

Indians: "Sacajewea" and "Pontiac," as well as heroes of other nationalities.

Our new series, Merit Books, puts back into print some of the children's books published originally by trade publishers which our advisers think should be kept available for schoolchildren to read. In form and content, the series is intended to encourage wide reading for enjoyment and to help children to develop good judgment in their choice of library books.

Of the three Merit Books published this year, one of them, "Truly Elizabeth," by Edna Weiss, is the story of a motherless girl from the country who, through the efforts of a Negro boy, makes new friends and finds a home and contentment in a truly representative section of New York City.

Our texts in social studies have for many years been concerned with the problems and contributions of minority groups. As early as 1948, some 15 years before the company policy was formally enunciated, the author of one of our social studies textbooks, "Everyday Problems of American Democracy," included a chapter entitled, "Population, Immigration, and Inter-Group Understanding," whose major theme was embodied in the question, "Is our community doing all that it can to promote equality of opportunity for all racial and religious groups?"

The first edition of our junior high American history text, "This Is America's Story," by Wilder Ludlum, & Brown, also published in 1948, was among the first to emphasize the contributions of multi-ethnic groups to the building of America. This 1948 edition contained two chapters dealing with the theme, "New Americans Join With Old To Enrich American Life."

More recently, of course, even more emphasis has been given to (1) the enrichment of American culture through the contributions of peoples of many different national, racial, and religious origins; and to (2) the persistent, if at times slow, struggle to insure equal rights and opportunities for all American citizens.

For example, the third edition of Wilder, Ludlum & Brown's, "This Is America's Story," published in 1966, treats these topics in both narrative and picture on more than 70 pages of the book. In similar fashion but more extensively, our newest senior high school history text, "A History of the United States," by Wade, Wilder & Wade, treats the problems, contributions, and achievements of Negroes at more than 100 points involving close to 150 pages of text and represents the Negro pictorially on 26 pages. Both books accord similar treatment to the many other minorities represented in American life.

In addition, Houghton Mifflin published in 1965 the first volume in its "Life in America Series," a book of readings entitled "The Negro in American Life," wherein the American Negro speaks for himself. Other volumes in the series will deal with other aspects of the American experience—the immigrant, the farmer, the businessman, the creative artist, and others.

The purpose of the "Life in American Series" is to present a balanced picture of the growth of the American nation in greater depth than can be included in any one textbook. Also in 1965, in cooperation with the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Houghton Mifflin published "Civil Liberties; Case