

do not exist at all. Of course, in teaching American history, it has been necessary to mention the existence of the Negro in any discussion of slavery and the Civil War. But, in many textbooks, the Negro has dropped out of existence around 1870, and has not yet reappeared in the 20th century. 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 the American Negro has been the last to break through the "textbook barrier."

Portrayal of the "happy southern ducky" stereotype has pervaded many texts used in the education of our children. The Virginia Council on Human Relations cites a history text, currently prescribed for use by 11th- and 12th-grade classes in that State, which "suggests that many fugitive and rebellious slaves must not have been informed of (slavery's) benefits."

I quote from that report:

The slave's condition had its advantages. He usually worked the accepted workweek 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.

Chairman POWELL. When was that book published?

Mr. HOWE. I will have to get that for you.

Chairman POWELL. Recently?

Mr. HOWE. Maybe one of my associates knows the answer to that.

I have been informed the book is still in use but I do not know the date it was published. We will get that for you.

(The information referred to follows:)

Humphill, Schlegel, and Engelberg, "Cavalier Commonwealth," McGraw-Hill, first edition (1954), revised edition (1963).

Mr. HOWE. The problems of children in the ghetto are in large part socioeconomic problems. The white inhabitant of center-city is as unable to relate to "Dick and Jane" as his nonwhite counterpart. However, it is a tragic fact of life that an undue percentage of underprivileged urban children are nonwhite. Their need for instructional materials to which they can relate is overwhelming.

APPROACH TO MORE MEANINGFUL INSTRUCTIONAL MATERIALS

I am certainly not the first person to point this out nor, I hope, will I be the last. Educators and publishers alike are aware of the problem and are attempting to develop new materials to meet the special needs of the educationally disadvantaged. We have, wherever proper, cooperated with these groups. For example, the Office of Education sponsored a conference on reading materials for the disadvantaged only last month, at the end of July. At this meeting curriculum specialists, researchers, and members of the publishing industry were represented. The conferees agreed that materials to be effective should provide—

- (1) High quality writing, exhibiting style and imagination;
- (2) Comprehensive coverage of historical events, with thorough source documentation;