

teachers alike are able to identify with the positive elements in their environment. We have been quite encouraged by the widespread interest evidenced in these books and the attention they have received in the press.

Of special note relative to the needs of minority groups in the Holt basic adult education program, a series of books specifically designed to aid disadvantaged citizens, many of whom are functionally illiterate. Such books as "Get Your Money's Worth," "How To Get Along on the Job, Measure, Cut and Sew" (rudiments of making clothes), "Learning To Read and Write," and "Impressions of the United States" are designed fundamentally to help people to help themselves.

Parenthetically, this series of books was begun in 1961 and was a first chance for many of our editorial people to work with authors toward attacking the disproportion of opportunity in many parts of our country.

The sounds and patterns of language is a new program not utilizing books at all in which six large posters depicting a variety of scenes are used with over 100 magnetized multiethnic cutout characters. This experimental program has been developed with the cooperation of interested professional educators in the New York City schools.

Integrated materials in elementary language arts accounted for a large measure of our sales in the first 6 months of 1966 from Federal school fund orders.

Our college department has a long record of publishing pioneering texts in the field of education treating minority groups.

Holt, Rinehart & Winston does not publish any multiple editions of any series or any book in which different treatment is given to minority groups. Our position referred to earlier makes it impossible for us to offer one customer an "all white" book, and then to sprinkle this same book with illustrations of members of a minority group to satisfy another customer.

On a continuing basis, the varying needs of school personnel with respect to the treatment of minority groups can be met only by a free flow of ideas between teachers, administrators, teacher-training institutions personnel, publishers such as ourselves, and other interested parties. Again, I would refer you to our urban studies program as an example of the kind of product that results from such a creative interchange of ideas.

Our experience with the book selection policies of educational authorities has shown us that, in the great majority of adoptions, the selection of materials is based on the quality of our materials and their suitability for use in the particular curriculum and classroom situation. We are not aware of having lost any adoptions because of our use of integrated materials.

As mentioned earlier, we publish no "dual" editions, and our integrated materials have been purchased in all 50 States. In fact, the first three major adoptions of our integrated Sounds of Language readers come from Texas, Louisiana, and South Carolina.

Our experience has been that an honest, properly representative treatment of minority groups is not only an important service to education but sound business practice as well. Parenthetically, there is a danger that there may develop an excess of zeal on the part of some textbook adopting authorities in that relative attention to integration becomes a sole criteria for adoption.