

a balanced presentation, it won't be done unless pressure is applied. For example, the book I referred to was used for many years in Detroit. The parents of Negro children in that city demanded a revision, demanded that they stop using that particular book, and then some action was taken.

The Detroit school system published a Negro history supplement, but it took pressure to get some action in this field. I think the Federal Government should encourage authors and textbook publishers to publish balanced materials. Let them know there is a market for the new materials. Let them know also that if they lose, to be quite blunt, the southern market, they can make it up in other areas.

I think we need some positive sanctions here so the textbook publishers know they will not lose money. If they lose in some places, they can make it up in others.

Mr. CAREY. I would hope there would be a great deal of pressure from teaching organizations for teachers to quarrel with what is in these books that do not square with history. It is not the Bible we are teaching here. We do need a liberal interpretation. I think it is an opportunity to dispute the findings in the books.

That wouldn't cure the problem, however, because the book remains in the school.

You would find the same distressing facts you have found, but you could use them as object lessons for the students until we improve the books.

Mr. BURTON. One final question. Has the book by Horace Cayton been updated?

Mr. BENNETT. It's been updated recently.

Mr. BURTON. What is it called?

Mr. BENNETT. It's called Black Metropolis, and it is in a paperback.

Mr. BURTON. Thank you very much.

We will now hear from Mr. Valdez and proceed until the first quorum call in deference to those who have come from far away.

STATEMENT OF TITO VALDEZ, DIRECTOR, STATE TEXTBOOK DIVISION, SANTA FE, N. MEX.

Mr. BURTON. Thank you for coming.

Mr. VALDEZ. Mr. Chairman, members of the committee, I want to express my appreciation for this privilege and I hope my contribution will be of some assistance to you.

In the first place I should like to alert you to the fact I am not a curriculum person and that I am not an expert in the field of textbooks or other instructional materials. I will read a statement which is mostly an elaboration on the very brief statement that I submitted to the committee.

The State school authorities in New Mexico do not make any distinction in the treatment of any group in making available State funds for the purchase of instructional materials. The formula or policy followed is of general application.

We allocate funds instead of books. These funds are distributed equally on a per pupil basis to each administrative unit. The schools in turn submit orders to the State textbook division for materials se-