

mit. These books referred to with an asterisk, are on their way out. We do not have a current contract for them. If you refer to a group above that, you will find that it is a new series by the same company.

Mr. HAWKINS. Let's refer to those which are entitled, "More Fun With Our Friends," "Sally, Dick, and Jane," "Fun With Our Family," et cetera. Would you say that those textbooks have a multiethnic treatment? Would any of those textbooks, let's say, exclude illustrations that include persons of all ethnic groups? Or are they all lily white, as we have discovered, are some of the textbooks being used in some of the districts as compared with others that are available which actually portray life and society as they really are? In view of the fact that 39 percent of your schoolchildren are Negroes, I am wondering whether or not these textbooks reflect that fact.

Mr. QUARLES. Congressman, let me answer you this way. The State board of education gave formal notice of an adoption to be made in the area of reading in grades 1 through 8.

The board accepted sealed bids for this adoption from any and all publishers that chose to bid. After the bids were opened, there was no recourse. The evaluating committees had already been established and had already evaluated the books. This particular company offered in their bid this series of books. This is the only series of readers that this company bid to the State of South Carolina. The State board of education could not adopt a book that was not offered on the contract, according to law.

Mr. HAWKINS. With respect, then, to the general adoption, are you telling me that your evaluation committee does not get into the subject of content—

Mr. QUARLES. Yes, sir, the evaluation committees do get into the subject of content.

Mr. HAWKINS. Are textbooks reflecting a multiethnic treatment used in your particular schools?

Mr. QUARLES. Yes, sir; we do. We do have. Yes. If you will examine the books in this booklet, you will find that quite a few are there—

Mr. HAWKINS. Could you just simply give us a few examples? I am not aware of your situation. I am not trying to indicate any facts by my questions. What I am trying to do is to get some information from you that may help this committee.

Mr. QUARLES. Well, let's turn back to page 8, the books at the bottom of page 8 and beginning at page 9. I am sure those have multiethnic illustrations. I believe the ones at the bottom of 9. I believe some of the others up there, too. However, Congressman, again I will say that my duties concern the administrative handling of textbooks. I do not examine the contents. But there are some books that are multiethnic; there are some that are not multiethnic. The same choice is available to all schools.

Mr. HAWKINS. I think it would be helpful to this committee if you could submit to us a list of those books that you have referred to as being multiethnic that are currently in use in the schools of your State. I think it would probably do more to convince this committee that we are making some progress if we do have some specific illustrations or some specific examples of the type of book that you have just referred to that you are currently using.