

oratory manuals, and paperbacks; we are one of the major producers of educational films, filmstrips, and transparencies; we produce records and tapes for instruction in language and for drill in subjects like shorthand and typing; we publish intelligence and achievement tests for schools; and we publish magazines for students of business education and foreign languages.

In addition to these instructional materials for elementary and secondary school students, we publish books and produce films for teacher training purposes, we publish magazines for both teachers and school administrators, and we publish general books about education. Our policy with respect to the treatment of minority groups applies to all these publications.

Our position with regard to the treatment of minority groups in books and other materials for school use—classroom and library materials—our position with respect to both classroom and library materials is as follows:

1. American Negroes and other minorities should be represented in textbooks, both in content and illustration, on the same basis as other groups in the United States. We are committed to fully integrated textbooks and other instructional materials for the pluralistic society in which we live.

2. In subjects such as history and social studies, there should be forthright discussions of the economic, political, and moral questions relating to intergroup relations.

3. We will not publish an alternate version of any book or film in order to sell it to schools which do not wish to use integrated materials.

Educational tests: Our position with regard to intelligence, achievement, aptitude, and other educational tests has not yet been formulated. We acquired a test-publishing business, the California Test Bureau, a year ago, and for the first time came face to face with the technical and philosophical questions about the reliability of standardized tests that are administered to minority group children, especially those who have suffered economic and cultural disadvantages in their preschool years.

These are questions that we feel need more research than has been given them. However, if pressed to state a position at this time, ours would probably be as follows:

1. There should not be separate tests for minority groups. Rather, the tests administered in the early grades should be constructed with the verbal differences of various minority groups in mind.

2. More important, the administration of tests by school guidance people should take these differences into account.

3. And most important, intelligence tests of young children should be supplemented by other means of evaluating their potential to do schoolwork.

Teacher training programs: We feel strongly that much can be done with teacher training programs, because sensitive and effective teachers can do more good than all our teaching materials. Several years ago we put special emphasis on the development of teacher training materials that would help both practicing teachers and also college students in education courses to become more aware of the problems of teaching minority group children.