

for the national success of the company's textbooks in history has been the conscious attempt by authors and editors to give space and emphasis to racial, religious, and national groups according to their contributions to the subject at hand. Similarly, in mathematics, science, literature, and other fields—not only in text materials but in illustrations—the company is making a deliberate effort to give a fair and balanced treatment of all groups in American life.

Houghton Mifflin Company agrees wholeheartedly with the recently issued joint statement of the National Education Association and the American Textbook Publishers Institute that the textbook has a unique role in helping to unify a nation composed of people living in different regions and representing different groups and races, each with its own traditions, beliefs, and background.

This statement was expanded the following year to put emphasis on the company's policy of publishing only one version of each new book or revision.

As a guide to authors and editors, the educational division distributed a booklet entitled "The Treatment of Minority Groups in Textbooks" (1963), which we obtained from the department of public instruction, Lansing, Mich. (See appendix.)

(b) A description of our present and earlier publications consisting of textbooks and library books in which minority groups have been treated in line with company policy would require a large amount of descriptive writing. Instead of trying to provide complete descriptions of our publications which meet the criteria, I shall refer to representative examples.

From the educational division's list of publications:

"Come Along," the second grade book in our Reading for Meaning series, begins with the story, "Galumph," written by Brenda Lansdown and illustrated by the Negro artist, Ernest Crichlow. It is the story of a city cat, belonging to no one in particular, who divides her busy days among Tony, a lively youngster modeled after the artist's son; Mr. Romano, an Italian baker; Maria, the daughter of a fruit vendor; and Patty, the sick child in a tenement bedroom. The story and the accompanying illustrations communicate to young readers an understanding of many of the facets of life in a big city.

Other stories in the book include "The Five Brothers," a Chinese folk tale; "Traffic Policeman," a city life story in which a white child cooperates with a Negro policeman when an emergency calls him away from his traffic-directing duties; and "A Penny for a Jack Rabbit," a story of the suburbs in which Negro and white 7-year-olds play together at a party.

"Climbing Higher," the third-grade book, starts with a story laid in Switzerland, then moves to "Tim's Woods," which tells a thrilling episode in the life of a Negro family living on a farm outside a small town in present day United States. "The Fast Sooner Hound," coming later in the book, is a children's classic written by the well-known Negro storyteller, Arna Bontemps.

Other books in the series have similar stories featuring Negroes and members of other minority groups. The stories point out overtly or by implication that minority groups not only are a valuable part of American society but have contributed to it from their own cultures.

Two of our Piper Books, a series of school library books, are devoted to biographies of Negroes: "Matthew Henson, Arctic Hero," and "Harriet Tubman, Flame of Freedom." Both are illustrated by Negro artists, the former by E. Harper Johnson and the latter by David Hodges. The Piper series also contains biographies of the famous