

scientist George Washington Carver, the historians felt more attention should have been paid to other outstanding—and more militant—Negroes. Ginn says it took the criticism into consideration in deciding to add the biography of fiery Negro abolitionist Frederick Douglass to a new edition scheduled to come out next year.

Ginn is also giving fuller treatment to the Negro in a fourth-grade civics text entitled *Your People and Mine*, even though the book escaped the historians' censure. In the 1965 edition a chapter called "Marian Anderson Sings to the World" substitutes for "Ford Made Machines Work for Us."

WINNING STATE APPROVAL

Winning Southern acceptance for such integrated textbooks is another matter, however. Each Southern state adopts a list of approved texts for use in the state's schools; no other texts may be purchased. A publishing company often has millions of dollars of sales riding on a state's decision to approve or reject a textbook series. Nationwide sales of elementary and high school textbooks are expected to pass \$350 million this year.

Harcourt is not the only publisher to find that racial considerations can influence state education officials' decisions. Ginn says it presumes Mississippi rejected its high school literature series last fall because of the racial issue. The 815-page American literature anthology in the series contained a three-page essay by James Baldwin, the controversial Negro writer. The essay, "The Creative Dilemma," dealt with the role of the artist in the U.S.

Though publishers realize they are risking the wrath of civil rights leaders, a number are publishing "segregated" editions of texts for sale in the South. "It seems economically sensible as well as culturally desirable to have a single edition for the entire country," observes Mr. Moseley of Harcourt. "But the bigger the stakes, the more feasible a special edition becomes."

Ginn is offering two versions of its spelling series, one with both whites and Negroes in the illustrations and the other, for sale in the South, depicting only whites. Scott-Foresman continues to sell the all-white version of its Dick and Jane readers, and the company also publishes both integrated and segregated editions of readers for higher grades. This past December the segregated version won Virginia's official approval.

Differences between the segregated and integrated editions of the advanced Scott-Foresman readers are as readily apparent as those between the two versions of the adventures of Dick and Jane. In a fourth-grade reader, a story in the integrated edition about Negro astronomer Benjamin Banneker is replaced in the segregated edition by a biography of his contemporary Paul Revere. In a sixth-grade text, a story in the integrated edition about the African slave trade and another about a Negro boy who saves a white boy from drowning are omitted from the segregated version.

Since only the segregated edition was adopted in Virginia, Negro children there won't be able to read the integrated books. Integrationists, along with many educators outside the South, regard this as a particularly objectionable result of dual editions and a strong argument in favor of publishers' bringing out a single, integrated edition of textbooks.

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FAMILY LIVING IN TEXTBOOK TOWN

(By Abraham Tannenbaum)

Readers of this article will find in it not only an excellent analysis of the cultural orientation of primary-level reading materials published during the last ten years, but also some promising suggestions for the achievement of "cultural fairness" in the reading program. The author is a man of experience in the field of elementary education, both as teacher and administrator, who at this writing is Research Assistant at Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University.

The school in America has been characterized as "an intermediate society between the family and the state which serves to train children in the ways of