

tions or peoples of the nation its editorial substance can readily be compromised by immediate marketing considerations. The peculiar function of textbooks and other educational materials in the highly mobile, highly diverse American society has been described in his book "Now, Barabbas" (Harper & Row, 1964) by William Jovanovich, the President of Harcourt, Brace & World, Inc.:

"As for most aspects of American society, the great watershed of change in education occurred at the turn of the century. The rise of industrialism gave rise to the cities—and to the opportunity for people to rise in the cities. America was making good its promise: its society was again the tabula rasa, the clean slate on which everyone could begin anew, given only the chance to learn. As education came to be regarded as a social necessity—and, because of the immigrants, a political one—it assumed national rather than local characteristics. Primary and secondary education throughout the United States became more uniform, more predictable. A standard curriculum based on a graded progression of skills that the student was expected to master, was adopted from state to state * * *. No longer, as is still partly the custom in Canada, were publishers compelled to produce books according to local specifications and, frequently, ones written by local authors. Now they could afford to commit large sums of money and careful editorial preparation toward the publication of a basic textbook or series of textbooks. The economics of textbook publishing became integral to the practices of American education: basic lists and concentrated selling resulted in a rapid turnover of books and in ample profits, which in turn enabled publishers to offer the schools not only planned instructional programs but also a variety of practical teaching aids."

Now, to be national in a true sense a publisher must also recognize the multi-ethnic, multi-religious, multi-racial character of American society. At Harcourt, Brace & World we have sought to reflect not only the past contributions but also the continuing needs of the various peoples of the United States.

Our anthologies of literature for junior and senior high schools have included, for example, a range of Negro authors. Our textbooks in science have been singularly commended for their scientific approach to the study of race. Our social studies books have emphasized the ideal of equality as it was expressed by Thomas Jefferson and as it has evolved, sometimes slowly, sometimes obscurely, but nonetheless steadily, in the successive legislative acts of American government. These books have, with what we believe is sound editorial candor, pointed out the lapses from the Jeffersonian ideal in our history: the shameful treatment of the American Indian, the disfranchisement and segregation of the Negro in the South after 1877, the long repudiation of Orientals, and the de facto patterns of discrimination against Negroes in the Northern states.

Until the early 1950's, at least, Harcourt, Brace & World believed that its policy of producing books for use in schools throughout the nation required the Company to proceed with considerable caution on the subject of the relations of white people and peoples of a different skin color. In doing so we were, in part, reflecting the dominant views of social conduct as they then generally existed in the United States. In part, too, we were mistaken, as so many Americans were in those years, in assuming that focusing on "racial questions" had a divisive effect on educational procedures, particularly on the relation of educators to the citizenry as a whole. However, as a greater understanding of the civil and social rights of minorities became prevalent in the United States following World War II, an evidence of which was the Supreme Court decision in the case of *Brown v. Topeka* (1954), our social studies and other textbooks have made it clear that the United States has entered a new era in its attention to race relations.

Our present textbooks devote explicit treatment to civil rights and minority-group problems, and they are used, as earlier books were, in every state in the Union. Furthermore, it is the present policy of the Company to illustrate those textbooks in which pictures of people are integral to the work with photographs and drawings that represent people of varying races. Accordingly, we have not made a practice of issuing separate editions of the same work.

Naturally, the essence of publishing is not to be found in neutralism, or in diffidence: to publish is to make known what one believes to be relevant and supportable. Harcourt, Brace & World has as a general publisher had a long tradition of forthright publishing on the problems of minorities. In the year of its founding it published Carl Sandburg's "Chicago Race Riots" (1919). It has published five books by W. E. B. DuBois (1920, 1928, 1935, 1940, 1945); and three books by Mary White Ovington (1920, 1931, 1947).