

appear in normal school and play situations immediately recognizable to urban children. Evidence of the naturalness of this presentation is the fact that, although teachers invariably commented on the integrated character of the experimental editions, the children simply took them for granted. Children also identified strongly with the black-and-white photographs, perhaps because this is the reality of the television screen, the kind of picture which is universally familiar to children, applied to their own world."

In 1962 New York University Press published six titles in the Turner-Livingston Reading Series. As Robert King of NYU Press explains: "Practically every sentence and every line-drawing in each book had to be psychoanalyzed, so to speak, in close collaboration with the author to make it possible for an underprivileged, mentally-disturbed, retarded reader to work on the book without insuperable emotional obstacles rising in his mind."

"... within a year ... if school boards want a reliable, first rate textbook, they are just going to have to choose from integrated texts—it's that simple."

Within a few months after publication, commercial potential of the series attracted Follett Publishing Company, who now has the rights to the series. Follett vice president and editor-in-chief Robert Allen says that "All of our books are integrated now and will be in the future."

What about the question of market acceptance in southern states? Harcourt, Brace & World's president, William Jovanovich, comments: "I believe that within a year all responsible publishers will have a totally 'integrated' textbook program—if school boards want a reliable, first rate textbook, they are just going to have to choose from integrated texts—it's that simple."

Why will there be such an across-the-board integrated program by publishers? "Publishing houses reflect societal attitudes," Mr. Jovanovich explains. "The prevailing attitude is one of integration. We shall reflect that in our illustrations. As far as Harcourt's books are concerned, on the high school level there has never been a question of whether to integrate or not—we've always had integrated books at this level. And now in grades one through eight we are rapidly moving toward integrated illustrations in all of these. Even though we are pretty well integrated now in our illustrations, it's not the final product—but merely a continual refining."

There has been some suggestion that publishers use drawings or photographs of minorities in slum environments as a means of being as "truthful" to the child reader as possible.

As J. Kendrick Noble, Jr. of Noble and Noble, puts it: "In portraying the present, should we show it as it is, or as we'd like it to be?" Most publishers have kept away from "slum" illustrations. Harcourt agrees. "I feel," Mr. Jovanovich says, "that texts should not present anything that is seriously contrary to the aspirations of the minority groups. About the slum conditions—the readers of urban series are intimately aware of these conditions. To show slum conditions in textbook illustrations on the grounds that learning proceeds better if one 'begins where the children are' is dubious educational psychology, and may be even a cloying 'tolerance' on the part of all of us. I am sure that if we used slum illustrations, specifically in relation to Negroes, there would be protests from organized groups—and rightfully so!"

#### *The heart of the matter*

Charles F. Bound, vice president of Morgan Guaranty Trust Co., and banker for many leading publishers, crystallized these economic aspects and highlighted why the racial problem is at the heart of integrating textbooks. Addressing the recent ATPI-Urban League conference, he said: "At the heart of the poverty problem and of the urban problem is the Negro problem. Unless we successfully solve the Negro problem, we will not solve the other two." Sterling Tucker of the Washington, D.C. Urban League points out that "Education can't change social conditions. But it can, through textbooks, show society in transition. It can at least give youngsters hope, not kill their courage at an early age."

There are school boards which are themselves publishing integrated books. Among these is the School District of Philadelphia, Board of Public Education. George Green of the Board explains: "Our school system has published a volume called *Biographic Briefs*, which summarizes the accomplishments of outstanding Negroes, past and present. At this time we are producing a more extensive volume, similar in nature, called *And Crown Thy Good*."

#### *Our genius for exclusion*

"It has taken genius to exclude the Negro from history in our textbooks," Whitney Young, Jr., executive director of the National Urban League said at the