

tee on Civil Rights, St. Paul, Minn. Mrs. North, acting for her committee, had asked what effort was being made in Silver Burdett's textbooks "to make children aware of the fact that they live in a pluralistic society." We replied as follows:

I welcome the opportunity to tell you what Silver Burdett is doing in respect to representing our pluralistic society fairly and realistically in our textbooks. I am prompted to comment that your reference to "pluralism" was the first I had seen in a rather voluminous correspondence on this topic. I have held dear the belief that a "melting pot" depiction of American society was incorrect and that the great variety of contributions to American society are the direct result of the infinite variety of the people in that society.

Silver Burdett Co. holds that the treatment of minority groups must not be an isolated adjunct to a textbook program, but that the very fabric of our educational offerings must reaffirm that all peoples make up our great society. Our recent publication, *The United States of America*, a grade eight American history, represents this view. Our new spelling program, *Spell Correctly*, grades two through eight, is completely integrated. Our new Silver Burdett Science Program, kindergarten through grade six, is totally integrated. There is no textbook that we contemplate publishing that will not be a true representation of our beliefs respecting the treatment of minority groups.

That, ladies and gentlemen, was the position of Silver Burdett early in 1964 with reference to the treatment of minority groups. And it is the position of Silver Burdett today.

This leads me to your request for a description of our company's books and other materials that represent adequate and equitable treatment of minority groups. At the 57th annual convention of the National Association for the Advancement of Colored People last month, Miss June Shagaloff, the association's director of education programs, put on display 175 textbooks, readers, and supplementary reading materials for preschool and elementary school children in which both Negroes and whites are depicted as "normal parts of the American scene." These 175 titles were produced by 20 major publishing houses, including Silver Burdett.

As described in the press, this publishing effort is "an experiment that could help transform white people's concept of Negroes and the concept Negroes have of themselves." This statement, in my opinion, is accurate in every respect except one: The publishing effort is by no means an "experiment." As far as Silver Burdett is concerned, it is a firm commitment shared by everyone in our company.

Let me go into a bit more detail.

No minority group depicted in any publishing program undertaken by Silver Burdett is treated in isolation. Our goal is the fair portrayal of a pluralistic society. We strive for balance and to deal with aspirations of all men; the treatment of minorities is vital, but tangential.

I can give you several examples. Included with this document is a representative sampling of pages from several recent Silver Burdett publications. In looking through them, you will see immediately that my remarks are reflected in our performance in the fields of language arts, music, mathematics, science, adult education, and social studies.

Silver Burdett has demonstrated through both text and illustration the extent of its commitment to an equitable and adequate treatment of minority groups.

The most obvious—and crucial—subject for analysis is the area of social studies. May I suggest you look at our grade one text, "Fam-