

ilies and Their Needs," which is included in the packet prepared for these hearings. Please understand that this book was written and published to be used in any school in the United States which teaches the subject. It was not more aimed at white suburbia than it was at the ghetto-pocked urban center.

Our arena was the entire world, inhabited by the human family. Our thrust was the identification of factors that determine just how the needs of families from a variety of physical environments and cultures are met. It so happens that of the 54 photographs illustrating some aspect of American families, 18 show minority group families or individuals.

Now, we had no thought of establishing any particular ratio whatsoever. Our prime reason for the selections we made was to punctuate graphically some beginning principles of anthropology, economics, geography, history, sociology, and political science.

We intentionally chose photographs that included minority groups to show as many ethnic and socioeconomic strains as were needed to portray the differences that give our society its variety and richness. This philosophy permeates the entire social studies program of which "Families and Their Needs" is a part.

Let me give you an example at the secondary school level. In "The American Achievement," an American history used in the Nation's high schools, the role and contributions of the American Negro in text and pictures are woven into the fabric of American society.

How the Negro fell into a position of second-class citizenship in the years following the Emancipation Proclamation (a development too often omitted or distorted in the past) is spelled out in detail. Thus, the student is given the necessary background for a realistic understanding of the civil rights movement of today.

If we are to promote the development of the skills of critical thinking and of problem solving among the students who use our materials, we dare not let these students—tomorrow's citizens—acquire a misinformed and unrealistic view of American life.

And now I would like to mention briefly two special projects that have some bearing on our topic. The first is an assignment we were given by the New York City Board of Education. The four volumes that comprise "Call Them Heroes," also included in your packet, represent the efforts of a public school system working side by side with a textbook publisher for a common purpose.

In this instance the purpose was identical to the one that brings us all here today. Our charge was to write and develop materials that would give members of minority groups an opportunity to identify fully with the mainstream of their society, and to encourage them to find a place in this society that reflects the full extent of their capabilities.

How well did we succeed? It is too early to tell what long-term effect this series of books has had on the students. We do know that, although the books have been available for less than 1 calendar year, nearly 400,000 of them are being used in social studies, remedial reading, and guidance classes from grades 7 through 12 in all five boroughs of New York City.

Our plans right now are to publish different editions of this series that can be used by other great city schools, or—for that matter—by any school anywhere in the country.