

My final example concerns an American history text that will be available late this fall. It is being prepared for those junior high school students with a lower than average mastery of reading skills—sometimes called “slow learners.”

We are vitally aware that a sizable percentage of the children we are trying to reach with this book live in urban areas. We are vitally aware that a sizable percentage of these children are representatives of minority groups—for some of whom English is a second language. Such students need visual stimulus and the ingredient of drama in order to learn.

For this reason pivotal incidents, events, and people have been heavily illustrated and dealt with in considerable detail.

It is my belief that this book, which will be called “Adventures in American History,” contains the most straightforward treatment of the civil rights problem yet presented for use at the elementary school level. We would be glad to send a copy to any member of this committee as soon as the book is published.

Before we leave Silver Burdette books, I would like to deal briefly with your question regarding trends in the cost of texts. I think one example will suffice, I have it here with me. Our high school modern history text, published in 1958, sold to the schools for \$3.99.

The 1964 edition of this book, “Modern History,” incorporating new scholarship and historical interpretations, plus additional color, was priced at \$4.35 when it was first available early in 1964. The cost of this book as of August 1966 is still \$4.35, reflecting no increase in price since passage of the ESEA and only a 9 percent increase in 8 years.

With our price lists for 1965 and 1966 we can demonstrate a similar comparison for almost every Silver Burdett publication that existed before the passage of NDEA and ESEA, and that is yet in print today.

You ask what are the needs and demands of school personnel for the revision of texts to correct biased and inadequate treatments of minority groups. The greatest need, as voiced by curriculum committees, boards of education, and teachers, has been for textbooks and other instructional materials that adequately reflect, by text and by illustration, the contributions made to our society by minority groups.

In a policy statement on the treatment of minorities, the Board of Education of the City of New York in October 1962 stated:

[A] realistic and accurate description and analysis of the pluralistic nature of American society, its achievements and current problems, is imperative at this critical moment of our history . . . Inadequate text materials are psychologically damaging to children of minority groups who find it impossible to identify themselves with individuals or groups in their books . . .

Law may bar the overt forms [of discrimination] but only education with appropriate instructional materials and procedures can cope with the subtle forms.

It is clear, then, that textbooks and instructional materials must provide an accurate presentation of today's social problems. They must deal with human problems in great depth. They must incorporate the most recent scholarship in treating Negro history and the contributions of all minority groups to our modern pluralistic society.

These needs were made known to publishers late in 1964 by the research council of the great cities program.

Since Dr. McCaffrey has already referred to this I will skip the rest of that paragraph.