25.1	25.0	22.4	21.3	28.1
63-64	23.4	20.1	19.4	15.5	19.8
62-63	8.7	13.6	8.5	12.1	7.5
Prior	23.8	26.4	23.2	32.7	11.8

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	28.3%	27.8%	18.8%	41.0%	31.1%
Present text weak—no new text better	8.1	8.7	6.9	2.5	5.0
Studying a change, study isn't complete	32.3	19.0	41.6	28.0	26.2
Reinforcing present text with supplementary materials	20.2	24.6	18.8	20.0	13.1
Adopt on a regular cycle, and cycle has not come up	9.1	15.9	12.9	7.0	21.3
School board budget too tight	2.0	4.0	1.0	1.5	3.3

a low figure since it really represents less than 3% of the region's districts (21% of 11.8%). Cycling figures in other textbook categories are equally low, running no higher than 4% of the region's districts for any textbook.

Textbook distribution

Over 95% of all Region 2 districts provide free textbooks to students. The few that don't, favor rental over student purchase. In fact, student purchase, which accounts for about 10% of all na-

tional distribution, is virtually nonexistent in Region 2 (actual figure: less than 1%). Rentals, while higher, account for only 3% of total distribution, compared to about 25% nationally.

Region 2 is marked by a particularly high percentage of paperback usage. Over nine of every 10 districts in the region use paperbacks, one-third as textbooks. Again, these figures are significantly higher than comparative national figures.

While hardcover distribution is

predominantly free, this is not the case for paperbacks. On the elementary level, only one district in four provides free paperbacks. The overwhelming majority (72.3%) rent them. On the high school level, free distribution is higher (64% of all districts), but those that do not provide them free, sell them (34%).

These statistics differ markedly from national paperback distribution figures. Nationally, one elementary district in five rents paperbacks (compared to more than

three in five in Region 2). On the secondary level the figures go the other way. Only 45% of the nation's secondary schools provide free paperbacks (compared to 64% in Region 2). The figures are surprising in that they go against all national and regional trends.

Textbook spending in Region 2 runs pretty close to the national average. Nationally, the median district spends \$4.97 per elementary school pupil, compared to \$5.00 in Region 2. On the secondary level, Region 2 districts are spending \$6.85 per pupil, about 70 cents above the national average.

The balance that shows up in textbook buying patterns also comes through in the region's cost figures. Three-quarters of all elementary districts spend at least \$4.00 per student, compared to a national figure of \$3.38. And three-quarters of all secondary districts spend at least \$5.62 per student, as compared with a national \$3.88.

These figures level off at the other end of the buying scale. The top 10% of all Region 2 districts are spending \$8.03 per pupil in elementary school, \$10.94 per secondary pupil. Corresponding national figures are \$10.00 and \$11.73. In other words, Region 2, while spending more money per student than the nation as a whole, spends it much more evenly throughout the region.

Some of the money that is not spent on textbooks is obviously spent to stock Region 2's school libraries. Almost all the way along the line, Region 2's districts outspend the comparable national figures. But being realistic, there's little to boast about. Few Region 2 elementary schools are buying even a single book per pupil during the current year. And at the secondary level, only the top 10% of the districts are exceeding recommended minimum expenditures for library books.

REGION 3

■The median district in Region 3 is currently spending \$5.52 per pupil on elementary texts, \$6.21 on secondary texts. How is this money being spent?

Over 35% of all districts in the region bought new math texts this year. By contrast no more than one district in five bought any of the other texts surveyed. American history was low on the list with just 13% of the districts indicating 1965-66 purchases.

Looking at the combined figures

for the past three years, most districts still lean heavily toward math. Since 1963-64, over 78% of all Region 3 districts have made new math purchases. In no other textbook category have more than 60% of the districts made a purchase. That leaves a significant portion of the region's schools without a new biology, science, history or reading text in the last three years. In fact, it is disturbing to find that one-third of the region's districts last bought biology, American his-

tory and general science texts prior to 1962-63. And one-quarter of the districts last bought a reading text prior to that year.

Region 3 and the nation

Region 3's buying patterns run ahead of the nation's in some subjects (math and reading), behind in others (science and biology). The region's biology text purchases are especially noteworthy because they are so far behind the national average.

Picking out spot figures for the past three years, math led all purchases this year (36.6% districts), history last year (27.1% of all districts), and reading two years ago (26.2%). This buying pattern suggests that purchasing is cycled. And the reasons for non-purchase offered by Region 3 districts bears this out.

Despite the fact that only one state in this five-state region uses a statewide adoption system, cycling emerges as the major reason for non-purchase of texts. Half the region's districts blame cycling for not making a biology purchase within the last four years, only slightly less than half for failure to buy a new general science text. One district in three blames cycling for its failure to purchase a new history text or math series; and one in four districts making no recent reading purchase gives cycling as the reason. These are very high figures, especially for a region relatively free of state mandates. Obviously, purchasing is cycled, if not by state, by district. And, just as obviously, cycling has hurt textbook purchasing. One district out of every five in the region has not made a new bi-

REGION 3 SPENDING BOXSCORE

	Low 25%	Median	High 25%	Top 10%
ETB	\$4.00	\$5.52	\$8.60	\$10.59
STB	4.62	6.21	8.70	11.67
ELB	1.65	2.50	3.87	6.00
SLB	2.06	3.27	5.23	9.49

ETB Elementary textbooks, STB Secondary textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 3

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	17.3%	13.1%	20.0%	15.8%	36.6%
64-65	19.5	27.1	22.2	18.5	25.6
63-64	21.3	18.8	13.2	26.2	16.1
62-63	9.4	10.9	11.0	14.7	8.7
Prior	32.5	30.1	33.6	24.8	13.0

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	21.1%	17.3%	12.4%	28.4%	24.8%
Present text weak—no new text better	2.4	6.9	5.1	4.5	3.4
Studying a change, study isn't complete	17.2	26.6	23.0	16.9	21.4
Reinforcing present text with supplementary materials	4.3	10.3	6.5	16.4	10.2
Adopt on a regular cycle, and cycle has not come up	50.2	33.5	45.6	28.8	33.3
School board budget too tight	4.8	5.4	7.4	5.0	6.9

ology purchase *only* because its cycle has not yet come up. And the figure is equally high for general science texts. Nationally, these figures never exceed 10%. One other note: A large group of districts cite lack of funds as their reason for not purchasing modern texts. Almost all of them are located in a single state—Ohio.

Textbook distribution

Fewer than half the districts in Region 3 provide free textbooks to

students. On the elementary level about half the districts provide free texts, well below the national average. Just 43.7% of the high school districts in the region give free texts. Textbook rentals are relatively high compared to national figures. Over 46% of the districts use this method of distribution on the elementary level and only slightly fewer (44%) on the high school level. Very few districts (12%, secondary; 3.5%, elementary) ask students to buy texts, but

these figures are still higher than the national average (10.8%, secondary; 2%, elementary). The big difference between Region 3 distribution patterns and those of the nation lies in the rental area: almost twice as many Region 3 districts rent books to students as do districts in the nation as a whole.

Paperback usage in Region 3 districts is running slightly above the national average. Almost nine of every 10 districts use paperbacks; 98% of them do so as supplement-

tary material (vs. 95.6% nationally). However, only 22.1% of the region's districts use paperbacks as texts, compared with 25.2% nationally. So, while paperbacks have been pretty much accepted in the region, they have not yet been accepted as texts with the same frequency as they have nationally. One Region 3 administrator, in filling out the survey form asked, "Are paperbacks really being used in schools?"

Region 3 districts either provide free paperbacks to students or ask their students to purchase them. Few use a rental system. Over 42% of the elementary districts provide them free; over 40% ask students to buy them. By contrast, only 28.9% of the high school districts provide free paperbacks, while 58.6% ask students to purchase them.

Region 3 exceeds the national spending pattern for textbooks at every level, but the margin is hardly decisive. The median Region 3 district spends \$5.52 per student for elementary textbooks, compared to \$4.97 nationally. One out of four districts in the region spends \$8.60 or more (compared to \$7.12 nationally) and one of 10 spends better than \$10.59.

When it comes to secondary school texts, Region 3 stays even closer to the national figures spending \$6.21 per student at the median level, compared to \$6.15 nationally.

Spending for library books exceeds the national level for elementary schools by 25 cents in the median district. Secondary school libraries are supported at exactly the national median level—\$3.27 per student.

that balance comes through. Although the nation is proportionally ahead this year in all but history purchases, the three-year totals put Region 4 well ahead in history (64% of all districts buying, compared with 46% nationally), science (79% to 67%) and reading (61% to 52%). Though the region trails the nation in biology (69% to 64%) and math (76% to 73%) the figures are very close.

Due to the heavy concentration of purchasing during the past three years, only a small percentage of districts have made no purchase prior to those years. Only 7.4% of the districts are using old general science purchases, and 12.6% have had no new math texts since 1962. The figures for the other texts, though higher, are still low.

The districts that have failed to make a recent purchase offer several reasons. Foremost is a general satisfaction with the present text. Between 34% and 40% of the districts offer this as the reason for non-purchase of all texts except general science. Two other reasons come through fairly regularly: In about one district in four, schoolmen claim that 1) they are studying a change and 2) adoption is cyclic. The number of districts that cite cycling as a reason for failure to buy a new text is surprising in view of the fact that every state in the region is on open buying.

REGION 4

■ The median district in Region 4 is spending \$5.57 per pupil for elementary textbooks and \$6.70 for secondary texts. How is that money being spent?

In Region 4 textbook spending is marked by balance. Over 22% of all districts made science purchases this year. About 12% made reading purchases. Purchases for the other three subjects fall between these two figures (history: 17.3%; math: 17.5%; biology: 19.9%).

Balance marks past purchases too. Last year, 21.8% of the districts bought new history books,

30.2% bought new math books. All other purchases fall between those figures. And the same balance is true of 1963-64 purchases.

Looking at the total purchases for the past three years, better than six of every 10 districts have bought new textbooks in all categories. In the three-year period, almost 80% of the districts have made new science purchases, 73% have bought new math books.

Region 4 and the nation

Comparing Region 4 purchases with those of the nation as a whole,

Textbook distribution

Region 4 districts operate on two distinct distribution patterns, one for elementary schools, a second for high schools. On the elementary level, 57.8% of the districts provide free texts, the remainder

REGION 4 SPENDING BOXSCORE

	Low 25%	Median	High 25%	Top 10%
ETB	\$4.08	\$5.57	\$8.92	\$11.49
STB	4.44	6.70	8.97	12.70
ELB	1.82	2.66	3.33	4.40
SLB	2.48	3.30	5.00	6.83

ETB Elementary textbooks, STB Secondary textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 4

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	19.9%	17.3%	22.8%	12.2%	17.5%
64-65	22.0	21.8	27.9	22.8	30.2
63-64	22.3	24.8	23.8	26.3	25.2
62-63	14.7	16.4	18.1	18.1	14.5
Prior	21.1	19.7	7.4	20.6	12.6

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	41.2%	37.4%	28.0%	34.1%	38.0%
Present text weak—no new text better	7.9	7.0	7.5	6.6	7.6
Studying a change, study isn't complete	18.4	27.8	28.0	19.8	28.2
Reinforcing present text with supplementary materials	5.3	7.8	5.7	7.7	3.3
Adopt on a regular cycle, and cycle has not come up	26.3	19.1	27.1	26.3	20.7
School board budget too tight	.9	.9	3.7	5.5	2.2

rent them. On the secondary level, only 42.9% of all districts give texts away, while 51.3% rent them and 5.8% make students buy them.

Though paperback usage is higher in Region 4 than in the nation as a whole, it is decidedly lower (25.2% to 14.8%) when it comes to using paperbacks as texts. Fewer Region 4 districts use paperbacks as supplementary material (92.7%) than do so in the nation (95.6%).

Surprisingly, Region 4 districts provide free paperbacks to students at a higher rate than they provide free texts. This is interesting because paperbacks are used primarily as supplementary material. Those districts not providing free paperbacks ask students to buy them, especially on the secondary level.

These figures are worth comparing to the national percentages. The free distribution of paperbacks in Region 4 runs well ahead of the na-

tional figures, especially on the elementary level (where Region 4 is 12% ahead). On the other hand, the region runs well *behind* the national average in free distribution of hardcover texts, something of a paradox.

Several trends are worth noting in Region 4. First, is the remarkably even pattern of textbook purchasing. Based on the purchasing figures for the past four years, it is possible to forecast the buying patterns for the next several. Seldom

do they vary more than 10% from one year to the next.

The second trend is in the method of textbook and paperback distribution. Judging from the figures and comments, the hardcover text is still basic to the classroom, the paperback still largely a supplementary material. Yet more districts require students to purchase textbooks than paperbacks. This is a trend that will probably continue as textbook prices continue to rise and paperbacks continue to receive wider usage.

The third trend is a result of administrator comments. There is widespread satisfaction with today's textbook in Region 4. And, though some administrators talk of adopting a multi-text approach, most feel that the single basic text has a future in the classroom. The trend, however, is toward more frequent adoption. Some schoolmen

are even beginning to speak of annual or bi-annual adoptions for all textbook categories.

Spending for textbooks in Region 4 is considerably above the national median. The \$5.57 spent on every elementary school student exceeds the national median by 60 cents per pupil, and the margin grows wider at the high quarter and top tenth levels. Secondary school textbook spending exceeds the national median by 55 cents.

Region 4 also stands above average in library purchases, but just barely. The median district allocates \$2.66 per year for elementary library books against a national median of \$2.25. At the secondary level, it's \$3.30 in Region 4, \$3.27 for the nation as a whole. All in all, it's obvious that Region 4's students do pretty well in terms of exposure to books of any and all kinds.

the opposite page. Over 42% of all Region 5 districts have made no history purchase in the past four years. Yet only 6.3% of all districts have bought no new science book in that four-year period.

If further evidence of the uneven buying pattern is needed, a glance at the annual purchasing figures will provide it. This year more districts bought reading texts than any other. Last year science was the leader. In 1963-64, math book purchases led all others. And four years ago, history purchases topped the list. The buying pattern reflects the state adoption cycles that control purchasing in six of the eight states in the region.

Let's take a closer look at the effects of state adoption patterns in this region. Most states adopt new textbooks every five years, and the states in Region 5 are no exception. However, the texts up for adoption each year will vary from one state to another. And the local district is not always bound to select a text the first year it is put up for adoption, or the second.

With those ground rules in mind, glance at the buying chart. Biology, science, and reading texts were all up for adoption this past year in a large number of the six states that use state adoption procedures.

Judging from the figures on the chart, American history texts haven't been adopted within the past four years by anywhere near the majority of the six states. In all probability, the last big year for history texts was 1961-62, although it could have been even earlier—in 1960-61. Another sound assumption is that the majority of states in Region 5 will

REGION 5

■ The median district in Region 5 is spending \$3.70 per pupil in elementary school, \$4.81 per pupil in high school. What do the figures mean in terms of buying?

Region 5 textbook purchasing is predominantly on state adoption cycles. And this is reflected in the buying figures. They are remarkably high for the current year, dismally low for previous years. Overall they show an uneven buying pattern.

Region 5 districts are buying biology, science and reading texts in numbers well above the national

average. Over 39% of the districts have made a reading purchase this year, compared to 14.6% nationally. Over 35% of the districts have bought new biology and general science texts, compared with a national figure of 28%. By contrast, history and math purchases are running well below national averages this year. Only 19% of all districts made a math purchase, 10.6% a history purchase. The national figures are 32.3% (math), 13.7% (history).

This uneven purchasing pattern is apparent throughout the chart on

REGION 5 SPENDING BOXSCORE

	Low 25%	Median	High 25%	Top 10%
ETB	\$2.06	\$3.70	\$4.39	\$5.03
STB	2.94	4.81	6.10	8.24
ELB	1.06	1.50	2.43	3.50
SLB	1.24	2.00	2.95	3.86

ETB Elementary textbooks, STB Secondary textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 5

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	35.4%	10.6%	37.5%	39.1%	19.1%
64-65	27.1	12.8	33.3	21.8	17.1
63-64	18.7	17.0	20.8	6.5	31.9
62-63	4.2	17.0	2.1	8.7	12.8
Prior	14.6	42.6	6.3	23.9	19.1

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	30.0%	9.5%	20.0%	50.0%	0
Present text weak—no new text better	0	4.8	0	12.5	0
Studying a change, study isn't complete	20.0	4.8	40.0	0	0
Reinforcing present text with supplementary materials	10.0	4.8	0	0	0
Adopt on a regular cycle, and cycle has not come up	20.0	66.6	20.0	12.5	72.7
School board budget too tight	20.0	9.5	20.0	25.0	27.3

adopt new history texts next year, and they will find their way into most Region 5 classrooms by 1967-68.

At the present time, over 42% of all the districts in Region 5 are using history texts purchased prior to 1962-63. And over 59% of the districts—almost six out of every 10—are using history texts purchased prior to 1963-64—or at least three years ago. A history text purchased three years ago was probably written at least two years before that. If so, it doesn't cover one event of the 1960s.

Of the 59% of the Region 5 districts that have not purchased new history texts in the past three years, two-thirds, or 40% of all the districts in Region 5 have not bought because of cycling.

Cycling is only one of the reasons given for non-adoption of textbooks, and in some cases it is not the major one. Look, for example, at the reasons given for non-purchase of a science text in the past four years. One district in five cites cycling as the reason, the same number claiming satisfaction with the present text. Twice as

many, or two districts in five, say they are studying a change. And 20% more claim that the school board has not permitted a new purchase. So cycling does not emerge as the major reason for non-purchase of science texts by Region 5 districts. At least it appears that way. But look at the number of districts that have not bought a new science text in the past three years: Only 8.4%. From these figures, the effect of state adoptions is easily seen. In a region that leans heavily to state adoptions, where the majority of districts have not

made a recent textbook purchase, cycling is the overwhelming reason.

Textbook distribution

Region 5 distribution patterns lean heavily toward student purchase and rental of texts. On the elementary level, 20% of all districts request students to purchase texts, another 18% use a student rental system. That leaves only 62% with free distribution, compared to national elementary figures of 73.8%.

On the secondary level, the discrepancy between Region 5 and national figures is even greater. Over one-quarter of all districts in the region ask students to buy texts. Another 36% rent them. And only 38.2%, well under half the districts, provide free texts. Nationally, over 60% of the districts provide free texts, only 10.8% use a student purchase system. Perhaps the most depressing figure is that better than 20% of the region's districts report that they sell texts to students—with no provisions to help students who cannot afford to pay for their books.

Paperbacks have not made the inroads in Region 5 that they have in the nation as a whole. While 83.3% of the districts use them, compared with a national figure of 87.9%, only 7.5% use them as texts, compared to 25.2% nationally.

Over half the districts in Region 5 that use paperbacks do so on a student purchase basis (56.8% in high school, 45.7% in elementary school). The remaining districts lean heavily toward free distribution (48.5% in elementary school, 37.3% in high school).

The textbook dollar

Textbook spending in Region 5 is running well below the national average. The median district spends \$3.70 per pupil (vs. \$4.97 nationally) on elementary texts. The median secondary district spends \$4.81 per pupil (against \$6.15 nationally). This represents a deviation of about 30%. In other words, Region 5 districts are spending an average of 30% less

than the nation as a whole on textbooks. Of course, some of this is accounted for by the high incidence of student purchase, since many districts do not account for books re-sold to students.

Region 5's library book pur-

chases are even lower than its textbook purchases. The median district is spending just \$1.50 on elementary school library books and \$2.00 per pupil on secondary school library books. These figures are far below the national median.

REGION 6

■ The median district in Region 6 is spending \$2.50 per pupil for both elementary and secondary textbooks. How is it being spent?

Region 6 textbook adoptions are entirely state controlled. As a result, a very clear picture of the results of state control can be seen in the buying patterns. The first figure that catches the eye (*see opposite page*) is the number of districts that have bought general science texts this year: 70.3%, almost three times the national average. The figure for biology purchases—67.1%—is equally amazing, and the figure for math (42.2% of all districts) only slightly less so. On the face of it, Region 6 seems well ahead of the national average. But look behind this year's activities and you find another picture. This just happens to be a good year. A survey next year—or last—would have produced an entirely different picture—a far less bright one with the majority of districts using badly out-of-date textbooks.

For proof, look at the figures for reading text adoptions. In 1961-62 and 1962-63 combined, over 70% of the districts ordered them. In the intervening three years, local district reading text adoptions have slowed to a trickle (9.4% in the past two years). At present, therefore, at least seven districts in 10

are using texts with a copyright date no later than 1961-62—an maybe even earlier.

When district administrators were asked why they had not adopted new reading texts within the past three years, four out of five attributed the reason to state adoption cycles. That means that of all the districts in this four-state region, over 56% of them could not adopt a reading text, unless they wanted to forego state support for them.

Figures for non-adoption of other texts are all weighted heavily on cyclical adoptions. Thus, over 43% of the region's total districts have adopted no math text within the past three years solely because of state adoption practices.

The practical aspect of state adoption policies is even more revealing. In 1963, the new biology texts first appeared. Based on R

REGION 6 SPENDING BOXSCORE

	Low 25%	Median	High 25%	T 10
ETB \$	0	\$2.50	\$3.62	\$4.
STB	0	2.50	3.81	5.
ELB	1.12	1.50	2.60	2.
SLB	1.50	1.65	2.78	3.

ETB Elementary textbooks. STB Secondary textbooks. ELB Elementary library books. SLB Secondary library books.

REGION 6

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	67.1%	24.2%	70.3%	4.7%	42.2%
64-65	20.3	30.6	20.3	4.7	4.7
63-64	6.3	27.4	4.7	18.7	1.6
62-63	0	8.1	0	29.7	17.2
Prior	6.3	9.7	4.7	42.2	34.3

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	40%	11.1%	25%	5.1%	3.9%
Present text weak—no new text better	0	11.1	25	0	0
Studying a change, study isn't complete	0	0	0	7.7	0
Reinforcing present text with supplementary materials	0	0	0	5.1	11.5
Adopt on a regular cycle, and cycle has not come up	60	77.8	50	82.1	84.6
School board budget too tight	0	0	0	0	0

gion 6 buying figures, over 93% of the districts in the region that wanted new biology series now have them. But the majority have lost up to three years in initiating these new curriculums, simply because they couldn't purchase the new biology texts earlier.

Most districts in Region 6 provide free textbooks to students. In fact, on the elementary level, over 98% do so. On the secondary level this figure dips to 62.9% of all districts, with all but 3% of the remaining districts operating

under a student purchase system. Rentals are virtually non-existent.

Paperback usage in Region 6 is significant for its absence. Only two-thirds of the region's districts use paperbacks at all, compared with a national figure of 87.9%. Region 6 districts that use paperbacks use them primarily as supplementary material. Only one district in five uses them as texts.

Cost figures

Region 6 is among the lowest in the nation in textbook spending.

The median district spends the same per student on both elementary and secondary texts: \$2.50. This is just over half the median national figure for elementary books. On the secondary level that figure means that, for every dollar Region 6 districts spend on secondary textbooks, the nation's districts spend \$2.50.

The top 25% of the districts in Region 6 spend only about half as much as the top quarter of national districts. One-quarter of Region 6 districts spend virtually no money

of their own on texts. This is partially a result of low textbook purchasing, partially a result of student purchases and partially a result of bookkeeping practices. Districts receiving free texts from the state should account for them in their budgets, but many don't.

Textbook costs are a real problem in this deep south region. One administrator summed it all up when he pointed out: "The cost of textbooks is becoming prohibitive

under the system of state purchase for loan to students. The amount of state allocation remains the same, but prices sky-rocket."

Library book purchasing in Region 6 is shamefully low. The median district spends just \$1.50 per student on elementary books and \$1.65 on high school library books. Only the top 10% of the district's schools spent at or above the national median for library books.

REGION 7

■ The median district in Region 7 spends 85 cents per pupil on elementary texts, 9 cents on high school texts. How is this money being spent?

The four states that make up Region 7 all control textbook adoption procedures. This state control is reflected in the district buying patterns.

A glance at the chart on the right reveals that textbook adoptions run very unevenly throughout the region. This year almost half the region's districts adopted new biology texts, almost 40% adopted new math texts. By contrast, only 8.3% of the districts purchased new reading books, only 9.7% bought new history texts.

Do state adoption cycles hurt local purchasing? In region 7, the answer appears to be a definite "yes."

For example, in 1963 the new biology curriculums were introduced to the nation's school districts. Judging by the buying chart, these

texts are only now finding their way into the classroom. They are three years late. Worse, almost 25% of the region's districts have adopted no new biology texts in the last four years. Among this group, 64% blame cycling for their failure.

Cycling is an even bigger factor among the districts that have not adopted history, general science, reading or mathematics texts since 1961. And in each case, a sizable percentage of the region's districts are using obsolete books.

Among non-buying districts, only one other "reason" looms large in the region—"We're satisfied with the texts we have." And this exceeds 10% in only two cases, history and biology texts. Judging from the comments received, it's apparent that both the new biology texts and those on American history were considered too "controversial" by a number of school boards.

One respondent from Louisiana,

for example, objected to the new biology texts for having "some drawings (illustrating sex organs) that are not necessary." A Texas superintendent remarked that "too many American history books fail to teach real Americanism."

Distribution patterns

The large majority of Region 7 districts provide students with free textbooks. In fact, on the elementary level all districts do. On the secondary level 69% do, with the remainder asking students to purchase them.

The free textbook figures are quite a bit higher than comparative national figures (26% higher elementary school, 9% higher high school) and can be attributed in large part to the fact that Texas is the state, not the local district that makes the books available. However, 30% of all high school districts ask students to buy their own texts, a figure that is three times as high as the national purchase figure. Textbook rent are virtually non-existent in Region 7.

Three-quarters of all Region 7 districts have begun to use paperback books, one quarter of them basic texts.

How do Region 7 districts distribute paperbacks? They ask students to purchase them in high school (65% of all districts distribute them this way compared to 46% nationally). On the elementary level free distribution leads, 55% to 45%, over student purchase. In other words, while districts in Region 7 lean toward the free distribution of textbooks (which the state largely pays for

REGION 7 SPENDING BOXSCORE

	Low 25%	Median	High 25%	T 10
ETB \$	0	\$.85	\$4.00	\$4.
STB	0	.09	1.26	4.
ELB	1.53	2.38	3.15	3.
SLB	2.17	2.99	4.44	6.

ETB Elementary textbooks, STB Second textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 7

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	46.8%	9.7%	22.1%	8.3%	39.2%
64-65	15.3	12.2	15.6	15.0	26.4
63-64	6.4	10.6	13.1	16.7	12.0
62-63	7.3	43.1	24.6	10.8	4.8
Prior	24.2	24.4	24.6	49.2	17.6

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	15.2%	12.7%	8.1%	6.5%	4.3%
Present text weak—no new text better	3.0	2.6	2.7	1.6	4.3
Studying a change, study isn't complete	6.1	7.7	8.1	3.2	0
Reinforcing present text with supplementary materials	6.1	0	0	0	4.3
Adopt on a regular cycle, and cycle has not come up	63.6	71.8	75.7	85.5	82.8
School board budget too tight	6.0	5.2	5.4	3.2	4.3

these same districts tend to ask students to pay for paperbacks (where the alternative to student purchase is district purchase).

Cost of textbooks

The local district in Region 7 spends less on textbooks than any region in the nation, primarily because the states carry the big monetary load and Texas, the region's largest state, foots the entire bill. Actually, the median district spends only 85 cents per pupil on

the elementary level, and nine cents in high school, but a fraction of the national average. The dollar figures are correspondingly low all along the cost scale. Thus the top 25% of the districts spend \$4.00 per elementary student, against a national figure of \$7.12.

Region 7's library purchases are very close to the national pattern. The median district in the Region spends \$2.38 for elementary school library books compared to a national figure of \$2.25. The national

median district spends \$3.27 for secondary school library books compared to Region 7's \$2.99, a fairly insignificant difference.

Region 7 administrators have mixed feelings about state adoption policies. While they appreciate the monetary saving, they are critical of the structured type of adoption.

"In Texas our texts are purchased and approved by the State Education Agency. This practice is fine, but I'd prefer the state to fur-

nish paperback texts which could be replaced each year," was one typical comment.

"Under our state system of adoption, purchase prices are relatively low. However, teachers feel that the content in some areas is old before the five- or six-year cycle of use is completed," said another

area superintendent of schools.

Still a third suggested the way his district gets around this problem: "Due to the Texas state adoption policy," he said, "we feel that a time lag between the availability of new texts and their distribution is created. We try to compensate for this with paperbacks."

REGION 8

■ The median district in Region 8 spends \$6.65 per pupil on elementary texts, \$6.21 on secondary texts. How is this money being spent?

This year, over 36% of the Region's districts have bought new science texts, 31% new math texts, and 30% new biology books. By contrast, only 15.5% of the districts have made new reading text purchases this year, only 11.3% have bought new history books.

Region 8 is a heavy buying region, at least over the past two or three years. Well over half the region's districts have bought new biology, science and math texts since 1964. In the past three years, over half have made new reading and history purchases. Looking at the other end of the chart, only in reading texts have a particularly high percentage of districts (29%) failed to make a recent purchase.

Most districts offer three reasons for non-purchase: They are satisfied with their present text; they are studying a change; and purchasing is on a cycle which has not come up for a particular text. For

non-purchase of biology texts, the largest number (40%) of those not purchasing since 1961 cite satisfaction with the present text. For non-purchase of a new general science text, the largest number (41.2%) claim they are studying a change. For the other three textbooks cycling is the major reason for non-adoption. In some areas this reason is very meaningful. For example, almost 42% of all districts have made no reading text purchase since 1962-63. Thirty percent give cycling as the reason. That means that over 10% of the districts have made no new reading purchase recently due solely to cycling. The figures for non-purchase of history texts are equally high. Over 13% of the districts in Region 8 have made no reading text adoption only because the cycle for reading has not come up in the past three years.

Distribution patterns

Textbook distribution in Region 8 takes two distinct patterns. On the elementary level, free textbooks predominate. Over 82% of the districts distribute them this

way. The remaining districts rent texts to students.

On the secondary level, free distribution accounts for only half of the districts. Of the remainder 35% rent them, the other 15% as students to buy them.

Nine districts in 10 use paperbacks in Region 8, compared 88% nationally. About one district in four uses them as texts, the same as in the nation as a whole. Distribution of paperbacks is still predominantly on a free basis (73.7% of the elementary school districts, 42.7% of the high school districts). Yet both figures constitute a 10 dip from hardcover distribution figures for the region. Districts that don't give paperbacks away as students to purchase them. Almost 40% of the high school districts prefer student purchase to free distribution, 16% of the elementary districts. The remainder rent paperbacks to students.

The median district in Region 8 spends \$1.68 more per student elementary texts than the national median (\$6.65 to \$4.97) and spends more per secondary student (\$6.21 to \$6.15). Region 8 is one of only two regions where more spent per elementary student than secondary student.

The elementary figure of \$6.65 is especially significant because it is the highest spent by any region in the nation, about 34% above the national average. This advantage decreases at the upper end of the scale (the region's top quartile districts spend only 14% more than the national top quarter elementary texts).

Secondary spending is quite

REGION 8 SPENDING BOXSCORE

	Low 25%	Median	High 25%	To 10
ETB	\$4.55	\$6.65	\$8.11	\$10.
STB	3.35	6.21	8.15	10.
ELB	1.83	3.20	4.00	6.
SLB	2.50	3.33	4.45	8.

ETB Elementary textbooks, STB Second textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 8

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	29.7%	11.3%	36.3%	15.5%	30.8%
64-65	30.7	21.7	25.5	24.3	26.9
63-64	15.8	24.7	15.6	18.5	16.3
62-63	12.9	19.6	10.8	12.6	8.7
Prior	10.9	22.7	11.8	29.1	17.3

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	40.0%	29.4%	29.4%	24.3%	9.1%
Present text weak—no new text better	0	8.8	5.9	2.7	0
Studying a change, study isn't complete	20.0	14.7	41.2	21.7	27.3
Reinforcing present text with supplementary materials	20.0	11.8	0	18.9	0
Adopt on a regular cycle, and cycle has not come up	20.0	32.4	23.5	29.7	63.6
School board budget too tight	0	2.9	0	2.7	0

another story. Though the median district in Region 8 spends slightly more than the national average, the nation leads everywhere else. The low quarter of Region 8 districts spends 53 cents less per pupil on secondary texts than the national low quarter. The top quarter spending runs 50 cents below the nation's top quarter.

Region 8, alone among all the nation's regions, has this marked discrepancy between elementary

and secondary textbook spending.

Library book spending for the region is pretty consistent—and pretty good. The region exceeds the nation at every checkpoint. The median district spends \$3.20 for elementary library books, compared to a national median of \$2.25. One of every 10 districts in the region spends \$6.20 or more on elementary library books, far above the \$4.63 spent by the nation's top 10%.

Secondary libraries are also quite well-supported. The median district in the region spends \$3.33 per pupil, nothing exceptional, but 10% of the districts spend \$8.29 or more per pupil on secondary library books, a very high figure.

The comments of Region 8 administrators show why library purchases rate high.

"We are moving toward multiple texts," says one administrator. "They are becoming more of 'one

of the materials' rather than 'the' central material. And we are using more expendable materials in elementary school. As such, we look to publishers to publish more individualized materials like loose leaf books, taped instructional ma-

terials, etc." States another superintendent: "It has been our practice to adopt a single basic text and then provide library collections for the wide variety of supplementary materials, including other texts in smaller quantities."

REGION 9

■ The median district in Region 9 spends \$4.46 per student on elementary texts, \$6.07 on secondary texts. How is this money being spent?

It is being spent almost entirely on biology, general science and math texts. Almost none of it is being spent for reading and history texts.

In 1965-66, better than three districts in 10 purchased new general science and biology texts, almost four in 10 bought new elementary math books. By contrast, only slightly more than 7% of the districts in this five-state region made reading or history purchases. This emphasis on math and science—at the expense of history and reading—marks the region's buying patterns throughout the past several years. The combined figures for the past two years reveal that 68% of the districts bought new math books, 60% made new biology purchases and half the districts bought new general science texts. During this same two-year period, less than three districts in 10 bought new Ameri-

can history texts, fewer than one in four bought a new reading series.

In the areas of math, science and biology, Region 9 is running well ahead of the nation on current purchases. However, quite the opposite is true in reading and history. The nation's districts are currently buying reading texts at about twice the rate of Region 9 districts. When you consider that national reading text purchase figures are themselves low (14.6%), you get some idea of the state of reading text purchasing in Region 9.

The history picture is not much brighter compared to national figures. Nationally, 13.7% of the districts bought history texts this year, compared to 7.9% in the region. The discrepancy isn't very great, except when considered in light of the figures themselves. The national percentage is the lowest of all five text book categories, the lowest in fact of any category in the past three years. Yet the regional figure is well below that.

Obviously, Region 9 districts are not buying history and reading

texts. In fact, over 44% of the districts last purchased a reading series prior to 1962-63, over 42% last bought a history text prior to that year. More than 55% of the districts are currently using history and/or reading texts at least three years old—and in many cases a good deal older.

Why aren't the districts in this region buying history and reading books? One in three blames the lack of a history purchase on cycling, one in four blames cycling for failure to buy a reading text in the past three years. These statistics have great significance. They show that one out of every five districts in the entire five state region has not bought a history text only because purchasing is done by cycle and the history cycle has not yet come up. The non-purchase figure of reading texts due to cycling—15% of all districts—though not as high as the history figure still warrants mention.

It's also revealing to note the large number of districts in Region 9 that have rejected new texts because "present texts are good" (50% of those not purchasing new biology books since 1961); because "we are reinforcing our present text with supplementary materials (almost 20% of the districts that haven't purchased new readers); and because "our school board budget hasn't permitted u to make a new adoption" (one out of every four districts failing to purchase general science or reading texts and almost 35% of those not buying a new math series).

Distribution patterns

Region 9 districts almost all provide free texts to students. On th

REGION 9 SPENDING BOXSCORE

	Low 25%	Median	High 25%	Top 10%
ETB \$	.95	\$4.46	\$6.81	\$ 9.2
STB	4.69	6.07	8.00	10.0
ELB	1.93	3.04	4.17	7.4
SLB	2.85	3.91	5.21	7.3

ETB Elementary textbooks, STB Secondary textbooks, ELB Elementary library books, SLB Secondary library books.

REGION 9

Patterns in Textbook Selection

	BIOLOGY	HISTORY	SCIENCE	READING	MATH
65-66	32.7%	7.9%	31.0%	7.6%	39.8%
64-65	27.7	21.7	19.0	14.3	28.2
63-64	21.8	13.9	15.0	20.0	14.6
62-63	6.9	13.9	9.0	13.3	5.8
Prior	10.9	42.6	26.0	44.8	11.6

REASONS GIVEN FOR NOT ADOPTING NEW TEXTBOOKS WITHIN THE LAST THREE YEARS

Present text is good	50%	20.4%	18.4%	16.1%	8.8%
Present text weak—no new text better	6.3	4.1	5.3	3.6	0
Studying a change, study isn't complete	18.7	18.3	23.7	8.9	13.0
Reinforcing present text with supplementary materials	6.3	14.3	10.5	19.6	17.4
Adopt on a regular cycle, and cycle has not come up	12.4	34.7	18.4	26.8	26.1
School board budget too tight	6.3	8.1	23.7	25.0	34.7

elementary level virtually every district in the region provides free texts. On the high school level, 82% of the districts give texts to students and 14% rent them.

Paperbacks have made substantial inroads in the region. About 85% of the districts use them (against 88% nationally), one district in four as textbooks.

Again, distribution is predominantly free. On the elementary

level 81% of the districts provide paperbacks free, with the remainder opting for student purchase. On the secondary level, 60.5% of the districts provide free paperbacks, 34% go the other way and ask students to buy them. As with hardcover texts, free distribution figures run substantially ahead of comparative national figures.

The median district in Region 9 spends about 50 cents less than

the median district nationally for elementary textbooks (\$4.46 vs. \$4.97), eight cents less for secondary texts (\$6.07 vs. \$6.15). One quarter of the region's districts spend less than 95 cents per pupil for elementary school texts. This figure, however, is deceiving. The explanation lies in the fact that California, the most populous state in the region, foots the bill for elementary textbooks and most

districts do not account for this in their local budgets.

The median district in Region 9 spends substantially *more* than the national median for library books, at both the elementary and secondary levels. The margin is particularly wide at the elementary level, where the region leads the nation by 79 cents—or 35%—per student (actual figures: \$3.04 vs. \$2.25). And the region maintains this advantage at both ends of the cost scale, with both the high and low quarter districts spending more on library books than the corresponding quarters nationally.

Trends

Several trends are readily apparent in Region 9. History and

reading text purchases will climb markedly over the next two or three years, simply because the majority of districts are currently using texts over three years old. In the same period, biology, science and especially math purchases will dip. Almost 70% of the districts have bought new math books in the past two years, whereas only 17% are using math texts with a copyright date earlier than 1963-64. Over 60% of the districts have purchased biology texts in the past two years, against only 18% that have made no recent purchase.

The high percentage of districts that provide free books to students—both hardcover and paperback—reflects a basic attitude toward education in the region. The em-

phasis on free distribution of texts promises to continue, one of the reasons being California's state payment policy for elementary texts.

A third trend is evident from administrator comments. Though most agree that today's texts are better than ever, they feel that the multi-text approach is replacing the basic text concept. As one California administrator puts it: "Single textbooks no longer suffice on a per grade or subject basis. If we want to teach our children to make value judgments they need a multi-text approach. They also need more research sources than a basic text provides. Textbooks now hold too strong a position in determining the curriculum and course of study."

End

(TABLES SUBMITTED BY PUBLISHERS WEEKLY, NEW YORK, N.Y.)

TEXTBOOK SALES BY STATE OR OTHER DESTINATION, DOMESTIC STUDENT ENROLLMENT & SALE PER CAPITA

STATE AREA	COLLEGE (GRADES 13 & 14)										ENROLLMENT (TABLES 15 & 16)										SALE PER CAPITA (TABLES 17 & 18)										
	1934					1935					1934					1935					1934					1935					
	NUMBER OF STATES	SALES	ENROLLMENT	SALES PER ENROLLMENT	SALES PER CAPITA	NUMBER OF STATES	SALES	ENROLLMENT	SALES PER ENROLLMENT	SALES PER CAPITA	NUMBER OF STATES	SALES	ENROLLMENT	SALES PER ENROLLMENT	SALES PER CAPITA	NUMBER OF STATES	SALES	ENROLLMENT	SALES PER ENROLLMENT	SALES PER CAPITA	NUMBER OF STATES	SALES	ENROLLMENT	SALES PER ENROLLMENT	SALES PER CAPITA	NUMBER OF STATES	SALES	ENROLLMENT	SALES PER ENROLLMENT	SALES PER CAPITA	
Alabama	1	1,305	2,185	0.60	217	256	54	62	26.30	34.69	47	54	62	26.30	34.69	47	54	62	26.30	34.69	47	54	62	26.30	34.69	47	54	62	26.30	34.69	
Alaska	1	44	175	0.25	4.41	44	3	15	43.75	40.40	46	3	15	43.75	40.40	46	3	15	43.75	40.40	46	3	15	43.75	40.40	46	3	15	43.75	40.40	
Arizona	1	43	1,033	0.39	6.42	319	3	39	39.00	34.67	46	3	39	39.00	34.67	46	3	39	39.00	34.67	46	3	39	39.00	34.67	46	3	39	39.00	34.67	
Arkansas	1	6,338	18,481	2.87	10.4	239	244	669	24.50	31.15	45	47	669	24.50	31.15	45	47	669	24.50	31.15	45	47	669	24.50	31.15	45	47	669	24.50	31.15	
California	1	1,000	1,000	1.00	1.00	1,000	1,000	1,000	1.00	1.00	1,000	1,000	1,000	1.00	1.00	1,000	1,000	1,000	1.00	1.00	1,000	1,000	1,000	1.00	1.00	1,000	1,000	1,000	1.00	1.00	
Colorado	1	897	2,782	3.10	1.3	235	71	78	36.76	42.45	11	12	78	36.76	42.45	11	12	78	36.76	42.45	11	12	78	36.76	42.45	11	12	78	36.76	42.45	
Connecticut	1	311	481	1.55	6.2	340	37	12	127	52.08	30.15	33	12	127	52.08	30.15	33	12	127	52.08	30.15	33	12	127	52.08	30.15	33	12	127	52.08	30.15
Delaware	1	131	481	3.62	6.2	340	37	12	127	52.08	30.15	33	12	127	52.08	30.15	33	12	127	52.08	30.15	33	12	127	52.08	30.15	33	12	127	52.08	30.15
District of Columbia	1	1,019	2,698	2.68	1.4	154	238	164	74.46	37.45	11	15	164	74.46	37.45	11	15	164	74.46	37.45	11	15	164	74.46	37.45	11	15	164	74.46	37.45	
Florida	1	303	893	1.02	6.2	236	37	15	19	32.58	45.00	11	15	19	32.58	45.00	11	15	19	32.58	45.00	11	15	19	32.58	45.00	11	15	19	32.58	45.00
Georgia	1	2,899	8,643	3.00	1.0	238	269	136	32.13	34.00	34	39	269	32.13	34.00	34	39	269	32.13	34.00	34	39	269	32.13	34.00	34	39	269	32.13	34.00	
Idaho	1	341	2,464	7.20	1.4	238	74	42	31.38	32.31	39	32	42	31.38	32.31	39	32	42	31.38	32.31	39	32	42	31.38	32.31	39	32	42	31.38	32.31	
Illinois	1	785	2,105	2.70	1.1	238	364	72	29	28.24	38.38	44	48	364	28.24	38.38	44	48	364	28.24	38.38	44	48	364	28.24	38.38	44	48	364	28.24	38.38
Indiana	1	817	2,348	2.85	1.1	238	318	63	31	28.25	38.38	44	48	318	28.25	38.38	44	48	318	28.25	38.38	44	48	318	28.25	38.38	44	48	318	28.25	38.38
Iowa	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Kansas	1	2,740	7,364	2.69	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Kentucky	1	2,419	7,023	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Louisiana	1	1,521	4,378	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Maine	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Massachusetts	1	2,740	7,364	2.69	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Michigan	1	2,419	7,023	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Minnesota	1	1,521	4,378	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Mississippi	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Montana	1	2,740	7,364	2.69	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Nebraska	1	1,521	4,378	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Nevada	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
New Hampshire	1	2,740	7,364	2.69	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
New Jersey	1	2,419	7,023	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
New Mexico	1	1,521	4,378	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
New York	1	6,542	17,115	2.62	1.1	238	311	458	33.37	40.34	20	19	311	33.37	40.34	20	19	311	33.37	40.34	20	19	311	33.37	40.34	20	19	311	33.37	40.34	
North Carolina	1	1,521	4,378	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
North Dakota	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Ohio	1	2,419	7,023	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Oklahoma	1	481	1,385	2.89	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Oregon	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Pennsylvania	1	2,419	7,023	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Rhode Island	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
South Carolina	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
South Dakota	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Tennessee	1	2,419	7,023	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Texas	1	2,419	7,023	2.89	1.1	238	329	61	31	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38	44	48	329	28.25	38.38
Vermont	1	315	848	2.70	1.1	238	325	47	38	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60	44	48	325	35.15	37.60
Virginia	1	1,057	2,773	2.63	1.5	157	267	326	31.35	37.35	22	21	267	31.35	37.35	22															

TOTAL TEXTBOOK & STANDARDIZED TEST SALES BY PUBLISHERS

YEAR	THOUSANDS OF DOLLARS					STAND. TESTS	TOTAL TEXTS & TESTS	PERCENT OF TOTAL TEXTBOOK SALES					INDEX NUMBERS 1954-1958-100					
	TEXTBOOKS							TOTAL TEXTBOOK SALES					ELHI		COLLEGE		STAND. TESTS	
	ELEM	H S	ELHI	COLLEGE	TOTAL			ELEM	H S	ELHI	COLL	TOTAL	INDUS	YOUR	INDUS	YOUR	INDUS	YOUR
1915	29,000	23,700	52,700	20,800	73,500	2,020	75,520	39.5	32.2	71.7	28.3	100	33		31		30	
1916	34,800	25,300	60,100	47,150	107,250	2,580	109,830	32.4	23.6	56.0	44.0	100	37		71		39	
1917	42,700	28,950	71,650	53,150	124,800	3,050	127,850	34.2	23.2	57.4	42.6	100	45		80		46	
1918	48,750	31,200	79,950	51,400	131,350	3,470	134,820	37.1	23.8	60.0	39.1	100	50		77		52	
1919	54,900	32,050	86,950	52,350	139,300	3,520	142,820	39.4	23.0	62.4	37.6	100	54		78		53	
1920	61,100	33,200	94,300	49,100	143,400	3,660	147,060	42.6	23.2	65.8	34.2	100	59		73		55	
1921	66,150	32,200	98,350	43,200	141,550	4,000	145,550	46.7	22.8	69.5	30.5	100	61		65		60	
1922	76,300	34,100	110,400	41,900	152,300	4,350	156,650	50.1	22.4	72.5	27.5	100	69		63		65	
1923	84,500	38,600	123,100	44,800	167,900	4,860	172,760	50.3	23.0	73.3	26.7	100	77		67		73	
1924	89,800	41,300	131,100	49,600	180,700	5,420	186,120	49.7	22.8	72.5	27.5	100	81		74		81	
1925	97,200	45,800	143,000	58,700	201,700	5,970	207,670	48.2	22.7	70.9	29.1	100	89		88		89	
1926	105,600	52,600	158,200	67,000	225,200	6,400	231,600	46.9	23.3	70.2	29.8	100	98		100		96	
1927	115,100	61,300	176,400	74,900	251,300	7,220	258,520	45.8	24.4	70.2	29.8	100	110		112		108	
1928	126,000	69,800	195,800	83,850	279,650	8,410	288,060	45.0	25.0	70.0	30.0	100	122		126		126	
1929	138,900	77,400	216,300	94,550	310,850	10,570	321,420	44.7	24.9	69.6	30.4	100	134		142		158	
1930	148,400	82,500	230,900	106,900	337,800	11,600	349,400	44.0	24.4	68.4	31.6	100	144		160		174	
1931	158,000	93,800	251,800	121,650	373,450	11,490	384,940	42.3	25.1	67.4	32.6	100	156		182		172	
1932	165,550	105,750	271,300	138,400	409,700	12,080	421,780	40.4	25.8	66.2	33.8	100	169		207		181	
1933	183,150	121,550	304,700	160,200	464,900	12,600	477,500	39.4	26.1	65.5	34.5	100	189		240		189	
1934	196,850	129,100	325,950	188,200	514,150	14,040	528,190	38.3	25.1	63.4	36.6	100	203		282		210	
1935	223,450	140,550	364,000	221,000	585,000	16,370	601,370	38.2	24.0	62.2	37.8	100	226		331		245	

STUDENT ENROLLMENT, TOTAL DOMESTIC TEXTBOOK SALES & SALE PER CAPITA

YEAR*	ELHI (ELEMENTARY+HIGH SCHOOL)												COLLEGE	
	TOTAL STUDENT ENROLLMENT ^a -THOUSANDS									DOMESTIC SALES ^c THOUSANDS OF DOLLARS			STUDENT ENROLL ^b	DOMESTIC SALES ^c
	ELEMENTARY			HIGH SCHOOL			ELHI							
	PUBLIC	OTHER	TOTAL	PUBLIC	OTHER	TOTAL	PUBLIC	OTHER	TOTAL	ELEMENTARY	HIGH SCHOOL	TOTAL	THOUS	THOUS \$
1955	23,917	3,800	27,717	6,763	800	7,563	30,680	4,600	35,280	92,435	43,555	135,990	2,653	53,005
1956	24,541	4,000	28,541	7,178	900	8,078	31,719	4,900	36,619	100,110	49,865	149,975	2,918	60,70
1957	25,230	4,200	29,430	7,721	900	8,621	32,951	5,100	38,051	108,540	57,805	166,345	3,037	68,68
1958	26,004	4,400	30,404	8,077	1,000	9,077	34,081	5,400	39,481	120,220	66,600	186,820	3,226	76.3
1959	26,911	4,600	31,511	8,271	1,000	9,271	35,182	5,600	40,782	132,520	73,845	206,365	3,365	85.3
1960	27,398	4,800	32,198	8,883	1,100	9,983	36,281	5,900	42,181	141,380	78,890	220,270	3,583	96,805
1961	27,969	4,900	32,869	9,495	1,100	10,595	37,464	6,000	43,464	150,985	89,715	240,700	3,861	109,39
1962	28,637	5,100	33,737	10,112	1,200	11,312	38,749	6,300	45,049	159,014	101,142	259,156	4,175	124.9
1963	29,304	5,200	34,504	10,883	1,300	12,183	40,187	6,500	46,687	175,291	116,486	291,777	4,495	144.27
1964	30,025	5,300	35,325	11,391	1,400	12,791	41,416	6,700	48,116	188,097	124,071	312,168	4,950	168.17
1965	30,526	5,400	35,926	11,618	1,400	13,018	42,144	6,800	48,944	214,578	132,677	347,255	5,435	198.32

a. The year "1955" for textbook sales means the calendar year sales. For student enrollment, "1955" means the school year 1955-1956; etc. for later years.

b. Fall enrollment in elementary and high schools and in colleges. Data are from the U.S. Office of Education. These series replace the Total Student Enrollment data formerly used; i.e. fall enrollment plus later enrollments.

c. Domestic dollar sales means sales to the states, including Alaska and Hawaii for 1959 forward. Sales to the U.S. Armed Forces and U.S. Territories, and all foreign sales, are excluded.

YEAR	AVERAGE \$ SALE PER CAPITA			AVERAGE # OF COPIES SOLD PER CAPITA ^d																
				ELEMENTARY								HIGH SCHOOL						COLLEGE		
	ELEM	H S	COLLEGE	HARD	PAPER	WORK	TOTAL	HARD	PAPER	WORK	TOTAL	HARD	PAPER	WORK	TOTAL	HARD	PAPER	WORK	TOTAL	
1955	3.33	5.76	19.98	1.53	0.46	2.09	4.08	2.04	0.19	1.05	3.28	4.90	0.65	0.76	6.3					
1956	3.51	6.17	20.80	1.53	0.46	2.20	4.19	2.11	0.19	1.04	3.34	4.94	0.73	0.77	6.6					
1957	3.69	6.71	22.62	1.56	0.52	2.18	4.26	2.19	0.19	1.08	3.40	5.02	0.80	0.75	6.5					
1958	3.95	7.34	23.67	1.60	0.49	2.22	4.31	2.27	0.20	1.10	3.57	5.05	0.91	0.72	6.6					
1959	4.21	7.97	25.38	1.58	0.56	2.29	4.43	2.36	0.23	1.14	3.73	5.23	1.07	0.72	7.0					
1960	4.39	7.90	27.02	1.56	0.52	2.23	4.31	2.21	0.28	1.12	3.61	5.27	1.23	0.72	7.2					
1961	4.59	8.47	28.33	1.64	0.59	2.23	4.46	2.26	0.36	1.14	3.76	5.48	1.56	0.65	7.6					
1962	4.68	8.94	29.93	1.54	0.55	2.34	4.43	2.28	0.54	1.14	3.96	5.55	1.83	0.70	8.0					
1963	5.08	9.56	32.10	1.60	0.57	2.44	4.61	2.37	0.55	1.14	4.06	5.46	2.33	0.70	8.4					
1964	5.32	9.70	33.97	1.60	0.53	2.26	4.39	2.41	0.58	1.20	4.19	5.68	2.64	0.68	9.1					
1965	5.97	10.19	36.49	1.70	0.56	2.65	4.91	2.55	0.63	1.24	4.42	5.68	2.99	0.71	9.4					

d. "Hard" means hard bound textbooks. "Paper" means paper bound textbooks. "Work" means workbooks, which are paperbound and consumable, and includes practice sets.

TOTAL NUMBER, VALUE & PRICE PER UNIT OF TEXTBOOKS SOLD

TYPE OF BOOK	THOUSANDS OF DOLLARS					THOUSANDS OF UNITS				
	1960	1961	1962	1963	1965	1960	1961	1962	1963	1965
ELEMENTARY (GRADES THRU 8)										
1. Textbooks-Hard Bound	95,230	101,360	103,315	113,600	122,570	136,910	50,925	54,495	52,710	55,690
3. Teachers' Editions	2,575	2,600	2,680	2,780	3,085	3,370	1,890	1,870	1,885	2,060
2. Textbooks-Paperbound	8,490	9,995	10,510	12,680	12,675	15,465	17,690	20,395	19,110	20,450
SUB-TOTAL TEXTBOOKS	106,295	113,955	116,505	129,060	138,330	155,745	70,505	76,760	73,705	78,160
5. Workbooks	39,210	40,655	45,130	49,600	53,980	61,540	75,500	76,600	82,800	87,900
6. Objective Tests	1,645	1,895	2,260	2,460	2,825	3,140	21,905	23,685	25,120	27,320
7. Manuals, etc.	1,250	1,495	1,655	2,030	1,715	3,025				
TOTAL ELEMENTARY ABOVE	148,400	158,000	165,550	183,150	196,850	223,450				
HIGH SCHOOL (GRADES 9 to 12 incl)										
8. Textbooks-Hard Bound	67,630	76,740	85,255	97,045	101,450	110,525	23,080	25,080	26,810	30,330
9. Textbooks-Paperbound	3,020	3,945	5,685	7,820	8,745	9,215	2,905	4,025	6,425	7,170
SUB-TOTAL TEXTBOOKS	70,650	80,685	90,940	104,865	110,195	119,740	25,985	29,105	33,235	37,500
11. Workbooks	11,010	12,160	13,625	15,300	17,255	18,590	11,650	12,600	12,730	14,165
12. Objective Tests	580	630	805	995	980	1,090	1,410	1,465	1,780	2,140
13. Manuals, etc.	260	325	380	390	670	1,130				
TOTAL HIGH SCHOOL ABOVE	82,500	93,800	105,750	121,550	129,100	140,550				
COLLEGE (GRADES 13 & OVER)										
14. Textbooks-Hard Bound	95,165	106,975	120,110	135,840	157,910	181,965	21,005	23,510	25,665	27,330
15. Textbooks-Paperbound	6,380	9,370	12,120	17,680	23,055	30,415	4,905	6,690	8,475	11,695
SUB-TOTAL TEXTBOOKS	101,545	116,345	132,230	153,520	180,965	212,380	25,910	30,200	34,140	39,025
17. Workbooks	5,270	5,115	5,915	6,390	7,060	8,405	2,880	2,810	3,215	3,510
18. Objective Tests	85	190	255	290	175	215				
19. Manuals, etc.										
TOTAL COLLEGE ABOVE	106,900	121,650	138,400	160,200	188,200	221,000				

DOLLARS PER UNIT

TYPE OF BOOK	1960		1961		1962		1963		1964		1965	
	AYER	RANGE	AYER	RANGE	AYER	RANGE	AYER	RANGE	AYER	RANGE	AYER	RANGE
ELEMENTARY (GRADES THRU 8)												
1. Textbooks-Hard Bound	1.87	1.18-2.75	1.86	1.21-2.78	1.96	1.22-2.90	2.04	1.25-2.92	2.14	1.28-3.07	2.25	1.39-3.08
3. Teachers' Editions	1.36	0.61-3.26	1.39	0.67-3.26	1.42	0.74-3.26	1.42	0.70-3.53	1.50	0.59-3.55	1.45	0.63-3.60
2. Textbooks-Paperbound	0.48	0.21-0.88	0.49	0.21-0.92	0.55	0.22-1.28	0.62	0.24-1.35	0.65	0.25-1.40	0.74	0.24-1.42
SUB-TOTAL TEXTBOOKS	1.51		1.58		1.58		1.65		1.75		1.85	
5. Workbooks	0.52	0.29-0.89	0.53	0.29-0.90	0.54	0.28-0.86	0.56	0.28-0.88	0.59	0.25-0.84	0.62	0.25-1.13
6. Objective Tests	0.07	0.02-0.23	0.08	0.02-0.28	0.09	0.02-0.27	0.09	0.03-0.25	0.09	0.06-0.29	0.10	0.08-0.32
HIGH SCHOOL (GRADES 9 to 12 incl)												
8. Textbooks-Hard Bound	2.93	1.67-3.90	3.06	1.67-4.60	3.18	1.61-4.32	3.20	1.68-4.76	3.16	1.64-4.63	3.20	1.85-4.66
9. Textbooks-Paperbound	1.04	0.35-2.33	0.98	0.35-2.41	0.88	0.32-2.16	1.09	0.41-2.25	1.13	0.39-2.58	1.07	0.39-2.60
SUB-TOTAL TEXTBOOKS	2.72		2.77		2.74		2.80		2.77		2.77	
11. Workbooks	0.94	0.28-1.57	0.96	0.28-1.79	1.07	0.28-2.18	1.08	0.28-1.90	1.08	0.27-2.00	1.11	0.30-2.16
12. Objective Tests	0.41	0.20-0.79	0.43	0.24-0.85	0.45	0.21-0.89	0.46	0.21-0.91	0.46	0.17-0.89	0.49	0.16-0.70
COLLEGE (GRADES 13 & OVER)												
14. Textbooks-Hard Bound	4.53	2.33-6.96	4.55	2.33-6.70	4.68	2.41-6.96	4.97	2.69-7.01	5.02	2.70-6.86	5.29	2.86-7.29
15. Textbooks-Paperbound	1.30	0.79-2.76	1.40	0.76-3.00	1.43	0.65-3.07	1.51	0.70-3.95	1.58	0.75-3.90	1.68	0.94-3.68
SUB-TOTAL TEXTBOOKS	3.92		3.85		3.87		3.93		3.83		4.04	
17. Workbooks	1.83	0.95-3.02	1.82	0.97-3.16	1.84	1.00-3.32	1.82	1.00-3.42	1.88	1.10-3.69	1.96	1.11-3.94

1965 TEACHERS' EDITIONS DETAIL

	THOUSANDS		DOLLARS PER UNIT	
	9	UNITS	AYER	RANGE
Hard Bound	2,555	1,215	2.10	1.05-3.05
Paperbound	815	1,105	0.73	0.63-1.98
TOTAL ABOVE	3,370	2,320	1.46	

Nominal programed book data are included with hard bound data. For corresponding 1954-1959 data see earlier surveys. The ranges shown are company averages.

PREPARED BY STANLEY B. HUNT & ASSOCIATES FOR
THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE
432 PARK AVENUE SOUTH, NEW YORK, N.Y. 10016 APRIL 1966

Planning your purchases of educational materials

1966-1969

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE

THE AMERICAN TEXTBOOK PUBLISHERS' INSTITUTE

The American Textbook Publishers' Institute is a national organization of publishers of textbooks for the elementary, secondary, and college levels. It was organized in 1931 and has since that time been active in the field of textbook publishing.

The Institute represents the interests of the publishers of textbooks in the United States. It has more than 500 member publishers and publishes a journal for the industry.

The objective of the Institute is to study and seek to reach a representative selection of all viewpoints having to do with the use of books in the schools of America. This objective has been achieved by the Institute through its various committees, its publications, and its efforts to bring about a better understanding of the textbook industry. It has also been active in the field of textbook reform, and has been successful in bringing about the adoption of certain reforms in the textbook industry. The Institute has also been active in the field of textbook reform, and has been successful in bringing about the adoption of certain reforms in the textbook industry.

Planning your purchases of educational materials

1966-1969

A manual designed to help the school administrator analyze the range of educational materials, foresee the role of new instructional devices and to budget realistically for adequate textbook supplies.

Prepared by

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE

432 Park Avenue South, New York, New York 10016

New trends in the production and use of modern educational materials

From the old dame school of New England to the computer-based learning laboratory on California's shores is a long way — in time, space and human achievement. How pupils will be learning in computer-based classrooms is still a matter for conjecture and experimentation. But this we know: Pupil, teacher and administrator are moving, in ever-widening spirals, toward teaching-learning materials which promise to help realize the great potentials of education.

Two technologies are at work on these tasks: print and electronics. Print technology is producing different kinds of textbooks, as well as other materials ranging from paperbacks, to programed books, maps and standardized tests. The electric and electronics technologies are equally productive-offering improvements in such stand-bys as filmstrips and tapes, and at the same time proposing typewriters that talk and recordings that flash motion pictures on a classroom screen.

A closer look at these two great related families of instructional materials may be useful — especially since they are now viewed as components for an integrated systems approach to teaching and learning.

Products of print

Even the earliest American schoolbooks had many-sided facets. The first so-called spelling book printed on an American press (1650, at Cambridge, Mass.) was more than a speller — it also contained a short catechism, psalms and exercises for handwriting. George Fox's famous *Instructions for Right Spelling* (its short title) was an omnibus book, providing learning opportunities not only for language skills but also for arithmetic. Noah Webster conceived his books in a series, his blue-backed spelling book, for example, was the first of three volumes devoted to reading, grammar and other language arts.

Many goals, many books: These were but crude attempts to build concepts of flexibility into schoolbooks. Today, products of print are as varied and as wide-ranging as are the course offerings in American

schools. Almost daily, authors and publishers create textual materials to guide the teaching and learning of every conceivable subject at every age level. Today's textbooks reflect varying educational philosophies, changed and changing laws of learning, emerging social needs and points of views. No teacher needs to be bound by texts which do not suit him or his class — if he asks and gets approval to obtain the precise teaching tools he needs to advance his instructional objectives.

Textbooks incorporating newer knowledge and concepts of mathematics, social studies, science and English are already on the market; additional ones are in preparation. Books reflecting more accurately, and more fairly, the contributions of Negroes and other minorities are already available and will become available in greater abundance in the years ahead. Or, to cite two other examples, elementary teachers now have access to textual materials dealing with economics, anthropology and sociology — subjects up to now classified as belonging to the upper grades; while instructors of adult classes will be able to choose appropriate teaching and learning tools from a long shelf of materials prepared for the express needs of out-of-school young adults, adults with low literacy abilities and skills, and the aged.

Textbook satellites: The hardcoverd textbook, staple of American classrooms for three centuries, acquired many an ally during the past 50 years.

The pupil's workbook, the teacher's manual, the test booklet — each was created in response to pressing psychological or instructional needs. These items have proved their value over decades. The pupil's workbook and the teacher's manual of today are vastly different from their predecessors. Similarly, the anthology, or collection of readings, came into being when teachers realized the value of introducing young minds to samples of the best in literature, but did not have the advantages of book collections either in the classroom or in a school library.

A book acquired for a school library — elementary or secondary — gives the classroom teacher added power to teach and the pupil added opportunity to learn. That is why the U.S. Office of Education said

recently: "At all levels of education, teaching programs have become increasingly dependent upon a well-stocked library, the services of a professional librarian, and up-to-date textbooks. . . ."

The paperbound book: The paperbound book is now rapidly assuming an important role among instructional materials in the classroom. *Paperbound Books in Print* (Bowker) lists thousands of titles covering art, biography, economics, fiction, history, literature, philosophy, poetry, reference works and works on religion and science. From this store of print, the elementary and secondary teacher can select richly for almost any teacher-learning purpose.

The advantages of the paperback are:

- The abundance of paperbacks gives teachers the opportunity to choose readily materials of varying content and of just the right vocabulary, conceptual and interest levels.
- The relatively lower costs of paperbacks makes possible individual approaches to teaching.
- Ready availability of paperbacks in the classroom often sparks the development of new teaching techniques.

Programed instruction: Today, educators and publishers view programed instruction calmly and gauge realistically its potentialities, which are considerable. The points which have emerged after a decade of tryouts are these:

The learning principles behind programed instruction can be realized either through the use of hardware (teaching machines) or print. Both media have proved their effectiveness.

Programed instruction is gaining a role in the classroom because it can relieve the teacher from repetitive tasks, freeing him for more creative teaching duties, such as individualized instruction.

Because programed instruction helps teachers do a better job, the number of programs (ranging from arithmetic to zoology) has grown during recent years. Only a handful existed in 1960. Today, the number of programs has passed the 1000-mark. Further expansion depends only on the willingness of school systems to equip faculties with this potent teaching tool.

The usefulness of print needs no apology after serving as man's carrier of knowledge for more than five centuries.

But words and pictures and paper constitute only part of the media used in today's instruction. Technological aids have entered the classroom — and are there to stay.

Innovations of technology

Primitive man probably never had a theory for the bow and arrow as instructional tools; but he knew he

couldn't teach a boy to hunt without them. Whenever and wherever good teachers have instructed the young, they have supplemented the spoken word (and later, the printed word) with concrete materials. Although it required centuries of scholastic verbalism to return man's mind to the need for "realism" in teaching, pictures, objects, field trips began to count in teaching. Benjamin Harris, who, before 1690, published *The New England Primer*, well realized the importance of pictures. Froebel became obsessed with the role of the sphere in teaching the young; Pestalozzi built his teaching techniques around objects.

The motion picture was barely ten years old when school principals in Chicago began sponsoring projectionists clubs (1895). And early in the 1900's the superintendent of schools in St. Louis was regularly dispatching a horse and wagon, loaded with teaching aids for the use of schools in his district.

While theorists debated the role of audio-visual aids, scientists and inventors waited neither for theory nor for the conclusion of the debates. Motion pictures, records and radio gained a firm place in the daily lives of Americans. Their place in the classroom was still shaky by mid-century. But the range of instructional material widened from year to year, not only because educators gradually admitted electric media into the teaching process, but because technology entered the age of electronics and began to turn out devices, usable in schools, at what has been called a frightening pace.

The machine is at hand: Today the machine exists; it exists in education as well as in industry and in the home. "A new technology for education has been developed," said a position paper developed by a group of audio-visual experts, "and proved through basic research and practice." The products of this technology have already gone through four generations, as suggested by Wilbur Schramm: from blackboards, maps, models (first generation); printed teaching materials (second generation); motion pictures, radio, television (third generation); through language labs and information storage and retrieval systems (fourth generation).

The gap between what we can do with technological teaching aids and what we actually do is still wide. So many educational media are available for use, and so relatively few are put to work on classroom tasks.

Consider the overhead projector: This simple device enlarges up to ten times the natural size print, drawings, photographs, charts and graphs which are on transparent materials. Its versatility as a teaching tool is recognized daily by teachers from kindergarten through college. It is as effective in teaching accounting as zoology.

But the projector is only as useful as the material on the transparency to be flashed on the screen. Hence authors, editors and publishers are devoting the same care and thought to the development of transparencies

EQUIPPING A NEW CLASS:

"Where it becomes necessary to equip an entire new class from scratch, or several new classes, as when a new school is opened, an allotment of \$20 per child is allowed to equip that class with whatever it needs by way of educational equipment." — PORT WASHINGTON, NEW YORK.

as to standard textual materials. Because of teacher demand, transparencies are on the market for teaching math, science, history, language arts — the solid subjects as well as the fine and practical arts. Further, the transparency is growing in sophistication. It is available in several parts — called overlays — thus enabling a teacher to "build up" to complex concepts or teaching points; or "breakdown" an illustration to clarify an idea or a process. Some textbooks now include, as part of their contents, bound inserts of transparencies.

Power-packed films: Or, consider the 8mm single concept film — a medium growing directly out of the 16mm motion picture.

Reels upon reels of the older, wider-type film have done, and continue to do, superb jobs for teachers and students. Yet many a teacher has been discouraged from using 16mm motion pictures because of the vagueness of their instructional goals, obsolescence, amount of classtime required or setup difficulties.

As if in answer to these handicaps came the single concept film. It is probably the easiest to use visual device ever developed. But its real value is its instructional strength. It concentrates on a single idea or process — hatching an egg, yeast budding, bicycle safety. It requires from three to four minutes of showing time. It can be accompanied by the classroom teacher's own commentary.

Hundreds of 8mm film titles are already on the market. Thousands more will soon become available to teachers of every subject level — to illumine subject matter, ideas and concepts in ways hitherto undreamed of.

For the ear: A switch of the teacher's hand can also bring into the classroom the recorded voices of great artists and actors; or the speech of native experts in a score of foreign languages. For the recording and the audio tape can, and should, be as much a part of every teacher's tools as the textbook. "Let us now turn to page 88 and read one of Shakespeare's sonnets" can now be supplemented with the instruction, "Let us turn on the record player and hear how a famous artist interprets the poetry."

Certainly, the record is indispensable in the study of foreign languages. It is adding equally indispensable ingredients to kindergarten, language arts and social studies classes. A transcript of events that took place at a political convention, or Kennedy's "Ich bin ein Berliner" speech, provide unforgettable experiences for students.

Classroom laboratory and manipulative devices are

no longer frills. In recognition of the laws of learning, there are no more valuable materials than those for classroom experimentation and for manipulative use. They may accompany textual materials; or may be used independently to develop original exercises or experiments in units of science, math, language arts, geography or government.

Toward a systems approach: The growing range of teaching materials and media will, eventually, lead to a systems approach to instruction. To put it in other words, the teacher will organize his efforts so that the textbook or multi-texts and packages of other supplementary teaching media will contribute toward clearly defined learning objectives.

"The problem is to render unto the machine those things which are the machine's, and to direct to the teacher those that are truly human," said Dwight W. Allen, Stanford University.

The immediate task for the administrator, however, is clear. To provide his faculty with adequate supplies of many kinds of instructional materials and help the teacher organize them for most effective use in the classroom.

Publisher's role

Glance at the appointments calendar of an educational publishing executive, and you may well see any one or more of the following notations:

Conference, Nat'l Science Fn., re: new subject matter, research
Hearing, Wash., D.C., on Copyr't law revision
Meeting with UNESCO, Paris
Comm'n of Ed. Dept. of HEW Buil'g
Project Headstart — to discuss new materials

These notes reflect the growing involvement of the textbook publisher with the educational, governmental and world community.

The publisher can no longer sit in his office, accept a manuscript, produce a book, and place it on the market — with hope and trepidation — his task supposedly completed.

His next year's catalog of instructional materials must, in fact, be rooted in the dreams and needs of people. His thinking and planning are shaped by the great social changes and trends sweeping over our people and over the peoples of the world.

For that reason, the publisher today studies and assesses population growth, the emergence of neglected Americans, integration of races, the changes

taking place in the big cities and what was heretofore the rural countryside. He ponders, with other leaders, the dynamite of the disadvantaged and undereducated youth. He explores the effects of mechanization in industry, home and school. He listens to sociologists, anthropologists, government leaders and statistical analysts.

As one result of these inquiring activities his products are unpredictable: a new series of manuals for apprentices in service occupations, kits of transparencies on civil rights, or workbooks for Americans for whom English is a foreign language.

His response to research on learning: Psychologists are endlessly at work studying the process and the conditions of learning. Educational publishers are just as tirelessly attempting to find the best ideas that would be useful for the development of better instructional materials.

In recent years, researchers concerned with human learning have discovered the value of educating the child earlier than has been thought possible; they have stressed the value of utilizing the concept and the generalization; they have pointed to the need for more independent study by the student. These and other theories, when generally accepted, serve as guidelines for the publisher and author in the revision of texts and in the creation of new teaching media.

Instructional materials incorporating the best of research on learning are already on the market. New research will underlie new products in the years ahead.

The educational publisher recognizes that the printed medium has strengths and weaknesses. He listens with sympathetic attention when researchers propose valid suggestions for improving the potentials of print. He listens with equal attention when they point out the inherent potentials of other than the printed media. For the publisher is no longer tied to the printed page. Along with educators, publishers search for the strengths of any and all instructional media — and are ready to place their resources for the production and distribution of those media which would be of the greatest usefulness for educators.

His response to new knowledge: There was a time when the publisher waited for the scholar or educator to bring a book manuscript to him. Today the publisher works closely with the scholar, and is usually in touch with him long before the manuscript is written.

He keeps in touch with research activities of the campus, foundation and federal agency. He is a concerned witness of — and at times a participant in — the activities of curriculum study projects. PSSC, BSCS, CBA, CHEM, SMSG, HSGP, CUEBS — these and other initials representing the world of curriculum studies in physics, biology, chemistry, mathematics and geography have real meaning for the publisher, because they constitute possible new sources of content for instructional materials.

His response to national needs: The publishers' business with the Federal Government goes beyond efforts to discover material for instructional uses. Frequently, federal officials confer with publishing executives to enlist their cooperation in advancing the programs initiated by Congress and the White House.

Publishers have explored with the U.S. Office of Education the types of materials needed to assist the undereducated and the unskilled adult. It was at the conclusion of one of these conferences that one federal official said: "I cannot conceive of research and development centers working in this field, concerning themselves with instructional materials, and not having a partnership with the textbook publisher."

His defense of creative effort: Since 1964, publishers have gone to Capitol Hill in Washington for another

ESTIMATING LIBERALLY:

"Our school system has been very fortunate with the method we use to provide for textbooks and other supplies. The secret, of course, is that we estimate liberally and purchase freely those items which we feel are essential to our curriculum. . . . To meet the rising cost of books, provision is made in our budget for a 10% increase in the cost of materials. This has met our needs reasonably well during the past eight years." — DOWNTOWN (Penna.) JOINT SCHOOLS.

piece of important business — to assure that revision of our copyright laws are fair and equitable to creators and users of instructional materials.

Congress has been pondering the changes to be made in our antiquated copyright laws for some time. The position of publishers is clear and unequivocal: The invention of photocopying equipment permits wide-spread duplication of materials, the ownership of which actually belongs to writers, artists and publishers. Unrestrained duplicating practices would in the long run weaken all cultural, literary and educational activity. They would destroy incentive for authors and artists and would injure our competitive, private publishing industry.

Publishing executives have laid before Congress proposals which would encourage the creative efforts of authors and artists and, at the same time, be fair to America's classroom teachers and educators.

Publishers consider the defense of creative effort among their vital roles.

His role as facilitator of instruction: The publisher as an agent in the educational process has intrigued many investigators. His role has been variously assessed; quite frequently he has been described as a

facilitator of change . . . and as exerting a unifying influence on the curriculum.

A more precise picture of the effects of the publishers' products can be gotten by looking closely at what the publisher does and how he does it.

A publishing project starts with a study of school needs and a survey of materials currently available to meet those needs. This information comes to publishers in a steady flow from researchers, observers, school administrators — and from the hundreds of bookmen who call upon the schools and colleges of the country. These representatives listen alertly to the wishes of their customers.

Having discovered that educational change requires a new product, the publisher commits his resources to its development. His first step is creative, and in every succeeding step until publication, his contribution is creative. He begins with plans for a better instructional tool. He seeks out educators who can effectively criticize and contribute to these plans and who may also write the manuscripts required. He advances sums of money to support the writers while they carry out the research and the developmental activities necessary to produce the materials. The publisher supports his editorial staff and artists or illustrators who prepare the graphic materials for the enterprise: pictures, charts, maps, diagrams, filmstrips, records and the entire audio-visual materials that accompany printed materials.

The time involved in preparation of most materials ranges from three years to an occasional maximum of 10 years. This time is required not only to produce the text and art but also to test and validate the materials at various stages of development. It is not unusual to test, say, a mathematics series of texts and their satellite materials with thousands of pupils; or to place a spelling book series in experimental classes for two to three years before actual publication. A single high school textbook will require an investment of \$50,000 before the first copy is available for sale. A series of elementary school textbooks with many components may require as much as a \$3,000,000 investment before it is ready for marketing.

His international role: At least one window in every publisher's office is open on the world.

Together with educators, the publisher no longer looks for arguments to justify greater attention to non-Western studies and world problems. He is now concerned with better ways to present to American

students the life and problems of peoples all over the globe. He works with author and illustrator to assure that instructional materials deal adequately with emerging new nations, efforts of world organizations to promote understanding and cooperation, and with new responsibilities of the United States as a world power.

Administrator's role

Who is the chief agent for instructional innovation — including use of the widening range of teaching materials?

The school administrator.

The studies of Henry M. Brickell document this answer. In his report on the dynamics of instructional change in elementary and secondary schools of New York State, Dr. Brickell concludes: "Instructional changes . . . depend almost exclusively upon administrative initiative. Even . . . in schools where administrative authority is exercised with a light hand and faculty prerogative is strong teachers seldom suggest distinctly new types of working patterns for themselves . . ."

A host of forces are at work to convince the school administrator to take leadership for instructional innovation.

These forces have their origin in science and industry — with their inventions of technological teaching aids; in psychological research — with its stress on the need for exposing learners to many media; and above all, among national policymakers — with their challenge to the administrator to create the climate and the machinery for innovation in the school system and in the classroom.

Innovate! This was the chief challenge emanating from the 1965 White House Conference on Education.

Organize for instructional change! This is, similarly the challenge of the Elementary and Secondary Education Act of 1965, and the National Defense Education Act passed earlier.

"The Federal Government has a right to say what things worry it most," said former U.S. Commissioner of Education Francis Keppel recently, "(and one of them is) the lack of any built-in systems for school improvement."

Yet, each school system does have the elements of a built-in improvement system.

It begins with administrative initiative. And it includes at least three elements:

School board policies — Existence of written policies is the hallmark of effective school systems. Policies give the school board more control over the goals of the school; but they also give the administrator and his staff more freedom to operate.

In-service education — Developing teachers skills in new techniques places still another responsibility on the administrator. He must see that his school system

ORDERING BY LIST PRICE:

"Principals provide for the rising cost of books by ordering each book by its list price. This gives the principal a 10% to 20% margin in his budget that can safeguard an adequate supply of books, if prices go up between the time the school budget is made up in December, and when the books arrive during the summer months." — VESTAL CENTRAL SCHOOLS, NEW YORK.

REPLACEMENT:

"In order to be assured of an adequate supply of texts for new enrollees and careless students, the following formula of replacement texts on hand is used: first year of adoption — 3% excess of need; second year — 2%; after second year — 1%." — OKLAHOMA CITY PUBLIC SCHOOLS.

makes provision for helping teachers integrate new media with their classroom procedures. This calls for planned in-service education sessions, as well as for individual help for those teachers who have not yet discovered the potentials of multi-media approaches to instruction.

The budget — There are two ways to look at the school budget: as a routine instrument to keep the schools going at their usual pace and at last year's quality level; or, as a dynamic instrument for raising the quality of education and financing improvements necessary in changing communities.

Says Superintendent William M. Clary of Greencastle (Ind.) Community Schools: "Sound budgeting begins with an appraisal of needs, not of means. . . . If the school budget is to be an effective instrument of policy it must be constructed in the light of the needs of the educational program. . . . Only by such an appraisal of needs, at the beginning of each period of budget construction, can needs be ordered into a priority ranking and budgeting on a fire-fighting basis be avoided."

To start with needs, then:

1. How well are you familiar with the needs of your elementary school libraries? With the needs of your secondary school libraries?
2. Are the libraries adequately supplied with reference works, picture files, maps, atlases and encyclopedias, and supplementary books needed by teachers and pupils in all disciplines of your curriculum?
3. What kind of in-service help do your teachers need to help them overcome any reluctance (if it exists) in using technological devices?
4. Are the estimates from teachers and principals for new instructional materials geared to their needs of last year, or next year?
5. Are your inventories of materials geared to the needs of the total school enrollment? Will the needs of newcomers to schools be adequately met? Are worn-out textbooks replaced on a reasonable schedule?

On the question of money

The demand of national leaders for educational improvement has been accompanied by new sources of money to underwrite them. A recent statement from the U.S. Department of Health, Education and Welfare said: "Congress has asked the Office of Education, ordered it in most instances, to spend a great deal of

money on the children of this nation and to spend it well."

Even before the passage of the monumental Elementary and Secondary Education Act of 1965, the Federal Government was a major contributor of money that could be used for instructional materials.

The most significant of these earlier statutes is the National Defense Education Act. Other laws which yield funds to boost instructional supplies for eligible school systems include:

1. *Assistance for Federally-Impacted Areas* — which help schools meet construction and current expenses to educate children from federally-connected families.

2. *The Vocational Education Acts*, and more recently, the *Manpower Development and Training Act* — which can help in providing training materials for students preparing for the world of work.

3. *The Library Services Act*, and more recently, the *Library Services and Construction Act* — which augment book resources of countless communities and of the schools in which they are located.

The benefits of federal enactments do not flow automatically into a school district. It is the role of the superintendent to take the first steps — to study the laws, to see how they can help the school system do that which it cannot do with only its own resources, and to initiate requests for funds.

NDEA provides the school administrator with unparalleled opportunities to update and to augment instructional materials.

Even ampler opportunities exist with the passage of the Elementary and Secondary Education Act of 1965.

Title I of that Act is a billion-dollar-a-year opportunity for school administrators to improve the education of impoverished children in impoverished school districts. What can be done with a school system is limited only by the initiative and imagination of the administrator.

Title II of the Act is even more directly concerned with school library resources and instructional materials. It carried with it in its first year (1966) an appropriation of \$100 million. Chances are that appropriations for this purpose will be increased year after year — if schoolmen take advantage of the potentials of this Title.

Title III, supported by several hundred million dollars annually, seeks the creation of supplementary educational centers and services. When boldly conceived and conducted by schoolmen, such centers could become rich depositories of instructional materials for classroom use — financed in part by the Federal Government.

How to budget and purchase textbooks and other educational materials...

Modern educational practices no longer rely on a single textbook, or even its adjuncts of teacher's guide, pupil workbook, anthology, and reference work — important as these tools are and will remain. Rather, the use of multi-texts are widespread, and new understandings of how different children learn — at different rates and from varied materials — have brought into being new families of instructional media. Many of these are products of print — paperbacks, programmed books, maps, atlases, picture files and encyclopedias. Others stem from new technological innovations — overhead projectors and transparencies, 8mm single-concept films, tapes and recordings.

The responsibility of the educational publisher to the educational community — of which he is a vital part — has been summed up as follows: "It is the function of the publisher to make the best products of ingenuity available to all. It is his job to build into products good design, flexibility and utility. It is his job to add directions so that the teacher can make most effective use of the product. And it is his job to supply the materials promptly and at prices as low as modern technology will permit."

The next steps depend on the initiative of the school administrator: to examine and evaluate the publisher's products; to create conditions for their wide and wise use; and above all to propose realistic budgets — using local, state and federal money — for the acquisition of adequate supplies of instructional materials to serve the ever-growing and ever-changing needs of learners.

Guidelines and practices

Pointers from local school systems in budgeting for educational materials

Planning ahead — in a typical school district:

Providing textbooks and other instructional materials for 83 elementary and secondary schools in a large county system is an on-going task. This is also true for the smaller system.

Planning begins as long as five years in advance. Looking into the future, the superintendent and his staff prepare enrollment projections for each of the five years ahead. These data prove valuable for long-term planning of acquisition and replacement of materials.

A basic book allotment of \$10 appears in the current budget for each secondary student enrolled at the close of school in June. In addition, there is an allotment of \$30 for each additional student expected in September. When a new secondary school is to be opened, a \$9,000 item is included in the budget to provide basic instructional materials not included in capital outlay. The new school also receives the \$10 per pupil allotment indicated above. Finally, a cushion fund is held at the county level to provide for emergency situations in any school, old or new.

For students in the elementary schools, a basic allotment of \$6 per previously enrolled pupil is included in the budget and \$20 for new pupils. An additional item of \$10,000 is included for capital equipment in new elementary schools.

In addition to the above textbook allotment, \$2.25 is budgeted for each secondary student and \$1.75 for each elementary student for library books; 50 cents per elementary and secondary student is further budgeted for audio-visual materials. Both funds are administered through the library.

For replacement and repair of instructional equipment already in the schools, \$1.75 per pupil has been allotted. These funds will aid in keeping equipment in the older schools comparable to that in the new ones. Both of these funds are to be increased in the future.

Having materials ready to go doesn't just happen; it requires the combined efforts over a period of time of various departments — of planning, budget, finance, curriculum, instruction — as well as of the staffs in each of the 83 schools.

8 factors in budgeting for educational materials

Many schools throughout the nation are making valiant and systematic attempts to provide pupils with adequate educational materials.

At the same time, the supplies of educational materials in a great majority of schools have not kept up with the needs of the times, or their teachers and pupils.

It is this crisis which, in turn, gave rise to the NDEA and to the Elementary and Secondary Education Act of 1965 and their emphasis for augmenting the educational materials for elementary and secondary schools. A U.S. Office of Education Fact Sheet (1965) has pointed to glaring inadequacies: "The great majority of school districts do not have adequate library resources, modern textbooks or audio-visual materials to meet modern educational needs."

To halt and reverse the downward trend, school systems will need to reexamine their policies and practices for acquiring educational materials. Such a

review may well begin with questions:

1. To what extent have textbooks with obsolete or obsolescent content been replaced by those with contemporary content?

2. To what extent have supplementary textbooks been supplied for programs where a single text was previously used?

3. To what extent have school library resources and services been improved recently?

4. To what extent have audio-visual and other materials been supplied to enrich the school curriculum?

Your replies to such questions will provide basic policy to keep your schools adequately equipped with educational materials.

But the very act of framing such policies places further obligations upon school administrators. They must consider eight factors and keep in mind their implications.

FACTORS IN BUDGETING FOR TEXTBOOKS AND THEIR IMPLICATIONS

Know your enrollments—present and future.

When enrollments are on the rise, the inventory of last year may become inadequate this year.

Know your inventory — what you have on hand.

No school inventory of materials is inexhaustible.

Each newcomer to your school must be equipped with a kit of books.

Each year new pupils arrive at school doors.

No single educational item can serve all children.

The school serves children of many different abilities.

New editions of books containing the latest knowledge must be provided.

Knowledge changes, expands, goes out of date.

New types of educational materials are being developed by scholars and educators.

Educational materials themselves change in character.

Books must be replaced.

Educational materials wear out.

School budgets must be in gear with the economic facts of the times.

Costs rise.

Ignore any one of the factors above, or what it implies, and it becomes nearly impossible to carry out the intent of school policy — regardless of how well-intentioned it may be. An instrument designed to help you take into account these eight factors in your budget planning is the worksheet on page 11. This worksheet has already proved useful in many school systems in budgeting and in planning purchases of educational materials."

Before beginning to use the worksheet, you will need to become acquainted with the figures on pages 13, 14, and 15. These show the average prices of books and suggest what it should cost to provide pupils of different grades with complete sets of educational materials. Study these figures. Adapt them to your own local situation. And using them as a base, use the worksheet, following carefully the instructions for filling in each line.

How to use the budget worksheet

How to figure Line 1

Cost of replacing outworn texts —

The average cost of textbooks necessary to supply an elementary pupil completely is \$. Assume the life of the average textbook to be four years. To estimate cost, use the following rule of thumb: Divide the average cost (\$) by 4 and multiply by the number of pupils in elementary grades this year.

Enter figure on line 1 of the worksheet.

How to figure Line 2

Cost of providing new outfits of textbooks for expected increases in enrollment —

Since it costs an average of \$ to outfit an elementary school child completely, use the following rule of thumb: multiply \$ by the number of additional children expected in elementary grades next year.

Enter figure on line 2 of the worksheet.

How to figure Line 3

Cost of providing consumable items —

The average cost per elementary pupil for workbooks and other consumable items is \$. Multiply this figure by the number of elementary pupils to be enrolled next year.

Enter figure on line 3 of the worksheet.

How to figure Line 4

Cost of providing for new adoptions or curriculum expansion materials —

Find out from curriculum supervisors what new texts will be called for next year by curriculum innovations. Get an estimate of the number of pupils who will require each new book. Use average prices on pages 13 and 14 to figure approximate cost.

Enter figure on line 4 of the worksheet.

Add sums from lines 1, 2, 3 and 4 and enter subtotal on line 5.

How to figure Line 6

Cost of replacing outworn texts —

Use this suggested procedure: Ask each junior high school department head to report how many books in each different subject have to be replaced because they are worn out. Use prices on page 15 to determine approximate cost of replacements.

Enter figure on line 6 of the worksheet.

How to figure Line 7

Cost of providing new outfits of textbooks for expected increases in enrollment —

Since it costs an average of \$ to outfit a junior high pupil completely, use the following rule of thumb: multiply this figure by the number of additional pupils expected in junior high school next year.

Enter figure on line 7 of the worksheet.

How to figure Line 8

Cost of providing consumable items —

The average cost per junior high school pupil for workbooks and other consumable items can be deter-

mined for your own school system from the price lists on page 15. Multiply this figure by the number of junior high school pupils to be enrolled next year.

Enter figure on line 8 of the worksheet.

How to figure Line 9

Cost of providing for new adoptions or curriculum expansion materials —

Find out from curriculum supervisors or department heads what new texts will be called for next year by curriculum innovations. Get an estimate of the number of pupils who will require each new book. Use average prices on page 15 to figure approximate costs.

Enter figure on line 9 of the worksheet.

Add sums from lines 6, 7, 8 and 9 and enter subtotal on line 10.

How to figure Line 11

Cost of replacing outworn texts —

Use this suggested procedure: Ask each high school department head to report how many books in each different subject have to be replaced because they are worn out. Use prices on page 15 to determine approximate cost of replacements.

Enter figure on line 11 of the worksheet.

How to figure Line 12

Cost of providing new outfits of textbooks for expected increases in enrollment —

The average cost of textbooks necessary to supply a senior high school pupil in your own school system can be determined from the price lists on page 15. Multiply this figure by the number of additional pupils expected in senior high school next year.

Enter figure on line 12 of the worksheet.

How to figure Line 13

Cost of providing consumable items —

The average cost per senior high school pupil for workbooks and other consumable items can be determined for your own school system from the price lists on page 15. Multiply this figure by the number of senior high school pupils to be enrolled next year.

Enter figure on line 13 of the worksheet.

How to figure Line 14

Cost of providing for new adoptions or curriculum expansion materials —

Ask high school department heads to submit lists of textbooks that will be used in new courses or for curriculum expansion. Get an estimate of the number of pupils who will require each new book. Use average prices on page 15 to figure approximate cost.

Enter figure on line 14 of the worksheet.

Add lines 11, 12, 13 and 14 and enter subtotal on line 15.

Add all subtotal figures and enter on line 16.

This is the figure to ask for textbooks next year.

ACCOUNT TEXTBOOKS 220

ELEMENTARY

Line		Requested for 1966-67	Spent in 1965-66 (if available)
1	Cost of replacing outworn texts	\$	\$
2	Cost of providing new outfits of textbooks for expected increases in enrollment		
3	Cost of providing consumable items		
4	Cost of providing for new adoptions or curriculum expansion materials		
5	Sub total		

JUNIOR HIGH

6	Cost of replacing outworn texts		
7	Cost of providing new outfits of textbooks for expected increases in enrollment		
8	Cost of providing consumable items		
9	Cost of providing for new adoptions or curriculum expansion materials		
10	Sub total		

SENIOR HIGH

11	Cost of replacing outworn texts		
12	Cost of providing new outfits of textbooks for expected increases in enrollment		
13	Cost of providing consumable items		
14	Cost of providing for new adoptions or curriculum expansion materials		
15	Sub total		
16	TOTAL		

What your textbook dollar will buy for your pupils

Suggested kits of printed materials for Grades 1-6, with price lists to help you estimate the cost of keeping pupils supplied with books.

Approximate average net prices for high school texts, workbooks and tests.

After receiving requests for information from a large number of school administrators and directors of instruction. The American Textbook Publishers Institute issued in 1952 a manual to assist educators in planning budgets. The manual contained a list of desirable quantities of printed materials and costs covering standard curricula for the first six grades.

The objective was to arrive at a kit of printed materials which would be recognized as reasonable and desirable from the standpoints of the average teacher, the children, the school administrator and the Board of Education who are guided in their expenditures by common sense and the "prudent man" standard.

The original study was made by a committee of seven representatives of member companies of the Institute. The basic data have now been reviewed and found generally valid except as to average prices which have been adjusted to 1966 standards.

To establish prevailing curriculum practices, the original study reviewed the curricula of more than 100 communities including states (among them the 23 state-adoption states), counties and cities of various sizes. The study committee carefully reviewed detailed curricula reports which revealed that, except for the area of social studies, the curricula throughout the nation are reasonably uniform in structure for the first six grades.

The following recommended kits of printed instructional materials for the first six grades are for classes representing the normal ranges of abilities and aptitudes found in the unselected heterogeneous group of children in average schools. It is assumed that other funds will be available for the purchase of other books and other kinds of instructional materials. Intentionally the lists do not include teachers' professional books, the school library books, periodicals, maps, globes and classroom charts other than primary reading charts and cards. The category of "Textbooks" includes not only basal textbooks but also supplementary books and classroom reference books.

Estimated annual cost per pupil is based upon projected average net wholesale prices in 1966 and upon life expectancies in use of 1 year for text-workbooks, workbooks, and tests, 2 years for paperbound books, 3 or 4 years for hardbound textbooks, and 5 to 7 years for supplementary and reference books.

To decide upon the average life expectancies of different kinds of books used in different ways, the committee has been guided by the opinions of a number of State Textbook Directors. Obviously, the way each book is used in each school will determine the life span.

KITS

GRADE 1

	Expected life	Average net price 1966-67	Per pupil main- tenance	To supply each new pupil
Reading Readiness	1	\$.74	\$.74	\$.74
Pre-Primers (4)	4	2.45	.61	2.45
Pre-Primer Workbook	1	.60	.60	.60
Primer	4	1.68	.42	1.68
Primer Workbook	1	.60	.60	.60
Supplementary Primers (2)	6	3.41	.57	3.41
First Reader	4	1.86	.47	1.86
First Reader Workbook	1	.62	.62	.62
Supplementary Readers (2)	6	3.75	.62	3.75
Penmanship Workbook	1	.54	.54	.54
Science Reader or Textbook	4	2.00	.50	2.00
Arithmetic Workbook	1	.81	.81	.81
Arithmetic Textbook (½ class)	4	.86	.22	.86
Art Textbook	5	1.02	.20	1.02
Language Workbook	4	.90	.23	.90
Achievement and Other Tests	1	.43	.43	.43
Maps, Globes	6	.48	.08	.48
Paperbacks*	2	.74	.36	.74
			\$ 6.62	\$23.49

*New Jersey study on Paperbacks (1965) recommends a \$2.00 expenditure per pupil in all elementary grades.

GRADE 2

	Expected life	Average net price 1966-67	Per pupil main- tenance	To supply each new pupil
1st Semester Reader	4	\$ 2.00	\$.50	\$ 2.00
1st Semester Reader Workbook	1	.60	.60	.60
2nd Semester Reader	4	2.00	.50	2.00
2nd Semester Reader Workbook	1	.60	.60	.60
Supplementary Readers (4)	6	8.04	1.34	8.04
Spelling Workbook	1	.67	.67	.67
Penmanship Workbook	1	.54	.54	.54
Social Studies Reader	4	2.41	.60	2.41
Science Reader or Textbook	4	2.18	.55	2.18
Health Reader	4	1.82	.45	1.82
Arithmetic Workbook	1	.83	.83	.83
Arithmetic Workbook (½ class)	4	.77	.19	.77
Music Songbook	6	2.04	.34	2.04
Art Textbook	6	1.02	.17	1.02
Language Textbook	4	1.80	.65	1.80
Achievement and Other Tests	1	.33	.33	.33
Maps, Globes	6	.48	.08	.48
Paperbacks	2	.74	.36	.74
			\$ 9.30	\$28.87

GRADE 3

	Expected life	Average net price 1966-67	Per pupil main- tenance	To supply each new pupil
1st Semester Reader	4	\$ 2.23	\$.51	\$ 2.23
1st Semester Reader Workbook	1	.62	.62	.62
2nd Semester Reader	4	2.23	.56	2.23
2nd Semester Reader Workbook	1	.62	.62	.62
Supplementary Readers (4)	6	8.99	1.50	8.99
Spelling Workbook	1	.70	.70	.70
Language Textbook	4	2.45	.61	2.45
Language Workbook	1	.82	.82	.82
Penmanship Workbook	1	.54	.54	.54
Social Studies Textbook	4	2.68	.67	2.68
Science Textbook	4	2.32	.58	2.32
Health Textbook	4	2.00	.50	2.00
Arithmetic Textbook	4	2.63	.66	2.63
Arithmetic Workbook	1	.79	.79	.79
Music Songbook	6	2.04	.34	2.04
Art Textbook	6	1.02	.17	1.02
Achievement and Other Tests	1	.51	.51	.51
Maps, Globes	6	.48	.08	.48
Paperbacks	2	.74	.36	.74
			\$11.14	\$34.41

GRADE 4

	Expected life	Average net price 1966-67	Per pupil main- tenance	To supply each new pupil
Basic Reader	4	\$ 2.54	\$.64	\$ 2.54
Basic Reader Workbook	1	.70	.70	.70
Supplementary Readers (5)	7	12.88	1.84	12.88
Spelling Workbook	1	.67	.67	.67
Language Textbook	4	2.54	.64	2.54
Language Workbook	1	.82	.82	.82
Penmanship Workbook	1	.54	.54	.54
History Textbook	4	2.95	.74	2.95
Geography Textbook	4	3.63	.91	3.63
Suppl. Soc. Studies Readers	6	2.73	.45	2.73
Science Textbook	4	2.63	.66	2.63
Health Textbook	4	2.18	.55	2.18
Arithmetic Textbook	4	2.63	.66	2.63
Arithmetic Workbook	1	.79	.79	.79
Music Songbook	6	2.18	.36	2.18
Art Textbook	6	1.02	.17	1.02
Achievement and Other Tests	1	.33	.33	.33
Dictionary	6	3.47	.58	3.47
Maps, Globes	6	1.20	.20	1.20
Paperbacks	2	.74	.36	.74
			\$12.61	\$47.17

GRADE 5

	Expected life	Average net price 1966-67	Per pupil main- tenance	To supply each new pupil
Basic Reader	4	\$ 2.68	\$.67	\$ 2.68
Basic Reader Workbook	1	.79	.79	.79
Supplementary Readers (5)	7	13.51	1.93	13.51
Spelling Workbooks	1	.70	.70	.70
Language Textbook	4	2.63	.66	2.63
Language Workbook	1	.83	.83	.83
Penmanship Workbook	1	.54	.54	.54
History Textbook	4	3.41	.85	3.41
Geography Textbook	4	4.54	1.14	4.54
Suppl. Soc. Studies Readers	6	3.41	.57	3.41
Science Textbook	4	2.73	.68	2.73
Health Textbook	4	2.32	.58	2.32
Arithmetic Textbook	4	2.63	.66	2.63
Arithmetic Workbook	1	.79	.79	.79
Music Songbook	6	2.25	.37	2.25
Art Textbook	6	1.02	.17	1.02
Achievement and Other Tests	1	.43	.43	.43
Dictionary	6	3.61	.60	3.61
Maps, Globes	6	1.20	.20	1.20
Paperbacks	2	.74	.36	.74
			\$13.52	\$50.76

GRADE 6

	Expected life	Average net price 1966-67	Per pupil main- tenance	To supply each new pupil
Basic Reader	4	\$ 2.68	\$.67	\$ 2.68
Basic Reader Workbook	1	.79	.79	.79
Supplementary Readers (5)	7	13.51	1.93	13.51
Spelling Workbook	1	.72	.72	.72
Penmanship Workbook	1	.54	.54	.54
Language Textbook	4	2.63	.66	2.63
Language Workbook	1	.83	.83	.83
History Textbook	4	3.50	.87	3.50
Geography Textbook	4	4.59	1.15	4.59
Suppl. Soc. Studies Readers	7	3.50	.50	3.50
Science Textbook	4	2.86	.72	2.86
Health Textbook	4	2.36	.59	2.36
Arithmetic Textbook	4	2.63	.66	2.63
Arithmetic Workbook	1	.79	.79	.79
Music Songbook	6	2.45	.41	2.45
Art Textbook	6	1.02	.17	1.02
Achievement and Other Tests	1	.56	.56	.56
Dictionary	6	3.61	.60	3.61
Maps, Globes	6	1.20	.20	1.20
Paperbacks	2	.74	.36	.74
			\$13.72	\$51.51

High School

Approximate average net prices of selected high school texts, workbooks and tests

The books selected for the averages below are fairly uniform in nature and designed for the standard high school courses. It should be kept in mind, however, that there is great flexibility in the textbook materials offered for high school use. Many of the best of these offerings will vary widely in cost and nature from the averages given here. This is particularly true of workbooks which tend to vary more widely in nature than standard textbooks.

This listing of high school books in grades 7-12 is not organized into recommended kits. Because of extremely diversified curricula, this study cannot attempt to recommend kits of materials in the space available. The listings of prices of the materials is placed here solely to assist the budget planner who must be the best judge of the demands of his curriculum.

Please note that library recommendations for paperbound and hardcover books are included. The American Library Association's minimum standards for school libraries, per pupil per year, were set in 1960 at from \$4 to \$6 depending on the size of the school. The 1963-64 figure given here is an estimated average expenditure drawn from the 1962 figures by the National Inventory of Library Needs.

The New Jersey Study on Paperbacks (1965) recommends a supplemental expenditure of \$4 per pupil on the junior high and high school levels for paperbacks.

GENERAL SUBJECTS	Grade	Average net price basal texts 1966-67	Average net price workbooks 1966-67
Algebra I		\$4.08	
Algebra II		4.13	
American History		5.07	\$1.52
Biology		4.94	1.73
Chemistry		4.90	1.95
Civics	9	4.34	
Drama		3.51	
English (Grammar, Composition)	9	3.36	1.15
	10	3.36	1.15
	11	3.47	1.15
	12	3.47	1.15
French	1st Yr.	3.88	
	2nd Yr.	4.11	
Geography		4.97	
Plane Geometry		3.52	
Solid Geometry		3.17	
Government		4.71	
Journalism		3.74	
Latin	1st Yr.	4.02	
	2nd Yr.	4.38	
	3rd Yr.	5.17	
Literature	9	3.58	
	10	4.34	
	11	4.51	
	12	4.61	
General Mathematics	9	3.47	
Physics		4.94	1.92
Problems of Democracy		4.74	
General Science	9	4.61	1.55
Spanish I		4.06	
Spanish II		4.44	
Speech		3.88	
Trigonometry		4.70	
World History		5.30	1.52
BUSINESS EDUCATION			
General Business	9	\$3.79	\$1.82
Business Law	10	3.70	1.38
Business Mathematics	10	3.33	1.15
Bookkeeping, 1st Yr.	10	3.33	2.05
Shorthand, 1st Yr., 1st Sem.	11	3.33	1.55
Shorthand, 1st Yr., 2nd Sem.	11	3.33	1.55
Typewriting, 1st Yr.	11	2.72	1.51
Business English	11	3.23	1.38
Shorthand Advanced	12	3.60	
Typewriting Advanced	12	2.54	1.38
INDUSTRIAL ARTS			
General Shop	7	4.29	4.51
Beginning Metalwork	8	4.15	4.51
Beginning Woodwork	8	3.83	4.51
Beginning Electricity	9	4.61	4.51
Beginning Ceramics	9	4.30	4.51
Mechanical Drawing Unit	10	4.27	10.93

VOCATIONAL EDUCATION	Grade	Average net price basal texts 1966-67	Average net price workbooks 1966-67
Basic Trade Theory	9	\$5.17	\$2.42
General Trade Mathematics	9	5.23	2.42
Blueprint Reading	9	5.23	2.42
Textbook on operational procedures in the trade	10	5.23	2.42
Mathematics textbook related to trade	10	4.11	
Blueprint Reading textbook related to trade	10	5.53	
Advanced textbook on operational procedures in the trade	11	6.15	2.42
Advanced Mathematics textbook related to trade	11	4.44	
Handbook related to trade	12	11.54*	
Textbook related to specialized area of the trade	12	6.47	
Related Science or Mathematics	12	4.61	

VOCATIONAL AGRICULTURE

General Agriculture	9	4.84
Raising Livestock	10	5.53
Field Crops	10	6.15
Soils	11	6.15
Shopwork on the Farm	11	4.57
Dairying or	12	5.47
Swine Raising or	12	5.07
Poultry Raising	12	5.07

HOME ECONOMICS

Foods	7	3.40
Clothing	8	3.40
General Homemaking	9	4.15
General Homemaking	10	4.61
Foods	11	4.61
Clothing	12	4.61
Family Living		4.06
Housing		4.06

LIBRARY BOOKS (Paper and Hardbound)	Grade	Average expenditure 1963-64	Recommended
Per pupil	7-12	\$2.37 (est.)	\$4-6

MAPS, GLOBES	Expected Life	Average net price 1966-67	Per pupil maintenance	To supply each new student
Per high school student	6	\$1.30	\$.22	\$1.30

TESTS	Grade	Average net price 1966-67
Per pupil	1-8	\$1.05
Per pupil	9-12	2.40

ENCYCLOPEDIAS	Grade	Recommended appropriation
Per pupil	4-12	\$2.25

Tips and hints in acquiring educational materials

Suggestions for school administrators which may help augment your supplies of materials — and may even save money for your school district.

Make the most of the federal assistance now available for the acquisition of instructional materials.

Become acquainted especially with Title III of the NDEA (Public Law 85-864) and with the Elementary and Secondary Education Act (Public Law 89-10). Reach for the telephone and call your state educational agency. Get all the advice you can to help you draft a proposal requesting U.S. dollars for purchasing books for library and classroom, as well as for acquiring a wide range of other materials.

★ ★ ★

Set up official procedures for the orderly routing of informational literature about textbooks and other instructional materials. Inform your school secretary how to handle the distribution of folders, leaflets or letters dealing with materials on specific subjects, such as science, math, reading, etc. Do you want them to go to the head of the subject-matter departments? Or, to the director of instruction? Or, to a center for instructional materials?

★ ★ ★

An instructional materials center is useful administrative machinery, provided you appoint a full or part-time person in charge. Such a center usually receives information about new materials, as well as samples of textbooks and other aids.

In larger school systems, staff members associated with a center for instructional materials carry on a variety of duties — from purchasing to helping teachers utilize the material efficiently.

*Helpful reference: *Administering Educational Media*, by James W. Brown and Kenneth Norberg (McGraw-Hill, 1965).*

★ ★ ★

When ordering a book or a series of books specify the exact date of the edition you want. In some instances your publisher may have in stock two or three editions. Do you want the latest? Or are you interested in an edition of a specific date, even though it may not be the latest? Please be specific on your final order.

★ ★ ★

Who is to receive information and sample copies of books designed for your teachers' in-service education and professional growth? Appoint a professional staff member responsible for evaluating in-service training materials and let the publisher know who he is.

★ ★ ★

Publishers are usually glad to send sample copies of their materials to an authorized member of your staff. But they ask you to discourage requests for samples by individual teachers. "Free" samples are costly; and they may contribute to rising cost of materials.

★ ★ ★

The publishers' representatives are the advance troops in the field, whose prime objective is to bring the results of the publishers' efforts to the attention of classroom teachers, supervisors and administrators.

Provide a specific time and place for the presentation of what the publisher's representative has to say. Specific appointments, with a clear understanding of time allotments, help all around.

Listen to the publisher's representative. He is knowledgeable in the field of innovation and new developments in instructional materials. Share your own ideas and needs with the representative. He will listen and pass on what you have to say to the publisher's office.

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***Title II
Elementary
and Secondary
Education Act***

***SCHOOL LIBRARY RESOURCES,
TEXTBOOKS, AND OTHER
INSTRUCTIONAL MATERIALS***

GUIDELINES

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, the Elementary and Secondary Education Act Title II program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

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INTRODUCTION

The Elementary and Secondary Education Act of 1965, Public Law 89-10, affirms the policy to strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools. Title II of the Act recognizes that, at all levels of education, teaching programs have become increasingly dependent upon effective school library materials and services, high quality up-to-date textbooks, and a variety of other instructional resources. Basic courses in nearly all areas of instruction depend upon good school libraries and instructional materials. Yet in 1961, almost 70 percent of the public elementary schools and 56 percent of the private elementary schools were without school libraries.

Title II of the Act provides that school library resources, textbooks, and other printed and published instructional materials should be made readily available on an equitable basis for the use of the children and teachers in all schools, public and private, which provide elementary and secondary education as determined under State law, but not beyond grade 12; that school library resources, textbooks, and other printed and published instructional materials should be of high quality; and that they should be suited to the needs of the children and teachers in elementary and secondary schools. Since Title II of the Act is designed to benefit children and not schools, its benefits extend to children attending profit-making as well as nonprofit schools. Federal funds made available under this title for any fiscal year must be used to supplement and, to the extent practical, increase the level of State, local, and private school funds for instructional materials, and in no case may they be used to supplant such funds.

Title II authorizes the U.S. Commissioner of Education to make grants to States for a five-year period beginning July 1965. The authorization for the first year is \$100 million. Authorizations for the succeeding four years will be decided upon by the Congress in future sessions. This is a 100 percent Federal grant program; no State or local matching funds are required.

Funds are allotted to the States on the basis of the total number of children enrolled in public and private elementary and secondary schools of the State as related to the total number of children enrolled in such schools in all of the States. The number of children enrolled is determined by the Commissioner on the basis of the most recent satisfactory data available to him. Up to two percent of the appropriation is reserved for Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands. Funds not required by a State for any year may be reallocated to other States.

Congressional authorizations do not provide funds. Funds must be voted annually by the Congress in separate appropriation acts.

ESEA Title II, like other programs of Federal financial assistance, must be administered in conformity with the provisions of Title VI of the Civil Rights Act of 1964.

The purpose of these Guidelines is to clarify the Regulations governing Title II and to provide further interpretation of Public Law 89-10. The Guidelines also furnish a basis for common understanding of the Title among local school systems, nonpublic schools, State educational agencies, the U.S. Office of Education, and program reviewers and auditors.

CHAPTER I

STATE PLAN ADMINISTRATION

Title II of ESEA provides funds for (1) the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in elementary and secondary schools, public and private; and (2) the administration of the program by State authority. It is a State plan program.

A. Purpose of the State Plan

The foundation of the Title II program is the State plan, the contract or agreement between the State and the U.S. Office of Education, for the operation of the programs which the State has designed to strengthen instruction through the acquisition of school library resources, textbooks, and other instructional materials. The appropriate State administrative and legal officers attest to the plan on behalf of the State. The U.S. Commissioner of Education approves the plan. Through the legal authority cited and policies and procedures outlined in the State plan, the State agency organizes and administers the program. Since the State plan is the blueprint for the program, it must be amended whenever there is any material change in program or administration.

B. Patterns of Administering the Title II Program

The State plan designates the State agency responsible for administering the Title; it is assumed this will be the State department of education. This title also requires that one agency be designated as the sole agency for administering the plan. This State agency assumes full responsibility for administering and supervising the Title II program, either directly or through arrangement with other State or local educational agencies. Because of the variation in State laws concerning the provision of services to private schools, various patterns of administration may be adopted. The following are some suggested patterns for providing materials to children and teachers in both public and private schools:

1. The State educational agency administers the program directly to public school districts, but arranges for those districts to administer the program for children and teachers in private schools located within their districts.

2. The State educational agency administers the program directly to public school districts, but arranges for State regional educational centers to administer the program for children and teachers in private schools.

3. The State educational agency administers the program directly to public school districts, but arranges for another State agency (already existing, or set up for this particular purpose) to administer the program for children and teachers in private schools.

4. The State educational agency administers the program directly to public school districts and for those private school children and teachers who cannot be served otherwise.

5. The State educational agency administers the program directly to public school districts and for children and teachers in private school districts or individual private schools.

6. Each State regional educational center administers for the children and teachers in both the public and private schools within its region.

7. The State educational agency combines or varies elements from the patterns above.

To the extent possible under State law, these plans should give equal consideration to the needs of children and teachers in public and private schools. Some suggested procedures for assuring the provision of materials on the basis of relative need, and in a manner which will be equitable are given in Chapter III of these Guidelines.

Although the State educational agency is responsible for maintaining essential records, such as documents supporting expenditures and inventory records, the actual ordering, processing, and distribution of the materials would probably not be done at the State level. For operational efficiency these functions might best be carried out by local or regional educational agencies.

C. Administration and Supervision of the Program

The Act authorizes for fiscal year 1966 up to five percent of the total amount of the projects approved by the State under the approved State plan to be used for administration of the State plan. (But for any fiscal year thereafter the Act authorizes for administration an amount up to three percent of the total amount of the projects approved by the State under this title for that year.) If, however, a State agency is prevented by State law from administering the program for the benefit of children and teachers in private schools, it will be necessary to deduct from that State's allotment (1) the cost of acquisition of the private school children's and teachers' fair share of the materials, and (2) the administrative costs incurred by the agency which does administer the funds expended in making the benefits of the title available to the private school children and teachers.

Administrative Activities

The State agency administering the Title II program is responsible for the executive, supervisory, and fiscal management functions needed to assure efficient and educationally sound program operation. One of the first activities is the development of policy for making school library resources, textbooks, and other printed and published instructional materials readily available to children and teachers in elementary and secondary schools throughout the State.

It will also be necessary to develop standards relating to the selection, acquisition, and use of these three categories of materials under the State plan. A continuous or periodic evaluation and revision of the standards will be required to reflect curriculum trends and results of research in education as well as to assure continuing improvement in the quantity and quality of instructional resources.

The dissemination of information on a continuing basis is essential if the persons responsible for planning, selecting, and acquiring instructional resources are to take advantage of the opportunities afforded by Title II to strengthen teaching and learning in the schools.

To insure that the instructional materials are of good quality and contribute to the improvement of instruction, State supervisors concerned with instruction are essential to the Title II administrative program. Curriculum and subject supervisors in cooperation with school library and audiovisual supervisors and supporting staff should be actively engaged in conducting inservice education programs for the improvement of instruction through the use of good materials.

Management activities under Title II include planning the operational procedures for purchasing, transporting, inventorying, and maintaining records of the acquisition of materials, along with fiscal control and fund accounting. If advisory committees are used, the composition, duties, and expenses of the committees would be planned.

Another important activity of the administrative and supervisory staff at the State level will be to assess educational gains through the collection and interpretation of data from the local schools and to determine, to the extent possible, the improvement of instruction resulting from the use of good library resources and other instructional materials.

Eligible Administrative Costs

The State may claim expenses against the funds allowed it (up to five percent for fiscal year year 1966, and up to three percent thereafter) for administering the State plan, to the extent that the items of cost are attributable to the administration of that plan. Included are such costs as:

1. Salaries, wages, and other personal service costs of permanent and temporary staff;
2. Communications;
3. Utilities;
4. Office supplies, including stationery;
5. Printing and the acquisition of printed and published materials for use of administrative and supervisory staff;
6. Travel and transportation expenses;
7. Acquisition, maintenance, or repair of office equipment (that needed for supervisory or demonstration functions or for use of the administrative and supervisory staff);
8. Rental of space as provided in Section 117.13(b) of the Regulations;
9. Minor alterations of building space needed for effective use of the equipment acquired for administration.

The five percent (three percent after fiscal year 1966) for administrative costs at the State level will not, in most cases, cover operating costs in connection with acquisitions, such as processing and delivering materials - costs which are necessary to make the materials available to children and teachers in elementary and secondary schools. The necessary and essential cost for processing and delivery, however, may be included as a part of the cost of acquisition. If this is done, such costs must be justified and properly documented.

Staff for Administration of the Program

The State plan will describe the organization of the staff for administration and supervision of the Title II program of services set forth in the plan. Since good library resources and instructional materials are necessary for effective instruction in all basic instructional areas, the professional staff giving direction and leadership in this program will be chosen for its effectiveness in working with school librarians and elementary and secondary teachers. State supervisory consultative and inservice education activities will play an important rôle in the development and improvement of school library and instructional programs.

A greater variety of competencies in supporting staff will be needed also, since the full range of elementary and secondary school teaching and learning can be served by the Title II program. The lines of responsibility and authority within the administrative unit carrying out the State plan

activities should be carefully defined, together with administrative arrangements or relationships of this unit with the rest of the State agency and with other State and local public agencies which share the administrative responsibility.

Administrative Review and Evaluation

At least annually the State agency administering the Title II program will appraise the scope and status of the program and evaluate the effectiveness of its operation in terms of the State plan provisions. The review will involve all the Title II administrative and supervisory staff of the State agency and might well include selected representatives from the local schools. The review will include an examination of the administrative practices used to identify and serve the needs of children and teachers for the three categories of instructional materials, needed revisions or additional uses of standards for selecting and distributing materials, and progress toward the objectives of the program. Questions such as the following, for example, might be considered:

1. To what extent have school library resources been provided in schools which had none?
2. To what extent have existing school libraries been improved and their services expanded?
3. To what extent have textbooks with obsolete or obsolescent content been replaced by those with contemporary content?
4. To what extent have supplementary textbooks been supplied for programs where a single text was previously used?
5. To what extent have audiovisual and other materials acquired under Title II enriched school curriculums?
6. To what extent have school library resources, textbooks, and other materials been acquired for new approaches to learning, such as individualized study, team teaching, programmed instruction?
7. To what extent have professional materials provided teachers enabled them to be more resourceful and effective, as measured by student achievement?
8. To what extent has Title II stimulated State, local, and private school efforts to increase the level of funds made available for instructional materials and services?
9. To what extent has the acquisition of school library resources, textbooks, and other materials affected the curriculum?
10. To what extent have teaching methods been improved as a result of better quality and variety of instructional materials?

D. Reports

Section 117.36 of the Title II Regulations requires that the State plan ~~must~~ provide for participating in such periodic consultations, keeping such records, and making such reports as the Commissioner may consider necessary to enable him to perform his duties under the Act.

The State agency shall submit, in accordance with procedures established by the Commissioner:

1. A description of the program to be carried on under the plan during the fiscal year;
2. A statement of estimated total expenditures for program activities during the fiscal year;
3. Following the end of the fiscal year, a report of the total expenditures made under the plan during the fiscal year;
4. Such other estimates and reports as are periodically needed to account properly for funds.

Reports Due Before the Beginning of the Fiscal Year

Estimate of Expenditures

Description of Projected Activities

The Estimate of Expenditures for the fiscal year is the document which provides the basis for the obligation of Federal funds for State use in Title II programs. This estimate should be a realistic budget for the support of the program outlined in the Description of Projected Activities and may not exceed the allotment to the State for the particular fiscal year. Although further funds may be available later as a result of reallocation by the U.S. Commissioner of Education, such possible additional allotment should not be included in the Estimate of Expenditures.

The Description of Projected Activities provides a means of identifying and describing activities which are related to the accompanying Estimate of Expenditures and must be approved by the Commissioner as a condition for payment of Federal funds to a State under Title II of the Act. The annual Description should reflect progress toward accomplishing the plan program for each year as described in Section 3 of the State plan. After the first year of the program it will include information on maintenance of effort to follow up the information which is required on this subject in the State plan. (Kinds of data needed for documentation are described in Chapter VI of the Guidelines.) While the Description of Projected Activities is essentially a program document, it

relates directly to the financial resources available for carrying out the activities described. It is imperative, therefore, that the program staff work closely with the financial staff in the preparation of the Description of Projected Activities. Likewise the financial staff and program staff should collaborate in the preparation of the Estimate of Expenditures.

This description serves as justification to the U.S. Commissioner of Education for advance payment to States and also aids him to justify budget requests, expenditures, and appropriations.

Reports Due at the End of the Fiscal Year

Following the close of the fiscal year, each State is required to submit the Annual Report, which consists of three parts:

Part 1. Financial Report

Part 2. Statistical Report

Part 3. Narrative Report

The Financial Report shows expenditures in the various categories for the fiscal year. If adjustments of expenditures against the allotments of prior years are necessary, they also should be included on this form. Adjustments of audit exceptions and difference between reported obligations and final expenditures must be reported separately.

The Statistical Report provides the U.S. Office of Education with the data on personnel and projects in the various Title II categories needed to evaluate the program and show the degree of continuing need for financial support.

The Narrative Report is a document which summarizes and evaluates the progress of the State in its program to provide school library resources, textbooks, and other printed and published instructional materials for the use of the children and teachers in the elementary and secondary schools of the State. This document also serves, when compared with the Description of Projected Activities, to provide evidence of the extent to which the State has been able to improve its program within any given year.

It is essential that all three parts of the Annual Report be received in the Division of Plans and Supplementary Centers by September 1 so that the U.S. Office of Education can prepare its report to the Congress.

Reports Due During the Fiscal Year

During the fiscal year Statements of Anticipated Needs will be required. The Title II Regulations require that the amount of any State's allotment

under Section 202 of the Act for any fiscal year which the Commissioner determines will not be required for such fiscal year shall be available for reallocation. In order that amounts may be determined, each State administering a program under Title II will be requested to submit statements showing the anticipated need during the current fiscal year for the amount previously allotted or any amount to be added. These statements will be requested on dates to be determined by the Commissioner.

Other Reports

From time to time other reports which are needed for the proper functioning of the program may be requested of the States.

E. Coordination

The successful operation of ESEA Title II will depend upon a balanced coordination of all the State agency's activities for carrying out the provisions of the State plan. Each administrative and supervisory staff member assigned to Title II needs a clear understanding of his responsibilities and must have open lines of communication with other Title II personnel both within the State agency and between the State agency and the local schools participating in the program.

Coordination of the Title II program itself should be extended to include coordination with other programs of Federal financial assistance. Through information and consultative services to local schools and by means of project applications and approvals the benefits of ESEA Title II can often be augmented and reinforced by other forms of assistance.

For example, Title III of the National Defense Education Act could provide equipment for some elementary and secondary school subjects and minor remodeling of classrooms and laboratories where those subjects are taught and of audiovisual libraries. Title I of ESEA provides funds to help public schools where there are concentrations of educationally disadvantaged children. These funds are to be used for special educational programs and might include provision for additional school library staff, facilities, and equipment, to mention only three of numerous possibilities. Title III of ESEA authorizes the development and establishment of supplementary centers to provide special services for elementary and secondary educational programs and to serve as models for regular school programs. These centers could include model school libraries and demonstrations of the use of instructional materials. Title V of ESEA could be used for the provision to State educational agencies of additional consultative and technical assistance in academic subjects and in special areas of educational need. Provisions for operations and construction in the programs under School Assistance in Federally Affected Areas might be used to provide school library facilities.

The State's system of priorities, determination of relative need, and use of standards would indicate the most advantageous choice of assistance to be utilized. Provisions of the numerous State grant programs should be studied carefully so that all other opportunities for educational improvement can be considered in relation to ESEA Title II projects.

CHAPTER II

DEVELOPMENT, REVISION, AND APPLICATION OF STANDARDS

Section 117.13(a)(2) of the Title II Regulations sets one of the functions to be fulfilled by the State plan administration as:

The development, revision, dissemination, and evaluation of standards relating to the selection, acquisition, and use of school library resources, textbooks, and other printed and published instructional materials.

Section 117.1(k) defines standards as follows:

"Standards" means those measures (established by the State agency for administration of the State plan or established by other authoritative groups or individuals and accepted by the State agency for such administration) which are used for making determinations of the adequacy, quality, and quantity of school library resources, textbooks, and other printed and published instructional materials to be made available for the use of children and teachers in elementary and secondary schools.

A. Purpose of Standards in the Title II Program

The purpose of standards in relation to the Title II program is to establish qualitative and quantitative measures which will set new or revised levels of requirements in school library resources, textbooks, and other instructional materials made possible by the funds available under Title II. Since Title II also requires that State agencies set forth policies and procedures to assure that Federal funds will be used to supplement and, to the extent practical, increase the level of State, local, and private support, these standards may serve the purpose of setting quantitative levels for assessing present provisions for materials in school districts or individual schools. They can also serve as measures to decide the relative needs of schools for items in the three categories: school library resources, textbooks, and other instructional materials; and can be applied as measures of the need for materials for children and teachers in both public and private schools.

The standards developed or revised for the Title II program serve, of course, the general purposes of all educational standards: to set minimum levels below which no school can be expected to operate effectively, and to encourage effort not only to meet standards, but to go beyond them toward excellence in educational opportunity. In the formulation and revision of standards for Title II it is essential, therefore, to consider the State's educational objectives as well as the degree of attainment possible in the provision of materials in the State.

B. Methods of Formulation of Standards

Since school library resources, textbooks, and other instructional materials are an essential component of elementary and secondary instruction, and since their quality and quantity can have a profound effect on the significance and value of education to students, it is important to obtain the counsel and understanding of the State educational community in the formulation of standards. A common practice in the development or revision of State standards for school library resources and other materials is for the State educational agency to organize a committee composed of State agency personnel, school superintendents, principals, directors of instruction, teachers, school library supervisors, school librarians, or instructional materials specialists, private school representatives, and in some instances lay community members. Such an advisory committee might also serve in determining or reviewing administrative policy. The State educational agency should direct the work of revising or developing standards, and the resulting document should be officially adopted by the agency. In the process of formulating standards, it may be helpful to review existing standards for materials. (A compilation of State, regional, and national school library standards is available from the Superintendent of Documents.)^{1/}

C. Bases for the Development and Revision of Standards

1. Standards for School Library Resources

It is recommended that State standards for school library resources under Title II conform to the generally accepted bases of standards for school library materials now employed in national, regional, and State standards. Current practice tends toward the formulation of standards applicable to both elementary and secondary schools. The quantitative standards for school library books are usually in these terms:

- a. Minimum number of books for the basic collection;
- b. Number of books per pupil (but not below the minimum of the basic collection);
- c. Annual per pupil expenditure.

Quantitative standards for periodicals are generally stated in terms of numbers of titles needed for various school grade organizations e.g., K-6, K-8, 7-12, 9-12. Quantitative standards for audiovisual materials in school

^{1/} Darling, Richard L., Survey of School Library Standards, Washington: U.S. Government Printing Office, 1964, U.S. Department of Health, Education, and Welfare, OE-15048.

libraries are much less exact, but the recommended measure used by the standards of the American Association of School Librarians^{2/} is not less than 1 percent of the total per pupil instructional cost.

Qualitative standards for school library resources are also in general use, and are usually concerned with such aspects as relating materials to curriculum and instruction; adapting collections to the levels of students' abilities and needs; recency of information; quality of format; reliance on reputable professional lists and reviewing media.

In summary, standards for school library resources may be formulated on the following basis:

- a. Books
 - . Number of books per pupil
 - . Size of basic collection
 - . Annual expenditure per pupil
 - . Recency of information
 - . Quality of content
 - . Pertinency to instructional program
 - . Appropriateness for educational level
- b. Periodicals
 - . Number of titles
 - . Pertinency to instructional program
 - . Appropriateness for educational level
- c. Other printed library materials
 - . Number of titles, by type of materials, e.g. pamphlets, supplementary textbooks, classroom reference materials
 - . Pertinency to instructional program
 - . Appropriateness for educational level

^{2/} American Association of School Librarians, Standards for School Library Programs, Chicago: American Library Association, 1960.

d. Audiovisual materials

- . Number of titles, by type of material
- . Annual expenditure
- . Pertinency to instructional program
- . Appropriateness for educational level
- . Technical quality

2. Standards for Textbooks

It will be necessary for States to develop standards for textbooks to be acquired under Title II. Boards or committees which select textbooks generally employ such criteria as the relationship of the content of textbooks to courses of study (especially required courses), recency, authenticity of content, and format.

Standards for textbooks may be developed using the following as bases:

- . Recency of information
- . Content in relation to courses of study
- . Adaptability to patterns of instruction
- . Appropriateness for educational level
- . Number of titles, by subject
- . Number of copies, by subject, with consideration for varying methods of use
- . Quality of format.

3. Standards for Other Printed and Published Instructional Materials

Existing standards for school library resources can be adapted for "other instructional materials." There is no clear distinction between other instructional materials and the materials of school libraries, except the methods of organization.

Standards for other printed and published instructional materials may be developed on the following bases:

- . Number of titles, by subject
- . Number of copies

- . Recency of information
- . Pertinency to instructional program
- . Appropriateness for educational level

D. Dissemination and Use of Standards

It is recommended that standards for school library resources, textbooks, and other instructional materials be made known and available to all schools of the State. It is also suggested that, to the extent possible, State education agency personnel interpret the standards in conferences, workshops, and other program activities and relate their implementation not only to the Title II program but to local effort for the improvement of instruction.

The standards can be used by schools as measures of comparison with existing resources or materials, and serve as a guide in developing project applications under the Title II program. They can also be employed in State education agencies in reviewing project applications.

CHAPTER III

ALLOCATION AND SELECTION OF MATERIALSA. Consideration of Relative Need

Section 117.3 of the Title II Regulations provides that:

(a) The State plan shall set forth the criteria to be used in the allocation of school library resources, textbooks, and other printed and published instructional material provided under Title II of the Act among the children and teachers in the elementary and secondary schools of the State, which criteria shall incorporate the provisions of subsection (b) ...of this section.

(b) The criteria shall, on the basis of a comparative analysis and the application of standards as defined in Section 117.1(k) establish the relative need of the children and teachers of the State for school library resources, textbooks, and other printed and published instructional materials to be provided under the plan. Such criteria shall include priorities for the provision of such materials on the basis of factors such as degree of economic need, quality and quantity of such materials now available, requirements of children and teachers in special instructional programs, and degree of previous and current financial efforts for providing such materials in relation to financial ability. The distribution of such resources, textbooks, and materials for children and teachers solely on a per capita basis would not satisfy this provision.

In order to develop criteria for allocating school library resources, textbooks, and other printed and published instructional materials which take into consideration the relative need of the children and teachers of the State, the conditions existing in the schools of the State must be known. Although subjective judgment of experienced State education agency personnel can be an important factor in ascertaining relative needs of children and teachers for the materials to be acquired under Title II, data on the instructional resources available in each elementary and secondary school of the State are essential. Some States may already have such data from public schools, but will need to acquire similar information from private school sources in order that their children and teachers may benefit equitably under the program.

Other States may find it necessary to conduct surveys to determine need, both in public and private schools. Information such as the following will be useful:

1. The quantity of the various categories of materials included in the title which are now provided in the elementary and secondary schools of the State;

2. The expenditures, annual or otherwise, of State, local, and private school funds for the acquisition of such materials;
3. The quality and up-to-dateness of such materials;
4. The appropriateness of the materials to the instructional program;
5. The availability of such materials to children and teachers;
6. The adequacy of school staff and facilities for the administration of materials (organization, circulation, and services).

A comparison, school by school, of total expenditures per pupil for materials and the total per pupil expenditure in the instructional budget year by year will provide data for evaluation of progress in future years. Data obtained in such surveys could also be compared with minimum State standards for school library resources, textbooks, and other instructional materials.

The sample form Criteria for the Evaluation of School Library Resources, Textbooks, and Other Printed and Published Instructional Materials in Appendix I is designed to assist State agencies in surveying the provision of the three categories of materials in individual schools, and may be used or adapted for the purpose of determining relative need. The following factors also may be of assistance in arriving at a determination of relative need:

1. The current needs of children and teachers in each school district for materials in each of the three categories--school library resources, textbooks, and other instructional materials--in order to provide conditions of good teaching and learning;
2. The general economic resources of a school district in relation to all other school districts within the State;
3. The degree of previous effort of each school district to provide materials in relation to its total financial resources.

It will be necessary to make the same determinations for each private elementary and secondary school whose children and teachers are to benefit, unless it can be demonstrated that the quantity and quality of materials provided in the private schools approximate what is provided in the public schools of the school districts in which the private schools are located.

Relative need criteria may include considerations for providing funds for a minimum amount of materials for the use of children and teachers in all elementary and secondary schools within the State, and additional funds for certain categories of schools.

Three sample plans for administering the program which take relative need and equitableness into account follow:

Plan A

1. Establish three or more classes of local educational agencies according to the degree of need from greatest to least. Place each school in the appropriate need classification.
2. Tentatively reserve a graduated sum of money per pupil and per teacher--ranging from dollars for schools in the classification of most needy to a token sum for those in the least needy.
3. Inform each chief school district official of the tentative allotment for his schools and of the allotment for the children and teachers in his district.
4. Approve projects received from schools in each classification of need until all the funds are obligated.
5. If funds are not used by schools for which they have been reserved, reapportion those funds on the same basis, along with any additional funds received through reallocation.

Plan B

1. Reserve a portion of the acquisition funds (40 percent, for example) to be tentatively divided on a per capita basis among the children and teachers in public and private schools.
2. Divide the remainder of the allotment into three unequal parts for projects from (a) schools with special needs, (b) schools which have in the past made expenditures for materials which were proportionally large in relation to the total school budget, and (c) schools which are to serve as models or pilot schools in the use of library and other materials in new patterns of instruction.
3. Inform each chief school district official of the tentative allotment for his schools, of the allotment for the children and teachers in his district, and of the plans for use of the remainder of the allotment.
4. Approve the project applications until all the funds are obligated.
5. If funds are not used by schools for which they have been reserved, obligate these and any additional funds received through reallocation for additional projects from the neediest schools.

Plan C

1. If it is determined that the needs of children and teachers in public and private schools are about uniform, divide the allotment into two parts on a per capita basis--one for materials for children and teachers in public schools and the other for materials for children and teachers in private schools.

2. Determine relative need for each of the local public educational agencies and reserve a tentative sum for each from that part of the allotment assigned public schools.

3. Determine relative need for each of the private schools and reserve a tentative sum for each from that part of the allotment assigned children and teachers in private schools.

4. Inform each chief school district official of the tentative allotment for his schools and of the allotment for the children and teachers in each of all the private schools within the district which he is to serve.

5. Approve projects until all the funds are obligated.

6. If any funds allotted schools are unused, reapportion them along with any additional funds received through reallocation on the same basis.

If it is necessary for the State agency to handle projects for the children and teachers in private schools, the Title II administrator may wish to adopt elements from one or more of these plans.

Some sample criteria which might be used in the allocation of school library resources, textbooks, and other instructional materials which take into consideration schools with special needs are the following:

1. All public and private schools receiving materials under the Title II program would be below the State minimum standards for school library resources, textbooks, and other instructional materials, and would demonstrate that reasonable effort with local or private funds had been made and is being made to provide these resources.

2. The order of priorities to be given project applications on behalf of children and teachers during the first year of the program might, for example, be as follows:

- a. Elementary schools with great needs for materials in reading instruction;
- b. Urban schools offering special cultural programs;
- c. Schools with enrollments below 100;

d. Secondary schools with a high proportion of gifted children and offering advanced placement programs;

e. Secondary schools experimenting with new instructional materials in a specified subject area;

f. Schools in which special efforts have been made in the past to provide an abundance of high quality instructional materials;

g. All others.

B. Providing Materials on an Equitable Basis

Section 117.3 of the Title II Regulations provides that:

(a) The State plan shall set forth the criteria to be used in the allocation of school library resources, textbooks, and other printed and published instructional material provided under Title II of the Act among the children and teachers in the elementary and secondary schools of the State, which criteria shall incorporate the provisions of subsection...(c) of this section.

(c) The criteria shall be used in the allocation of school library resources, textbooks, and other printed and published instructional materials so as to provide assurance that, to the extent consistent with State law, such resources, textbooks, and materials are provided on an equitable basis for the use of children and teachers in private elementary and secondary schools in the State which comply with the compulsory attendance laws of the State or are otherwise recognized by it through some procedure customarily used in the State.

This stipulation means that the same criteria used in a State for determining the eligibility of public school children and teachers for these materials must also be used for determining the eligibility of private school children and teachers, to the extent consistent with law. One important difference is that title or ownership of the materials acquired under Title II must vest only in a public agency, and materials for use by children and teachers in private schools will be available on a loan basis only to those children and teachers.

Both the private schools and the public schools must provide the data necessary for the State educational agency to develop and apply criteria for the allocation of resources on an equitable basis, and in terms of relative need. The kinds of data required and some means of using the information to develop and apply criteria for taking relative need into account under the provisions of the State Title II plan are suggested in part A of this chapter. They are applicable to children and teachers in both public and private elementary and secondary schools.

C. Determining the Proportions of a State's Allotment for Each Category of Materials

Section 117.4 of the Title II Regulations provides that:

(a) The State plan shall set forth the specific educational and other criteria to be used...(b) as the basis for determining the proportions of the State's allotment for each fiscal year which will be spent for the acquisition of (i) school library resources, (ii) textbooks, and (iii) other printed and published instructional materials...

In order for a State plan to establish grounds for determining the respective proportions of funds to be allocated to the three categories of materials, it will be necessary to conduct surveys of the quantity and availability of such materials, by category. Obviously, the same data gathering instrument used for the assessment of relative need can be employed to obtain information on the quantity and quality of each of the three categories of materials in Title II. (See sample form in Appendix I of these Guidelines.)

Once the basic data are acquired from the schools, each category of materials may readily be assigned first, second, or third importance and the proportion or percentage of the total acquisition funds to be used for each category of materials determined.

In the event that the needs for materials in private schools do not occur in the same order as those in the public schools, a separate set of determinations will have to be made for the proportions of materials of each category to be made available to the children and teachers in the private schools.

In establishing grounds for the respective proportions of the three categories of materials to be allocated, it will also be necessary to consider current methods by which any one or all of the categories of materials are provided. This point is especially applicable to textbooks. State or local agencies which provide adequate free textbooks services may decide to emphasize the other categories of materials in the Title II program.

Other important considerations in making determinations of allocations of funds for each category can be the ways instructional materials are now being used in the schools of the State, and the State education agency's plans to improve teaching methods through inservice programs to encourage the use of a greater variety of materials. The relationship and interdependence of all three categories can also be studied to good effect in establishing grounds for allocations.

The percentage of funds to be allocated to each of the categories of materials during the first year of operation (and every year thereafter) will probably be expressed as a range rather than a flat figure. The proportion allocated to each of the three categories of materials may be changed for each succeeding year of the program to adjust to changing needs.

D. Criteria for Selecting Materials

Section 117.4 of the Title II Regulations provides as follows:

- (a) The State plan shall set forth the specific educational and other criteria to be used (A) in selecting the school library resources, textbooks, and other instructional materials to be made available for the use of children and teachers in the schools of the State under Title II of the Act...

Criteria formulated for the selection of materials in the Title II program should insure that the materials will be of high quality, will contribute substantially to the instructional program, and will meet the varying needs of children and teachers in elementary and secondary schools. The bases for standards suggested in Chapter II of these Guidelines can be helpful in developing such criteria.

Criteria may include the following:

1. Selection should be based on knowledge of the instructional program and of the pupils and teachers to be served.
2. School librarians and teachers should cooperate in selecting the materials.
3. To the extent possible, materials should be evaluated by professional school staff before purchase.
4. Quality of content and format, as well as pertinency to instruction, should be given careful consideration.
5. Reliable professional selection tools, lists and reviewing media should be used as guides.
6. Selection should be systematic so that resulting collections of school library resources, textbooks, and other instructional materials will be balanced and serve the total instructional program.
7. Selection should be a continuing process throughout the school year.

E. Eligible Materials

Title II provides grants for acquiring school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools.

Section 117.1 (i) of the Title II Regulations reads as follows:

"School library resources, textbooks, and other printed and published instructional materials" means those printed and published instructional materials which are suitable for use and are to be used by children and teachers in elementary and secondary schools and which with reasonable care and use may be expected to last more than one year. The term includes such items as books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, including but not limited to those on discs and tapes; processed slides, transparencies, films, filmstrips, kine-scopes and video tapes, or any other printed and published or audiovisual materials of a similar nature made by any method now developed. The term does not include furniture or equipment.

For the purpose of determining the proportions of the State's allotment for each of the three categories of materials--school library resources, textbooks, and other printed and published instructional materials--"school library resources" include the materials listed above which are processed and cataloged for use by elementary or secondary school children and teachers. "Other printed and published instructional materials" also include those listed above, but are not processed and organized for use. They would not form part of a school library or materials center collection. "Textbooks" means books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

Materials made available in the Title II program should be of good quality and appropriate for the use of elementary and secondary school children and teachers. School library resources, textbooks, and other printed and published instructional materials acquired in this program should be approved by a State or local education agency. Prebound books and paperbacks are eligible in the acquisition program of Title II. However, costs for rebinding and repair of materials are not eligible.

F. Ineligible Materials

Materials intended for religious instruction are not eligible. Materials consumed in use, or those which cannot be expected to last more than one year, are also ineligible in the Title II program. Equipment--including shelving--, furniture, and supplies are excluded.

CHAPTER IV

PROJECTS

The term "project" as used in the documents relating to Title II of ESEA is a proposal for the acquisition of school library resources, textbooks, and other instructional materials to be used by children and teachers in elementary and secondary schools. The project is best developed in local schools and then submitted to the appropriate agency for approval. The cooperative efforts of all personnel involved are required to assure that needs of children and teachers in private schools are equitably met. (The terms "elementary school" and "secondary school" mean day or residential schools which provide education at elementary and secondary levels, respectively, as defined by State law, except that no education beyond grade 12 is included, nor are teachers and students in adult education classes to benefit.)

A. Eligible Participants

In order to assure that the materials requested are those needed, it is expected that project applications will be submitted by local public educational agencies on behalf of the children and teachers who will actually be using them,

Local Educational Agency Defined

Section 117.1(f) of the Title II Regulations reads as follows:

"Local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district or other political subdivision of a State, or such combination of school districts as is recognized in a State as an administrative agency for its public elementary or secondary schools. It also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school program.

Private Elementary and Secondary Schools Defined

The term "private elementary and secondary schools" as defined in section 117.1(h) of the Title II Regulations refers to both nonprofit and profit-making schools which provide elementary and secondary education, as

defined by State law, which are not under a public authority, and which either comply with the State compulsory attendance laws or are recognized on the basis of some other State procedure.

They include sectarian schools; nonsectarian schools; privately operated schools for the blind, deaf, mentally retarded, or other physically or mentally exceptional pupils for whom education equivalent to that of the public elementary or secondary schools is provided; private college preparatory schools or military academies; experimental or laboratory schools of private colleges and universities; and privately operated trade and vocational schools.

B. Project Planning in Local Schools

A Title II project is a part of a plan for strengthening and improving educational quality and opportunities in the nation's elementary and secondary schools through the acquisition of school library resources, textbooks, and other instructional materials.

As a first step in planning, a school generally reexamines its instructional resources for adequacy in serving its present and planned instructional program. It then develops a step-by-step plan for filling the gaps, replacing obsolescent materials, and ascertaining which additional materials will be needed for expected curriculum change or program expansion. On the basis of this information the school prepares one or more project applications for quality materials in appropriate quantities. It cannot be stressed too strongly that school librarians and teachers who are to use the materials to be acquired should participate fully in the planning and in the justification of the project proposals.

The local project should include at least the following information:

1. An inventory of the materials needed for each area of instruction, divided by the categories of school library resources, textbooks, and other instructional materials;
2. Cost estimates for the materials;
3. Cost estimates for the cataloging, processing (if the materials requested are not to be shipped already processed), and delivery to the initial place at which they are made available for use;
4. A brief statement describing the educational needs to be served by the materials requested;
5. A brief statement indicating the general strengths and needs in the three categories of materials, based on examination of the resources already available, along with an indication of how the acquisitions fit into the long- and short-term plan for improving the instructional program;

6. Amount spent for the three categories of materials in the base fiscal year.

In most States, local school systems are expected to assume responsibility for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in the private schools within their districts. In accord with section 117.4(b)(i) of the Regulations, title to the materials acquired must be vested in a public agency, and such materials must be in use in a public elementary or secondary school of the State or be approved for use by an appropriate State or local educational agency or authority. Final responsibility for setting up procedures to make certain that materials acquired are eligible under the limitations of the Title and that they meet the criteria for selection as set forth in the State plan rests with the State program administration. It is suggested that determination of the eligibility or the items requested in local projects be made and certified by the school library supervisor or school librarian, director of instruction, subject department head or teacher, or other person who is very knowledgeable about materials.

A sample project application form is appended to these Guidelines for the States to use or adapt if they wish to do so. This form has two parts: Part one, total project summary; and part two, individual school projects.

Each State will develop its own procedures and deadlines for receiving project applications. Some may limit each local educational agency or private school official to one project a year, but others will wish to accept a project application in several installments during the year to encourage as much flexibility and as much care as possible in the selection of individual items. One aid to this end might be the submission of a local project requesting a specific sum of money for acquiring school library books, for example, in each of a number of subject-matter categories. After the project is approved under this system and the money obligated at the State level, it would be possible to write several purchase orders during the year, rather than a single one.

Certification of Projects

Each local project should bear the name, title, and signature of the submitting official, and should provide the certification that the materials requested are:

1. Suitable for the instructional programs for which they are being acquired;
2. Not intended for religious worship or instruction;
3. Not consumable in use;

4. Approved for use by an appropriate State or local educational agency or in use in a public elementary or secondary school in the State;

5. Additional to those that would have been purchased by funds provided during the base year from State and local or private school sources. (See "Maintenance of Effort" in Chapter VI of these Guidelines.)

C. Responsibilities of the State in Project Planning

The responsibilities of the State Title II staff in regard to project planning include the following:

1. To inform school administrators, local supervisors, school librarians, teachers, and others who are to be involved in project planning in all local public and private elementary and secondary schools of the purpose of Title II and of all State regulations, State plan standards, criteria, and policies applicable to the program. For dissemination to the schools, many States may wish to develop planning guides or handbooks which summarize this information and give other details concerning the submission of projects;

2. To encourage long-range planning for improving educational quality and opportunities and the development of appropriate project proposals;

3. To provide consultative services and inservice education through the State Title II administrative program for the purpose of helping school librarians and teachers plan projects which will improve instruction;

4. To set up the schedule for receiving applications;

5. To review project design and content;

6. To provide personnel in local schools with whatever consultative services may be required to make unacceptable project applications acceptable.

D. Responsibilities of the State in Project Approval

In examining a project application, staff in the State agency apply the standards relating to materials, and the criteria for allocating and for selecting materials in the State plan, and determine that:

1. The project is approvable in the light of those standards and criteria

2. The items requested are eligible under the Act.

3. The items requested are in use or approved for use in a public elementary or secondary school of the State.
4. The quality and quantity of the materials requested are suitable.
5. The documentation is accurate and complete.

It is probable that if no monetary restrictions are applied by the State Title II administrator, more project applications will be submitted by local schools than can be funded. It will therefore be necessary to develop and use a system of priorities in project approval in order to assure that the State plan criteria for relative need and equitableness are being applied.

One procedure for simplifying the management of the acquisition funds is to require early in the fiscal year a letter of intent from each local educational agency and private school planning to participate in the program.

Since the State-wide total cost of materials acquired through projects must reflect the proportion of the funds designated for each of the three categories of materials--school library resources, textbooks, and other instructional materials--as provided in the State plan, the sum total of expenditures for the projects from local educational agencies should be in agreement with those proportions.

Well-coordinated project approval procedures involving appropriate administrative, supervisory, and clerical personnel offer an effective means of assuring that the use of Title II funds will, in fact, contribute to the improvement of educational quality and opportunities in our schools.

CHAPTER V

TERMS BY WHICH MATERIALS WILL BE MADE AVAILABLEA. Making Materials Available to Children and Teachers in Private Schools

Because of the variation in State laws concerning the provision of services to private schools, State agencies will need to consider a variety of possible plans for making school library resources, textbooks, and other instructional materials available for the use of children and teachers in private elementary and secondary schools on a loan basis. To the extent consistent with State law, these plans should give the same consideration to the needs of children and teachers in private schools as to children and teachers in public schools. Some suggested alternative plans follow:

1. The State educational agency would receive project applications from local public educational agencies on behalf of the public and private school children and teachers in the local district. The local educational agency would retain title to the materials and would determine the procedures for making them available to the public and private school children and teachers to be served by the project. The local educational agency would have administrative control of the materials and would be responsible for the inventory reports.

2. Some public agency other than the State education agency would receive the project applications for materials to be used by children and teachers in private schools and would retain title to the materials purchased. Such a public agency could be (a) a local education agency in the area where the private school is located, (b) a State regional public education center, (c) another State agency (including an agency set up for this particular purpose). The books and materials would be delivered to the place where they will be made available initially. Annual inventory reports would be submitted to the State education agency for accounting purposes.

3. The State education agency could receive project applications on behalf of the children and teachers in both public and private schools. These applications would be evaluated by established standards and criteria. Approved items could then be ordered by the public schools and the State would pay for the items purchased. The State education agency would order the eligible books and materials requested on behalf of the private school children and teachers, and have them stamped by the publisher or vendor "Property of the State Education Agency." A system of annual inventories would be set up, together with appropriate provisions for writing off loss and deterioration.

Maintaining Inventory Records

Simple and convenient methods for maintaining inventory records and for conducting inventory are described below:

A. Inventory Record

1. An inventory control card should be maintained for each item of school library resources, textbooks, and other instructional materials acquired under the Title II program.

2. The descriptive information on the card should include (a) type of material--for example, film, record, textbook, pamphlet, periodical, filmstrip; (b) title of each item; (c) number of copies of each item. Enough descriptive information should be given for each item so that it can be clearly distinguished from all other items.

3. For school library materials (materials that have been cataloged), shelf list cards may be used as the inventory control card, provided that materials acquired under Title II are distinctly labeled for separation from the regular collection.

B. Inventory Procedure

1. All materials should be inventoried once each year, preferably at the end of the school year.

2. Inventory control cards should be checked with materials on hand.

3. Materials accounted for should be noted on the card--A - At Hand, with the month and year--for example, A 6/65 - 5 copies.

4. If any materials cannot be located, paper clips should be put on the cards. All places where materials could be, such as classrooms, libraries, or laboratories should be checked, as should the records of charges to borrowers.

5. If missing items cannot be located after a careful search, information to that effect should be written on the card, together with the number of copies missing--for example, M (Missing) 6/65 - 5 copies.

6. After all materials have been checked with the inventory control cards, a summary of materials at hand and materials missing should be prepared.

This summary will be used to prepare an inventory record for the State or local educational agency for accounting purposes. Such a summary will account for all the items acquired under Title II as either at hand, missing, lost, obsolete, or worn out. The reporting should be done in terms of the total number of items of each type rather than by listing individual titles.

B. Making Materials Available in Schools

Accepted principles of school library service require that, for effective use of school library resources by teachers and pupils, the materials be readily located, used, borrowed, and returned on a systematic basis. It is also essential that textbooks and other instructional materials be located so as to be readily available to children and teachers.

Processing of Materials

Processing of materials is important to insure the organization of materials and their availability to children and teachers. Processing of school library materials includes the following: cataloging; preparing the materials for use by providing pockets, cards, date due slips; and marking classification numbers. Processing of textbooks usually includes identification stamps and numbers, as well as card records.

Organization of School Library Resources

To provide for maximum access, school library resources should be organized in a centralized school library equipped with shelving for books; racks and files for periodicals, newspapers, and pamphlets; and storage equipment for audiovisual materials. The school library quarters should contain tables and chairs for children and teachers to use for reading and study, and audiovisual equipment and facilities for viewing and listening.

A school library should also be administered so that books and other materials are readily available on flexible terms to teachers and pupils in classrooms, resource centers, laboratories, and other places in the school where instruction and learning take place. Equipment for housing and using materials should also be provided in classrooms and other instructional areas. To make materials accessible at all appropriate times for use in the library, throughout the school, and outside the school, and to assist teachers and pupils in the selection and use of materials, the services of professional school librarians and clerks are of great importance.

State education agencies should encourage schools to provide school library facilities and to employ school librarians if they participate in the Title II program for school library resources.

Hours of Service of School Libraries

The room or rooms in which school library resources are housed should be open for use by children and teachers during the school day, before and after school and, to the extent necessary for service, in the evenings and on Saturdays. Textbooks and other instructional materials should be made available to children and teachers on a systematic basis.

Although some scheduling of classes to the library may be necessary for efficient administration, this practice should not inhibit or prevent daily access to the library by individual teachers and pupils. Schedules which permit use of the library only once a week, or at other stated intervals, seriously curtail the potential value of school library resources to the instructional program.

CHAPTER VI

FISCAL CONTROL AND FUND ACCOUNTINGA. Payments from the Allotments

Federal funds for Title II programs will be made available to the States through letter of credit procedures.

State Administration

Up to five percent of the total amount of the projects approved by the State for the first year and up to three percent of the amount of those for each succeeding year may be used for State plan administration. Costs of the kinds listed in Chapter I of the Guidelines may be charged against the portion of the allotment used for administration.

Acquisition

The allotment fund is for acquiring and making available school library resources, textbooks, and other instructional materials to children and teachers in public and private elementary and secondary schools. Funds needed to make the materials available for use, such as processing and delivering, or essential costs of processing by a public agency or by a commercial company, are allowable as a part of the acquisition cost. What is normally included in "processing" is described in Chapter V of these Guidelines. Preparation of purchase orders and other clerical work normally performed by the school business office staff are not included in acquisition costs, nor may any charges be claimed for distribution after the materials have been delivered to the initial place of use.

Services by Other Agencies

If the State agency administering the State plan arranges with other State or local public agencies to serve children and teachers in private schools, it may pay only for the services, subject to the same percentage limitation and other restrictions described elsewhere in this chapter.

In the event that the Commissioner is required to perform such services, the administrative costs of providing the services, as well as the cost of the materials made available to the children and teachers in private schools, will be deducted from the State's allotment.

Reallotments

The amount of a State's allotment which the Commissioner determines is not required for that year will be reallocated to other States in proportion to their original allotments.

B. Obligation Accounting Basis

The State must establish such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of Federal funds on an obligation basis of accounting.

Obligations will include the formal written approval by the State agency of a project submitted by another State or local public agency for acquiring materials and making them available to children and teachers in one or more schools under this program. The written approval by the State agency of a project application for materials, including the estimated cost of such materials, constitutes an expenditure which will be adjusted to the amount actually paid. Costs of services of Title II personnel, including part-time consultants and their travel, will be determined on the basis of the time their services were performed and their travel expenses incurred.

The allotment for any fiscal year will be available only for projects approved before the end of the Federal fiscal year (June 30). The State plan must indicate the time when all purchase orders are to be either paid or cancelled. This time period will normally be the end of the fiscal year following the fiscal year in which the obligation was incurred. For example, if a project is approved on April 4, 1966, the purchase order must be issued no later than June 30, 1966, and it must be either paid or cancelled by June 30, 1967. Additional time for liquidation of obligations is permitted if the State law so specifies.

C. Accounting Procedures

Adequate accounting procedures should be set up before beginning the Title II ESEA program to insure that all expenditures and income can be accounted for.

Documents supporting expenditures for State Title II administration should include purchase orders or requisitions, contracts, invoices, cancelled checks, position descriptions, personnel actions, and payrolls. Inventory records must be established for items of equipment for administration costing \$100 or more per unit.

Some State level personnel may be working on other programs in addition to Title II. In such cases, a staff member's position description should indicate all the programs under which he is being paid, and state the proportion of time he is normally expected to devote to each. His salary should be prorated in accordance with periodic reports which he or his supervisor has signed on an after-the-fact basis. Travel expenses should be charged in proportion to the actual time spent on the Title II program. Costs of services of clerical or other supporting personnel, supplies, equipment, and other applicable items should be similarly prorated. These procedures are in accord with section 117.23 of the Regulations.

Adjustments

In its maintenance of program expenditures accounts, the State agency must promptly make any adjustments in its records which are necessary to reflect refunds, credits, underpayments, or overpayments, as well as adjustments resulting from Federal or State administrative review and audits. Such adjustments must be reported in financial reports filed with the Commissioner.

Retention of Records

Section 117.37 of the Regulations deals with the retention of records. It provides that all records should be kept intact and accessible (1) for three years after the close of the fiscal year in which the expenditure was made, (2) until the State agency is notified that the records are not needed for program administration review, or (3) until the State agency is notified of a completion of the fiscal audit by the Department of Health, Education and Welfare, whichever is latest.

Documentation of Local Activities

Program managers at the State level must have specific information regarding the acquisitions actually made. This is necessary not only for audit purposes, but primarily to assure adequate supervision of the program. The exact form of documentation can be left to the discretion of the State agency.

No charges may be levied for the use of school library resources, textbooks, and other printed and published instructional materials which are made available with Federal funds for the use of children and teachers. The disposition of monies collected for overdue materials and the replacement of lost or mutilated items will be in accordance with local practice or State regulations.

D. Maintenance of Effort

Section 117.24 of the Regulations provides that the State plan must set forth:

The policies and procedures designed to assure that Federal funds made available for this program for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of State, local, and private school funds. Such policies and procedures shall take into consideration the amount of State, local, and private funds budgeted for expenditure in the current fiscal year for the acquisition of school library resources, textbooks, and other printed and published instructional materials; as compared with the amount of State, local, and private funds actually expended in the most recent fiscal year for which the information is available for the acquisition of school library resources, textbooks, and other printed and published instructional materials.

This section of the Regulations indicates the kinds of data that must be collected to document maintenance of effort in the acquisition of materials under Title II. The State agency responsible for administering the State plan will need from each school the amount spent for instructional materials in the most recent fiscal year for which the information is available and the amount budgeted for such expenditures in the current fiscal year. To provide for increases or decreases of school population, the figures may also be expressed in terms of per pupil expenditure. The sample project application form included in Appendix II of these Guidelines provides for collecting these data.

It is expected that allowances will be made for cases in which unusually large amounts of money were spent on materials during the base year, either for long-term purposes or because of unusual circumstances such as the adoption of a large number of new textbooks, the establishment of a basic library collection in a new school, or the replacement of materials because of major loss or damage by wind, flood, or fire.

When several schools are included within a school district it is expected that State, local, and private effort will be maintained in each individual school up to the level of the base year.

E. Audits

Audit of Local and Other Participating Agencies

All expenditures of Federal funds must be audited either by the State or by the appropriate auditors at the local level. Local audits of expenditures claimed under the Title II program may be incorporated as a

part of the usual local audit required in most States on an annual basis. The audit may be performed by the independent accountant who usually conducts the local audits, or by a representative of the State auditor's office, or by a staff member of the State educational agency. In any case, the local audit function is one which requires a qualified fiscal officer or accountant. In developing a workable audit program, the audit steps outlined on page eight of Financial Management of Federal-State Educational Programs³ should be followed. It is not necessary to develop elaborate and expensive audit procedures. However, a local audit report which will assure the proper use of Federal funds under Title II of ESEA is necessary. Auditing standards should include:

1. A means of informing auditors of the program requirements sufficient to permit certification that local expenditures are eligible for Federal financial participation;
2. A reconciliation of the local expenditures shown in the audit report with records of the State agency;
3. Assurance that audit exceptions are brought to the attention of the State officials responsible for this program, and that appropriate adjustments are made.

It is recognized that basic fiscal documents required for an accurate and expeditious audit of local accounts may be retained at places other than those where official local accounts are maintained, so long as those places are clearly identified. The public agency in which title to the materials acquired for the use of children and teachers is vested, however, must maintain an inventory record of such items, and revise it annually. The methods for inventorying and maintaining inventory records are subject to the approval of the State agency. One set of procedures for conducting an inventory and preparing an inventory record is suggested in Chapter V of these Guidelines. Provision must be made for substantiating the inventories by on-site inspection, if necessary.

Audit of State Agencies

In order that local audits may be of maximum use at the time Title II programs are audited by a Federal auditor at the State level, the local audit reports should be available and maintained on a current basis. The Office of Audit of the U.S. Department of Health, Education, and Welfare will conduct periodic audits (annually if possible) of the Title II accounts maintained at the agency named in the State plan. Federal grant programs may also be audited by the General Accounting Office, an independent agency in the legislative branch of the Federal Government.

³ Financial Management of Federal-State Education Programs. U.S. Department of Health, Education, and Welfare, OE-10019. Washington: U.S. Government Printing Office, 1962. 11 p.

CHAPTER VII

SERVICES OF THE U.S. OFFICE OF EDUCATION

Title II of the ESEA charges the U.S. Commissioner of Education with the responsibility of administering the Act. He is required to:

- . Establish allotments for States, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands;
- . Approve State plans which comply with subsection 203(a) of Title II ;
- . Make payments to States;
- . Make reallootments of funds not required.

In his annual report to the Congress the Commissioner must include a full report of the activities of the Office of Education under this Act. He is authorized to delegate any of his functions except the making of regulations; accordingly he has assigned responsibility for Title II to the Division of Plans and Supplementary Centers in the Bureau of Elementary and Secondary Education.

A. Information and Coordination

Despite the fact that each State must devise its own plan and administer its Title II program in keeping with its practices, needs, and aims, many elements in the program are common to all the States. Recognizing this, the Division of Plans and Supplementary Centers serves as a clearing house to gather on a continuing basis and make available to the States, on request, information such as following:

1. Practices and procedures reported by all of the States for project planning, administration, supervision, and evaluation of Title II programs;
2. Financial and statistical problems and administrative procedures;
3. List of State publications dealing with standards, criteria for the selection of materials, and evaluative studies;
4. Annual lists of teachers, supervisors, school librarians, and educational media specialists in the States who attend NDEA Title XI summer or academic year institutes;
5. Sources of information on related programs in the U.S. Office of Education and other agencies.

B. Publications

Many U.S. Office of Education publications can contribute to the effectiveness of the State Title II program. New bulletins will be announced regularly through American Education, the Office of Education journal.

C. Title II Program Reviews

Section 117.34 of the Title II Regulations requires the Commissioner to conduct periodic reviews of the administration of programs under Title II of the Act in order to assist the State agency in adhering to statutory requirements and to the substantive legal administrative provisions of its approved State plan.

In order to satisfy this obligation and to serve all States which participate in Title II, the Office of Education will conduct periodic program reviews. At least once annually, staff members from the Division of Plans and Supplementary Centers will visit each State to discuss all aspects of the program with the Title II staff.

Purpose

The program review has several purposes:

- To review the State's Title II program as it relates to the improvement of educational quality in elementary and secondary schools;
- To identify ways of increasing the effectiveness of Title II;
- To identify and help overcome obstacles to the achievement of the aims of Title II (This involves a review of current practices in light of the State plan);
- To assist in interpreting the Title II Regulations;
- To clarify and improve reporting procedures, especially the relationship of the Description of Projected Activities to the Annual Report;
- To improve communication between the Title II staff of the State and the Office of Education as well as among all persons working on Title II;

- . To review a sample of the acquisition projects of the current year in order to identify problems of eligibility and thus prevent audit exceptions⁴;
- . To resolve questions concerning past audit exceptions.

D. Consultative Services

Throughout program reviews the consultants from the Division of Plans and Supplementary Centers will be available to assist the State Title II administrative, supervisory, and financial management staff in any way possible. It may be feasible to allow time for additional consultation with the State agency staff immediately preceding or following the program review. This would facilitate such activities as planning inservice programs, meeting with State committees, giving demonstrations at workshops or conferences, and visiting schools with Title II projects of special interest.

Consultative services may also be requested at other times when States need special assistance in a Title II program activity. Within the limits of budget and staff time, such professional services are available upon request and without cost to State educational agencies participating in ESEA Title II.

E. Conferences

To assist Title II administrative and supervisory personnel in the States, the Office of Education sponsors or cooperates in planning various types of conferences, national and regional. Likewise, in activities such as the revision of report forms, surveys, or administrative procedures, the Office of Education asks the assistance of State representatives.

The spirit of cooperation and shared responsibility of Federal and State offices can do much to strengthen the educational program for which Title II was designed.

⁴ The Office of Audit of the U.S. Department of Health, Education, and Welfare conducts periodic audits (annually if possible) of the Title II ESEA accounts maintained at the chief State school agency headquarters. Federal grants may also be audited by the General Accounting Office, an independent agency in the legislative branch of the Federal Government.

The auditors may question whether an item of expenditure is a proper charge against a Title II Federal grant for the particular year. One of the functions of the OE representative is to discuss such questioned expenditures with the State school agency personnel and make a preliminary determination as to whether such expenditure should be allowed. In many instances, such a determination involves the inspection of documentation which was not available at the time of the audit.

The final determination on the allowance or disallowance of questioned expenditures is made by the U.S. Commissioner of Education. The determination is based upon the State plan, correspondence between the Office of Education and the State school agency, Title II Regulations and Guidelines, and other pertinent information.

APPENDIX I

CRITERIA FOR THE EVALUATION OF SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND
OTHER PRINTED AND PUBLISHED INSTRUCTIONAL MATERIALS IN
LOCAL PUBLIC OR PRIVATE SCHOOLS^{1/}

NOTE: This suggested form permits the collection of comparable data to furnish valuable information on strengths and weaknesses of the instructional materials owned by individual schools. It may be used, adapted, or simplified to fit the needs of the individual State. Adaptations might include: (1) Define the three categories of materials (see page 22 of the Guidelines); (2) Count number of titles copyrighted within the last five years only for fields where recency of date is extremely important; (3) Count professional materials separately from regular collections.

Name of School District _____ Name of School _____

Address of School _____

Number Enrolled _____ Number of Teachers _____

Name of Official Submitting this Report _____

Title _____ Date _____

Directions: Please supply the information requested on the following pages and rate the materials now available according to the scale below:

Rating Scale

5.	Quantity extensive and quality excellent
4. a.	Quantity extensive and quality moderate
	or
b.	Quantity moderate and quality excellent
3.	Quantity and quality moderate
2. a.	Quantity moderate and quality poor
	or
b.	Quantity poor and quality moderate
1.	Quantity and quality poor
M	Missing
N	Does not apply

^{1/} Adapted from: Evaluative Criteria. Section F. Washington, D.C., National Study of Secondary School Evaluation, 1960.

SECTION I: SCHOOL LIBRARY RESOURCES

A. Printed Materials

NOTE: If the school does not have a centralized school library, omit this Section IA and place an M in this box ☐

1. Library Books

Classification	No. of Different Titles	No. of Volumes	No. of Titles Copyrighted within Last 5 years*	Evaluation: How adequate is each classification for instructional needs? (Use Rating Scale, p.40)
General works*				() a.
Philosophy				() b.
Social sciences*				() c.
Languages (includes books in foreign languages)				() d.
Pure science*				() e.
Technology (Applied science)*				() f.
Fine arts, recreation				() g.
Literature				() h.
History*				() i.
Travel*				() j.
Biography				() k.
Easy books				() l.
Fiction				() m.
Total				

Recency of date of materials is especially important for these subject fields.

2. Periodicals

a. Evaluation (Use Rating Scale, p.40):

- () 1. Periodicals are provided which include general coverage of a variety of subjects pertinent to the instructional program.
- () 2. Periodicals are provided which are appropriate for the educational level.
- () 3. Periodicals are provided which meet pupil needs and interests.
- () 4. Periodicals are provided which meet faculty needs.
- b. Check the areas of curriculum and extracurricular activities represented by periodicals.

<u> </u> Agriculture	<u> </u> Mechanical arts
<u> </u> Arts	<u> </u> Music
<u> </u> Aviation	<u> </u> National and world affairs
<u> </u> Book reviews and creative writing	<u> </u> Nature study
<u> </u> Business and economics	<u> </u> Occupations
<u> </u> Drama and theater	<u> </u> Outdoor life
<u> </u> Family and consumer education	<u> </u> Photography
<u> </u> Fashion and grooming	<u> </u> Physical education
<u> </u> Geography and travel	<u> </u> Radio and television
<u> </u> Guidance	<u> </u> School and club activities
<u> </u> Handicrafts	<u> </u> Science
<u> </u> Health and safety	<u> </u> Space exploration
<u> </u> Homemaking	<u> </u> Sports
<u> </u> Language Arts	<u> </u> Trade and industry
<u> </u> Mathematics	<u> </u> Vocational education

 Other _____

- c. Number of titles of periodicals regularly obtained by subscription _____

3. Other printed library materials

Type of Materials	No. of Different Titles	No. of Titles Copyrighted within Last 5 Years *	Evaluation: How adequate is each type for instructional needs? (Use Rating Scale, p.40)
Pamphlets			() a.
Documents			() b.
Musical Scores			() c.
Supplementary textbooks			() d.
Others (list)			() e.

B. Audiovisual Materials *

NOTE: Supply information and rating on this sheet whether or not audiovisual materials are a part of the school library resources.

Type of Materials	No. of Titles Owned by or Permanently Accessioned to School	No. of Titles from School System Central Depository or Outside Source during Last School Year	Evaluation: How adequate is each type for instructional needs? (Use Rating Scale, p.40)
motion pictures			() a.
filmstrips			() b.
slides			() c.
transparencies			() d.
disc recordings			() e.
tape recordings			() f.
picture sets			() g.
aps			() h.
lobes			() i.
charts			() j.
others			() k.

Recency of date of materials is especially important in those subject fields starred on page 41.

SECTION II: TEXTBOOKS

NOTE: Count only those textbooks supplied for use without charge.

Subjects	No. of Different Titles	No. of Copies	No. of Titles Copyrighted during Last 5 Years	Evaluation: How adequate are textbooks in each subject area for instructional needs? (Use Rating Scale, p.40)
Agriculture				() a.
Art (including crafts)				() b.
Business education				() c.
Distributive education				() d.
English or language arts				() e.
Foreign language				() f.
Health education				() g.
Home economics				() h.
Industrial arts				() i.
Mathematics				() j.
Music				() k.
Physical education				() l.
Science				() m.
Social studies				() n.
Vocational education				() o.
Others (list)				() p.

SECTION III: OTHER PRINTED AND PUBLISHED INSTRUCTIONAL MATERIALS*

NOTE: These may be counted under "School Library Resources," if appropriate.

Type of Material	No. of Titles or Items Owned by School	No. of Titles or Items Copyrighted within Last 5 Years	Evaluation: How adequate is each type for instructional needs? (Use Rating Scale, p. 40)
Books (including textbooks)			() a.
Supplementary textbooks			() b.
Periodicals			() c.
Pamphlets			() d.
Documents			() e.
Musical scores			() f.
Others (list)			() g.

SECTION IV: FUNDS FOR MATERIALS

Evaluation (Use Rating Scale, as it applies to quantity, p. 40):

- () a. How adequate are funds for the purchase of library printed materials?
- () b. How adequate are funds for the purchase of audiovisual materials?
- () c. How adequate are funds for textbooks?
- () d. How adequate are funds for other printed and published instructional materials?

* Recency of date of materials is especially important in those subject fields starred on page 41.

APPENDIX II

PROJECT APPLICATION FOR SCHOOL LIBRARY RESOURCES,
TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

NOTE: The two parts of this form may be used, adapted, or simplified to fit the needs of the individual State.

To the Local Education Agency:

This project application for school library resources, textbooks, and other printed and published materials under Title II of the Elementary and Secondary Education Act of 1965 consists of two parts: Part I - Total Project Summary, and Part II - Individual School Request.

Part I should be completed by the superintendent of the local education agency submitting the project, and a separate Part II by an official of each school included in the total project. Part I and a form for Part II from each school to be served by this project should be returned to the State education agency.

Name of State Program Administrator _____

Title _____

Agency _____
(State Education Agency)

PROJECT APPLICATION FOR SCHOOL LIBRARY RESOURCES,
TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

Part I: Total Project Summary

Indicate by a check opposite appropriate designation the type of types of schools included in this project:

1. Public () 2. Private () 3. Public and Private ()

Please supply information for school year 1965-66 as requested. (If estimates are used, write "est." after figures.):

1. a. Name of school or school district submitting project _____
 b. Name of authorized officer _____
 c. Address of school or school district _____
2. Number of schools, pupils, and teachers included in the project:

Note: When elementary and secondary grades are housed in one school plant, count elementary and secondary grades as two schools. Count junior high schools as secondary schools.

	Schools	Pupils	Teachers
a. Public elementary	_____	_____	_____
b. Public secondary	_____	_____	_____
c. Private elementary	_____	_____	_____
d. Private secondary	_____	_____	_____
Total	_____	_____	_____

3. a. Estimated cost for school library resources:

1. Books \$ _____
 2. Periodicals & other printed library materials _____
 3. Audiovisual materials _____

Total of 1, 2, and 3 _____

- b. Estimated cost for textbooks _____
 c. Estimated cost for other instructional materials _____
 d. Estimated cost for processing and initial delivery _____

Grand total (add a,b,c, and d)

(Should be cumulative total of item 6, Part II)

\$ _____

Signature of official submitting project _____

To be completed by State education agency:

Date project approved _____
 Amount approved _____
 Signature of approving official _____
 Title of approving official _____

**PROJECT APPLICATION FOR SCHOOL LIBRARY RESOURCES,
TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS**

Part II: Individual School Project

Please supply information as requested for each school included in this project. (Use separate sheet for each school.):

1. a. Name of school _____
- b. Address of school _____
- c. Enrollment of school _____
- d. No. of teachers in school _____
- e. Name of principal _____
2. Amounts spent for materials, fiscal year ____ (school year ____):
(Use figures for the most recent fiscal year available.)

NOTE: If there is no centralized school library or instructional materials center, count all materials other than textbooks under "other instructional materials."

	School Library Resources	Textbooks	Other Instructional Materials
Local school funds	\$ _____	\$ _____	\$ _____
Private funds	_____	_____	_____
State funds	_____	_____	_____
Total	\$ _____	\$ _____	\$ _____

3. a. This school has a centralized school library: Yes ☐ No ☐
(Place check in appropriate box.)
- b. This school has on its staff one or more librarians: *
Full time ☐ Part time ☐ (Please supply number in appropriate box.)

* School librarians are certified personnel employed by the school board who have not less than six semester hours of library science who have more than half of their workload devoted to service as school librarians.

4. Indicate, opposite appropriate areas of instruction, estimated cost of materials requested in each of the three categories of materials:

	School Library Resources			Textbooks	Other Instructional Materials
	Books	Periodicals and other Printed Materials	Audiovisual Materials		
	1	2	3	4	5
agriculture	\$	\$	\$	\$	\$
art (including crafts)					
business education					
distributive education					
English, or language arts					
foreign languages					
health education					
home economics					
industrial arts					
mathematics					
music					
physical education					
science					
social studies					
vocational education					
extracurricular program					
Total	\$	\$	\$	\$	\$

Grand total of columns 1, 2, 3, 4, 5. \$ _____

Anticipated actual costs of processing and initial delivery, if any \$ _____

Grand total of estimated costs for materials, processing, initial delivery \$ _____

7. Please check answer which applies:

An inventory of instructional materials in this school was conducted, 1965:

	Yes	No
School library resources	()	()
Textbooks	()	()
Other instructional materials	()	()

8. Please write below a brief statement describing the instructional needs to be served by the materials requested in this project, e.g., elementary school reading program; revised courses in social studies in grades 10, 11, 12.

9. Please write below a statement indicating, in general, strengths and needs in school library resources, textbooks, or other instructional materials. Describe briefly your present and long-range plan for improving services with materials to the instructional program. If you do not have a centralized school library and professional school librarians, state your plan for adding this facility and staff.

I CERTIFY that these materials are in use or approved for use in a public elementary or secondary school in the State, and they are not intended for religious worship or instruction.

Signature _____ Title _____ Date _____

Request submitted by _____

Title _____

Date _____

SELECTING MATERIALS FOR SCHOOL LIBRARIES:

**Guidelines and Selection Sources
to Insure Quality Collections**

Prepared by

THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

A Division of the American Library Association

and

A Department of the National Education Association

1965

FOREWORD

The passage of the *Elementary and Secondary Education Act of 1965* re-emphasized the importance of careful selection of all types of materials for school libraries. Title II of this Act (PL 89-10) provides "grants for the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools." This title further provides that the state plan must "set forth the criteria to be used in selecting the library resources, textbooks, and other instructional materials to be provided under this title." As funds are made available under this Act, schools and school systems over the nation will be purchasing all types of print and non-print materials for their school libraries. Funds are being used now to purchase books and other materials eligible under the expanded provisions of Title III of the *National Defense Education Act of 1964*. In many schools these materials are being housed in and circulated from a central location — the school library or instructional materials center.

Personnel responsible for selecting items to be purchased under either of these acts need assistance in choosing quality materials. The explosion of knowledge and the tremendous increase in available books and other instructional resources make it impossible to examine and evaluate all materials before they are purchased. Therefore, a varied and extensive collection of authoritative selection aids is essential.

The American Association of School Librarians has prepared this publication to help individuals and groups in selecting appropriate library materials. Each individual or group must evaluate the selection sources which are listed in the publication in order to choose bibliographies which are pertinent to their local situation.

Several of the bibliographies in this list are neither evaluative nor selective, but they have been included because selection sources in these areas are limited. Therefore, these lists should be used very carefully.

The Association is grateful to the persons who made this publication possible. Mae Graham, Supervisor of School Libraries, Maryland State Department of Education prepared the section on guidelines; Elizabeth Hodges and Frances Fleming, Supervisors of Library Services, Baltimore County Board of Education, Towson, Maryland are responsible for the bibliographies for print materials. They based their work on an article they did for the January 1965 NEA JOURNAL. Richard G. Nibeck of the NEA Department of Audiovisual Instruction did the bibliographies for non-print materials. The following NEA departments submitted suggestions of bibliographies to be included: National Council of Teachers of Mathematics, Music Educators National Conference, National Council for the Social Studies, National Art Education Association, Department of Elementary-Kindergarten-Nursery Education, and American Association for Health, Physical Education and Recreation.

Virginia McJenkin, (*President*)

American Association of School Librarians

GUIDELINES FOR SELECTION OF SCHOOL LIBRARY MATERIALS

The expansion of school library programs to include a diversity of materials is a natural outgrowth of the acceptance of the concept of the library as an integral aspect of the instructional program of the school. It is the function of the library to provide materials which undergird the school curriculum, and it is no longer realistic to think of teaching and learning materials only in terms of the printed word. To support its educational program, a school needs material in many forms related to all curriculum areas.

Intelligent selection of these materials is a time-consuming task which requires professional competence as well as the ability to profit by the professional competence of others. The first requisite is depth of knowledge of the curriculum and the second is knowledge of the needs, interests, and abilities of the school clientele. Related factors are the amount of money available, the materials already available in the school library, and materials available from other sources.

Selection of the type of material, printed, pictured, or recorded, should be made on the basis of the medium available that most effectively conveys or interprets the content or the concept; in many instances, material in one format is useful in supplementing that in another. The same material may be needed in various media for use with individuals and groups with varying abilities and interests as well as to provide opportunities for variety in presentation. All materials selected for the school library, in whatever format, should meet high standards of excellence. Materials which deal with current topics should be up-to-date; those which reflect a biased point of view should make the prejudice recognizable.

The individual school library collection should include all facets of the curriculum with materials which reflect different points of view on controversial subjects and which provide opportunities for pupils and teachers to range far and wide in their search for information and inspiration. Since there is within a school little homogeneity of either ability or interest, the collection should contain both easy and difficult materials.

Selection is a cooperative process which should involve staff and pupils, though the final decisions are vested in the library personnel. Teachers are subject specialists with the added knowledge of the needs, interests, and abilities of their pupils. It is the responsibility of the library staff to consult with them, to provide them with as much bibliographic information as possible, and to secure their assistance in the evaluation of materials. Pupils can be encouraged to use bibliographic sources and to make recommendations for materials in which they are interested or which they need.

The safest method for selection is, of course, a first-hand knowledge of the material itself; the next is the perceptive use of reliable lists. Factors to consider in evaluating lists include the reliability of the person or organization who prepared them and their recency. Many school districts now provide examination centers where books, films and filmstrips, tapes, and recordings may be previewed or examined. Where such service is available, teachers and librarians should be given the opportunity to become familiar with the materials and should avail themselves of this opportunity before recommending their purchase.

Many school districts, too, have developed statements of policy which govern their selection of materials. Such statements include the philosophy for selection, the agency and staff responsible for implementing the policy, the types of materials included, criteria and procedures for their selection, and procedures for handling problems which arise when a particular piece of material is questioned. When such statements are cooperatively developed, accepted and adhered to, they provide both guidance and protection for all who are involved in the selection of materials.

Three publications which are useful in the preparation of a policy statement are: *The School Library Bill of Rights* (endorsed by the American Association of School Librarians and The American Library Association, 1955); the joint statement of AASL-ACRL-DAVI on the relationship of all materials, adopted by the Executive Boards of the three organizations in 1958 (See p. 59 of *Standards for School Library Programs* (ALA, 1960 \$2.50); *Policies and Procedures for Selection of School Library Materials* (endorsed by American Association of School Librarians 1961); and *The Students' Right to Read*, prepared by the National Council of Teachers of English in 1962. (Council, 25¢)

*SOURCES OF SELECTION FOR PRINT MATERIALS

General Book Lists

Adventuring with Books: A Reading List for Elementary Grades compiled by the Elementary Reading List Committee, National Council of Teachers of English. Over 1,000 titles arranged in twelve categories. 1960. 190 pp. NCTE. 75¢.

1963 Supplement to *Adventuring with Books*. 30¢ (Free with *Adventuring with Books*.)

A Basic Book Collection for Elementary Grades compiled by Miriam Snow Mathes and others. More than 1,000 essential books for an elementary school library; includes tools for the librarian, and list of children's magazines. 7th ed. 1960. 136 pp. American Library Association. \$2.

A Basic Book Collection for High Schools compiled by Eileen F. Noonan and others. Approximately 1,500 titles for the high school library; includes paperback editions, magazines, and audiovisual aids. 7th ed. 1963. 192 pp. ALA. \$3.

A Basic Book Collection for Junior High Schools edited by Margaret Y. Spengler and others. Titles arranged by subject, annotated, and indexed. Also lists magazines. 3d ed. 1960. 144 pp. ALA. \$2.

Best Books for Children compiled by Patricia H. Allen. A list of 3,300 recommended books, grouped by age level and grade along with several subject groupings. Contains some suitable adult titles. 1964. 224 pp. Bowker. \$3.

A Bibliography of Books for Children. Association for Childhood Education International. Annotated list of about 1,700 books for supplementary reading by children ages 4 through 12. 1962. 132 pp. ACEI. \$1.50.

Book Bait: Detailed Notes on Adult Books Popular with Young People edited by Eleanor Walker. Descriptive annotations more detailed than usually found in such a list. Titles arranged by age and type of reader; follow-up titles also included. 1957. 96 pp. ALA. \$1.25.

Books for the Teen Age. Annual selection of 1,500 books, including both recent and older books. One-line annotations for books of the current year. Gives publisher but not price. Published each January. New York Public Library. 50¢.

Books For You compiled by Committee on the Senior High Book List, NCTE. Annotated list of leisure reading for high school students. Prices not given. 1959. 155 pp. NCTE. With 1961-62 supplement of 32 pp. 60¢.

Books of the Year. An annual, annotated list of books for children and about children, parents, and family life. Revised annually. Child Study Association of America. 50¢.

A Catalog of Paperbacks for Grades 7 to 12 by Lucile Boylan and Robert Sattler. Over 1,000 titles available in paper and useful for both curriculum and recreational purposes. 1963. 209 pp. Scarecrow Press. \$5.

*Unless otherwise indicated, all aids contain complete information for purchasing individual titles. Addresses of publishers are given at end of section.

Children's Books, 1964: A List of 200 Books for Preschool through Junior High School Age compiled by Virginia Haviland and Lois Watt. 1965. 16 pp. U. S. Gov't. Printing Office. 15¢.

Children's Books too Good to Miss compiled by May Hill Arbuthnot and others. Helpful list for parents and teachers. 3d rev. ed. 1963. 67 pp. Western Reserve University. \$1.25.

Children's Catalog edited by Dorothy Herbert West and Rachel Shor. A classified, annotated guide to over 3,300 books for elementary school and children's libraries. Price includes five annual supplements. 10th ed. 1961. 915 pp. Wilson, \$12.

College Preparatory Reading List edited by Flora Webb. An excellent selection from all fields, grouped by themes. Perceptive annotations. 1964. 27 pp. Nioga Library System. Single copy free. Additional copies: 2-9 copies, 20¢ each; 10-49 copies, 15¢ each; 50 copies or more, 12¢ each.

Current Books, Junior Booklist compiled by Committee on Junior Booklist. Well-annotated in six graded sections. Published annually; includes only books of the preceding year. National Association of Independent Schools. 50¢.

Current Books, Senior Booklist compiled by Committee on Senior Booklist. Annotated list of preceding year's best leisure reading for grades 9-12. Cites ten "best" adult books for the precollege student. NAIS. 50¢.

Doors to More Mature Reading: Detailed Notes on Adult Books for Use with Young People compiled by the Young Adult Services Division, ALA. Detailed annotations of nearly 150 adult books. 1964. 191 pp. ALA. \$2.50.

The Elementary School Library Collection: Phase I—Basic Materials compiled by a committee of specialists in children's materials, Mary Virginia Gaver, chairman. A list of 1,500 "high quality materials on all topics included in the elementary curriculum and of wide interest to children." Special features include a selection policy, facsimile of main entry catalog card for each title in the collection, and author, title, and subject indexes. 1965. 257 pp. The Bro-Dart Foundation. \$20. Price includes complete catalog of 5,000 basic titles and supplement of new titles, both to be issued in 1965. Special low cost cataloging and processing kits will be available for all titles.

Good Books for Children edited by Mary K. Eakin. Over 1,000 books published during the years 1956-1961. Chosen from titles reviewed in *Bulletin of the Center for Children's Books* 2d ed. 1962. 362 pp. University of Chicago. Hardback, \$6.50; paperback, \$1.95.

Growing Up with Books. 250 titles recommended for ages up to 16. Useful for distribution to parents. Revised annually. Bowker. 10¢.

Historical Fiction and Historical Non-fiction compiled by Hannah Logasa. Intended as guides for high schools, colleges, and public libraries; titles arranged alphabetically within historical and geographical subdivisions. Not highly selective. No prices. 8th rev., enl. ed. 1964. McKinley. \$8.50 each.

Let's Read Together: Books for Family Enjoyment selected and annotated by a special committee of the National Congress of Parents and Teachers and the Children's Services Division, ALA. Roughly 500 titles, grouped by reader interest and age level. 2d ed. 1964. 91 pp. ALA. \$1.50.

Outstanding Biographies for College-Bound Students, and Outstanding Fiction for College-Bound Students. YASD, ALA. 40 copies, \$1; 100 copies, \$2; 500 copies, \$9.50; 1,000 copies, \$16.

The Paperback Goes to School. Annual list of paperback titles considered useful and available for classroom and supplementary use by a joint committee of NEA and the American Association of School Librarians. Bureau of Independent Publishers and Distributors. Free.

Patterns in Reading: An Annotated Book List for Young Adults by Jean Carolyn Roos. Readable and appealing books grouped in 100 categories such as "Science Fiction" and "Mountain Climbing." Excellent for building up school or public library, general reading collection. Gives publisher but not price. 2d ed. 1961. 172 pp. ALA. \$2.25.

Standard Catalog for High School Libraries edited by Dorothy Herbert West, Estelle A. Fidell, and Rachel Shor. Catalog of 4,212 books and pamphlets selected for use in junior and senior high schools. 8th ed. 1962. 1,055 pp. Wilson. With five annual supplements. \$15.

Subject Index to Books for Intermediate Grades compiled by Mary K. Eakin. Analyzes the contents of 1,800 books, primarily trade books, under 4,000 subject headings which meet today's curriculum and interest needs for grades 4-6. 3d ed. 1963. 308 pp. ALA. \$7.50.

Subject Index to Books for Primary Grades compiled by Mary K. Eakin and Eleanor Merritt. Indicates independent reading level and interest level of over 900 trade books and readers. 2d ed. 1961. 167 pp. ALA. \$4.50.

Subscription Books Bulletin Reviews, 1956-1960. Detailed evaluations of 99 reference books, reprinted from *The Booklist and Subscription Books Bulletin*. 1961. 217 pp. ALA. \$5; paper, \$2.25.

Subscription Books Bulletin Reviews, 1960-1962. 1962. 94 pp. ALA. \$1.50.

Subscription Books Bulletin Reviews, 1962-1964. 1964. ALA. \$2.

3,000 Books for Secondary School Libraries compiled by the Library Committee of the Independent Schools Education Board. A basic list arranged by decimal classification numbers and with suggested subject headings. Includes full buying information and complete index. 1961. 134 pp. Bowker. (out of print at present but new edition soon available).

A Teacher's Guide to Children's Books by Nancy Larrick. A list of books by grade level and according to curriculum areas. 1960. 316 pp. Charles E. Merrill Books, Inc. \$6.60.

Your Reading, a Book List for Junior High prepared by the Committee on the Junior High School Book List, NCTE. Brief descriptive annotations, grouped under subjects. Gives publisher but not price. 1960. 109 pp. NCTE. 75¢. With 1963 Supplement 15 pp.

Lists of Current Books

Booklist and Subscription Books Bulletin. A guide to current books published twice a month, September through July, and once in August. Reviews recommended books for children, young people, and adults, giving full buying and cataloging information and analytical notes. Includes annual list of notable children's books. ALA. \$6.

Bulletin of the Center for Children's Books. Published monthly except August. Reviews books for children and young people, including marginal and not recommended titles. University of Chicago. \$4.50.

The Horn Book Magazine. Discriminating reviews of books for children and young people, along with articles on children's literature. Carries regular section on science books and on adult books for young people. Includes annual list of outstanding books. The Horn Book, Inc. \$5.

School Library Journal. Monthly, September through May. Brief reviews of books recommended and not recommended for grades K-12. Articles of interest to teachers and school librarians; special lists (professional reading, free and inexpensive materials, paperbacks). Bowker. \$5.

Reviews of children's and young people's books appear also in many other education and library periodicals.

Lists of Specialized Material

The AAAS Science Book List for Children compiled by Hilary J. Deason. Books in science and mathematics for grades 1-8. Arranged by Dewey classifications and annotated to indicate content and grade level. First purchase items starred. Useful as suggested coverage of subjects for school and public libraries. 2d ed. 1963. 201 pp. American Association for the Advancement of Science. Hardback, \$2.50; paperback, \$1.50.

The AAAS Science Book List for Young Adults prepared under the direction of Hilary J. Deason. Lists 1,377 selected, annotated science and mathematics books suitable for high school and junior college students. 1964. 266 pp. AAAS. Hardback, \$3.50; paperback, \$2.50.

African Encounter: A Selected Bibliography of Books, Films and Other Materials for Promoting an Understanding of Africa among Young Adults compiled by Committee of the YASD, ALA. Annotated list of 125 books, films, and filmstrips on Africa today. 1963. 80 pp. ALA. \$1.50.

A Bibliography of Children's Art Literature by Kenneth Marantz. An annotated listing of books particularly useful for stimulating and enriching the visual imagination of the child. Books were chosen for the quality of the illustrations, appeal of the story, and accuracy and comprehensibility, and the lively comments make the booklet interesting reading in itself. 1965. 24 pages. NEA, National Art Education Association. 40¢.

Bibliography of Reference Books for Elementary Science. 1962. 72 pp. NEA, National Science Teachers Association. 75¢.

Books about Negro Life for Children by Augusta Baker. An annotated list of books arranged by subject and age level. Includes criteria for selection. 3d ed. 1963. 33 pp. New York Public Library. 35¢.

Books for Beginning Readers compiled by Elizabeth Guilfoile. Over 300 books selected for independent reading by children with limited reading skills. 1962. 73 pp. NCTE \$1. Supplement, *One Hundred More Books for Beginning Readers*, 10¢.

Books for Brotherhood. Issued annually. National Conference of Christians and Jews. Free.

Books for Friendship: A List of Books Recommended for Children. 3d ed. Annotated list of nearly 500 books, designed to help children (from kindergarten through junior high school) understand and appreciate people of different races, nationalities and religions. Prepared by the American Friends Service Committee and distributed by the Anti-Defamation League of B'nai B'rith, 1962. 63 pp. 50¢.

Books in American History: A Basic List for High Schools compiled by John E. Wiltz. Comprehensive annotations of more than 300 titles suitable for high schools arranged by historical period. Gives publisher and price and includes paperback editions where available. 1964. 150 pp. Indiana University Press. \$1.00.

Books to Build World Friendship by Judith Wragg Chase. Annotated list of books selected for their concepts of world peace and understanding; preschool to 8th grade. 1964. 76 pp. Oceana. \$2.95.

Children's Books to Enrich the Social Studies for the Elementary Grades by Helen Huus. Bulletin No. 32 of the National Council for the Social Studies, NEA. An annotated list of books grouped by categories and covering subjects usually included in the social studies curriculum of grades K-6. 1961. 196 pp. NEA, \$2.50.

Dobler International List of Periodicals for Boys and Girls by Lavinia Dobler. A world list of over 350 magazines — general, religious, school and classroom, foreign written in English and also in foreign language. 1960. Order from Muriel Fuller, Box 193. Grand Central Station, New York, N.Y. 10017. \$2.

Elementary and Junior High School Mathematics Library compiled by the National Council of Teachers of Mathematics. 1960. 32 pp. NEA. 35¢.

Fare for the Reluctant Reader by Anita E. Dunn and others. Annotated list selected for junior and senior high readers. Books chosen to reflect teenage interests; not all of equal merit. 1964. 277 pp. Capital Area School Development Association. \$3.

Free and Inexpensive Learning Materials. George Peabody College for Teachers. More than 3,000 items evaluated for accuracy and usefulness in schools. 12th ed. 1964. 276 pp. George Peabody College. Peabody. \$2.

Gateways to Readable Books edited by Ruth Strang and others. "An annotated graded list of books in many fields for adolescents who find reading difficult." 3d ed. rev. 1958. 181 pp. Wilson. \$3.

Good Reading for Poor Readers compiled by George Spache. Useful in elementary and junior high school. Rev. ed. 1962. 203 pp. Garrard. \$2.50.

Good Reading for Youth. A list of books for book fairs, compiled by the Children's Services Division of ALA for the Junior Chamber of Commerce Jaycee Good Reading for Youth Project. 1965. 25¢.

Guide to Children's Magazines, Newspapers, and Reference Books. 1962. 8 pp. ACEI. Free.

A Guide to Science Reading compiled and edited by Hilary J. Deason. Annotated bibliography of more than 900 paperback science books; keyed to four reading and comprehension levels. 1963. 220 pp. New American Library. 60¢.

High School Mathematics Library compiled by the National Council of Teachers of Mathematics. 1963. 56 pp. NEA. 60¢.

Human Rights. An annotated list of children's books compiled at the request of the Children's Services Division of the ALA by Detroit Public Library, Publications and Exhibits Dept. 1963. 14 pp. Send self-addressed envelope and 10¢ stamp with order.

"I Can Read It Myself" compiled by Frieda M. Heller. Titles selected for independent reading and grouped for the beginning reader; grades 1-2 and for the primary reader ready for longer books. 1960. 31 pp. Ohio State University. \$1.

MLA Selective List of Materials; for use by teachers of modern foreign languages in elementary and secondary schools, edited by Mary J. Ollmann. A comprehensive bibliography which includes titles in ten modern languages. 1962. Also includes non-print materials. 162 pp. Modern Language Association of America. \$1.00. Supplement for French and Spanish. 1964. 75¢. Supplement for Spanish and Portuguese. 1965. 75¢.

1965 Catalog of Language Packages. Children's books in foreign languages, principally French, German, and Spanish, selected by a committee of the Children's Services Division, ALA. Books may be bought in packages or as separate volumes. Package Library of Foreign Children's Books. Catalog, free.

Reading Ladders for Human Relations edited by Muriel Crosby. An annotated list of over 1,000

books for children and young people, developed around six human relations themes. 4th ed. rev. 1964. 242 pp. American Council on Education. \$4.

A Reading List of High-Interest, Low Vocabulary Books for Enriching Various Areas of the Curriculum. 1962. 165 pp. Reading Study Center, University of Connecticut. 50¢.

Resources for Teaching about the United Nations prepared for the NEA Committee on International Relations by Elizabeth M. Thompson. Includes an annotated bibliography of titles selected to give depth to the various aspects of the UN. 1962. 90 pp. NEA. \$1.50.

Richer by Asia: A Selected Bibliography of Books and Other Materials for Promoting West-East Understanding among Young Adults. Committee of YASD, ALA. Adult books on modern Asia chosen for their appeal to teen-agers. Includes list of Asian embassies. No prices. 1959. 72 pp. ALA. \$1.25.

Selected Resources for Studying the World by Leonard S. Kenworthy. Practical list with brief annotations; includes films, periodicals, pamphlets, and other types of material as well as books. 1962. 50 pp. Teachers College, Columbia University Press. \$1.

Vocations in Biography and Fiction: An Annotated List of Books for Young People compiled by Kathryn A. Haebich. 1,070 titles, mostly biographies. Includes some titles of high interest, low reading level for grades 9-12. 1962. 77 pp. ALA. \$1.75.

World History Book List for High Schools prepared by the World History Bibliography Committee of the National Council for the Social Studies. Carefully selected list of 483 books chosen to "contribute to a clearer understanding of today's world." Rev. ed. 1962. 145 pp. NEA. \$1.50.

Additional sources of information include the Educational Materials Laboratory of the U. S. Office of Education; NEA; and ALA.

Directory of Publishers

American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20036.

American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036.

American Library Association, 50 East Huron Street, Chicago 60611.

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C.

B'nai B'rith, 315 Lexington Ave., New York 10016.

R. R. Bowker Co., 1180 Avenue of the Americas, New York 10036.

The Bro-Dart Foundation, 113 Frelinghuysen Avenue, Newark, New Jersey 07114.

Bureau of Independent Publishers and Distributors, 10 E. 40th St., New York.

Capital Area School Development Association, State University of New York, Albany.

Child Study Association of America, 9 E. 89th St., New York.

Columbia University Press, 2960 Broadway, New York 10027.

Detroit Public Library, 5201 Woodward Ave., Detroit 48202.

Educational Materials Laboratory, U.S. Office of Education, Washington, D.C.

Garrard Publishing Co., 1607 N. Market St., Champaign, Ill. 61821.

George Peabody College for Teachers, Division of Surveys and Field Services, Nashville, Tenn.

The Horn Book, Inc., 585 Boylston St., Boston.

Indiana University Press, Bloomington, Indiana.

Jaycee Good Reading for Youth Project, Pilgrim Book Society, 13 Overwood Road, Pilgrim Square, Akron, Ohio.

McKinley Publishing Co., 809-811 N. 19th St., Philadelphia.

C. E. Merrill, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Modern Language Association of America, 6 Washington Square North, New York 10003.

National Association of Independent Schools, 4 Liberty Square, Boston 6.

National Conference of Christians and Jews, 43 West 57th St., New York 10019.

National Council of Teachers of English, 508 S. Sixth St., Champaign, Ill.

National Education Association, 1201 16th St., N.W., Washington, D.C. 20036.

New American Library, 1301 Avenue of the Americas, New York 10019.

New York Public Library, Fifth Ave. and 42nd St., New York 10018.

Nioga Library System, Pine Ave. and Ninth St., Niagara Falls, N.Y.

Oceana Publications, Dobbs Ferry, N.Y.

The Ohio State University, Publications Office, 242 W. 18th Ave., Columbus, Ohio

Package Library of Foreign Children's Books, 119 Fifth Ave., New York.

Scarecrow Press, 257 Park Ave., S., New York.

U.S. Government Printing Office, Washington, D.C.

University of Chicago Press, 5750 Ellis Ave., Chicago 60637.

University of Connecticut, Storrs, Connecticut.

Western Reserve University, 2029 Adelbert Rd., Cleveland.

The H. W. Wilson Co., 950 University Ave., Bronx, N.Y. 10452.

SOURCES OF SELECTION FOR NON-PRINT MATERIALS

General Lists

Audiovisual Instruction. Periodic listing of sources of evaluation. Department of Audiovisual Instruction, NEA (1201 16th St., N.W., Washington, D.C., 20036). Monthly except August. \$4 per year.

Educational Media Index. Education's most comprehensive, annotated listing of films, filmstrips, pictures, phonotapes and disks, slides, video tapes, kits, charts, and programmed materials. Alphabetized and subject indexed. The set includes over

50,000 titles. This is neither an evaluative nor a selective tool but a descriptive listing of all types of non-print materials. McGraw-Hill Book Company (330 W. 42nd St., N.Y., N.Y.). 1965. 14 vols. \$62.45.

Guides to Newer Educational Media: Films, Filmstrips, Phono-Records, Radio, Slides, and Television by Margaret Rufsvold and Carolyn Guss. Handbook describing available catalogs, lists, services, professional organizations, journals, and periodicals which regularly provide information on newer educational media. 1961. 74 pp. ALA. (50 E. Huron St., Chicago, Ill.). \$1.50.

Instructional Materials for Teaching Audiovisual Courses. An annotated list of motion pictures, kinescopes, filmstrips, slide sets, recordings, and tapes. Syracuse University, Audiovisual Center, (Box 87, University Station, Syracuse 10, N.Y.) in cooperation with the U.S. Department of Health, Education, and Welfare, Office of Education. 1961. \$60 plus postage.

Library of Congress Catalog: Motion Pictures and Filmstrips. Published quarterly, with annual and quinquennial cumulations. Not selective. Washington, D.C.: Library of Congress, 1953—. \$8 per year.

Music in General Education edited by Karl D. Ernst and Charles L. Gary. Music curriculum outline including selected correlated films, filmstrips, and audio materials screened by the Conference. Music Educators National Conference, NEA (1201 16th St., N.W., Washington, D.C. 20036). 1965. \$2.50.

Reviews of new audiovisual materials appear periodically in various education and library periodicals.

Lists of Films and Filmstrips

EFLA Evaluations. Continuing 3x5 card service. Describes, rates, and suggests uses for films. Educational Film Library Association (250 W. 57th St., New York, N.Y.). Published monthly since 1948. Cumulative index, \$1; service basis, rates on request.

Educational Screen and Audiovisual Guide. Monthly evaluation of films and filmstrips. See also *Blue Book*, August issue (\$1), for year's productions and directory of producers. Educational Screen, Inc. (415 N. Dearborn, Chicago, Ill.). Published monthly. \$4 per year.

Film Guide for Music Educators. Donald J. Shetler. Annotated and rated listing of films for music education. Music Educators National Conference, NEA (1201 16th St., N.W., Washington, D.C. 20036). 1961. \$2.50.

Film News. Monthly reviews and suggested use for films and filmstrips. Film News Co. (250 W. 57th St., New York, N.Y.). Published six times a year. \$4 per year.

Film Review Digest. Educational Film Library Association (250 W. 57th St., New York, N.Y.). Published four times a year. Rates on request.

Films for Libraries prepared by a subcommittee of the ALA Audio-Visual Committee. Graded, annotated list of approximately 400 selected 16mm films. 1963. 92 pp. ALA. (50 E. Huron Street, Chicago, Ill.). \$1.75.

Landers Film Reviews edited by Bertha Landers. Monthly except July and August. Descriptive and evaluative annotations of current films on loose-leaf sheets. Landers Associates (4930 Coliseum St., Los Angeles, 16, California) \$27.50 annually.

100 Selected Films in Economic Education. Annotated, selective list of films with recommendations for use. Joint Council on Economic Education (2 W. 46th St., New York, N.Y. 10036). 1960. \$75.

Reviews of Films. Annotated listing of 160 films selected from 250 titles reviewed by mathematics teachers. Reprinted from the *Mathematics Teacher*, December 1963. National Council of Teachers of Mathematics, NEA (1201 16th St., N.W., Washington, D.C. 20036). \$40.

Lists of Tape and Disk Recordings

An Annotated List of Recordings in the Language Arts for Elementary Schools, Secondary Schools, Colleges. Morris Schreiber, ed. National Council of Teachers of English (508 So. Sixth Street, Champaign, Illinois). 1964. 83 pp. \$1.75.

Audio Catalog, edited by Max U. Bildersee. 10 issues, 400 cards. Continuing service which, through sets of printed cards, describes, evaluates, suggests use, provides purchasing information, and catalogs disk and tape recordings. The Catalog (Box 989, Larchmont, N.Y.). \$25 annually.

Library of Congress Catalog: Music and Phonorecords. Washington, D.C.: Library of Congress, 1953—. \$20. Published semi-annually with annual and quinquennial cumulations. Not selective. \$4.50 per year.

National Tape Recording Catalog, 1962-63 (3d ed.). Washington, D.C.: Department of Audiovisual Instruction, NEA, and National Association of Educational Broadcasters. (1201 16th St., N.W., Washington, D.C. 20036) 1962. \$1.50.

Recordings for Children prepared by the New York Library Association, Children's and Young Adult Services Section. A selected list of spoken and music records arranged by age level and subject, no prices given. Office of Children's Services. The New York Public Library, 1964. 47 pp. \$1.

List of Programmed Instruction, Slides and Pictures

Learning from Pictures. Catharine M. Williams. A guide and source book on the use of pictures. Department of Audiovisual Instruction, NEA (1201 16th St., N.W., Washington, D.C. 20036). 1963. 163 pp. \$4.50.

Programs, '63: A Guide to Programmed Instructional Materials. Superintendent of Documents, U.S. Government Printing Office. No. OE-43015-63, Bulletin 1964, No. 3. Annotated listing giving field test and population information of programmed material available at date of publication. \$2.50.

Lists of Television Program Materials

Educational Television Motion Pictures, 1960 Catalog. Contains series data, subject and use level index for 16mm educational television programs, NET Film Service (Indiana University, Bloomington). 1960. Free.

Instructional Television Materials: A Guide to Films, Kinescopes, and Videotapes Available for Televised Use. An annotated list of selected courses. 3d ed. (New York, N.Y.: National Instructional Television Library.) 1964. Free.

Suggested Guidelines

. FOR PROVIDING FOR
THE MAXIMAL EDUCATION OF
CHILDREN OF ALL RACES AND
CREEDS IN THE SCHOOLS OF
MICHIGAN

[A REPORT TO THE STATE SUPERIN-
TENDENT OF PUBLIC INSTRUCTION
FROM THE STATE COMMITTEE ON
EQUAL EDUCATIONAL OPPORTUNITY]

Publication No. 541

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The Department of Public Instruction
Lynn M. Bartlett, State Superintendent
Lansing, Michigan
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TO THE CITIZENS OF MICHIGAN:

During the summer of 1963, I was among the educational leaders invited by President Kennedy to a meeting in Washington to discuss racial problems as related to education. Following my return to Michigan and in accord with President Kennedy's request, I called together a group of about sixty school administrators to discuss the nature and complexity of this important question in Michigan. It was agreed it would be advisable for me to appoint an advisory committee made up of educators, citizens, and representatives of interested civic groups in the state to consider further this important matter.

The first meeting of this committee led to a recommendation that a small steering committee be formed to develop a set of guidelines for use by local school boards and administrators in providing equal educational opportunities for all youth regardless of race or creed. This steering committee, made up of people representing widely different interests and holding divergent points of view, met frequently over a period of time and worked very conscientiously, spending a considerable amount of time on their task. After much discussion of all concerns and viewpoints, the members reached a position agreeable and acceptable to all. In view of the strong feelings and the emotional nature of the problem, this was an outstanding accomplishment and has resulted in what I feel is not only an excellent philosophic statement but one which also deals with specific recommendations for consideration by local schools. The statement was recommended for my adoption and has now been distributed to all school districts, universities and colleges, and several other groups in the state.

I feel that this document is a fine testimonial to the fact that people holding what may initially appear to be differing and irreconcilable points of view can meet and intelligently work out their differences. While several other states have prepared statements of guidelines, I believe that this work by Michigan educators is unique and goes beyond many previous efforts in that it takes a positive

approach and suggests the kinds of steps that can be taken by local districts to provide for more equal educational opportunities. I wish to acknowledge with respect and gratitude the efforts of all the people who participated in the discussions and planning that produced the guidelines. I am sure that schools concerned with this pressing problem will be able to find numerous suggestions and guidance in this valuable document which will make possible the more effective organization of school programs so that the needs of all youth are better met.

Cordially yours,

A handwritten signature in cursive script that reads "Lynn M. Bartlett". The signature is fluid and elegant, with a large initial 'L' and 'B'.

Lynn M. Bartlett

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The task of assuring equal educational opportunity is a challenge to our total society. This challenge includes citizenship, employment, housing, religion, education, etc. Each of these contributes to the fulfillment of equal educational opportunity and toward the achievement of our democratic goals. Although this statement is primarily concerned with the role of education, it must be recognized that these goals are interdependent and must operate simultaneously in order to accomplish our desired aims. While our charge is to spell out the educational implications, full and complete integration depends upon the democratic operation of all our civil rights.

I. PREAMBLE

The schools of this country represent America's hope and plan for a better society. The public school--open to all, regardless of race, economic status, or creed--was and is a basic institution through which Americans are to be prepared for cultural, economic, and political participation in our community.

America has asserted from the start that our democratic goals cannot merely be expressed through written documents or verbal pronouncements. We recognized very early that personal associations are important for the realization of these goals. Thus: American education, through the public schools, must provide the opportunity for all children of various ethnic, racial, religious, and economic backgrounds to meet, learn, and work together.

Today we recognize that this goal has not been fully realized. Educators, citizens, and courts assert that prevention of personal associations through segregation--whether "de jure" or "de facto"--seriously affects the quality of education. Segregation, particularly involuntary segregation, whether it is social, ethnic, economic, or racial, diminishes equality of educational opportunity for all children. If Michigan's schools are to achieve our state and national democratic goals, sound educational procedures and practices must be created by all schools to overcome these obstacles to equality of educational opportunity in all school districts.

II. A STATEMENT OF BASIC RESPONSIBILITIES

Under our system of laws, it is the primary responsibility of each community to provide equal educational opportunities for all children in terms of quality of instruction, adequacy of facilities and instructional materials, and opportunity for personal fulfillments. The latter can be accomplished to an adequate degree in our democracy only when the policies and practices of the school system place a positive emphasis upon achieving and maintaining racially integrated school systems. Providing this equity in educational opportunities is a part of the process of educational planning, done by cooperative means consistent with the basic educational philosophy of our state.



III. FUNDAMENTAL PRINCIPLES

- A. The school has long been viewed as a basic social instrument in obtaining our traditional American goals of equal opportunity for personal fulfillment.
- B. The presence of children in all schools from varied racial, cultural and/or socio-economic backgrounds is an important element in the preparation of young people for participation in the social and political affairs of our democracy.
- C. In forming school policies, every educationally sound action should be taken to insure not merely passive tolerance but active acceptance of and genuine respect for children from every segment of the community.
- D. Public schools must make certain that in all their policies and practices the dignity of each child be respected regardless of ethnic, racial, or religious backgrounds. They must also be certain that in all their acts they transmit the belief and conviction that all children should be educated to their fullest potential and that no group or school in any manner should be regarded as inferior or superior.
- E. A community school offers important educational values which should not be overlooked. The relation between the school and the community with which it is identified can in many cases offer important educational values and lead to more effective participation by parents and other citizens in the support and guidance of the school. Yet, when a community school becomes exclusive in fact or spirit, i.e., is being reserved for certain community groups, to the exclusion of others, it does not serve the purpose of democratic education.

IV. GUIDELINES

It is recognized that meeting the challenge of racial segregation and discrimination is a responsibility of both state and national government. Yet, solutions to such problems in the field of education must be resolved at the local level. Therefore, each community should publicly acknowledge its responsibility for achieving an integrated school system and should see that this responsibility is defined and administratively implemented in a manner that is in keeping with sound educational and democratic measures.

The following guidelines, where individually or collectively appropriate to a school district, are suggested to assist local school boards develop effective programs and to achieve and maintain integrated school systems.

- A. Boards of education and educational administrative officers should assume a basic responsibility for resolving negative attitudes which may retard racial integration of the school system:
 1. They should seek assistance from public agencies, universities, professional organizations, community groups, and other sources, which would offer an opportunity to remove racial integration from the arena of emotion to that of professional, educational orientation in which educational decisions are made.
 2. They should initiate reports and/or studies which clearly delineate the presence or absence of circumstances within a community that contribute to the development and/or maintenance of racially segregated schools and/or discriminatory practices.
 3. They should seek to promote school programs and school districts in which inter-racial learning experiences become a criterion by which educational effectiveness is measured and by which educational planning is evaluated.
- B. It is the responsibility of each community and school district to educate its youth for responsible and effective participation in a democratic society. Circumstances do

not always allow for the same degree of active participation with students of differing racial and ethnic backgrounds. The geographic distribution of population in our state is so varied that minority groups while present in great density in one area may be almost totally absent in another. Despite these differences in population concentration, the following guidelines have some degree of application to all school districts of the state.

1. Place the responsibility on colleges and universities in the training and preparation of teachers to emphasize more strenuously the ramifications and implications of intercultural relationships as they affect a community and influence the growth and development of young people.
2. Colleges, universities, and school districts should plan practice teaching experiences to maximize exposure to communities and/or areas where there are diversified racial and ethnic school populations.
3. Specific in-service training programs should be developed to aid teachers in achieving a broad background and understanding of the role played by various racial, ethnic, national, and religious groups in the history and development of our nation. Developing positive attitudes in these areas will enable teachers to work more effectively in developing similar worthwhile attitudes on the part of their students.
4. To carry out the principle of interchange of groups, student contacts in their regular curricula with teachers of several racial and/or ethnic groups will contribute materially to the worthwhile development of students in schools which are otherwise relatively homogeneous.
5. Instructional materials are important tools for all phases of the instructional process. In selecting such materials, it is important that proper attention be given to the degree to which the materials con-

tribute toward positive intergroup understanding and appreciation, as well as appropriate motivation of the individual student.

6. Schools and community centers should be utilized within each community to develop an understanding and insight among adults about the problems growing out of intercultural relationship. Boards of education and educational administrative officers should assume a basic responsibility for promoting such community programs.
7. What may be possible for older age groups may not necessarily be educationally sound for younger children. There are a number of administrative practices that have been initiated or recommended in other parts of the country which should be evaluated as to their adaptability to local situations. These would include:

- a. Relief of Overcrowding

The need for relief from overcrowded conditions in a school provides an opportunity for integration. Measures taken should be carried out in a manner that promotes integration in the receiving school.

- b. Regrouping of Grades

Two or more adjacent schools are combined in a single attendance area. Rather than have all grades in each school, the first three grades for a larger area may be assigned to a building and the next three grades for the larger area assigned to another building.

- c. Open Enrollment

A child may attend a school outside of his school area if another school is not already filled by children from its regular attendance area. In these instances, positive action should be taken to insure maximum integration and utilization of the open school.

d. Redistricting and/or School Relocation

When redistricting or relocation of schools is necessary and when new school sites are being selected, these efforts should be guided by principles which promote integration.

- e. Special School Centers for reading, science, mathematics, etc. established in schools at central points where boys and girls from several schools, with varied racial and ethnic backgrounds can work together.

- f. Any Other Method Which Might Promote Integration while continuing to maintain staff effectiveness; achieve positive educational and sound physical plant efficiency, and assure against inferior academic programs.

8. Within the framework of their educational philosophy, public, private, and parochial schools have a special responsibility to provide for children opportunities to gain experiences with children who have differing socio-economic, religious, racial or ethnic backgrounds in ways which contribute to appreciation of their equality and dignity as individuals.



V. CONCLUSION

Today, the various school systems are being challenged to provide positive demonstrations of democratic living. This challenge demands that the school systems must evaluate all phases of their program to insure that in fact, as well as theory, they offer equality of educational opportunity to all children within their respective communities. Implicit in this evaluation is the school's responsibility to provide an educational environment which offers the opportunity to each child for racially integrated learning experiences. Where the geographical distribution of population makes integration impossible, every opportunity in educational programming should be employed to reduce the impact of this educational handicap. It is our belief that the adoption of the above principles of educational practice by all school districts in the State of Michigan is important if they are to effectively meet their responsibility of preparing their respective student bodies for maximum participation in our democratic society.



STATE ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY

- *William Berkhof (Chairman)**
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Assistant Superintendent for Research and Educational Planning,
Department of Public Instruction
- Rabbi Mordecai Halpern**
Congregation-Beth Shalom, Oak Park
- *Clifford Haslick**
Consultant, Department of Public Instruction
(Secretary, State Curriculum Committee on Better Human Relations Education)
- * Rt. Rev. Msgr. Vincent Horkan**
Superintendent of Catholic Schools, Archdiocese of Detroit
- *Lawrence Jarvie**
Superintendent of Schools, Flint Public Schools
- Albert Johnsen**
Superintendent of Schools, Benton Harbor Public Schools
- Damon Keith**
Attorney at Law, Co-Chairman, Michigan Civil Rights Commission, Detroit
- Francis Kornegay**
Executive Director, Detroit Urban League
- Merrill Lenox**
Director, Detroit Council of Churches
- *Alvin Loving**
Guidance and Counseling Department, Wayne State University
Executive Director, Community Action for Detroit Youth
- *Henry Marsh**
Attorney at Law, Member of Saginaw City Council,
Member of Human Relations Commission, Saginaw
- Clifford May**
Assistant Superintendent of Schools, Oak Park Public Schools
- Cecil MacDonald**
Superintendent of Schools, East Lansing Public Schools
- Estel Odle**
Director, Christian Education, Detroit Council of Churches

(Continued)

Rev. Joseph Parker

President, Lansing Chapter of the National Association for the
Advancement of Colored People

***Paul Phillips**

Executive Director, Grand Rapids Urban League, Member of
Board of Education, Grand Rapids

Donald Schroeder

Director, Department of Public Affairs, Detroit Council of Churches

Richard Warren

Superintendent of Schools, Muskegon Public Schools

Norman Weinheimer

Superintendent of Schools, Highland Park Public Schools

***Charles Wells**

Member, Executive Board and Chairman, Education Committee, Detroit
Chapter of the National Association for the Advancement of Colored People

*Members of the steering committee appointed to develop and to
write the suggested guidelines for the committee-of-the-whole.

The following people were also called upon by the committee to
assist in developing the guidelines:

Mary Brand

Human Relations Services, Detroit Public Schools
(Chairman, State Curriculum Committee on Better
Human Relations Education)

Burton Gordin

Executive Director, Michigan Civil Rights Commission Detroit

John Salcau

Coordinator, Curriculum and Instruction, Ypsilanti Public Schools

William Simmons

Assistant Superintendent, Federal and State Relations,
Detroit Public Schools

Sam M. Sniderman

Curriculum Coordinator, Highland Park Public Schools

Raymond Sreboth

Assistant Superintendent, Benton Harbor Public Schools

David Weikart

Director of Special Services, Ypsilanti Public Schools

Guidelines . . .

FOR THE SELECTION OF
HUMAN RELATIONS CONTENT

in Textbooks

Publication No. 548

Published by

MICHIGAN DEPARTMENT OF EDUCATION
ALEXANDER J. KLOSTER, Superintendent of Public Instruction
Lansing, Michigan
1965

FOREWORD

For several years, the Michigan Department of Education has been concerned with developing an educational program designed to create harmony and understanding among the various racial, religious and socio-economic groups of our society.

It is, therefore, not unusual to find included among the several state curriculum planning committees, one whose major responsibility is the improvement of human relations in our schools.

As one of its recent activities, it met on two occasions with key personnel from publishing firms to discuss the problem of the treatment of minority in textbooks. An outgrowth of the second meeting was a request that the committee develop criteria useful in the selection of human relations content in textbooks.

The guidelines which follow are intended to assist persons in making textbook selections. We strongly urge those charged with this responsibility to use these guidelines. In this way, it is more likely that students will be directed in their reading to an unbiased understanding of all groups in our society.

I wish to express my appreciation to the committee on Better Human Relations for its efforts in making this fine publication possible.



Alexander J. Kloster
State Superintendent of
Public Instruction

GUIDELINES FOR THE SELECTION OF HUMAN RELATIONS CONTENT IN TEXTBOOKS

The selection of textbooks and other curriculum materials is an important part of the educator's task. While a good textbook does not necessarily guarantee quality education, a good book in the hands of a good teacher can significantly assist in the learning process.

Our nation's textbooks reflect the goals and values of our society. Through them, adults transmit to children patterns of thought and behavior considered acceptable in the American culture. A book propagandizing for a totalitarian form of government, or one which portrays dishonesty as a permissible form of behavior, would find no market in the schools. Similarly, a book which fails to recognize important aspects of a democratic society should also find no market.

America is a nation in which diversity has been welded into unity. The people of America belong to many different racial, religious, and ethnic groups. Our democratic value system treasures this diversity within its unity.

Currently, many educators are concerned with the fact that textbooks used in our schools have not always adequately reflected this portion of the American ethnic. Textbook publishers share their concern and are taking steps to improve their offerings. Recently published books show an increased awareness of the multi-racial, multi-religious, and multi-ethnic character of our nation.

The Michigan Curriculum Committee on Better Human Relations has prepared the following Criteria for the Evaluation of Human Relations Content in Textbooks as a guide for educators throughout the state who wish to choose, from the many textbooks available, those which transmit to children the democratic value system of respect for diversity.

The committee recognizes that not all criteria are equally applicable to all subject fields. Individual book selection committees may wish to discuss the guide and decide which questions can reasonably be asked about the books under consideration. Questions more directly related to the human relations content of a specific subject matter area may be added in the blank spaces provided.

It is recommended that human relations content, both in text and illustrative materials, be an important part of the total criteria used in making a judgment. This guide attempts to focus on a few questions which can be used to examine human relations content.

CRITERIA FOR THE EVALUATION OF HUMAN RELATIONS CONTENT IN TEXTBOOKS

The written word, from its earliest beginnings of crude pictures etched in stone to its many modern forms, has always been used to convey concepts in addition to recorded knowledge. Through books, man has transmitted ideas, beliefs, and attitudes from one person to another and from one generation to the next. The books children read are a part of their environment, a part of their learning experiences, and thus a part of themselves.

In order that children may learn the highest ideals of a democratic society, all textbooks used in the schools of our nation should be carefully examined to insure that respect and dignity is accorded to all groups within the society and that the racial, religious, and ethnic plurality of our nation is presented in an accurate and unbiased manner. In both the content and illustrative materials, textbooks should:

- ... Support the concept of the brotherhood of man.
- ... Recognize the commonality of basic human needs.
- ... Develop appreciation for the inherent worth of the individual.
- ... Strengthen belief in democratic values.
- ... Present diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage.
- ... Contribute to intergroup understanding.

In order to determine how well a specific textbook meets these criteria, the following questions may be asked.

DOES THIS BOOK:

	Very Much	Some- What	Not at All	Not Applicable to Content Area
1. Avoid the use of stereotypes and caricatures in portraying group differences and group characteristics?				
2. Appear to be free of unnecessary language or material which would tend to offend any racial, religious, or ethnic group?				
3. Clearly indicate through illustrations and/or content the fact that America is a multi-racial nation?				
4. Give adequate representation to the contributions of the many racial, religious, and ethnic groups which are a part of our society?				
5. Indicate that within each group there is a wide range of individual differences?				
6. Present the environmental and historical influences which have been instrumental in developing group differences where they exist?				
7. Portray each culture, race, and ethnic group in a manner which will develop understanding, acceptance, empathy, and respect?				

8. Present the forces and conditions which have worked to the disadvantage of minority groups, so that the student is led to make accurate and unbiased judgments regarding intergroup conflicts?				
9. Present an analysis of conflict situations honestly and objectively with emphasis on possible solutions to intergroup tensions?				
10. Help children recognize prejudice as something which prevents mutual understanding and appreciation for the rights of others?				
11. Provide motivation for children to examine their own attitudes and behavior in relations to their democratic values?				
12. Help children develop wholesome democratic values and note their importance to good citizenship and to a happy life?				
13.				
14.				

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Most of the above questions are general and can be applied to textbooks of more than one subject area. Book selection committees may wish to develop additional questions which would be specific for the particular curriculum area or grade level for which the book is being chosen.

STATE OF FLORIDA,
DEPARTMENT OF EDUCATION,
Tallahassee, Fla., August 10, 1966.

Memorandum.

To : Hon. Adam Clayton Powell.

From : H. Finn Groover.

Subject : Responses to questions as per your letter of July 29, 1966.

Please find attached the answers to the questions as outlined per your request of July 29, 1966 and, as explained by my letter of August 10, 1966, as being sent under separate cover—50 copies each—for your perusal.

H. FINN GROOVER.

(a) "the position of your school system with regard to the treatment of minority groups in books for school use;"

Answer

Since the terminology of this question requests "the position of your school system with regard to the treatment of minority groups in books for school use", may I offer the following statement which was recommended to the State Board of Education on February 22, 1966, by the State Textbook Adoption Committee, and I quote said statement :

"in all instances where publishers offer, or have available, multi-ethnic editions of textbooks adopted in the State of Florida, it is recommended that the multi-ethnic edition be purchased".

This recommendation was approved by the State Board of Education on February 22, 1966, and is the policy followed by the State of Florida's State Textbook Program and the State Department of Education.

The Florida State Department of Education endorses the principles incorporated in the "School Library Bill of Rights" of the American Association of School Libraries in regard to the selection of library resources, and I quote, and may I respectfully call to your attention item number c.*"

"SCHOOL LIBRARY BILL OF RIGHTS

"School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the *Library Bill of Rights* of the American Library Association and asserts that the responsibility of the school library is :

"a. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

"b. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

"c. To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

"d. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

"e. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

"f. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library."

(b) "efforts of educational authorities in your state and local districts to provide for all children text and library books which rectify adverse attitudes toward minority groups;"

Answer

The answer to question (a) expresses the State Board of Education's philosophy in relation to the state's approach to provide for all children textbooks and library books which present the many religious, ethnic, and cultural groups and their contributions to our American heritage.

The State Courses of Study Committee, consisting of twelve members, nine of whom are actively engaged in school work and three of whom are lay citizens, and which structures the criteria for textbook selection for the State of Florida, states in their general criteria for selection of textbooks in all subject areas, and I quote section 3 (see attached criteria) :

"Whenever applicable, the content of texts should reflect the culture of varied ethnic groups at different socio-economic levels".

(c) "methods of selection, assignment, and distribution of text and library books for school use;"

Answer

"The selection, adoption, purchase, and distribution of textbooks in the State of Florida as prescribed by Florida Statutes, Section 233.04-233.48" as indicated below for pertinency:

Courses of Study Committee

Recommendations for changes in textbook adoptions originate with the State Courses of Study Committee. (233.03)

This is a continuing committee consisting of twelve members, nine of whom are actively engaged in school work and three of whom are lay citizens. Members of the committee are appointed by the State Board of Education on the recommendation of the State Superintendent of Public Instruction. Florida Statutes provide that the Committee shall make its recommendations to the State Superintendent annually on or before March 15.

It is the duty of the State Superintendent under the Statutes, to consider both the cost of the committee proposals and the educational value of the proposed changes. On, or before, April 15, the State Superintendent must present an analysis of the Courses of Study Report together with his own recommendations to the State Board of Education. Under Florida Statutes, the State Board of Education must approve any recommendations related to textbooks before a change may be made. (233.03)

When a textbook adoption has been authorized by the State Board of Education, the entire publishing industry is advised and is invited to submit books for consideration in accordance with detailed instructions regarding legal requirements, administrative procedures, specifications for book manufacture, and criteria for book content.

Specifications for book materials and manufacturing processes are worked out in detail, and an agreement to conform to these manufacturing standards on the part of publishers is made a prerequisite to contract award. The specifications, which become a part of the contract, make it possible for the State to recover the cost of books which are defective or to have defective books replaced without charge. Thousands of defective books have been replaced because of this contractual safeguard.

Textbook Distribution

Florida Statutes require every publisher to whom a textbook contract has been awarded to maintain in the State, at a convenient distributing point, a depository in which the books under adoption shall be kept in quantities large enough to fill orders without delay. The depository may be maintained separately, or it may be maintained jointly with other publishers. Because of the advantage of reduced overhead costs, all current publishers ship books through a single depository, the Florida School Book Depository, in Jacksonville.

The Depository is operated privately, and its expenses are defrayed by the publisher under arrangements made with the Depository owner. Books are sold to the State (F.O.B.—the Florida School Book Depository) at as low a price as they are sold anywhere in the United States, including the publisher's home shipping points.

Another center of distribution, located in Tallahassee, is the State Textbook Exchange which is financed and operated by the State. The Exchange is used primarily as a center for collection and redistribution of textbook surpluses. The program of collection and redistribution of books has been instrumental in saving thousands of dollars worth of books.

The Exchange warehouse facilities are, also, used for the storage and distribution of materials published and distributed by the State Department of Education and other agencies of state government.

County Responsibilities (233.43)

County school superintendents have been designated by Florida Statutes as the responsible agents for the State in evaluation, local distribution, and accounting of state-adopted textbooks.

In each county the County Superintendent has designated one person to administer or coordinate the textbook program. For purposes of uniformity and simplicity these persons are referred to as county textbook managers.

The county textbook managers have such responsibilities as are assigned them by the county superintendents. These responsibilities usually include—

(1) the keeping of accurate records of deposits to and expenditures from the county textbook account

(2) preparation of textbook requisitions based upon minimum known needs and stocks of available books already in the county

(3) preparation of annual textbook inventory reports and such other reports as may, from time to time, be necessary or desirable

(4) distribution of textbooks to the several schools in the county and maintenance of records of the titles and quantities of books in the various schools. (The importance of maintaining an accurate and comprehensive inventory record cannot be overemphasize. Inadequate inventory accounting may well result in duplication of stocks of books already on hand, shortage of other needed texts, waste of available money, and serious educational handicaps for the pupils.)

(5) coordination and facilitation of the collection of refunds for lost and damaged books and receipts from the sale of textbooks

(6) development of recommendations for the conservation, renovation, and exchange of textbooks.

The obligation imposed by Florida law to provide safe, dry, vermin-proof storage facilities for textbooks is another responsibility of county school boards. The law further provides that books in storage shall be neatly arranged by title, subject, and grade.

One of the duties of principals and teachers is "to require a receipt from each pupil to whom books are issued and to give a receipt to each pupil upon the return of the books." The State assists county school administrators in this legal requirement by furnishing a duplicate receipt form. At the time books are distributed each pupil signs the receipt form for the books he has received. When the books are returned, the teacher signs a copy of the duplicate receipt form and gives it to the pupil as evidence that all books for which he has been charged have been returned or that the State has been reimbursed for any unnecessary damage or loss.

The Florida State Department of Education maintains the philosophy that the selection of school library resources is both the prerogative and responsibility of local school officials who are cognizant of the needs of students within their school district and of the various curricula serving these students. While the State Department of Education does not issue lists of approved Titles for school libraries, local school officials are encouraged to use standard bibliographic tools such as those issued by the American Library Association, U. S. Office of Education, and other professional associations. These organizations have consistently endorsed materials representative of all religious, ethics and cultural groups. The final authority for materials to be acquired within any individual school rests with the principal of the school or the head school librarian.

(d) "the uses of the provisions of federal educational legislation for the increase in supply of text and library resources for the schools in your state or district;"

Answer

The Legislature for the State of Florida appropriated \$12,789,707 for the 1965-67 Biennium for textbooks, or \$6,224,746 for 1965-66, and \$6,564,961 for 1966-67. The amount of money spent on textbooks in the State of Florida from Public Law 89-10, Title II Funds was \$42,644.81. This represents 1.7% of the Title II (P.L. 89-10) allocation of 2.6 million dollars to the State. The Florida State Plan for P.L. 89-10, Title II states in Section 3.52, and I quote:

"The State through its textbook program provides textbooks in sufficient quantity to meet curriculum requirements in courses of study in the public schools. Students enrolled in non-public schools generally provide their own textbooks. Therefore the proportion of the State's allotment to be expended for textbooks shall be not more than fifteen (15) per cent of the total State allocation minus administrative costs."

Criteria for judging content are prepared by the Courses of Study Committee for the guidance of the publishers and of the State Textbook Selection Committees. These criteria are designed to give brief and precise information concerning the scope, sequence, treatment, and objectives being sought in textbooks in specific curriculum areas.

State Textbook Committee (23307-233.11)

Florida Statutes provide that each school year, not later than June 15, individual state textbook committees shall be appointed for the selection of books in the separate curriculum areas of the secondary school and a general textbook committee shall be appointed for the selection of books for the elementary school.

The duties of these state textbook committees include examining and recommending for adoption suitable textbooks in the areas for which they are specifically responsible.

The state textbook committees, appointed by the State Board of Education on the recommendation of the State Superintendent, comprise persons actively engaged in teaching or in the supervision of teaching in the public elementary schools, secondary schools, and institutions of higher education in the State and lay citizens not professionally connected with education. Care is taken to appoint teachers who are outstanding in the subject fields under consideration.

While the state textbook committees cannot delegate final responsibility for the recommendation of textbooks, committees composed of instructional personnel and lay citizens in the various counties may evaluate textbooks and submit opinions, evaluations, and recommendations to the appropriate state textbook committees.

State Textbook Purchasing Board (233.16)

The State Textbook Selection Committees do not have the final voice in the selection of books, but they do have the responsibility to recommend suitable, usable, and desirable books in order of their preference. Before a book may be purchased it must be selected from the list of books recommended by the state textbook committees and approved by the State Textbook Purchasing Board.

Under this plan the State is able to utilize the business acumen and experience of the Governor and members of the Cabinet, as well as the professional training and judgment of the members of the selection committees. Every book to be eligible for State Textbook Purchasing Board consideration must first have been recommended as suitable, usable, and desirable by one of the state textbook committees.

The state textbook committees may recommend and the States may adopt not more than five textbooks for each grade and subject field in the curriculum of public elementary and high schools in the state.

County Evaluation of State-Adopted Textbooks (233.43(14))

Florida Statutes require each county superintendent to conduct an evaluation of each state-adopted textbook which has not been previously used in his county, in order to determine its appropriateness and usability in the county's schools, before the textbook is requisitioned. Counties may use any textbooks adopted by the State but are not required to use any particular book. Reports on evaluations of textbooks must be kept on file in the office of the county superintendent since the State Board of Education may request at any time a copy of the county evaluation reports.

Financing Textbook Purchases

Purchases and distribution of textbooks are financed through annual General Revenue appropriations which are made biennially by the State Legislature. It is within the limitations of these annual appropriations that the State must project textbook allocations for the county school systems. County textbook allocations are computed on a uniform principle prescribed by the State Board of Education; no deviation from the uniform principle is permitted.

The amount of the county textbook allocation marks the requisition ceiling for the year except as factors not considered in the original allotment make a supplementary allocation necessary or desirable. Allocations may be increased in any year by balances carried over from the preceding year and by credit earned from collections for lost and damaged textbooks. Furthermore, allocations may be supplemented if there have been marked increases in enrollment, losses by fire or storm, or other factors not readily predictable which may have occasioned extraordinary, justifiable, and verifiable textbook needs.

The state textbook appropriation has only a biennial life. If any part of it is unused at the close of the biennium, it reverts to the General Revenue Fund of the State. It has been possible, however, even in legislative years, to carry over annually the balances which remain to the credit of the counties. Each year these balances become a supplement to the next year's allocation. This is possible because the legal requisition period for any year is closed on and after March 1.

Orders which are received after March 1 in any year are charged to the next year's allocation. The textbook appropriation, however, is made for two fiscal years and use is permitted until June 30, the close of the biennial period.

Allocation Supplements

Over the past ten years some county school systems have had a history of rapid growth, some have had little increase in enrollment, and a few have had a decrease. Obviously, since allocations are prepared largely on a replacement basis, those systems which show increases in enrollment would be at a disadvantage unless a possibility of equalizing through supplement is provided. Consequently, if increases in enrollment have been significant, the allocation will be recomputed; and additional funds will be allowed for book purchase.

According to Florida law, books which have been destroyed by fire or storm do not constitute a charge against the county textbook allocation, if evidence acceptable to the State Superintendent is presented showing that reasonable safeguards and precautions had been taken for the protection of the destroyed books. It has been the practice of the Department of Education to require a report from the county superintendent to substantiate textbook losses and an affidavit that all State laws with respect to fire protection have been observed. Following this report, adjustments are made. Usually this adjustment is an increase in allocation to take care of replacements.

The State of Florida does not provide specific funds for school library resources; however, local districts are allocated twenty-five dollars for each instructional (teaching) unit which is earmarked for instructional materials. These funds may or may not be spent, in part or in total for school library resources. As a matter of practice, at least a portion of these funds is expended for library resources.

The Superintendent's biennial report for 1963-64 indicates \$3,521,118.93 spent for school library resources. Under Title II, ESEA, the local school districts have encumbered \$2,236,242.77 for school library resources and \$42,644.81 for textbooks as indicated above.

Some percentages reflecting participation of Florida Schools in ESEA, Title II, P.L. 89-10:

	<i>Percent</i>
Total spent for school library resources.....	90.6
School library resources spent for books.....	81.0
School library resources spent for periodicals.....	1.0
School library resources spent for audiovisual.....	18.0
Total spent for textbooks.....	1.7
Total spent for other instructional materials.....	.9
Total spent for processing.....	6.8
Public elementary school included in title II program.....	89.0
Public elementary school pupils included in title II program.....	87.0
Public secondary schools included in title II program.....	100.0
Public schools included in title II program have full-time librarians.....	77.0
Public schools included in title II program have part-time libraries.....	15.0
Public schools included in title II program have no librarians.....	8.0
Private schools included in title II program have full-time librarians.....	13.0
Private schools included in title II program have part-time librarians.....	53.0
Private schools included in title II program have no librarians.....	34.0
Public schools in title II program have centralized libraries.....	86.0
Public schools in title II program have no centralized libraries.....	14.0
Nonpublic schools involved in title II program have centralized libraries.....	61.0
Nonpublic schools involved in title II program have no centralized libraries.....	39.0

Please see schedule III—State Plan for Florida, Public Law 89-10, Title II, for more detailed information for structure of said plan.

The continued need for this kind of support from federal educational legislative appropriation is apparent from these statements because of the large percentage of participation of the schools in the State of Florida in Title II Funds.

(e) "anticipated continued needs for these kinds of support;"

(f) "proportion of this assistance in total budget for texts and school library use."

E. answer

See (d) and attached State Plan for Implementing Title II.

F. answer

See attached correspondence from Mr. Jon Stapleton, Program Reviewer for Federal-State Relations.

STATE OF FLORIDA,
DEPARTMENT OF EDUCATION,
Tallahassee, Fla., August 19, 1966.

Mr. H. FINN GROOVER,
Manager, Publications and Textbook Services, State Department of Education,
Tallahassee, Fla.

DEAR MR. GROOVER: During FY 1966, Florida counties have requested and have been allocated all monies made available by Public Law 89-10.

Under Title I of this Act, only a small percentage of the available money was scheduled for Library Resources and Textbooks. We do not have a tabulation on this, since the items are scattered through 172 different project applications and several hundred project amendments. We estimate that approximately \$500,000 will be used for textbooks and approximately \$2,000,000 for library resources. When final verification is made after all business for FY 1966 is completed, I believe the official figures will be very close to the estimation I am making.

Under Title II of the Act, we have approved \$42,644.81 for textbooks; \$2,236,242.72 for library resources; and the remainder of available money for processing and for other instructional materials.

In regard to question (f) as per a letter to you from the Honorable Adam C. Powell, Chairman, House of Representatives, Committee on Education and Labor, requesting the proportion of this assistance in the total State Budget for Textbooks and Library Resources, may I offer the following data:

Item 1—Title I: This information is not available as explained in Paragraph two (2) above.

Item 2—Title II: The proportion of Total Textbook Expenditures in the State of Florida for FY 1966 in relation to Total Anticipated Expenditures for Textbooks under PL 89-10, Title II is .6804236% as indicated below:

Amount of expenditures for textbooks for the State of Florida for fiscal year 1965-66-----	\$6, 224, 746. 00
Amount of anticipated expenditures for textbooks for the State of Florida for fiscal year 1965-66 under title II, Public Law 89-10-----	42, 644. 81
Total-----	6, 267, 390. 81

If this Office can be of further assistance to you, please let us know.

Sincerely,

JON L. STAPLETON,
Program Reviewer, Federal-State Relations.

A STATE PLAN FOR MAKING AVAILABLE SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS, UNDER SECTIONS 201-207 OF TITLE II AND SECTIONS 601-605 OF TITLE VI, PUBLIC LAW 89-10

Submitted by the State of Florida.

Approved by State Board of Education on November 2, 1965.

The following to be completed by the Office of Education:

Date received by the Office of Education: November 9, 1965.

Date on which plan or amendment is effective in the State: November 9, 1965.

The State of Florida, through the State Board of Education of Florida, hereby submits this plan for making available school library resources, textbooks, and other instructional materials pursuant to the provisions of Section 201-207, inclusive, of Title II of Public Law 89-10, and the regulations issued pursuant thereto.

1.0 State Plan Administration

1.1 *Name of Agency.* The name of the sole agency responsible for the administration of this plan and for dealing with the Commissioner with respect to the plan is the State Department of Education, whose official address is Tallahassee, Florida. This agency qualifies as the State educational agency because of Florida Statute 229.071.

1.2 Administration

1.21 The official title of the officer authorized by the State educational agency to submit State plan materials is the State Superintendent of Public Instruction, who is the executive officer of the State Department of Education.

1.22 Title and official address of the officer who has legal authority to receive and to have custody of Federal funds is: State Treasurer, State of Florida, Tallahassee, Florida. Federal funds received by the State will be deposited with the Treasurer of the State of Florida.

1.23 The official title of the officer who will have authority to authorize expenditure under the State plan is the State Superintendent of Public Instruction, State of Florida. The State Superintendent may appoint such personnel as indicated in 1.24 to implement his authorization.

1.24 The official titles of the officers of the administrative units within the State educational agency who will administer the plan are: The Director of the Division of Instructional Services, and the Fiscal Administrator of Federal Programs.

1.25 The organization of the State staff for the administration of programs under the State plan is shown in the organization chart. (Addendum 1.)

1.26 The State Superintendent shall appoint an advisory committee to assist in the implementation of the plan. This advisory committee shall be composed of representatives of levels and functions of the public and non-public educational establishments responsible for and involved in the implementation of Title II of Public Law 89-10. The advisory committee shall recommend to the State Superintendent policies concerning standards, operational procedures, priorities and organizational structure for implementing the State plan.

1.27 *The General Plan for Administration*

The general plan for administration of Section 201-207, inclusive, of Title II of P.L. 89-10 is as follows: The functions of the State Department of Education which has been designated as the sole agency responsible for the administration of the State plan are—

1. To make information concerning the State plan available to public and non-public school personnel.

2. To designate state and local school personnel to help administer the State plan.

3. To make final approval of projects submitted by local school officials which have been previously approved by the school district

4. To provide such reports as required by the Commissioner

5. To provide opportunity for an applicant whose project has been disallowed by the State Department of Education to be heard

6. To provide that materials be made available for the use of children and teachers in public and non-public elementary and secondary schools on a loan basis. Materials will be administered through the local educational agency.

1.3 *State Agency's Authority*

1.31 The following cited statutes contain the authority of the State educational agency to submit a State plan under Sections 201-207, inclusive, of Public Law 89-10 and to administer the plan: Florida Statutes 1965, Sections 216.20, 229.061(10), 229.071, 229.521(10), (11), 230.23(13), 232.14, 232.141, 232.142, 232.15, 232.16, 233.32, 233.36, 233.37, 236.18. (Addendum 2: Florida Statutes, 1963 [The revised Florida Statutes 1965 will be transmitted as soon as they are released from the printer. Numbers listed in paragraphs 1.31 and 1.32 are those used in Florida Statutes 1965].)

1.32 The following cited statutes contain the authorization of the State agency to supervise the work of local schools: Florida Statutes 229.511(1), (3), (4), (5), 229.77 and 229.75. The description of supervisory responsibility which the State Agency has for the local educational agency is discharged by the staff of the State Department as indicated in Addenda (1) and under the Florida Statutes cited.

1.4 *Reports.* The Florida State Department of Education will participate in periodic consultations with the Commissioner and his staff, and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under P.L. 89-10 and will comply with such provisions as the Commissioner may reasonably request as to the accessibility and verification of reports and related documentary information.

1.5 *State Administrative Review and Evaluation.* The State Department of Education has established or will establish the following procedures for an annual review of the administrative and supervisory practices associated with the administration of this plan.

(1) Periodic visits by state staff to provide inservice education and leadership assistance to local personnel.

(2) A survey of the schools to determine "relative need" for books, materials and resources.

(3) Reports and recommendations from the State Advisory Committee and special committees concerning the review of standards and criteria.

(4) Reports and recommendations from the State Advisory Committee and special sub-committees concerning the methods for making the resources, books, and materials available for the use of children and teachers in public and non-public elementary and secondary schools.

(5) Dissemination of information concerning these reports and recommendations to appropriate educational personnel.

(6) Approval for project applications.

2.0 *Fiscal Management, Accounting and Auditing Procedures*

2.1 *Determination of Funds Available for State Administration.* An administrative approval by the State agency administering the plan, for acquisition or of the estimated cost of such acquisition constitutes the basis for determining the amount available for State Administration.

2.11 *Definition of Expenditure for State Administration.* Expenditures for State administration of the plan occur upon the date of execution of documentary evidence of a binding commitment for the acquisition of goods or services acquired by purchase order or contract, as adjusted to the net amount actually paid, and the performance of personnel services or travel are expenditures on the basis of the time when the services are rendered or received or the travel performed. All obligations and contracts must be made during the fiscal year for which the allotment is available. The obligation method of accounting will be used. Liquidation of all obligations will be made by the end of the fiscal year following the fiscal year in which the obligation was incurred.

NOTE.—The same provisions apply when the State makes expenditures of program funds from the State allotment.

2.12 *Definition of Expenditure for Local Agency.* Expenditures by local agencies occur upon the date of execution of documentary evidence of a binding commitment for the acquisition of goods by purchase order or contract, as adjusted to the net amount actually paid. Obligations by purchase order or contract must be incurred during the fiscal year in which the project was approved. The obligation method of accounting will be used. Liquidation of all obligations will be made by the end of the fiscal year following the fiscal year in which the obligation was incurred.

2.2 *Fiscal Records and Auditing of State Agency*

2.21 The official accounts and documents showing receipts and expenditures of funds by the State agency under the approved State plan will be maintained by the following agencies: Office of the Treasurer of Florida and Office of the State Superintendent of Public Instruction, both of which are located in Tallahassee, Florida.

2.22 The accounts of the State Department of Education of Florida are audited by the State auditor in a continuous audit program, but at least once each two years. Reports of such audits will be available in the Office of the Superintendent of Public Instruction.

2.3 *Fiscal Records and Auditing: Local Level*

2.31 No local public agency, other than the local educational agency, will receive federal funds under this plan. The funds will be administered through the local educational agency. The official accounts and documents showing receipts and expenditures of funds by local educational agencies will be maintained by the office of the county school superintendent. Copies of all paid invoices together with claims for reimbursement will be maintained in the office of the State Superintendent.

The State Department of Education will pre-audit all claims for reimbursement. The State Auditing Department will audit the fiscal records

of the local educational agencies and will include in their examination the records pertaining to expenditures claimed for Federal financial participation under the provisions of Title II of P.L. 89-10. These audits will be made as nearly on an annual basis as the state auditor determines to be possible and copies of such audits will be available in the offices of the—

- (a) State Auditor,
- (b) State Superintendent of Public Instruction,
- (c) County superintendents.

2.32 Section 21.101 and 21.121(2) Florida Statutes provide that the state auditor shall have the power and duty to make an annual post-audit of the accounts and records of all state and county officers and all state and county boards, departments, commissions, institutions, or other such agencies. He shall make an annual post-audit of accounts and records of any other public body or political subdivision when required by law to do so. Each such annual audit when practicable, shall be made and completed within not more than twelve months following the end of each fiscal year of the officer, office, department, commission, board, institute, or other such agency. As used herein the term "post-audit" means an audit made at some point after the completion of a transaction or a group of transactions. The audit report shall make special mention of: (a) any violation of the laws within the scope of the audit; and (b) any illegal or improper expenditure, and improper accounting procedures, all failures to properly record financial transactions, and all other inaccuracies, irregularities, and shortages.

2.4 *Identifying and Prorating Costs.* It is anticipated that some personnel will be working on programs under this plan and on other programs in the State agency. Where the same individual is performing other functions, these will appear in the position description together with the proportion of the individual's time which will normally be devoted to each activity. An annual estimate will be made in advance by the Division Directors of the State Department of Education, and this will be followed at the close of the year with a certification of the actual percentage of time devoted to duties under the program. The salary and travel of such individuals will be prorated in accordance with this certification. If supplies or equipment are used in part for work not under a plan program, similar provisions will be made. Records will be maintained to substantiate the actual prorated expenditures for all expenses including rent and equipment.

3.0 *Program for Making School Library Resources, Textbooks, and Other Printed and Published Instructional Materials Available for the Use of Children and Teachers in Public and Private Elementary and Secondary Schools in the State.*

3.1 The method or methods employed to insure that the resources provided by this program are made available for the use of children and teachers in public and private elementary and secondary schools are as follows:

(a) Materials provided by this program will be selected by teachers and librarians within the county and approved by local educational agencies.

(b) Requests for materials will be made to the State agency to supply their fair share of such materials.

(c) The State agency will assure itself that such requests are made in accordance with the Act, Regulations, State Plan provisions, and State Laws.

(d) Upon approval of requests complying with stipulated regulations, the State agency will grant approval to the local educational agency to issue a purchase order for such materials.

(e) Upon presentation of a purchase order or invoice the local educational agency will be advanced funds (or either reimbursed) for the materials acquired from the provision approval.

(f) Local educational agencies will certify that the resources, textbooks and materials provided by Federal funds will not supplant State, local, or private school funds normally expended for such resources, textbooks and materials.

(g) The State educational agency will receive project applications from local educational agencies on behalf of the public and non-public school children within the local district. The local educational agency will retain title to the materials and will determine the procedures for

making them available to the public and non-public school children and teachers within the local district. The local educational agency will have administration control of the materials and will be responsible for the inventory reports.

3.2 *Administration of State Plan*

3.21 The staffing pattern to be followed with the minimum qualifications of the personnel administering this program is within the framework of the present organization of the State Department of Education. The Division of Administration and the Division of Finance assist counties in the development of budgets, pupil accounting, and other administrative and financial functions. The staff of these Divisions include assistant directors, specialists, consultants, and administrative assistants. The qualifications for consultants and administrative assistants are those proposed under merit qualification standards. In the employment of personnel who do not fully meet the qualifications, equivalents have been accepted by the State Superintendent at the time of employment.

In the Division of Teacher Education, the administrative functions relative to accreditation are provided by consultants and administrative assistants who meet the accepted qualifying criteria.

The Division of Instructional Services is staffed by generalists who serve secondary and elementary education, and specialists in the areas of music, kindergarten, art, guidance, library services, audiovisual education, health education, recreation, and in exceptional child education. Personnel in the Division of Instructional Services meet the qualifications prescribed or have received conditional appointment at the discretion of the State Superintendent. Specific qualifications of professional consultants in the areas of library services and audiovisual education are—

(a) Masters Degree (The State Superintendent may recognize other training or experience as equivalent.)

(b) Major in field of library resources or instructional materials.

(c) Satisfactory experience in teaching, school administration, supervision, or library service.

(d) Personal traits indicating strengths in interpersonal relationships.

3.22 The program of State administration, leadership, and supervision to be incorporated as a part of the administration of this plan is as follows:

Administration

(a) Assist in developing State Plan

(b) Disseminate information about Plan

(c) Receive, disburse and account for State Plan Title II allocation

(d) Coordinate activities of advisory committees and other people working in the program

(e) Approve applications

(f) Assist in evaluation of programs

(g) Audit expenditures of Title II funds

(h) Report to U.S. Office of Education, State Department of Education, and to the public

Supervision

(a) Cooperate with and assist administrative personnel in planning and implementing Plan activities

(b) Work with higher educational institutions, specialists and consultants in in-service education programs

(c) Assist local school people in preparing applications

(d) Assist in improving techniques in use of materials

(e) Assist in reporting to appropriate agencies and public

(f) Initiate, participate in and evaluate conferences, workshops, and instructional materials program.

3.23 *Development and Revision of Standards for School Library Resources, Textbooks, and other Printed and Published Instructional Materials.* The State Department of Education will take the following steps to provide adequate assurance that appropriate standards are developed and made available to local public and private schools relative to the materials to be provided for the use of children and teachers:

(1) *Accreditation Standards for Florida Schools* will provide the basis for a continuing program of evaluation which will provide for periodic study of quantitative and qualitative standards for Florida schools and will provide a means of assessing the degree of change in standards made possible by the program.

(2) The State agency will appoint committee involving local school curriculum and school library supervision, school librarians and teachers representing levels and functions of public and non-public educational establishments involved, to assist in the process of revising standards for materials.

(3) In the revision of standards consideration will be given to needs of schools of the State for providing adequate qualified personnel and sufficient physical facilities for the administration of library resources.

3.3 *Criteria Used in the Allocation of School Library Resources, Textbooks, and other Printed and Published Instructional Materials.*

3.31 The following criteria have been established to be used in allocating school library resources, textbooks, and other printed and published instructional materials provided under the program in accordance with the relative need of the children and teachers of the State:

(1) The State through its Minimum Foundation Program provides twenty-five dollars (\$25) per instruction unit for library resources and instructional materials; through its textbook program, the State provides textbooks for courses of study in the public elementary and secondary schools. The expenditures for library resources and other printed and published instructional materials provide only fifty-two (52) per cent of the minimum expenditure recommended by the American Library Association for library resources alone.

(2) Since no school meets fully the highest levels prescribed in the standards determined by the *Accreditation Standards for Florida Schools* there is an acute need for all students to share in this program.

(3) Therefore fifty per cent (50%) of the State allocation minus State administrative costs shall be allocated to the county administrative units on a per capita basis per student enrolled in the public and non-public elementary and secondary schools within the county.

(4) The remaining portion of the State allocation will be distributed on a formula reflecting the basis of need as determined by the same data as used by the U.S. Office of Education in determining State allocations for Title I of P.L. 89-10.

(5) The county administrative unit shall determine the expenditure of its allocated funds using the State formula as a guide and taking into consideration the value judgment of qualified school library supervisory personnel who are familiar with the needs of the children and teachers in relationship to resources, books, and materials provided by this program.

3.32 The criteria to be used to insure that the school library resources, textbooks, and other printed and published instructional materials made available by this program will be provided on an equitable basis for the use of children and teachers in non-public, elementary and secondary schools in the State eligible for participation in this program are—

(1) enrollment in schools which comply with the State compulsory attendance law

(2) enrollment in a school program requiring a minimum of 180 school days

(3) enrollment in schools maintaining an elementary and/or secondary educational curriculum

(4) enrollment in schools providing professionally qualified librarians, teachers, and/or personnel to administer materials purchased under this program

(5) enrollment in schools which are accredited or give evidence of working toward accreditation by State agency and/or an independent accrediting agency

(6) The State educational agency through the local educational agencies, will assure that children and teachers of non-public schools

will benefit as do the children and teachers of the public schools with due consideration given to the relative need factor and established standards.

3.4 *Criteria to be Used in Selecting the School Library Resources, Textbooks, and Other Instructional Materials.*

3.41 The materials selected are to be approved by the State Department of Education from among the library resources and instructional materials approved for use in public elementary and secondary schools of the State. They may be selected from lists provided by such recognized authorities as—

- (a) American Library Association and similar organizations
- (b) The various professional associations such as The National Councils and Organizations associated with the National Education Association
- (c) Association and Organization of members of the profession engaged in non-profit elementary and secondary education
- (d) American Association for the Advancement of Science
- (e) U.S. Office of Education
- (f) Such other recognized authorities as have been found acceptable by those conversant with the acquisition of library resources and instructional materials
- (g) State Adopted Textbooks. The materials selected are to meet physical standards prescribed by the State Textbook Committee or such standards as are compatible with library use.

3.42 Materials, textbooks and resources shall be selected by competent school librarians and teachers who have the ability to relate them to the curriculum and the educational level of pupils.

3.5 *Criteria to be Used in Determining the Proportions of the State's Allotment which will be Expended for School Library Resources, Textbooks and Other Printed and Published Instructional Materials.*

3.51 Only twenty (20) per cent of the public school libraries meet the highest standard of accreditation proposed by the State Department of Education. Since only ten (10) per cent of the non-public schools are accredited by the State Department of Education and/or the Florida Council of Independent Schools, it is therefore assumed that the library resources of both the non-public and public schools are grossly inadequate. Therefore, the proportion of the State's allotment to be expended for school library resources shall be from eighty-five (85) per cent to one hundred (100) per cent of the total State allocation minus administrative costs.

3.52 The State through its textbook program provides textbooks in sufficient quantity to meet curriculum requirements in courses of study in the public schools. Students enrolled in non-public schools generally provide their own textbooks. Therefore the proportion of the State's allotment to be expended for textbooks shall be not more than fifteen (15) per cent of the total State allocation minus administrative costs.

3.53 The State through its Minimum Foundation Program provides the public schools twenty five (\$25) dollars per instruction unit for instructional materials. Non-public schools budget a limited amount for instructional materials. Therefore the proportion of the State's allotment to be expended for instructional materials shall be not more than fifteen (15) per cent of the total State allocation minus administrative costs.

3.54 The criteria for determining the proportions of the State's allotment which will be expended for school library resources, textbooks, and other printed and published instructional materials may be revised to meet changing needs or reflected in evaluative surveys and/or other data collected during any preceding year.

3.7 *Procedure Established by the State Agency to Assure that Federal Funds Under This Program will not Supplant State, Local, and Private School Funds Normally Budgeted and Made Available for the Acquisition of School Library Resources, Textbooks and Other Printed and Published Instructional Materials.*

3.71 To participate in the State's allotment, local educational agencies shall submit an application for a grant. Such application shall include—

(a) A certification that the expenditure for instructional materials, textbooks and library resources will be in excess of the average per capita expenditure for such items including allocation from State textbook funds, for the most recent year for which figures are available

(b) For the first year, an affidavit confirming (1) the local school enrollment and (2) the total expenditure from all sources for library resources, textbooks, and materials for the most recent year for which figures are available

(c) For the first year, an affidavit from participating non-public schools confirming (1) the local school enrollment and (2) the total expenditure from all sources for library resources, textbooks and materials excluding such local or non-public school funds expended for purchase of materials used in religious instruction or in religious worship, for the most recent year for which figures are available.

3.72 An annual analysis shall be made of appropriations of public funds at both the State and local levels that are expended for library resources, textbooks and materials. The results of such analyses will be made available to the U.S. Office through annual reporting.

3.73 Federal funds made available under Title II of PL89-10 will not supplant nor duplicate functions of the public library system of the State.

3.8 *Procedure for Establishing that School Library Resources, Textbooks, and Other Printed and Published Instructional Materials made Available by this Program, Have Been or Will be Approved by an Appropriate State or Local Educational Authority for Use in the Public Elementary and Secondary Schools of the State.*

3.81 The State agency shall empower the county school officials to verify that resources, books and materials provided by this program are those which have been or will be approved by an educational authority or agency for use or are used in a public elementary or secondary school of the State.

3.82 The State agency shall have the final authority of approval of such library resources, textbooks, and instructional materials.

3.83 Federal funds available under Title II of PL89-10 shall not be used to pay for any form of religious instruction or worship, nor for the provision of school library resources, textbooks, or other printed and published materials to be used in such instruction or worship.

4.0 *Public Control of Library Resources, Textbooks, and Other Instructional Materials.*

4.1 *Public Agencies Retaining Title.* The general types and functions of the public agencies which will retain title to the resources, books and materials are county educational agencies which shall have the responsibility to assure all teachers and children within the district an opportunity to benefit from the program.

4.12 The public agency retaining title to the school library resources, textbooks, and other printed and published instructional materials made available under this plan shall reserve the right to recall or replace any such items made available for the use of children and teachers in the elementary and secondary schools of the State. The following are conditions under which the recall and replacement procedures of the title-retaining public agency shall function:

(a) Recall on the basis of violations of the provisions or intent of the title.

(b) Recall for the permanent closing of school, district reorganization, or such other abrupt circumstances which merit a redistribution of items.

(c) Recall for recirculation of renewal of collections and/or programs.

(d) Replacement of worn out items.

4.2 *Inventorying Methods.*

4.21 The methods for inventorying and the maintaining of records of school library resources, textbooks, and other printed and published instructional materials furnished pursuant to this are—

(a) The local educational agency in which title to such resources, books and materials is vested will maintain an inventory record of

such items, revised annually, which will be made available for the use of the State agency and the Commissioner.

(b) The State agency will be prepared to report such inventory records to the Commissioner if he should so request, and the inventory records shall be maintained for the period of the usable life of such items.

(c) The inventory record shall give information relative to the quantity and types of items lost, discarded because of obsolescence or because of wear beyond the point of usability.

(d) The inventory record for such items shall be in accord with established State and local practices concerning inventorying of instructional materials and discontinuance of record keeping for reasons of loss, wearing out, or obsolescence.

4.22 The practices to be followed in removing school library resources, textbooks, and other printed and published instructional materials from inventory records because of loss, obsolescence, and wearing out are the usual practices followed in library inventories which maintain records indicating that such items have been withdrawn for whatever purpose, disposed of through destruction, salvage or return to publisher or producer in accordance with agreement.

5.0 *Program for Acquisition of Library Resources, Textbooks, and Other Printed and Published Instructional Materials.*

5.1 *Method of Distribution.* To participate in the State's allotment, school districts shall submit an application for a grant in the prescribed form some time between the beginning of the fiscal year and the cutoff date to be determined by State Department of Education policies. Applications for such grants will be submitted to the county Board of Education for tentative approval before being transmitted to the State agency for final approval.

5.2 *Project or Application Approval Procedure.* Applications for grants shall include—

(a) Information needed for receiving, processing, and filing the instrument.

(b) An affidavit confirming (1) the total school district enrollment each of the previous three years, and (2) the total expenditure from all sources for all items of materials, textbooks, and library resources for the past three years.

(c) A description of the need and use of materials requested under this grant.

(d) A certification that (1) these funds will be in excess of the average per capita expenditure including allocation from State Textbook funds, over the past three years; (2) other regulations of the State Board of Education will be observed; and (3) materials will not be purchased nor purchase orders written before application is approved.

(e) Materials to be purchased with the grant.

(f) Date that Compliance Statement with Civil Rights Act of 1964 was signed. A notice of approval of the application shall be sent to the executive officer of the district. On such notice shall be shown the approval date and the names of any materials which are considered ineligible for purchase under the grant. A state claim for funds will be sent along with the approval notice to be executed and returned for payment.

5.3 *Purchasing Procedures.* County Boards of Public Instruction shall be authorized to purchase resources, books, and materials through such procedures as legally prescribed by State Board of Education regulations. Payment from Federal funds shall be effected by way of advancement or reimbursement.

5.4 *Processing of Claims for Reimbursement of Federal Funds.* When the local board has completed the project, they submit copies of the paid invoices together with a state claim for funds to the fiscal section. The fiscal section checks the invoices in detail against the original approved list, deletes materials showing an acquisition date prior to the project approval or that were not included in the project, and determines the amount of allowable expenditures which can be accepted on this project. The amount of the reimbursement is then calculated in accordance with the original or amended project approval and a requisition is drawn to the Comptroller for the payment of the claim deducting funds of advancement under 5.3.

5.5 Expenditures Allowable for the Processing, Cataloging and delivering of School Library Resources, Textbooks and Other Printed and Published Instructional Materials.

5.51 Expenditures allowable for the processing, cataloging and delivering of school library resources, textbooks and other printed and published instructional materials may include—

(a) Expenditures for the necessary and essential costs in connection with processing and cataloging such materials.

(b) Expenditures for commercial processing.

(c) Expenditures for a single delivery of materials to individual schools for use by teachers and children of the school.

5.52 Expenditures allowable for the processing, cataloging and delivering of such materials may not exceed 10 per cent of the total expenditure for such items. Records of the cost of processing, cataloging and delivering of such materials shall be verified by the local educational agency.

6.0 Certification of Plan

6.1 Certification of Officer Authorized by State Agency to submit the State Plan.

STATE OF FLORIDA

I hereby certify that the State plan was adopted by the State Board of Education on . I further certify that the plan attached to this certificate is the plan approved by the State Board of Education. The plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to Sections (201-207) inclusive of Title II and Sections (601-605) inclusive of Public Law 89-10. All information, statements, and representations contained in the plan as of this date are accurate, to the best of my knowledge and belief.

(Signed)

(Date)

(Title of Authorized Official)

6.2 Certification of State Attorney General or Other Appropriate State Legal Officer.

STATE OF FLORIDA

I hereby certify :

1. That the State Department of Education is qualified as a State agency in accordance with Section 203 of Title II of Public Law 89-10.

2. That said agency has the authority under State Law to submit a State plan pursuant to Section 203 of Title II of Public Law 89-10.

3. That all the provisions of the foregoing plan are consistent with State law; and

4. That the Superintendent of Public Instruction has been duly authorized by the State Board of Education to submit the foregoing State plan and to represent the State Board of Education in all matters pertaining thereto.

(Signed)

(Date)

(Title of State Official)

VIRGINIA STATE BOARD OF EDUCATION

The State Board of Education, acting under powers conferred upon it by the Constitution of Virginia and by legislative enactments, selects basal textbooks for use in the public schools. The State Board also prepares approved lists of library materials for use by local school authorities in selecting materials for purchase with State and federal funds.

The State Board selects basal textbooks and library materials for use in the public schools on the basis of merit without regard to race, creed, or color.

The county and city school boards select textbooks and library materials from the State-approved lists. In addition, local school authorities may select other library materials when purchased entirely with local funds.

The Textbook and Curriculum Committee of the State Board of Education makes recommendations to the Board on all matters relating to the adoption of textbooks and the selection of library resources. The Textbook and Curriculum Committee utilizes the assistance of the professional staff of the Department of Education and individual evaluators selected from supervisory and teaching personnel representing the instructional areas for which textbooks are to be adopted.

The State Board invites all publishers to submit textbooks for consideration and adopts a multiple listing of textbooks in designated subject fields.

The local school systems use three methods of distributing textbooks to pupils: (1) free textbook system, (2) rental textbook system, and (3) direct purchase of books by pupils.

During 1966-67 nine (9) school divisions plan to provide free textbooks in grades 1-12; eleven (11) divisions plan to provide free textbooks in grades 1-7.

Rental textbook systems covering grades 1-12 are planned in forty-one (41) school divisions; rental systems covering grades 1-7 are planned in twenty-five (25) divisions and covering grades 8-12 in seven (7) divisions.

Direct purchase of books by students is planned for forty (40) school divisions.

Section 139 of the Constitution of Virginia provides that free textbooks must be furnished to all pupils who are unable to purchase them.

Funds for the purchase of library materials are apportioned among the school divisions on the basis of the preceding year's average daily attendance in multiples of forty dollars (\$40.00) to be matched by local funds in the amount of twenty dollars (\$20.00).

Approximately \$2,500,000 in State and local funds were spent for library resources during the 1965-66 school year.

Virginia's allotment under Title II of P.L. 89-10 during 1965-66 was \$2,095,347. This entire amount—except approximately \$20,000 withheld for administrative costs—was allotted to eligible schools for the purchase of library materials, including books, periodicals, and audio-visual materials. It is estimated that approximately \$4,300,000 in Title I funds were used during 1965-66 to purchase instructional materials for educationally disadvantaged children. This support has been helpful in establishing new libraries and in expanding existing library collections. Unmet needs exist; continued support will prove useful in meeting these needs.

It is estimated that \$2,790,350 in State funds will be available for textbooks, library materials, and related services during 1966-67. The Title II (P.L. 89-10) allotment for Virginia is estimated to be approximately \$2,095,000.

[From the Washington (D.C.) Star, July 17, 1966]

STUDY REPORTS RACISM IN ELEMENTARY TEXTS

MEDFORD, MASS.—Racism, anti-intellectualism, jingoism and anti-Democratic attitudes in American elementary school texts are reported by two university professors directing a federal study at Tufts University.

Dr. John S. Gibson, acting director of Tufts' Lincoln Filene Center, and Dr. Jean S. Grambs, associate professor of education at the University of Maryland, disclosed their conclusions Friday in a report prepared as part of a project conducted for the U.S. Office of Education.

Weighing data collected by Filene Center personnel, based on a survey of 24 textbooks, they reported these general characteristics of attitudes promoted by the texts:

Inadequate presentation of the concept of freedom and the legitimacy of dissent in the United States;

Stereotyped treatment of racial minorities—Indians and Negroes—coupled with the implication that white men properly used Negro slaves to tame the land, and that the life of the Negro in the United States between the Civil War and recent Supreme Court decisions is of no historical importance; * * *

[From the Washington (D.C.) Post, Aug. 13, 1966]

INTEGRATED TEXTS AIM OF VIRGINIA RIGHTS COUNCIL

(By Richard Corrigan)

The Virginia Council on Human Relations has undertaken a statewide campaign to promote the use of "desegregated"—rather than what it calls "Southern version"—textbooks in the public schools.

In brochures and pamphlets being mailed to educators and administrators, the Council charges that some textbooks now in use discriminate against Negro students by picturing the United States as strictly a "white society."

For example, the Council says that in one history textbook the standard edition notes that Benjamin Banneker, a Negro, assisted in the first surveying of the City of Washington but that the book used in Virginia drops this reference.

The Council, which earlier this year appealed to the State Board of Education for the adoption of "multi-ethnic" textbooks, blames publishers and school officials alike for the books now in use.

The Council report is the result of an education committee study headed by Portsmouth attorney Louis Brenner. The Council is an independent organization affiliated with the Southern Regional Council.

The State Board of Education, which under the Virginia Constitution is charged with selecting textbooks for public schools, is scheduled to approve a series of new books in December.

Asked for comment yesterday, Board president Mosby G. Perrow Jr. said he was "quite familiar" with the Council's campaign and added: "Anyone familiar with Virginia can simply look at the membership of the State Board and be satisfied that fairness and adequacy would be the sole motive for selecting any textbook."

Woodrow W. Wilkerson, superintendent of public instruction, said through a spokesman that books will be chosen "on the basis of merit, without regard to race, color or creed."

[From the Washington (D.C.) Post, May 10, 1966]

STUDY DISPUTES VALUE OF "INTEGRATED" TEXTS

(By Peggy Streit)

Results of a recent study indicate that disadvantaged Negro school children do not judge a book by the color of its characters.

Nor do they necessarily learn better from books with integrated figures.

A group of New York educators claims that "the differences in taste between middle class white and Negro children has been emphasized far beyond reality." Their findings are confirmed by some District elementary school principals.

Thomas Poore, principal of Hayes Elementary School, said yesterday that his pupils, asked their initial reaction to new readers featuring pictures of children of all ethnic types, said merely, "These kids have on modern clothes."

"In many cases," said Poore, "the children didn't even notice that for the first time they were seeing Negroes pictured in their texts. What seems to make the difference in their attitudes," he said, "is the quality of the story and not the skin color of the children pictured."

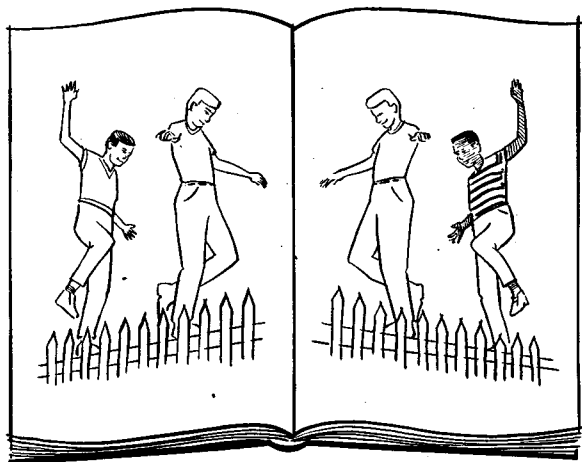
The research study, conducted by Albert J. Harris, for the Office of Research of The City University of New York was executed under an Office of Education grant. Almost 1200 children from "culturally and economically deprived families" participated in the study.

One of the findings, Harris observed, was that plot was particularly important in capturing children's attention. Multi-ethnic illustrations were desirable, he claimed, and in some cases youngsters were lured into the book by them. But interest quickly faltered if the plot did.

Old spellbinders such as "The Three Bears" and "Peter Rabbit" and new classics such as "Make Way For Ducklings" by McCloskey and "Caps for Sale" by Slobodkin were beloved by all, regardless of class or race, the study asserted.

Even the stories of princes and princesses such as Cinderella—in which the disadvantaged child can have some identification for the poor disadvantaged Cinderella—are successful when well presented, Harris maintained.

**WHAT PICTURE OF AMERICA
DOES YOUR CHILD RECEIVE
FROM HIS SCHOOL BOOKS?**



**REVIEWING
VIRGINIA TEXTBOOKS**

**A project initiated by the
VIRGINIA COUNCIL ON HUMAN RELATIONS
and its more than 30 local councils**

THE PROBLEM

Since the beginnings of wide-spread public education in America, textbooks and supplemental readers have tended to portray ours as a "white society"—often, in fact, one with the Protestant Anglo-Saxon element heavily emphasized. The selection of individuals and incidents to exemplify our history and culture, the use of illustrations, the choice of proper names in fictional readings—all have reinforced the traditional theme.

Some years ago schoolbooks began to introduce, with serious and constructive treatment, South Europeans, Jews, Orientals, and other ethnic groups on the American scene. But just as in so many other fields the American Negro has been the last to win full acceptance from his countrymen, so too he has been the last to break through the "textbook barrier." Of course he could hardly be left out of any discussion of slavery and Reconstruction, but on these subjects few of the history texts commonly used in southern schools have gained the approval of leading scholars.*

In more recent years, books have appeared showing the Negro in new situations, breaking through the "happy southern ducky" stereotype. This has been partly in response to economic demand, partly because many of the most creative authors, illustrators and editors have felt the challenge of the current social revolution. In some of the very best books now being published the subject is handled in a natural and straightforward way, but few such books find their way into southern schools. In some textbooks new multi-ethnic or inter-cultural material has been provided for some school systems but not others. The nationally-distributed version of a certain American history, for example, describes the contributions of the noted Negro mathematician, Benjamin Banneker, who helped L'Enfant lay out the new District of Columbia and whose talents did much to raise Thomas Jefferson's estimate of Negro capacities. In the regional (southern) version the same space is given over to a familiar New England Revolutionary figure, a worthy individual but one more in a large cast of patriots of similar background. In the

To give just one example, *Cavalier Commonwealth*, the Virginia history text currently prescribed for use in 11th & 12th grade classes, paints a rosy picture of slavery which suggests that the many fugitive and rebellious slaves must not have been informed of its benefits: "The slave's condition had its advantages. He usually worked the accepted work week of the colony—from sunrise to sundown daily except Sunday. But he enjoyed long holidays especially at Christmas. He did not work as hard as the average free laborer, since he did not have to worry about losing his job. In fact the slave enjoyed what might be called comprehensive social security. Generally speaking, his food was plentiful, his clothing adequate, his cabin warm, his health protected, his leisure carefree. He did not have to worry about hard times, unemployment or old age."

case of these dual editions it is usual for the publisher or his local representative to offer to a school system only the version he thinks will be most acceptable; the other edition is not mentioned and the catalogs do not clearly indicate the existence of two varieties.

In general, Virginia schools have failed almost entirely to make use of these new enriched resources. In the process they have cut themselves off, whether they know it or not, from some of the most stimulating and effective products of educational publishing today, judged quite apart from the question of racial treatment. It would be possible to make a good case for abandoning this "all-white world of children's books" simply on the grounds of fairness to Negroes who comprise close to 25% of Virginia's people. But the real question here cuts much deeper, to the very roots of our schools' responsibility. This is to prepare all our children as best we can, not to inhabit a vanished world of yesterday, but to meet with intelligence and with spirit the realities of tomorrow's society. Why should a Negro child feel motivated to study from books with which he cannot identify, or particularly strive to win his place in a culture which shows no appreciation for Negro achievement? Equally why should a white child respect the capacities of a Negro if he has never been given the slightest hint that Negroes have contributed anything beyond manual labor to the growth of the United States?

But from elementary grades through high school, the typical Virginia pupil, white or Negro, still in 1966 absorbs from his books the notion that every important contribution to American history and all significant participation in its society and culture today are a white monopoly. And that is what this project of the Virginia Council on Human Relations is all about.

THE SOLUTION

In Virginia the State Board of Education (VBE) and its Textbook and Curriculum Committee bear the major responsibility for determining what textbooks will be used in the public schools throughout the state. Based largely of course on recommendations from the professional staff, the Committee periodically recommends, and the full Board adopts, approved textbook lists. Each list is in use for six years, and state funds may be used only for textbooks on these lists. Even for books purchased with local funds, these lists are widely used as guidelines.

In early December, 1966 the VBE is scheduled to select the textbooks to be included on its approved list in the following categories:

Elementary and High School	High School
English	Economics
History and Social Studies	Problem of Democracy (Sociology)
	Foreign Languages

It is clear that in these categories will be found almost all the books in which an inter-cultural or multi-ethnic approach is important to us and to our children. 1966 is thus a crucial year.

We hope that the State Superintendent of Public Instruction, the Committee, and the Board will give the textbook list this year much more than a perfunctory review. We are urging the VBE to revise and expand the list extensively, specifying the more inclusive version where there are two editions. At the very least local school systems should be able to use state funds to buy books which reflect these wider horizons. Of still greater significance would be for the VBE, through its approved list, to show clearly that it wants our whole state school system to respond to the best of modern educational thought and leadership, to adopt a more inclusive approach to society, and to reflect a more generous appreciation of the contributions of all groups to our development and our culture.

We know that there are professional educators, and members of the VBE, who are already concerned about this problem. Others, we are sure, will want to be fair but are genuinely unaware so far of these new developments in schoolbook publishing. Whatever the reason, however, there is not yet either the broad professional awareness among teachers, or the wide base of concerned public opinion, which are probably needed if the improvements suggested here are to be brought about. And that is what this brochure is all about.

WHAT HAVE WE DONE SO FAR?

In 1965 an attorney, a member of the Portsmouth Council on Human Relations, raised this concern. Shared by the local group, it was taken up by the board and staff of the Virginia Council. There were some preliminary sessions with the VBE and the State Superintendent, where our delegation was well received. In order to gather information which would help the VBE to reach an enlightened decision, and enable VCHR members to arouse interest and mobilize support, the Council's Education Committee was reactivated and asked to concentrate on this project.

A trained librarian, a member of the Fairfax County Council on Human Relations, was able to draw on various sources including the extensive collection of the U. S. Office of Education in preparing a set of very

helpful lists. These are now available as a pamphlet from the VCHR office (See last page of brochure). These lists cover: I - Texts and series available in dual versions, with notes on how to identify them; II - Texts previously selected by the VBE now available in at least one version with inter-cultural material; III - Recently available books with inter-cultural material, presumably not previously considered by the VBE; IV - Supplemental textbook-type materials which can be obtained by local school systems; and V - Recently published distinguished children's books noteworthy for their inter-cultural treatment, suitable for school, library and family selection. The resources of this field are already so rich that some selective guide such as this is almost essential.

WHAT CAN YOU DO TO HELP?

There is an important role in this project for individuals and for local and state groups of every kind, by no means limited to Human Relations Councils. P-TAs, teachers' associations, Leagues of Women Voters, University Women, University Professors, churches, civic associations, young peoples groups, campus organizations, all should be urged to take part. The first step is to develop a genuine and widespread interest in the subject. Each local school board and school administration should be approached to find out what kind of books are actually being used. It will be good if many individuals will take time to familiarize themselves personally with some of the books; different committees might concentrate on certain grades or fields. The resources list mentioned above will make it possible to offer very specific suggestions, but ideas and opinions based on personal familiarity always carry great weight in giving testimony, in speaking, and in writing letters.

Someone may try to put you off with the argument that textbook selection should be strictly a "professional" matter. The VCHR is not trying to raise the question of lay influence vs. professional responsibility in such an important aspect of our educational system. But the fact is that through lack of courage on the part of some publishers, through fear of adverse public opinion by some teachers, or through sheer unawareness of the resources available, Virginia has just not looked squarely at the problem up to this time. So far as possible, we hope that local groups will offer their views not in the spirit of criticism or opposition, but as allies of enlightened leadership in the educational profession. Present and former teachers and librarians who are members of various local groups can help tremendously by putting their professional experience at the service

of voluntary committees on this project. And so far as the VCHR itself is concerned, its state board which is solidly behind this effort includes some 20 professional educators from various levels. In addition a number of local council presidents are drawn from school and college faculty ranks.

But when all is said and done, the creation of a broad base of public opinion in support of a change in fundamental policy is largely the job of concerned laymen. So when the facts are in and people at the local level are informed, what then? Here are some specifics:

- a) Letters to the VBE as a whole, to the Committee, and to individual members, both from local organizations and from individual citizens, obviously including prominent and influential people wherever you can interest them
- b) Letters to your representatives in the State Legislature expressing concern (if they will follow up with letters to the VBE that is best of all) and letters to the Governor
- c) Letters to the local paper
- d) Speeches, discussion, debate on local platforms, or on radio or TV
- e) Resolutions by local school boards favoring a more inclusive policy
- f) Resolutions by state organizations of various kinds

In connection with any of the above, examples drawn from first-hand knowledge, personal experience, or professional research showing the harm done to both white and Negro children by the narrower type of approach are excellent.

All these are needed. August, September and October 1966 are the key months. Keep the VCHR office informed with carbon copies of letters and resolutions, reports on local investigations, newspaper clippings, and indications of significant support and favorable response. New ideas on how to approach any aspect of this problem constructively will be welcomed. Co-operating groups will be kept informed of important developments.

LOCAL OPTIONS

Aside from books on the approved list, local public authorities may:

- 1) Buy other supplemental textbooks, using local funds only
- 2) Buy supplemental reading books, story books, etc
- 3) Add books to the public library for loan to teachers and children (If interest is aroused in the textbook project, it may be timely to survey the book purchasing policy in the local public library)

However, although these options mean that the wealthier counties and cities can to some extent disregard the restrictions on state schoolbook funds, this is no solution to the whole Virginia problem. It is precisely in the poorer areas, most dependent on state funds that the social and psychological problems are likely to be most acute.

Aside from the public institutions, private schools and churches should be encouraged to increase their use of books with a broad cultural base. Many of the books are available in quite inexpensive editions.

In connection with Headstart, Literacy and similar projects, it is obvious that inter-cultural books are especially important, and local staff and committee members should know of the available resources. In addition, of course, wherever a public school system has made a commitment to desegregate its educational program as a whole, it is entirely proper for citizens to ask that this policy be carried through fully in the selection and distribution of books of all kinds.

A SPECIAL VIRGINIA PROBLEM

State law requires that Virginia history be taught in every school system in the fourth and seventh elementary grades and in the third or fourth year of high school. Textbooks such as **Cavalier Commonwealth** quoted earlier have been specially written and published for these courses under contract with the VBE since naturally there is no market for them elsewhere. Many Virginia educators as well as impartial scholars from outside the state feel that the present books need (at the very least) some extensive revision if they are to reflect the best of modern thought in the social sciences. Local groups are urged to have their members review these texts, form their own opinions, and write specifically about them to the VBE. (Be sure to distinguish between these books and the more general question).

THE END RESULT

We have spoken chiefly about American society as our textbooks reflect it. But it should be clear that fostering a limited or distorted view in any part of our children's education has a much wider impact. Our outlook on Africa—indeed on all the newly-developing countries and on the non-white peoples who make up a heavy majority of the world's population—can hardly be unaffected by the way we look at Americans of color. And if we are concerned for integrity and truth in the whole educational process we surely cannot place conscious limitations on our teachers and pupils in this realm of human relations. Will our students feel that the world they are studying in school

is the same world they read about in today's paper, see on TV, and experience in a thousand personal ways? Or will they feel that we are foisting on them sham education about a make-believe world? If part is a sham, maybe all of it is!

This project touches on only one of many challenges facing our schools. And it takes much more than books to meet such a challenge. But—why not have books on the side of the future instead of the past?

THE VIRGINIA STATE BOARD OF EDUCATION (VBE)

Mr. Mosby G. Perrow, President, 716 1st & Merchants National Bank Bldg., Lynchburg

Dr. Colgate W. Darden, Jr., 1013 Virginia Natl. Bank Bldg., Norfolk

Mrs. Catherine H. Hook, 704 Prince Edward St., Fredericksburg

Mr. Waldo G. Miles, 115 Johnson St., Bristol

Miss Anne Dobie Peebles, "Dunnloria" Carson

Mrs. Lewis F. Powell, Jr., 1003 Electric Bldg., Richmond

Mr. C. Stuart Wheatley, 705 Main St., Danville

Textbook and Curriculum Committee: Miss Peebles, Chairman; Mrs. Hook; Mr. Miles; Mr. Wheatley

Dr. W. W. Wilkerson, Supt. of Public Instruction, State Dept. of Education, State Office Bldg., Richmond

The VIRGINIA COUNCIL ON HUMAN RELATIONS stands for equal opportunity for all Americans, with an end to discrimination and segregation. Its methods are those of research, investigation, negotiation, persuasion, and the formation of an enlightened public opinion. We will gladly send information about the VCHR, its policies and program, and its local councils in more than 30 communities. The membership and the financial support of concerned Virginians are sincerely invited.

17 East Cary St., Richmond, Va. 23219

Robert L. Combs, Executive Director
Bailey Wharton, Assistant Director

David H. Scull, President
Louis Brenner, Esq., Chmn, Education Comm.
Cynthia Timberlake, Book Consultant

32-page pamphlet containing the textbook lists referred to above: to cover postage and handling send 25¢ for 5 copies, \$1 for 30 copies. For larger quantities write VC:IR for information.



A LIST OF INTERCULTURAL TEXTBOOKS AND READERS
AVAILABLE AS OF SPRING 1966
IN THE SUBJECT AREAS OF ENGLISH
AND THE SOCIAL STUDIES

July, 1966

VIRGINIA COUNCIL ON HUMAN RELATIONS
17 East Cary St., Richmond, Va. 23219

A LIST OF INTERCULTURAL TEXTBOOKS AND READERS
AVAILABLE AS OF SPRING 1966
IN THE SUBJECT AREAS OF ENGLISH
AND THE SOCIAL STUDIES

These lists were compiled in conjunction with the Textbook Review Project undertaken by the Virginia Council on Human Relations. This specific project relates to the scheduled issuance of new lists of approved textbooks by the Virginia State Board of Education in December, 1966. Since the information gathered is certain to be of interest to other states as well, the Southern Regional Council has made possible the initial publication of this list for wider distribution.

July, 1966

VIRGINIA COUNCIL ON HUMAN RELATIONS
17 East Cary St., Richmond, Va. 23219

Robert L. Combs, Executive Director
Bailey Wharton, Assistant Director

David H. Scull, President
Louis Brenner, Chmn, Education Committee
Mrs. Lewis Timberlake, Book Consultant

Reprints of list (while initial supply lasts):

5 copies - send 25¢ to cover postage and handling
30 copies - send \$1 to cover postage and handling
Larger quantities - write for information

Permission to quote from this publication is granted. Credit to the Virginia Council on Human Relations will be appreciated.

The list is arranged to conform with the "Virginia Textbook Requisition." Forms T.L. No. 3 Elem.-14M and T.L. No. 3 H.S.-12M. Sessions 1965-1966, 1966-1967.

C O N T E N T S

- PART I Textbooks currently being published in dual editions. The two versions are identical except that the "multi-ethnic" version contains bi-racial illustrations and includes in some cases some intercultural textual matter. Identifying symbols are indicated. p. 3
- PART II Specific texts selected by the Virginia State Board of Education in previous years and presumably to be considered for reselection in the fall of 1966. The titles listed are those books which have been recently revised in order to purposefully include intercultural material. p. 5
- PART III Newly available books which have presumably not been considered for selection by the Virginia State Board before, and which are judged to have emphasized to some degree an intercultural approach. All the available texts in these subject areas were studied; these titles were selected as being outstanding in objectivity, currency and because of their presentation of multi-ethnic material. p. 9
- PART IV Some of the available and inexpensive textbook-type material with which local schools may supplement basic texts with bi-racial, intercultural information. p. 14
- PART V Lists a number of the distinguished children's books, published in 1964-65, having intercultural interest, with selections from reviews, for school, library and family selection. p. 19

PART I

TEXTBOOKS SERIES HAVING TWO VERSIONSELEMENTARYIDENTIFICATIONLANGUAGE & GRAMMAR:National
VersionRegional
Version(intercultural
or bi-racial)D. C. Heath

(Sterling Bishop et al)....	Has no edition name;	"Special"
English Is Our Language.	has large circle on	Edit.
GR 3-7 (5 vol) 3rd ed.	spine of each vol-	(c1966)
(c1966)	ume. (c1966)	

Harcourt, Brace & World

(Dawson, et al).....	" <u>Harbrace Fifth</u>	1964 edit.
Language For Daily Use.	<u>Edit.</u> " (c1965)	(c1964)
(c1965) 5th ed. GR 1-7(7 vol)		

READING: (Note: for individual titles of readers see next pages)American Book Company

(Betts-Welch).....	" <u>Anniversary</u>	"Third Ed."
Betts Basic Readers.(c1965)	<u>Third Edit."</u>	(1965)
Third Ed. GR 1-6 (9 vol)	(c1965)	

Scott, Foresman and Company

(Robinson, et al).....	" <u>Diamond</u> " Edition	Symbol on
The New Basic Readers.	diamond symbol on	spine differs
(c1965) GR 1-6 (9 vols)	spine. (c1965)	uses circle
		(c1965)

SPELLING:Ginn and Company

(Horracks, Staiger)....	Newest Edit.	Older edit.
Spelling Book 2, 3, 4, 5,	(c1966)	(c1965)
6 & 7 (c1966) GR 1-6(6 vol)		

GEOGRAPHY-HISTORY:Follett Publishing Co.

(Hamer, et al).....	" <u>New Revised Star</u>	Older edit.
Basic Social Studies	<u>Star Edit."</u>	(c1965)
Series. (c1965-6) GR 1-6	(c1965-6)	
(6 vol). <u>For Virginia Use:</u>		
Exploring The New World,		
GR 5; Exploring The Old		
World, GR 6.		

Macmillan

(Cutright, et al).....	Third Revised	Second Rev.
Soc.Studies Series. 3rd	Edition (c1966)	Edition.
Rev. Ed. GR 1-6 (6 vol.)		(c1961)
<u>For Virginia Use: Living</u>		
<u>In The Americas</u> (c1966)		
GR 5; <u>Living In The Old</u>		
<u>World</u> (c1966), GR 6.		

Scott, Foresman and Company

(Hanna, et al).....	"Diamond" Edition	See Scott
Basic Soc.Studies Program	(c1965) see Scott	
GR 1-6 (6 vols). <u>For</u>	above.	
<u>Virginia use:In The Americas</u>		
(c1965) GR 5; <u>Beyond The</u>		
<u>Americas</u> (c1965) GR 6.		

INTERMEDIATE/HIGH SCHOOLENGLISH:D. C. Heath

(Christ and Carlin).....	See Heath above.	See Heath
Modern English In Action.		above.
GR 8, 9, 10, 11, 12. (5 vol)		

PART II

PREVIOUSLY SELECTED TEXTBOOKS WHICH
HAVE BEEN REVISED TO INCLUDE
INTER-CULTURAL MATERIAL

SUBJECT AREAS: (Arranged to conform to Va. Textbook Requi-
 ENGLISH AND sition. Form T. L. No.3 Elem.-14M. Prices
 SOCIAL STUDIES. (obtained from 1966 ed. "Textbooks In Print"
 (or from publisher.) *dual version text.

ELEMENTARY

GEOGRAPHY: None

GEOGRAPHY-HISTORY:

- * Follett Pub. Co. (Hamer, et al)
 - Exploring The New World. (c1965) STAR Ed. (\$3.84) GR 5
 - Exploring The Old World. (c1965) " " (\$3.84) GR 6
- Ginn and Co. (Tiegs-Adams Series)
 - Your Country and Mine: Our American Neighbors. GR 5
 (c1965) (\$5.28)
 - Your World and Mine: Neighbors In The Air Age. GR 6
 (c1965) (\$5.28)
- * Macmillan (Cutright, et al) Third Rev. Ed.
 - Living In The Americas. (c1966) (\$5.48) GR 5
 - Living In The Old World. (c1966) (\$5.48) GR 6

HISTORY: None

LANGUAGE AND GRAMMAR:

- * D. C. Heath (Sterling, Bishop et al)
 - English Is Our Language (c1966) Third ed. (5 vols) GR 3-7
 (Dual version text-no identifying name for integrated ed)
- * Harcourt, Brace & World (Dawson, et al) Fifth ed.
 - Language For Daily Use.(c1965)Harbrace ed.(7 vol.)GR 1-7

READING:

- * American Book Co. (Betts-Welch) Anniversary 3rd Ed. (c1965)
 Betts Basic Readers (\$1.88-3.00)
 Up The Street And Down, GR 1; Around Green Hills, GR 1;
 Down Singing River, GR 2-1; Over A City Bridge, GR 2-2;
 Beyond Treasure Valley, GR 3-1; Along Friendly Roads,
 GR 3-2; American Adventures, GR 4; Adventures Here
 And There, GR 5; Adventures Now And Then, GR 6;

Houghton, Mifflin (McKee, Paul et al) Fourth Ed. (c1966)
 Reading For Meaning:
 Jack and Janet, GR 1; Up And Away, GR 1; Come Along,
 GR 2-1; On We Go, GR 2-2; Looking Ahead, GR 3-1;
 Climbing Higher, GR 3-2; High Roads, GR 4; Sky Lines,
 GR 5; Bright Peaks, GR 6.

- * Scott, Foresman & Co. (Robinson, et al) DIAMOND Ed.
 The New Basic Readers: (c1965)
 Fun With Our Friends, GR 1; More Fun With Our Friends,
 GR 1; Friends Old And New, GR 2-1; More Friends Old
 and New, GR 2-2; Roads To Follow, GR 3-1; More Roads
 To Follow, GR 3-2; Ventures, GR 4; Vistas, GR 5;
 Cavalcades, GR 6.

SPELLING:

- * Ginn and Company (Horracks, Staiger) New ed.
 Spelling Books, 2 through 7 (c1966) for corresponding
 grades.

Silver Burdett Company (Benthul, et al) (c1965) (This ed.
 selected in 1965)
 Spell Correctly Book, 2 through 7, for corresponding
 grades.

INTERMEDIATE/HIGH SCHOOL (Arranged to conform to Va.
 (Textbook Requisition. Form
 (T. L. No. 3 H.S. -12M)

ENGLISH:

American Book Co. (Bailey-Leavell) New ed. (c1963)

A World of Experience.	(\$4.64)	GR 8
A World To Discover.	(\$4.92)	9
A World Expanding.	(\$4.96)	10
A World of American Literature.	(\$5.28)	11
Literature Around The World.	(\$5.32)	12

- * D. C. Heath (Christ & Carlin) New edition (c1966)
 Modern English in Action, volumes 8 through 12.
 (replaced Tressler "English in Action" series.)

<u>Scott, Foresman and Company</u> (Pooley, et al) New Ed.		
All Around America Through Literature.	(c1963)	GR 8
Outlooks Through Literature	(c1964)	9
Exploring Life Through Literature	(c1963)	10
United States In Literature	(c1963)	11
England In Literature.	(c1963)	12
(Prices range from \$4.64 to \$5.44)		

Note: The Harcourt, Brace and World several English series are typical of many excellent texts that because of their particular style and format do not lend themselves to the inclusion of multi-ethnic material. It should be noted however, that this publisher has utilized much excellent intercultural material in their Companion series, designed for the reluctant reader, not previously selected by Virginia.

HISTORY AND SOCIAL STUDIES: (Note: Many of the previously selected books in this subject area have been revised or re-issued as a "new" edition--but the new material was in most cases very minor in degree and in import and therefore they were not included in this list.)

Ginn and Company (Bradley)
 World Geography. (c1964) Fourth Edition. (\$6.20) GR 7-9
 (Excellent African material)

Ginn and Company (Black)
 Our World History. (c1965) New Ed. (\$6.68) GR 10

Ginn and Company (Muzzey)
 Our Country's History. (c1965) First Rev. Ed. (\$6.64) GR 11

Harcourt, Brace and World (Todd, et al)
 Rise of the American Nation. (c1961) (\$6.40) GR 11
 (Has new 1964 supp.-32 pages-but material only covers 1960 elections.)

Houghton Mifflin (Wilder, et al)
 This Is America's Story. Third edition. (c1966) (\$5.96)
 GR.8. (Eminent historian consultants revised this edition, including Rayford Logan, Prof. of Hist. at Howard Univ. Modern material is especially good.)

Laidlaw Bros. (Eibling, et al)

Our United States. (c1962) (\$5.20) New ed. GR 8

Macmillan Company (James and Davis) New ed.

The Wide World; A Geography. (c1962) (\$6.48) GR 9

(Excellent text. The section on "Anglo-America" puts emphasis on American progress as a result of capitalizing on beliefs and ideals rather than a smug listing of material assets. In the section on immigration, Negro population is described as having "added immeasurably to the strength of the U.S." The material on new Africa is quite good.)

Macmillan Company (Bragdon, et al)

A History of a Free People. Fifth Rev. (c1964) (\$6.48) GR 11

Macmillan Company (Brown, et al)

Government In Our Republic. (c1964) (\$6.00) GR 12

Rand McNally (Graff-Krout)

The Adventure of the American People.(c1965)(\$6.52) GR 11

(Note: The texts listed above were selected for this list because they seemed to best illustrate the editorial trend toward reassessing the Negro's place in American history, and because the textual content seemed objectively presented, readable and up-to-date.)

PART III

NEWLY AVAILABLE TEXTBOOKS WITH INTERCULTURALEMPHASIS RECOMMENDED FOR SELECTION IN VIRGINIA

SUBJECT AREAS: (Prices obtained from "TEXTBOOKS IN
ENGLISH AND (PRINT" - c1966 - or from publisher.)
SOCIAL STUDIES

ELEMENTARY

GEOGRAPHY: None

GEOGRAPHY-HISTORY:

D. C. Heath(Preston & Tottle) Heath Soc. Studies Series. GR 5
In These United States and Canada. (c1965) New ed. (\$5.96)

Scott, Foresman(Hanna, et al) Basic Soc. Studies Prog. (\$5.24)
In The Americas. (c1965) DIAMOND Ed.(dual version)GR 5
Beyond The Americas. (c1965) " New ed. GR 6
("In The Americas" shows a very imaginative use of
Negro characters in the narrative, features a Negro
college student; good rural emphasis).

HISTORY: (AMERICAN)

Ginn & Co.(Goons & Prator)Ginn Elem. Hist. Series. NEW GR
Trails To Freedom in American History. (c1965) \$4.76 5

Harper & Row (Ver Steeg)
The Story Of Our Country. (c1965) \$4.36 NEW GR 5
(This is a magnificent book designed and illustrated by the
editors of Amer. Heritage magazine. Excellent textual
material--very good contemporary references and pic-
tures--theme of book is "democracy is America's strength")

Laidlaw Bros. (Eibling, et al) Laidlaw Hist. Series NEW
Our Country. (c1965) \$3.76 GR 5

Macmillan (McGuire)
The Story of American Freedom. (c1964) \$3.72 GR 5
(Presents some new less hackneyed material on
Negro History).

HISTORY: (WORLD)

American Book Co. (Fraser, Magenis) A. B. C. Hist. Series
Discovering Our World's History. (c1964) \$3.88 GR 6

Laidlaw Bros. (Eibling, et al) Laidlaw Hist. Series. \$3.84
World Background For American History. (c1965) GR 6

LANGUAGE AND GRAMMAR:L.W. Singer (Wolfe, et al)

Enjoying English. 6th ed. c1966. GR 2-12 (12 vols) \$2.36-\$4.48. (An old series which may not be appropriate for Virginia curricula-but does incorporate good multi-ethnic material.)

READING: (see also readers on supplements list.)Harper & Row (Richardson, et al) Basic Reading Prog./Prim.

Linguistic Readers (c1965)

Six In A Mix

Primer 160 p. \$2.40

It Happens On A Ranch

GR 1, 223 p. \$2.84

Macmillan

Bank Street Readers (c1965) (c1966)

\$.84 each

In The City

Preprimer

People Read.

"

Around The City.

Primer

Uptown, Downtown.

GR 1

My City.

GR 2-1

(Presently being used in Baltimore schools.)

INTERMEDIATE/HIGH SCHOOLENGLISH:Harcourt, Brace and World. "Companion Series"

Adventures In Literature. Laureate Ed. (c1962) \$3.92-4.48

Adventures For You, GR 7; Adventures Ahead, GR

8; Adventures For Today, GR 9; Adventures In

Living, GR 10; Adventures For Americans, GR 11;

Adventures In Modern Literature, GR 12.

Scott, Foresman (Pooley, et al)

Galaxy Program (c1965)

Vanguard.

GR 9

Perspectives.

10

Accent: USA

11

Follett. Basic Learnings Program.

Learning Your Language/One (Herber) Jr. High

Listening, Speaking, Reading, Writing (c1964) \$3.93

(Set of 6 booklets and teacher's manual)

Success in Language/A; Listening, Speaking, Reading

Writing. (Tincher) (c1964) 8 booklets Sr. High.

(Note: The books listed above have a special use for the "reluctant" reader--utilize much multi-ethnic material.)

WORLD GEOGRAPHY:

Rand, McNally (Jonwa and Murphy) New edit. GR 9-12 \$5.08
 Geography and World Affairs. Second edit. (c1964)
 (Includes much excellent material on Africa and on the
 "Image of America"--stresses importance of education
 in politics.)

WORLD HISTORY: (Note: The amount of textbook publishing in
 this subject area is almost overwhelming--the following
 seemed superior.)

D. C. Heath (Roehm, et al) New edit. \$6.60 GR 9-12
 The Record of Mankind. (c1965)
 (Very global in coverage, modern material good--but
 not as up-to-date as some of the new texts.)

Lyons & Carnahan (Forster, et al) NEW \$6.40 GR 9-12
 Man and Civilization: A World History. (c1965)
 (Very fine example of the best American textbook pub-
 lishing. Illustrations are superb--taken from resource
 photographic sources such as United Nations or U.S.
 Army. Modern material limited but well presented.)

Rand McNally (Ewing) New edit. (c1963) GR 9-12
 Our Widening World. Second Ed., 4th printing \$6.40
 (Utilizes area studies method--unusual approach)

ECONOMICS: None of the half-dozen new texts studied emphasized
 an inter-cultural approach to any particular degree.

AMERICAN HISTORY (JR. HIGH):

American Book Co. (Drummond, et al) A.B.C. Hist. Series.
 Five Centuries In America. NEW (c1964) \$5.60

Ginn and Co. (Mackey) Tieg-Adams Series.
 Your Country's History. New Edit. (c1966) \$5.48

Laidlaw Bros. (Eibling, et al)
 Our United States. (c1965) New Edit. \$5.20
 Story of America. (c1965) NEW \$5.68
 (Has excellent multi-ethnic material--is intended
 primarily for slower readers at GR 7-8 level.)

Chas. E. Merrill Books, Inc. (Heller and Potter)
 One Nation Indivisible, (c1966) NEW \$5.92
 (Presents material in such a way as to appeal to a wide
 geographic area, is very objective, good modern
 material.)

AMERICAN HISTORY (SR. HIGH)Harcourt, Brace and World (Casner and Gabriel)

Story of The American Nation. (c1962)

(Has new 28 page supplement set into new copies of this edition which traces Negro history at length.)

D. C. Heath (Gavian & Hamm) Rev. by Frank Freidel.

United States History. New edit. (c1965) \$5.96

(Includes much new material, a good standard text.)

D. Van Nostrand (Baldwin and Warring)

History Of Our Republic. NEW (c1965) \$6.80

(Excellent objectively written text.)

Harper, Row (Garraty) Harper-American Heritage Text.

The American Nation: A History of the United States(c1966)

(This new text falls into a very special category. Despite available student's guide and teacher's manual, it is presented much like a college text, or possibly not like a textbook at all. It is beautifully written--as only a fine historian can write. As to be expected with the Amer. Heritage connection, it is illustrated with many plates of works of art. No price could be located--it is probably too expensive and too "special" for the needs of a public school system. But it is a shame--for it is not difficult reading--just a quite wonderful book!)

SOCIOLOGY: No texts located that placed any special emphasis on inter-cultural material."PROBLEMS OF DEMOCRACY"D. C. Heath (Rienow)

GR 9-12

American Problems Today. Third Edit. (c1965)

Ginn and Company (Dunwiddie and Kidger) GR 12

Problems of Democracy. (c1965) \$6.28

(Excellent text. Has 21 page chapter on "Curbing Prejudice and Discrimination.")

Ginn and Company (Tieg-Adams series) \$5.80

Your Life As A Citizen. (Smith, Bruntz) (c1963) GR 9

(Simplified text--includes good multi-ethnic material.)

CIVICS AND GOVERNMENT (JR. HIGH):Lippincott (Dimond and Pflieger)

Civics For Citizens. NEW (c1965) \$5.48

(Excellent text--makes obvious effort to appeal to all geographic areas and ethnic groups.)

Scott, Foresman and Company. (Quillen, et al)

Living In Our Communities: Civics For Young Americans.

Fourth edit. (c1963) \$5.08

(Major revision. Does not use bi-racial illustrations or any similar effort to obviously appeal--but anti-intolerance textual matter is very prevalent.)

CIVICS AND GOVERNMENT (SR. HIGH)

Allyn and Bacon (McClenaghan)

Magruder's' American Government. New Rev. (c1965)\$5.96

(Includes much new material and many fine suggestions for further reading.)

D. C. Heath (Rienow)

American Government In Today's World. Third Edit(c1966)

Houghton Mifflin (Ludlum, et al)

American Government: National, State, Local.(c1965) \$5.96

Lippincott (Dimond and Pflieger)

Our American Government. (c1965) \$5.96

Note: There are many, many fine textbooks available in the Social Studies field. These were listed as being outstandingly objective and conscious of the need to incorporate more Negro history into their text.

PART IV

CLASSROOM SUPPLEMENTARY MATERIALS THAT
PROVIDE INTERCULTURAL EXPERIENCES

ELEMENTARY LEVELREADING AND LANGUAGE ARTSREADER (AND PRE-READING) SUPPLEMENTS:

American Book Co. (Manolakes, et al) \$1.96-\$3.08 (8 vols.)
Reading Round Table Series. (c1965) Reading level-Pre-
primary GR 6. (Excellent story collections with strong
rural emphasis -- Negro adults appear in many non-
stereotyped roles.)

C. L. Barnhart (Bloomfield & Barnhart) Reading levels 1-8
Let's Read. (c1963-5) 8 readers with workbooks and
teacher's manuals.

Benefic Press

Moonbeam Series: The Hilarious Escapades of a Space-
bound Chimp. (c1965)
Moonbeam Is Caught. (Preprimary \$1.35 48p.)
Moonbeam At The Rocket Port. (Primary \$1.47 64p.)
Moonbeam And The Rocket Ride. (1st Reader \$1.47 64p)

Urban Living Series. (Meshover) (c1965) \$1.35 ea.
You Visit A Fire Station; Police Station.
You Visit A Dairy; Clothing Factory.
You Visit A Newspaper; Television Studio.

Chandler (Baugh & Pulsifer)

- I. Language-Experience Readers (c1965) 6 Preprimer
paperbacks: ("Swings; Slides; Trucks and Cars to Ride;
Bikes; Supermarket; Let's Go")
Let's See The Animals. . . . Primer (157p. clothbound)
Let's Take A Trip. . . . 1st Reader (192p. clothbound)
(Paperback Picture Portfolio to accompany)
- II Language-Experience Readers (c1964) (Carillo & Zumwalt)
Let's Look. (32 p.) Reading Readiness 1
Words To Read (32 p.) " " 2
Pictures To Read (portfolio of 29 11 1/2 by 15 1/4 plates
(Teacher's guide for all 3 - 145p.)

Follett (Writer's Committee of the Great Cities School Improvement Prog. Detroit Public Schools; Gertrude Whipple, Chairman) Paperback readers.

Preprimers: Play With Jimmy. (c1962) 23p. \$.39
 Fun With David. " 31p. .39
 Laugh With Larry. " 47p. .57
 A Day With Debbie. (c1964) 55p. .63
 Primers: In The Big City. (c1964) 126p. 1.29
 Sunny Days In The City. (c1964) 1.29
 1st Reader: Four Seasons With Suzy (c1964) 71p. 1.72
 Also teachers' manual "Something To Read And Do" (to accompany 1st and preprimers.)

Ginn and Co. Basic Reading Program. (Clymer, et al) (c1965)
 Building Pre-reading Skills: Kit A - Language (display case: 16 lg., 60 med., 112 small picture cards, and manual.)

Building Pre-reading Skills: Kit B - Consonants. (Russel, et al) (c1965) (112 picture cards, 45 word cards, 52 letter cards. (Priced at \$24.00 each or \$45.00 for both sets. Cardholder - \$7.80)

Harper and Row (Richardson, et al) Basic Reading Program.
 Linguistic Readers (c1965): Six In A Mix (Primer 160 p. \$2.40); It Happens On A Ranch. (GR 1, 223 p. \$2.84)

Macmillan

Bank Street Readers (c1965) All paperbacks. \$.84 ea.
 In The City (Preprimer) 32 p. People Read (Preprimer) 64 p. Around The City (Primer); More About Around The City. (Primer) Uptown, Downtown (1st reader); My City (GR 2-1); Green Light, Go 2-2; City Sidewalks 3-1; Our Corner 3-2.
 (This urban-oriented series is presently being used in the Baltimore schools.)

McGraw-Hill - Webster Division

Skyline Series. (1965) GR 2-4; \$1.35 ea., approx. 90 p.
 Book A: "Watch Out For C"
 Book B: "The Hidden Lookout"
 Book C: "Who Cares!"

Pitman (Tanyzer and Mazurkiewicz)

Early-to-read. i/t/a Program. Rev. (c1965. Ten titles @ \$10.00 a set.

Scott, Foresman (Robinson, et al) DIAMOND ed. (dual version)

New Basic Readers: (see preprimers 1,2,3)
 The New Guess Who? (Jr. primer for GR 1 -- special help use)

Curriculum Foundation Series: Language Arts Prog.
 Open Highways. Book 4. (c1965) GR 2-4 \$2.40

READING (NON-SETS)

Globe Book Co. (Schleyen) \$2.10 GR 4-5 reading level)
 Stories For Today's Youth. Book 1. New Ed. Rev. (c1965)

Follett

(Burleigh) Shoofly. (c1963) 31p. GR 2-4
 (Williamson) The No-Bark Dog. (c1962) 29p. GR 2-4

(NOTE: The above individual titles are samples--there are many similar items. The best of these may fit more logically with a library list for recreational reading.)

SOCIAL STUDIES: (NOTE: Most of these materials are parts of Social Studies series--published for use in school systems that use the "Basic Curriculum Social Studies" approach. But many of the individual titles have a real use in providing multi-ethnic reading experiences.)

Follett (Beginning Social Studies Series)

Our Country's Flag (Georgiady & Romano) (c1963) 32p.
 Our National Anthem " " " "
 \$1.20 each. Clothbound.

Basic Curric.Soc.Studies Series: (McIntire & Hill)(c1965)
 \$2.13-\$3.18. Billy's Friends, GR 1; Billy's Neighbors
 GR 2; Exploring With Friends, GR 3; Exploring Regions
 Near and Far, GR 4; Working Together, GR 5.

Ginn and Company (Social Science Enrichment Series)(Stratton)

Negroes Who Helped Build America. (c1965) 166p. \$2.80
 Cloth. GR 5-9

Tieg-Adams Series Rev.(c1965) (Thomas. Dederick et al)
 \$2.84-\$5.80. Stories About Linda and Lee, GR 1;
 Stories About Sally, GR 2; Your Town and Mine, GR 3;
 Your People And Mine, GR 4; Your World And Mine, GR 5
 Your Life In America, GR 6; Your Life As A Citizen.
 (Civics), GR 6;

Holt, Rinehart & Winston (Holt Urban Social Studies) (c1966)

Five Friends At School. (Buckley and Jones)

D. C. Heath (Preston and Clymer) (c1964)

A New Hometown, GR Primary; In School And Out, GR 1;
 Greenfield, USA, GR 2; Communities At Work, GR 3;
 Four Lands, Four Peoples, GR 4.

Rand McNally (Basic Soc. Studies Curric. Series)(Lepthien &

Heintz) Our American Flag. (Primary Studies Booklet)
 (c1964)

Scott, Foresman DIAMOND EDIT. (Dual edit.) (c1965) Basic Soc. Studies Program. \$1.76-\$4.12.
At Home, GR. Primary; At School, GR 1; In The Neighborhood, GR 2; In City, Town and Country, GR 3; In All Our States, GR 4.

Silver Burdett (Primary Social Studies Series)
Families And Their Needs. (Anderson) (c1966) 128p.

L. W. Singer
Your Community And Mine (c1966) 2d Ed. GR 3 \$3.84

INTERMEDIATE/HIGH SCHOOL

ENGLISH:

Follett (Basic Learnings Program)
Learning Your Language/One: Listening, Speaking, Reading, Writing. (Herber) (c1964) \$3.93 (6 booklets, teacher's guide). Book 1. Conflict and Courage;
2. Escape To Danger; 3. Folk Tales and Folk Songs;
4. Victory and Defeat; 5. On The Lighter Side.
6. Family and Friends. JR. HIGH.

Success In Language/A: Listening, Speaking, Reading, Writing. SR. HIGH (8 booklets, teacher's guide.)
(c1964) (Tincher, et al)

Ginn and Company (General Programmed Teaching Corp.)
Programmed text: The Changing City. (140 frames.)
(c1964) \$1.12 GR 7 up

Harcourt, Brace and World. (Halliburton & Pelkonen) (c1966)
New Worlds of Literature. 447p. JR. & SR. HIGH

Harper and Row. (Althea Gibson) Edited by Edw. Fitzgerald.
I Always Wanted To Be Somebody. (c1958) Pap (c1965)

D. C. Heath (Heavey and Stewart)

Teen-Age Tales. Books A, B, C. 2d Edit. (c1966) 248p. ea.
(teacher's manual available for each book)

New York City Board of Education.

Live Stories. V. 1-4 (c1965) \$1.00 ea. 215p. GR 8-12
paperback. (reprints from magazines)

Silver-Burdette (c1965)

Call Them Heroes. Books 1-4 paperback 80p. \$.36 ea.

(NOTE: The following are samples of materials designed for poorer readers with a teen-ager interest level.)

Great Society Press (E. Norwich, New York)

Springboards. (c1965) 40 pamphlets, 4pg. ea. @ \$.10 ea.
3-6 GR reading level.

Follett (Vocational Reading Series) (Lerner & Moller) (c1965)

96 p. \$.84 each.

The Millers and Willie B.; Butcher, Baker, Chef.

The Delso Sisters, Beauticians.

Marie Perrone, Practical Nurse.

John Leveron, Auto Mechanic.

See also: Turner-Livingston Communication Series (for JR-SR HIGH) 3 booklets - 48p \$.75 workbooks. (GR 4-5 Reading level)

READINGS IN SOCIAL STUDIES:Follett (Basic Learnings Program) (Abramowitz) (c1964)

Teacher's guide.

American History Study Lessons.

Study Lessons--In Our Nation's History.

Study Lessons on the Documents of Freedom: The Declaration of Independence, The Constitution, The Bill of Rights.

World History Study Lessons.

Houghton Mifflin (Life In America series) (Wade, editor)(c1965)

The Negro In American Life; Selected Readings. \$1.40 pap.

McGraw-Hill - Webster Div. (Americans All series)(Clemons,

The American Negro. (c1965) 138 p. et al)

Our Citizens From The Carribbean.

Our Oriental Americans.

Latin-Americans From The Southwest.

Scott, Foresman (Problems In American History Series)(Cuban)

The Negro In America. (c1964) \$1.80

PART V

A LIST OF DISTINGUISHED CHILDREN'S BOOKS
(PUBLISHED IN 1964-1965)
HAVING INTERCULTURAL INTEREST.

All titles in the following list have been examined and found to have special merit for any children's book collection. The effort was made to select only those titles which received outstanding reviews from the major book-reviewing sources. The reviews located for each book are listed in the margin; the date and page number are given for convenience in checking.

It should be noted that ten of the thirty-four titles described were listed in the "Notable Children's Books" list of 1965 selected by the Children's Services editor of the Book Evaluation Committee of the American Library Association.

Annotations were taken from the Library of Congress publication, "Children's Books 1964" and "Children's Books 1965". This is an annual list of books for preschool through junior high school age compiled by Virginia Haviland, Head of the Children's Book Section, Library of Congress, and Lois B. Watt, Chief of the Education Materials Center, Office of Education, U. S. Department of Health, Education and Welfare, with the assistance of a committee of school and public librarians from the Washington metropolitan area. All of the following titles were listed in one of these annual lists.

The Library of Congress card no. is given at the end of the bibliographic information; the grade level is included at the end of the annotation; prices quoted are for the library ed. when available; *** indicates an award winning book and/or a Notable Children's Books selection. For purposes of brevity--the following abbreviations were assigned the review media cited:

BCCB...BULL. OF THE CENTER FOR CHILDREN'S BOOKS.
HB.....HORN BOOK
SR.....SATURDAY REVIEW
NYT....NEW YORK TIMES BOOK REVIEW SECTION
ALAB...AMERICAN LIBRARY ASS'N. BOOK LIST
SSWSUNDAY "STAR" WASHINGTON
CECHILDHOOD EDUCATION
LJLIBRARY JOURNAL (Incorporating School Lib. Journal)
HTB....HERALD TRIBUNE BOOKWEEK
SPLSEATTLE PUBLIC LIBRARY
BBR....BOOKS FOR BEGINNING READERS (Nat'l Council of
Teachers of English)
DCPL...DIST. OF COLUMBIA PUBLIC LIBRARY
PW.....PUBLISHER'S WEEKLY
RLHR...READING LADDERS FOR HUMAN RELATIONS, 1963
CSM....CHRISTIAN SCIENCE MONITOR.

For other books having intercultural interest with earlier publication dates--reference may be made to the New York Public Library publication, "Books About Negro Life For Children" (Rev. 1963), compiled by Augusta Baker, Coordinator of Children's Services, New York Public Library.

PICTURE-STORY BOOKS (ALL AGES)

ARKHURST, Joyce C.

HB 10/64 - p. 496
ALAB 10/5/64 - p. 216
PW 6/29/64 - p. 73
LJ 9/15/64 - p. 113
SPL 9/64
DCPL 11/7/64 - p. 1

THE ADVENTURES OF SPIDER; WEST AFRICAN FOLK TALES.

Illus. by Jerry Pinkney. Boston, Little, Brown, 1964. 58p
\$2.95 64-13975. "Six Anansi tales, heard in Liberia and Ghana, show how Spider got his shape and habits. Retold simply and printed in large type for easy reading. (GR 3-5)"

FIFE, Dale

BCCB 7/8/65 - p. 160
NYT 9/5/65 - p. 20
ALAB 7/15/65 - p. 1063
(recommended for a small library)
LJ 6/15/65 - p. 2884 (*)
SPL 6/65 - p. 7

WHO'S IN CHARGE OF

LINCOLN? Illus. by Paul Galdone. New York. Coward-McCann, 1965. 61 p. \$2.86 65-13286. "A series of swiftly moving and funny events carries a likeable little boy named Lincoln all the way from New York City to Washington, D. C. and safely home again--in an unexpected, plausible chain of circumstances. (GR 2-4)"

KEATS, Ezra Jack

BCCB 11/64 - p. 37
HB 10/64 - p. 490
ALAB 10/15/64 - p. 219
NYT 9/13/64 - p. 34
LJ 9/15/64 - p. 108 (*)
SPL 10/64 - p. 13
DCPL 11/7/64 - p. 8

WHISTLE FOR WILLIE. Illus.

by author. New York, Viking, 1964. 33p. \$3.04 64-13595 "Peter (of THE SNOWY DAY) learns to whistle so that he can call his dog. Collage pictures in unusual colors are full of details of childlike play in the city. (Pre.-GR 1)"

RITCHIE, Barbara

- BCCB 4/64 - p.129
 SPL 4/64 - p. 12
 ALAB 5/1/64 - p. 12 (recommended for small library)
 SR 5/16/64 - p. 834
 HB 6/64 - p. 280

TO CATCH A MONGOOSE. Bilingual edition; French translation by Marie Byrne. Illus. by Earl Thollander. Berkeley, Calif., Parnassus Press, 1963. 61 p. \$3.75 63-18902. "On the island of Martinique where a mongoose can be a pest or a pet, Henri and his sister Josephine solve a problem in basic economics along with one in Human Relations. Handsomely illustrated with bamboo-pen sketches and color paintings. (All ages). "

FICTION FOR THE YOUNGER GROUPBAWDEN, Nina

- HB 8/65 - p. 385
 ALAB 10/15/65 - p. 218 (recommended for a small library).

THREE ON THE RUN. Illus. by Wendy North. Phila., Lippincott, 1965. 224 p. \$3.50 65-13430. "Fleeing out of London, two children help the son of an African chief to escape from some warring relatives who seek to exploit him.(Gr 4-6)

BRADLEY, Duane

- BCCB 4/65
 HB 2/65 - p. 49
 ALAB 4/15/65 - p. 801 (recommended for a small library)
 LJ 11/15/64 - p. 4636
 SPL 11/64 - p. 2

MEETING WITH A STRANGER. Illus. by E. Harper Johnson. Phila., Lippincott, 1964. 128 p. \$3.69 64-11450 "In Ethiopia young Teffera, helping an American sheep specialist overcome village suspicion, becomes convinced that people should not shut their eyes to the new knowledge. Handsomely illustrated. (GR 4-6)

*** CARLSON, Natalie S.

- NCB 1965 (Notable Children's Books)
 BCCB 10/65 - p.29
 NYT 9/12/65 - p.30
 ALAB 9/15/65 - p.92 (recommended for small library)
 SPL 9/65 - p. 6

THE EMPTY SCHOOLHOUSE. Illus. by John Kaufman. New York, Harper & Row, 1965. 119p \$3.50. 65-11452. "An intensely real story of 10-year-old Lullah and the change in her life and that of her family when school integration comes to their Louisiana town. Depth of charac-

terization balances simple, though moving, treatment of problem. (GR 3-6). "

*** CAUDILL, Rebecca

NCB 1965 (Notable Children's Books)

- BCCB 12/65 - p. 59
HB 12/65 - p. 616
ALAB 12/1/65 - p. 360 (recommended for small library)
SPL 1/66 - p. 3

MILES, Miska

- BCCB 7/8/65 - p. 166
HB 6/65 - p. 274
ALAB 9/15/65 - p. 100
SPL 4/65 - p. 11

SPEEVACK, Yetta

- ALAB 5/15/65 - p. 926
LJ 3/15/65 - p. 1553
SPL 4/65 - p. 14

STEVENSON, William

- BCCB 3/66 - p. 121
ALAB 11/15/65 - p. 333
(recommended for the small library)

A CERTAIN SMALL SHEPHERD.

Illus. by William Pene Du Bois. New York, Holt, Rinehart and Winston, 1965. 48p. \$3.27. 65-17604. "A quiet and poignant tale of a small mute boy in Appalachia and the miracle wrought by his faith and joy in Christmas. Illustrations intensify the reality and impact of the story. (All ages)

MISSISSIPPI POSSUM. Illus. by

John Schoenherr. Boston, Little, Brown, 1964. 41p. \$3.00 64-13984. "Caught by the Mississippi River in floodtime, a frightened raccoon is befriended by Rose Mary and her family. Vivid black-and-brown illustrations give added dimension to this quiet story. (GR 2-4) "

THE SPIDER PLANT. Drawings

by Wendy Watson. New York, Atheneum, 1965. 154p. \$3.25 65-10476. "A quiet, simply told story of a young Puerto Rican girl in New York City; lonely and homesick, she made her love for growing things the key to new friendships and acceptance in a strange land. (GR 3-5) "

THE BUSHBABIES. Illus. by

Victor Ambrus., Boston, Houghton Mifflin, 1965. 278p. \$3.50 65-22509. "All the magical beauty and appeal of primitive Africa is here in the story of a young girl's journey to save her bushbaby pet. (GR 4-7) "

*** STOLZ, Mary

Runner-up for the Newberry
Award 1966. Notable Childrens
Books 1965.

BCCB 11/65 - p. 50
HB 10/65 - p. 503
ALAB 10/15/65 - p. 222
(recommended for the
small library.)
SPL 12/65 - p. 10

THE NOONDAY FRIENDS. New
York, Harper & Row, 1965.
182 p. \$3.50. 65-20257

"A story of Franny, whose humiliations because of poverty are offset by her relationships with a small beloved brother and a large Puerto Rican family. Set in New York City. (GR 4-7)"

FICTION FOR THE OLDER GROUP*** BAKER, Betty

Notable Children's Books 1965

BCCB 6/65 - p. 141
HB 4/65 - p. 174
NYT 7/1/65 - p. 34
ALAB 6/15/65 - p. 995(recom-
mended for small library)
SSW 4/18/65
LJ 3/15/65 - p. 1546

WALK THE WORLD'S RIM. New
York, Harper & Row, 1965.

168 p. \$2.95 65-11458
"Of Esteban, the Negro slave who traveled with Cabeza de Vaca in 1527 from Cuba to Mexico and there gave his life -- 'the wisest, bravest man there ever was.' (GR 7-9)."

*** BONHAM, Frank

Notable Children's Books 1965

BCCB 10/65 - p. 27
HB 10/65 - p. 505
NYT 9/5/65 - p. 20
ALAB 11/15/65 - p. 327
SSW 9/5/65
SPL 9/65 - p. 4

DURANGO STREET. New York,
Dutton, 1965. 190 p. \$3.75

65-21273. "A novel of gang warfare in the 'sad, boisterous, and often violent' jungle of a big city reveals why Rufus feels he must belong to the Moors and how he comes at length to see a way out. A strong and credible story, based on actual cases. (GR 7-up)."

COLMAN, Hilda

BCCB 1/65 - p. 71
HB 10/64 - p. 504
ALAB 11/1/64 - p. 264
PW 8/10/64 - p. 60
LJ 12/15/64 - p. 5015

CLASSMATES BY REQUEST.

New York, Morrow, 1964.
187 p. \$3.25 64-19430
"Carla, who persuades two other seniors to transfer to the town's new high school for Negroes, and Ellen, leader among the Negro girls, learn that communication channels between the races must be among the first problems solved in intergroup relations. (GR 7-8)."

GRAHAM, Lorenz B.

BCCB 5/65 - p. 129
 ALAB 5/15/65 - p. 922(recom-
 mended for small library)
 LJ 5/15/65 - p. 2418 (*)
 SPL 4/65 - p. 6

NORTH TOWN. New York, Crowell,
 1965, 220 p. \$3.95 65-12503
 "A sequel to South Town which
 stands alone--the convincing
 story of any boy in a strange
 community; for Dave Williams,
 the problems of newness are
 complicated by his color.
 (GR 7 and up)."

*** HENTOFF, Nat

Notable Children's Books 1965
Spring Book Award - Herald
Tribune.

BCCB 6/65 - p. 150
 HTBW 5/9/65 - p. 5
 LJ 5/15/65 - p. 2418 (**)
 SPL 5/65 - p. 9
 CSM 6/24/65

JAZZ COUNTRY. New York,
 Harper & Row, 1965. 146 p.
 \$2.92 65-12612
 "A vivid picture of the driving
 quest for creative expression in
 a 16-year-old jazz trumpeter
 who tries to win acceptance by
 Negro musicians. (GR 8-up)."

*** HUNT, Irene

Runner-up, Newberry Award 1964

BCCB 7/8/64 - p. 171
 HB 6/64 - p. 291(highly
 recommended)
 NYT 12/6/64 - p. 52
 ALAB 7/1/64 - p. 1002
 (recommended for
 small library)
 SSW 6/29/64
 CE 11/64 - p. 150

ACROSS FIVE APRILS. Chicago,
 Follett, 1964. 223p. \$3.95
 64-17209. "A moving story,
 based on family records, of the
 impact of the Civil War on an
 Illinois family--with two sons
 and a cousin fighting for the
 Union, one son for the South, and
 young Jethro shouldering the
 burdens of the farm. (GR 7-up)."

*** NEVILLE, Emily C.

Notable Children's Books 1965

BCCB 5/65 - p. 133
 HB 6/65 - p. 285(highly
 recommended)
 NYT 4/25/65 - p. 26
 ALAB 6/15/65 (recommended
 for small library)

BERRIES GOODMAN. New York
 Harper & Row, 1965. 178 p.
 \$2.92 65-14485
 "In a typical New York suburb,
 real estate covenants and racial
 prejudices effectively stop a
 growing friendship between
 Bertrand Goodman and Sidney
 Fine. Believable and
 challenging. (GR 5-8)."

PETRY, Ann

- BCCB 1/65 p. 78
 HB 2/65 - p. 65
 NYT 12/6/64 - p. 52
 ALAB 12/1/64 - p. 349
 SSW 12/6/64
 SPL 10/64 - p. 16
 PW 10/5/64 - p. 75
 (highly recommended)

SPRAGUE, Gretchen

- HB 6/65 - p. 285
 LJ 4/65 - p. 2038
 NYT 5/9 - p. 3, pt. 2

*** TREVINO, Elizabeth de

Newberry Award winner, 1965

Notable Children's Books, 1965

- BCCB 12/65 - p. 70
 HB 10/65 - p. 307
 NYT 8/22/65 - p. 18
 LJ 10/1/65 - (recommended
 for small library)

TITUBA OF SALEM VILLAGE.

New York, Thomas Y. Crowell,
 1964. 254p. \$3.75 64-20691.
 "Of mature interest, this is the
 biographical story of a Negro
 slave from Barbados who in
 Salem, Mass., was tried for
 witchcraft in 1692. A strong
 picture of mounting mass
 hysteria. (GR 8-up)."

A QUESTION OF HARMONY.

New York, Dodd, Mead, 1965
 271 p. \$3.25 65-13511
 "A high-school story in which
 Jeanne's playing as a cellist
 with Dave, a pianist, and Mel,
 an outstanding Negro athlete and
 violinist, leads to a "sit-in"
 hotel situation and other prob-
 lems clearly presented. (GR 7-9)

I, JUAN DE PAREJA. New York
 Farrar, Straus & Giroux, 1965.
 180 p. \$3.25 65-19330.

"As slave of the painter Velas-
 quez, Juan de Pareja traveled to
 Italy, met notable people of the
 period and lived at the court of
 Philip IV of Spain, until he
 proved he was an artist himself
 and was freed by his master.
 (GR 6-9)."

NON-FICTION FOR THE YOUNGER GROUP

PERKINS, Carol M.
and Marlin

- HB 4/65 - p. 180
 LJ 2/15/65 - p. 964 (*)

I SAW YOU FROM AFAR: A
VISIT TO THE BUSHMEN OF
THE KALAHARI DESERT. New
 York, Atheneum, 1965.

56 p. \$3.25 65-10479.
 "The director of the St. Louis
 Zoo and his wife describe the
 life and customs of Bushmen
 whom they came to know and
 admire in South Africa. Many
 beautiful photographs. (GR 4-6)"

SYME, Ronald

HB 12/64 - p. 624
 NYT 1/10/65 - p. 20
 SPL 9/64

NIGERIAN PIONEER, THE
STORY OF MARY SLESSOR.

Illus. by Jacqueline Tones. New
 York, Morrow, 1964. 189 p.
 \$2.95 64-15170

"The adventures of a forceful
 woman who left Scotland in 1876
 for a career in Africa. (GR 5-7)"

NON-FICTION FOR THE OLDER GROUPHOFFMAN, Edwin D.

HB 6/64 - p. 296 (highly
 recommend)
 LAB 7/15/64 - p. 1044 (recom-
 mended for small library)
 PL 5/64 - p. 11
 J 5/15/64 - p. 2229 (*)

PATHWAYS TO FREEDOM.

Boston, Houghton, Mifflin, 1964
 213 p. \$3.75 64-10723

"Significant scenes from Ameri-
 can history spotlight individuals
 who helped to win nine basic
 human rights."

KROEBER, Theodora

CCB 11/64 - p. 38
 B 12/64 - p. 622
 LAB 11/1/64 - p. 262
 PL 12/64 - p. 11

ISHI, LAST OF HIS TRIBE.

Drawings by Ruth Robbins.
 Berkeley, Calif. Parnassus
 Press, 1964. 211 p. \$3.87
 64-19401. "A poetic and
 significant interpretation of the
 Yahi Indian way of life. Ishi,
 who in childhood survived his
 tribe's massacre by California
 gold-seekers and alone in adult-
 hood took the road he believed
 led to death, became the protege
 of an anthropologist. Drawings
 evoke the symbolism of the Yahi
 world. (GR 6-up)."

MELTZER, Milton

B 12/64 - p. 623
 YT 11/22/64 - p. 48
 LAB 12/15/64 - p. 395
 J 9/15/64 - p. 144 (*)
 PL 12/64 - p. 14
 CPL 11/ 7/64 - p. 11

A LIGHT IN THE DARK: THE
LIFE OF SAMUEL GRIDLEY

HOWE. New York, Thomas Y.
 Crowell, 1964. 239 p. \$3.50
 64-16533. "Howe's lifetime
 of humanitarian efforts included
 anti-slavery reform, education
 of the mentally retarded and
 work for the blind. (GR 7-8)."

*** MELTZER, Milton, ed.

HB 12/64 - p. 623
 ALAB 1/15/65 - p. 483
 LJ 9/15/64 - p. 3496 (*)
 SPL 12/64 - p. 14

IN THEIR OWN WORDS, A HISTORY OF THE AMERICAN NEGRO, 1619-1865. New York, Thomas Y. Crowell, 1964.

195 p. \$4.95 64-22541.
 "The first of two volumes of documents by and about Negroes, this spans the years that led to the Civil War. Each piece is briefly introduced, includes pictures and has sources given. (GR 6-up)"

Notable Children's Books 1965

BCCB 2/66 - p. 102
 ALAB 1/1/66 - p. 451

IN THEIR OWN WORDS: A HISTORY OF THE AMERICAN NEGRO, 1865-1916. New York, Crowell, 1965. 182 p. \$4.95 65-23778. "The second of Meltzer's two collections of source materials about the Negro this one contains firsthand expressions of reaction to Reconstruction and provides valuable background to today's civil rights struggle. (GR 8-up)"

MELTZER, Milton

HB 6/65 - p. 291
 NYT 7/18/65 - p. 22
 ALAB 10/1/65 - p. 162
 LJ 5/15/65 - p. 117 (*)
 SPL 5/65 - p. 13

TONGUE OF FLAME: THE LIFE OF LYDIA MARIA CHILD. New York, Crowell, 1965. 210 p. \$3.95 65-14903.

"A sharply revealing picture of the 'lady writer' in anti-slavery circles of Boston and New York who pioneered in anti-slavery publishing and also, earlier, wrote for children. (GR 7-up)"

ROBINSON, John R. & Alfred DUCKETT.

BCCB 5/65 - p. 135
 HB 6/65 - p. 292
 ALAB 10/1/65 - p. 162
 SPL 5/65 - p. 16

BREAKTHROUGH TO THE BIG LEAGUE: THE STORY OF JACKIE ROBINSON. New York

Harper & Row, 1964. 178 p. \$2.92 64-19719.
 "The plain-speaking autobiography of the first Negro to play baseball in the major leagues. (GR 5-8)"

STERLING, Dorothy &
QUARLES, Benjamin

ALAB Pt. 1, 1966
p. 525, 533

LIFT EVERY VOICE: THE LIVES
OF BOOKER T. WASHINGTON,
W.E.B. DU BOIS, MARY CHURCH
TERRELL, AND JAMES WELDON
JOHNSON. Illus. by Ernest
Crichlow. Garden City, N. Y.
Doubleday, 1965. 116 p. \$2.95
(Pap., \$1.45) 65-17237.
"Four great Negroes who strove
to open doors for their people--
through education, writing, or-
ganization, and participation in
political affairs. (GR 7-9)"

BOOKS ON THE ARTS

DIETZ, Elizabeth, and
OLATUNJI, Michael B.

ALAB 7/1/65 - p. 1028
(recommended for
the small library)

MUSICAL INSTRUMENTS OF
AFRICA; THEIR NATURE, USE
AND PLACE IN THE LIFE OF
A DEEPLY MUSICAL PEOPLE.
Illus. by Richard M. Powers.
115 p. New York, J. Day, 1965.
\$5.95 65-13733/MN.

"For young people interested in
making their own music--and
even their own instruments--
this fully illustrated study shows
how native African instruments
are made and used. Includes
two songs with words and melo-
dy and a long-playing record of
African music recorded in
Africa by Colin M. Turnbull.
(GR 6-up)"

*** GLUBOK, Shirley

Notable Children's Books 1965

BCCB 2/66 - p. 98

ALAB 12/1/65 - p. 362
(recommended for the
small library.)

SPL 1/66 - p. 7

THE ART OF AFRICA. Design-
ed by Gerard Nook. Special
photography by Alfred H. Tama-
rin. New York, Harper & Row,
1965. 48 p. \$3.99 65-21016.
"Photographs of art objects im-
portant to daily life and a text
discussing African folkways to-
gether present an important
picture. (GR 4-8)"

MISSISSIPPI STATE TEXTBOOK PURCHASING BOARD, JACKSON, MISS.

TEXTBOOKS

(a) The Mississippi textbook law provides that "The books herein provided by the Board shall be distributed and loaned free of cost to the children of the free public schools of the State, and all other schools located in the State which maintain educational standards equivalent to the standards established by the State Department of Education for the State schools.

"Teachers shall permit all pupils in all grades of any public school to carry to their homes, for home study, the free textbooks loaned to them, and to carry to their homes, for home study, all other regular textbooks used in the public schools of the state whether they be free textbooks or not."

This excerpt from the Mississippi textbook law, we feel, expressly states the position of our school system with regard to textbooks.

(b) Textbooks are provided for the school children of Mississippi through a biennial legislative appropriation. This appropriation is based on Average Daily Attendance in all schools of the State. Adequate funds have never available to supply textbooks as needed. A request for \$6,000,000.00 was made for the 1966-68 biennium, but the State Legislature could not anticipate enough revenue to grant this; therefore, the 1966-68 biennial appropriation is \$4,400,000.00 giving an average of \$3.60 per pupil.

(c) Textbooks are selected by Rating Committees of 7 members each who study the books in their various fields. The Mississippi textbook law provides for the Governor to appoint 4 of these 7 members and the State Superintendent of Education to appoint 3. They carefully screen the textbooks submitted by the various publishing companies and make their recommendations to the Mississippi State Textbook Purchasing Board which adopts and contracts for the highest rated books.

Books are purchased with funds as already outlined. The Textbook Board as authorized by law has set up its plan whereby the county superintendent of education and separate district superintendents have charge of assignment and distribution of books.

Yearly allocations are made to the various county and district superintendents based on Average Daily Attendance. These superintendents in turn apportion their allotments to the various schools under their supervision. Some base this on a per pupil quota while others build their programs from year to year by purchasing sets of textbooks.

(d) (e) (f) Since our office handles only textbook shipments based on the State legislative appropriation, we do not have information (1) as to how widely federal assistance has been used to increase the supply of textbooks in our state (2) on anticipated continued needs for this kind of support nor (3) proportion of federal funds in total school budgets for textbooks.

[School Library Bulletin]

Published by the Bureau of Libraries, Board of Education, 110 Livingston Street, Brooklyn 1, New York, in the interest of school libraries and the reading of good books.

FOCUS ON ONE AMERICA

Using Books for Better Human Relations

It was six years ago, in February and March, 1960, that the *School Library Bulletin* published its original bibliography on "Focus On One America." In October-November, 1962, and, again, in October-November, 1964, supplements to this original bibliography were presented. During this six years, a number of the books have gone out of print and new books have been published. Therefore, this current bibliography is published. It is a complete revision of the three former lists and extends through four regular numbers of the *School Library Bulletin*, October, 1965-February, 1966.

The purpose of this bibliography was stated in the Introduction to the original one. We quote: "Books do not take the place of first-hand acquaintances but they can extend our knowledge of others. They can give us a picture of how another family lives and grows up, what special foods they like, what holidays they celebrate, and in what kinds of homes they live.

"Reading about a boy or girl from a strange land or from a family very different from our own, often brings that boy or girl very close to us. We see he laughs as we do and is hurt by the same things which hurt us, that he has to learn to assume responsibility or has to give up something he wants very much, just as we often do.

"With this book friend, it does not matter that his house is bigger than ours, and more splendid, or, on the other hand, the poorest house we have ever seen. If he is a likeable character, we are fond of him for his own sake.

"We may even be able to be fond of him if he is not a likeable character, because we can understand, from the book, just what makes him disagreeable. We may see that he is not understood by a mother who is too tired and sick to have much patience with him. Or that his father wants him to follow a career the father never had the opportunity to follow, while the boy is not at all meant for that career. We may see him as a new boy in a strange school where he is taunted for his strange accent and his odd clothes. Because we now know him, personally, we can see the situation from his side . . .

"These are the opportunities books offer us. They help us to break down what are called 'stereotypes,' just as knowing our neighbors well helps us to break down any 'stereotypes' we may have of them. If we think of all boys and girls of one religious group, or of one nationality, or of one economic group as always acting in the same way, always being the same kind of person, always doing the same kind of thing, then we are thinking of them as 'stereotypes'—one character can stand as an example for the whole group. But once we meet one of these people in a real book, either in a true story about his life or in a fiction story book, we know that he is an individual. He stands out as a personality against a background made up of many other individuals, not just as the symbol of a particular group.

"The books in the following list will bring close to you the boys and girls and men and women who help to make up America. They come from all kinds of homes and all kinds of backgrounds."

American Friends Service Committee and the Anti-Defamation League of B'nai B'rith. Books for Friendship. Frequently revised.

An annotated list of intercultural books for children from kindergarten through ninth grade. Grouped by subject and age. 50¢ from the League, 515 Madison Avenue, New York 22, N.Y.

Anderson. Books to Grow on: Helping the Very Young Explore Their World and Its People. 1961. American Jewish Committee.

More than one hundred books annotated and grouped into seven broad headings, as "Americans, One and All." Selected for the four to eight-year-old. 25¢ from the Committee, 165 East 65th Street, New York 22, N.Y.

Baker. Books about Negro Life for Children. 1963. New York Public Library.

Books about the Negro which constitute the James Weldon Johnson Collection of the New York Public Library. Only the books in print are on this annotated, graded list. The complete collection is available for research purposes at the Countee Cullen Regional Branch, 85¢ from the Library, Public Relations Dept. 5th Avenue & 42d Street, New York 19, N.Y.

Carlsen and Alm. Social Understanding through Literature. Now out of print. The National Council for the Social Studies.

A selected list for high school students who wish material with realistic details and problems of life.

Crosby. Reading Ladders for Human Relations. 1963. American Council on Education.

Concrete examples of many kinds of human relationship are annotated. The ladders are arranged in ascending maturity levels, from young children to adults, and contain six themes. Some of the topics included are: Living as a Free People, The Individual and the Group, Living with Change. Revised edition of the same title formerly edited by Heaton and Lewis.

Kircher. Behavior Patterns in Children's Books. 1966. Catholic University of America Press.

An application of bibliography to the behavior problems of children. Annotated list with index indicating subject areas around which the books may be used. A general list although Catholic authors are starred and some religious subjects included in the index. \$3.75 from Catholic University of America Press, 620 Michigan Ave. Washington 17, D.C.

National Conference of Christians and Jews. Books for Brotherhood. Revised yearly.

An annotated list for children and adults of books recommended to promote understanding among various groups. Single copies free from the Conference, 43 West 57th Street, New York 19, N.Y.

National Conference of Christians and Jews. To the Teacher: A Bibliography. Frequently revised.

A selected list for primary grades through senior high school of professional booklists, films and filmstrips, and a bibliography of bibliographies. Single copies free from the Conference, 43 West 57th St., New York 19, N.Y.

Negro Bibliographic and Research Center. Bibliographic Survey: The Negro in Print.

This periodical was first issued in May, 1965 and is published every two months. The annotated bibliography contains listings, reports and reviews of current publications on the Negro and, on a less comprehensive scale, material on other minority groups. \$7.25 per year, single issue \$1.25. Available from the Negro Bibliographic & Research Center, 117 R Street, N.E., Washington, D.C. 20002

Rollins. We Build Together. New edition in process. National Council of Teachers of English.

An annotated bibliography for children and young people of materials selected to depict Negro life honestly and accurately.

Welsh. Negro in the United States: A Research Guide. 1965. Indiana University Press.

This is a guide to materials on the Negro. It includes bibliographical information on books, periodicals and essays and is essentially a "finding-list." It should encourage wider reading and further study. To be listed in ninth supplement of Library Books for Secondary Schools. \$1.55 from Indiana University Press, 10th & Morton, Bloomington, Indiana.

Wolfe. About 100 Books: A Gateway to Better Intergroup Understanding. 1962. American Jewish Committee.

The goal of this annotated list is to include books for children and young people which will help them understand their rapidly changing world with its critical social, economic, and political issues. 25¢ from the Committee, 165 East 66th Street, New York 22, N.Y.

BOOKS ON HUMAN RELATIONS

Elementary and Junior High School Fiction			Item No.			Grade		
Item No.		Grade	New					
New	Adair. Far Voice Calling. 1964	6-		Baum. Patricia Crosses Town. 1965			4-7	
	Toivo Jarvenlin lives in a Finnish fishermen's colony on the Columbia River in Oregon. His unusual pet is a sea lion called Joy Whiskers and their story is written by newsmen Jeff Cameron after the family learns to trust this outsider.							
71-45-000	Adrian. Refugee Hero. 1957	5-7		71-55-049	Belm. Carol's Side of the Street. 1961		7-9	
	Otto lost his home and parents when the Communists took over Hungary. He comes to live in a small American town where his classmates learn much about Otto and freedom.				Carol and her family move to a new neighborhood. Her joy turns to disappointment when the girl across the street is hostile because Carol is Jewish.			
71-32-001	Allen. Tall as Great Standing Rock. 1963	7-9		71-12-036	Belm. Swimming Hole. 1951		2-5	
	After six grades at the Three Messas School, Kirby Kee Babe Gorman almost never speaks English and refuses to learn the white man's way. Pretty Hedy Tso convinces him that if he can become a teacher, he can help Navajo boys and girls accept both worlds.				Negro and white boys share the fun of swimming and playing together until Steve moves into the neighborhood.			
71-39-002	Angelo. Bells of Blecker Street. 1949	5-7		71-00-104	Belm. Two Is a Team. 1945		Pre-K-5	
	In this tale of Italian-American life in New York, Joe Enrico, aged twelve, eagerly awaits his father's return from war.				A Negro boy named Ted and his little white friend Paul become delivery boys to pay for the damage they caused during a coaster race.			
71-51-002	Association for Childhood Education. Told under Spacuum Blues. 1952	4-8		71-48-020	Blahop. Little League Amigo. 1964		5-8	
	Here are short stories about people of varied backgrounds who live in different parts of the USA.				The West Austin, Texas Little Leaguers gain a new member when Carlos Galvez, a refugee from Castro's Cuba, joins them. Carlos must conquer his pride before he can become a valuable asset to his team.			
71-51-005	Association for Childhood Education. Told under the Stars and Stripes. 1945	4-7		71-48-022	Blahop. Little League Heroes. 1960		5-8	
	Short stories about people from around the world who have added so much to American life.				With the encouragement of his father and the West Austin, Texas Little League officials, eleven-year-old Joel is able to solve the problems of being the only Negro on the team.			
71-39-004	Bacmeister. People Downstairs and Other City Stories. 1964	K-5		71-60-003	Bonham. Burma Rifles. 1960		6-	
	City children will find others like themselves in these eighteen short stories. There are native and foreign-born, white, Negro, Puerto Rican, Oriental, Jewish, Catholic and Protestant children, all giving their point of view about friendship in a big city.				In the frightening days after Pearl Harbor, Jerry Horada, a Japanese-American, suffers from the sudden hatred of his neighbors. He volunteers for active duty in the jungles of Burma and fights prejudice in this action-packed story of World War II.			
71-48-008	Ball. Judo Boy. 1964	4-6		71-12-844	Bonsall. Case of the Cat's Meow. 1965		K-3	
	Rod Mitchell is beaten up by the school bully and decides to join the judo school his friend Mark Takahashi attends. He gets fast action, but learns courtesy, respect and discipline in the process.				Another mystery for four young friends to solve. One of the detectives is a Negro boy and all participate in finding Mildred, the cat.			
				71-12-045	Bonsall. Case of the Hungry Stranger. 1963		K-2	
					Four young boys help solve the mystery of Mrs. Meech's missing blueberry pie. The friends, one of whom is a Negro boy, find the culprit and share the reward.			

Item No.		Grade	Item No.		Grade
71-39-008	Brenner. Barto Takes the Subway. 1961 His first New York subway ride is a real adventure for Barto. By means of photographs we follow this small Puerto Rican boy and his sister through the excitement and happiness of his experience.	1-4	71-27-090	Cone. Promise Is a Promise. 1964 Ruthy Morgen becomes involved in family preparations for her thirteen-year-old brother's Bar Mitzvah. Her Jewish heritage becomes more meaningful to her as well as to her Christian friends and neighbors.	
71-00-183	Brown. Kelko's Birthday. 1954 The kindergarten class of the United Nations School welcomes a new arrival from Japan.	K-3	71-45-018	Copeland. Meet Miki Takimo. 1963 A first grade Japanese boy in a New York school needs grandparents for his class's international party. He "adopts" five in a delightful manner.	3-4
71-30-012	Bulla. Benito. 1961 A Mexican orphan comes to California to live with an uncle and his family. This is the story of how a great artist changes that orphan's life.	3-5	New	Cox. Trouble at Second Base. 1966 Jose Canisino and Aki Matsuo are members of a southern California high school baseball team. Prejudice from a boy who has been thrown off the team takes an active form when Jose's Saint Bernard is dog-napped. All ends well when the dog is returned and the boys work together to win the championship.	6-9
71-32-028	Bulla. Indian Hill. 1963 A Navajo boy and his family move from an Indian reservation to an apartment in the city. Kee and his mother find it difficult to adjust, but father helps when he says, "We must make friends. Then we will feel at home here."	2-4	71-46-046	Crayder. Cathy and Lisette. 1964 Lisette, an exchange student from France, comes to high school in the United States and lives with Cathy Stevens. The girls dislike each other and it takes a freak accident to turn the tide.	6-9
71-27-062	Bulla. Johnny Hong of Chinatown. 1962 When the story begins, Johnny Hong knows no children of his own age. Then he finds new friends who help him celebrate his birthday.	5-8	71-00-328	D'Aulaire. Nils. 1948 A Norwegian-American boy fights those who call him a sissy when he wears long, embroidered stockings to school.	1-4
71-61-029	Burch. Skinny. 1964 Skinny, an eleven-year-old orphan is given a place to stay by Miss Beasle who owns a small hotel in Georgia in the mid-1930's. Sidney feels closer to Roman, a Negro Miss Beasle bailed out of the chain gang, than anybody else.	4-7	71-61-055	De Angeli. Bright April. 1946 A little Negro girl belongs to a Brownie Scout Troop in Germantown, Pennsylvania. She represents her group at a regional supper party and celebrates her tenth birthday on the same day.	4-6
71-61-226	Carlson. Empty Schoolhouse. 1965 Lullah Royall is happy to hear that the parochial schools in Louisiana are to be desegregated, because she wants to go to St. Joseph's with her best friend who is white. The courage exhibited by the ten-year-old Negro girl in the face of violence inspires adults.	4-6	71-48-075	Decker. Hit and Run. 1949 There are problems for both a "farm team" player and the first Negro in major league baseball.	7-9
71-39-010	Carr. Borghild of Brooklyn. 1955 A Norwegian girl in New York City is involved with two sets of relatives. She finally achieves her desire to live in Brooklyn where her Norwegian-American friends make her feel at home.	7-9	71-27-106	Doss. A Brother the Size of Me. 1957 Donny, the oldest child of the "hands-around-the-world family," gets his desire for a brother just his size.	3-6
New	Caudill. Certain Small Shepherd. 1955 Jamie, whose mother died when he was born, can not speak. He looks forward to being a small shepherd in the school Christmas play, but the performance is cancelled by a blizzard. A young Negro couple is given refuge and a baby is born. Christmas morning Jamie puts on his costume and offers the baby a gift—verbally.	2-8	71-32-049	Duncan. Season of the Two-Heart. 1964 Calle Mariba by the family she works for, Natchou Weekoty goes to school in Albuquerque, New Mexico. Her beautiful singing voice helps bridge the worlds of her Pueblo Indian family and her white school friends.	7-
71-52-028	Cavanna. Jenny Kimura. 1964 From Tokyo, sixteen-year-old Jenny Kimura Smith comes to Kansas City to meet her American grandmother. Jenny is hurt by prejudice, but meets a boy of Japanese descent in Cape Cod who helps her to decide that she would like to spend her college years in the United States.	6-9	71-39-022	Eichelberger. Bronko. 1955 A Polish boy comes to America to live with his mother whom he had not seen since a Warsaw bombing separated them eight years before. His fears make it difficult for him to adjust to a free country.	5-7
71-48-044	Christopher. Baseball Flyhawk. 1963 Chico Gomez joins the neighborhood baseball team hoping to make new friends. His ability to swim rather than his prowess in baseball wins him friends in his new neighborhood.	3-6	71-45-020	Estes. Hundred Dresses. 1944 A fifth grade class comes to appreciate a Polish-American classmate after teasing her about the one hundred dresses she said she owned.	3-7
71-48-058	Christopher. Wing T Fullback. 1960 Bernie Morello, son of Italian immigrants, is a newcomer to the high school on the "better side of town." He loses an important football game but wins the respect of his fellow players.	6-9	71-61-070	Faulkner. Melindy's Happy Summer. 1949 Melindy, the little Negro girl who won a medal for bravery in Melindy's Medal, is sent to White Clover Farm as a good-will ambassador from her Boston church.	3-5
71-32-040	Clark. Medicine Man's Daughter. 1953 In this beautifully written story, Tall Girl's father is teaching her to continue his work as a Medicine Man for the Navajo. Then she sees the "miracles" of the white man's medicine, she goes to the missionary to learn, eventually winning her father's approval.	6-9	71-39-023	Felt. Rosa-Too-Little. 1950 A library card of her own means growing up to Rosa, a little Puerto Rican girl in New York. Perseverance and family cooperation bring her the coveted card.	Pre-K-4
71-55-180	Clark. Paco's Miracle. 1962 Elderly Pierre and young Paco are the only survivors of a blizzard which wipes out a small French settlement in the mountains of New Mexico. When the "Old One" dies, Paco must learn the ways of the Spanish family with whom he lives.	4-8	71-61-229	Fife. Who's in Charge of Lincoln? 1965 Although careful arrangements have been made to care for Lincoln while his mother is in the hospital, the plans go awry. The mischievous Negro boy leaves New York for Washington, sees the White House and has an adventurous twenty-four hours before returning home.	3-5
71-45-015	Cloutier. Many Names of Lee Lu. 1960 His first day in the third grade of an American school is a warm experience for a newly-arrived Chinese boy.	2-5	71-39-029	Friedman. Sundae with Judy. 1949 Judy, who lives on New York's West Side, helps a Chinese-American girl know that she really "belongs" in America.	4-6
71-32-041	Coatsworth. The Cave. 1958 Jim, a Navajo Indian boy, conquers his fear of the canyon and saves his flock of sheep.	3-6	71-48-103	Gardner. Sal Fisher at Girl Scout Camp. 1959 Sal has fun, adventure, and new experiences at an inter-racial Girl Scout camp. This is a sequel to Sal Fisher's Fly-Up Year.	3-7
71-61-047	Cobb. Swimming Pool. 1957 When his Negro friend Preston is refused admittance to the swimming pool, Benly forms a club to raise money for a new pool. The boys decide to help someone with the money and then the people of Mayville become involved.	5-7	71-62-082	Gartman. Kensil Takes Over. 1964 Kensil Drake finds it difficult to be like other members of her clever, good-looking, wealthy family. Her feelings of inadequacy are helped by the needs of her new high school classmate Avelina Montejio, a Cuban refugee.	8-
71-52-040	Cohen. Portrait of Deborah. 1961 Moving from Chicago's south side to a north shore suburb causes a talented Jewish girl to forfeit her chance of winning a piano scholarship. Her romance with Steve Randall, her encounter with anti-Semitism and her musical ambitions all play a part in her growing up.	7-10	71-55-274	Gates. Blue Willow. 1940 Janey Larkin is the daughter of a migratory worker who becomes a friendly with a Mexican girl in California. The author herself has called this book "a little grape of wrath."	5-8
			71-27-364	Graham. North Town. 1955 Because of the bigotry and hatred in South Town, the Williams family moves North. In the first school David has ever attended with both white and Negro students, he finds there are still major problems to be met.	6-
			71-27-382	Graham. South Town. 1958 David Williams, a sixteen-year-old Negro boy living with his hard-working family in the South longs to become a doctor. Trouble with a group of white people causes them to leave and seek a better way of life in the North.	6-

Item No.		Grade	Item No.		Grade
71-39-031	Hall. World in a City Block. 1960 A nine-year-old New York boy learns about the contributions of people of different cultural backgrounds while delivering bread from his father's bakery.	3-5	71-27-205	Lenaki. Shoo-Fly Girl. 1963 The world of Suzanna Fisher, one of nine Amish children in a hard-working family, is contrasted to that of Betty Ferguson, "Shoo-Fly's" school friend.	4-6
71-61-094	Hawkinson. Dance, Dance, Amy-Chan! 1964 Stories of their childhood in Japan are told by their grandparents to Amy and Susie. The girls take part in the Japanese festival and learn more about the heritage that is theirs.	2-4	71-55-428	Lenaki. We Live in the City. 1964 This is a contrast of the ways of life followed by several families in the same neighborhood of a large city.	3-5
71-27-149	Heidentadt. Lois Says Aloha. 1963 Lois Teramoto is a Hawaiian girl whose ancestry is Japanese, Polynesian and Yankee. The mainlanders and islanders don't have the same concept of an American.	6-9	71-31-076	Lewis. Halloween Kangaroo. 1964 Jeffrey's mother makes him a kangaroo suit for the school Halloween party, but a stuck zipper makes it very warm for Jeff. Only the illustrations show that this is a Negro family.	2-5
71-48-128	Heuman. City High Five. 1964 Mike Harrigan, a newly transferred student, finds a friend and teammate in Pedro Martinez. The Puerto Rican boy and Mike work hard and overcome many handicaps to help their team win the city basketball championship.	6-9	71-30-030	Lewis. Summer Adventure. 1962 A young Negro farm boy loves wild creatures and starts a zoo of his own.	3-6
New	Heuman. Hillbilly Hurler. 1966 The New York Suburbans play major league baseball. When they sign up Otey Higgins of Hog Hollow, Arkansas, they become entangled in an assortment of hillbilly relatives.	6-9	71-39-037	Lewiton. Candita's Choice. 1959 This sympathetic story of Candita's first months in New York City reveals the warmth of Puerto Rican family life, and the problems to be faced in the big city.	4-6
71-48-132	Heuman. Little League Champs. 1963 The manager of a Little League baseball team tries to get boys of varied backgrounds to work together before they can become championship material.	5-8	71-39-038	Lewiton. Rachel and Herman. 1957 An immigrant Jewish family must adjust after moving from their crowded tenement to a better neighborhood.	4-6
71-52-093	Hinchman. Torchlight. 1960 An American family with a teen-age daughter provides a home for a displaced nineteen-year-old Hungarian freedom fighter. His adjustment is helped by Cindy's love.	7-	71-39-039	Lewiton. That Bad Carlos. 1964 Carlos Miraflores is a cheerful ten-year-old boy newly arrived from Puerto Rico. He delivers groceries and finds himself in trouble because he does not understand why it is wrong to "borrow" a carriage or bicycle. A sympathetic teacher helps Carlos adjust to New Yorkers' ideas of good and bad.	3-6
71-30-020	Hunt. Ladyrake Farm. 1952 A Negro family buys a farm home and after many hardships wins acceptance in the neighborhood.	4-6	71-27-206	Lexau. Benjie. 1964 Benjie, a very shy Negro boy, lives with his grandmother. When he loses her precious earrings, Benjie searches everywhere for them. When he finally locates the earrings, he has lost his bashfulness.	1-4
71-27-170	Ish-Kishor. Joel is the Youngest. 1954 Grandpa Mendoza tells fascinating tales about heroes of Jewish and American history to eight-year-old Joel who is trying to overcome being the youngest of four.	5-7	71-12-355	Lexau. I Should Have Stayed in Bed! 1965 Sam's day starts all wrong when he puts on the wrong suit and arrives late at school. The illustrations show an integrated school and beginning readers will identify with the children.	K-3
71-45-036	Jackson. Anchor Man. 1947 The only Negro in the school finally is able to show his classmates how easily they can work together.	7-9	71-31-034	Lexau. Joe's Christmas Secret. 1963 Joe is determined to earn the money to buy his widowed mother a warm blanket. This ten-year-old Puerto Rican boy helps bring the spirit of Christmas to his family, shivering in their first New York winter.	4-7
71-61-116	Jackson. Call Me Charley. 1946 Charley is twelve years old and the only Negro in his school. He wins a season ticket for the swimming pool but isn't allowed to swim there.	7-9	71-27-207	Lexau. Maria. 1964 Maria, a little Puerto Rican girl, wants a doll. Her grandmother's gift of an elegant bedroom is much too beautiful to play with. Mama and Papa sell the fragile china doll and Maria gets her dearest wish on her birthday.	K-4
71-61-117	Jackson. Charley Starts from Scratch. 1958 Charley gets a job on the boardwalk at Atlantic City in spite of racial prejudice.	7-9	71-55-431	Lindquist. Golden Name Day. 1955 Nancy spends a year in a Swedish-American home where every occasion calls for a celebration and Nancy finally gets a name day all her own.	4-6
New	Keating. Mr. Chu. 1965 Johnny, a young orphan with bright red hair, visits Mr. Chu very often in the latter's home which is above his shop in Chinatown, New York. Mr. Chu introduces the boy to Chinese tradition and then decides that Johnny will live with him.	3-7	New	Malkus. Through the Wall. 1962 Hansel flees East Berlin at the urging of his dying mother. He is taken to New York City where he innocently becomes involved with juvenile delinquents. In the final pages there is hope for the reunion of this twelve-year-old with his missing father.	6-9
71-01-210	Keats. Snowy Day. 1962 Only the pictures show that Peter is a Negro child, and the text describes his play in the snow.	K-2	71-61-142	Marshall. Julie's Heritage. 1957 Julie decides to face prejudice against Negroes in high school. She uses a fine singing voice to bring her listeners together.	7-9
71-01-211	Keats. Whistle for Willie. 1964 In this sequel to <i>A Snowy Day</i> , Peter learns to whistle for his dog.	K-2	71-30-033	Martin. Little Brown Hen. 1960 In an attempt to find his pet brown hen, a little Negro boy finds some friendly neighbors.	1-4
71-01-212	Keats and Cherr. My Dog Is Lost! 1959 Spanish-speaking Juanito loses his beloved dog after arriving in New York from Puerto Rico. How people in many sections of the city help him search for it makes an engaging story.	Pre-K-4	71-27-224	Martin. No, No, Rosina. 1964 Rosina can not understand why her brothers Carlo and Luigi are allowed on papa's fishing boat, but girls on board are considered bad luck. She surprises everyone when she manages to go to sea.	1-3
71-18-345	Knight and Garner. Word of Honor. 1964 Rusty Matten's father dies, leaving him the management of a run-down farm once famous for breeding thoroughbred horses. An unattractive elderly Mexican, Padre Garza, is invaluable in helping Rusty, but his motives are questionable. The mystery is cleared up and the ending is a happy one.	6-9	71-55-470	Martin. Rice Bowl Pet. 1962 Ah Jim wants a pet, and his family consents if he can find one small enough to fit into a rice bowl. He roams through San Francisco disatisfied with turtles, crickets and goldfishes. After performing a good deed, he is rewarded with a puppy that just fits into his bowl.	1-4
71-24-062	Krumgold . . . And Now Miguel. 1953 Miguel longing to prove himself a man is satisfied as he works on the sheep-raising farm near Taos, New Mexico.	7-9	71-55-495	Means. Shuttered Windows. 1938 An orphaned Negro girl from the North who has graduated from an excellent high school goes to live with relatives on the North Carolina coast and is shocked by the underprivileged school and living conditions she sees there.	7-9
71-27-182	Krumgold. Onion John. 1959 Twelve-year-old Andy befriends European-born Onion John, the vegetable peddler and odd-job man who frequents the dump. Their wonderful relationship affects the boy, his father, and the businessmen of the town.	5-8	71-59-068	Miles. Feast on Sullivan Street. 1963 Mina de Luca's family participates in the Festa of Saint Anthony, but he has no part in New York City's yearly celebration. He finds his first real job and becomes part of the feast on Sullivan Street.	3-5
New	Lancaster. Michiko. 1965 Michiko, a little Japanese girl, and her new classmates in Brooklyn Heights share a delightful surprise in the Japanese tea house of the Botanical Garden.	3-5			
71-55-426	Lenaki. San Francisco Boy. 1955 When Felix Wong and his sister move from a small village to Chinatown, San Francisco, they find it difficult to adjust to the excitement of city life.	4-6			

Item No.		Grade	Item No.		Grade
71-18-350	Miles. Mississippi Pounce. 1965 A timid, gray pounce escapes the flood and is befriended in a tent by Rose Mary, a young Negro girl, and her family. When the waters recede, the animal returns to the home of his human friends.	3-4	71-27-287	Shotwell. Roosevelt Grady. 1963 A courageous, dignified Negro family who are migrant workers must move constantly. Roosevelt, their nine-year-old son, longs for a permanent home where he can go to school regularly. Mama and Roosevelt conspire to achieve their ends.	4-7
New	Neville. Berries Goodman. 1965 Berries Goodman's best friend is Sidney Fine, the only Jewish boy in their Westchester school. They are separated by anti-Semitism in this believable story told in a natural, humorous manner by Berries himself.	5-8			
71-24-078	Newell. Cap for Mary Ellis. 1963 The adjustments of two girls who are the first Negroes in an all white nursing school.	7-9	71-39-051	Silverman. Hymle's Fiddle. 1960 This story of a small boy who dreams of becoming a genius on the violin brings out the special atmosphere of New York City's Lower East Side.	2-4
71-18-151	Newman. Shipwrecked Dog. 1963 Carlos, a young Portuguese orphan, comes to live with his uncle in a New England fishing village. A shipwrecked puppy and its friendly owner help him to overcome his loneliness.	3-5	71-27-291	Simon. Best Friend. 1964 Jen's Jason is hurt because her best friend has moved and acquired a snobbish new best friend. Jenny turns to Ruth Kaplan and Betty Lee whose families help Jenny understand how wonderful it is to be able to have many different kinds of friends.	4-7
71-56-021	Newman. Yellow Silk for May Lee. 1961 Ten-year-old May Lee saves the money to buy yellow silk for her first grown-up dress. She brings honor to her Chinese family in San Francisco with her unselfish use of the silk.	4-6			
71-27-240	Nielsen. Because of Sheila. 1964 Sheila Warren engineers the move of her family from a grimy mill town in England to a lovely farm in the state of Washington. She finds that life here is not ideal, and each member of the family must work at learning to belong.	5-9	71-56-112	Sorensen. Plain Girl. 1955 Father, a ten-year-old Amish girl, questions her family's way of life after she enters public school, but learns to accept the best of the old traditions and the new ways, too.	5-7
71-27-241	Nordset. Hand-Me-Down House. 1962 Jakie is a seven-year-old Negro boy who makes friends with the elderly white lady living next door. He makes it easier for his family to adjust to their new home in a racially changing neighborhood.	4-6	71-39-052	Speevack. Spider Plant. 1965 Carmen is sure that moving to New York City is not a good idea. She misses the trees, flowers, and friends in Puerto Rico. When the family moves uptown, a spider plant and a Girl Scout play help change her attitude.	4-6
71-48-222	Olson. Ballhaws. 1960 A New Yorker becomes basketball coach in a provincial Oregon town. He fights local prejudice against two of his players, one of whom is a Chinese-American.	6-9	71-03-151	Stanley. It's Nice to Be Little. 1965 A small picture book tells young children about the advantages of being little. Only the illustrations indicate that children of various ethnic groups are playing together.	Pre-K-2
71-48-223	Olson. Tall One. 1966 An understanding girl helps Miles, a boy seven feet tall, and Billy, the only Negro on the team, to gain acceptance. They help win the state championship for their high school basketball team.	6-9	71-45-062	Sterling. Mary Jane. 1969 Mary Jane is one of two Negro junior high students to be enrolled in a newly integrated southern school. She is confident that her schoolmates will like her and is unprepared for the antagonism, prejudice, and ignorance she encounters on her first day in school.	5-8
71-02-011	Ormsby. Twenty-One Children. 1957 Emalina can't speak English when she comes to first grade, but her class finds it fun to help her while they learn Spanish words.	K-2	New	Strachan. Where Were You That Year? 1965 Polly Masterson joins the Students' Non-Violent Coordinating Committee in Mississippi to register Negroes. She and her boy friend encounter imprisonment, fear and difficult living conditions. The story is patterned after actual experiences.	7-
New	Ormsby. What's Wrong with Julio? 1965 Julio's classmates talk to one another in English and Spanish, but Julio sits silently. He will not be part of the school party until his new friends find out that he is lonely for his family, far away, and help him make a long distance telephone call.	2-4	New	Sutton. Weed Walk. 1965 A group of high school students in a small Long Island community reflects the values of their families when they learn that a Negro family is to move into the neighborhood.	6-9
New	Palmer. Snow Storm before Christmas. Eddie and Jason have fun selecting Christmas presents and paying for them out of their savings. The illustrations show that the boys and their closely-knit family are Negroes.	1-3	71-18-274	Tarry and Ets. My Dog Rinty. 1946 Rinty, considered a nuisance in Harlem, proves himself an extremely useful rat-catcher and brings Pied-Piper fame to David, his young owner.	4-6
71-61-167	Politi. Boat for Peppi. 1960 The Blessing of the Boats is described in this gaily illustrated story about Sicilian-American fisher folk in a California town.	2-4	71-34-053	Taylor. All-of-a-Kind Family. 1951 Although they have little money, five little Jewish girls and their parents find life rich and satisfying in New York's Lower East Side. <i>More All-of-a-Kind Family</i> and <i>All-of-a-Kind Family Uptown</i> are sequels.	5-8
71-62-148	Pundt. Spring Comes First to the Willows. 1963 The daughter of Alsatian immigrants, Anna finds conflicting values when her family moves to fashionable Westchester. She wins her place in high school, but also finds that her father's philosophy is the solid kind upon which she can rely.	7-9	71-48-256	Tunis. All American. 1942 High school students meet a challenge when a team-mate is refused the right to play on their team because he is a Negro. An exciting football story.	6-9
71-02-106	Randall. Fun for Chris. 1956 Young Chris and his little Negro friend Toby share a sandpile happily until Jimmy questions their friendship.	K-2	71-56-175	Uchida. Mik and the Prowler. 1960 Ten-year-old Mik jumps at the chance to care for Mrs. Whipple's cats while she is away. Tanleko, who arrives from Japan to stay with Mik's family, proves that girls can be helpful when things go wrong.	4-6
71-61-239	Rydberg. Dark of the Cave. 1965 Ronnie Grant is blind when the new family moves in next door. After his operation, Ronnie knows for sure that his best friend, Garth, is Negro, although he had guessed long ago. The knowledge makes no difference.	4-6	New	Vogel. Hello Henry. 1965 Two small boys named Henry play together in a supermarket. One is Negro, as shown in the illustrations which are very appealing.	Pre-K-3
71-48-239	Sandel. All on the Team. 1959 Eli Cohen and Terry Parsons are neighbors with a common love of baseball. Their friendship enriches their families through learning about each other's customs and religion.	4-6	71-32-127	Waltrip. Quiet Boy. 1961 A courageous Navajo boy proves to his grandfather that the white man's ways are not all bad when a great blizzard comes. He flies with the government pilots, pointing out the homes of the Indians.	5-7
71-39-048	Sawyer. Roller Skates. 1986 This is the story of Lucinda's year in New York City. A tomboy on roller skates, this ten-year-old girl makes friends with many different kinds of people.	5-7	New	Whitney. Secret of the Emerald Star. 1964 A thread of mystery runs through the story of Robin Ward and her friends on Staten Island who fight prejudice against a Jewish family.	5-8
New	Scott. Big Cowboy Western. 1965 Martin and his family live in an urban housing development. For his fifth birthday, the little Negro boy receives a cowboy outfit, but it takes Mr. Arrico, the fruit and vegetable man, and his horse to make Martin feel like Big Cowboy Western.	1-4	71-61-213	Whitney. Willow Hill. 1947 High school teen agers try to solve the problems facing a community when a group of Negro workers settle in their area.	7-9
71-02-206	Sels. Katy, Be Good! 1962 In this sequel to <i>Wonderful Niece</i> , Katy, a young Amish girl, comes to visit Alison in her New York City penthouse apartment.	1-4			

Item No.		Grade	Item No.		Grade
New	Wier. <i>Easy Does It</i> . 1955 The Reese family moves into an all-white neighborhood, and even though Mr. Reese is a college-trained engineer, the community boycotts the family. This disturbs eleven-year-old Chip Woodman who lives next door and wants to be the Reese boy's friend.	5-7	70-18-053	McNeer. <i>American Indian Story</i> . 1963 Beautiful lithographs illustrate this colorful book which tells the story of the American Indian, his origins, his life and arts.	6-
71-61-214	Wier. <i>Loner</i> . 1963 A lonely, starving migrant orphan is given shelter by Boss, a woman shepherd. She calls the boy David and in his struggle to live up to the Biblical name, he heroically kills a bear. No longer a "loner," he is accepted in the community.	6-9	New	Miers. <i>Story of the American Negro</i> . 1965 Beautiful photographs enhance this effective history of the American Negro.	5-9
71-18-310	Wier. <i>Rumpydoolers</i> . 1964 A spoiled fifteen-year-old becomes part of another world when he lives on a sheep ranch in Arizona. An Australian and a half-breed Indian give him new values to take back to the private academy he attends.	5-7	63-75-030	Rollins. <i>Christmas Gift</i> . 1963 Christmas stories, poems and songs written by and about Negroes, are included in this anthology.	2-7
71-02-474	Will and Nicolas. <i>Four-Leaf Clover</i> . 1959 Mark and Peter have adventures with a mean bull, an old horse and a butting goat while searching for a lucky four-leaf clover. The full-page illustrations give the only indication that one of the boys is Negro.	1-3	62-12-000	Shippen. <i>Passage to America</i> . 1950 A survey of the different groups who have come to America—their backgrounds, contributions, and the blending of their ways.	7-9
71-45-074	Young. <i>Across the Tracks</i> . 1958 Pretty Betty Ochoa, third generation Mexican-American high school senior, tries to achieve better understanding between the Mexican and "Anglo" students in a small California town.	7-9	New	Showers. <i>Your Skin and Mine</i> . 1965 A clear explanation of the useful purposes our skin serves. The illustrations show skin colors yellow, brown and white and the text says that all skin has the same functions.	3-6
71-56-251	Young. <i>Goodbye Amigos</i> . 1963 Cathy's high school Spanish class works for a recreation center for the Mexican migratory workers on her father's ranch. A labor strike creates a situation in which she wishes both sides could win.	6-9	63-01-006	Sloan. <i>American Negro</i> . 1965 The history of the American Negro is presented chronologically and factually. It is useful as a brief, handy reference book.	6-9
71-03-031	Ziner. <i>Counting Carnival</i> . 1962 Children of different races are pictured in this counting book. On each page another youngster joins his friends on the front steps.	K-2	63-01-004	Swift. <i>North Star Shining</i> . 1947 The story of the Negro in verse. Stirring and inspiring, with beautiful full-page lithographs by Lynd Ward.	6-
			70-18-074	Thompson. <i>Getting to Know American Indians Today</i> . 1965 The mixture of old and new ways of today's Indians is shown through visits to the Yazzies, an Indian family in a modern housing project built by the Navajo tribe.	4-7

Elementary and Junior High School Biography

Item No.		Grade	Item No.		Grade
63-01-000	Bontemps. <i>Story of the Negro</i> . 1955 A history of the Negro with much emphasis on his role in contemporary American life.	6-9	69-60-002	Angell. <i>To the Top of the World</i> . 1964 This biography of Robert R. Taylor and his Negro companion Matthew Henson, includes detailed descriptions of their early expeditions and the final assault on the North Pole.	6-9
71-00-232	Buck. <i>Welcome Child</i> . 1963 Kim, a young Korean girl, is adopted by an American family. Many beautiful photographs reveal how the shy orphan becomes a happy American citizen.	K-5	New	Bernstein. <i>Leonard Bernstein: Making Music</i> . 1965 Here, in a sister's story, the reader learns how Leonard Bernstein became America's first native-born, home-trained conductor of a major symphony.	5-8
70-18-022	Clark. <i>In My Mother's House</i> . 1941 Life of the Southwest Indians is described by the children themselves, with colorful illustrations.	2-4	69-60-135	Bontemps. <i>Famous Negro Athletes</i> . 1964 Here are stories of those Negro American athletes who have excelled in the fields of boxing, baseball, track, tennis, basketball, and football.	5-
71-12-070	Clark. <i>Little Indian Basket-Maker</i> . 1957 A small Papago Indian girl who lives in the Southwest is the subject of this beautifully illustrated book.	1-4	69-65-416	Clayton. <i>Martin Luther King</i> . 1964 This biography of the winner of the 1964 Nobel Peace Prize tells the story of the Negro leader who has never faltered in his belief in "peaceful revolution."	4-8
71-00-291	Chifford. <i>Your Face Is a Picture</i> . 1963 Beautiful photographs of children of different races and ethnic backgrounds illustrate the simple text which tells young children that although we look different, we all have the same feelings inside.	K-3	69-64-126	Epstein. <i>George Washington Carver</i> . 1960 The emphasis in this biography is on the boyhood of George Washington Carver, the famous Negro scientist.	2-5
70-24-008	Coy. <i>Americans</i> . 1958 How men and women of many countries struggled to build America.	6-9	New	Faber. <i>Enrico Fermi</i> . 1966 The physicist who made the first atomic explosion possible came to the United States when Mussolini's attitudes threatened Fermi's Jewish wife. He won the Congressional Medal of Honor for his contributions to nuclear knowledge.	5-8
65-49-006	Evans. <i>All about Us</i> . 1947 An application of genetics to the question of race in an effort to break down prejudices.	5-8	69-64-245	Gould. <i>That Dunbar Boy</i> . 1958 The story of Paul Lawrence Dunbar, America's famous Negro poet.	7-
65-49-007	Evans. <i>People Are Important</i> . 1951 "We are all people—differing from each other in many ways. Yet we are all alike because each of us is so important." This is the key to the author's philosophy.	4-7	69-64-127	Graham and Lipscomb. <i>Dr. George Washington Carver</i> . 1944 An outstanding biography of the great Negro scientist.	7-9
63-32-008	Fisher. <i>Fair World for All</i> . 1954 An interpretation of the Universal Declaration of Human Rights presented in terms of the everyday experiences of young people.	5-8	69-60-064	Hughes. <i>Famous American Negroes</i> . 1954 The life stories of famous American Negro poets, scientists, educators, and statesmen. Leaders in many other fields are also included in chronological order.	4-
New	Goldman. <i>Civil Rights</i> . 1965 The American Negro's struggle for equal opportunities is clearly told and well illustrated with photographs.	5-	69-60-066	Hughes. <i>Famous Negro Music Makers</i> . 1955 The contributions of Negroes to our country's music—from spirituals in the home to Marian Anderson at the Metropolitan.	6-
63-01-002	Hughes and Meltzer. <i>Pictorial History of the Negro in America</i> . New rev. ed. 1963 Illustrations from woodcuts, prints, engravings and photographs cover the history of the American Negro.	4-	69-64-005	Judson. <i>City Neighbor: The Story of Jane Addams</i> . 1951 The biography of a famous social worker who founded Hull House.	5-9
63-01-005	Johnston. <i>Together in America</i> . 1965 The contribution of the Negro is woven into this history of the United States. From the arrival of the first African with Columbus to the passage of the Civil Rights Bill in 1964, the Negroes who helped build America are presented with honesty, clarity and compassion.	6-9	New	Klein. <i>Jim Brown, the Running Back</i> . 1965 A great all-around Negro athlete, Jimmy Brown is most famous for his achievements in football.	6-
68-25-090	McBrown. <i>Picture-Poetry Book</i> . 1946 Each poem is preceded by a picture and the illustrations show many Negro children among the others.	Pre-K-6	69-64-479	Merriam. <i>Voice of Liberty</i> . 1959 Emma Lazarus whose famous poem is engraved on the pedestal of the Statue of Liberty, fought for the welfare of immigrants and the establishment of a Jewish nation in Palestine.	6-9
			69-65-031	Miller. <i>Joe Louis: American</i> . 1951 A story told story of an American Negro who rose from poverty to fame and fortune.	6-9
			69-65-433	Robinson and Duckett. <i>Breakthrough to the Big League</i> . 1965 In addition to telling the story of his years with the Dodgers as the first Negro player in major league baseball, Jackie Robinson speaks forth on civil rights.	6-