

of Venice" in English classes, and for many years this play appeared neither in curricula nor in textbooks. In recent years, the attitude of Jewish organizations has changed and the play has reappeared in English classrooms.

The Catholic schools have taken a different course. For many years they used textbooks specially written by Catholic writers. In the past 10 years there has been a strong move away from "Catholic" textbooks to the use of books produced for public schools. During this period, The Macmillan Company has experienced a considerable sale to Catholic schools of such titles as The Macmillan English Series, The Macmillan Science Series, The McGuire elementary school history series, History of a Free People. These books were produced for use by all the children of all the people. The use of these books may or may not indicate a change in parochial schools. It certainly demonstrates that Catholic schools find no bias in the books mentioned.

The plea for adequate representation of Negroes and other minority groups in textbooks has come from the large cities of the North and from the State of California. It began as a request no more than a decade ago. It changed to a demand five or six years ago. The Macmillan Company was one of the first publishing houses to recognize and respond to this demand.

In general the criticism by school personnel has been of two kinds: (1) representation of Negroes by illustration or textual reference as occupying inferior social status; (2) failure to represent the Negro adequately or at all. The first of these criticisms was the easier to meet. Odious epithets have long since disappeared from our texts and the word Negro is now uniformly printed with a capital N. A more significant change has occurred in illustrations which depict Negroes not just as jazz musicians and athletes but as civil service employees, as businessmen and members of profession—in vocations to which young people without great athletic or musical skill can aspire.

The second criticism as to adequate representation was not effectively made by school personnel until the late 1950's. The response of publishers was delayed only by the necessity of careful rewriting and the creation of wholly new works. During the past three years a great range and variety of instructional materials have appeared more adequately representing Negroes and other minority groups than in the past.

(d) The question here relates to "integrated textbooks." I suggest that this is not an apt or useful term. The Macmillan Company does not publish "integrated textbooks." It publishes textbooks which at relevant points and in appropriate context refer to and represent minority groups fairly and adequately. This means, among other things, the use of pictures showing members of all groups at work and at play together.

When plans for the Bank Street Readers were first announced in the press, there was a protest from one single parish in Louisiana which announced that henceforth no Macmillan textbooks would be used in the parish schools. This is the only prejudiced negative reaction that I know of. Since that time and since publication of the Bank Street Readers, Macmillan textbook business has increased steadily in Southern states. Indeed, it has grown faster in Southern states than in other regions of the country.

When we published the Bank Street Readers, we hoped they would find use in non-urban, rural schools as well as in the cities. We have discovered that the disadvantaged child in rural areas cannot identify with an urban setting any easier than with the standard suburban setting of the typical reading series.

The primary use of the Bank Street Readers is likely to be in cities and metropolitan areas. We intend to produce materials equally appropriate to non-urban areas.

Provision of materials for differentiated groups presents a problem to the state which adopts a limited number of texts per subject. There are 24 states which make state-wide adoptions; they are primarily in the South, the Southwest, and the Far West. The adopting committees are charged with finding books suitable for use in all sections of the state. The committees tend, therefore, to adopt books of general appeal. In state-adoption states, moreover, subject areas such as reading appear on a five- or six-year cycle. That is, an adoption runs for five or six years. This cycle often prevents consideration of some new materials for some years after publication.

It is significant, however, that our general texts in reading, English, science, and social studies which represent minority groups in illustration and text have met no opposition from adopting authorities in any part of the country. In fact, they have met with uniform acceptance.