

Aware of these needs, school boards and curriculum committees in many parts of the Nation are demanding integrated teaching materials. Guidelines have been established on the State level in New York, Pennsylvania, and California.

Among the cities, Pittsburgh, Boston, Baltimore, Detroit, and Minneapolis have passed resolutions pertaining to the treatment of minorities in textbooks. Further, the boards of education in New York City and in Newark have publicly stated that they will not accept textbooks or educational materials that do not measure up to evaluated criteria regarding the treatment of minorities.

New books and educational materials that reflect the demands and needs of a pluralistic society are available. You have seen for yourselves that we are not simply using a brown or yellow crayon on pictures and calling them integrated. Wherever appropriate, we use photographs rather than artwork or line drawings to implement and clarify our texts.

Artwork might be misleading or idealistic. Photos, on the other hand, are realistic and portray more vividly the actualities of life. We are furnishing realistic materials and will continue to do so with ever-increasing standards of excellence.

This leads to the next question: What are the problems in the book selection policies of educational authorities which put limits on the uses of integrated texts and related books in schools? If education is to promote good intergroup relations and eliminate prejudice and discrimination, local school boards will have to introduce integrated materials on a wide scale.

This point was forcibly made by Miss June Shagaloff at the annual meeting of the NAACP in Los Angeles several weeks ago.

The acceptance of the new integrated materials, at least in our experience, would seem to indicate that school boards are meeting the challenge.

We at Silver Burdett decided a few years ago that our texts and teaching materials should and would meet the needs stated so lucidly by the Research Council of the Great Cities Program and by the other sources quoted earlier. This decision was based on our belief that what is good for education is good for our business.

We are firmly convinced that by meeting these needs, we maintain a correct balance between our sense of corporate responsibility and our sense of social responsibility. If we live up to our social responsibilities, our company will prosper.

Having reached this decision, all of the resources of the company were brought to bear in its execution. Our texts are integrated without artificiality. Our sales people promote them vigorously everywhere and sell them where they can.

School people everywhere in the country have received the same promotional materials included in your packet. These promotional pieces are fully integrated because they reflect the totally integrated texts and materials we publish.

I think I would like to sum up by reading the closing paragraphs of "Adventures in American History," the elementary textbook I mentioned earlier. These few paragraphs pretty well epitomize what we