

And in what subjects? Or in all subjects? There are some obvious answers, like the development of book units or films on Negro history, but there are also many less obvious possibilities.

For instance, in material on the westward expansion of the country, why did the American Indian react as he did, what was his philosophy, and what impact did his actions have on the makeup of the westward movement itself?

What is the significance of the role of Negroes as soldiers in the Civil War, and in subsequent wars? The possibilities are endless and there is no lack of good source material.

8. In illustrative test writing, what role do you put nonwhites in? For instance, in the occupational books referred to earlier, that is, "Charley the TV Repairman" and "Alice the Waitress," who should be the Negro, who should be the white, and who should be the Jew?

Mixing them up makes the examples more realistic and therefore more apt to hold the student's interest; and the choices we make of these alternatives will also influence the attitudes of the students, simply because the attitudes of Negroes toward Jews are involved (remember that Charles is a Negro boy who gets a job with a Jewish boss) and because most whites still think of white bosses and Negro subordinates (but Alice is white and goes to a Negro guidance counselor for advice).

9. Speaking of motivation, how do you draw on the strengths of minority groups? For instance, the independence that many of them have.

10. Perhaps most important of all, how do you get at the attitudes of teachers themselves, because they are a much greater force in education than publishers or their books and films. That is why we did the film series on teaching the disadvantaged child, and why we recognize that much more needs to be done.

I have cited these examples of our concern merely to make the point that the effective representation of minority groups requires the most thoughtful and intellectually honest editorial effort we can apply to it.

Mr. BURTON. Mr. Locke, with your indulgence we have a Member of the House here who had to leave another meeting and must return quickly. Would you object if we have Congressman Gettys and his people come up?

Mr. GETTYS. Thank you very much.

If I may introduce the men from my State and let them take their regular order, we would not interrupt the witness.

Mr. BURTON. I would prefer that if that is acceptable to you.

Mr. GETTYS. Thank you very much. We appreciate your kindness in interrupting the witness.

I have, Mr. Chairman and members of the committee, Dr. J. Carlisle Holler, who is the director of the division of instruction of South Carolina Board of Education and the witness, Mr. H. C. Quarles, director of the division of textbooks, South Carolina Department of Education. I would like to introduce them to the committee and I thank the committee again for indulging me this opportunity.

Mr. BURTON. Thank you, Congressman. We welcome the gentlemen.