

BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES

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HEARINGS BEFORE THE AD HOC SUBCOMMITTEE ON DE FACTO SCHOOL SEGREGATION OF THE COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES EIGHTY-NINTH CONGRESS SECOND SESSION ON BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES

HEARINGS HELD IN WASHINGTON, D.C.
AUGUST 23, 24, 30, 31; AND SEPTEMBER 1, 1966

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BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES

TUESDAY, AUGUST 23, 1966

HOUSE OF REPRESENTATIVES,
AD HOC SUBCOMMITTEE ON DE FACTO SEGREGATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 a.m. in room 2175, Rayburn House Office Building, Hon. Adam Clayton Powell (chairman of the committee) presiding.

Present: Representatives Powell, Daniels, Carey, Hawkins, Burton, Pucinski, Brademas, Mrs. Mink, and Bell.

Also present: Representative Carl Perkins and Dr. Eunice Matthew, education chief.

Chairman POWELL. The committee will come to order.

This is the first meeting of the Ad Hoc Subcommittee on De Facto School Segregation. We set up these hearings on books for the schools with the kind cooperation of members of this subcommittee.

I would like to introduce the members of the committee. On my left is Mr. Daniels, of New Jersey, who was chairman of the subcommittee 2 years ago. Under the chairman's direction, this subcommittee did a very good job in drafting much of the language in the Civil Rights Act on school desegregation, regarding funds, and so forth.

On my right is Congressman Alphonzo Bell, of California; on my left, Congressman Augustus F. Hawkins, of California; and again on my left, Congressman John Brademas, of Indiana, and the gentlewoman of Hawaii, Mrs. Mink. We also have with us Dr. Eunice Matthew, education chief of the full committee, who will be in charge of some of the questioning, since this is a highly technical question.

I have a few brief remarks I would like to make.

In an article last year, the Wall Street Journal indicated that school tests stressing the Negro's role in the United States were "arousing opposition in the South."

The article indicated that to meet such southern opposition and possible cancellation of State contracts, publishers were putting out two editions—one for the South and one for the North.

In a more recent article in Time magazine, last week, the problem of minorities in textbooks was succinctly stated as follows:

Even under local control, the selection and creation of books that portray minorities realistically are difficult, delicate matters. The happy primer whose Negro, white and Puerto Rican kids always laugh together can be as misleading as portrayals of the ever-grinning slave. Histories that try to make heroes out of such rightfully obscure Negroes as Sojourner Truth, who was merely one of many Negro campaigners against slavery shortly before the war—

And let me interject here that Time's racial predilections are glaringly showcased here—

lose their credibility. Despite these flaws, the long over-due drive for balanced books has produced texts that are generally more accurate, realistic and engaging than those that today's adults used.

The concern for the literary depiction of American's nonwhite minorities is but one of the problems this committee is rightfully concerned with. These hearings are not aimed at the South, nor designed to force textbook publishers to come up with some overnight magic formula of instant integration in stories and pictures on American life.

These hearings have a fivefold purpose—as I see it—unless my colleagues see otherwise—to explore: (1) the role of the publishing industry in producing books suitable for the needs of the educationally disadvantaged, low income, and what is variously referred to as culturally deprived schoolchildren; (2) the treatment of minority groups and their role in American society in the basic reading texts used in all schools; (3) official school and library selection policies; (4) the extent of expenditures under the Elementary and Secondary Education Act and other legislation supporting book purchases, and (5) alleged price fixing of books by publishers and restriction of school and library purchases to certain editions with questionable binding—cost and durability.

The hearings will seek answers to these problems from educational experts, publishers, and private citizens.

Because this committee is currently authorizing over \$400 million under the Elementary and Secondary Education Act—for which we go to the Rules Committee tomorrow morning—for the purchase of schoolbooks, this committee has a legislative responsibility to determine the extent to which congressional intent is being fulfilled.

For example, if the thrust of the Elementary and Secondary Education Act is to concentrate its financial resources on developing an education for excellence for low income and educationally deprived children, if a primary purpose in our present Federal aid is to guarantee that slum children and minority group children living in the unlovely ghettos of our cities and mountains, such as Appalachia should receive an education equal to that of the wealthiest suburbs in this country—and I passionately believe the act intends these things as does our President—then, these hearings can help shed new light on how to speed up this educational process.

The legislative efforts of Congress to improve the quality of education for low income and educationally deprived children are being diluted and sabotaged if we appropriate Federal funds for programs and those programs are not the beneficiaries of the various massive public and private exertions.

These hearings will accomplish many things designed to improve the quality, cost and distribution of school textbooks.

However, one of the most important accomplishments I anticipate will be to provide a new and more wholesome image in textbooks of minority groups in America—not only for their pride, but for the pride of all Americans in the eclectic society we know as the United States.

Miss Jennifer Karen Lawson, a 20-year-old worker for the Student Nonviolent Coordinating Committee, said in an interview in a national magazine last week:

I realized I was born black when I went to elementary school and they told me about Dick and Jane and Bow and Wow and all that crap and I knew it wasn't me.

For the millions of Jennifer Karen Lawsons in America, I hope these hearings will uncover methods to destroy the invisibility of one-tenth of America's population so when every schoolchild in America reads about Dick and Jane and Bow and Wow, he or she can say to themselves with pride: "This is indeed I."

The gentleman from New Jersey.

Mr. DANIELS. Mr. Chairman and members of the committee, we announced previously that the purpose of these hearings would be to go into the alleged price fixing by publishers of school textbooks. I would like to point out that hearings on this subject matter were conducted by the Committee on Antitrust and Monopoly of the House Judiciary Committee. Those hearings were held early this year on March 24 and May 12. Those hearings were suspended because subsequently suits were entered against a number of publishers and those suits are presently pending before the court.

I think if we go into that question today, while these matters of litigation are pending before the courts, that with news of what develops in this hearing being disseminated through the news media, radio, television, and the press, it might result in prejudice against the public's case. I would suggest, therefore, that we refrain from going into that area.

Chairman POWELL. I accept my colleague's advice and I am sure the other members of the committee concur. I direct Dr. Matthew to delete any questioning with regard to cost and price fixing.

Congressman Bell?

Mr. BELL. Mr. Chairman and members of the committee, I agree with the chairman that a very fair and accurate selection of these books should be made and we should do all in our power to push for this. However, we must bear in mind that the thrust of the Elementary and Secondary Act is controlled at the State level.

The part the Federal Government must play is to urge that the proper type of books be published with fair, honest, and accurate statements and stories. I think we do, however, have to keep this principle of local control in mind. We have passed some very good laws, voting rights, and so forth, which should correct some of these discrepancies, but I think we have to bear this in mind in our investigation.

Chairman POWELL. I agree with the gentleman from California and we will bear that in mind today as we hear from our witnesses, among whom is the director of the division of textbooks in the Kentucky State Department of Education. Tomorrow we will have presidents and executives of publishing firms and then the director of the reading clinics of the District of Columbia public schools on Thursday; superintendent of public instruction from the State of North Carolina; a past president of the Association of School Librarians from Atlanta, Ga.; and then we will have Mr. Tito Valdez, director of the State textbook division, New Mexico State Department of Education; Mr. Quarles, director of the division of textbooks of the South Carolina State Department of Education; Mr. Avants, executive assistant, su-

perintendent of the State Department of Education, Louisiana; Mrs. Helen Lloyd, superintendent of schools, New York Board of Education; and Mr. E. B. Eller, assistant commissioner of the Department of Education of Nashville, Tenn., and any other witnesses that any members of the committee may desire to bring before the committee.

Mr. Hawkins?

Mr. HAWKINS. Not at this time.

Mr. BURTON. No.

Mr. PUCINSKI. No.

Mr. BRADEMAS. Nothing.

Chairman POWELL. Mrs. Mink.

Mrs. MINK. Nothing at this time.

Chairman POWELL. At this time we will hear from Commissioner Harold Howe from the Office of Education, accompanied by Mr. Arthur L. Harris.

STATEMENT OF COMMISSIONER HAROLD HOWE II, U.S. OFFICE OF EDUCATION; ACCOMPANIED BY ARTHUR HARRIS, ASSOCIATE COMMISSIONER FOR EDUCATION (ELEMENTARY AND SECONDARY EDUCATION)

Mr. HOWE. Good morning, Mr. Chairman, I have a prepared statement which I would like to read.

Chairman POWELL. All right.

Mr. HOWE. Mr. Chairman and members of the subcommittee, I am grateful for the opportunity you have given me today—an opportunity to say some of the things that need to be said about the current treatment of minority groups in school texts and library books.

Let me say at the outset that I have no desire whatsoever to dictate to anyone the content of a textbook or the treatment of a minority group in a school library volume. For equal to my concern about prejudice is my concern that there be no Federal censorship of ideas as expressed in books or other media.

In enacting the Elementary and Secondary Education Act of 1965, Congress wisely provided that the Office of Education should exercise no direction, supervision, or control over the selection of textbooks, library resources, and other instructional materials. This is as it should be.

In our pluralistic society no one person and no government office should make decisions as to what students read and learn. Such a power is wholly inconsistent with the concept of democracy as we know it. The Office of Education does not possess such a power, nor do we seek it.

Having said this, I feel it is not inappropriate for me to indicate concern over the treatment—or too often, lack of treatment—of minority racial and ethnic groups in children's literature today. My concern is both official, in my position as U.S. Commissioner of Education, and personal, as an educator and a citizen.

My official concern arises partly because of the vastly increased sums of Federal money which are being spent by local school districts for instructional materials since the passage of the Elementary and Secondary Education Act of 1965. Title II of that act provided \$100 million for fiscal year 1966 specifically for textbooks, library books,

audiovisual, and other instructional materials. Appended to my testimony is a tabulation, by State, of how such funds were allocated among the three categories. Another \$150 million was spent by local school districts for instructional materials of all types in conjunction with projects for the educationally disadvantaged under title I.

Of the proposals funded under title III of the Elementary and Secondary Education Act, 81 are for educational media and materials centers, and 42 are designed especially for disadvantaged children. Attached is a table showing estimated obligations for fiscal years 1966 and 1967 for printed and published instructional materials and for audiovisual materials.

Quality instructional materials can do much to overcome the handicaps which plague the educationally disadvantaged. As is shown by the recent survey on equality of educational opportunity, conducted under the mandate of title IV of the Civil Rights Act of 1964, a fine textbook has far more impact on the child of the ghetto than on the suburban child to whom quality is not a novelty. As a Federal official, I would hope that Federal funds are being spent as wisely as possible by the local officials charged with that responsibility.

As an educator and a citizen, I feel I must express concern about the twin problems of censorship and content. Obviously, not all books which are read and discussed by adults are proper fare for juvenile or adolescent readers. Many parents have practiced censorship over their children's reading habits at one time or another. Many schools, standing in loco parentis, oversee the reading of their students. For this reason, among others, many States have some established authority charged with the selection of textbooks for use in the State public school system.

PATTERNS OF STATE CONTROL OVER TEXTBOOK SELECTION

Three different general plans are being used by State departments for selecting textbooks:

(1) Each school authority is free to select textbooks; that is, each local school authority.

(2) Each school authority selects textbooks from a list approved by some authority at the State level.

(3) Textbooks are adopted for statewide use by a State authority.

Some laws require the State board of education or the State textbook commission to select textbooks. Others permit the State board or State department of education to select textbooks. Where the law is permissive, the State authority may select some textbooks and leave the selection of others to the local school authority. For example, elementary textbooks may be adopted for statewide use, while high school textbooks may be selected locally; or textbooks for required subjects may be State adoptions, while those elected subjects may be adopted locally. I attach a 1963 study conducted by the National Education Association Research Division concerning these State patterns of selection and distribution of textbooks.

Textbook selection at the State level can be justified as a means of keeping the curriculum consistent throughout the public schools of the State. Since many factors enter into the selection of a textbook for statewide use, it is almost impossible to generalize about the significance of the treatment of minority groups as a factor in selection.

However, it is generally felt that the use of textbooks, library books, and instructional materials which meaningfully portray minority racial and ethnic groups is restricted in certain areas of the country. It is important to note that such control is not limited to the South.

Control is often maintained in subtle ways which may be difficult to substantiate. Books dealing with minority groups may simply not be included in State-approved lists. Experts in the field are also aware that publishers have been known to offer alternate editions of texts, in which the titles and formats are identical but the nature and extent of attention to minority groups are different. It may be difficult to determine from State and local lists which edition is in use. The Virginia Council on Human Relations has stated:

In the case of these dual editions it is usual for the publisher or his local representative to offer to a school system only the version he thinks will be most acceptable; the other edition is not mentioned and the catalogs do not clearly indicate the existence of two varieties.

This same council has published a "List of Intercultural Textbooks and Readers" which shows how the alternate editions may be identified. As a general principle, it makes good sense that those selecting books should be aware of all the choices.

The strongest control over what our children are allowed to read is exerted in the local school district, where pressures from groups outside the school system, or the fear of such pressures, may lead selection committees to be wary of books which could be considered controversial. The same desire to avoid controversy all too often obscures the reasons why certain books have been rejected for use in the schools.

The choice of library books for use in schools is, in many cases, similarly restricted. Although we have no objective data on the exclusion of books involving relationships with members of minority groups, many times such books simply fail to appear on school library shelves. Exclusion becomes tacit policy. Development of multi-ethnic materials can have little impact on attitudes if censorship prevents their reaching children's hands.

PROBLEMS OF CONTENT

But what are the multiethnic materials? This leads to my second area of concern—content. Does adding a picture of Jackie Robinson or darkening the shade of a face in an illustration make a book "integrated"? I say it does not. Minority group treatment in children's books means much more than this. It means relevance—relevance to the life of the minority group child of today, relevance to his experiences and his sensations and his interests.

The world of "Look, Jane, Look" is usually a white suburban world. Daddy goes off to work each morning and returns each evening; mother stays home with her children and her pretty house and her well-kept green yard. What relevance does this scene have to the child of the city whose mother works outside the home, whose "yard" is the street? The world presented is completely alien; its elements bear no relationship to everyday existence in the city.

Similarly, how many children learn anything at all about Africa or Asia when they study world history? Most history books are Europe-oriented, and world history usually jumps from Greco-Roman times to the days "when knighthood was in flower." Whole continents

do not exist at all. Of course, in teaching American history, it has been necessary to mention the existence of the Negro in any discussion of slavery and the Civil War. But, in many textbooks, the Negro has dropped out of existence around 1870, and has not yet reappeared in the 20th century. Some years ago, schoolbooks began to introduce, with serious and constructive treatment, south Europeans, Jews, Orientals, and other ethnic groups on the American scene. But the American Negro has been the last to break through the "textbook barrier."

Portrayal of the "happy southern ducky" stereotype has pervaded many texts used in the education of our children. The Virginia Council on Human Relations cites a history text, currently prescribed for use by 11th- and 12th-grade classes in that State, which "suggests that many fugitive and rebellious slaves must not have been informed of (slavery's) benefits."

I quote from that report:

The slave's condition had its advantages. He usually worked the accepted workweek of the colony—from sunrise to sundown daily except Sunday. But he enjoyed long holidays, especially at Christmas. He did not work as hard as the average free laborer, since he did not have to worry about losing his job. In fact the slave enjoyed what might be called comprehensive social security. Generally speaking, his food was plentiful, his clothing adequate, his cabin warm, his health protected, his leisure carefree. He did not have to worry about hard times, unemployment or old age.

Chairman POWELL. When was that book published?

Mr. HOWE. I will have to get that for you.

Chairman POWELL. Recently?

Mr. HOWE. Maybe one of my associates knows the answer to that.

I have been informed the book is still in use but I do not know the date it was published. We will get that for you.

(The information referred to follows:)

Hamphill, Schlegel, and Engelberg, "Cavalier Commonwealth," McGraw-Hill, first edition (1954), revised edition (1963).

Mr. HOWE. The problems of children in the ghetto are in large part socioeconomic problems. The white inhabitant of center-city is as unable to relate to "Dick and Jane" as his nonwhite counterpart. However, it is a tragic fact of life that an undue percentage of underprivileged urban children are nonwhite. Their need for instructional materials to which they can relate is overwhelming.

APPROACH TO MORE MEANINGFUL INSTRUCTIONAL MATERIALS

I am certainly not the first person to point this out nor, I hope, will I be the last. Educators and publishers alike are aware of the problem and are attempting to develop new materials to meet the special needs of the educationally disadvantaged. We have, wherever proper, cooperated with these groups. For example, the Office of Education sponsored a conference on reading materials for the disadvantaged only last month, at the end of July. At this meeting curriculum specialists, researchers, and members of the publishing industry were represented. The conferees agreed that materials to be effective should provide—

- (1) High quality writing, exhibiting style and imagination;
- (2) Comprehensive coverage of historical events, with thorough source documentation;

(3) Balanced presentation of minority groups, in context, rather than through the use of supplementary materials of special chapters and the perpetuation of stereotypes;

(4) Presentation of minority groups in varied and diversified settings and through various topics; and

(5) Realistic rather than superficial coverage, but with a view to showing how American life would be at its best.

Similarly, cooperative research funds have supported university-based research designed to make curriculums more relevant to disadvantaged children. This year, three such projects have been completed:

(1) The Lincoln Filene Center for Citizenship and Public Affairs of Tufts University developed pilot materials on racial and cultural diversity for elementary school students.

(2) Queens College explored the impact of biographical and fictional materials about the Negro on the learning and retention rates of disadvantaged Negro eighth-graders.

(3) Researchers from Columbia University and Brooklyn College developed a language development program for center-city kindergarten children.

Office of Education support for such curricular research arises from our desire to promote diversity of materials from which State and community educational authorities can choose. The common denominator of such materials should be quality.

A start toward getting such quality multiethnic materials into the classrooms has already been made, through the efforts of publishers and of educational agencies. In general, the development of new curricular materials designed to give more attention to minority groups has followed one or another of the following patterns:

(1) A commercial publisher may decide to include multiethnic materials among its offerings, and will use the traditional approach in developing these materials.

In general, the process involves the hiring of writers—who may be school personnel, university professors, or free lance writers—submission of the manuscripts to school personnel for review and consultation, pilot testing in classrooms, feedback, revision, and publication of the resulting version. The extent of pilot testing and feedback will depend in large measure upon the range of the publisher's resources. One innovation has developed from a publisher's contracting with a photographer, a public school principal, and a college professor to prepare a series of books for children who do not verbalize. The books consist of photographs of city life, have a multiethnic character, and provide spaces for the child to write his own reactions—which become his beginning reading vocabulary.

(2) The school system may develop its own materials and have them published commercially.

This pattern was stimulated by the Great Cities Program for School Improvement, originally financed by the Ford Foundation. School superintendents in the Nation's largest cities recognized that available textbooks were markedly inadequate for urban use; they therefore developed their own. In the case of the "Detroit Readers," for example, a writers' committee composed of teachers and curriculum specialists was established within the school system to prepare the materials. The board of education holds the copyright

Rochester, N.Y., and Los Angeles, Calif., are following the same pattern. In a similar way, the "Bank Street Readers" were developed by the Bank Street College of Education, which trains teachers to serve in urban schools. The series, designed for urban Negro children, is published commercially, and the Bank Street faculty holds the copyright.

(3) The school system itself publishes the materials which it has developed.

The Board of Education of the City of New York has followed this pattern providing a series to be used at the junior high and senior high school levels to stimulate an awareness of the contributions of various minority groups. New York City has also worked in cooperation with commercial publishers to produce multiethnic materials such as its "Call Them Heroes" series.

Federal funds provided under the Elementary and Secondary Education Act support these efforts by the local communities. Although we do not have a detailed breakdown of local expenditures for instructional materials under title I, we know, for example, that Washington, D.C., is using such funds to develop curriculum materials for all grades. We know that Rochester and Los Angeles are using title I funds to support the development of multiethnic curriculum materials for the elementary grades.

Title III offers similar opportunity for the development of specialized instructional materials. For example, an Arizona school district which serves children of American Indian heritage is planning a new curriculum geared to their special needs. Planners in Ohio will survey dominant cultural themes and prepare materials in the humanities. In Texas, two centers, one to teach English and Spanish and the other to give information about the general culture, are being planned for a city in which half of the first graders are of Mexican descent. And Colorado has a planning project which will involve groups representative of each of the subcultures of the community in presenting programs of their art, music, literature, history, and language. Although none of these projects is specifically designed to produce multiethnic materials, development of such materials appears a likely outgrowth of activities directed toward minority groups.

There has been a noticeable increase in the number of books recognizing the existence of minority groups. I think you will agree that this is indeed commendable. And one cannot be totally deaf to the cry of the publishing industry that it is not running—at least intentionally—a nonprofit enterprise. Publishers willing to issue multiethnic materials must be reassured that the educational community will purchase such materials. The rise in awareness on the part of large urban areas that "Dick and Jane" materials do not meet their students' needs indicates that a market is available.

Finally, I would like to express the hope that multiethnic materials will not be labeled "books for the disadvantaged" and limited to use by them. Special needs of the educationally disadvantaged do require special materials, but the suburban child can profit as much from a story set in a big city as the ghetto child can learn from a story involving a rural area.

Part of the value of multiethnic materials is their contribution to the expansion of understanding. Children at all socioeconomic levels are "deprived" if they fail to appreciate the problems, and the contributions, of the vary groups who go to make up our society.

Thank you, and we would be happy to explore with you any questions you may have.

Chairman POWELL. Thank you.

Without objection, the addenda that you have attached to your remarks will be included in the record.

(The information referred to follows:)

TABLE 1.—ESEA title II—State plans submitted and approved (June 8, 1966)

States	Effective date of approved plans	Date approved	Allotment	Public, nonpublic, students	Public, nonpublic, teachers
Total.....	55	55	\$99,977,800	49,067,695	1,930,638
Alabama.....	Dec. 23, 1965	Mar. 17, 1966	1,734,277	855,039	30,640
Alaska.....	Mar. 7, 1966	Apr. 25, 1966	118,854	58,598	2,680
Arizona.....	Oct. 12, 1965	Dec. 16, 1965	815,164	401,895	16,800
Arkansas.....	Nov. 29, 1965	Jan. 10, 1966	937,854	462,384	17,570
California.....	Dec. 10, 1965	Jan. 21, 1966	9,308,483	4,589,300	167,410
Colorado.....	Oct. 18, 1965	Dec. 14, 1965	1,065,929	525,528	22,450
Connecticut.....	Jan. 4, 1966	Mar. 25, 1966	1,392,995	686,779	30,300
Delaware.....	Mar. 7, 1966	Mar. 17, 1966	256,903	126,659	5,370
District of Columbia.....	Dec. 8, 1965	Feb. 7, 1966	345,817	170,496	6,570
Florida.....	Nov. 9, 1965	Feb. 3, 1966	2,604,055	1,283,860	50,810
Georgia.....	Oct. 20, 1965	Jan. 5, 1966	2,174,706	1,072,181	39,140
Hawaii.....	Feb. 2, 1966	Apr. 8, 1966	391,124	192,833	6,750
Idaho.....	Nov. 18, 1965	Jan. 5, 1966	370,581	182,705	7,510
Illinois.....	Sept. 27, 1965	Dec. 14, 1965	5,361,699	2,643,443	105,270
Indiana.....	Dec. 20, 1965	Feb. 7, 1966	2,528,237	1,246,480	49,150
Iowa.....	Jan. 4, 1966	Apr. 1, 1966	1,483,765	731,531	32,240
Kansas.....	Nov. 29, 1965	Jan. 21, 1966	1,146,723	565,361	26,450
Kentucky.....	Jan. 18, 1966	Mar. 7, 1966	1,549,486	763,933	30,110
Louisiana.....	Nov. 22, 1965	Feb. 18, 1966	1,922,905	948,037	36,210
Maine.....	Dec. 28, 1965	Mar. 3, 1966	525,829	259,246	11,040
Maryland.....	Oct. 13, 1965	Dec. 7, 1965	1,809,594	892,172	35,050
Massachusetts.....	Dec. 28, 1965	Feb. 9, 1966	2,622,125	1,292,769	55,230
Michigan.....	Jan. 3, 1966	Mar. 30, 1966	4,671,827	2,303,320	83,790
Minnesota.....	Dec. 20, 1965	Jan. 28, 1966	1,988,186	980,222	39,890
Mississippi.....	Feb. 23, 1966	Mar. 15, 1966	1,218,307	600,654	21,020
Missouri.....	Dec. 30, 1965	Feb. 3, 1966	2,309,246	1,138,512	43,260
Montana.....	Oct. 7, 1965	Jan. 19, 1966	382,828	188,743	8,750
Nebraska.....	Feb. 15, 1966	Apr. 1, 1966	775,144	382,164	17,890
Nevada.....	Dec. 17, 1965	Feb. 7, 1966	211,763	104,404	4,340
New Hampshire.....	Nov. 1, 1965	Dec. 27, 1965	336,232	165,770	7,460
New Jersey.....	Dec. 8, 1965	Jan. 13, 1966	3,233,812	1,594,345	67,950
New Mexico.....	Nov. 3, 1965	Jan. 3, 1966	590,702	291,230	11,970
New York.....	Oct. 22, 1965	Dec. 22, 1965	8,293,725	4,089,000	174,060
North Carolina.....	Nov. 9, 1965	Dec. 16, 1965	2,435,404	1,200,711	45,620
North Dakota.....	Dec. 13, 1965	Mar. 16, 1966	347,300	171,227	8,260
Ohio.....	Nov. 16, 1965	Dec. 22, 1965	5,406,689	2,665,624	102,640
Oklahoma.....	Nov. 1, 1965	Jan. 26, 1966	1,266,877	624,600	23,580
Oregon.....	Nov. 5, 1965	Jan. 12, 1966	975,757	481,071	21,880
Pennsylvania.....	Nov. 12, 1965	Dec. 15, 1965	5,908,219	2,912,890	105,310
Rhode Island.....	Oct. 28, 1965	Dec. 20, 1965	427,974	211,001	8,920
South Carolina.....	Nov. 24, 1965	Jan. 12, 1966	1,320,035	650,808	24,490
South Dakota.....	Mar. 1, 1966	Mar. 11, 1966	386,838	190,745	9,300
Tennessee.....	Jan. 14, 1966	Mar. 8, 1966	1,826,346	900,431	32,120
Texas.....	Sept. 17, 1965	Oct. 25, 1965	5,345,745	2,635,677	105,130
Utah.....	Nov. 1, 1965	Dec. 20, 1965	587,662	289,731	11,010
Vermont.....	Nov. 29, 1965	Mar. 8, 1966	208,027	102,562	4,840
Virginia.....	Dec. 16, 1965	Jan. 14, 1966	2,095,347	1,033,055	41,240
Washington.....	Nov. 12, 1965	Feb. 3, 1966	1,591,758	784,774	32,620
West Virginia.....	Dec. 14, 1965	Feb. 9, 1966	924,800	455,948	17,230
Wisconsin.....	Jan. 17, 1966	Feb. 23, 1966	2,278,827	1,123,515	45,720
Wyoming.....	Dec. 20, 1965	Jan. 20, 1966	187,468	92,426	4,460
American Samoa.....					
Guam.....	Apr. 6, 1966	May 19, 1966	56,000	22,024	700
Puerto Rico.....	Apr. 18, 1966	May 17, 1966	1,824,200	690,394	18,570
Virgin Islands.....	Feb. 12, 1966	May 17, 1966	33,400	12,769	520
Trust Territory of the Pacific.....	Apr. 18, 1966	May 18, 1966	64,200	26,219	748

State allocations under ESEA title II, by category of materials, 1966

Total	School library resources	Other instructional materials	Textbooks
1. Alabama.....	At least 50 percent.....	Not more than 25 percent.	No more than 10 percent.
2. Alaska.....	do.....	do.....	0 percent.
3. Arizona.....	2½.....	¼.....	Do.
4. Arkansas.....	75 to 100 percent.....	Not more than 25 percent.	Do.
5. California.....	100 percent (75 percent printed, not more than 25 percent AV).	0 percent.....	Do.
6. Colorado.....	100 percent for this and other, to be determined locally.	0 percent.....	Do.
7. Connecticut.....	100 percent.....	0 percent.....	Do.
8. Delaware.....	Up to 100 percent.....	Not more than 20 percent.	Do.
9. District of Columbia.....	85 percent (50 percent printed, 35 percent AV).	Up to 15 percent for other and textbooks).	
10. Florida.....	85-100 percent.....	Not more than 15 percent.	Not more than 15 percent.
11. Georgia.....	Not less than 75 percent.	Up to 12½ percent.....	Up to 12½ percent.
12. Hawaii.....	100 percent.....	0 percent.....	0 percent.
13. Idaho.....	do.....	Included library resources.	Do.
14. Illinois.....	Up to 100 percent.....	Up to 25 percent.....	Do.
15. Indiana.....	do.....	Up to 40 percent.....	Up to 20 percent.
16. Iowa.....	From 40 to 50 percent.....	From 30 to 50 percent.....	0 percent.
17. Kansas.....	Not less than 80 percent.	Not more than 10 percent.	Not more than 10 percent.
18. Kentucky.....	At least 50 percent excluding AV. Not more than 35 percent for AV.	Not more than 15 percent.	Not more than 15 percent.
19. Louisiana.....	At least 50 percent.....	Up to 25 percent.....	Up to 25 percent.
20. Maine.....	100 percent.....	0 percent.....	0 percent.
21. Maryland.....	Up to 100 percent.....	Included in library resources.	Up to 15 percent of 25 percent (4 percent).
22. Massachusetts.....	Not less than 50 percent.	Up to 40 percent—remainder for library resources.	Not more than 10 percent.
23. Michigan.....	Approximately 95 percent.	0 percent.....	Approximately 5 percent.
24. Minnesota.....	100 percent.....	do.....	0 percent.
25. Mississippi.....	At least 70 percent.....	Up to 15 percent.....	Up to 15 percent.
26. Missouri.....	90 percent.....	Up to 10 percent for textbooks and other.	Up to 10 percent for textbooks and other.
27. Montana.....	100 percent.....	0 percent.....	0 percent.
28. Nebraska.....	37 percent.....	63 percent.....	Do.
29. Nevada.....	About 80 percent.....	About 20 percent.....	Do.
30. New Hampshire.....	60 percent.....	30 percent.....	Not more than 10 percent.
31. New Jersey.....	100 percent.....	Included library resources.	0 percent.
32. New Mexico.....	75 percent.....	10 percent.....	15 percent.
33. New York.....	Not less than 50 percent.	Not more than 25 percent.	Not more than 25 percent.
34. North Carolina.....	Up to 100 percent.....	Not more than 20 percent.	Not more than 10 percent.
35. North Dakota.....	At least 75 percent.....	25 percent.....	0 percent.
36. Ohio.....	Not less than 50 percent.	Not more than 25 percent.	Not more than 25 percent.
37. Oklahoma.....	60 percent.....	No more than 20 percent.	Not more than 20 percent.
38. Oregon.....	80 to 100 percent.....	Up to 10 percent.....	0 percent (1st year).
39. Pennsylvania.....	At least 75 percent.....	Up to 25 percent.....	Up to 25 percent.
40. Rhode Island.....	At least 50 percent.....	Not more than 25 percent.	Not more than 25 percent.
41. South Carolina.....	100 percent.....	0 percent.....	0 percent.
42. South Dakota.....	do.....	do.....	Do.
43. Tennessee.....	do.....	do.....	Do.
44. Texas.....	At least 70 percent.....	Up to 15 percent.....	Up to 15 percent.
45. Utah.....	Up to 95 percent.....	Included in library resources.	0 percent.
46. Vermont.....	100 percent.....	0 percent.....	Do.
47. Virginia.....	Not less than 90 percent.	Not more than 10 percent.	Do.
48. Washington.....	100 percent.....	Included in library resources.	Do.
49. West Virginia.....	do.....	Not enumerated.....	Do.

State allocations under ESEA title, by category of materials, 1966—Continued

Total	School library resources	Other instructional materials	Textbooks
50. Wisconsin.....	45 percent.....	50 percent (primarily library materials).	3 to 5 percent.
51. Wyoming.....	70 to 95 percent.....	10 to 35 percent.....	1 to 5 percent.
52. Guam.....	75 percent.....	25 percent.....	0 percent.
53. Puerto Rico.....	20 percent.....	13 percent.....	62 percent.
54. Trust Territory of the Pacific.....	Up to 100 percent.....	Minimal amount.....	Minimal amount.
55. Virgin Islands.....	Not less than 75 percent.	Up to 25 percent for other and textbooks.	Up to 25 percent for other and textbooks.

TABLE 1.—Patterns followed by 50 States in selection of textbooks

Patterns of textbook selection 1	Elementary schools 2	Secondary schools 3
Selection of textbooks by— Local units.....	23 States: Colorado, Connecticut, Illinois, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington, Wisconsin, Wyoming.	28 States: Arizona, Arkansas, California, Colorado, Connecticut, Illinois, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, South Dakota, ¹ Vermont, ² Washington, West Virginia, Wisconsin, Wyoming.
State agency.....	27 States: Alabama, Alaska, ³ Arizona, Arkansas, California, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Nevada, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, ⁴ Tennessee, Texas, Utah, Virginia, West Virginia.	22 States: Alabama, Alaska, ³ Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, ⁴ Tennessee, Texas, Utah, Virginia.
Adoption of one textbook by State agency in— All subjects.....	2 States: California, North Carolina.	1 State: North Carolina.
Some, but not all subjects... State agency does not select one textbook.	2 States: Idaho, Mississippi..... 20 States: Alaska, Arkansas, Delaware, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, West Virginia.	2 States: Idaho, Mississippi. 17 States: Alaska, Delaware, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, New Mexico, North Dakota, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah.
No data.....	2 States: Arizona, Virginia.....	1 State: Virginia.
Multiple selection of textbooks provided by State agencies in— All subjects.....	21 States: Alabama, Alaska, Arizona, Arkansas, Delaware, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah.	17 States: Alabama, Alaska, Delaware, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, New Mexico, North Dakota, Oklahoma, Oregon, Tennessee, Texas, Utah.
Some, but not all subjects...	4 States: Idaho, Mississippi, Virginia, West Virginia.	3 States: Idaho, Mississippi, Virginia.
Multiple selection not offered.	2 States: California, North Carolina.	1 State: North Carolina.
No data.....		1 State: South Carolina.

¹ Although selection is by local units, the State commissioner publishes a list of recommended books to be used in the selection.² Selection by some county units depends upon classification of district.³ City school systems of 40,000 population or more may, by State board approval, adopt own books.⁴ Except in Portland (20,000 or more pupils) where 1913 statute permits local district selections.

TABLE 2.—*Sources of authority for textbook selection patterns*

Selection agency	Elementary schools			Secondary schools		
	By statute (2)	By State board policy (3)	No data (4)	By statute (5)	By State board policy (6)	No data (7)
Textbooks are selected by local districts.	16 States: Colorado, Connecticut, Illinois, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, New York, Ohio, Pennsylvania, Rhode Island, South Dakota, Washington, Wyoming.	2 States: New Hampshire, Wisconsin.	5 States: Iowa, Missouri, Nebraska, New Jersey, Vermont.	16 States: Colorado, Connecticut, Illinois, Maine, Maryland, Massachusetts, Michigan, New York, Ohio, Pennsylvania, Rhode Island, South Dakota, Washington, Wyoming.	2 States: New Hampshire, Wisconsin.	10 States: Arizona, Arkansas, California, Iowa, Missouri, Nebraska, Nevada, New Jersey, Vermont, West Virginia.
Textbooks are selected by State agency.	22 States: Alabama, Alaska, Arkansas, California, Florida, Georgia, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Nebraska, Nevada, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia.	5 States: Arizona, Delaware, Hawaii, Idaho, New Mexico.		18 States: Alabama, Alaska, Florida, Georgia, Indiana, Kansas, Kentucky, Louisiana, Mississippi, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia.	4 States: Delaware, Hawaii, Idaho, New Mexico.	

TABLE 3.—*Selection agency in States where at least some State control is exercised*

State selection agency 1	Elementary schools 2	Secondary schools 3
Separate textbook commission or committee.	7 States: Arkansas, Kansas, Mississippi, ¹ Nevada, Oregon, Tennessee, Utah.	5 States: Kansas, Mississippi, ¹ Oregon, Tennessee, Utah.
State board.....	9 States: Alabama, Arizona, Georgia, Indiana, Louisiana, South Carolina, Texas, Virginia, West Virginia.	7 States: Alabama, Georgia, Indiana, Louisiana, South Carolina, Texas, Virginia.
Textbook commission and State board.	1 State: California.....	
Textbook commission, State department, and State board.	2 States: Kentucky, Oklahoma....	2 States: Kentucky, Oklahoma.
Commission or committee recommends to State board.	3 States: Idaho, New Mexico, North Carolina.	3 States: Idaho, New Mexico, North Carolina.
Advisory committee works with State department.	3 States: Alaska, Delaware, Hawaii.	3 States: Alaska, Delaware, Hawaii
State textbook purchasing board with government cabinet.	1 State: Florida.....	1 State: Florida.
No answer.....	1 State: North Dakota.....	1 State: North Dakota.
Total number of States.....	27.....	22.

¹ The State textbook screening committee puts all books on list unless determined to be undesirable.

Federal funds for books and instructional materials

	Printed and published instructional materials				Audiovisual materials			
	1966 estimated obligations		1967 estimated obligations		1966 estimated obligations		1967 estimated obligations	
	Federal	Matching	Federal	Matching	Federal	Matching	Federal	Matching
Captioned films for the deaf.								
Elementary and Secondary Education Act of 1965 (Public Law 89-10):								
Title I: Assistance for educationally deprived children.	\$150,000,000		\$200,000,000		\$1,720,000		\$1,800,000	
Title II: School library materials.	55,000,000		62,000,000		90,000,000		90,000,000	
Title III: Supplementary educational centers and services.	3,000,000		6,000,000		40,000,000		40,000,000	
Higher Education Act of 1965:					3,000,000		6,000,000	
Title I: Community service and continuing education programs.	300,000	\$100,000	600,000	\$200,000				
Title II: Library assistance.	8,000,000	8,000,000	25,000,000	7,000,000	6,000	\$2,000	12,000	\$4,000
Title VI: Acquisition of equipment and minor remodeling.	700,000	700,000	900,000	900,000	160,000	150,000	500,000	140,000
Expansion and improvement of vocational education.	2,100,000	10,000,000	2,500,000	12,600,000	700,000	700,000	900,000	900,000
Grants for public libraries, library services.	5,500,000	24,500,000	6,100,000	25,300,000	42,000	202,000	50,000	252,000
National Defense Education Act: Title III: Instructional assistance, grants to States.	6,000,000	6,000,000	6,000,000	6,000,000	116,000	490,000	122,000	506,000
Civil rights educational activities.			8,000		6,000,000	6,000,000	6,000,000	6,000,000
Subtotal, Office of Education funds.	230,695,800	49,450,800	302,218,300	52,088,300	141,754,000	7,554,000	145,437,000	7,802,000
Manpower development and training activities.	1,900,000		1,900,000		38,000		38,000	
Economic Opportunity Act: Adult basic education.	1,100,000	100,000	900,000	100,000	22,000	2,000	18,000	2,000
Civil defense adult education.	30,000		20,000		600		400	
Subtotal, transferred funds.	3,030,000	100,000	2,820,000	100,000	60,600	2,000	56,400	2,000
Grand total.	233,725,800	49,550,800	312,038,300	52,188,300	141,814,600	7,556,000	145,493,400	7,804,000
Title V: Guidance, counseling, and testing (institutes).	2,000		2,000		1,000		1,000	
Title VI: Advanced training (area centers).	50,800	50,800	58,300	58,300				
Title XI: Institutes.	43,000		50,000		15,000		17,000	

CHAIRMAN POWELL. I have one comment. I do not agree with you that the Commissioner does not have the power to withhold funds.

It was in 1954 when I started the Powell amendment and Mr. Daniels held extensive hearings on it. The Civil Rights Act, title VI, section 601 states:

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

It goes ahead and even spells out that "Each applicant for a grant for the construction of educational television facilities is required to provide an assurance that it will, in its broadcast services, give due consideration to the interests of all significant racial or ethnic groups within the population to be served by the applicants."

What I am trying to say is that I would like to submit to you this brief I have had prepared for a knowledgeable person on your staff to look over and then get a reply to me. I believe you do have some authority, and I would like to ask Mr. Daniels, whether he is a lawyer or not, what he feels about it.

(The brief referred to follows:)

A LEGAL OPINION ON BOOKS FOR SCHOOLS AND TITLE III OF THE CIVIL RIGHTS ACT

I. THE COMMISSIONER OF EDUCATION HAS THE AUTHORITY TO PROHIBIT OFFICIAL CONDUCT WHICH POURS FEDERAL FUNDS INTO THE PURCHASE OF BOOKS AND OTHER MATERIALS DESIGNED TO PERPETUATE SEGREGATION AS A WAY OF LIFE

A. Section 601 of Title VI of the Civil Rights Act of 1964 provides: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Under Section 602, all Federal Departments and Agencies which extend Federal financial assistance are directed to issue rules, regulations, and orders, designed to effectuate Section 601. The regulations governing programs of the Department of Health, Education and Welfare are contained in Title 45 CFR part 80. Section 80.3 of the Department's regulations provides in relevant part:

"(b) *Specific discriminatory actions prohibited.*—(1) A recipient under any program to which this regulation applies may not, directly or through contractual or other arrangements, on ground of race, color, or national origin—

"(B) provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others under the program;

"(C) subject an individual to segregation or separate treatment in any matter related to his receipt of any service, financial aid, or other benefit under the program; . . ."

If this House Committee finds that certain school purchasing policies have a deleterious affect on children of one race, then such children have been provided a service "which is different . . . from that provided to others under the program" and have been subjected to a "separate treatment" in the receipt of that service. Where school systems have consciously limited books to be purchased to those which reinforce negative Negro stereotypes, deny the contributions of Negroes to American history or which portray only white youngsters and ways of life, the learning climate established for Negro children is, massively infected. The consistent exclusion of portrayals of Negroes "generates a feeling of inferiority as their status in their communities that may affect [Negro children's] hearts and minds in a way unlikely every to be undone." *Brown v. Board of Education*, 347 U.S. 483, 494.

B. Existing regulations confirm the power of the Commissioner to issue such guidelines. Title 45 of the Code of Federal Regulations, Part 80, contains the regulations, under Title VI of the Civil Rights Act, which detail "Nondiscrimination in Federally Assisted Programs of the Department (of HEW)."

Section 80.5, giving illustrations of how the regulations affect to the "major programs of the Department," provides the following illustration (illustration 7):

"Each applicant for a grant for the construction of educational television facilities is required to provide an assurance that it will, in its broadcast services, give due consideration to the interests of all significant racial or ethnic groups within the population to be served by the applicants."

Such a policy, requiring that television channels not be used to force a segregated stream of thought, is also consonant with the policy of the Federal Communications Commission, see *Anti-Defamation League v. KTYM*, 34 United States Law Week, 2717. Indeed, in the recent case of *WLBT* (Jackson, Mississippi) the FCC ordered the station, as a condition for renewal, to: "immediately have discussions with community leaders, including those active in the civil rights movement . . . as to whether its programming is fully meeting the needs and interests of its area." The Commission required that the licenses "make a detailed report as to its efforts" in meeting these requirements. See *United Church of Christ v. FCC*, 359 F. 2d 994 (D.C. Cir. 1966) (reversing the FCC on other grounds).

Both the Commissioner and the FCC acted in the same spirit. It violates the Fourteenth Amendment for federally sponsored channels of communication to be used to espouse only one view among those competing for an audience in the marketplace of ideas. Where the view chosen uses publicly financed facilities, with public sanction, to preserve segregation, the justification for action is especially clear.

Just as the Commissioner of Education has the authority to prescribe rules to prohibit discrimination in the program content of educational television program (federally financed), he has the authority to provide such rules for the purchase of books.

II. SUCH GUIDELINES WOULD NOT UNCONSTITUTIONALLY STRETCH THE MEANING OF TITLE VI: INDEED, THESE GUIDELINES WOULD STRIKE DOWN "THOUGHT CONTROL" BY LOCAL SCHOOL BOARDS AND FREE THE CHANNELS OF COMMUNICATION AND IDEAS

When school officials refuse to allow any books which espouse integration, it is "thought control" at its most perverse. The First Amendment prohibition on laws or practices which curtail speech apply to the states as well as to the federal government. See *Cox v. Louisiana*, 379 U.S. 559. And the actions of school boards restricting thought fall squarely within the First and Fourteenth Amendments' sanctions. *Bates v. Little Rock*, 361 U.S. 516. Particularly because children are involved, and particularly because the school is a principal source of the community's ideas, there must be the fullest and freest interplay of thought.

And these First Amendments burdens, while they hurt all children, hurt young Negroes most. It is they who are singled out for opprobrium by the "officially blessed" literature; it is they who are shown as fit for slavery but not for civilization. And cutting out all books and literature which portrays the cause of Negro advancement, will have the result of discouraging other Constitutional rights—the right to vote, the right to speak freely, the right to participate in public affairs.

"Thought control" is a sinister matter; and it is especially sinister when it has racial discrimination as its purpose and effect. The cruel and uneven burden of such "thought control" should not be financed by federal money; such financing is prohibited by Title VI of the Civil Rights Act and the Fourteenth Amendment itself.

Mr. DANIELS. I feel the Office of Education does have jurisdiction in this matter to withhold funds from States and local school boards which refuse to integrate their schools.

Likewise, I think the same policy may be followed here.

Mr. HOWE. I don't think we are in disagreement here. I did not intend to state that I feel we have no power. It does seem to me that there is a very tender issue related to, first of all, I believe it is title VI of the Elementary and Secondary Education Act in which we were clearly forbidden to enter into matters of curriculum and secondly the relationship of that particular enactment to this portion of the Civil Rights Act which you cite.

I should say to you that we are exploring with our attorneys the nature of our obligation in this area.

I am delighted to have your brief which I am sure will be helpful to us. I hope we can get ourselves into the posture of being constructive here without denying the point that Mr. Bell made earlier in this hearing, which is an essential point that we have to keep in our minds, the local control of education, the curriculum, and the materials of education.

(Mr. Howe's brief follows:)

BOOKS IN SCHOOLS AND THE TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

The question presented is whether the use of certain textbooks or other teaching materials can result in noncompliance with the requirements under title VI of the Civil Rights Act of 1964. This question cannot be confined to textbooks and teaching materials which are purchased with Federal funds because, if a school system receives Federal financial assistance under a program of the Department of Health, Education, and Welfare in support of its elementary or secondary education, discrimination in any of the elementary or secondary programs of that school district is prohibited. This is indicated in the illustrative application of the Health, Education, and Welfare Regulation set out in 45 CFR 80.5(b) which states that under the various programs of aid to elementary and secondary education "discrimination by the recipient school district in any of its elementary or secondary schools in the admission of students, or the treatment of its students in any aspect of the educational process is prohibited."

Therefore, if the use of certain textbooks or other materials is a violation of title VI, the question must be raised regardless of whether such books or materials have been purchased with the aid of Federal funds, and, secondly, the compliance problem brings into question the extension of any Federal financial assistance through the programs of the Department of Health, Education, and Welfare for elementary and secondary education in the school district.

While we recognize that discrimination can result from the use of some books and materials, in the situations generally cited, an extremely subjective judgment would have to be exercised in each individual case. These judgments probably cannot be made without overstepping in the very difficult area of Federal control of teaching materials. Aside from legal questions, enforcement would be time consuming and diversionary of compliance resources which are needed in areas where the discrimination has a more serious and immediate impact.

Chairman POWELL. Mr. Bell?

Mr. BELL. Mr. Chairman, I would certainly want to concur on that last point. I think that is the basic thrust of the Elementary and Secondary Education Act. We would be falling down in our responsibility if we ignored this fact.

However, I think we should push all we can in the direction the chairman mentioned, within bounds of what we can do. I still think there is a great deal we can do.

Chairman POWELL. Do my colleagues have any point to make? If so, please proceed.

Mr. Daniels?

Mr. DANIELS. I agree that you have no authority to dictate the contents of school textbooks nor should the Office of Education exercise control over the selection of such textbooks. However, I want to get to your statement on page 2 where you say that under title II of the act \$100 million is provided for fiscal year 1966, specifically, for textbooks, library books, audiovisual and other instructional material.

Will you tell this committee exactly how that money has been disbursed by your office and for what purpose? Give us a breakdown of the expenditures.

Mr. HOWE. You will find in the tables submitted with my testimony a breakdown by States indicating the percentage of the money that

has gone for library resources, other instructional materials and textbooks.

Just looking at this in very quick fashion, it would appear to me that the realm of textbooks absorbs a relatively small proportion of these funds. Perhaps in the realm of 10 or 15 percent, no more than that, goes to textbooks from the title II money. The large proportion is being used by States for library resources.

Mr. DANIELS. In your testimony do you say the amount of money should increase for textbooks in elementary and secondary schools?

Mr. HOWE. I would say this is a matter of State option and States, in turn, reflecting local option and what local communities say they would like to use Federal funds for.

The operation of title II of the act is an operation which farms out the power of commitment of these funds to the States. We maintain certain policy controls here.

Perhaps I could ask Mr. Harris, who is more acquainted than I with the exact details of this, to comment on your observation.

Mr. HARRIS. I think when we speak of textbooks we are speaking of only one of the sources of materials. If you are considering the materials used by the child and by the teacher in the process of learning, you are going to have to look upon library resources and other printed and published materials as text material.

The reasons why a relatively small proportion of the appropriation under title II was programed for actual textbook purchases are two in number: No. 1, a number of States already provide free textbooks to all elementary and secondary school pupils; second, the library sources are so inadequate in most elementary and secondary schools, being completely absent in some schools. Hence, the States felt it most important at this time to devote their first efforts to improving library sources.

Mr. DANIELS (presiding). I would like to ask whether or not the Department made any survey which showed that the textbooks used in our schools were found to be totally inadequate in dealing with minority and race problems?

Mr. HOWE. We have a concern about this and have held meetings, for example, a recent July meeting of experts representing textbook publishers and our own interests. But we certainly have not made a comprehensive survey in what is used across-the-board in local communities. I think, depending on the nature of such a viewpoint, this might involve us in local control.

I would certainly want us to be circumscribed as to its purposes and as to the nature of the inquiry. It seems to me that if this were an information-finding enterprise for the use of local communities or States to help them develop more constructive policies in this realm, it might be a useful kind of thing for us to pursue.

I would assume we would want to have it done, if it were done, by a third party with whom we would contract to conduct such a survey. But to my knowledge we do not have a comprehensive survey now.

Mr. DANIELS. Has any evidence come to your attention of minority groups and racial groups being inadequately provided for in textbooks as confined to any area of the country, North, South, East, or West, or would you say an insufficiency of material prevails up North as well as down South?

Mr. HOWE. I think it has been a general problem North and South. I think if you were to seek two broad areas of concentration you would look for your concentration of Negro people in the United States. You would look at your big cities, primarily of the North. You would look at your concentrations in the South. You would then find your inadequate textbook problem located in those places.

Mr. DANIELS. I do not wish to monopolize the time, but I have one further question.

Mr. BELL. May I ask one question?

Mr. DANIELS. Surely.

Mr. BELL. I don't think you quite answered the chairman's question. Did you find a predominance of problems in the type of textbooks that we are talking about in the South as against the North or was it pretty well distributed?

Mr. HOWE. Again let me say we have not made a comprehensive study but sought opinions on this. In terms of this kind of look at the problem, I think we would find the issue the same in the two areas you name. I am expressing an opinion, but I sense more effort to do something about the problem in the cities of the North than among the school districts of the South with large numbers of Negro children.

Mr. DANIELS. One further question, do you know how many States provide free school books to children?

Mr. HOWE. I don't have it at my fingertips, but we can provide that for the record.

Mr. DANIELS. We would appreciate that.

(The information referred to follows:)

INFORMATION SUPPLIED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION¹

FURNISHING OF FREE TEXTBOOKS

Textbooks are furnished free, at least to some extent, in 36 states for elementary-school pupils and in 26 states for secondary-school pupils. Some of the exceptions depend upon the extent of money budgeted locally. Alabama is required by mandatory statute to furnish free textbooks for grades 1 through 3 only. In Kansas, free textbooks are to be furnished for children of the indigent if the local board so decides and includes the cost in the budget. (Table 1)

Ordinarily, furnishing free textbooks at either the elementary- or secondary-school level is mandatory by statute; in seven other states the statute is permissive for both school levels. When mandate by the state board (or department) is added to mandatory statutes, it may be seen that 34 states are required to furnish free textbooks for at least some of their elementary-school pupils, and 24 states are required to do so for their secondary-school pupils. Regardless of whether free textbooks are or may be furnished by either statute or policy, voter approval is required in seven states for elementary-school textbooks and in six states for secondary-school textbooks. (Table 1)

Textbooks not furnished free are available on a rental or purchase basis. When textbooks are available for rent, they are not usually so available for subjects; presumably some are free in some states. Books are more often furnished on a rental basis in secondary schools (14 states) than in elementary schools (9 states). The questionnaire on which these facts were compiled did not ask whether pupils must purchase textbooks; it was assumed that if they were not

¹ Source: NEA Research Memo, NEA Research Division, Research Memo 1963-32.

free or furnished on a rental basis, they must be purchased. Table 2 names only three states where elementary-school pupils probably purchase books and six where secondary-school pupils must do so. Three states—Arizona, Arkansas, and Kentucky—actually spell out that secondary-school textbooks must be purchased. Several states provide a purchase-option for textbooks.

In some districts of Alaska, Colorado, Idaho, Iowa, Kansas, Michigan, Nevada, New Hampshire, New York, North Dakota, Washington, Wisconsin, and Wyoming, both elementary- and secondary-school pupils are required to pay a deposit fee which is refunded when the books are returned without undue wear and tear. Some districts in Utah and Vermont charge such deposit fees to secondary-school pupils but not to elementary-school pupils; in Oregon only elementary-school pupils are charged such deposit fees. Nowhere is the practice state-wide.

In Connecticut, Delaware, Georgia, Maine, New Mexico, and Ohio, pupils may be required to pay if a book is lost or destroyed although no deposit fees are charged.

Responses from state departments of several states indicated that the information on the charging of deposit fees was not available at the state level since it depended upon local decisions.

Though inquiry was made as to the source of funds used to pay the cost of books furnished free or on a rental basis, replies were confused. In the majority of states both local and state funds are used in either case.

TEXTBOOKS FOR PRIVATE-SCHOOL PUPILS

Under state law, Louisiana, Mississippi,² New Mexico, and Rhode Island,³ furnish textbooks to pupils attending private elementary and secondary schools. In all cases where textbooks are furnished to private-school pupils, all secular books are furnished by them.

DISTRICT OF COLUMBIA

The selection of textbooks in the District of Columbia is controlled by the D.C. Board of Education, under authority granted by the Congress. Six textbook committees—General, Senior High School, Vocational High School, Junior High School, Elementary School, and Adult Education—consider textbooks submitted by publishing houses. On the basis of the committee reports, the superintendent of schools makes a report to the board of education.

The District of Columbia does not print any textbooks; it is mandatory by statute that all textbooks be furnished free to pupils in public schools.

The District of Columbia does not control the selection or distribution of textbooks in the private schools; no data on these items were furnished.

PUERTO RICO

The State Department of Puerto Rico selects the textbooks for its elementary and secondary schools. One textbook of mandatory use in *all* subjects is selected by the state agency. Puerto Rico prints some but not all of its own textbooks.

It is mandatory by statute in Puerto Rico to furnish free textbooks in all subjects, paid by state funds only. Neither a deposit fee nor a rental fee is charged for the textbooks.

Private-school pupils are *not* furnished textbooks on the same basis as those attending public school.

² Parochial and Indian schools *only*.

³ Provides textbooks only on mathematics, science, and foreign languages.

TABLE 1.—*Practice of furnishing free textbooks and sources of authority for such practice*

Item 1	Elementary schools 2	Secondary schools 3
When free textbooks are furnished, this practice is— Mandatory by statute.....	32 States: Alabama, ¹ Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Kansas, ² Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Vermont, Wyoming.	23 States: Connecticut, Delaware, Florida, Georgia, Hawaii, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, Ohio, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Wyoming.
Permissive by statute.....	2 States: Oklahoma, West Virginia. ³	2 States: Oklahoma, West Virginia. ³
Mandatory by State department policy.	1 State: Alaska.....	1 State: Alaska.
Mandatory by statute and by State department policy, subject to voter approval.	1 State: South Dakota.....	
Textbooks are not furnished free.	11 States: Colorado, Idaho, Illinois, Iowa, Michigan, New York, North Dakota, South Carolina, Virginia, Washington, Wisconsin.	18 States: Arizona, Arkansas, Colorado, Illinois, Iowa, Kentucky, Michigan, New York, North Carolina, North Dakota, Oregon, South Carolina, Utah, Vermont, Virginia, Washington, Wisconsin.
Textbooks are not furnished free, but can be furnished free by the following practices in the named States:		
Permissive by statute; subject to approval by local voters.	2 States: Colorado, Michigan.....	2 States: Colorado, Michigan.
Permissive by State department policy.	1 State: Idaho.....	1 State: Idaho.
Permissive by statute.....	3 States: North Dakota, Virginia, Washington.	3 States: North Dakota, Vermont, Washington.
Subject only to approval of local voters; no data on existing statute or State department policy.	2 States: Iowa, Wisconsin.....	2 States: Iowa, Wisconsin.
Permissive by State department policy; subject to approval by local voters.	1 State: New York.....	1 State: New York.
No data on free textbooks.....	3 States: Indiana, Missouri, New Jersey.	6 States: Alabama, California, Indiana, Kansas, Missouri, New Jersey.

¹ Grades 1 through 3.² Textbooks are furnished free by mandatory statute only for indigent children, if approved by local board and included in budget.³ Free textbooks are furnished in only 9 of 55 counties; action requires approval by local voters.

Source: NEA Research Memo, NEA Research Division, Research Memo 1963-32.

TABLE 2.—*Rental and purchase of textbooks*

Practice	Elementary schools	Secondary schools
1	2	3
Provide free textbooks; do not rent textbooks.	30 States: Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Kentucky, Louisiana, Maryland, Massachusetts, ¹ Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, Ohio, Oklahoma, Oregon, ¹ Pennsylvania, South Dakota, Tennessee, Texas, Utah, Wyoming. ¹	23 States: Alaska, Connecticut, Delaware, Florida, Georgia, Hawaii, Louisiana, Maryland, Massachusetts, ¹ Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Texas, Wyoming. ¹
Not required to provide free textbooks; have statewide rental of textbooks for— All subjects-----	2 States: Illinois, South Carolina.	3 States: Illinois, North Carolina, South Carolina.
Some, but not all subjects----- Not required to provide free textbooks; some local units provide rental of textbooks for— All subjects-----	2 States: Idaho, Kansas ² -----	2 States: Idaho, Kansas. ²
Some, but not all subjects----- Not required to provide free textbooks; do not provide rental of textbooks (presumably purchased).	4 States: Colorado, North Dakota, Virginia, Wisconsin. 1 State: Iowa ¹ ----- 3 States: New York, Washington, West Virginia.	7 States: Colorado, North Dakota, Oregon, ³ Virginia, Vermont, West Virginia, ⁴ Wisconsin. 2 States: Iowa, ¹ Utah. 6 States: Alabama, Arizona, ⁵ Arkansas, ³ Kentucky, New York, Washington.
No data on rental of textbooks--	8 States: Indiana, Maine, ¹ Michigan, ⁶ Missouri, New Jersey, North Carolina, Rhode Island, Vermont.	8 States: Alabama, California, Indiana, Maine, ¹ Michigan, ⁶ Missouri, New Jersey, Rhode Island.

¹ Some districts permit purchase-option of textbooks.² Textbooks are furnished free by mandatory statute only for indigent children.³ Rental basis practiced in many districts; no specific legal authority.⁴ Free textbooks are not furnished except in 9 out of 55 counties; textbooks furnished by permissive statute and approval by local voters.⁵ Reply actually indicated secondary-school pupils do purchase books.⁶ State department indicated that it did not have information on textbooks furnished on rental basis.

Source: NEA Research Memo, NEA Research Division, Research Memo 1963-32.

Mr. DANIELS. Mr. Bell?

Mr. BELL. No questions.

Mr. DANIELS. Mr. Hawkins?

Mr. HAWKINS. I have one question for the Commissioner, not about you as an individual but the role of your Office in the approval or disapproval of projects. Let us say under title I of the Elementary and Secondary Education Act, assuming that a project is designed to develop the multiethnic textbooks for students, or a project may be designed to force a segregated or disadvantaged school toward desirable objectives for the children.

Do you at all consider the basic instructional materials or are you saying you have no control whatever of the problem? What is it you approve or disapprove?

Mr. HOWE. Your question raises the complex nature of the Elementary and Secondary Education Act, which I know you are aware is a highly decentralized system and involves a special relationship between my Office, the State and the local district proposing the project.

The States in order to make themselves eligible for funds under title I have given us assurances that they will meet our regulations and the guidelines written for title I as they approve the various projects submitted to them. This makes the State eligible to receive a grant of

funds under title I. Those regulations and guidelines include the stipulation that a State will not approve anything which is discriminatory in nature. Am I correct about that?

Mr. HARRIS. That is in section 6 of the Civil Rights Act.

Mr. HOWE. The actual projects developed by local communities flow from the local community to the State and are approved by the State. Federal funds frequently begin to flow before we receive in our Office a copy of what is intended by the local district.

Also, because of the size of this program—there are approximately 22,000 separate projects under title I of the Elementary and Secondary Education Act—we are not equipped to review all these projects in detail. Instead, we have to depend on State review and approval of the projects.

When we receive a complaint related to a project, and it might relate to the kind of problem you raise, I think it is our obligation to look into this. We would deal first with the State and then perhaps with a local community, if necessary, when there was a complaint about a project's containing within it some discriminatory element, in violation of title VI of the Civil Rights Act.

This is difficult for us, because typically the project is launched and going by the time we receive the complaint and, therefore, we are involved in a moving situation in a local community.

Mr. HAWKINS. Let's assume a complaint is lodged with you that certain textbooks used in a particular area of the country are discriminatory in nature. They debase a group of people or even using the illustration you used yourself, the one you cited as undesirably used in Virginia. Assuming a complaint is lodged with respect to that type of material being used, would you say this situation violates the commitment not to use discriminatory material as included in your guidelines?

Mr. HOWE. On the face of it, it would seem to me to do so. On the other hand, we, at that point, enter into this very excellent relationship of the Office of Education to the local district, the stipulation in the Elementary and Secondary Act which fences us out of curriculum decisions, quite properly, as we all agree. We are right in the situation the chairman and I were discussing as to what our legal posture is, and, second, what our obligations are.

This is an area not clear to us still and one we must certainly clarify. I agree with the implication of your point.

Mr. HAWKINS. What steps are you taking to clarify it? It seems title VI of the Civil Rights Act has been on the statute books almost a year, about a year, I assume it is concerned with this problem. Are you at present taking any steps to correct this problem? The thing that concerns me is your statement on page 2:

As a Federal official I would hope Federal funds are being spent as wisely as possible by the local officials charged with that responsibility.

It would seem to me, as a Federal official you have a responsibility to more than hope that they are being spent properly, but to actually investigate and to see how they are being spent.

Chairman POWELL (presiding). Will the gentleman yield?

Mr. HAWKINS. Yes.

Chairman POWELL. Dr. Matthew has a question.

Dr. MATTHEW. Does this have to do with the way the Office of Education is set up and the relationship between sections of the Office of Education so when proposals are being considered under title I, II, or III, there is an opportunity for a check with the compliance records at the Office of Equal Educational Opportunities?

Is this generally done? We were recently informed the Office of Education had difficulty with this kind of communication.

Mr. HOWE. I could never argue the Office of Education doesn't have difficulty with communication. Any large organization does and we do. We do have a regular process for informing ourselves. I think the best example is title III. The projects which are proposed to us are first of all being proposed by people who are in compliance under the Civil Rights Act, not out of compliance. This check automatically takes place as part of our projects and information flows back and forth between the Office of Education and the Office of Equal Opportunity with regard to grant making under title III and Dr. Harris, I think, has a well-working piece of machinery.

Under title I you have a somewhat difficult situation as the State comes in as the party making the award. It has already declared to us that it will make awards in conformance with the policies and regulations for title I. There is no regular prior check of title I projects in the Office of Education nor could there be as the act is written and as the staff of the Office of Education is set up. It is a decentralized program.

It seems to me that the ultimate check that we have here on this kind of problem is with the audit. Our title I projects are ultimately audited to see that funds have been properly spent within the policies of the Federal Government. We have used, upon occasion, the early scheduling of an audit when we were concerned about the nature of a title I project or even administration of title I projects generally within a State.

Dr. MATTHEW. Is it possible to have a school district applying for title II and title III funds to be considered as being in compliance by having submitted a form, which form has been filled out by the school district but has not been checked by the Office of Equal Opportunity?

Mr. HOWE. This is possible during an interim period. For example, a school district which as of May 6 submitted a form 441-B indicating they intended to abide by the school segregation guidelines have only begun to have their actual performance under these guidelines checked right now.

Dr. MATTHEW. In the meantime, could they slip in their proposals for titles II and III and get funded before the check for compliance with the civil rights guidelines?

Mr. HOWE. Conceivably, yes; because we operate on the principle that people are generally innocent until proved guilty and compliance indicated in good faith should be accepted by us in good faith until there is some evidence to the contrary. So we accept the submission of a proper form 441-B as indicating compliance until such time as performance by the school district can be checked through its report and through our visits to the district, should the reports indicate that visits are necessary.

Dr. MATTHEW. Would you need more staff in the Office of Equal Opportunity so you could check more compliance forms?

Mr. HOWE. I think we have a definite need for a larger staff in that particular shop of the Office of Education. I think we ourselves when making our budget requests this past year did not foresee the extent of the load which that office would have to do a good job with this whole compliance activity. I think we need to raise our sights considerably.

Mr. HAWKINS. Are you saying no funds were withheld under the Elementary and Secondary Education Act because of discriminatory practices?

Mr. HOWE. Yes, there have been. But in specific comment on the topic of the hearing here, I am sure there have been no funds withheld because of discriminatory practices related to textbook materials.

Mr. HAWKINS. Discriminatory materials, textbooks, et cetera?

Mr. HOWE. That is right.

Mr. HAWKINS. Have there been any complaints filed?

Mr. HOWE. I am not aware of any but I would like to check the facts on that for you.

(The following was submitted by Mr. Howe:)

COMPLAINTS ABOUT TEXTBOOKS IN SCHOOLS

Complaints have been received by the Equal Educational Opportunities Program concerning textbooks in use in the public schools of Hancock, New York, and Williamsport, Pennsylvania. The complaints were brought to the attention of State and local school authorities, and were dealt with at the local level. No Federal funds have been withheld from any school district because of the representation, or lack of representation, of minority groups in textbooks, library books, or other instructional materials.

Mr. HAWKINS. Are you also saying you would be limited in processing those complaints even if they were filed because of budgetary limitations?

Mr. HOWE. If they came in large volume, we would have a difficult time, with existing staff, in taking on another big job. I think it is fair to say in this whole area of refereeing the problem of school desegregation, we have tended to put our first energy on problems related to pupils themselves and teachers and we have not perhaps faced up to the implications of the kind of problem you are raising in this committee.

Mr. HAWKINS. Then you are also saying as yet your regulations and guidelines are not clear as to whether or not certain discriminatory practices as they relate to textbooks, library books, instructional materials, and so forth, would violate general law and consequently give you the opportunity to process complaints?

Mr. HOWE. That is correct, sir. I think we need both the clarification of our own legal staff and perhaps the benefit of some court cases in this area to have a clear picture of what we can or cannot do.

Mr. HAWKINS. How do you intend to get the clarification of your staff? Are you at the present time doing anything to develop that clarification? Are you awaiting an additional mandate from Congress? What is the reason you are not moving ahead in this particular field?

Mr. HOWE. We have held some conversations on this. In fact, this point has been raised on several occasions. I think it goes back to Mr. Keppel, my predecessor. I will be talking further with our lawyers about this matter and I hope we can define more clearly the posture we ought to have.

Let me say again, however, because of the problem of censorship and because of the problem of the autonomy of the local school district and because of the interdiction of the Office of Education against entering into the control of curriculum, this is a difficult area in which to make substantive moves and we should do so carefully.

Mr. HAWKINS. My question would not apply to you individually, but the office you occupy. However, we can't help but believe that some clarification is needed, certainly with respect to such obvious discriminatory practices as you indicated in your very fine statement.

It would seem to me the intent of Congress was to help the disadvantaged. If this so-called local control is being observed and is serving to interfere with the intent of Congress in the passage of the act, then obviously we have not accomplished what we intended to accomplish and might as well repeal the act, if we are only going to allow the money to be so misused.

In those areas where you have disorders, people will take notice of the fact that Federal officials sometimes are a little hazy. We should not then be blaming militants all the time for causing trouble if we are foot dragging, as we feel obligated to do sometimes.

Chairman POWELL. Will the gentleman yield?

Mr. HAWKINS. Yes.

Chairman POWELL. Do you have an office of compliance?

Mr. HOWE. Yes, the Office of Equal Educational Opportunities.

Chairman POWELL. Does that Office check for compliance?

Mr. HOWE. Yes.

Chairman POWELL. Who is the head?

Mr. HOWE. Mr. Seeley is head of that Office.

Chairman POWELL. It is understaffed?

Mr. HOWE. I think we could use a larger staff.

Chairman POWELL. The gentleman from California.

Mr. BELL. Relative to the last question by Mr. Hawkins, I wonder whether the Department of Education has made it well known to the different States and local governments as to what the attitude or intent of Congress is relative to books, materials, and so on, relative to discrimination. Do you think the Department of Education has made this clear? What I am talking about is clarifying this intent. Might it not be better to make it clear to the local boards what Congress intended in a local and broad way?

Mr. HOWE. I think this is a very good comment. It is sometimes hard for me to be sure I am getting the exact intent of Congress when I am telling local boards what Congress proposed in this area, again because of this problem of what the Civil Rights Act says in title VI of the Education Act and then the posture of local autonomy.

I am not fully up on all the record and history of the enactments of the Elementary and Secondary Education Act, but I don't recall from my incomplete knowledge any complete discussion of this issue we are now talking about. This conversation is useful. It will help us to do what you said.

Mr. BELL. I think it would be helpful to more or less get the word out that this is the intent without telling them what to do. All States should conform in general in the types of books and literature they get out. That was the intent and they should move in this direction; the local governments should try to do it, too. I think that should be first and later on we can discuss later action.

Chairman POWELL. The gentleman from California, Mr. Burton?
 Mr. BURTON. Except for the three research grants you mentioned on page 8 of your prepared testimony, have you had any other or do you have in the works any plans to have any other demonstration or research programs that will develop, in the context of our Nation's history, the contributions of all the variety of peoples that live in this country?

Mr. HOWE. These three I reported are projects which have been completed. I am almost certain we have additional projects in the works and requests for others. This will be an area certainly where we will encourage research activities of various kinds. In our cooperative research budget for fiscal 1967 we have set aside, I believe, \$50 million for specific projects of this general kind so we are saying to people who submit proposals to us "there is money set aside for this kind of research if you wish to make proposals in this area."

This does not prevent additional funds from being used for that purpose but it says there are some sequestered for that particular purpose. It is an area of genuine interest to us.

Mr. BURTON. I assume you have not had any other research completed or in process other than the three mentioned items?

Mr. HOWE. I would like to get for you, if I may, a listing of projects which are underway but not completed which could be considered to be under this same general heading.

(Mr. Howe submitted the following material.)

BUREAU OF RESEARCH PROJECTS DEALING WITH CURRICULUM FOR DISADVANTAGED CHILDREN

Since some research and development activities are focused more on materials development than other activities, the following listing has been divided into two sections, one entitled "Materials" and the other, "Related Activities."

MATERIALS

- 5-0368 Harvard University: Effect of Instructional Tapes for Changing Dialect Patterns of Urban School Children. Completed. \$20,776.
- 5-0444 Howard University: Development of a Program of Compensatory Science Experiences for Disadvantaged Children K-6 and Their Parents. \$49,882.
- 5-0684 Stanford University: Automated Primary-Grade Reading and Arithmetic Curriculum for Culturally Deprived Children. \$1,064,167.
- 5-0687 Hunter College: Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas. \$285,124.
- 5-1111 State Department of California: To Develop Guides for Teaching English as a Second Language to Elementary School Pupils. \$170,495.
- 6-1700 Educational Services, Inc.: Development of Materials in Mathematics and English for Precollege Centers for Students from Low-Income Families. \$121,844.
- 6-2062 University of California at Los Angeles: Production of A Film Demonstrating the Teaching of English as a Second Language to Learners of Elementary School Age and Level. \$12,538.
- 5-8127 Columbia University, New York: Impact on Learning and Retention of Specially Developed History Materials for Culturally Deprived Children. \$6,241.
- 5-8147 University of Chicago: Identification of Instruments to Measure Selected Factors Related to Success in Beginning Reading of Children of Different Socioeconomic Strata. \$8,464.
- 5-0344 Illinois Institute of Technology: After School Study Centers: Experimental Materials and Clinical Research. \$101,404.
- 5-8105 Northern Michigan University: Image of Latin America: A Study of American School Textbooks and School Children, Grades 2-12. \$6,764.

- 5-0125 University of Illinois: Improvement of Youth Through Vocationally Oriented Educational Programs for Disadvantaged Families in Depressed Rural Areas. \$42,223.
- 5-0120 California State College: Teaching Mexican-American Children to Read. \$99,984.
- 5-0050 Central District, Lane County Public Schools: Learning Laboratory to Teach Basic Skills in a Culturally Deprived Area. \$189,300.
- 5-0192 Brooks Foundation: The Development and Evaluation of Educational Systems Packages for the Occupational Training of Depressed Area Students in Five Basic Subject Areas. \$39,747.

RELATED ACTIVITIES

- 5-0674 State Board of Education, North Carolina: Development and Evaluation of Experimental School for High Potential Underachievers. \$1,555,778.
- 1527 New York State Department of Education: An Assessment of the All-Day Neighborhood School Program for Culturally Deprived Children. Completed. \$81,162.
- 5-0762 Morgan State College: Improving the Reading and Writing Skills of Culturally Disadvantaged College Freshman. \$49,842.
- 5-0488 City University of New York: Approaches in First-Grade Teaching with Educationally Disadvantaged Children. Completed \$30,224.
- F-030 Boston University: Conference on Training Programs for Personnel who Work with Educationally Disadvantaged Students. Completed \$18,396.
- 5-0860 Queens College: The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods. Completed \$66,700.
- F-033 State Board of Education, North Carolina: Program and Research Design for a Remedial Residential School for Underachievers. Completed \$79,792.
- F-057 University of Chicago: Conference on Research of Education and Cultural Deprivation. Completed \$30,010.
- 5-0632 Bank Street College of Education: Seminar on Education for Culturally Different Youth. Completed \$44,853.
- 5-0474 City University of New York: A study in Dept of First Grade Reading. Completed \$30,277.
- 5-0476 State Department of Education, Colorado: A study of Approaches to First Grade Reading Instruction for Children from Spanish-Speaking Homes. \$22,441.
- C-04 Harvard University: Center for Study of Individual and Cultural Differences in Education. Completed \$3,005,283.
- 5-8072 State University of New York at Plattsburgh: Raising Educational Aspirations of the Culturally Handicapped. Completed \$7,440.
- 5-0369 University of North Carolina: Social Factors in Educational Achievement and Aspirations Among Negro Adolescents. \$102,370.
- 1339 Claflin University: Pattern Practice in the Teaching of Standard English to Students with a Nonstandard Dialect. Completed \$66,170.
- 5-0529 Southern University: Relationships Between the Self-Concepts of Negro Elementary School Children and Their Academic Achievement, Intelligence, Interest, and Manifest Anxiety. Completed \$17,569.
- 5-0434 Illinois Institute of Technology: Communication to the Culturally Deprived. Completed. \$43,763.
- 5-1027 University of Chicago: Patterns of Teacher-Pupil Communication and Culturally Deprived Children. \$122,603.
- G-020 Tufts University: Negro Self-Concept: Implications for School and Citizenship. Completed. \$5,460.
- 908 New York Medical College: Communication of Information in Elementary Classrooms. Completed. \$51,214.
- 878 University of Alaska: Alaskan Native Secondary School Dropouts. Completed. \$36,627.
- 1479 Rutgers University: Elementary Summer Schooling of Migrant Children. Completed. \$43,005.
- 5-0044 University of Pennsylvania: A Summer Pilot Residential Educational Project for Culturally Deprived Youth. \$86,085.
- 5-0312 Greater Washington TV Association: National Demonstration Project Utilizing TV Materials for Formal Education Culturally Disadvantaged Pre-school Children. \$205,878.
- 5-0559 California State College at Los Angeles: Reading Programs for Mexican American Children. \$251,767.

- 5-0692 Department of Education, Hawaii: Plan for Imparting Bilingual Skills to Monolingual Speakers of Hawaiian Pidgin in the Kindergarten, 1st, 2nd, and 3rd Grades, Through Linguistically Oriented Pedagogical Techniques. \$317,257.
- 5-0698 University of Florida: Inter-Disciplinary Approach to Improving Development of Culturally Disadvantaged Children. \$9,806.
- 5-0701 University of California: Teaching Preschool Children from Poor Families to Read and the Effect of This Training on School Success. \$387,590.
- 5-0727 Fresno State College: Linguistic Approach to the Teaching of English as a Foreign Language to K Pupils whose Primary Language is Spanish. \$27,919.
- 5-1024 University of Georgia: Development of a Sequential Curriculum in Anthropology for Grades 1-7. \$330,511.
- 5-1061 DePaul University: Montessori Preschool Education. \$18,228.
- 5-1114 University of Alaska: A College Orientation for Alaskan Natives. \$65,065.
- 6-1421 George Peabody College: Research-Training-Demonstration Center for Culturally Deprived Preschool Children. \$75,000.
- 5-8034 New York University: Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of 2nd Grade Children in Special Schools. \$9,000.
- 5-8133 Brooklyn College: Demonstration of Concept and Language Development in a Kindergarten of Disadvantaged Children. \$8,708.
- 5-8143 University of California: Increasing the Academic Achievement of Culturally Disadvantaged Youth. \$7,476.
- 5-8156 University of Minnesota: Preschool Training Program for Culturally Deprived Children. \$7,262.
- 5-8383 University of Chicago: Effectiveness of Emphasizing Reading Skills in English Course for Underachievers. \$8,750.
- 5-8389 University of California: Teaching of Advanced Mathematical Concepts to Culturally Disadvantaged Elementary School Children. \$8,686.
- 6-8107 Iowa State University: Study to Determine the Effects of an Elementary School Enrichment Program on the School Achievement of Welfare Recipient Children. \$9,000.
- 5-8276 University of Michigan: Socioeconomic Background and Occupational Achievement Extension of a Basic Model. \$45,348.
- HR-116 University of California: Instruction of Socioeconomically Handicapped Preschool Children in the Use of Language to Increase Academic Aptitudes. \$375,364.
- ERD-077 Stanford University: Production of a Motion Picture for the Training of Teachers in Problems of Human Relations in Teaching the Socially and Economically Disadvantaged. \$14,704.
- Clearinghouses:
1. New Mexico State University: Small Schools and Rural Compensatory Education. \$130,337.
 2. Yeshiva University: Disadvantaged Children and Youth. \$230,106.

Mr. BURTON. How do you make available to the State, or local school boards, either one, the fact you have completed such studies or, (two), the findings of such studies?

Do you wait until a request comes to you or do you on your own motion see to it that those areas or sections of the country that might find these studies of some interest get them without having to request them? How do you communicate or pass on the benefit of these studies?

Mr. HOWE. Our Bureau of Research has just received authorization to start its own monthly publication which has the exact purpose that you name, to disseminate the results of research. You have put your finger on one of the problems of educational research—the problem of having it done and having the results remain in isolation and unused. We are trying in various ways to move in on that problem.

One of the ways we are doing this is by a nationwide system of storing research results in abbreviated form, filed under a series of headings which are widely understood in the educational community. Thus

any person who wishes to find significant research of recent years, or going on now, related to the problem of multiethnic material, would be able to request information from this electronically operated system.

Mr. BURTON. Let me ask you (1) what State or local school authorities have been notified affirmatively that these studies have been completed or, (2) how many State or local authorities have received the report itself?

Mr. HOWE. This I can't give you a definitive answer on but I would be happy to look up what mailing we have had and what articles we have written. I am sure there will be a good deal of dissemination activities related to those projects. Some of these activities have been conducted by the people responsible for the projects and tests, and some by us.

Mr. BURTON. Do you have these reports compiled in any mass form—lithographed, multigraphed, or printed?

Mr. HOWE. Most of our reports on our research projects are submitted in a somewhat standard form in multicopies and distributed to libraries throughout the country.

Mr. BURTON. What is multicopy? How many would you have in one of these, 50 or 5,000?

Mr. HOWE. It is in the realm of 200 or 300 copies of a report that we ask a person operating a research project to send us. These may be 200- or 300-page documents. They are then filed by us in major library centers so they are available to the educational world there.

I think the electronic system I was speaking of earlier, which is in the process of development, will be much more useful.

Mr. BURTON. I agree with that but my concern is with your statement made earlier that oftentimes research is completed and people are completely unaware of it. They won't ask because they are unaware the study took place. I do have a worry, not just about the operational head or an executive secretary (of one of our public education agencies) but citizens have a responsibility at the State and local levels.

I would think the involved leadership at the National as well as the State and local level should be informed that these studies have taken place. We have a lot of citizen groups working on these problems; many of these have no idea you have even completed a study.

Mr. HOWE. You are absolutely right. This is why we are moving on the new publication of the Bureau I mentioned.

Mr. BURTON. Do you intend in this regard to include on the mailing list organizations or persons within those civil rights organizations, that may have some affirmative interest in the public field?

Mr. HOWE. We would have a wide public service of that kind, and I would imagine it would include the areas you mention. Let me say again that system which allows a person to acquire all the relevant research in short and convenient form and ultimately to get the full documentation, if he needs it, is in our view the most hopeful answer to the problem of information dissemination. This system is well launched.

(The following was submitted by Mr. Howe:)

**BUREAU OF RESEARCH CONTACTS (FORMAL) WITH STATE AND LOCAL AUTHORITIES
CONCERNING RESEARCH**

The Office of Education's Educational Research Information Center (ERIC) is a decentralized nation-wide network of information clearinghouses or research documentation centers, which are coordinated in the Office of Education.

ERIC's first major effort was to make available to school administrators documents describing innovative ways to educate disadvantaged children under Titles I and III of P.L. 89-10. Over the past year some 2,000 documents were mailed to the 50 State Departments of Education, 100 major metropolitan areas and at least one school district in each congressional district in the country. In support of P.L. 89-10, ERIC has distributed 1,740,000 document résumés, 24,000 descriptions of innovative programs and 560,000 individual sheets of microfiche. This represents a combined distribution in excess of 30,000,000 pages of information. Announcement of the availability of documents has been undertaken on a periodic basis, beginning with the collection related to programs for the educationally disadvantaged.

As part of this nation-wide system for disseminating information, 12 clearinghouses have been established across the nation. These clearinghouses or documentation centers are listed below.

Clearinghouse and location	Document	Amount
City University of New York, New York, N.Y.	Preparation of Urban School Personnel.....	\$135,405
University of Oregon, Eugene, Oreg.....	Educational Administration.....	90,365
New Mexico State University, University Park, N. Mex.	Small Schools and Rural Compensatory Education.....	130,337
University of California, Los Angeles, Calif.....	Junior Colleges.....	108,731
University of Michigan, Ann Arbor, Mich.....	Counseling and Guidance.....	90,903
Ohio State University, Columbus, Ohio.....	Science Education.....	122,031
Indiana University Foundation, Bloomington, Ind.	Reading.....	155,855
Yeshiva University, New York, N.Y.....	Disadvantaged Children and Youth.....	230,106
Modern Language Association of America, New York, N.Y.	Teaching of Foreign Languages.....	198,045
Center for Applied Linguistics, Washington, D.C.	Linguistics and the Uncommonly Taught Languages.....	164,140
National Education Association for Excep- tional Children, Washington, D.C.	Exceptional Children.....	253,933
Ohio State University, Columbus, Ohio.....	Vocational and Technical Education.....	83,030

During the past several years, the Office of Education has published and widely distributed several monographs regarding completed research to pertinent clientele across the nation. Examples of such monographs are as follows:

Training the Hard-Core Unemployed.
Teacher Influence, Pupil Attitudes, and Achievement.
Speed and Power of Reading in High School.

Mr. BURTON. Let me ask this one final question. Has your department compiled bibliography or has it authorized or pulled together contributions of Negroes in public life in this country? I am unaware if there is such information all together in one place. There is a need for this. When I use the term "Negro" I can also say we can substitute Spanish and Americans of Asian ancestry. I think there is a need to pull together information which appears in this or that or the other place so you have in some meaningful context the contribution of all groups.

This kind of service is needed, in my opinion.

Mr. HOWE. This kind of compendium is often found in the efforts that I described in my formal testimony, efforts of cities developing materials for themselves. It is partly a research job, a material preparation job with good writers involved. We have not to my knowledge authorized a national program to do this for all the ethnic groups which is, I believe, what you are suggesting.

Mr. BURTON. I think it is important to give a historical record of the developments of all variety of peoples that make up our land.

Many groups face problems of misunderstanding, discrimination, and what have you. We must develop and pull together whatever factual documentation we can on the contributions these people have made to our society.

Today the immediate relevancy is not only in terms of the community itself but in terms of the total community's understanding of the contributions that have been made. I don't know how it is possible to register this unless there is some pulling together of these data. It would be helpful to cite 50 or 60 books that have pieces of that information.

I would like you to write me or the chairman and tell me what steps you intend to take in this specific regard.

(The information requested follows:)

BIBLIOGRAPHY OF THE EDUCATIONAL MATERIALS CENTER OF OFFICE OF EDUCATION

The Educational Materials Center of the Office of Education compiled an extensive bibliography of materials for the education of the disadvantaged for the National Conference on Education of the Disadvantaged, Held in Washington, D.C., July 18-20, 1966. This bibliography was given only limited circulation. At the close of the conference, the bibliography was updated to reflect all new materials received by the Center through August 15, 1966.

The revised bibliography is presently being printed. It will become a part of the regular report series of the Educational Materials Center and will be extensively circulated to teachers, librarians, and others concerned with the problems of educating children of poverty, cultural deprivation, intercultural inexperience, and other handicaps. When copies become available, they will be forwarded to the Committee for its files.

Mr. HOWE. Well, we would be happy to give you a summary of the steps that we have underway, and further steps that we will be taking. I think you will find that there is a combination of both public and private effort, in this realm. Textbook publishers have begun to move in this realm, as I said in my testimony. They may have only begun to move, but they are beginning to move more rapidly. On the public side, cities and school districts are beginning to invest some of their own funds and some of the funds they receive from the Federal Government, in this kind of compendium.

I would call your attention to the Queens College research enterprise to explore the impact of biographical and fictional materials about the Negro on the learning and retention rates of disadvantaged Negro youngsters. This is certainly an area where we have a concern.

We should not get ourselves in the posture of saying, "We in the Federal Government have the authoritative book on this subject, which all school districts ought to use." We ought to encourage a diversity of quality materials, some developed under our auspices, some developed under totally independent auspices, so that the local school district has quality to choose from. I think that this effort to develop a diversity of materials ought to be the thrust of our movement in this area.

Chairman POWELL. Mr. Pucinski.

Mr. PUCINSKI. I would like to congratulate the chairman of this committee for raising this hearing. Certainly, it creates a forum for discussion of a subject that has been too long neglected in this coun-

try, and I think that as we look at the impressive list of book publishers that are going to appear before this committee in the next 3 or 4 days, one can't help but get the impression that these publishers will be made aware of the fact that there is a growing concern over this question of excluding the true picture of the minority groups in this country.

Certainly, I think we can all agree that our strength as a nation lies in our polyglot nature, and yet, as you look at the average history book today, you will find very little about the heterogeneous fibers of America, and it seems to me that these hearings can help focus attention on this problem.

I was happy, Mr. Commissioner, to hear you say, however, that you intend to proceed very carefully and cautiously. As commendable as these hearings are, and I want to make this clear, that I think these hearings are long overdue, they undoubtedly are opening up a Pandora's box—in showing the extent of this problem—the extent to which minority groups have been ignored—in the textbooks of America.

My own feeling and hope is that the industry, the publishing industry, the local communities, the editors themselves, are going to address themselves to this problem. I would view with serious concern any effort by your office, at this time, to start establishing any standards or criteria, other than provide the leadership for a forum for discussion of the problem.

I would hope, though, that someday I could read in an American history book, the fact that way back in 1619, the first real effort to bring equality to this country was staged by a group, a handful of immigrant Poles and Dutchmen. Captain Smith brought these people to work in the first factory down here in Jamestown, Va., the glass-works, and kept them here for 9 years, and didn't give them any right to own land, or vote in elections. Finally, the first sit-down strike in America was created by these brave immigrants, who pointed out that they were just not going to work if they didn't have the same degree of human dignity enjoyed by all the people of that colony. Captain Smith summoned a hasty meeting of the house of burgesses, and a resolution was adopted, giving these people equal rights.

I read a great deal about the present demonstrations across America, and I read about various attitudes of the various ethnic groups regarding this problem. Yet I have yet to see in a history book in this country the fact that the first institution of higher learning for the American Negro was created in this country by funds contributed from the estate of Jean Koszciusko. You don't see these things in the history books of America. So it seems to me that these hearings do serve a good purpose.

I am hoping that they are going to give the youngsters of this country a better chance to see the neighbors with whom they are growing up. Mr. Chairman, I merely want to reemphasize that I think you have made a great contribution here by providing a forum for a discussion of this problem.

I am confident that when the book publishers, who are going to be here in the next few days, leave here, they are going to be made aware of the fact that this is a great country, a lot of people have made it great, and these people ought to get some recognition in the history

book. Then the youngsters of this country can realize what has made this country great. What has made it great? A better understanding among people. We have kind of forgotten that. I think the history books ought to remind us of that.

Mr. HOWE. Mr. Pucinski, could I say that I used to be a history teacher, but I just learned a couple of things I never knew before. [Laughter.]

Mr. PUCINSKI. I am glad the chairman gave me a chance to get those two strong points out.

Chairman POWELL. What I am hopeful of is that Mr. Pucinski will make that same speech in Cicero today. [Laughter.]

Chairman POWELL. Mr. Brademas?

Mr. Brademas?

Mr. BRADEMAs. Thank you, Mr. Chairman.

After the elegant remarks by my colleague from Illinois, I am almost moved to say a word or two on behalf of the Greeks. [Laughter.]

But I still resist the temptation.

Mr. Howe, I was affected by the statement in your testimony on page 2 that a fine textbook has far more impact on the child in the ghetto than on the suburban child, which it seems to me is fundamental to our discussions here today. I would like to ask you just a couple of questions, then if I may.

One. To what extent is the Office of Education engaged in supporting research on books that are especially designed to be helpful to disadvantaged children?

My question, of course, presupposes that we should give attention to books that are specially tailored for disadvantaged, and perhaps you would comment on the second, before the former.

Mr. HOWE. Well, I think we should be giving major attention to the irrelevance to the disadvantaged child of many books that are used in the schools, and to the preparation of materials which will be directly applicable to his interest and move him onward and upward from where he is.

We are definitely interested in this, in our research enterprises. I wish I could give you, in answer to your question, the dollar figure here that would reflect our commitment in this area. We will provide you with such figures. I don't have them on the tip of my tongue. It is a regular area of investment for us, in supporting the development of materials by groups outside the Office of Education.

I think for purposes of general understanding, it might be well to say that typically we invest our research resources in research groups at universities, or in combinations of school and university people, in whom we have confidence. This is not an internal operation in the Office of Education, but rather one in which we seek the best expertise around the country, and then attempt to finish it.

(The following was submitted for the record:)

BUREAU OF RESEARCH FUNDS FOR RESEARCH AND RELATED ACTIVITIES CONCERNING
THE DISADVANTAGED CHILD

The dollar amounts which have been obligated by the Bureau of Research to various agencies and organizations for the conduct of research, development, and related activities are organized under the two main headings of "Materials" and "Related Activities."

Materials

Colleges and universities.....	\$1, 697, 567
State departments and local systems.....	359, 795
Organizations	161, 591

Related activities

Colleges and universities.....	\$5, 878, 518
State departments.....	2, 056, 430
Organizations	205, 878

Detailed information concerning individual projects, dollar amounts obligated, and the organizations and educational institutions conducting such projects can be found *Supra*, p. 40.

MR. BRADEMAS. Now the second question that I have follows on the first. Assuming that we can produce books that are good both in terms of their educational content and fair in their portrayal of minority groups in the United States, how can we effectively encourage the schools of the country to use such books, without the Federal Government dictating to local school districts, or State educational authorities, what books they ought to be using?

I am strongly in favor—which is like coming out in favor of the flag, but I am strongly in favor, as I suppose most of us on this committee are—of first-class textbooks for schoolchildren, and textbooks that are fair in the treatment of minority groups, but having said that, we haven't solved the problem of insuring that such books are (a) produced, and (b) effectively channeled into the network of local public schools. While the objective of books that are fair in the treatment of minority groups is one that we can all laud, I think that we can think of other contents of books that would cause us grave apprehension if it were felt that the Federal Government were trying to encourage particular content, if I make myself clear. I would suppose that this ought to be a matter of particular concern.

Mrs. Mink and I were just discussing here, at a time when there are great pressures on our country, increasing pressures because we are engaged in an armed conflict, I think that one's imagination need not lead very far ahead to consider the dangers that might ensue if someone decided that he was going to be sure that a particular policy line with respect to some great national issue, either of war or peace, or of attitudes on internal domestic problems, were suddenly to become the preoccupation of the people who had to do with putting together textbooks.

Have I made my concern clear?

MR. HOWE. Yes, indeed, sir. I have several comments.

First of all, harking back to some things that were said by Mr. Pucinski and also by Mr. Bell, I think that our first effort in the realm of achieving the kind of textbooks we would like to have in the schools, from the Federal vantage point, should be an effort to get the problem out in the open to have it publicly aired, and to have knowledge generally concerning the abuses and difficulties which exist. I think, therefore, that the hearings of this committee can be extremely useful, because in a way that no one else can, this committee can call attention to these kinds of problems.

I think that this says by implication that our efforts should be efforts to influence the voluntary actions of public bodies that have the responsibility for making curricular decisions by getting good infor-

mation into their hands, by making them knowledgeable about the issues which do exist, and by no longer allowing these matters to be swept under the rug, as they have frequently been.

So I think we need a public hearing, so that decisions which are made by States and by local communities have the benefit of light. There may, therefore, develop in their materials some benefit of truth, which is what we are trying to achieve.

I quite agree with your comment about the dangers of the Federal Government, through the Office of Education or through the Congress, entering into the prescription of specific viewpoints or specific materials for use in the schools. I think that the protection of academic freedom in the schools resides primarily in the independence of the schools to make their decisions in this realm at the local and State level.

I think we need to develop in the elementary and secondary schools the kind of tradition of academic freedom which is typical of our best colleges and universities. The transfer of that kind of academic freedom, and a knowledge of what it means, to the elementary and secondary schools and to those responsible for operating them is the long-range effect we ought to have.

MR. BRADEMAS. One other quick question, Mr. Howe, and that is: With respect to the role of publishers in producing the kind of books that we are seeking here to encourage, has there been any significant resistance on the part of publishers to doing so?

MR. HOWE. I don't have the knowledge to generalize about this. I would say a couple of things. I think the publishers respond to the market, to a degree, and necessarily so. And where there has not been the kind of public conversation which influences the market, which hopefully we are having now, there has been more opportunity for publishers to engage in some of the practices which we have already discussed here—different editions of American history for different sections of the country, and that kind of thing.

So, without being able to answer your question specifically, I make that comment on it.

MR. BRADEMAS. I just hope that publishers can make a profit and still show a sense of public responsibility at the same time.

MR. HOWE. I think there is considerable evidence that many publishers are moving in that direction.

MR. BRADEMAS. Thank you.

Chairman POWELL. You mean toward profit? [Laughter.]

MR. HOWE. Toward public responsibility.

Chairman POWELL. We will have five publishers here tomorrow.

The gentlelady from Hawaii, Mrs. Mink.

MRS. MINK. Thank you, Mr. Chairman.

I wonder, Mr. Commissioner, if you could tell us the total value of all textbooks that are published in the United States annually, for elementary and secondary school use? Could you give us a rough estimate what the value would be of this production?

MR. HOWE. I really can't, Mrs. Mink. I don't even know whether they collect this information. I will find out for you. Maybe Dr. McCaffrey of the American Textbook Publishers Institute has an estimate here, but we will try to get this information for you.

MRS. MINK. The reason I ask this question is that we are specifically concerned about a hundred million dollar appropriation under title

II, and I wondered what percentage of the total production this hundred million dollars constituted, in order to give us an idea what the impact of Federal entry into the field of purchase of books under this program might be.

Mr. HOWE. I can tell you—excuse me.

Mrs. MINK. Go ahead.

Mr. HOWE. I can tell you that a relatively small proportion of the hundred million dollars is going into the books you have described specifically as textbooks. I am sure I am correct in saying that the proportion of total annual textbook expenditure created by the Federal Government is a relatively small proportion of that total expenditure.

Mrs. MINK. I noticed in your tables—

Mr. CAREY. Would the gentlelady yield?

Mrs. MINK. Yes.

Mr. CAREY. I happen to have that information, beginning with 1961, but I just cite this figure, that in 1964, the total was \$508,850,000. So I would have to politely disagree with the Commissioner. The addition to Federal expenditure is about 20 percent of the total being expended for textbooks. This is a marked rise, aside from the State increases in new textbook purchases. The ESEA alone amounts to at least 20 percent of total textbook sales.

Mr. HOWE. Well, Mr. Carey, I think there is a problem of definition of what is a textbook here. ESEA provides \$100 million under title II, and that would be the 20-percent figure which you cite.

Mr. CAREY. Right.

Mr. HOWE. But that \$100 million is expended rather widely for library books, for various kinds of audiovisual materials, for a variety of other items. Only perhaps 15 percent of that \$100 million, maybe 20 percent at the most, is going to what you would call regular textbooks for use in schools. The terminology will determine your percentages here.

Mr. CAREY. Well, if the gentlelady from Hawaii would yield further, I think it more significant that we are talking about elementary and secondary purchases here, under title II, because title II only pertains to the upper grade levels. The total elementary purchases are \$196 million; high school are \$129 million. If you diminish your percentage, we must also diminish the large figure which we are using for elementary-secondary purposes. So that it is, I think, a much more significant item of purchasing power under your command than we might be led to believe.

I thank the gentlelady for yielding.

Mrs. MINK. Yes, Mr. Commissioner, in your tables, it was certainly highlighted that the vast majority of expenditures under title II went for general school library resources. Now is there any explanation as to why, in so many of the States, almost nothing, in fact, zero percentage is noted in the area of textbook purchases under title II? Is this a policy developed by the Office of Education? Did staff from the Office make recommendations to the local school authorities, that the purchases should be supplemental and not in the area of textbooks, so that this is largely left to a determination by the school authorities themselves?

Mr. HOWE. It was largely left to the determination of State school authorities, who in turn reflect the requests made of them by local school authorities. The determination reflects in large part the complete lack of library resources in a very large number of schools and the desire to build some library resources in those schools. It reflects, at the same time, the fact that the economics of a State school system is adjusted to a certain degree to making basic textbooks available, but not adjusted to providing supplementary materials, library materials, special materials for all sorts of extra uses in the school.

Perhaps Mr. Harris would like to comment further on this point.

Mr. HARRIS. I think that, as indicated by the Commissioner's statement, the paucity of library materials influenced State departments of education in setting the percentages or the relative amounts to be devoted to purchases of library resources, of textbooks, and of other printed and published materials which includes largely the audiovisual materials.

With respect to the needs of socioeconomically deprived children, you probably know that as long as 35 years ago, in Hawaii, for instance, the child who could not afford to buy textbooks could have textbooks provided without charge. That provision exists in almost every State today, whether or not the State has a provision for providing free textbooks generally, throughout the State. So that—

Mrs. MINK. I am aware that textbooks are provided in order to have a school in the process, but I wonder if there is any material or research conducted by the Office of Education in terms of determining whether the textbooks that are being used are current? What percentage would be considered obsolete by standards set up by educators?

Mr. HARRIS. We do not have such information that I am aware of—any recent study on this particular problem. We do know that there are districts, that there are States in which adoptions are made for a period of years. If the subject matter field happens to be one in which new knowledge is being developed rapidly, it is true that even within a 5-year period the material in a textbook may become obsolete.

We know, also, that in some of the poorer school districts textbooks are sometimes hand-me-down textbooks. As was true many years ago, a textbook sometimes is used by an entire generation of children of a family, simply handed down from the older child to the next oldest, and to the youngest, and so forth. This is not as common as it used to be, but we have reason to believe that it does exist in some of the poorer school districts. There probably are school districts in which there are physics books being used which have not discovered the splitting of the atom. There are math books being used which are unaware of some of the more recent developments in the field of mathematics. This certainly is the exception rather than the rule.

Mrs. MINK. Mr. Commissioner, did I understand your testimony, or perhaps it was a response to a question, that in the whole area of presenting of a whole of America in terms of the rich, multiethnic heritage that we have here that supplemental materials are not as adequate as, perhaps, materials that are presented direct to the child through a textbook?

Mr. HOWE. No, I don't think I tried to make a judgment about that, Mrs. Mink. I would say that both are inadequate, and I wouldn't know how to make a judgment as to which is more inadequate. I

think that typically a youngster will have in hand some textual material, as we have just said, but it is very likely in poorer school districts to find this unaccompanied by any enrichment material, any further reading resources regularly supplied through the school, any collection of interesting additional avenues of exploration, right within his own classroom, in any numbers. So that I think that the rather large proportion of Federal funds being spent for supplementary materials as opposed to textbooks, under title II, is understandable, and strengthens a weakness of the schools. I believe that local school officials would so testify. However, I don't mean to say in remarking this that all textbooks offer a true or proper picture. Many of them clearly don't, and we have cited some evidences of this.

I might say that some of my associates brought here today a collection of textbook materials, and we would be happy to leave this with the committee, Mr. Chairman. These books illustrate some of the more recent efforts to provide multiethnic materials of various kinds, if they would be of interest to the committee or its staff.

Mrs. MINK. Would you be able to comment, in response to that statement, about what percentage of the total publication in the area of textbooks do make a concerted effort to present this multiethnic composition of America?

Mr. HOWE. No, I couldn't give you an accurate judgment on this.

Mrs. MINK. In your prepared statement on page 4, you cite a paragraph from the Virginia Council on Human Relations, quote—

In the case of these dual editions, it is usual for the publisher or his local representative to offer to a school system only the version he thinks will be most acceptable.

In your analysis of this statement, or consideration of this statement, or use of it in the statement you present to this committee, have you made any determination as to whether this practice is an extensive practice in this country, or have you simply taken this statement to present the problem, without analysis as to its prevalence in the publishing field?

Mr. HOWE. I think it comes primarily from enough observation of practice to feel that there is some truth in it. It is not the result of an extensive documented survey.

Mrs. MINK. Would this be so within a school system, not wishing to make any inferences with reference to the District of Columbia, but taking the District of Columbia as a hypothetical case, would it, in your study of the situation, be possible that within a school system, such as the District of Columbia, there would be a deliberate distribution practice established, in which certain types of books would go to certain area schools, within the District, and another edition would be presented to another school?

Mr. HOWE. I think this is less likely to happen within the schools covered by a specific local school authority. It would be more likely that you would find that a local school authority would tend to adopt as its American history textbook a book which it would use across the board, through all its schools. I think that the most enlightened practice would be to find American history textbooks which have varying levels of vocabulary difficulty to meet the requirements of young people whose verbal skills and powers of generalization differ a great deal. I would argue for a diversity of texts within a school

district, not in terms of the way they presented the story of minority groups, but in terms of the relative difficulty of reading.

There are certainly young people in the District of Columbia who ought to be using what we typically think of as college-level material in American history. There are others who may find themselves in the 12th grade or 11th grade, who ought to be using materials adjusted to a 9th- or 10th-grade vocabulary skill. The need is for diversity of materials.

If the different materials reflect different approaches to minority problems, that is certainly an abuse, and shouldn't be going on. However, I can't comment about a specific city or school district which is engaged in that kind of maneuver.

Mrs. MINK. One final question, Mr. Commissioner.

Not only is the committee and the Office of Education involved in the area of textbook materials as a result of the Elementary and Secondary Education Act, but in my opinion, we are vitally involved also in the Economic Opportunity Act, and I think in the chairman's statement he made reference to other Federal programs in this area. I wondered if the Office of Education had been called upon by the Economic Opportunity Office to advise it in terms of the kind of textbooks that might be purchased and used, for instance, in a Job Corps center, where I realize we have many, many youngsters between the ages of 16 and 21, who come from disadvantaged backgrounds, with only a fifth-grade education, and maybe even only a third-grade or fourth-grade reading ability. Has the Office of Education gone into this area, in determining the adequacy of books that are being purchased for this other program, which I think is very much a concern of this committee, also?

By way of illustration, Mr. Chairman, my concern here is, for instance, you take a youngster who is 19 years of age, with a fifth-grade achievement in reading. Is he being presented with what, in your opinion, is adequate material which motivates him properly, and is not simply a fifth-grade textbook at a level of a 10-year-old, but rather, geared to his chronological age of 19, presenting to him accurate materials, in reference to his environment, his goals in life, and the type of motivation that we want to stimulate in a youngster of this kind, in a Job Corps center?

Mr. Howe. I am not aware of specific consultations here in Washington between OEO and the Office of Education about textbooks for use in Job Corps centers. The fact that I am not aware of this does not mean that such consultations, either on a formal or an informal basis, may not have taken place.

The people who operate Job Corps centers are people who are employed because they are responsible and informed people in education. They have access, through their own training and experience, to good information in this area. Extensive consultation with us may not be, in many cases, as valuable to them as consultation with the State superintendents of schools, where the camps are located, or with curricular authorities in private associations of such groups as history teachers or English teachers.

Mrs. MINK. Mr. Commissioner, I would like to differ with you observation in that area. I think this is a totally different problem from one in which the Office of Education would be trying to advise, say, a

local school district, which is an autonomous entity. This is an entity of the Federal Government, which we have created, and I think that this is an area that the powers, the intent of Congress, and so forth, can be utilized.

The dissemination of available research data, the development of new textbooks, of the whole problem of getting the information out to the field, I think, is a very grave problem. I know this is so in my own State. I am struggling with publishers at this very moment to try to find textbooks which our educators will consider adequate for a young boy aged 19 in our Job Corps Center, and find that there is a very, very minimal amount of material that would be suitable. And I think that this is an area that we, and the committee, and certainly the Office of Education, can become involved in.

If there is no involvement, perhaps this ought to be investigated by the committee, to see what we can do to help get the information out. I am sure there are enormous volumes of research being conducted and financed by the Federal Government in this area of remedial reading for the disadvantaged, but somehow, the material is not being sent out to the field, and the publishers have not assumed the responsibility of making this information available.

Mr. Howe. I didn't mean to indicate, Mrs. Mink, that I thought it would be inappropriate for us to engage in such advice. I quite agree with you, it would. I was simply indicating that I wasn't aware of the extent of this. I will certainly find out for you what our exact relationships have been in this area. It would be quite appropriate for us to engage in any cooperative enterprise with OEO, to fortify the selections made in Job Corps centers, and to make all information we have available.

(Mr. Howe submitted the following:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, U.S. OFFICE OF EDUCATION

RELATIONS WITH THE OFFICE OF ECONOMIC OPPORTUNITY

The Office of Education has cooperated closely with the Office of Economic Opportunity in the planning and implementation of programs such as Headstart and Job Corps. In October 1965, Office of Education personnel assisted extensively in the formulation of guidelines for Headstart. The involvement included suggestions for appropriate books and materials. In addition, the Office's pre-school specialist has worked closely with OEO officials responsible for the administration of Headstart. Two joint publications—guidelines for educational programs and guidelines for facilities for programs for children below six—are currently being developed. In addition, OE personnel are developing a "consultant and resource list" for use by all OEO and OE offices.

Job Corps—Office of Education liaison was reinforced at a meeting called at the request of the United Planning Organization, Washington's anti-poverty organization. Representatives of the Office of Education and Manpower Development are presently planning a conference designed to evaluate the learning experiences of Neighborhood Youth Corps and Job Corps enrollees. The reading materials utilized in these two programs will have great bearing on the results of the study. It is hoped that the assessment will lead to improved curricular approaches and curriculum content.

Office of Education cooperation with the Office of Economic Opportunity extends to coordination of programs conducted under Title I of the Elementary and Secondary Education Act of 1965 in conjunction with Headstart programs and other programs conducted by local community action agencies. Attached are documents which detail this continuing relationship.

COORDINATION-COOPERATION; TITLE I, E.S.E.A.—TITLE II, E.O.A.

Background

A firm pattern of cooperation and coordination between the Office of Education and the Office of Economic Opportunity had been established by the time the Elementary and Secondary Education Act of 1965 was signed into law by the President. A formal memorandum of agreement to have a joint staff in education signed by Secretary Celebreze and Sargent Shriver had been effected and functioned (without a formal memorandum of agreement) during the period of April 1964 to the actual signing of the document.

The groundwork for a cooperative relationship between the Office of Education and the Office of Economic Opportunity concerning the Elementary and Secondary Education Act—particularly Title I, was based upon one full year of intensive interchange of ideas, common use of personnel and living through the problems of funding education programs for the disadvantaged.

O.E. (DPO) EFFORTS TO COORDINATE WITH O.E.O.

At the time the Elementary and Secondary Education Act was signed into law, coordination and cooperation were intensified.

1. Two members of the joint O.E.-O.E.O. unit were detailed to work on task forces, organized to write rules and regulations for Titles I and III.
2. Between early May and late July, 1965, the following actions were taken:
 - (a) Publication and distribution to education leaders of a question and answer document—May 1. (See Appendix "A" and "B").
 - (b) Development of an "in-house" document which described in detail methods and procedures for the joint funding of projects—July 12. (See Appendix "C").
 - (c) Memorandum and materials to O.E.O. regional offices from the joint unit emphasizing the need for coordination of Community Action programs and those which would be designed under Title I, ESEA—July 23. (See Appendix "D").
3. On August 5, 1965, Mr. Keppel and Mr. Shriver issued a joint letter to "Head-Start Grantees" which detailed how follow-through efforts for Head-Start graduates of summer 1965 programs might receive continuing help from ESEA and the Economic Opportunity Act, and suggested program efforts that might be funded by each. The letter went on to emphasize the serious need for coordinated program efforts in the behalf of the disadvantaged. (See Appendix "E").
4. On August 25, the Commissioner of Education addressed a letter to each Chief State School Officer drawing attention to the Shriver-Keppel letter of August 5. The letter stressed the importance of the State Department in assuring coordination-cooperation of the two acts and requesting the name of an official who would carry out this assurance. (See Appendix "F").
5. On August 23, a general meeting was held with key personnel of the field services staff of the Office of Economic Opportunity. These officials were presented with preliminary guideline materials for Title I. (See Appendix "G").
6. Between August 28 and September 16, 1965, the seven regional offices of the Office of Economic Opportunity were visited by members of the joint unit in order to (a) review a guideline document for review of education programs in CAPS, and (b) emphasize and discuss the problems and potentials in utilizing the combined resources of OEA and ESEA for common populations. (See Appendix "C").
7. Extensive opportunity was provided officials of OEO to review and comment upon the draft rules and regulations for conduct of Title I (Jule Sugarman, Lisle Carter, Theodore Berry). This was done in person, in writing, and by phone. The same format was used in relation to the draft guidelines first issued on October 8, 1965. Suggestions were considered carefully and a number incorporated into the documents. (See Appendix "H", "I", and "J").
8. On September 28, 1965, the Associate Commissioner for Elementary and Secondary Education extended a written invitation to the State Community Action Coordinator (Governor's representative) and the director of each O.E.O. regional office to participate in meetings called to discuss ESEA with State Department of Education officials in Atlanta, October 14-15; Dallas, October 18-19; San Francisco, October 21-22; Chicago, October 24-25; and Boston, October 28-29. (See Appendix "K").
9. In November, 1965, the Division of Program Operations issued the first in a series of "Information Packets" to Title I coordinators. Materials published by OEO were included. (See Appendix "L").

10. In December, 1965, a 76 page booklet entitled "Education: An Answer to Poverty" was issued under the joint auspices of O.E. and O.E.O.

11. On January 11, 1966, a memorandum from the Director, Division of Program Operations, was sent to each Title I Coordinator stressing the importance of using Title I funds to extend and build upon the benefits to children who were a part of Summer Head-Start projects. (See Appendix "M").

12. The Description of Program Organization and Administration required of each State Department of Education requests a description of procedures established to insure coordination of Title I programs with Community Action Programs. (See Appendix "N" and "O" for an example of the leadership assumed by one State in promoting Title I-CAP coordination).

13. Plans are being made to conduct a joint evaluation of preschool programs. Samples will be drawn from both OE and OEO funded projects and the results of the two types of projects compared and contrasted.

14. A January 15, 1966 Interim Coordination Report on Title I requested of each State the details in the following areas: (See Appendix "P").

(a) Actions taken to date to coordinate with CAPS.

(b) Number of projects in local educational agencies that serve an area where there is an approved CAP.

(c) Total amount of Title I money approved for local educational agencies where there is an approved CAP.

15. After experience with draft guidelines, OE and OEO officials agreed that the final guidelines should state that a letter from the local CAP must be attached to each project application. This letter should state that the local CAP has seen the proposed Title I project and concurs or does not concur.

Discussions between Division of Program Operations personnel and CAP officials have culminated in agreement on a joint sign-off procedure.

Title I project applications will be accompanied by a check sheet indicating local CAP support of the proposed project. A suggested format to document Community Action support is included in the Revised Instructions. (See Appendix "Q"). Likewise, CAP proposals with education components will contain a check sheet indicating support of the local Superintendent of Schools. The omission of this check sheet in either case would serve as an alert to State education officials of O.E.O. regional personnel to inquire as to reasons for its omission.

EXAMPLES OF PROBLEMS IN THE FIELD

The San Francisco Community Action Agency protested in the form of a telegram that the San Francisco Unified School Districts' Title I projects had not been coordinated with them and asked for a hold-up in approval. Telephone conversations between area desk director, and Director, Program Operations, with Title I Coordinator and the Director of OEO's regional office kept the conflict at the local level. The issue was resolved around a series of events that included (a) temporary delay in approving the projects by the State Department; (b) meetings between representative of school board, CAP, and State Department; (c) review of projects by California advisory board for compensatory education with subsequent recommendation for approval to State board; and (d) agreement from San Francisco Unified School District that future projects will be worked out in conjunction with the Community Action Agency. San Diego was apparently watching this whole procedure with interest and changed some of its operations as a result of the outcome.

The Albuquerque Community Action Organization protested the school districts' project in applications to the State Department of Education for Title I funds. This conflict received some newspaper publicity. Members of the Field Services Staff and the Office of Disadvantaged and Handicapped had telephone conversations with State Department personnel, HEW's Dallas poverty coordinator, and OEO's Austin office. The issue was kept at the State level for solution when the Chief State School Officer and the Governor's technical assistance coordinator for poverty matters met. The Chief State School Officer subsequently issued an appeal and hearings procedure on Title I applications. To our knowledge this is the first action of this kind.

We are also in receipt of a copy of a letter from Mr. Ben Zimmerman, Executive Director of the Syracuse Community Action Agency, directed to Sargent Shriver for a specific definition of coordination and cooperation as used in 89-10 and also ask why one federal agency requires involvement of the poor in program planning while another administering legislation which affects the poor makes

no such requirement. A carbon of the letter was sent to Commissioner Keppel, and Mr. Zimmerman subsequently sent a telegram asking why the Commissioner had not responded to his inquiry.

TITLE I GUIDELINE REFERENCES TO COOPERATION WITH COMMUNITY ACTION
AGENCIES—PAGES 27-28

In general, the base for this section is in 205a (7) of the Act and the language of Senate Report 143, pages 12-13, that cooperation of Title I projects with O.E.O. efforts means continuous and genuine working relationships during the period when programs are being planned and developed as well as when they are being carried out. The Guidelines state that cooperative efforts seek to insure that (a) programs are tailored to the interest of each act; (b) that what is proposed under one act reinforces programs proposed under the other; and (c) that a broad conceptual look be taken at program efforts including other resources in the federal government rather than slices or bits and pieces.

OVERALL ASSESSMENT

In general, coordination-cooperation efforts are of high quality. Federal level activities are current and based on established working relationships of over a year and a half duration. State level feed-in from January reports indicates that legislative stipulation and congressional concern as expressed in the Senate report are being taken seriously by the State departments of education. At the local level the concept and requirements are only in the beginning stages of understanding. However, OE has received complaints from CAP's in only three cities—San Francisco, Albuquerque, and St. Louis. The point at issue is one of planning. At the present time the maximum community overlap for OE and OEO programs is probably 400.

The size and intensity of coordination problems may rise dramatically as O.E.O. moves closer to its fiscal year 1966 goal of 1200 to 1500 funded CAP's and OE progresses as rapidly toward the involvement of 20,000 school systems. When that day arrives all plans must be firm and appeal systems and procedures agreed upon.

APPENDIX A

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

Some Questions and Answers About Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10)

1. Q. Who will provide the data to make the allocations for the basic grants?

A. The number of children aged 5-17, inclusive, in families with an annual income of less than \$2,000 will be provided by the Bureau of the Census from computer tapes based on the 1960 Census of Populations.

The Secretary of Health, Education, and Welfare will provide the figures on the number of children in families receiving more than \$2,000 per year from payments under the Federal program of Aid to Families with Dependent Children (AFDC). Deductions will be made for children in the low income category for whom payments were made under P.L. 874, Title I, for the preceding school year. The above information will be furnished at least by counties, and, if possible, by local school districts.

The State educational agencies provide the necessary data to the U.S. Office of Education to determine the average per pupil expenditure in the State.

2. Q. For what year will these data be provided?

A. The most recent satisfactory Census data related to family income are for 1959. The AFDC data under the law must be for the most nearly comparable year to the Census data. The law requires that the 1963-64 State average per pupil expenditure be used for the first year of the program (1965-66).

3. Q. How soon will school districts know their entitlement under Title I?

A. We expect that county data will be available about July 1, 1965. Data are not available in most instances to enable the U.S. Office of Education to make allocations for individual school districts. Therefore, allocation of funds to districts within counties will ordinarily be done by State departments of education under criteria to be prescribed by the Commissioner.

The U.S. Office of Education will give to the State departments all the information it can assemble that may assist the States to make the allocations within counties.

4. Q. Will all school districts be eligible to receive basic grants under Title I?

A. No. When satisfactory data are available to the Commissioner on a district basis, a local school district will be eligible to receive a grant only if the number of children aged 5-17, inclusive, from families having an annual income of less than \$2,000, together with the AFDC children, is at least 100 or equal to 3 percent or more of the total number of all children aged 5-17, inclusive, in the district whichever is less, except in that it shall in no case be less than 10. When satisfactory data are not available on a district basis the county must have at least 100 eligible children. Regulations will cover those cases involving districts located in more than one county.

5. Q. May local educational agencies join together for the purpose of carrying out programs under Title I?

A. Yes, if each local educational agency is otherwise eligible and they wish to do so.

6. Q. Is there a maximum limitation on the amount of basic grant funds to a school district?

A. During fiscal year 1966 (school year 1965-66) a basic grant to a school district may not exceed 30 percent of the local educational agency's current expense budget.

7. Q. Why is there a limitation on the maximum basic grant to any local educational agency in the first year of the program?

A. The establishment of a maximum amount of funds payable under the basic grant program during the first year to 30 percent of the local school agency's budget is included as a prudent expenditure safeguard. Local educational agencies would probably not have an adequate opportunity to plan, establish, and carry out a program of greater magnitude than this within the amount of time available before the effective date of Title I. No such maximum is applied for subsequent years inasmuch as greater planning time will be available.

8. Q. Will there be coordination between education programs under Title I and community action programs sponsored by the Office of Economic Opportunity?

A. Yes. The law requires that local school boards develop Title I programs in cooperation with the public or nonprofit agencies responsible for community action programs in their locality. Genuine working relationships should be established both during the planning and development phase and during the period of program operation.

9. Q. How does a school district qualify for a special incentive grant?

A. Title I provides for making special incentive grants during fiscal years 1967 and 1968 to school districts which are eligible to receive basic grants for those years. The special incentive grant would be provided to each school district which is eligible to receive a basic grant for those years and which has endeavored to improve the education it provides as measured by increases in per pupil expenditures for education within the school district during fiscal years 1965 and 1966.

10. Q. How may incentive grant funds be used?

A. Although the amount of the incentive grant would be based on increases in the per pupil expenditure for all students in the district, incentive grants, like basic grants, may be expended only for programs or projects designed to meet the educational needs of educationally deprived children.

11. Q. Must a child be in a school attendance area with a high concentration of low-income families in order to receive benefits under this Title?

A. Yes. The intent of the Title is to focus attention upon the problems of low-income areas and to concentrate the programs in such areas. Any other approach would be general aid—which is not the intent of this legislation—or would lead to the undesirable labeling of individual children scattered throughout the school district. There can be more than one area of concentration of impoverished children in a single school district.

12. Q. Are program benefits limited to children of low-income families?

A. No. Once the attendance area and schools have been selected on the basis of concentrations of children from low-income families, educational deprivation factors will be used to determine who participates in the program. If, for example, the program is to improve reading performance, all persons in this attendance area needing such help could participate.

13. Q. Who is an educationally deprived child under this Title?

A. An educationally deprived child under this Title is one whose educational achievement is below normal expectancy for his age and grade and who lives in poor social and economic conditions. The term also includes those children who are handicapped because of physical, mental, or emotional impairment.

Studies made in recent years have shown a high correlation between low educational achievement and low family income. We know also that there is a strong correlation between low income and conditions of juvenile delinquency, high dropout rates, and destructive home environment. Low family income is, therefore, one broad indicator of educational deprivation and will be the basis for the designation of target areas for which programs will be developed to meet specific educational deficiencies.

14. Q. Will the Commissioner of Education prescribe programs which local districts may adopt?

A. No. Subject to the approval of the State educational agency, the local educational agency is given wide latitude in the selection of programs that meet the requirements of the Act and the regulations of the Commissioner. The programs must be designed to meet the deficiencies of educationally deprived children and must show promise of educational success.

Examples of the types of programs which local agencies might adopt were given in the testimony and Committee Reports on the Act, but they were not intended to place a limitation on the range of choice which a local agency will have. Emphasis will be placed on local innovation and initiative.

15. Q. There has been much recent discussion of the learning potential of the young child. Can the money in Title I be used for preschool programs?

A. Yes. Preschool programs are specifically authorized under Title I, Section 201, but local educational agencies are not expected to concentrate on this approach to the exclusion of all others. There are a number of reasons for not doing so: (1) these programs require specially trained teachers who are in short supply; (2) it would be inequitable to ignore the millions of children now in the educational system when there are programs which can help them; and (3) the effect of good preprimary programs might be lost if the child is later placed in a substandard regular program. A balanced program within the limits of available funds may offer a better possibility for ultimate success in countering the effects of economic and educational deprivation.

16. Q. Is it mandatory that every school district receiving funds under Title I provide programs for the benefit of the educationally deprived children in non-public schools?

A. The law states that "to the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency . . . [must make] provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate; . . ."

17. Q. Does Title I authorize the use of Federal funds for the payment of salaries of nonpublic school teachers?

A. No. The use of funds for this purpose is prohibited.

18. Q. May Title I funds be used to transport nonpublic school pupils to public schools in order that they may participate in shared time or dual enrollment programs?

A. Yes, if necessary to provide for the participation of children in nonpublic schools.

19. Q. Can the Title I funds be used for construction of school buildings?

A. The Act is not designed to relieve present or anticipated classroom shortages. Where lack of minimum classroom facilities is the major obstacle to conducting educational programs for low-income children, limited classroom construction could be carried out under Title I.

20. Q. Can funds under this Title be used to raise teacher's salaries?

A. Title I funds cannot be used for a program of general salary increases. However, salary increases may be justified under certain circumstances to meet the needs of educationally deprived children in areas of high concentration of children from low-income families. For example, if a school board believes that certain teaching stations demand higher salaries because of the concentration of need there, then salary increases for those jobs might well be part of the school district's plan.

21. Q. How will the degree of success of the programs be determined?

A. This legislation breaks new ground in education by requiring that reports on the educational achievement of students under approved programs be made

at least annually. This will provide an opportunity for evaluation at the local, State, and Federal levels. A special National Advisory Council on the Education of Disadvantaged Children will be appointed by the President to provide an annual review of the operation of Title I and to make recommendations for improvement. Objective data will be required from the very beginning of the programs in order to assure adequate benchmarks for measuring improvement, or lack thereof.

22. Q. Under what circumstances can the Commissioner withhold funds from a State educational agency?

A. Title I authorizes the Commissioner, after notice and opportunity for a hearing, to withhold funds from the State agency, if he finds that the State has failed to comply with its assurance to the Commissioner.

23. Q. May funds under P.L. 89-10, Titles I, II, and III be used as State or local matching funds for other Federal programs such as NDEA and Vocational Education?

A. No. P.L. 89-10 funds may not be used as matching funds for any other Federal programs which require State or local matching. However, P.L. 874, Title I, funds are an exception and can be used for matching other program costs.

APPENDIX B

ADVANCE NOTICE TO THE EDUCATIONAL COMMUNITY CONCERNING THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

On April 11, 1965, President Johnson signed into law a bill which represents the greatest single commitment ever made by the Federal Government for the improvement of education in the elementary and secondary schools of this Nation. The U.S. Office of Education and State educational agencies will be busily engaged during the next few months in developing administrative procedures which will start the wheels of action in this program. In the meantime, the Congress will be considering the appropriations for the fiscal year beginning July 1, 1965.

The purpose of this notice is to give the entire educational community information explaining what it should be doing until the benefits of this Act become available at the local school level.

TITLE I

Under this title, a local public school district may use funds granted to it through the State department of education for a wide variety of purposes and projects which will assist in meeting the needs of educationally deprived children. A local school agency, then, should begin to develop survey procedures whereby the needs of such students can be accurately determined. Additional activities which should be considered are:

1. Obtain as much information as possible resulting from studies or programs conducted for the educationally deprived children.
2. Determine the most vital needs of educationally deprived students in the community.
3. Determine how programs under this title could be coordinated with other Federal programs including the Economic Opportunity Act and such other programs as may be in operation in the community.
4. Develop plans and projects for meeting the needs of educationally deprived children.
5. Determine how the benefits of this title, through such special educational services and arrangements as dual enrollment, educational television, or other plans, may be made available to educationally deprived students in non-public schools.

TITLE II

Title II provides funds for the purpose of making library resources, textbooks, audio-visual, and other printed and published instructional materials available for use of children and teachers in public and private elementary and secondary schools. Such materials are made available to the local educational agencies through the State department of education or some other such public agency.

Local educational agencies consulting with State departments of education may wish to:

1. Survey the community as to the availability of and need for library resources for children and teachers.

2. Determine the extent of, and assign priorities to, the need for textbooks in the schools.
3. Survey the availability of and need for other printed and published instructional materials.
4. Consider possible alternatives for making available textbooks and materials acquired under this title to the children and teachers in the State.

TITLE III

Under this title, grants are made by the U.S. Commissioner of Education to a local public educational agency or agencies. A grant may be used for: (1) planning and other preliminary steps leading to the development of programs for supplementary educational activities and services; and (2) the establishment, maintenance, and operation of programs, including the lease or construction of facilities and the acquisition of equipment, such as teaching machines, audio-visual aids, and scientific apparatus, designed to provide such services and activities. Examples of eligible services would include guidance and counseling, exemplary educational programs, specialized instructional assistance and adult education. Provision must be made for equitable distribution of assistance within each State based on the relative needs within the State.

Activities in which local educational agencies may wish to engage in preparation for this title are:

1. Survey the educational needs of the school district or districts to determine where such funds may be most appropriately applied.
2. Determine which educational activities and services would be most appropriate to concentrate on first.
3. Determine the new ideas of teaching, learning, and school activities and services which would be worthy of investigation and placing in operation.

APPENDIX C

COORDINATION OF THE ECONOMIC OPPORTUNITY ACT AND THE ELEMENTARY AND SECONDARY EDUCATION ACT

No two pieces of major legislation have more in common or have goals which are more in accord with one another and with national policy. There is no question that when any two programs contain the potential for complementary activities, they also contain the potential for unhealthy competition, waste and duplication.

The potential for insuring coordination and concentration of resources exists within the wording and intent of both Acts. At the Federal level steps have been taken to insure that efforts and resources will not be wasted—through, for example, the creation and use of a joint OE-OEO unit established to serve both agencies. But both Acts depend first upon local initiative and direction, and second upon the States' commitment to effectively enforce provisions that strengthen the complementary administration of each Act.

Considering Title II of the EOA, Community Action Programs, there appears to be precedent and legislative intent to avoid duplication and overlapping. From the beginning, CAP was intended to support activities and services not supportable under existing legislation. Certainly this concept will be extended to legislation passed subsequent to the passage of the EOA. It will always be the responsibility of each level of government to avoid duplication between these two Acts, as well as other Acts.

A healthy working arrangement between the local CAP and school system, already started in many communities, will help to create a climate in which these two agencies, as well as others, can fashion and shape their respective programs to complement and supplement one another. Each should design programs to reinforce the work of the other, and in many communities this will be done with great imagination. The effort should be backed at the State, regional and Federal levels by requiring evidence of such imaginative planning in proposals or plans which are submitted for funding. This can be done in several ways:

- (1) by requiring that programs be tailored to the interest of each Act
- (2) by requiring that programs proposed under one Act be dovetailed to fit with complementary and reinforcing programs permissible under the other
- (3) by requiring that programs be submitted with comprehensive plans that show how the local authority is taking advantage of available legisla-

tion by working with relevant sister agencies to attack the problem along conceptual lines rather than institutional lines.

The language of the EOA specifically limits supportable programs to "special remedial and other noncurricular educational assistance" (Section 205a), and then only as part of a comprehensive community action program in some, but certainly not all, of the poorest communities of the land. These supplementary activities in the war on poverty must be closely coordinated with programs under the ESEA aimed at strengthening systems of general education. The benefits of improved general education can be multiplied many times if, through careful planning and coordination, the local communities make certain that the same children and families which are the object of the ESEA receive essential health, welfare and other services.

The ESEA will enable the schools to meet what should be their regular commitments to all the young of this nation. Title I of the Act provides the beginning of an answer to the great need for strengthened general education in low income areas. Title III, although not directed to a particular economic group in the country, nonetheless will provide a valuable addition to the war against poverty when the supplementary education centers are accessible to the poor. It goes without saying that the provision of vitally needed textbooks and the expansion of library facilities under Title II will also result in an improvement in the educational services available to the poor.

Educational programs supportable under CAP are generally supportable under the ESEA if sponsored or administered by the public schools. In those districts where both Acts will support educational programs, the best use of funds would seem to point to an emphasis on curricular, in-school funding by the ESEA and extra curricular and out-of-public school funding by OEO. Those efforts which are primarily educational in nature, such as reduced class size, improved facilities or new or additional curricula materials should be supported under Title I of ESEA. Other efforts, of a more supplementary nature, such as health and nutritional services and family involvement, could more feasibly be supported under the EOA. Commissioner Keppel and Mr. Shriver are suggesting to Chief State School Officers, for example, that preschool efforts continue to be financed under the EOA, assuming that the majority of the resources under Title I of the ESEA will be used to support efforts for those children already part of the public educational system. It is expected that as the programs envisioned under the ESEA get underway, communities may depend less upon the EOA for assistance to their remedial activities. This would enable OEO to divert its limited resources, now committed so heavily to remedial education programs, to other sorely needed activities in the war on poverty.

LOCAL COORDINATION

It would seem that the most effective coordination would come at the local level. State criteria for programs under the ESEA, and therefore the Commissioner's criteria for the States, will have to encourage and even force this coordination. The wording under Section 205(a) (7) provides the opening wedge, requiring that local boards develop programs in "cooperation" with the public or private nonprofit agencies responsible for community action programs in their locality. Cooperation here means continuous and genuine working relationships during the period when programs are being planned and developed, as well as when they are being carried out. This section should in no way be construed as giving the local community action agency a veto over Title I programs: it does require that local educational agencies develop their programs in cooperation with local community action agencies. Similarly, it is expected that when a local community action program is planned, cooperation will be sought with the local educational agencies. Only in this way can both programs hope to achieve the objective of serving the needs of educationally deprived children.

Since the CAPs in many areas will be underway by the time planning for Title I programs is begun, it is expected that the local school agency would take the initiative in making contact with the local community action agency to determine whether the community action project or projects have a bearing upon the school agency's plans. If the community action project is school related, then the local school agency will already be actively involved.

STATE COORDINATION

In order to further assure cooperation, lists of approved CAPs should be provided to each State educational agency which could then notify affected local

school agencies, where the CAP has a component of concern to those agencies. To further assist in this cooperation at the State level, each State has established a State Technical Assistance Agency under the Governor designed to coordinate State agency support of CAPs in that State. The State educational agency is a part of the State Technical Assistance Agency.

Under this plan the SEA will have a current list of all approved CAPs in its State. It should therefore be able to ascertain whether the local educational agency's proposals for programs or projects under Title I have been worked out in cooperation with the local community action agency, where components of the latter agency's program may affect the local educational agency's program for the disadvantaged.

Once programs proposed under the ESEA are established, the community action agencies funded by the OEO will check with the local school agencies in their area before proposing any program with educational components. Lists of approved local programs for the disadvantaged will be provided to the responsible approving authorities under the OEO so that they, too, could avoid duplication or overlap of a program already established under Title I.

While the State educational agency will have final authority to approve each local educational agency program under the ESEA and the same authority lies with the OEO with respect to CAPs, the existence of current comparable lists of approvals should provide a basis for checking whether the "cooperation" provision is being enforced. In cases where it is abused, the Commissioner of Education may withhold funds under Section 210.

In areas where there is a strong similarity of interest and approach between the local educational agency and the community action agency, dual funding may be used to establish a program which not only will avoid any overlapping of effort but allow in many cases the establishment of a program which could not be managed separately.

NOTE.—This statement was compiled from a selection of statements and memoranda concerning the coordination of the OEO and ESEA.

APPENDIX C(a)

COORDINATION BETWEEN OFFICE OF EDUCATION AND THE OFFICE OF ECONOMIC OPPORTUNITY

[Taken from S. Rept. 146, pp. 12, 13, and 14, Elementary and Secondary Education Act of 1965]

Paragraph (a) (7) of section 205 of this title is designed to provide for consultation between the local public educational agency and the agency conducting a community action program pursuant to title II of the Economic Opportunity Act of 1964 so as to avoid any duplication or overlap in the programs.

The committee is concerned about the fact that many local community action programs under the Economic Opportunity Act of 1964 (Public Law 88-452) already focus attention upon the special educational needs of children of the economically disadvantaged. Testimony before the Education Subcommittee has demonstrated that the educational needs of children of low-income backgrounds outstrip the available resources of local communities and require assistance both under title I of this act and from the Office of Economic Opportunity.

However, the committee wishes to insure that the programs to be established under title I and related community action programs under the Economic Opportunity Act will work in harmony at local, State, and Federal levels to meet these needs and will not result in overlapping or duplication. Special efforts will be necessary to achieve a good working relationship, and these efforts must be made, for it is only by the cooperative efforts of all that the needs of the children can be met without waste or friction.

Responsibility for carrying out the programs authorized under title I of this act is lodged with local boards of education. Section 205(a) (7) of the act requires that local boards develop these programs in "cooperation" with the public or private nonprofit agencies responsible for community action programs in their locality. Cooperation here means continuous and genuine working relationships during the period when programs are being planned and developed, as well as when they are being carried out. This section should in no way be construed as giving the local community action agency a veto over title I programs; it does require that local educational agencies develop their programs in

cooperation with local community action agencies. Similarly, it is expected that when a local community action program is planned, cooperation will be sought with the local educational agencies. Only in this way can both programs hope to achieve the objective of serving the needs of educationally deprived children.

We are informed that such cooperation is emphasized in the guidelines of the community action program issued by OEO. These guidelines call for inclusion of a representative of the local educational agency on the governing board of the community action agency. It is the committee's judgment that the OEO should also take affirmative steps to see that the community action efforts do not duplicate education plans under title I.

The committee also wishes to stress that cooperation between educational and community action agencies at local and State levels is not alone sufficient if economical and efficient programs are to develop. Close working relationships must also be achieved at the Federal level. Section 611 of the Economic Opportunity Act of 1964 already, in fact, requires such coordination. Pursuant to this direction, the Office of Economic Opportunity and the Office of Education have established a joint unit on the education of the disadvantaged. This unit is funded jointly and works day to day to assure that the education components of community action programs are kept in step with other programs administered by the Office of Education. The unit also assures that Office of Education and OEO activities reflect the lessons learned in local programs. The committee expects this joint unit to continue in being and to provide an administrative framework for cooperation at the Federal level in developing and utilizing title I programs and community action programs to meet the educational needs of the poor. Neither program can do the job alone.

Since a primary purpose of title I is to advance the educational opportunities of the disadvantaged, programs instituted or contemplated under this title will offer an opportunity for OEO resources to be constructively employed in other programs envisioned by the Economic Opportunity Act. We have been assured by the Director of the Office of Economic Opportunity that community action assistance will not be devoted to efforts which compete with or duplicate those mounted in any given community under title I. Rather, as programs under this act get underway, community action agencies will concentrate their resources on those needs which will not be met by the elementary and secondary school systems.

For example, an educational agency might choose to devote all resources available to it under title I to meet the needs of children of school age. Having made that decision, the community can look to OEO resources to support school readiness programs for younger children. A school board may have sufficient funds to support only an "education"-oriented, preschool program. But the community may also wish a more comprehensive preschool program that includes not only education but health and social services, parental activities and nutrition as well, when they are not being provided under title I. These additional services could be made available through the community action program under the Economic Opportunity Act.

It is the committee's view that arrangements under title III will be worked out similarly as directed heretofore for title I.

APPENDIX D

MEMORANDUM

JULY 23, 1965.

To: OEO regional staff.

From: Stanley Salett and J. William Rioux, assistant directors, Office of Programs for Education of the Disadvantaged and Handicapped.

Subject: Relation of educational legislation and poverty legislation coordination of OE and OEO programs.

Because coordination of the Economic Opportunity Act and the Elementary and Secondary Education Act is both desirable and essential, as well as required by law, it is imperative that OEO regional staff, particularly analysts, acquire familiarity with the ESEA, as well as other pertinent educational legislation and their relation to poverty legislation. The materials included in this packet and the supplementary materials which will follow periodically will help serve this function.

Several members of our staff expect to visit the OEO regional offices in August. At that time we would like to discuss the coordination of OE and OEO programs and would hope to consider questions that have arisen from your study of packet materials.

We are looking forward to our visit with you.

APPENDIX E

OFFICE OF ECONOMIC OPPORTUNITY

Washington, D.C.

Dear Headstart Grantee: We wish to offer our sincere appreciation for your efforts this summer in Operation Headstart. The response of your community and of communities throughout the country reaffirms our faith in the ability of this Nation to meet the most pressing challenges of our time. Young children in poverty now have hope of breaking the poverty cycle.

However, impressive as it is, Headstart is only a beginning. Headstart "graduates" will need continuing and additional help; other young children of the poor who are not yet in school need help. We urge that you plan follow-through programs for the children who are in the Summer 1965 Headstart, and that you continue with programs for children who are below school age. Both the Economic Opportunity Act and the Elementary and Secondary Education Act can be used to finance such programs. These two Acts are complementary to each other. Both offer substantial potential for improving the quality of education efforts for disadvantaged children.

Follow-through programs

Follow-through programs should be available to Head Start children, and other first graders, who may require special services, more special teachers, improved facilities, new or expanded curricula, social services, medical and nutritional services, and programs of family involvement. Support for programs which involve educational activities as a part of a regular public school program should be sought under the Elementary and Secondary Education Act; support for non-educational activities, such as medical and other supportive services and work with families, under the Economic Opportunity Act. Other activities, not part of the regular school program, should also be supported under the Economic Opportunity Act. We do not intend of course by this suggested pattern of financing to foreclose the flexible use of either Act, within the limits of law, based on the availability of funds. General guidelines for Community Action Programs are enclosed, note pages 23-25. In the near future you will receive guidelines for programs under the Elementary and Secondary Education Act.

Early childhood programs

Either Act can be used to finance full-year programs for children of the poor, who are too young for grade school, except that the Education Act is limited to programs under the administration and control of public educational agencies. But to make the most effective use of the two Acts there must be a high degree of mutual cooperation and coordination between the Community Action Agencies and local school systems. Local, state, and federal units each have roles in making sure that coordinated programs actually develop. We therefore want to set forth procedures to assure such cooperation.

1. Effective coordination is, in part, the product of planned and thorough interchange of ideas and efforts between the groups in each community responsible for maximum utilization of all program resources. Thus, in communities served by an approved Community Action Agency, the responsibility for program coordination falls both on those responsible for community action and on those responsible for public education. Any application or proposal from such communities will include a description of the working relations, the procedures and specific activities undertaken by each to develop programs cooperatively. Cooperation here means continuous and genuine working relationships during the period when programs are being developed, as well as during project operation. The Office of Economic Opportunity will continue to look for evidence that local community action organizations have effectively involved school officials in those phases of community action planning and operation which relate to educational programs.

2. Each Act defines state authority relating to local programs. It is also the Congressional intent that the financial resources authorized under each Act be used without waste and duplication and that programs serve common goals in

complementary ways. A letter is being sent to all Chief State School Officers requesting the name of the official responsible for assuring that each local education agency program proposal under Title I of the Elementary and Secondary Education Act of 1965 is coordinated with approved Community Action Programs. The relevant portion of the Act provides that an application for assistance can be granted only upon determination by the state educational agency "that wherever there is, in the area served by the local educational agency, a Community Action Program approved pursuant to Title II of the Economic Opportunity Act * * * the programs and projects have been developed in cooperation with the public or private nonprofit agency responsible for the Community Action Programs."

3. The Office of Education and Office of Economic Opportunity in 1964 established a joint unit in education to assure that the educational components of Community Action Programs are well designed, and well coordinated with other educational resources. With the passage of the Elementary and Secondary Act of 1965, the responsibilities of the unit are being enlarged to make certain that programs proposed under the new Act are coordinated with work currently being done under the Economic Opportunity Act. The joint unit will have the responsibility for reviewing programs to make certain that Congressional concern for cooperatively developed and executed programs is effectively carried out. The unit will continue to review Community Action Program proposals which contain educational components to verify that such components have been developed cooperatively with the schools and fit within the total community effort to attack poverty through education.

Thank you for your contributions to all children and especially to the children of the poor. We look forward to other combined efforts in the future.

Sincerely,

FRANCIS KEPPEL,
U.S. Commissioner of Education,
Department of Health, Education, and Welfare.
SARGENT SHRIVER,
Director,
Office of Economic Opportunity.

APPENDIX F

INDIVIDUALLY ADDRESSED TO CHIEF STATE SCHOOL OFFICERS; SUPERINTENDENT, DISTRICT OF COLUMBIA; GUAM; VIRGIN ISLANDS; PUERTO RICO; AND AMERICAN SAMOA.

Attached is a letter that I, jointly with Sargent Shriver, addressed to school superintendents who have been responsible for administration of Head Start Projects. Please note particularly paragraphs 2 and 3, page (2) which deal with steps being taken by the Office of Education and the office of Economic Opportunity in carrying out the expressed intent of Congress that coordination be achieved in administration of programs of the two Offices.

The role of the State Department of Education in assuring coordinated efforts at the State and local level is a vital one, and is crucial to success of "follow-through" programs outlined on page (1) of the attached. To complete the link of communication between coordinated efforts at the Federal level and those at the State level, I will greatly appreciate designation of an official of your department with whom this Office should deal specifically and directly on problems that will arise. The principal responsibility of such a designee would be to assure this Office that applications proposed to your department under Title I of the Elementary and Secondary Act of 1965 have been developed cooperatively with community action organizations supported by the Office of Economic Opportunity.

Time is short in this instance, so seemingly it is in all affairs these days, and I therefore am hoping to hear from you as to a designated official by September 7.

With sincere thanks.

Sincerely yours,

FRANCIS KEPPEL,
U.S. Commissioner of Education.

APPENDIX G

O.E.O. Personnel present at August 23 meeting:

Office of Operations, Community Action Programs:

William Bozman, Deputy Assistant Director.

David Grossman, Director, Program Management Division, and others.

APPENDIX H

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,

OFFICE OF EDUCATION,

Washington, D.C., November 12, 1965.

Mr. JULE SUGARMAN,
Office of Economic Opportunity,
Washington, D.C.

DEAR JULE: I wonder if you have had time to look over the first draft of the Guidelines for Title I, ESEA yet? This would be a particularly crucial time to get your suggestions for improvement because we are in the process of re-writing the Guidelines for re-issue.

As you may remember, I sent you a copy on October 13, airmail, from Atlanta. It was the second copy I could get my hands on—the first copy I received the day before. I used it to prepare for our "road show" which started in Atlanta on the 13th. These draft Guidelines were (and still are) scarce around here.

It was our desire to get you a copy of the draft as soon as possible. The tremendous pressure for an early release of the Guidelines made necessary the writing of them in a half dozen different places in the Division. The parts were brought together and rushed to the printer the same day. Three days later I saw the whole document printed, in the draft form I sent you. The same day your copy was sent, Bill Rioux, of our joint unit, got a copy.

We hope that we can hear from you soon so that the pressure of time on this second, and we hope final, draft will not preclude careful consideration of your comments and suggestions for improvement. I know how busy you are and I would be happy to meet you at your office, whenever you suggest, in order to receive your comments.

Sincerely yours,

JAMES E. MAUCH,
Acting Director, Programs Branch.

APPENDIX I

OFFICE OF ECONOMIC OPPORTUNITY,

Washington, D.C., November 26, 1965.

Memorandum:

To: Dr. James E. Mauch, Chief, Programs Branch, Division of Program Operations, U.S. Office of Education.

From: Jule M. Sugarman, Acting Associate Director, Community Action Program.

Subject: Guidelines for Administration of Elementary and Secondary Education Act of 1965.

I am impressed with the substantive content of the guidelines. The tone and the objectives set forth are generally good. There is one major policy with which I do disagree (I understand, informally, that Commissioner Keppel may also have raised the same objection). This is the notion that the funds should be distributed evenly among all the poor children in the community. The statement first appears in Part A, Chapter I(b), but is repeated at numerous points throughout the guidelines. This policy, I think, would greatly dilute the value of the program, and is not at all consistent with what I understand to be OE's emphasis on quality.

Following is a list of other points which I think worth noting:

1. In Part B, Chapter I(c) there is a discussion of project approval by state agencies. I regret that there is no way in which a local community can appeal an arbitrary decision by the State Board of Education. If it is not possible to do so formally because of legal strictures, I would hope that the Office of Educa-

tion will maintain a good network of informal communication. Information obtained through that can then be used as a part of the program reviews conducted by the Division of Program Operations.

2. On page 8 the limitation of the amount of grant to 30 percent of the amount budgeted by the local education agency, may adversely affect communities with large parochial school systems. Is there no way in which an account can be taken of their expenditures.

3. The discussion in the first full paragraph on page 10 takes what seems to be to me an unrealistic view by assuming that poverty's children will always be concentrated in specific classes. My belief is that in many communities, virtually all programs will have significant participation by non-poor children. I think that this is programatically desirable because it helps to avoid economically segregated programs. I also think the problem would be particularly acute in rural areas.

4. The discussion on page 15 indicates a preference for spending money evenly among the grades. I am not at all sure that this is programatically sound. It may very well be that it is more effective to concentrate efforts at certain age levels. While the wording would certainly permit this, I think it unduly discourages it and I would shift the emphasis away from distributing evenly.

5. The discussion of types of activities and services beginning on page 16 does not specifically deal with such items as renovation and repair of facilities, purchase of major equipment and rental of space. These categories are all alluded to in other parts of the guidelines, but never in any very specific way.

6. Part (g) on page 18 discusses the relationship of title I to other titles of the Elementary and Secondary Education Act. There is no mention of other Federal Legislation which might be appropriate. I think there should at least be a reference to this legislation. Perhaps this could be included in an appendix.

7. Pilot projects (i)—page 18 have some problems, if there is not a warning that highly expensive pilot projects may never be capable of replication because of financial limitations. Communities should understand that there are some constraints.

8. The discussion of sub-professional personnel on page 20 is basically good. I would add a word of caution against using subprofessionals in purely menial tasks. There should be an emphasis on creating career ladders for subprofessionals. I would also emphasize the use of volunteers from outside the neighborhoods as being extremely helpful.

9. The discussions of pre-school projects on page 20 imply that Head Start programs are for five-year olds. In fact, the minimum age limit is three.

10. In the discussion of relationships to Community Action Programs at the top of page 29, I would add an item (4) as follows:

"Programs are meshed with other Federal legislation such as the Manpower Development and Training Action, Community Mental Health Programs and other pertinent programs."

I would also include at the end of the section on page 30 a sentence to the effect that "Persistent disagreements between CAA's and LEA's might be the subject of joint inquiry between the State Education Agencies and the State Technical Assistance Agencies."

APPENDIX J

MEMORANDUM

DECEMBER 13, 1965.

To: Jule M. Sugerman, Acting Associate Director, Community Action Program.
From: James E. Mauch, Chief, Programs Branch, DPO.
Subject: Guidelines for Administration of Elementary and Secondary Education Act of 1965.

Thank you very much for your comments on the guidelines dated November 26, 1965. I have gone over them very carefully and I can see that you spent a good deal of time on the guidelines and your comments are very astute and perceptive. Jack Hughes and Mike Kirst both read your memo and would, I am sure, agree.

As you know, we have been reviewing the guidelines almost constantly since they first came out in order to try to make them as valuable as possible. For this reason some of the points that you raised have already been taken care

of in our revision of the yellow covered booklet. This revision is based on our own assessment of the inadequacies of that yellow covered booklet as well as, and perhaps more importantly, the assessment made of that booklet and by the people who will administer the program in the States.

I will now try to go over each point in the order raised by you so that it will be easier for you to see how we have responded. I am also enclosing the latest draft of the guidelines typed on Saturday. Within the next day or two these will be sent to DPO for a large scale printing.

Part A, Chapter I(b) deals with the statutory formula for distributing funds under Title I from the national level to the State and local level. The formula is, of course, the number of children from low-income families multiplied by one half the State per pupil cost. There is a misunderstanding which arises from time to time that the method of distribution of funds to counties and local educational agencies should be followed when funds for services are distributed to children. This, of course, is completely false. I know of no one here who has ever maintained that our policy should be to distribute money or services evenly among all poor children in the community. In fact, just the opposite. To my knowledge, the Commissioner never raised objections to such policy because such policy never existed and does not exist now. Whether the guidelines can be misinterpreted to indicate or advocate a policy of even distribution is another question and one which probably you could try to answer after reading this latest version for us.

1. The local community can appeal an arbitrary decision by the Board of Education in the State. According to Section 205(b) of Public Law 89-10 the State educational agencies shall not finally disapprove in whole or in part any application for funds without first affording the local educational agency reasonable notice and opportunity for a hearing. In addition, of course, an appeal can always be made to the Commissioner of Education. Much more informally we try to maintain very good communications with local educational agencies. I might add that sometime we hear the kind of information we should hear most quickly through other channels, the local community action agency being one. We hope you will help us to keep this channel of communication open. As you know, we have already worked on some incipient problems because communication has been good between Stan Salett and myself or Bill Rioux, and we hope to see Dr. Goff more and more.

2. This is an excellent point and one which very few have seen. The reason for the 30% limit is statutory. Unless it is added next year it is a limit only for the present year. The reference is Section 203(a) (3) and the reason for it is quite good. It would be difficult for any local educational agency to spend in less than one year's time more than 30% of its current budget for current expenditures especially since in the vast majority of cases the LEA can not spend its money throughout the school district or in any way it sees fit but must spend the money on meeting the special educational needs of educationally deprived children in rather limited poverty related target areas. As it turns out perhaps, we need not be too worried about this point. Most of the LEA's with large parochial school systems will not bump against this 30% limit at all. In fact the school systems that will be most affected will be the relatively poor systems of the rural South, especially those which tend to be smaller in numbers of children. Most of the school systems affected, therefore, will not have large parochial school systems.

3. Again you raise a very good point and there is little I can say except that we dropped out the paragraph to which you objected. I agree with your objections.

4. The discussion on page 15 was not intended to indicate preference for spending money evenly amount the grades and such a preference does not exist on our part. It was therefore changed somewhat. I hope that the way it reads now will not encourage an even spending throughout the grades.

5. I think you will find in the copy of the guidelines enclosed that we have dealt with point 5 in the section called Program and Project Design. This was another of your points which was helpful for us.

6. There is now under Section I (Administration and Finance) a part that deals with related statutes. Also we added your suggestion, raised in point 10, which seems to be similar to point 6.

7. The wording you have suggested is now included.

8. The ideas you have suggested are now included.

9. The section on pre-school was changed to take into account your suggestion.

10. See point 6.

The section on relationship with community action has been changed to add the sentence you suggested at the end of your name. We have also added the point raised by you in conversation with Jack Hughes—a letter from the CAA to accompany the LEA project application.

Again, Jule, thank you for your time and effort in making these suggestions and please let us know if you have any other suggestions. We value your comments.

APPENDIX K

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION,
Washington, D.C.

MEMORANDUM

To: State Community Action Coordinator, Office of Economic Opportunity, Office of The Governor.

From: Arthur L. Harris, Associate Commissioner.

Subject: Regional Meetings, Title I, The Elementary and Secondary Education Act of 1965.

The Office of Education will hold five regional meetings during October to discuss programs under Title I, Public Law 89-10, the Elementary and Secondary Education Act of 1965, with representatives of State educational agencies. These meetings are designed to acquaint State agency personnel with specific requirements of the Act and Regulations, the forms and procedures to be used in the development and administration of the Title I program by the State agency and the Guidelines for developing and operating programs of scope and quality under this Title.

Enclosed is an agenda for the meetings and a schedule indicating the place, time, and the States invited to attend. Each regional meeting is scheduled to last two days and will be sponsored by the Office of Education.

In order to provide for the exchange of information and to coordinate the administration of programs which have many common objectives, we are inviting a representative of your office to attend these meetings. Will you kindly advise us of the person who will attend each meeting so that we may complete the necessary arrangements.

Any inquiries regarding the meetings may be addressed to Mr. Robert A. Crummel, Acting Director, Field Services Branch, Division of Program Operations, U.S. Office of Education, Washington, D.C. 20202. (Telephone area code 202 962-1003)

[Enclosures]

OFFICE OF ECONOMIC OPPORTUNITY REGIONAL OFFICIALS ATTENDING OFFICE OF EDUCATION REGIONAL MEETINGS

<i>Regional office at—</i>	<i>Official attending</i>
San Francisco-----	James C. Goodwin.
Austin-----	None.
Atlanta-----	John W. Forrest.
New York-----	George Nicolau.
Kansas City-----	Kenneth R. Rashid.
Chicago-----	None.
Washington-----	Harry E. Seyler.
	Rebecca Ann Silverman.

Also: Mr. Stephen J. Cornett, Regional Economic Opportunity, Coordinator, Dept. of HEW, Region III, Charlottesville, Virginia, and Mr. William H. Henderson, Economic Opportunity Coordinator, Dept. of HEW, Region VI, Kansas City, Missouri.

STATE OFFICE OF ECONOMIC OPPORTUNITY OFFICIALS ATTENDING REGIONAL MEETINGS

Alabama	D. L. Howell.
Alaska	Martin Lavor.
Arizona	Michael Valentine.
Arkansas	None.
California	R. S. Edwards.
Colorado	Lloyd M. Adams.
Connecticut	James C. Goodwin.
Delaware	Samuel R. Martinez.
District of Columbia	None.
Florida	Daniel J. McKenney.
Georgia	Harry E. Seyler.
Hawaii	Harry A. Green.
Idaho	Frary Elrod.
Illinois	Paul T. Nakamura.
Indiana	Arvel C. Stafford.
Iowa	L. S. Botts.
Kansas	None.
Kentucky	John E. Mackey.
Louisiana	None.
Maine	E. E. Davis, Jr.
Maryland	None.
Massachusetts	None.
Michigan	David J. McKenney.
Minnesota	James E. Jacobs.
Mississippi	George R. Holland.
Missouri	None.
Montana	None.
Nebraska	None.
Nevada	None.
New Hampshire	None.
New Jersey	None.
New Mexico	Bod Kelley.
New York	None.
North Carolina	Astrid Gray.
North Dakota	None.
Ohio	None.
Oklaoma	Clifford C. Cox.
Oregon	Tom Eppler.
Pennsylvania	Robert L. Haught.
Rhode Island	None.
South Carolina	Peter F. McNeish.
South Dakota	Herman L. Moten.
Tennessee	Anthony J. Agostinelli.
Texas	Ellen C. Cotter.
Utah	Jack Thompson.
Vermont	J. J. Bullard.
Virginia	None.
Washington	None.
West Virginia	None.
Wisconsin	Elizabeth DePaulo.
Wyoming	Eugene D. Thoenen.
Guam	Carl J. Olien.
Puerto Rico	None.
Virgin Islands	None.
American Samoa	None.
Trust Territories	None.

28 States represented.

APPENDIX L

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION,
Washington, D.C., November 1965.

To : State Title I Coordinators.

From : James E. Mauch, Acting Director, Programs Branch, Division of Program Operations.

Subject : Information for Title I Coordinators.

We would like to send you pamphlets, brochures, and other information from time to time to help keep you informed and up-to-date. This will be an informal, unofficial service we are happy to be able to offer. It entails no obligation on your part. We are therefore sending only a single copy of each item. Extra copies, when needed, should be requested from the source indicated on the material unless we specify that we have quantity amounts available.

Our criteria for selecting items is that they be related to the job of administering Title I, and will in no way represent our policy. Occasionally the material will be controversial. We shall send such items in the spirit of information, feeling that you would like to be kept informed.

We shall welcome any suggestions for improvement. If the service seems useful, we will continue this practice within our limited capabilities.

APPENDIX M

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION,
Washington, D.C., January 11, 1966.

To : State Title I Coordinators.

From : John F. Hughes, Director, Division of Program Operations.

Subject : Headstart Follow-up.

May I ask you to stress the importance of helping the young children who participated in last summer's Head Start programs keep the "Head Start" which they obtained. I know you feel as I do that it is important that Head Start children receive continued help through education programs, medical and dental services, and family service programs.

It should be clear to local educational agencies that Title I funds can be used to preserve the gains made by children in Head Start and other pre-school programs for deprived children. Also, part of the funds which the Office of Economic Opportunity has earmarked for Head Start from their Fiscal 1966 budget can be spent for this same activity. Requests for this money would have to come from a local Community Action Program and be sent to the Office of Economic Opportunity. Head Start follow-up services could also be jointly funded by Title I of the Elementary and Secondary Education Act and Title II-A of the Economic Opportunity Act.

The new Title I guidelines indicate that the funding of such joint projects could be provided on a pre-arranged formula basis. In any case, the progress which these children have made is too precious to allow it to slip away. Would it be possible for you to alert your local education agencies to the importance of this opportunity?

We may be interested in some of the details later on.

Thank you.

APPENDIX N

DESCRIPTION OF STATE PROGRAM ORGANIZATION AND ADMINISTRATION
(TITLE I, PUBLIC LAW 89-10)

Administration

- I. Briefly describe the unit or units within the State agency responsible for the administration of the Title I program. Attach a complete organization chart of the State agency showing the relationship between this unit or units and the rest of the agency.

- II. Provide information which will reflect the cooperative relationships that will exist between the State agency Title I administrative units and other State agencies, organizations or institutions in the State concerned with educational programs for the educationally deprived.
- Specifically, provide information—which will describe procedures to be followed by the State level to coordinate Title I programs with Community Action Programs. Describe arrangements made with the State Technical Assistance Program, financed under the Economic Opportunity Act of 1964 and appointed by the Governor, to exchange project and program information to the end that each office is fully informed and its activities are coordinated with the other.
- III. Describe the steps taken by the State agency prior to the approval of its applications in getting the program underway, including:
- A. Use of State employees and consultants;
 - B. Technical assistance provided to local schools—be specific;
 - C. Meetings and Conferences; and
 - D. The development of instructions, guidelines, policies, and materials relevant to program implementation. Please enclose copies.
- IV. List by name the officers in charge or designated to perform the following functions:
- A. Over-all program administration;
 - B. Approval of projects;
 - C. Measurement and Evaluation including State evaluation and assistance to local districts on specific projects;
 - D. Liaison with the State technical assistance program, Office of Economic Opportunity (see section 205(a)(7));
 - E. Reports to the State educational agency and to the Commissioner of Education;
 - F. Acquisition and dissemination of research and other information to assist applicants in planning and operating projects;
 - G. Receipts and custody of Federal funds under this program; and
 - H. Authorization of payments to local educational agencies.
- V. List by name and position title all personnel to be engaged in administering the program at the State level, including those who will provide technical services in program development, fiscal, statistical and evaluation activities: (Indicate by asterisk (*) the titles representing new positions.)
- A. Name _____
 Title _____
 Percent of time to be devoted to program _____

Program operation

- I. Describe any State policies, requirement or standards for approving and rejecting projects with respect to:
1. Selection of project areas;
 2. Identification of special educational needs in the project area;
 3. Size, scope, and quality;
 4. Provisions for children enrolled in private schools;
 5. Procedures for evaluation including objective measures of educational achievement;
 6. Coordination with local community action programs approved under the Economic Opportunity Act; and
 7. Procedures for acquiring and disseminating information relevant to the planning, and operation of projects for educationally deprived children and for the adoption of promising practices.
- II. Cite any State statutes, regulations or Attorney General's opinions governing the relationship of local educational agencies to children enrolled in private schools.
- III. Describe the basis used for determining maximum basic grants to local educational agencies. (See Regulations 116.4, 116.6 and 116.33)
 Attach a list of all of the local educational agencies in the State showing the maximum grants allocated to each agency.
- IV. What arrangements will be made for the participation of State technical specialists and for consultants to provide assistance to State and local educational agencies for:
- A. Planning and development of programs for educationally deprived children, including handicapped children within the State.
 - B. Evaluation of programs and projects approved including objective measurements of educational achievement.

APPENDIX O

THE UNIVERSITY OF THE STATE OF NEW YORK,

THE STATE EDUCATION DEPARTMENT,

Albany, N.Y., January 10, 1966.

To: City, Village, and District Superintendents of Schools; Supervising Principals; Directors of Community Action Agencies.

From: Ersä H. Poston, Director, New York State Office of Economic Opportunity, Irving Ratchick, Coordinator, Title I, ESEA.

There are numerous programs which may be funded under either Title I of the Elementary and Secondary Education Act, or under the Economic Opportunity Act through community action programs. The publication, "Education, An Answer to Poverty"—school programs which may be eligible for federal aid, jointly published by the U.S. Office of Education and the Office of Economic Opportunity, Washington, D.C., gives a number of examples of projects where funding by either agency is possible. Included are programs pertaining to health and welfare services, pre-school education, auditory, language and reading development, summer programs, after school, parent education, migrants, cultural enrichment, special college orientation, work study programs and many others limited only by the imagination and creativity of the schools and the community action groups.

Congress very wisely mandated in the passage of the Act that whenever there is a community action program approved under the Economic Opportunity Act of 1964, the programs and projects have been developed in cooperation with the public or private non-profit agency responsible for the community action program.

It is relatively easy for one group to tell the other group how to use its funds. The community action program agency may feel that since its funds may be limited through the Office of Economic Opportunity that the local educational agency should use its funds to carry on a Project Headstart program; the local educational agency may feel that in the assessment of the needs in his area that funds under Title I should be used in other ways. There is bound to be in some instances a difference of opinion as to who should spend what.

When two groups have common objectives and limited funds to carry on activities there must be continual involvement and communication between the two groups. Priorities have to be established, exchange of information must be maintained, meetings should be conducted on regular bases to review the present status and recommendations for the future to insure harmonious cooperative working relationships. Confidence in one another and respect for each other are the hallmarks of working together.

If the local educational agency has not contacted the community action program office, then the community action program director should contact the chief school administrator. If the community action program director has not contacted the chief school administrator, then the chief school administrator should contact the local community action program director. Communication is essential!

Both the State Education Department and the State Office of Economic Opportunity realize that if real progress and sound working relationships are to be had, they will be done so basically at the local level. With that in mind, there is being planned a series of regional meetings which will involve school administrators, community action personnel on a state and local level and State Education Department personnel, to review common objectives and concerns and to determine how the needs of children of youth can best be met.

We hope that during this new year we can forge ahead with greater understanding of the contributions which both agencies can offer to help meet the needs of children and youth in today's society and in the future.

APPENDIX P

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,

OFFICE OF EDUCATION,

BUREAU OF ELEMENTARY AND SECONDARY EDUCATION,

Washington, D.C., December 13, 1965.

To: State title I coordinators.

From: John F. Hughes, Director, Division of Program Operations.

Subject: Evaluation reports.

Enclosed are instructions and outlines for the preparation of the Interim Evaluation Report on Title I. This is a one-time report and must be submitted

on or before January 15, 1966. A recurring Annual Evaluation Report on Title I is not due until November 1, 1966. The instructions and outlines for its preparation will be sent to you in draft form later this month in order to indicate the types of baseline data you will need to start gathering now.

INTERIM EVALUATION REPORT ON TITLE I, ELEMENTARY AND SECONDARY EDUCATION
ACT OF 1965, DUE JANUARY 15, 1965

PART I—STATE ADMINISTRATION OF TITLE I

This section should indicate specifically what you have done thus far to implement Title I, and your reactions to the administrative problems.

A. Operation and Services—In a few paragraphs, indicate the types of services (cite visits, regional conferences, consultant, etc.) that have been provided to local educational agencies.

B. Publications—If your State has printed State guidelines or disseminated other publications for implementing Title I programs, please enclose five copies of each.

C. Dissemination—Describe State plans and arrangements for disseminating information on promising educational practices. Describe how data from local projects is being disseminated to the State level and/or throughout the local agencies.

D. What types of assistance and guidelines have States provided to local officials for evaluating Title I projects? List and classify all staff (including consultants) involved in the process.

E. Major Problems—In approximately three paragraphs, describe the major State problems involved in administering the Title I program. Include suggestions for revising the legislation. You may wish to outline this section under the following headings: reviewing proposals, operation and service, and evaluation.

F. How are funds from Title V being used to assist in the implementation of Title I? Be specific in terms of staff and services. Include any recommendations for changes at the national level that would facilitate a more effective use of Title V to reinforce Title I administration.

G. What action has been taken at the State level to insure coordination and cooperation between Title I applicants and community action agencies at the local level (include relationship with State Technical Assistance Agency)?

PART II—PROGRAM DEVELOPMENT AND DESCRIPTION

A. Comprehensive Data:

1. What is the number of approved projects as of December 31, 1965?

2. What is the total amount of funds approved as of December 31, 1965?

3. How many projects are pending (received by State agency for consideration) as of December 31, 1965?

4. What is the total amount of funds in pending projects as of December 31, 1965?

5. What is an unduplicated count of public school children involved in approved programs (number of children participating in all projects less estimated number deduction for double counting)?

6. What is an unduplicated count of private school children participating in Title I projects (eliminate double counting)?

7. Number of projects in LEA's that serve an area where there is an approved Community Action Program.

8. Total amount of Title I money approved for LEA's where there is an approved Community Action Program.

B. Indicate the number of local educational agencies for which Title I applications have been approved in the following classifications (see instructions for definitions of classifications).

Classification A—Large City or Cities within Standard Metropolitan Statistical Areas.

Classification B—Secondary Cities of 50,000 or more, or "older secondary cities" under 50,000 within Standard Metropolitan Statistical Areas (see instructions for definition of "older" secondary city).

Classification C—Outlying rural and urban areas, under 50,000 within Standard Statistical Areas.

Classification D—Middle Size Cities—2,500-49,999 outside of Standard Metropolitan Statistical Areas.

Classification E—Rural Areas.

C. For each of the above classifications, answer separately each part of this section.

1. Indicate the principal problems local officials encountered in implementing projects (be specific—e.g., if lack of personnel is a problem indicate what types of personnel).

2. List particularly innovative projects or programs that include new activities or approaches for that classification of local educational agency (please specify project number). One criterion in selecting an innovative project is whether it merits dissemination to other local educational agencies with similar characteristics.

3. Describe briefly the types of approved projects or programs that are least likely to increase educational attainment. (Such projects satisfy the legal requirements but in your judgment are not likely to be effective.)

4. Describe briefly the types of approved projects or programs that are most likely to increase educational attainment.

5. Summarize the methods local educational agencies are using to develop or increase staff for use in Title I projects.

D. Evaluation of implementation of section 205.

1. Describe the types of projects that were disapproved on the basis of size, scope, and quality. (This can include projects that were revised substantially and then approved.) Include any misconceptions that local educational agencies had concerning the purposes of Title I and the requirements for size, scope, and quality.

2. Describe difficulties and successes encountered in securing Community Action Agency—Local Educational Agency cooperation. Describe the interrelationships of the two programs at the local level with particular stress on the extent to which the two act are used in a reinforcing manner. Include any suggestions for legislation to enhance cooperation.

F. What steps have been taken to encourage local initiative in contacting private school officials?

G. Interrelationships of the Elementary and Secondary Education Act of 1965.

1. How do State plans for Title II relate to Title I (be specific using local educational agency examples)?

2. List local educational agencies that are using or plan to use Title I funds in conjunction with Title III projects.

APPENDIX Q

[From Revised Instruction Booklet for Application for Title I, ESEA]

4. Coordination with Community Action Projects:

(a) Relationships with CAP Projects: _____

(b) Support of Community Action Agency _____

If the Community Action Agency has failed to approve a statement such as the attached, describe the efforts that the applicant LEA has made to cooperate with the Community Action Agency and to obtain a statement of support.

STATEMENT OF CAA SUPPORT OF PROJECT UNDER TITLE I, PUBLIC LAW 89-10

Name of Community Action Agency: _____

Address: _____ Post Office: _____ County: _____ State: _____

Name and Title of Principal Officer: _____

Telephone: _____ A.C./Number: _____

Area of jurisdiction of Community Action Agency (Name of county(s) or parts of county(s)) : _____

OEO Identification (CAP grant no.) CG : _____

Comments by Community Action Agency : _____

Was the Community Action Agency consulted in the planning of the project entitled : _____ proposed by
 (Brief title of Project appearing in Part II, Section A, Item I)
 _____ for funding under Title I of P.L. 89-10? Yes _____
 (Name of LEA) No _____ Other (please explain) : _____

Does the Community Action Agency agree that the proposed project will complement on-going and projected anti-poverty programs in the community and be effectively coordinated with the administration and operation of the Community Action Agency's programs?
 Yes _____ No _____ If "No" please explain : _____

Does the Community Action Agency recommend that the proposed activity be financed under Title I of P.L. 89-10? If "No" or "Other," please explain : _____

Other Comments : _____

Signature of Principal Officer of Community Action Agency : _____

Date : _____

Chairman POWELL. Before the committee stands adjourned until 2 o'clock, Dr. Mathew, do you have a question?

Dr. MATTHEW. Commissioner Howe, I would like to ask you about the statement which you made on page 2 of your presentation. It is a statement here that says—

As is shown by the recent survey on Equality of Educational Opportunity, conducted under the mandate of Title IV of the Civil Rights Act of 1964, a fine textbook has far more impact on the child of the ghetto than on the suburban child to whom quality is not a novelty.

And my question has to do with whether or not there is sufficient evidence in this study to establish that the suburban child is really a kind of genius, who is not affected by a poor school, or the lack of a good textbook. This is one of the conclusions that seems like a Moynihan report thing, that the suburban child can do no wrong, would have no difficulty in learning. I wonder, if we really looked at suburban children, we would find that we are up to snuff in what we do with and for them.

Mr. HOWE. I think this is a very good comment, and I am glad you have given me a chance to comment on it. I think we have got to watch out for some of the broad generalizations which even I make sometimes about this study. The study does indicate that in terms of verbal skills, and mathematical skills—and these are the learning skills to which it addressed itself and which were measured in the course of that study—such things as changes in class size, changes in text materials which are being discussed here, and changes in teacher skills have less effect on the advantaged child than on the disadvantaged child.

But I don't think this should be pressed to argue that, let's say, we should therefore offer the advantaged child a second-rate science curriculum, or spend less funds on quality education in suburbia. I think that the large message which comes through from this study is not in the realm of textbooks, and is not in the realm of school organization, particularly, but rather, in the realm of the people who go to school together. What the study has as a single central message, in my view, is that it points clearly to the fact that the most powerful lever we have in improving the learning of young people

in verbal skills and mathematical skills is the opportunity for disadvantaged young people to go to school with those who have had more advantages than they. The models that are somehow created in the process of interassociation apparently make a great deal of difference in the achievement of the disadvantaged young people, more difference even than good textbooks.

This observation of mine in the testimony is correct, in the sense that the disadvantaged child responds more to changes and improvements in the typical ways we improve the school than does the advantaged child. Both respond some. So it is a relative kind of statement.

Is this helpful in your analysis of the problem?

Dr. MATTHEW. I am going to say somewhat, Commissioner Howe, I am still not completely convinced. I think that the evidence in that report deals with, well, with physical properties, and does not get sufficiently into the ways in which teachers function with children, so that we can really see what ought to happen with both suburban youngsters and youngsters in the disadvantaged district, so that they can learn, in spite of their poor homes, and in spite of the number of children in the classroom, and so on.

I think our history in education in this country has been such that there were things that were accomplished with children from non-suburban, from poor backgrounds. Why it is so difficult in 1966, I think, is still one of the questions we have to ask ourselves.

Mr. HOWE. The point you make is the very reason that I said in my introductory letter to that report, in transmitting it to the Congress, that we didn't believe this report was the last word on the subject because, honestly, we don't.

Chairman POWELL. Before the committee stands adjourned, the chairman would like to announce that the gentlelady from Hawaii led a special study group in the Pacific Trust Territories. We note that in your report American Samoa hasn't gotten one penny, and we are spending billions of dollars in southeast Asia to try to save democracy there. What about the areas under the U.S. flag?

The gentlelady from Hawaii raised the point about the chairman making a special study of those areas.

We will meet at 2 o'clock, and the first witnesses will be two gentlemen representing the Harlem Parents Committee, Mr. Robert Washington and Mr. Isaiah Robinson, who also, incidentally, represent "black power." Following them will be the commissioner from the State of Kentucky, and that will conclude the hearings for today. Two o'clock.

(Whereupon, at 12:15 p.m., the subcommittee recessed, to reconvene at 2 p.m., the same day.)

AFTER RECESS

(The committee reconvened at 2 p.m., Representative Adam Clayton Powell, chairman of the committee, presiding.)

Chairman POWELL. The committee will come to order.

Testimony will be taken with two committee members present.

I would like to ask Mr. Washington and my good friend Isaiah Robinson to come forward and make yourselves comfortable, identify yourselves and your organization. We welcome you.

STATEMENTS OF ISAIAH ROBINSON, CHAIRMAN, HARLEM PARENTS COMMITTEE, AND ROBERT WASHINGTON, ADMINISTRATOR, HARLEM FREEDOM SCHOOL

Mr. ROBINSON. I am Isaiah Robinson, chairman of the Harlem Parents Committee.

Mr. Chairman, we are indeed happy to be here and it is a privilege for us to have an opportunity to testify before this committee. We are hoping, however, that this is only the beginning and that a real investigation takes place into the educational genocide that is taking place in the black communities.

Today, we are discussing the treatment of minority groups in textbooks and I have to take issue with certain phrases with respect to the educationally disadvantaged child which seem to have set the tone and character of the present-day philosophy, which is an extension of the past. We prefer to characterize him as the educationally exploited child based on the evidence we have at hand in our own community.

Reviewing the textbooks in the elementary schools of New York City, we find that most of them seem to perpetuate the history and philosophy based on racism in education in the United States.

I am not reading from the text that we prepared. I must apologize, because I only found out yesterday morning we should prepare one; so our statements are very sparse. I am speaking more from the opinions gathered from information we have received and witnessed in our community.

Chairman POWELL. Without objection your statement will be included in the record at this point.

(The statement referred to follows:)

STATEMENT BY ISAIAH ROBINSON, CHAIRMAN, HARLEM PARENTS COMMITTEE, AND ROBERT WASHINGTON, ADMINISTRATOR, HARLEM FREEDOM SCHOOL

THE AFRO-AMERICAN IN TEXTS AND LIBRARY BOOKS

A famous author has characterized the Afro-American as the "Invisible Man." When we look at the texts used in our educational institutions, we find this characterization true in one respect and false in another. For example, when something of value, such as the contributions to this country's development, is needed, we are the Invisible Man. Yet in order to maintain the myth of white superiority, disparaging material is found in great abundance in the texts and libraries and is carried to even greater heights through the major communications media for more lasting psychological impact. Therefore, this prodigious process of "Brain Washing" for all segments of the population reinforces the myth of black inferiority. Since we are interested in the position of the Afro-American, we must conclude that he is, in fact, the Invisible Man.

Positive Afro-American visibility in our texts, libraries and body politic is the sine quo non for the birth of real democracy in the U.S.A. and indeed in the world. It strikes at the heart of our so-called Judeo-Christian ethic, international, intergroup and inter-personal relationships upon which our country has masqueraded as champions of the free world. It would explode the highly cherished myth of white superiority. It would liberate the 200 million citizens of the U.S., to really enjoy, for the first time, Life, Liberty and the pursuit of Happiness. The institution that is charged with the responsibility for initiating and promulgating the norms and values of our society is the public school. So it is quite logical that we look to the public school for leadership in changing the misguided attitudes of the country, by placing in true perspective the worth of all its citizens.

This can be accomplished by outlawing the history, philosophy and practices of public education that is based on racism. Then replace the missing pages of

world history in order to develop and promulgate a new history and philosophy based on worth. Because it is obvious that now it is based on lies. For in order to lie, distort and omit one segment, it was necessary to lie and distort the rest. This has contributed to the country's schizoid condition. For example, the Afro-American is always the observer or the observed, the reviewer or reviewed, the outsider but never the participant. He is the object but never the subject of life's drama. Is his identification to end with being the object and never the subject?

Textbooks have been criticized for years because of this. Since they are purchased, by and large, with taxpayers' money, all taxpayers should get a fair return for the tax dollar.

Reviewing most of the texts used in our schools, racial bias is obvious, and the spreading of prejudice, even through carelessness, seems to be the rule. Too many textbooks have a pure white aspect and their treatment of the non-white has been historically dishonest. They are downright derogatory and lacking in any portrayals of life as lived by the non-white population. This kind of portrayal is responsible for the warped attitudes rampant in our society.

Many books currently in use in the N.Y.C. school system perpetuate the pervasive technique of "brain washing" of elementary school youngsters.

For example, in "Looking Ahead" printed by Houghton Mifflin Co.—the story "Jeremiah's Black Lamb" is replete with attitudinal development statements such as—"We don't want a black sheep anyhow," said Granny. "Everyone knows how much trouble a black sheep can make." "You can always be sure that a black sheep will get into trouble." "But everybody goes to the state fair, and what if Midnight really did win the blue ribbon and the cash prize." "What if pigs could fly," said Granny. "He's a good enough lamb, indeed," said Uncle Hiram. "It's too bad that he's black. The judge may refuse to give a prize to a black lamb."

A social studies text entitled "Here is New York City" does not admit to the existence of Harlem.

These are just examples of the thousands of books that are perpetuating the racist philosophy for the country through our public school system.

A few courageous pioneers are trying to change this cycle and reverse the trend in text books. One such pioneer is Bank Street College, New York City. They have made a real and substantial contribution to the education of all children in their new series of basal readers.

The breakthrough has been made. The task now is to force public acceptance. Our major obstacle is racist attitude—"a vicious cycle."

Mr. ROBINSON. There are many social studies books about New York City. One such book is called "Here Is New York." Perusing this book, we find that Harlem is visibly absent from this book. Another social studies book dealing with the work, the transportation in New York, and other things also overlooks Harlem completely.

There is another social studies book about New York that displays the minority members, particularly the Negro group, as all being clients of the welfare department. There is no real achievement or positive contribution made by Negroes, so far as these books are concerned.

We have cited in our statement one example of a reader used in the elementary school and we think it is typical of many readers because there are stories in each of these with the pervasive attitude of white superiority or black inferiority.

I cite in my statement few examples from this book called, "Looking Ahead," one of the new books from Houghton Mifflin Co. in the schools. The story is about Jeremiah's black lamb. There are statements throughout that seem to build this kind of racist attitude. One such statement, "We don't want a black sheep anyhow," says Granny, "everyone knows how much trouble a black sheep will make." "You can always be sure that a black sheep will get you in trouble." "But everybody goes to the State fair and what if Midnight really did win the blue ribbon and cash prize."

Granny replied, "What if a pig could fly."

"He's a good enough lamb, indeed," said Uncle Hiram. "It's too bad that he is black. The judge may refuse to give a prize to a black lamb."

This in itself seems to be very innocent, but I think it begins the process of establishing a kind of attitude that people take in this country, there is the built-in assurance of developing another generation of people to carry on the same kind of racist philosophy. I think this approach, attacking the textbook, will get at the basic causes of the attitudes developed, perpetuated, and promulgated in our educational institutions.

I think attacking these kinds of myths of black inferiority and white superiority is the beginning of establishing, once and for all, true democracy in this country.

We have, without the benefit of large funds, established a freedom school which many youngsters of different backgrounds and colors have attended.

Mr. Washington, here, has been the administrator of that school and he can tell you of some of the findings of changes in the attitudes of youngsters, that we have been witness to.

MR. WASHINGTON. Mr. Chairman, I too am happy to be here with you today for this hearing, you and your whole committee.

As I look over there I think I recognize a statue of George Washington, I said to myself, "My name is Washington, too, I wonder how I became last when Washington was the first President of the United States."

I will try to add to what Mr. Robinson has said about the importance of Afro-American history in changing the racial attitude. We at the freedom school, as he said a few minutes ago, are very proud of the school because it did quite a bit for all children regardless of race, creed, or color who attended that school.

I must open by saying that the best way to debase a race of people is to take away its history and culture. I am reminded of the history of Aesop, how he once saw the statue of a lion and a man. He saw this man using his bare hands to pull this lion's jaws apart. He was troubled. He knew a lion is stronger than a man. He walked around, studied and studied. The answer finally came. He said, "I know. The lion didn't make the statue. Man made the statue, to make man ruler over all."

This is why we have been saying over at the Harlem Freedom School that we are going to replace some of the missing pages of history that have been taken out. Then these can be used by all people who can be shown the various contributions that the Negro or Afro-Americans have made.

Since the end of colonization in Africa, the Negro in America has become more and more aware of the contribution the Negro has made in these United States and that an African heritage should be a source of pride, not of disparagement.

Many of the adults in the Negro community have been surprised by the fact that their history is not something to be denied and repressed, as they have for so long believed, but rather a source of pride and identification.

Out of a strong desire to not allow their children to grow up with the traditionally disparaging view of Negro history and culture,

attempts at educating the Negro youth in a more realistic picture of Negro history have been made.

These programs have gone under various names, but the predominant one recently has been "Freedom School." However, it should not be assumed that every program that bears the name "Freedom School" is such an educational program, as there are a wide variety of programs which go by that name.

First, let me stop reading on this particular one. In the Harlem Freedom School we have gotten together with teachers who were dedicated to the cause to show the image of those who have given something to this country for many years. This was not found in the history books and in this document, which I would like to have placed in the record, you will find the real meaning we have in our school.

(The following was submitted by Mr. Robinson:)

THE IMPORTANCE OF AFRO-AMERICAN HISTORY IN CHANGING RACIAL ATTITUDES

The best way to debase a race of people is to take away its history and culture. I am reminded of the story of Aesop, how he saw a statue of a lion and a man, with the man using his bare hands to pull the lion's jaws apart. Aesop was troubled at this until he found the answer by saying, "Oh! the lion didn't make the statue. Man made it for his glory over all." Therefore, we must replace the missing pages of history in our textbooks to be used by all people.

Freedom school

In the past few years, especially since the beginning of the end of colonialism in Africa, the Negro in America has become more and more aware of the contributions the Negro has made to the United States and that an African Heritage should be a source of pride, not of disparity. Many of the adults in the Negro community have been surprised by the fact that their history is not something to be denied and repressed, as they have for so long believed, but rather a source of pride and identification.

Out of a strong desire to not allow their children to grow up with the traditional disparaging view of Negro history and culture which they have had, attempts at educating the Negro youth in a more realistic picture of Negro history have been made. These programs have gone under various names, but the predominant one recently has been "Freedom School." However, it should not be assumed that every program that bears the name "Freedom School" is such an educational program, as there are a wide variety of programs which go by that name.

The first contemporary attempt at a massive education of the Negro youth to Negro history took place in Boston in the winter of 1963. This took the form of a school boycott, the students meeting in churches and various other buildings for one day to be instructed in Negro history.

The first permanent, long term program of this nature is taking place in Harlem this year.

The Freedom School under study was founded by the Harlem Parents Committee for two basic purposes:

1. "To teach our children to reclaim and proudly identify with their history and culture."
2. "To teach all people that the heritage and culture of the American Negro is not a barren one."

There are five curriculum areas:

1. African History in Antiquity.
2. Modern African History.
3. History of Negro Slavery (including Freedom Movements During Slavery).
4. Current Civil Rights Movement and Events.
5. Contributions of the Negro and Other Minority Groups to America.

In relation to the negative self-attitudes of the Negro youth there are five purposes:

1. To dispell negative self-images in Negro children.
2. To change the image of Negroes in the minds of whites.

3. To give the children a knowledge of a culture to identify with in a positive way.

4. To analyze the system of American society to determine why the Negro is in the position he is in.

5. To teach the Negro children a pride in their ancestors.

The Freedom School was dedicated on November 16, 1963. However, the school informally convened on October 19, 1963.

Subjects

The Freedom School is composed of three groups: an adult workshop, teenagers, and children from 8 to 12. There are approximately 50 children attending the Freedom School. They will be used as subjects for the study. Basically they are of middle class and lower middle class origin and have parents interested or involved in the civil rights movement.

Hypotheses

Participation in the Freedom School will have effects in four areas: (1) attitudes toward the self; (2) attitudes toward Negroes; (3) attitudes toward whites; and (4) attitudes toward civil rights.

It is hypothesized that the self-attitudes and the attitudes toward Negroes will become more favorable and a greater solidarity will be felt with other Negroes. The reasons for this can be seen in a dissonance model. Through socialization and the development of the "self" the Negro child learns that he is a Negro and is considered inferior and undesirable by society. This is in dissonance with a desire to think well of himself. In such a dissonance situation there are two alternatives, to change his perceptions of reality or to change his perceptions of himself. In the past the Negro child learned that the way society viewed and treated him could not be changed. This left him with no compelling reason for not accepting the officially sanctioned negative evaluation of himself, and his dissonance was balanced by accepting the belief that he was, in fact, inferior. However, society today is beginning to show signs that the treatment of the Negro will be changed. Correspondingly, the Freedom School, by teaching a pride in being a Negro and by giving the child a knowledge of the positive aspects of the Negro heritage to counterbalance the negative stereotypes projected by society, gives the child a basis for rejecting society's evaluation and a basis for a belief in his own personal worth and value. This process will be supplemented by providing a knowledge of outstanding Negroes whom he can respect, identify with, and use as models. The self-attitudes and the attitudes toward Negroes will, therefore, become more favorable and a greater solidarity will be felt with other Negroes.

An increased knowledge of Negro history and a corresponding identification with the Negro culture should lessen the effects of the glorification and privileged status of whites in our society. The socialization effects which cause the preference for being white by telling the Negro child that it is better to be white, will be reduced by a more favorable attitude towards his own race. A clearer understanding of how the Negro was placed in his present position should have an unfavorable effect upon attitudes toward whites. For these reasons it is hypothesized that the attitudes toward whites will become more unfavorable.

A sounder knowledge of the civil rights struggle, a historical perspective of the civil rights movement, an admiration for historical and contemporary civil rights leaders, and the exposure to the deeply committed attitudes of the teachers and staff towards the civil rights movement should result in a more action oriented and committed involvement in the civil rights movement.

Although the causal relationship has not been proven, the results of this study indicate that groups within the Negro community which (1) emphasize a positive view of Negro history or (2) actively work to change the status of the Negro in America, can have and hold positive attitudes toward Negroes. At the same time, the results indicate that of the two activities, the emphasis upon Negro history produces more positive attitudes toward Negroes than does the participation in the civil rights movement. It was also found that the attitudes toward whites of the two samples studied differed, those Negroes emphasizing Negro history perceived whites less positively than Negroes while those Negroes active in civil rights perceived whites to be equal to Negroes.

It may be concluded that one of the major tasks of society is to change the negative self-attitudes of Negroes in order to bring them into the "main-stream" of society. Two possible methods are pointed to in this study. The first is teaching Negro history. The second is involving all Negroes in action programs such

as the civil rights movement. Since this latter alternative is not very easily implemented, it is the author's opinion that the institution of Negro history in the American education system would be the most effective and rapid way to change the self-attitude of the American Negro available. It should be noted, however, that this study does not prove that such classes would be effective, it only indicates that Negro children and teenagers involved in a Freedom School which teaches Negro history have developed positive attitudes toward Negroes.

Study made of our Freedom School by Dr. David Johnson, sponsored by the Institute of Urban Affairs Teachers College, Columbia University.

Mr. ROBINSON. Why did the Harlem Parents Committee found the Freedom School? It was founded on two main purposes: One, to teach our children to claim and to proudly identify with their history and culture; two, to teach all people that the heritage and culture of the Afro-American Negroes are not barren.

There are five curriculum areas: First, we cover African history in antiquity; second, modern African history; third, history of Negro slavery, including freedom movements during slavery; fourth, current civil rights movement and events; and fifth, contributions of the Negro and other minority groups to America.

Then we went on to say in relation to the negative self-attitudes of the Negro youth that there are five purposes:

1. To dispel negative self-images in Negro children.
2. To change the image of Negroes in the minds of whites.
3. To give the children a knowledge of a culture to identify with in a positive way.
4. To analyze the system of American society to determine why the Negro is in the position he is in.
5. To teach the Negro children a pride in their ancestors.

The Freedom School was dedicated on November 16, 1963. However, the school informally convened on October 19, 1963. I am rather sad to say it was dedicated in memory of the six kids that were killed in the church in Alabama. We have had a lot of help from those who the Board of Education of New York City and responsible people thought were good educators. We have had good help from these people.

We were also lucky enough to have a study made of the Freedom School. We had a study done by the University of Columbia in New York City.

These documents were drawn up. I will send you one when we get back to the city. The document shows the fact the children attending the Harlem Freedom School—Negro, white and oriental—changed in their attitudes. It was an amazing thing. They found that many Negroes did quite a bit for this country.

Then in your hands I think you also have a copy of one of the image builders we are using. We are going to have many of these. We are not going to name all the persons we know. We do know some persons whose names never have entered the history books, but these are the people who have been pushing forward. We are going to work image builders on them.

(Mr. Robinson submitted the following paper:)

[Sample of Materials Developed for Harlem Freedom School: Image Builders]

THE AFRICAN CHIEF

Chained in a foreign land he stood,
 A man of giant frame
 Amid the gathering multitude
 That shrunk to hear his name—
 All stern of look and strong of limb,
 His dark eyes on the ground—
 And silently they gazed on him
 As on a lion bound.

Vainly, but well that chief had fought—
 He was a captive now;
 Yet pride that fortune humbles not
 Was written on his brow.
 The scars his dark broad bosom wore
 Showed warrior true and brave;
 A prince among his tribe before,
 He could not be a slave.

—William Cullen Bryant

JOSEPH CINQUE, FIGHTER FOR LIBERTY

The Africans were ready!

In the middle of night Cinque gave the signal and he and his men, shouting war cries, attacked the ship's crew. After a terrible fight, the Africans won and the slave ship was theirs. They were free at last.

Who was this Cinque, this man of courage who led his people to freedom?

Joseph Cinque, the son of a Mendi chief in Sierra Leone, West Africa, was sold into slavery in 1839. After being shipped to Havana, Cuba, he and fifty other Africans were bought by two Spaniards and placed on board the *Amistad* for shipment to Puerto Principe, Cuba.

After capturing the ship, Cinque set the sailors adrift in open boats and ordered the ship's owners to set sail for Africa.

But the Spaniards steered the ship northward. They sailed for sixty-three days, back and forth across the ocean. After ten Africans had died of thirst and lack of food, the *Amistad* arrived off the coast of Long Island in August, 1839.

The Africans had found rich clothing and gold on the ship. They dressed themselves in their new garments and went ashore to buy food and fresh water. Word soon spread throughout the land that a fierce band of Africans was sailing the seas off the east coast of America.

An American Navy vessel sighted the strange ship and sent a party of men aboard. Surprised to find only the Africans in charge, the Americans ordered all hands below deck. Facing the guns of the sailors, Cinque and some of his men dived into the ocean to escape. They swam toward the shore but were captured and brought back to the ship. The *Amistad* was escorted to New Haven, Connecticut. There, Cinque and the other Africans, except for three small girls, were accused of murdering the *Amistad's* captain. They were placed in jail to await trial.

The Africans spoke a language which no one in New Haven understood. But they made many friends among the townspeople. The three little African girls began to learn English words. Professor Josiah Willard Gibbs of Yale University was able to learn a few words of their language by speaking with them. After a long search, he located a Mendi sailor, named James Covey, aboard a British ship in New York harbor, who could serve as an interpreter for Cinque and his men.

Through James Covey the story of Cinque and *Amistad* was revealed and American newspapers were filled with stories about them. Persons who did not believe in slavery came to their aid. They said that the Africans had been kidnapped from their homes and had the right of free people anywhere to fight for their freedom.

When the trial began, there was great excitement in the country. People talked about the case and took sides. Southern politicians wanted to give the

Africans back to the Spaniards who had bought them. The trial lasted all winter.

In court, Cinque made a wonderful speech in his own language, telling the story of how he and his men had fought to be free. After that speech, the court ordered the Africans to be set free.

Cinque and his men were sent to school to be educated and were found to be very intelligent and quick to learn.

Meanwhile, the two Spaniards and the Spanish government appealed to the United States Supreme Court to have the Africans returned to them as slaves. The friends of Cinque and his men asked John Quincy Adams, the former President of the United States and a great lawyer, to speak for the Africans. On March 9, 1841, after Adams had spoken, Chief Justice Taney of the Supreme Court ruled that Cinque and the others were to be freed.

After that, Cinque continued his schooling, and in 1842 he and his men returned to Africa.

This noble fighter for Freedom died in 1879 in the land of his people, a man whose life had taken him to two continents, through many dangers to final victory.

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FOR THE TEACHER

1. Suggested Motivating Questions:

- (a) Who is your hero?
- (b) Why did you choose him or her as a hero?
- (c) How do different people become heroes?

2. Suggested use of poem as a motivating device:

- (a) Developing image of the hero:

Have children read poem silently to themselves trying to develop an image in their minds of what Cinque looked like. What indications are there that he may be a heroic figure? Call on some children to describe him in their own words.

Others may describe the scene in their own words but as Bryant sees it. Some may want to draw a picture of this scene. After the children have developed their image of this heroic figure show them the enclosed photograph.

- (b) Choral reading:

Use technique of choral reading to recite poem. Half of class may alternate reading two lines with other half of class. This also may be done with boys alternating with girls. Pay careful attention to expression of descriptive phrases.

3. Social Studies Skills Related to this Unit:

- (a) Locating bodies of land on a map:

Have the students locate the continent of Africa on a world map. Have them locate the independent nation of Sierra Leone and the two neighboring nations. Locate and identify the island of Cuba, Long Island, New York and the state of Connecticut.

(b) Tracing a route on a map:

On an outline map or a map of the world drawn by the students, have the children trace Cinque's journey from Sierra Leone, West Africa, to Cuba, to Long Island, New York, to New Haven, Connecticut and back to Sierra Leone.

(c) Locating information in an encyclopedia:

Have the students look up the word "Mendi" or "Mandingo" in a good encyclopedia. This will give more information about Cinque's background.

4. Reading Skills Related to this Unit:

(a) Looking up in a dictionary the following words from the text:

shipment
leadership
weapons
courage
coast
vessel
escorted
interpreter
kidnapped

Mr. ROBINSON. Let me again say I am happy to be here with you today. If you will go through our document, you will find many things that will aid in teaching African and Afro-American history in our American schools. Then you will see a change of attitudes among people in this country.

Chairman POWELL. You mentioned there were white children in attendance in the Freedom School?

Mr. ROBINSON. Yes; there are.

Chairman POWELL. You believe that the teaching of the children concerning any ethnic group is of value to all groups of the United States?

Mr. ROBINSON. It is of tremendous value.

They begin to look at each other in a different light.

Chairman POWELL. Harlem Parents Committee, about how large a group is that altogether?

Mr. ROBINSON. It is difficult to say because it is not confined to Harlem. We have members as far west as Colorado, a few in Washington, D.C., some in New Jersey, Harlem, Brooklyn, the Bronx, all over. The bulk of the membership is in Harlem, between 4,000 and 5,000 paid members, active participants, real activists who believe in the cause.

Mr. WASHINGTON. It is integrated, also.

Chairman POWELL. You referred to a publication by Houghton Mifflin. Do you know what year that was?

Mr. ROBINSON. I am not certain, offhand, but it is one of the latest books placed in the schools. Most books are placed in the schools by the principal. There is a screening committee of about 15 people. They are called together once a month to screen books and to give their approval.

I have met the people on the committee. It is a "hail-fellow-well-met group." They look at the books a bit. There is no inquiry into the content of a book. It is approved and then placed on the list. Then the principal has the option to select the kind of book he wants in his school.

There is no program to bring about teaching of minority history. This would be a farce because there are no books that can be used in the public schools as texts.

These books then may be sought outside in the ghetto because the parent association is asking for them. The study of these books is

not part of the regular curriculum for the Freedom School. It is extra, like once a week for the study of Negro culture. Other than that there is no attempt to integrate the text, put the missing pages back and give a view of what is missing.

We also found the texts most used in the public schools are texts that are edited or authored by principals or administrators within the school district and, naturally, their books would be the first ones called. We have characterized this—we think, but don't know—as a conflict of interest. It does not necessarily spell quality because an administrator wrote it.

Chairman POWELL. Have you any proposals for this committee to consider that would, to use the general phrase, "Stop the educational genocide"?

Mr. ROBINSON. That would go beyond the texts. We would have to apply the enforcement powers in title VI, which has to do with the availability of Federal funds to aid in bringing about democratic education where, at the present time, in New York anyway, it is aiding in bringing about undemocratic education.

We are aiding the growth of segregation and in some instances aiding the development of parochial and private schools, it seems to us.

This is the approach or recommendation we would have in looking into this situation because New York, to us, has one great industry that is never described as such, that is, education, where approximately 86,000 people are employed. Whereas the proportion of Negroes, Puerto Ricans, and orientals involved in education in New York City as students is about 40 percent, we don't find that kind of representation anywhere along the line, not among the teachers or at the policy-making levels.

So the approach to curing or ending this educational genocide would have to take place on a broader front than just the text. The text seems to get at the attitude of the young and perhaps a few of the older children, if they are not too far brainwashed. We feel the approach through textbooks has its validity. We agree, too, that changes are needed in the public relations media such as books, novels, TV shows, and movies, as well as in the philosophy of public education.

Chairman POWELL. Mr. Daniels?

Mr. DANIELS. This Freedom School you talk of; it was formed by the parents?

Mr. ROBINSON. Yes.

Mr. DANIELS. The membership for that group, is it confined to New York or is it nationwide?

Mr. ROBINSON. It is not considered a nationwide organization, we have just found that the publicity about the group has brought about applications for membership outside the State and city.

Mr. DANIELS. It is purely a volunteer group which is interested in uplifting the educational standards of the Negro in Harlem?

Mr. ROBINSON. It's interested in education for all children.

Mr. DANIELS. The student body of the school is composed of Negro and white children?

Mr. ROBINSON. And oriental and Puerto Rican.

Mr. DANIELS. This has been functioning since 1963?

Mr. ROBINSON. Yes, and after school and 1 hour on Saturday.

Mr. DANIELS. This does not interfere with a boy or girl going to a public or private school?

Mr. ROBINSON. No; it does not.

Mr. DANIELS. It supplements their education.

Mr. WASHINGTON. We also give help where it is needed in homework.

Mr. DANIELS. Now, with respect to the teaching staff, will you enlighten the committee more about that phase of your operation?

Mr. ROBINSON. Most of the teachers are licensed teachers in the public school system. However, the most influential and most inspiring to the students were lay people, some people whom we look to as being authorities in Negro history and culture but who don't seem to hold the degrees and share the expertise and variety of some others, like John Clark, Richard Moore, and Kenneth Baird, who have done a lot of research and work. We also had at one time J. A. Rogers to come in.

We have had many other people come in from time to time like Malcolm X, and others who had something to contribute toward building a positive image. We were not hampered by the kind of thing you discussed this morning. We had educational liberty. We were not hampered by political persuasion, because we were not teaching politics.

We felt, although we had professional teachers, they had the least influence.

Mr. WASHINGTON. If I may add, we had a large number, I would say, we had up to 30 teachers who were teaching in the school system. They came to learn about Negro and Afro-American history. They said they were not able to teach this subject, because they did not know. So they came to school, and they got a liberal education there. They were then able to come in and teach.

Mr. DANIELS. As a result of opening this school for the past 3 years, is there anything concrete you can pass on to this committee that you believe will be most helpful in eliminating these problems that exist and also directing our committee into better race relationships?

Mr. ROBINSON. We have three levels, the primary, the junior high, and high school and adult level. The adult level was instrumental in opening the dialog between people while learning to discuss current issues and ancient history. An evaluation of the school was made by Mr. Johnson, who was writing his thesis.

We have one copy, which you may have. We have only one here. I think the tools used to evaluate the school and the study, which was done in two stages, were good. At the beginning of the year an investigative team came in, and at the end of the year they came back to compare the results.

They found in order to get the right kind of response they had white investigators investigate white youngsters and Negro investigators with Negro youngsters. They found that in the beginning a Negro student would not open up with a white person. The other way the child felt freer and began to come alive and to state his feelings. A lot of the children were warped, but at the end of the period, when the reevaluation took place for both groups, the white or black groups, the investigators found that the attitudes had changed more toward a healthy group than before.

Mr. DANIELS. Mr. Chairman, could we have any studies they have inserted in the record?

Chairman POWELL. Without objection, so ordered.

Mr. ROBINSON. We have these studies, if you would like to run them off. (The studies referred to appear in the subcommittee files.)

We had also, along with Mr. Johnson, Dr. Deutsch, as investigator. We had quite a few of the professors from Columbia University who worked on this document. We were very pleased with it.

Chairman POWELL. Mr. Bell?

Mr. BELL. Thank you, Mr. Chairman.

I just want to welcome you both to the committee and I have one question. I am wondering, do you approve of this kind of book, "Around the City"?

Mr. ROBINSON. We have most of them. That is the Bank Street series, which we felt was a step in the right direction. We did not place on our list the Detroit series because it seems to have gone to the other extreme. They are another group doing the same thing—painting white faces black. A drawing of a Negro, without even shading it, is recognizable as a Negro.

That is the thing we were looking at in evaluating textbooks. We were also looking at the kind of attitude building in stories. We found the Bank Street series was the best of all we reviewed.

Chairman POWELL. What is the name of the series again?

Mr. ROBINSON. Bank Street Readers.

Mr. BELL. In some cases I am wondering whether or not it is a sheer lack of understanding and thinking on the part of many of our educational organizations and publishers. I am wondering if this committee or whomever you would suggest for getting more information, including views of elementary and secondary schools abroad could be helpful?

Mr. ROBINSON. In discussing it with the educators during the last few years, we find that there is not a lack of knowledge. There is a lack of commitment to changing the philosophy. I was listening this morning to the intricacies and involvements in changing things in this country. It had to do with whether we are willing to attack the premise of racism which this whole country seems to be floundering around and dying off.

The commitment has to be changed. It has nothing to do with the expertise and doing the jobs. It is changing the attitudes of the educators. I can't say all, as a general thing, are suffering from this malady. Some have escaped, as witnessed by Bank Street Readers. The group that seems to see the light is less vocal in the dialog taking place. The others who cherish the old business are the most vocal and seem to be the most influential on all levels.

Mr. BELL. I certainly agree with what you said a few minutes ago that this matter has to be met on a broader basis, including title VI and so on.

One thing that disturbs me, and I hope you won't interpret this as anything except a feeling that I am concerned about is what might come afterward when you have the Federal Government moving into changing the schoolbooks at the local levels. That is all right for the problem you and I are concerned about, but how much further can you go?

This gets to a control of the Federal Government over textbooks, materials, and so on, to a point someday where we might all regret it—

where the Federal Government would step in and say what books, what curriculum will be taught, and so on. This is one thing, I think, we have to watch. I want to say, strictly on that basis, I am concerned. I am also fully concerned with the problem we are talking about.

I am concerned a little about how far you go.

Mr. ROBINSON. We also are concerned with individual liberties. They have been our sole concern for as many years as I have been alive. I don't think our approach to the problem has to do with Federal controls or restrictions in so much as it has to do with Federal enforcement of laws that are already a part of our body politic. That is the only thing we are concerned with.

I would be the last to bring about or discuss censorship, but at the same time we do censor certain things in our schools. There is not really academic freedom as we would like to believe. We have to start thinking about where we are going. What values are we as a nation inculcating in the youth?

I think the Federal Government in placing tax dollars in the arena of education has a responsibility to set the moral tone, goals, norms, and standards.

Mr. BELL. I just wanted to point out that the area of textbooks and curriculum is a particularly sensitive area. They disturb some people. I fully concur and agree with where we should go in this direction, but I am concerned about what other factors we get into when we reach this stage. Actually the Elementary and Secondary Education Act itself specifically tries to limit the Federal Government in this particular area of textbooks. It is primarily left up to the local schools, State offices, and State boards.

Mr. ROBINSON. But guidelines could be established by the funding organizations as to what specifications—

Mr. BELL. I was getting at the question of on what basis do you think this could be done? How can we show that the intent of Congress is to move in this direction, but yet not have the Federal Government moving in and ordering what books schools should buy?

Mr. ROBINSON. Certainly guidelines are as far as the Federal Government should go. Establishing the rules should be as far as they should be. Guidelines are established but they are not enforced. I am not in favor of stepping in and saying, "This is what you will use," but the overall intent of changing the climate of the country toward something we have not had, democracy, should be the approach of the bills on education.

Mr. BELL. I think we are in an agreement.

Chairman POWELL. The gentleman from California, Mr. Hawkins.

Mr. HAWKINS. Mr. Robinson and Mr. Washington, I would also like to commend you on the contribution you have made to this hearing. In reading your statement I get the impression you are somewhat critical of the textbooks currently being used in the New York City system?

Mr. ROBINSON. By and large.

Mr. HAWKINS. I was rather surprised at such criticism coming so fast on what I thought last night was new knowledge after reading the statement of the Board of Education of the City of New York which was issued October 1962, and which was updated for this hear-

ing July 29, 1966, in which they had indicated what appeared to me to be a very excellent policy statement with regard to treatment of minorities in textbooks.

In view of the fact that the testimony you have given is somewhat in conflict with the policy statement, at least as it is being administered in the city of New York, I am wondering whether or not any efforts have been made to use this policy statement as a means whereby some of the textbooks you have referred to could be at least eliminated from that particular school system. Have you had any particular experience at all, in view of this excellent policy statement, of challenging the use of those textbooks that you have referred to as upholding a racist philosophy?

Mr. ROBINSON. In every area we have characterized as educational genocide, we find the board has excellent policy statements all the way down the line. In actual practice, I doubt if you could find any implementation of any of these policy statements for the past 20 years.

Mr. HAWKINS. What you are saying is that some of these statements have not been implemented and that all of your efforts to obtain the elimination of unsatisfactory textbooks have failed?

Mr. ROBINSON. Insofar as practice within the classroom, yes.

Mr. HAWKINS. Now, with respect to another subject. I think you were present. Congressman Bell also referred to it—Federal control in censorship. We keep hearing the excuse being given by individuals who refuse to enforce existing Federal laws that they wish to avoid censorship or exercising Federal control. I would like to have your views on that subject inasmuch as it seems to be a rationalization on the part of individuals who refuse to enforce Federal mandates and commitments to fundamental principles, always with the great concern that we cannot censor nor can we exercise any type of Federal control over certain areas of education.

I would like to get your reaction to some of those statements that were made.

Mr. ROBINSON. I don't know if this is a good analogy or not but when we give contracts of large sums of money in competition for supersonic bombers we specify the goals and the needs. Within that stated context, people begin to work and come up with something approaching the ideal for which we have asked.

I think in the field of texts, in the field of public policy, in the field of philosophy that we intend to live by and under our Constitution, we can also establish goals and specifications. Within that framework boards of education, educators, and textbook publishers can respond. I think it would be clear to them what is expected. The intent of Congress would be spelled out then within certain specifications.

It is not a restriction but it is stating what the goals are to which you are to measure up.

Mr. HAWKINS. Are you really saying people always find ways to do what they really want to do and not to what they don't want to do?

Mr. ROBINSON. That has been my experience, specifically if the outlines are nebulous. They say we didn't know that was the intent. But not if it is spelled out that this is the goal and these are the criteria for which money will be available.

Chairman POWELL. Will the gentleman yield?

Mr. HAWKINS. Yes, Mr. Chairman. I would like to point out that there is censorship, censorship of textbooks which include minority peoples.

Chairman POWELL. The gentleman from California, Mr. Bell.

Mr. BELL. I hope my good friend was not referring to my question being involved in any way as an excuse for getting around a problem that we know has to be solved.

Mr. HAWKINS. No; I did not mean that as criticism. I think you and I agree on this question of censorship. I just happen to be a little sick and tired of that being used as an excuse.

Mr. BELL. I just wanted to make it clear that it was not in my mind to use it as an excuse. I think it should be done but there is a point that we have to watch, and that is how far we want to go.

Mr. HAWKINS. If censorship is to be used, it seems to be imposed by a minority group against the status quo rather than the other way around. If it were equally applied, I would agree; but when it is unequally applied, this is the thing that makes it morally wrong and destructive.

Mr. BELL. I think the gentleman knows my record in this area.

Mr. HAWKINS. I do.

Chairman POWELL. The gentlelady from Hawaii.

Mrs. MINK. I would like to commend the two gentlemen for their contribution and this is an area where I have a great deal of interest. I think it is one of the most serious problems facing education today. We talk about our problems and racial tensions, and so forth, and yet so little is done to present to the schoolchild the concept of the America we feel it is, where there is an opportunity for people of all races, a land of opportunity, and so forth.

We can't really find this philosophy in so many of our textbooks today.

I am also equally troubled by the manner in which you responded that you really cannot expect the Federal Government in its power and authority to reach a point where it shall mandate the kind of textbooks to be used. This area gives me a great deal of concern.

You talked of guidelines, I am also troubled by that aspect too.

While you stated the policies established by the New York Board of Education are commendable, that they reflect truly the philosophy of this country, the problem in New York is the philosophy has not been implemented in the classroom. This is a problem in New York that the stated philosophy is good but it has not been implemented.

To what extent can the philosophy established by Congress be established in the guidelines at the local level of the school systems?

Mr. ROBINSON. I am sorry if I gave the impression the New York policy statements are the kind we would like. They are not. They are the same kind of policy that pervades the country. I am saying for publication and public relations that the policy statements give the impression that they are moving toward democracy. But the practices of the board of education are the same as 1866.

Mrs. MINK. In the area of the concerns of Congress you have advocated the establishment of strong guidelines reflecting the necessity of this kind of moral education for our youngsters in America. Once these guidelines are established, how will we implement them?

Mr. ROBINSON. I think we started to move into trying to establish some kind of guidelines in the establishment of a National Teachers

Corps. I think at the same time while we are trying to do something about the problem throughout the country, I think the Federal Government is guilty of doing the same thing we are talking about when we characterize youngsters as culturally deprived so that they are set aside as something less than.

We are trying to organize programs to lift them out of this if possible.

What the Government itself is doing is a part of the same thing. It becomes a vicious circle. The approach toward the Federal level establishing standards seemed to begin when we were aroused by the first sputnik as to "why Johnny can't read."

We do move about and, therefore, there should be a standard throughout these United States that all school boards should measure up to. There should be some kind of standard curriculum leading toward the goals we aspire as a nation that all schools lead up to. The frills could be left to the local boards to do as they please, but for the salvation of the Nation, there should be standards.

Chairman POWELL. Will the gentlelady yield?

Mrs. MINK. Yes.

Chairman POWELL. For years we tried to get the House to consider the National Defense Education Act and no consideration in this committee, of which I was a member and have been for 22 years, was given at all. When sputnik went up, it was passed overnight. It has been an excellent act, it has been added to and amplified many times since.

Mrs. MINK. No further questions.

Chairman POWELL. Dr. Matthew?

Dr. MATTHEW. Mr. Robinson and Mr. Washington, I would just like to ask a question that strikes me as sort of necessary due to the fact that we have in New York City such a desperate situation as you described, educational genocide, beautiful policies, poor implementation, and the necessity for you to set up a Freedom School outside the system so youngsters can get some notion as to who they are.

Is there anything else that you are attempting to do in the New York area to set the public schools straight or to do something to provide public education that is what it should be?

Mr. ROBINSON. Yes; we have learned that everyone believes in motherhood as everyone believes in integration of the schools. It was the responsibility of the Supreme Court to make policy statements. The new policy would lead one to believe in a reorganized structure and that we are moving toward that when, in fact, we are not. Our dilemma at the present time is either we are becoming a democratic integrated society where the black man is in the mainstream, or Federal control of schools.

We put this to the board last week. They said it was illegal. We recognize what is happening now is illegal, the laws state it is so. There is no commitment to the legality facing them. Yet, we see the people suffering from this genocide and we see no reason why they should not step in and take charge of their own destiny and estate.

Therefore, we seek a community board who would have complete charge, even physical responsibility for educating the youngsters in Harlem.

Chairman POWELL. What about the planning board? I think in District 10 in Harlem is there not one?

Mr. ROBINSON. That is basically housing. They have not given us much support or dialog in the schools.

Chairman POWELL. According to the laws of New York they can.

Mr. ROBINSON. We will look into that when we get back.

Chairman POWELL. I think you will find witnesses and others who have buttons with the words I coined, "Black Power." Would you tell the committee what "black power" means in the field of education?

Mr. ROBINSON. I think we have described that.

Chairman POWELL. Thank you so much.

We will now hear from Mr. Triplett, director of the division of textbooks, Kentucky Board of Education, as our last witness this afternoon.

STATEMENT OF ISHMAEL TRIPLETT, DIRECTOR, DIVISION OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS, KENTUCKY DEPARTMENT OF EDUCATION

Chairman POWELL. We are happy to see you.

Please identify yourself for the record.

Mr. TRIPLETT. My name is Ishmael Triplett, director of textbooks and instructional materials.

Mr. Chairman and members of the subcommittee, I am glad to come before you and to try to answer the best I can any questions you may ask.

I might say in the beginning that this report I have is brief and is more or less a composite report of the opinion of different provisions of the Department. My chief work has been on the administrative side and to try to get materials that are selected and approved to the schools.

My State board of education has one Negro member on it. Our State textbook commission that selects and approves books for adoption has one Negro on that group. Then we have a gentleman in the department of education, coordinator in civil rights education, who has been doing that type of work for several years with the minority groups.

We have two committees now working on material that is selected and approved, more or less what they call integrated materials for the public schools of the State. Consequently, I say this report is more or less the situation. The department added to it. It endeavors and hopes, with the use of the materials on hand and procurement of materials in the future, to implement the program as set forth.

Now I attempted here on page 1, an adaption to the statements in the letter I received and tried to treat each question in a very brief way. This report purports to deal in a limited way with the text and library books used by the Kentucky public schools in relation to the minority groups. The following aspects of the textbook and library program are treated rather briefly:

- (a) The treatment of the minority groups as to book use;
- (b) The creation of favorable attitudes toward minority groups;
- (c) The selection, distribution, and assignment of the text and library books for school use;
- (d) The utilization of the provisions of the Federal educational legislation in supplying textbooks and library resources for school use;

(e) The continued need for this type of Federal support for the text and library books; and

(f) The proportion of the total budget for texts and school library use in the form of Federal assistance.

Before entering into the discussion of the above facets of the report, it may be advisable to state that book discrimination, as a whole, is prohibited in the Kentucky schools by statutory laws and regulations of the State board of education.

Treatment and adverse attitudes textbook use by pupils: This is not put in there as a factual statement. The position of Kentucky's school system relative to the school use of books by the minority groups is very commendable. As to the use of books, all the schoolchildren are accorded equitable treatment by the Kentucky school system.

Textbook efforts by educational authorities: State and local educational authorities endeavor to provide for all schoolchildren textbooks with favorable attitudes toward minority groups. Multiethnic editions of textbooks are listed by the State textbook commission for adoption by the local school districts. Frequently classroom teachers use library books and other materials with the texts, if necessary, to rectify adverse attitudes toward the minority groups.

This statement was based on reports of the supervisors of the State.

Library books: Special bibliographies are prepared by librarians appointed by the State supervisors of school libraries relative to the treatment of minority groups in books for schools. It is believed that the provision of books by and about members of the minority groups help to change any adverse attitudes which may exist.

Book selection, distribution, and assignment, free textbooks: Textbooks for the pupils in the elementary grades, 1 through 8, are furnished by the State. Textbooks for the high school grades, 9 through 12, are purchased by the pupils. Also, books with large type are provided to the children with impaired vision in the elementary grades.

A statement was made this morning by the Commissioner that was very interesting. It was about how many States provide free textbooks. I think a good number of them, as I understand it, provide them or make provision for textbooks. However, Kentucky does not provide books for high school children.

Textbook adoptions: For textbook adoption the subjects in the State course of study are arranged in four adoption groups. Adoptions are for a 4-year period. Adoptions for the subjects in one group are made each year. From the publishers' bids, the State textbook commission may approve and list as many as 10 books for each subject per grade.

From this approved multiple list of textbooks, the local school districts may adopt as many as three books for each subject per grade for use in their schools.

Textbook requisitions and purchases: From their adopted lists school districts file with the State department of education their textbook requisitions. Orders are prepared and placed with the publishers. The publishers in turn ship the books directly to the school districts.

Library books: All library books for the schools are selected from professional lists prepared by authorities and specialists in their fields who review and evaluate these materials and make recommendations for purchase. Library books are purchased at the local level from these sources for the school libraries.

Federal legislation: You may like to make a note that this refers to title II. The provisions of this Federal legislation are used to provide textbooks, library books, and other instructional materials. The allocation to Kentucky, for example, was used approximately as follows: 50 percent for library books, 35 percent for audiovisual materials, and 15 percent for textbooks.

That has been discussed in some other reports.

Continued school needs: Kentucky schools need and shall continue to need for many years, in my judgment, Federal aid in similar form to that provided by titles I and II, the National Defense Education Act and other Federal support that is now available to the schools.

Many Kentucky school districts do not have sufficient wealth to provide the essential instructional materials for the teaching and learning process.

Now, the last statement I have in regard to the budget is the best estimation I could ascertain from directors of some of these agencies.

Kentucky has around 660,000 pupils in daily membership.

Chairman POWELL. Does that reflect the elementary as well as secondary schools?

Mr. TRIPLETT. Yes.

Chairman POWELL. It reflects the total number?

Mr. TRIPLETT. I will clarify that.

Of this number about 500,000 are in the elementary grades and 160,000 are in grades 9, 10, 11, and 12. For school accreditation the State board of education requires the local school districts to appropriate \$1.25 per elementary pupil and \$1.50 per high school pupil.

The following is the school budget for the purchase of textbooks, library books, and other instructional materials in a summary form:

(1) State appropriation for elementary textbooks-----	\$2, 400, 000
(2) Local expenditure for library books-----	865, 000
(3) Local expenditure for audio-visual aids-----	750, 000
(4) NDEA local contribution for books-----	1, 375, 000
Subtotal-----	5, 390, 000
(5) NDEA Federal aid for books-----	1, 375, 000
(6) Federal title I-----	1, 500, 000
(7) Federal title II-----	750, 000
Subtotal-----	3, 625, 000
Total-----	9, 015, 000

Items (2), (3), (4), and (7) are estimations. In addition to the budget as listed above other expenditures are made by a good many of the local school districts. Of the \$9,015,000, the State expenditure is around 60 percent and the Federal aid is about 40 percent.

Mr. Chairman, that finishes the report that I have.

Mr. DANIELS (presiding). With reference to the budget on page 4, for what year is that budget applicable?

Mr. TRIPLETT. I beg your pardon?

Mr. DANIELS. To what year does that budget apply?

Mr. TRIPLETT. 1965-66 school year.

I think this year a local appropriation for elementary children has been increased to a dollar and a half and for high school children \$1.75.

Mr. DANIELS. For the next school year that will be proportionately higher?

Mr. TRIPLETT. Yes.

Mr. DANIELS. What has it been in the past, say, 1960 to 1965?

Mr. TRIPLETT. In respect to this?

Mr. DANIELS. Prior years?

Mr. TRIPLETT. Well, the \$1.25 and \$1.50, as I recall, has been pretty well in effect since along about 1958. I think that is correct. We established what we call a minimum foundation program and this pretty well followed that program.

Mr. DANIELS. As I understand your testimony, the State school board makes recommendations to local boards of education as to what books it recommends to the school authorities for use in the public schools?

Mr. TRIPLETT. Well, the State Textbook Commission selects from the bids received from publishers lists and approves as many as 10 books for each subject in a grade, providing that many are bid and are considered suitable. Then it is up to the local districts to make their selection from the State multiple lists.

They can select as many as three different texts for each subject in any grade.

Mr. BELL. Mr. Chairman, I didn't quite understand that answer.

You speak of multiple lists. Who are those people making the multiple lists?

Mr. TRIPLETT. It is a commission that is appointed by the State board of education upon the recommendation of the superintendent of public instruction. The commission is divided roughly this way: five members are elementary teachers, two members are either superintendents or supervisory, and one member represents higher institutions of learning where they have a teacher-training program.

Then the superintendent of public instruction by law is a member by virtue of his office.

They are appointed for a term of 4 years. Two terms expire each year and two are appointed or reappointed, most times reappointed.

Mr. BELL. Are they typical of the general view of the Congress that these books should describe American life in a fair manner?

Mr. TRIPLETT. I believe they are. We had a meeting this past Saturday and that problem was discussed. So far as I know they are. I think they are trying to find materials that would meet those conditions.

Mr. BELL. They understand that is the intent of the Elementary and Secondary Education Act?

Mr. TRIPLETT. That is my impression.

Mr. DANIELS. You believe these textbooks meaningfully describe minority racial views and gives a broad comprehensive view of American life?

Mr. TRIPLETT. I presume that the Commissioner of Education answered that probably better than I could, Mr. Chairman. I have not made too much study of this, but my impression of the publishing people is, that it is the trend to make the books so they give the minority groups more recognition. At least, we think we are doing that.

Mr. DANIELS. Could you furnish this committee with the names of some of the textbooks utilized in your schools, the elementary as well as the secondary grades?

Mr. TRIPLETT. I can do this when I go back to the office. We have social studies up for adoption which includes the histories for elemen-

tary and the high schools, government, geology, and other books following in that category. We are tabulating those. As soon as I get that list made, I would be happy to mail a copy to you.

Mr. DANIELS. In addition to those subjects, the committee is also interested in the other textbooks.

Mr. TRIPLETT. I can send you a list of the others right now, all 12 grades.

Mr. DANIELS. That is very important. The young child, a child of 5, 6, or 7, is in the formative years and we want to make sure we give him the right impression.

Mr. TRIPLETT. I will be glad to furnish copies of these. I can furnish the social studies for the past 4 years. We have copies of those on hand. We are just now making the new list and I can furnish what we have done.

Mr. DANIELS. Would you say what percent of the schools in Kentucky are integrated?

Mr. TRIPLETT. I don't know any of our public schools that are not, offhand.

Mr. DANIELS. In other words, you state to this committee that the schools in Kentucky are fully integrated?

Mr. TRIPLETT. Fully?

Mr. DANIELS. Yes.

Mr. TRIPLETT. That is a relative term. I say if there is a school that any group can't attend, I don't know about it.

Mr. DANIELS. I was part of the committee that originally conducted hearings on integration of the southern schools. If I recall correctly Kentucky was one of the States where they had separate schools for white and black. It was only by virtue of recent action by the courts that the process had changed, if it has changed at all.

Are you sure some progress has been made in that area?

Mr. TRIPLETT. That was true in the past but in the last 2 or 3 years I think all have conformed to the Supreme Court decision.

Mr. PERKINS. Will my colleague yield for just a moment?

Mr. DANIELS. Yes.

Mr. PERKINS. Let me congratulate my good friend, Mr. Triplett, from Kentucky. I did not know you were scheduled to testify until the chairman called me a few moments ago after you were on the stand and informed me you were down here.

Mr. Triplett was reared in the same county, a few miles from where I was born and reared. Not only were we good friends as children but our parents before us were good friends going back for 75 or 85 years. Mr. Triplett has been working with the State department of education for many years. I don't know in what capacity except I do know that he has been with the department for many years and enjoys a wonderful reputation throughout east Kentucky.

In connection with the integration of the schools, I personally know something about that problem not only in eastern Kentucky but throughout the whole State. I make the statement because as a southerner I have always supported the civil rights legislation. I feel we have to do the right thing and, by and large, in Kentucky now the schools are integrated.

In fact, there may be a school in one community or an isolated community that is not integrated, but all the schools I know of in east

Kentucky are integrated at the present time. This has come about in recent years.

Commencing with the Governor back in 1948, great progress has been made toward integrating the schools. Right down since it has been a gradual thing since 1948. If there are any schools down there not integrated, I certainly hope that Kentucky will comply with the law of the land at the earliest possible moment.

I am very confident, knowing Mr. Triplett as I know him, that he feels the same way about the problem. I do want to state though, that if you go down there and look at the schools that are integrated, it will surprise you how well the schools have been integrated in Kentucky and how well integration has worked out in Kentucky.

Mr. DANIELS. My good friend and colleague from Kentucky knows of my record and of the respect I have for him. I accept your statement that there has been substantial compliance. I was merely bringing out the statement that the chairman of our committee made regarding how the foundation for the subject of integration was laid under the auspices of the House Education and Labor Committee.

I am happy to learn from you, and your statement is sufficient for me, that there has been substantial compliance and if there is non-compliance, it is just an isolated case here or there. However, we would like to see all of the schools 100 percent in full compliance.

Mr. TRIPLETT. Mr. Chairman, as Congressman Perkins said, there may be some isolated cases in some school districts due to geography, and so on. There may be a few exceptions so far as individual schools are concerned, but so far as the policy in the 200 school districts we have, so far as I know, they have all endorsed integration.

Do you know any exception?

Mr. PERKINS. No, not in recent years. We had school superintendents years ago who didn't believe in it.

Mr. TRIPLETT. I shall be glad to check on that, Mr. Chairman, and write you if we have some. That is, to the best of my knowledge.

(Mr. Triplett's supplementary statement follows:)

SUPPLEMENTARY STATEMENT OF ISHMAEL TRIPLETT

When I appeared before the Committee on Education and Labor, House of Representatives, August 23, a question was proposed concerning the progress of integration made in education in Kentucky. I asked to defer answer to this question so that I might be able to check a reliable source of information. I give you this report in supplement to my statement.

The dual system of public education in Kentucky has been almost terminated in the 12 years since the Supreme Court decision. I confirm this statement by quoting some statistics for the school year 1965-66, the last information of which we have record. All of the 200 local districts in this State are integrated. Thirty-four of the 200 districts had no biracial or multiracial population during the school year. However, these districts have adopted board of education orders providing for complete integration if there should occur in the future a biracial nature of the population.

During the school year, there were 56,269 pupils of Negro extraction enrolled in the public elementary and secondary schools of the State, grades 1-12. In this number of pupils, 51,694 or nearly 90 percent of the total were enrolled in integrated classes of the elementary and secondary schools.

There were about 1,400 teachers of the Negro race serving in all types of schools and positions during the year. Of this 1,162 were serving on integrated staffs along with white teachers. The number serving on integrated staffs represents 83 percent of the total.

There were 31 remaining schools wherein both the pupil personnel and the teaching personnel were all-Negro. These were the carry-over of the separate

schools and the only ones remaining of 348 such schools that existed in the State at one time. These schools were located in 19 school districts. However, of the total number of 25,439 Negro pupils enrolled in these 19 districts, there were only 5,575 pupils in these 31 all-Negro schools. There were 20,864 pupils in integrated classes in these districts.

Again I call your attention to the fact that these statistics were for the last school year ending June 30, 1966. The present school year, now getting underway, will show almost complete integration in all of the districts. The U.S. Office of Education has provided vigorous leadership during the year to the State Department of Education and the local school districts wherein the dual system of public education had not been completely terminated. The leadership given by the officials in the U.S. Office of Education has been very effective and productive.

Mr. DANIELS. Does the gentleman from California have any questions?

Mr. BELL. One statement, Mr. Chairman. I would like to thank Mr. Triplett for his statement. I hope you will do all in your power to encourage this bringing out of the better part of America in the textbooks, by telling the true story about all of our country's citizens. I hope you encourage all the people on this commission to move in this direction as rapidly as possible.

Mr. TRIPLETT. So far as I know, Congressman, the whole State department of education feels that way. They are lending all the help they can toward that goal. It is not as satisfactory as we would like to have it but we are trying to implement this as best we can.

Mr. BELL. I think it is much better to have the States do it, if they will do it, than have the Federal Government step in.

Mr. TRIPLETT. A lot of us feel that way.

Mr. DANIELS. We have the gentleman from California, Mr. Hawkins. Do you desire to ask any questions?

Mr. HAWKINS. In your prepared statement, there was only one statement that confused me a little bit. On page 1 at the bottom of the page, you made the statement:

The position of Kentucky's school system relative to the school use of books by the minority groups is commendable.

I was not so sure you were referring to the use of the books, the contents of the books, or the authorship. Would you clarify that?

Mr. TRIPLETT. I was referring to the use of the books and the personnel in charge.

Mr. HAWKINS. Personnel and the use of the books?

Mr. TRIPLETT. Yes. And the personnel added from the minority group, not the content of the text.

Mr. HAWKINS. I just thought that should be clarified, thank you.

Mr. DANIELS. One further question. You indicate on the last page of your statement that 15 percent of the budget was appropriated for the purpose of buying textbooks. Is there any intent on the part of the State to increase that appropriation in the future?

Mr. TRIPLETT. You mean for texts?

Mr. DANIELS. Yes.

Mr. TRIPLETT. As I understand it. But before I answer, I might say the guidelines along that line probably came from the U.S. Office of Education. The coordinator of title II there, as I understand it, is following them. Now, personally, I would answer your question this way: I would like to see it increased.

Mr. DANIELS. So would I. I know on page 3 of your statement you said 50 percent was allocated for library books, 35 percent for audio-

visual materials and only 15 percent for textbooks. I think there is much good that could be accomplished in the educational area for our young children if the amount of money contributed or appropriated for textbooks were to be increased.

Mr. TRIPLETT. In my judgment in Kentucky on the high school level we have children, maybe two, three, or four of them from one family in high school and it is a pretty big problem to buy books.

Mr. DANIELS. They buy them themselves?

Mr. TRIPLETT. Yes, sir.

Mr. DANIELS. Only the elementary level has books furnished?

Mr. TRIPLETT. The State furnishes texts for grades 1 through 8.

Mr. DANIELS. Thank you very much. It is a pleasure to have you here.

(The following list was submitted by Mr. Triplett:)

THE STATE MULTIPLE LIST OF TEXTBOOKS FOR THE PUBLIC ELEMENTARY AND HIGH SCHOOLS OF KENTUCKY, THE 1963-1967 PERIOD FOR ADOPTION GROUP I

GRADES 1 THROUGH 12

From this Multiple List of Textbooks approved by the State Textbook Commission, County and Independent School Districts and the Model and Practice Schools are to make their textbook adoptions for the subjects by grades as listed in Adoption Group One. Adoptions shall be made in accordance with the regulations listed below:

1. *County and Independent School Districts*: "The board of education of each county and independent school district shall, upon the recommendation of its superintendent and not later than April 1 of any adoption year, select from the State Multiple List one book for each subject and grade to be used as a basal text in its school system for a period of four years."—KRS156.440

2. *Model and Practice Schools*: Model and Practice Schools of the State Colleges and the University of Kentucky were authorized by an act of the 1960 General Assembly of the Commonwealth of Kentucky to make textbook adoptions. The Board of Regents of the State Colleges and the Board of Trustees of the University, upon the recommendations of their Presidents, may make textbook adoptions from the State Multiple List of Textbooks for a period of four years.

3. *Adoption and Filing Dates*: All textbook adoptions for the subjects in Adoption Group One shall be made not later than April 1, 1963. A certified copy of the adoptions shall be filed with the Superintendent of Public Instruction not later than April 15, 1963.

Grade	Subject, publisher, and title	Author	Copyright date	List price	Lowest wholesale price	Retail price	Lowest exchange price, 3 years
	GEOGRAPHY (3-7) <i>Allyn & Bacon, Inc.</i>						
3	The Community Where You Live.....	Pierce & Georgas.....	1959	\$3.72	\$2.79	\$3.35	\$2.71
4	A Journey Through Many Lands.....	Drummond.....	1960	4.36	3.27	3.92	3.18
5	Journeys Through the Americas.....	do.....	1960	5.32	3.99	4.79	3.88
6	The Eastern Hemisphere.....	do.....	1961	5.32	3.99	4.79	3.88
7	The Western Hemisphere.....	do.....	1961	5.32	3.99	4.79	3.88
3	<i>Ginn & Co.</i>						
4	At Home in Our Land.....	Glendinning, et al.....	1961	3.36	2.52	3.02	2.45
5	At Home Around the World.....	do.....	1961	4.40	3.30	3.96	3.21
6	United States, Canada, and Latin America.....	do.....	1962	5.20	3.90	4.68	3.80
6	Eurasia, Africa, and Australia.....	do.....	1962	5.40	4.05	4.86	3.94
	<i>Troquels Publishing Co.</i>						
4	Homelands of the World.....	Thurston, et al.....	1960	3.96	2.97	3.56	2.89
5	Homelands of the Americas.....	do.....	1960	4.96	3.72	4.46	3.62
6	Homelands Beyond the Seas.....	do.....	1960	4.96	3.72	4.46	3.62
7	Our Homeland and the World.....	do.....	1960	5.24	3.93	4.72	3.83
3	<i>Rand McNally & Co.</i>						
4	Around the Home.....	Borchert-McGuigan.....	1961	3.60	2.70	3.24	2.63
5	Many Lands.....	do.....	1961	3.88	2.91	3.49	2.83
6	Geography of the New World.....	do.....	1961	4.96	3.72	4.46	3.62
6	Geography of the Old World.....	do.....	1961	4.96	3.72	4.46	3.62
3	<i>Silver Burdett Co.</i>						
4	Ways of Our Land.....	Sorensen.....	1961	3.28	2.46	2.95	2.39
5	Our Big World.....	Barovs et al.....	1961	4.08	3.06	3.67	2.98
6	The American Continents.....	do.....	1961	5.08	3.81	4.57	3.71
6	Old World Lands.....	do.....	1961	5.08	3.81	4.57	3.71
7	A World View.....	Sorensen, et al.....	1961	5.32	3.99	4.79	3.88
	KENTUCKY GEOGRAPHY (7) <i>Harlow Publishing Corp.</i>						
7	Geography of Kentucky, 2d edition.....	Schwendeman.....	1958	3.96	2.97	3.56	2.90

ELEMENTARY GRADES 1 THROUGH 8—Continued

Grade	Subject, publisher, and title	Author	Copyright date	List price	Lowest wholesale price	Retail price	Lowest exchange price, 3 years
	HISTORY (4-6, 8)						
	<i>Allyn & Bacon, Inc.</i>						
5	Discovering American History	Riekard & Ray	1961	\$4.24	\$3.18	\$3.82	\$3.09
8	Story of Our Country	West & West	1960	5.56	4.17	5.00	4.05
8	<i>American Book Co.</i>						
8	A History of the United States	Alden-Magnis	1962	5.60	4.20	5.04	4.09
	<i>Ginn & Co.</i>						
4	Trail Blazers of American History	Mason-Cartwright	1961	3.24	2.43	2.92	2.37
8	The Story of Our Heritage	Winther-Cartwright	1962	5.24	3.93	4.72	3.83
8	<i>Harcourt, Brace & World, Inc.</i>						
8	Story of the American Nation	Casner-Gabriel	1962	5.32	3.99	4.79	3.83
5	<i>Harr Wagner Publishing Co.</i>						
5	America's Story	Devereaux	1961	4.40	3.30	3.96	3.20
	<i>D. C. Heath & Co.</i>						
	History on the march series:						
4	Pioneer Children of America	Emerson, et al	1959	3.28	2.40	2.95	2.39
5	Makers of the Americas, 2d edition	Longing, et al	1959	3.88	2.91	3.40	2.83
6	Builders of the Old World	Hartman, et al	1959	3.88	2.91	3.40	2.83
8	America, Land of Freedom	do	1961	5.48	4.11	4.93	4.00
	<i>Houghton Mifflin Company</i>						
8	This Is America's Story	Wilder, et al	1961	5.60	4.20	5.04	4.09
6	<i>Iroquois Publishing Company</i>						
6	Long Ago in the Old World	Southworth-Southworth	1959	3.96	2.97	3.56	2.89

ELEMENTARY GRADES 1 THROUGH 8—Continued

Grade	Subject, publisher, and title	Author	Copyright date	List price	Lowest wholesale price	Retail price	Lowest exchange price, 3 years
	<i>The Macmillan Co.</i>						
5	Living in the United States, 2d revised edition	Cutright, et al.	1961	\$4.72	\$3.54	\$4.25	\$3.45
6	Living As American Neighbors, 2d revised edition	Cutright-Durand	1962	4.96	3.72	4.46	3.02
1	At School	Hanna, et al.	1956	1.08	1.20	1.51	1.225
2	In the Neighborhood	do.	1958	2.72	2.04	2.45	2.45
3	In My Town, and Country	do.	1959	3.48	2.61	3.13	1.985
4	In All Our States	do.	1961	3.80	2.85	3.42	2.540
5	In the Americas	do.	1962	4.96	3.72	4.46	2.774
							3.021
5	Land of Liberty	Shoen	1955	3.56	2.67	3.20	2.90
6	Our Land and Our Living	Caldwell, et al.	1951	2.40	1.80	2.16	1.75
	<i>The L. W. Singer Co., Inc.</i>						
	UNITED SOCIAL STUDIES (1-8)						
7	Western Lands	Reed	1959	5.32	3.99	4.79	3.88
8	Eastern Lands	do.	1959	5.32	3.99	4.70	3.88
	<i>American Book Co.</i>						
	ABC social studies series:						
1	Our Home and Our School, book 1	Fraser-Hoy	1961	2.48	1.86	2.23	1.82
2	Our Neighborhood, book 2	do.	1961	2.68	2.01	2.41	1.96
3	Our Community, book 3	do.	1961	3.32	2.49	2.99	2.43
4	Our State, book 4	do.	1961	3.84	2.88	3.46	2.81
5	Our Hemisphere, book 5	do.	1961	4.04	3.48	4.18	3.40
6	Our World Neighbors, book 6	do.	1961	4.72	3.54	4.25	3.45
	<i>Foltz Publishing Co.</i>						
1	Billy's Friends	McIntire-Hill	1957	2.48	1.86	2.23	1.83
2	Billy's Neighbors	do.	1958	2.68	2.01	2.41	1.97
3	Working Together	do.	1959	3.44	2.58	3.10	2.53
4	Exploring the New World	Gross et al.	1961	3.84	2.88	3.46	2.83
5	Exploring the Old World	do.	1962	4.92	3.69	4.43	3.63
6	Exploring the Old World	do.	1962	4.02	3.69	4.43	3.63
7	Exploring American Neighbors	do.	1961	4.92	3.69	4.43	3.63

HIGH SCHOOL GRADES 9 THROUGH 12

Grade	Subject, publisher, and title	Author	Copyright date	List price	Lowest wholesale price	Retail price	Lowest exchange price, 3 years
	CITIZENSHIP (9)						
9	Building Citizenship..... <i>Allyn & Bacon, Inc.</i>	McCrooklin.....	1901	\$5.24	\$3.93	\$4.72	\$3.83
9	Your Life as a Citizen, revised..... <i>Ginn & Co.</i>	Tlegs-Adams.....	1901	5.20	3.90	4.98	3.80
9	Building Our Life Together, 7th edition..... <i>Harper & Row, Publishers, Inc.</i>	Arnold et al.....	1960	4.30	3.27	3.92	3.18
9	Building Our Democracy..... <i>Harr Wagner Publishing Co.</i>	Devereaux.....	1901	4.20	3.15	3.78	3.05
9	The American Story With 1901 Supplement..... <i>D. C. Heath & Co.</i>	Gavlan-Hamm.....	1959	5.76	4.32	5.18	4.20
9	Living in Today's World..... <i>Laidlaw Bros., Inc.</i>	Roth et al.....	1960	4.76	3.57	4.28	3.50
9	Civics for Americans, 2d revised edition..... <i>The Macmillan Co.</i>	Clark, et al.....	1961	4.96	3.72	4.46	3.47
9	Living In Our Communities..... <i>Scott, Foresman & Co.</i>	Quillen-Krug.....	1954	5.08	3.81	4.57	3.708
	WORLD GEOGRAPHY (9-10)						
9	Our World and Its Peoples..... <i>Allyn & Bacon, Inc.</i>	Kolevzon-Helne.....	1960	5.88	4.41	5.29	4.20
10	Global Geography..... <i>Ginn & Co.</i>	VanCleaf-Finney.....	1959	5.72	4.29	5.15	4.17
9-10	World Geography, Revised edition.....	Bradley.....	1960	5.80	4.35	5.22	4.23

9-10	Holt, Rinehart & Winston, Inc. World Geography Today.....	Israel, et al.....	1962	5.80	4.35	5.22	4.23
9-10	The Macmillan Co. The Wide World: A Geography, revised edition.....	James-Davis.....	1962	5.80	4.35	5.22	4.23
9-10	Rand McNally & Co. Geography and World Affairs, II.....	Jones-Murphy.....	1962	5.32	3.99	4.79	3.88
9-10	South-Western Publishing Co. World Geography, 6th edition.....	Pounds-Cooper.....	1961	4.80	3.60	4.32	3.46
9	ANCIENT-MEDIEVAL HISTORY (9) Silver Burdett Co. Ancient and Medieval History.....	Magoffin-Duncalf.....	1959	5.56	4.17	5.00	4.06
10	MODERN HISTORY (10) Allyn & Bacon, Inc. A Global History of Man.....	Stavrianos, et al.....	1962	6.20	4.65	5.58	4.52
10	Silver Burdett Co. Modern History.....	Becker.....	1958	5.40	4.05	4.86	3.94
10	WORLD HISTORY (10) Allyn & Bacon, Inc. The Making of Today's World.....	McCrocklin.....	1962	6.20	4.65	5.58	4.52
10	American Book Co. A History of the World.....	Magenis-Appel.....	1961	5.92	4.44	5.33	4.33
10	Ginn & Co. Our World History.....	Black.....	1962	6.08	4.56	5.47	4.44
10	Harcourt, Brace & World, Inc. Men and Nations: A World History.....	Mazour-Peoples.....	1961	6.00	4.50	5.40	4.32
10	D. C. Heath & Co. The Record of Mankind, 2d edition.....	Roehm, et al.....	1961	5.96	4.47	5.36	4.35

HIGH SCHOOL GRADES 9 THROUGH 12—Continued

Grade	Subject, publisher, and title	Author	Copyright date	List price	Lowest wholesale price	Retail price	Lowest exchange price, 3 years
10	Story of Nations <i>Holt, Rinehart & Winston, Inc.</i>	Rogers, et al.	1952	\$5.96	\$4.47	\$5.36	\$4.35
10	The History of Our World <i>Houghton Mifflin Co.</i>	Boak, et al.	1961	6.20	4.65	5.58	4.53
10	World History: The Story of Man's Achievements <i>Laidlaw Bros. Inc.</i>	Habberton, et al.	1962	6.32	4.74	5.60	4.65
10	Past to Present: A World History <i>The Macmillan Co.</i>	Zebel-Schwartz	1960	5.96	4.47	5.36	4.35
10	Our World Through the Ages, 2d edition <i>Prentice-Hall, Inc.</i>	Pratt-Drummond	1961	5.00	4.20	5.04	4.09
11	United States History, revised <i>Ginn & Co.</i>	Wirth	1961	5.60	4.20	5.04	4.09
11	Our Country's History, new edition <i>Harcourt, Brace, & World, Inc.</i>	Muzzey	1961	5.96	4.47	5.36	4.35
11	Rise of the American Nation <i>Harper & Row, Publishers, Inc.</i>	Todd-Curti	1961	5.96	4.47	5.36	4.29
11	The American People: Their History <i>D.C. Heath & Co.</i>	Ver Steeg	1961	5.96	4.47	5.36	4.35
11	United States History with 1961 supplement	Gavlan-Hamm	1960	5.96	4.47	5.36	4.35

11	Story of America..... <i>Holt, Rinehart & Winston, Inc.</i>	Harlow-Noyes.....	1961	5.80	4.35	5.22	4.23
11	The Making of Modern America..... <i>Houghton Mifflin Co.</i>	Canfield-Wilder.....	1962	5.96	4.47	5.36	4.35
11	Our Nation's Story..... <i>Laidlaw Bros., Inc.</i>	Augsburger-McLenore.....	1960	5.40	4.05	4.86	3.97
11	History of a Free People, 4th revised edition..... <i>The Macmillan Co.</i>	Bragdon-McCutchen.....	1961	5.96	4.47	5.36	4.35
11	This Is Our Nation..... <i>Webster Publishing Co.</i>	Boller-Tillford.....	1961	5.96	4.47	5.36	4.25
12	Today's Problems..... <i>PROBLEMS OF AMERICAN LIFE (12)</i> <i>Allyn & Bacon, Inc.</i>	Pullen-Reed.....	1962	5.60	4.20	5.04	4.08
12	Problems of Democracy..... <i>Ginn & Co.</i>	Dunwiddie-Kidger.....	1962	5.96	4.47	5.36	4.35
12	Challenges to American Youth, 6th edition..... <i>Harper & Row, Publishers, Inc.</i>	Arnold-Philippi.....	1958	5.32	3.99	4.79	3.88
12	American Problems Today, 2d edition..... <i>D. C. Heath & Co.</i>	Rienow.....	1958	5.60	4.20	5.04	4.09
12	Solving Our Problems in A Democracy..... <i>Laidlaw Bros. Inc.</i>	Bossing-Martin.....	1956	3.80	2.85	3.42	2.79
12	Youth Faces American Citizenship..... <i>J.P. Lippincott Co.</i>	Allunas-Sayre.....	1960	5.48	4.11	4.93	4.00
12	Goals of Democracy: A Problem Approach..... <i>The Macmillan Co.</i>	McCutchen, et al.....	1962	5.32	3.99	4.79	3.88
12	Challenge of Democracy, 4th edition..... <i>McGraw-Hill Book Co., Inc.</i>	Blatch-Baungartner.....	1960	5.96	4.47	5.36	4.35

HIGH SCHOOL GRADES 9 THROUGH 12—Continued

Grade	Subject, publisher, and title	Author	Copyright date	List price	Lowest wholesale price	Retail price	Lowest exchange price, 3 years
	<i>Rand McNally & Co.</i>						
12	Facing Life's Problems.....	Hanna.....	1955	\$5.50	\$4.17	\$5.00	
	<i>The L. W. Singer Co., Inc.</i>						
12	Understanding Our Times.....	Walker, et al.....	1961	4.48	3.36	4.03	\$3.28
	ADVANCED GOVERNMENT (12)						
	<i>Allyn & Bacon, Inc.</i>						
12	Magruder's American Government.....	McClenaghan.....	1952	5.08	4.26	5.11	4.14
	<i>American Book Co.</i>						
12	Problem Solving in Our American Democracy, 50-State edition.....	Hall-Klinger.....	1961	5.60	4.20	5.04	4.09
	<i>Ginn & Co.</i>						
12	Understanding Our Government.....	Bruntz.....	1961	5.60	4.20	5.04	4.09
	<i>Harper & Row, Publishers, Inc.</i>						
12	Government for Americans, National edition.....	Pessey-Huegli.....	1959	5.20	3.90	4.08	3.80
	<i>D. C. Heath & Co.</i>						
12	American Government in Today's World, 2d edition.....	Renow.....	1962	5.68	4.26	5.11	4.15
	<i>Laidlaw Bros., Inc.</i>						
12	Government in the United States.....	Flick-Smith.....	1956	4.96	3.72	4.46	3.65
	<i>J. B. Lippincott Co.</i>						
12	Our American Government.....	Dimond-Pfleger.....	1961	5.48	4.11	4.93	4.00
	<i>The Macmillan Co.</i>						
12	Government in Our Republic.....	Brown-Peltier.....	1960	5.32	3.99	4.79	3.88

12	Our American Government Today..... <i>Prentice-Hall, Inc.</i>	Starratt-Lewenstein.....	1958	5.24	3.93	4.72	3.83
12	Our Living Government..... <i>Scott, Foresman & Co.</i>	Haefner, et al.....	1960	5.08	4.26	5.11	4.146
11-12	Today's Economics..... <i>ECONOMICS (11-12)</i> <i>Ginn & Co.</i>	Goodman-Moore.....	1960	4.80	3.60	4.32	3.50
11-12	Our American Economy: New printing..... <i>Harcourt, Brace & World, Inc.</i>	Lindholm-Driscoll.....	1962	4.64	3.48	4.18	3.34
11-12	Economic Problems of Today..... <i>Lyons & Carnahan</i>	Llein-Colvin.....	1959	4.60	3.45	4.14	3.34
11-12	Economics for Our Times, 3d edition..... <i>McGraw-Hill Book Co., Inc.</i>	Smith.....	1959	5.64	4.23	5.08	4.12
11-12	Applied Economics, 6th edition..... <i>South-Western Publishing Co.</i>	Dodd, et al.....	1962	4.48	3.36	4.03	3.23
11-12	High School Sociology..... <i>SOCIOLOGY (11-12)</i> <i>Allyn & Bacon, Inc.</i>	Cole-Montgomery.....	1959	4.84	3.63	4.36	3.53
11-12	Social Living, 3d edition..... <i>Ginn & Co.</i>	Landis.....	1961	4.96	3.72	4.46	3.62
11-12	Our Changing Social Order, 4th edition..... <i>D. C. Heath & Co.</i>	Gavian et al.....	1953	4.80	3.60	4.32	3.50
11-12	Living in Social Groups..... <i>J. B. Lippincott Co.</i>	Quinn.....	1962	5.40	4.05	4.86	3.94
11-12	Two Ways of Life..... <i>INTERNATIONAL PROBLEMS (11-12)</i> <i>Holt, Rinehart & Winston, Inc.</i>	Ebenstein.....	1962	3.60	2.70	3.24	2.63

HIGH SCHOOL GRADES 9 THROUGH 12—Continued

Grade	Subject, publisher, and title	Author	Copyright date	List price	Lowest wholesale price	Retail price	Lowest exchange price, 3 years
	SOCIAL PSYCHOLOGY (11-12) <i>Harcourt, Brace & World, Inc.</i>						
11-12	Psychology: Its Principles and Applications, 3d edition..... <i>McGraw-Hill Book Co., Inc.</i>	Engle.....	1957	\$5.12	\$3.84	\$4.61	\$3.60
11-12	Psychology for Living, 2d edition..... <i>Prentice-Hall, Inc.</i>	Sorenson-Malm.....	1957	5.88	4.41	5.29	4.29
11-12	Psychology and Personality..... NATIONAL AND REGIONAL HISTORY (11-12) <i>D. C. Heath & Co.</i>	Phillips-Gibson.....	1957	4.88	3.06	4.39	3.56
11-12	The American Pageant, 2d edition, A History of the Republic.....	Bailey.....	1961	9.06	6.80	8.16	6.62

Mr. DANIELS. This concludes the hearing for today. The committee will meet at 10 a.m. tomorrow morning to continue hearings on this subject.

(Whereupon, at 3:30 p.m., the hearing recessed, to reconvene at 10 a.m., Wednesday, August 24, 1966.)

BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES

WEDNESDAY, AUGUST 24, 1966

HOUSE OF REPRESENTATIVES,
AD HOC SUBCOMMITTEE ON DE FACTO SEGREGATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:15 a.m., in room 2175, Rayburn House Office Building, Hon. Adam Clayton Powell (chairman of the committee) presiding.

Present: Representatives Powell, Daniels, Hawkins, and Reid.

Also present: Dr. Eunice S. Matthew, education chief and Charles W. Radcliffe, special education counsel for minority.

Chairman POWELL. The committee will come to order.

We are happy to welcome today representatives of the textbook publishers.

We have here Dr. Austin McCaffrey, executive director of the American Textbook Publishers Institute; Mr. Craig T. Senft, president of the Silver Burdett Co.; Mr. Darrel Peterson, president of Scott, Foresman & Co.; and Mr. George Manuel Fenollosa, vice president, director, and executive committee member of Houghton Mifflin Co.

First, we will hear from Dr. McCaffrey.

STATEMENT OF AUSTIN J. McCAFFREY, EXECUTIVE DIRECTOR, AMERICAN TEXTBOOK PUBLISHERS INSTITUTE

Chairman POWELL. Please give your name, title, and organization to the reporter.

Dr. McCaffrey. My name is Austin J. McCaffrey. I am executive director of the American Textbook Publishers Institute, which is the trade association for publishers of educational materials. The institute has a membership of 110 firms which produce more than 95 percent of the instructional materials used in the schools, including textbooks and workbooks for elementary, secondary, and college students; encyclopedias and other reference works; maps and globes; standardized tests and classroom periodicals.

We are pleased to have the opportunity to testify before this subcommittee and report to you developments within the industry relating to the socioeconomic factors affecting education and instructional materials. My presentation includes three separate areas of educational publishing in which I think the subcommittee will be particularly interested:

- (1) Activities of the institute with regard to broader representation of minority groups in textbooks.
- (2) Expenditures for school text materials.
- (3) Methods of selection of school text materials.

Educational publishers, through the institute, have become increasingly aware of the changing trends in education and the dramatic challenges which are facing the schools of today. The curriculum studies of the National Science Foundation and the U.S. Office of Education; the research projects of private educational organizations; and reports of leading educational spokesmen all tended to emphasize the cross currents in American life which were giving rise to innovative thinking in all areas of education.

At the same time, conferences and meetings which the publishers held with educators, authors, and editors made it clear that new developments were occurring in education that would require new instructional materials.

Realizing that if new materials were to be forthcoming there must be continuing contact between the educators and publishers, the institute began scheduling conferences between various organizations concerned with the schools such as the Great Cities Research Council for School Improvement, the U.S. Office of Education, State departments of education, and the Urban League. At these meetings participants discussed in great detail the wide areas which could benefit from new materials of instruction.

The first major conference to explore the recent developments which would necessitate a new approach to education and new materials of instruction was held in cooperation with the U.S. Office of Education on January 14-15, 1964.

Planning for the conference was organized by the Adult Education Branch of the Office under the leadership of Dr. Edward W. Brice. The theme of this meeting was developing programs and instructional materials for adult basic education and job skill training.

Panel sessions during the 2 days discussed such topics as: existing instructional material for adult basic education programs; instructional programs in manpower development training; meeting the educational needs of the school dropout, and selecting and improving the content of instructional materials for the undereducated.

The purpose of the conference was to examine possible avenues of cooperation between the various agencies involved in adult basic education. Participants in the conference represented private agencies, school systems, universities, public libraries, state departments of education, various Government departments and publishers.

It was the consensus of the meeting that this exchange of views was a vital first step in a continuing process of the meetings might be seen in the "Listing of Materials" issued by the Adult Basic Education Instructional Materials Laboratory in January of this year. As I understand it, many more items have since been added to the collection.

These exhibits in each case that I mentioned have been made available in the portfolio made available to the committee.

Chairman POWELL. Without objection, we will add those to the appendix of the record.

(The data referred to appears in the appendix:)

Dr. McCaffrey. Another conference on the same subject was held by the institute in joint sponsorship with the American Book Pub-

lishers Council in April 1964. At this meeting more specific book needs of schools and libraries were presented to the publishers and suggestions were made as to what kinds of cooperation might be effected between educators and publishers.

In June 1964, the institute, in cooperation with the New York State Department of Education, sponsored a 1-day conference on the preparation and utilization of instructional materials for culturally disadvantaged students and the instructional materials generally needed for the improvement of instruction for all children. Major topics were: major State programs for the disadvantaged; education for disadvantaged adults; special projects of the New York State Bureau of Guidance; the needs of education; textbooks and educational unity; adult education and the publishing industry; the role of the textbook and the role of the publisher.

In summarizing the conference, Dr. Walter Crewson, associate commissioner, New York State Department of Education, said:

... one can only conclude a historic step has been taken, although just a first step in eliminating that which is unintentional in degree, but, nevertheless, discriminatory in our curriculum and in our textbooks with respect to minority groups.

The institute entered into discussions early in 1965 with members of the National Urban League which resulted in a Joint Conference in April 1965. The theme of the meeting was "Education in a Changing Society" and the speakers discussed the school and community—today and tomorrow. There was frank discussion of the needs of the Negro child and the kinds of materials which would help him relate to the total American society.

The most recent conference which the institute organized was held in Los Angeles in November of 1965 in joint sponsorship with the Great Cities Research Council. The research council, as you may know, was organized in 1956 for the purpose of studying educational problems which were of special concern and interest to large cities.

Its membership consists of 15 of our largest cities and the primary purpose is to conduct studies of unique problems facing the great cities today.

For several years, the institute has maintained a liaison committee with the research council to discuss areas of mutual interest and the specific needs of urban schools. This liaison committee developed a set of illustrative guidelines for selection of content of instructional materials designed to meet the needs of urban youth which has been widely distributed and put great value in preparing new materials.

In addition, the committee has been active in implementing a series of recommendations made by the institute and approved by the Board of the Great Cities Research Council in November 1964. These recommendations were: (1) the establishment of a collection of urban-oriented instructional materials at the Educational Materials Center in Washington; (2) visitation by teams of publishers to each of the great cities in order to discuss particular local needs; (3) establishment of a clearinghouse for research information at the Institute; (4) joint sponsorship of a conference.

As you may know, the Educational Materials Center in the U.S. Office of Education has in fact organized a collection of materials which are specifically geared for urban schools. Mrs. Lois Watt,

Chief of the Center, has prepared an impressive bibliography of the materials which are suitable for the special needs of the cities.

Selected teams of publishers have met with city officials in several of the large cities, and plan to continue this program in the near future. From all reports these local meetings have been of value to all concerned.

The institute provides the superintendents of the 15 large cities with copies of all materials which would be of interest and relevant to the city school systems.

The fourth recommendation was the joint conference, which was held last November. During this 2-day meeting, school superintendents, school personnel, university officials, and publishers considered new directions for the learner, the teacher, and the instructional materials. Discussions centered on the characteristics of the learner, teacher education, the publishing process, and the satellite issues involved. In summarizing the conference, Dr. Everett Chaffee, associate superintendent of schools, Los Angeles city school district, said:

Tremendous strides have taken place in the last year or two in the availability of materials to meet the needs of urban areas. New York City, for example, has prepared a list of more than 200 separate textbooks which depict American cities as they really are and devote proper attention to racial and ethnic groups.

The conference pointed up the benefits resulting from the continuing liaison which the publishers and educators had maintained through the Great Cities Research Council and the benefits accruing to the schools from publishers being kept up to date on the developing needs of the schools for instructional materials.

The revolution, both in education and instructional media, was thoroughly explored and great hope was expressed for the future. A report of the conference, containing the papers presented at the meeting, has been published for use by both schools and publishing firms.

In addition to these large-scale conferences, individual publishers and institute staff members have appeared at forums, panel discussions, and meetings throughout the country, to discuss the improvement of instructional materials particularly as they relate to the needs of the racial and ethnic minority groups.

You may be interested to know that the National Association for the Advancement of Colored People has recently issued an annotated bibliography of selected classroom texts entitled, "Integrated School Books." This bibliography lists 175 titles of materials published within the last 2 years.

The institute plans to continue this policy of sponsoring conferences to generate an exchange of ideas between various educationally concerned groups and publishers. On November 10, the institute is co-sponsoring a meeting at Boston College with the New England Catholic Education Center to discuss "Factors for the Future."

In December, we will sponsor an industry conference on "The Utilization of Instructional Materials—Content, Methodology, and Technology," during which participants will discuss such topics as the new techniques developed by military training units and correspondence schools to promote individual instruction. Special education, compensatory education, and vocational-technical-education will be considered.

With regard to expenditures for text materials, the 1965 figures for sales of elementary textbooks were \$214,578,000 and for high school,

\$132,677,000. These statistics include textbooks, workbooks and teacher editions. The sales figures for 1965 are an increase of approximately 10 percent over the previous year, which has been the yearly increment in sales in recent years.

A survey of prices of books since 1960 based on statistical data provided by Stanley B. Hunt & Associates, shows that the increase in the prices of elementary books during the 6 years was 20 percent and for high school textbooks it was 9 percent. This increase compared with an increase in the National Education Association cost of education index of 36 percent and an increase in the School Management cost of education index of 30 percent.

In considering this increase in the price of textbooks, we must keep in mind that books are very different today than they were 6 years ago. They have improved in quality, organization, illustrations and color. They contain additional pages, and are revised more frequently due to expanding knowledge and changes in the school curriculum. Elementary textbooks, particularly, have experienced great changes in their format and appearance.

The National Defense Education Act, which was passed in 1958, did not contain provision for purchasing textbooks with Federal funds unless they were used as supplementary materials. Thus, this legislation had very little effect on increasing the sales of textbooks. The Elementary and Secondary Education Act and the Economic Opportunity Act have resulted in increased sales of books.

However, as of this date there is no evidence to show that the price of textbooks has been raised as a result of this legislation.

You are aware, of course, of the wide difference between States in textbook expenditures. Industry statistics show that the average sale per student in 1965 was \$5.97 for elementary schools and \$10.19 for high schools. And yet, a recent national survey conducted by School Management magazine of 2,500 school districts reports that expenditures for elementary textbooks ranged anywhere from \$1 per pupil to \$12. Certainly the new Federal legislation will be helpful in overcoming this imbalance.

After conferring with educators, the institute has reached the conclusion that the per pupil expenditures for instructional materials would have to at least double in order to properly equip a student today. The booklet, "Planning Your Purchases of Educational Materials," was developed by the institute to assist the school administrator in budgeting for his textbook needs.

In it we have set up suggested kits of materials for each grade level as a basic minimum of pupil needs. Similar standards have been issued by the American Association of School Librarians for school library programs. They recommend a range of \$4 to \$6 be spent per pupil.

Interest has been expressed in the extent to which books are being purchased in school districts and States throughout the country. You should be aware that 28 States are considered "open States." This means that in States such as New York, New Jersey, and Michigan, the schoolbooks are bought and paid for locally.

The individual school districts are free to select any books they wish without guidance from the State school officials. Most of the other States are referred to as "State adoption States." In this case, a list

of books is developed and approved at the State level by a selection committee. This list is divided into subject matter areas and the schools can adopt any book from the list.

Finally, there are one or two States which have a "basal adoption," which means that one book in a subject area is authorized by State school officials for use in the schools.

Another important factor in the textbook selection process is that all States prescribe a replacement cycle for the books. For example, a school district or State would adopt history, science, and reading series in 1 year. These books would be used for a period of 3 to 6 years before another set of books in these subject areas could be adopted.

Consequently, even when new kinds of materials are available from publishers, it is frequently the case that the schools must wait until the replacement cycle for that subject is completed before they can purchase other books. This might account for the timelag between publishers producing the books and the schools introducing them into the classrooms.

The institute does not have any data on the actual books which are purchased by the schools. This information would likely be available at the State or local level.

In summary, it is our feeling that the publishing industry has exercised a considerable amount of enterprise in meeting with public and private groups to discuss the matter of the treatment of minority groups in textbooks. The bibliographies which I have mentioned as listing materials currently available in this area would seem to indicate that the publishers took positive action in producing text materials which would be suitable for the urban child.

In our opinion, the prices of books have not been influenced by recent legislation. And we are hopeful that the new types of instructional materials being created by educational publishers will be increasingly adopted and used in all of the schools of the Nation.

Again, we are grateful to the subcommittee for the opportunity to give you the views of the educational publishing industry.

Chairman POWELL. Thank you, Dr. McCaffrey. The first comment I would like to make to you and the other witnesses is that I may not be here because I have to go to the Rules Committee to extend the Elementary and Secondary Education Act, which I am sure is good news to you because it will increase the amount of money available for textbooks.

Now, I would like to ask some very short questions. No. 1. How many members are on the staff of your organization from minority groups?

Dr. McCaffrey. The institute staff is a very small staff. It consists of 10 members. If you are referring specifically to whether any members of our staff being Negro or—

Chairman POWELL. Latin American or Indian.

Dr. McCaffrey. We do not have any on our staff.

Chairman POWELL. Do you use any as consultants?

Dr. McCaffrey. We do not use people at the institute on a salary or paid basis, but we consult widely with leaders of the minority groups in this country on almost every matter.

Chairman POWELL. I would like to note that the Commissioner of Education, who was questioned by many members of the committee,

said he knew of no bibliography of integrated textbooks at the Office of Education, yet you have just pointed out that the NAACP has prepared one.

Dr. McCaffrey. Yes, it is right here.

Chairman POWELL. I just wanted to bring out that point. The Office of Education knew of no list, despite handling over \$300 million in Federal funds for books.

Is there a demand for integrated textbooks?

Dr. McCaffrey. An enormous demand.

Chairman POWELL. There is currently a hue and cry from some people that there is no demand.

Next, I would like to ask whether you believe that the changing of the color of the face in the illustrations is the only step, or do you change the content also?

Dr. McCaffrey. I think the change in the illustrations is a minor step. I think fundamentally the publishers are reorganizing subject matter and methodology in the overall method of improving textbooks.

Chairman POWELL. Considering the discussion of title VI of the Civil Rights Act yesterday by the Commissioner of Education, do you think it is justifiable to put out new textbooks with Federal funds, with one for the North and one for the South, though essentially the same book?

Dr. McCaffrey. That is the kind of question I think should be answered by publishers who publish the books.

Chairman POWELL. The publishers are here and we will ask them that question.

Thank you.

Mr. Daniels?

Mr. DANIELS. I note on page 6 of your statement where you cite the figures expended for elementary and secondary schoolbooks and that there is an increased cost of 20 percent in the elementary price and 9 percent for the secondary school textbooks. Why is there that disparity in the increase?

Dr. McCaffrey. The elementary books have had the most dramatic changes in size, illustration, and content. These changes result in very serious investments in, for example, putting out science series or reading series in a sequence for grades 4, 5, and 6.

No doubt there will be some books which will be shown here today which will illustrate the improved quality of the newer books. That is the reason. I think this increase has been quite modest over a 6-year period.

Mr. DANIELS (presiding). Do you find there has been an increased change in the subject matter in textbooks published today?

Dr. McCaffrey. Yes.

Mr. DANIELS. In response to a question by the chairman you said there is a great demand for these books. In addition to the demand, have the purchases increased?

Dr. McCaffrey. I think the individual publishers will report that sales of the new type books have been very substantial all over the country.

Mr. DANIELS. Have you any knowledge of the sales volume?

Dr. McCaffrey. I do not. Our statistics for 1966 are shaping up. We might benefit from an industry factor of as high as 15 percent in

sales of which a large amount will be the newer type books produced in the last year or two.

Mr. DANIELS. You state a number of conferences have been held with educators, teachers, and other publishers and as a result thereof new books have been published. Is there any reason why there should be an additional charge for library books which are being sold to schools with special bindings?

Dr. McCaffrey. The organization I represent is exclusively an educational publisher that does not publish books of the type that you refer to. I would have no information in the institute and would not have any views on it because I do not represent publishers in the sale of library books.

Mr. DANIELS. Have you any knowledge of prices charged for these books?

Dr. McCaffrey. I have no information at all about it.

Mr. DANIELS. With respect to sales, do you find any difference in the purchase of the new books that are integrated between the North and South?

Dr. McCaffrey. I have no information on that whatever.

Mr. DANIELS. I might say before we proceed, I would like to advise all the witnesses that appear here today that in the course of the questioning by members of this committee that they should refrain from mentioning the names of any particular publisher because I understand there are some suits pending against publishers in violation of the Anti-Trust Act and we do not want anything produced in this hearing that might be prejudicial to the trial of those cases.

Dr. McCaffrey. Yes, sir.

Mr. DANIELS. Mr. Reid?

Mr. REID. When the Commissioner from the Office of Education testified yesterday, he discussed the problems of content. Specifically, he said:

Minority group treatment in children's books means much more than the shading of a face. It means relevance—relevance to the life today in the child of a minority group, relevance to his experience, his sensations and interests.

Could you comment on what progress you think is being made in the development of textbook materials that have relevance to the life of minority groups.

Dr. McCaffrey. Some of the things appearing in the new books are: One, a very great deal of attention is being devoted to urban life. Almost all the new books show many different ways people live in cities. Their homes are different, places where they play, and things they do are quite different. This is one thing.

The second point is that there has been an attempt by every publisher that I know to try to get in the books the widest range of diversity of people so that students who are attending school see themselves, their friends, and other types of children they play with and can get to know them.

Much of the material in the new books is related to the knowledge explosion not only emphasizes the local neighborhoods, also much new knowledge of the world, including Asia, Africa, and Europe.

Mr. DANIELS. Would you say the content in the textbooks would allow the child to learn much of his situation?

Dr. McCaffrey. Yes.

Mr. DANIELS. You said the institute does not have any knowledge with regard to actual sales of books and that this information would be available on the local level.

Where are the books purchased, from a jobber?

Dr. McCaffrey. The publishers sell all their books to schools, either to State or local areas.

Mr. DANIELS. Is there a jobber in between?

Dr. McCaffrey. No.

Mr. DANIELS. Why does the institute not have the data on the purchasing of books?

Dr. McCaffrey. In the first place, our statistician each year collects data which give the total amount sold, but the number of books sold is an individual matter for publishers. It is a competitive matter how many books each publisher sells to different schools or different States. There is no occasion for the institute doing a statistical study because, for example, you could find out from the State agency in Texas.

Furthermore, the purchases are going on constantly.

Mr. DANIELS. Approximately how many schoolbooks are purchased in a year?

Dr. McCaffrey. In numbers of units you will be interested to know, for example, that last year, 1965, there were 61 million hard-cover books sold for elementary pupils in this country of which there are 35 million students. There was one seven-tenths books per student purchased in the Nation.

At the secondary level there were 35 million secondary hard-cover books sold for 13 million students, or 2.5 books per pupil. At the college level there were 34 million hard-cover hard-bound books sold to 5,400,000, or 5.7 books per pupil.

You would be interested to know that going back 10 years that elementary hard-bound books provided 1.5 as against 1.7, so there was two-tenths of 1 percent over the hard-cover books added. At the secondary level in 1955 it was two books and has increased a half book more during the 10 years. The college increased a full book per student, but approximately three or four are paperbound books per student.

Mr. DANIELS. Do you have any recommended figures in the institute as to the number of books that should be provided, for example, in an up-to-date elementary curriculum?

Dr. McCaffrey. What we have submitted here, Mr. Daniels, with our report is a publication which is called "Guidelines to the Purchasing of Instructional Materials." In this publication, we list what we consider to be, after talking with educators, an adequate supply of books.

The elementary books are less expensive than the secondary. They are used in different quantity. May I illustrate by saying that in this recommendation, it is suggested that the necessary text material for the first grader would cost \$23.50 if you were opening a new school and wanted to make available a complete set of text materials.

It would cost \$8.62 to replace them annually. It would take approximately a doubling of the present expenditures in order to provide up-to-date books with a reasonable cycle of turnover.

Mr. DANIELS. You are talking of three to four books at an average run of 3.7?

Dr. McCaffrey. That is right.

Mr. DANIELS. Do you have any data on the kind of books that we are discussing today, integrated or multiethnic books, and the number of these sold?

Dr. McCaffrey. No, but I think some of the publishers would know. So many of the books have been put out during the last 2 or 3 years. It takes some time to get them known. The purchase of books usually runs behind their publishing.

Mr. DANIELS. But in light of your earlier statement there is an enormous demand, does that infer—

Dr. McCaffrey. I believe there are enormous sales.

Mr. DANIELS. Is there a shortage of books at this time?

Dr. McCaffrey. I think the study made, for example, of the School Management magazine on the adoption of books reveals the following information on 2,500 school districts in the country:

(1) One out of five of these 2,500 school districts has not adopted a new textbook in biology on general science as recently as 1962.

(2) Better than 4 out of 10 American history books were published prior to the assassination of President Kennedy.

(3) Three out of ten schools are using books at least 10 years old. There is a great lag in publishing books and the purchasing of books.

Mr. DANIELS. Mr. Hawkins?

Mr. HAWKINS. Are you aware of any pressure put on the institute that you are speaking for here today with respect to the inclusion or exclusion of materials in textbooks dealing with minorities?

Dr. McCaffrey. I think 2 or 3 years ago a number of principal cities in the country passed resolutions in their boards of education that it was the policy of these cities to purchase only books that had a fair representation of minorities and, if they were not available, they did not intend to adopt the books. We had no pressures outside of resolutions passed by government bodies at the local level.

As I indicated we have already met with the Urban Leagues, B'nai B'rith, and many groups to discuss this.

Mr. HAWKINS. Have you met with any groups on the other side that were seeking to have certain books rejected because they treated minorities accurately or because of, let us say their favorable treatment of minorities?

Dr. McCaffrey. I can't recall of an instance, a communication, or contact of any kind of that type during the years.

Mr. HAWKINS. How do you explain the fact certain textbooks are issued, some for use, let us say, in Southern States and the same textbook for use in another State does not contain the same illustration or will omit persons of dark skin in the illustrations. Is this the choice of publishers or is it the result of pressure? How do you explain the difference?

Dr. McCaffrey. I think the other witnesses appearing here deal directly in the markets with books, and so forth, and it might be appropriate to refer that question to them. I have no information on specific books. I have heard it reported that almost all the new books are being purchased widely all over the country, including the South.

Mr. HAWKINS. Are you aware of any books that differ in illustrations depending on what local district purchases that particular book?

Dr. McCaffrey. I do not know of any.

Mr. HAWKINS. Has this matter ever been discussed in the institutes you have referred to?

Dr. McCaffrey. It has never been referred to.

Mr. HAWKINS. That is all.

Mr. DANIELS. Thank you, Dr. McCaffrey, for your testimony, it was quite helpful.

Our next witness is Mr. Craig T. Senft, president of the Silver Burdett Co.

STATEMENT OF CRAIG T. SENFT, PRESIDENT, SILVER BURDETT CO., A DIVISION OF GENERAL LEARNING CORP.

Mr. DANIELS. We are happy to welcome you, Mr. Senft. I understand you come from the State of New Jersey, my home State, known as the Garden State. It is a pleasure to welcome you here this morning.

Do you have a prepared statement for the members of the committee?

Mr. SENFT. I have, and I believe it is before the committee.

Mr. DANIELS. Thank you, you may proceed.

Mr. SENFT. Mr. Chairman, members of the committee, I am Craig T. Senft, president of the Silver Burdett Co., a division of General Learning Corp. For the past 81 years, Silver Burdett Co. has been engaged in producing textbooks and other instructional materials for the schools of our Nation. I personally have been employed in the educational publishing business in various capacities for 22 years.

We are met here today to consider the treatment of minority groups in texts and library books—published for, selected by, and used in the Nation's schools and libraries. You have asked for a statement about our company's position with regard to the treatment of minority groups. Before I answer that question, it may be appropriate to tell you how we create educational materials and library books at Silver Burdett, for it reveals a great deal about our philosophy.

The publication of our materials begins with our editorial staff, composed of authors, consultants, editors, artists, and designers. We have assembled this staff with great care. Its members are people of the highest technical competence, dedicated to the belief that education is a very responsible business. Many of them are former teachers.

To the sensitive and dedicated people of our staff, it follows naturally that the treatment of minorities in this country has been, and still is, a matter of great concern.

More than 3 years ago, Silver Burdett set out to reexamine the problem of the treatment of minorities in textbooks, and to see how its own products could be improved. Cyril Tyson, John Hope Franklin, and many other authorities in this field were invited to visit with us and discuss the problem. Their assistance was most helpful in establishing guidelines.

At the same time, Silver Burdett entered into correspondence with various groups, committees, and individuals who were concerned with bringing minority groups into the mainstream of American life.

From the file of correspondence accumulated during that period, may I quote from a letter written by our managing editor? It was addressed to Mrs. Joseph H. North, of the North Suburban Commit-

tee on Civil Rights, St. Paul, Minn. Mrs. North, acting for her committee, had asked what effort was being made in Silver Burdett's textbooks "to make children aware of the fact that they live in a pluralistic society." We replied as follows:

I welcome the opportunity to tell you what Silver Burdett is doing in respect to representing our pluralistic society fairly and realistically in our textbooks. I am prompted to comment that your reference to "pluralism" was the first I had seen in a rather voluminous correspondence on this topic. I have held dear the belief that a "melting pot" depiction of American society was incorrect and that the great variety of contributions to American society are the direct result of the infinite variety of the people in that society.

Silver Burdett Co. holds that the treatment of minority groups must not be an isolated adjunct to a textbook program, but that the very fabric of our educational offerings must reaffirm that all peoples make up our great society. Our recent publication, *The United States of America*, a grade eight American history, represents this view. Our new spelling program, *Spell Correctly*, grades two through eight, is completely integrated. Our new Silver Burdett Science Program, kindergarten through grade six, is totally integrated. There is no textbook that we contemplate publishing that will not be a true representation of our beliefs respecting the treatment of minority groups.

That, ladies and gentlemen, was the position of Silver Burdett early in 1964 with reference to the treatment of minority groups. And it is the position of Silver Burdett today.

This leads me to your request for a description of our company's books and other materials that represent adequate and equitable treatment of minority groups. At the 57th annual convention of the National Association for the Advancement of Colored People last month, Miss June Shagaloff, the association's director of education programs, put on display 175 textbooks, readers, and supplementary reading materials for preschool and elementary school children in which both Negroes and whites are depicted as "normal parts of the American scene." These 175 titles were produced by 20 major publishing houses, including Silver Burdett.

As described in the press, this publishing effort is "an experiment that could help transform white people's concept of Negroes and the concept Negroes have of themselves." This statement, in my opinion, is accurate in every respect except one: The publishing effort is by no means an "experiment." As far as Silver Burdett is concerned, it is a firm commitment shared by everyone in our company.

Let me go into a bit more detail.

No minority group depicted in any publishing program undertaken by Silver Burdett is treated in isolation. Our goal is the fair portrayal of a pluralistic society. We strive for balance and to deal with aspirations of all men; the treatment of minorities is vital, but tangential.

I can give you several examples. Included with this document is a representative sampling of pages from several recent Silver Burdett publications. In looking through them, you will see immediately that my remarks are reflected in our performance in the fields of language arts, music, mathematics, science, adult education, and social studies.

Silver Burdett has demonstrated through both text and illustration the extent of its commitment to an equitable and adequate treatment of minority groups.

The most obvious—and crucial—subject for analysis is the area of social studies. May I suggest you look at our grade one text, "Fam-

ilies and Their Needs," which is included in the packet prepared for these hearings. Please understand that this book was written and published to be used in any school in the United States which teaches the subject. It was not more aimed at white suburbia than it was at the ghetto-pocked urban center.

Our arena was the entire world, inhabited by the human family. Our thrust was the identification of factors that determine just how the needs of families from a variety of physical environments and cultures are met. It so happens that of the 54 photographs illustrating some aspect of American families, 18 show minority group families or individuals.

Now, we had no thought of establishing any particular ratio whatsoever. Our prime reason for the selections we made was to punctuate graphically some beginning principles of anthropology, economics, geography, history, sociology, and political science.

We intentionally chose photographs that included minority groups to show as many ethnic and socioeconomic strains as were needed to portray the differences that give our society its variety and richness. This philosophy permeates the entire social studies program of which "Families and Their Needs" is a part.

Let me give you an example at the secondary school level. In "The American Achievement," an American history used in the Nation's high schools, the role and contributions of the American Negro in text and pictures are woven into the fabric of American society.

How the Negro fell into a position of second-class citizenship in the years following the Emancipation Proclamation (a development too often omitted or distorted in the past) is spelled out in detail. Thus, the student is given the necessary background for a realistic understanding of the civil rights movement of today.

If we are to promote the development of the skills of critical thinking and of problem solving among the students who use our materials, we dare not let these students—tomorrow's citizens—acquire a misinformed and unrealistic view of American life.

And now I would like to mention briefly two special projects that have some bearing on our topic. The first is an assignment we were given by the New York City Board of Education. The four volumes that comprise "Call Them Heroes," also included in your packet, represent the efforts of a public school system working side by side with a textbook publisher for a common purpose.

In this instance the purpose was identical to the one that brings us all here today. Our charge was to write and develop materials that would give members of minority groups an opportunity to identify fully with the mainstream of their society, and to encourage them to find a place in this society that reflects the full extent of their capabilities.

How well did we succeed? It is too early to tell what long-term effect this series of books has had on the students. We do know that, although the books have been available for less than 1 calendar year, nearly 400,000 of them are being used in social studies, remedial reading, and guidance classes from grades 7 through 12 in all five boroughs of New York City.

Our plans right now are to publish different editions of this series that can be used by other great city schools, or—for that matter—by any school anywhere in the country.

My final example concerns an American history text that will be available late this fall. It is being prepared for those junior high school students with a lower than average mastery of reading skills—sometimes called “slow learners.”

We are vitally aware that a sizable percentage of the children we are trying to reach with this book live in urban areas. We are vitally aware that a sizable percentage of these children are representatives of minority groups—for some of whom English is a second language. Such students need visual stimulus and the ingredient of drama in order to learn.

For this reason pivotal incidents, events, and people have been heavily illustrated and dealt with in considerable detail.

It is my belief that this book, which will be called “Adventures in American History,” contains the most straightforward treatment of the civil rights problem yet presented for use at the elementary school level. We would be glad to send a copy to any member of this committee as soon as the book is published.

Before we leave Silver Burdette books, I would like to deal briefly with your question regarding trends in the cost of texts. I think one example will suffice, I have it here with me. Our high school modern history text, published in 1958, sold to the schools for \$3.99.

The 1964 edition of this book, “Modern History,” incorporating new scholarship and historical interpretations, plus additional color, was priced at \$4.35 when it was first available early in 1964. The cost of this book as of August 1966 is still \$4.35, reflecting no increase in price since passage of the ESEA and only a 9 percent increase in 8 years.

With our price lists for 1965 and 1966 we can demonstrate a similar comparison for almost every Silver Burdett publication that existed before the passage of NDEA and ESEA, and that is yet in print today.

You ask what are the needs and demands of school personnel for the revision of texts to correct biased and inadequate treatments of minority groups. The greatest need, as voiced by curriculum committees, boards of education, and teachers, has been for textbooks and other instructional materials that adequately reflect, by text and by illustration, the contributions made to our society by minority groups.

In a policy statement on the treatment of minorities, the Board of Education of the City of New York in October 1962 stated:

[A] realistic and accurate description and analysis of the pluralistic nature of American society, its achievements and current problems, is imperative at this critical moment of our history . . . Inadequate text materials are psychologically damaging to children of minority groups who find it impossible to identify themselves with individuals or groups in their books . . .

Law may bar the overt forms [of discrimination] but only education with appropriate instructional materials and procedures can cope with the subtle forms.

It is clear, then, that textbooks and instructional materials must provide an accurate presentation of today's social problems. They must deal with human problems in great depth. They must incorporate the most recent scholarship in treating Negro history and the contributions of all minority groups to our modern pluralistic society.

These needs were made known to publishers late in 1964 by the research council of the great cities program.

Since Dr. McCaffrey has already referred to this I will skip the rest of that paragraph.

Aware of these needs, school boards and curriculum committees in many parts of the Nation are demanding integrated teaching materials. Guidelines have been established on the State level in New York, Pennsylvania, and California.

Among the cities, Pittsburgh, Boston, Baltimore, Detroit, and Minneapolis have passed resolutions pertaining to the treatment of minorities in textbooks. Further, the boards of education in New York City and in Newark have publicly stated that they will not accept textbooks or educational materials that do not measure up to evaluated criteria regarding the treatment of minorities.

New books and educational materials that reflect the demands and needs of a pluralistic society are available. You have seen for yourselves that we are not simply using a brown or yellow crayon on pictures and calling them integrated. Wherever appropriate, we use photographs rather than artwork or line drawings to implement and clarify our texts.

Artwork might be misleading or idealistic. Photos, on the other hand, are realistic and portray more vividly the actualities of life. We are furnishing realistic materials and will continue to do so with ever-increasing standards of excellence.

This leads to the next question: What are the problems in the book selection policies of educational authorities which put limits on the uses of integrated texts and related books in schools? If education is to promote good intergroup relations and eliminate prejudice and discrimination, local school boards will have to introduce integrated materials on a wide scale.

This point was forcibly made by Miss June Shagaloff at the annual meeting of the NAACP in Los Angeles several weeks ago.

The acceptance of the new integrated materials, at least in our experience, would seem to indicate that school boards are meeting the challenge.

We at Silver Burdett decided a few years ago that our texts and teaching materials should and would meet the needs stated so lucidly by the Research Council of the Great Cities Program and by the other sources quoted earlier. This decision was based on our belief that what is good for education is good for our business.

We are firmly convinced that by meeting these needs, we maintain a correct balance between our sense of corporate responsibility and our sense of social responsibility. If we live up to our social responsibilities, our company will prosper.

Having reached this decision, all of the resources of the company were brought to bear in its execution. Our texts are integrated without artificiality. Our sales people promote them vigorously everywhere and sell them where they can.

School people everywhere in the country have received the same promotional materials included in your packet. These promotional pieces are fully integrated because they reflect the totally integrated texts and materials we publish.

I think I would like to sum up by reading the closing paragraphs of "Adventures in American History," the elementary textbook I mentioned earlier. These few paragraphs pretty well epitomize what we

are attempting to do—not only at Silver Burdett and in the textbook industry, but as a nation:

Today our achievements stand side by side with the problems we must solve. Even if we want to, we cannot think of Project Apollo and forget about civil rights. We cannot enjoy prosperity and forget completely that there is still poverty in the nation and in the world.

But there are answers to even the hardest problems if people work to solve them. "Our problems are man-made," President Kennedy said. "Therefore they can be solved by man."

The people of a democracy have the right and the duty to solve their problems by watching over the laws and policies of their Government. Then they and the men they elect can turn present problems into future achievements.

Thank you for the opportunity to present Silver Burdett's position to this distinguished committee. I shall be happy to answer any question you may have.

Mr. DANIELS. Thank you, Mr. Senft.

Mr. HAWKINS, do you have any questions?

Mr. HAWKINS. I merely wanted to ask, with reference to the text that you have, "Families and Their Needs." Is this a text widely used? Is it being used at the present time?

Mr. SENFT. This book came out 6 weeks ago. The second volume for grade 2 came out 2 weeks ago and the third volume we are rushing through the presses to have ready for the opening of school. I might say several schools who are independent in their school selections have already ordered this book on the basis of what they have seen so far.

The machinations of State school book adoption and the long period of time it takes make it impossible to have these books adopted in that kind of situation immediately.

Mr. HAWKINS. The answer is you don't at the present time have information as to whether or not it will be widely used in various sections of the country and distributed in the North, South, East, and West in a reasonable balance?

Mr. SENFT. Let's say that our salesmen have distributed it in two Southern States for adoption next year. It has been distributed in the North. We expect our effort to have it used widely will be very successful.

Mr. DANIELS. Your company embarked upon the publication of these new textbooks about 2 years ago?

Mr. SENFT. Three years ago.

Mr. DANIELS. Have you noticed any marked increase in sales since that time?

Mr. SENFT. Our sales have almost doubled in the past 3 years.

Mr. DANIELS. Can you give the committee some idea of the volume of sales?

Mr. SENFT. Our volume this year will be close to \$18 million.

Mr. DANIELS. In what particular area do you sell these books?

Mr. SENFT. Everywhere in the United States.

Mr. DANIELS. Do you find any lack of support for the purchase of these books in any particular part of the country with respect to the new books depicting the various minority groups?

Mr. SENFT. I think the evidence I have, sir, would indicate there is far less opposition than any of us thought we might encounter. The percentage of our business which we do in those States that are State adoption States has not changed at all in the 3 years since we adopted this policy.

We still do the same percentage of business.

Mr. DANIELS. Your answer indicates there has been some opposition to the purchase of these integrated books?

Mr. SENFT. Sir, it is not possible for a publisher to know why someone doesn't buy his book. There are too many reasons why they may not. I have no knowledge of any instance where any of our books published in the last 3 years were rejected because we have pursued this policy.

That may not necessarily mean it was not done that way. We are not liable to know why a school district does not accept our books.

Mr. DANIELS. As the president of a publishing firm can you give me any reason why there should be an increase in charge for books with special bindings which are sold to schools?

Mr. SENFT. We are textbook publishers and have no knowledge of the practice of special bindings of textbooks. We do not publish any specially bound textbooks. We do market some library books for another publisher and these are available either with or without special library-type binding.

Mr. DANIELS. Do you furnish a discount to States or local school boards for purchasing large volume of books?

Mr. SENFT. The standard discount for textbooks is 25 percent from list price and this is available to all school districts everywhere.

Mr. DANIELS. It is available.

Mr. SENFT. Yes, sir.

Mr. DANIELS. No further questions, thank you, Mr. Senft.

Mr. SENFT. Thank you, sir.

Mr. DANIELS. Our next witness is Mr. D. E. Peterson, president of Scott, Foresman & Co.

STATEMENT OF DARREL E. PETERSON, PRESIDENT, SCOTT, FORESMAN & CO.

Mr. DANIELS. You may proceed, Mr. Peterson.

Mr. PETERSON. My name is Darrel Peterson and I am president of Scott, Foresman & Co. We are educational publishers, founded in 1896, and exclusively devoting our efforts to serving education at elementary, secondary, and college levels through most of that period.

In 1965, we acquired a small juvenile publisher, Lothrop, Lee & Shepard, to extend our service to schools by including juvenile books used in school libraries and classrooms, as well as to the trade. I have been president of Scott, Foresman & Co. since July 1964.

This year, in addition, I am serving as president of the American Textbook Publishers Institute. My previous background includes a lifetime spent in education and publishing, with experience as a teacher in the State of Washington and as a representative for Scott, Foresman in various capacities since 1936.

In 1962, Scott, Foresman and other publishers began a reappraisal of their textbooks in the light of direct requests from educational authorities, including State departments, city boards of education, and the comments of Federal officials.

This coincided with the addition to our staff of a new editor-in-chief, Dr. Kenneth W. Lund. Dr. Lund came to Scott, Foresman from a broad experience in education at all levels, including extensive involve-

ment in urban problems in the city of Chicago. His last position, prior to coming to Scott, Foresman, was as superintendent of a suburban district outside of Chicago.

Under Dr. Lund's leadership, conferences were held with authors and editors, and a recommendation from this group to management in December of 1962 was approved, whereby new textbook series would be published which would appropriately reflect the diversified makeup of the population of our country, and include appropriate attention to the contribution minority groups have made in the development of our country.

Our primary effort was directed to three subject fields in particular in elementary textbook publishing—reading, health, and social studies. Two years ago, with 1965 copyrights, new series were launched in these three fields. These books, which are multiethnic in character, present all kinds of children in natural situations and, where appropriate, contribute to the positive imagery of the diversified composition of American society.

There were problems in obtaining from the field of juvenile literature appropriate materials, as the great majority of standard works in juvenile literature did not fit this new objective. It required considerable effort on the part of our authors and editors to accomplish adaptations which would be appropriate for the new standards expected by the adopting educational authorities.

In the last year as it became apparent to State departments and boards of education that this type of material is available, some passed resolutions requiring that all materials in the future be considered on the basis of the criteria of adequate portrayal of the multiethnic composition of our society. These statements now are available in many States and cities, and the practice of considering this type of material favorably is even more widespread.

We do not have any major problems to report in the reception of this material, other than to indicate that the adoption schedules in some States and school districts have prevented us from offering this material. Our experience tends to indicate that this direction for publishing is widely supported and expected by educational authorities and adopting teachers' committees throughout the country.

Reviewing our own experience in the last 7 years since the passage of the National Defense Education Act, and primarily in the last year since the impact of the Elementary and Secondary School Act has been felt, there seems to be no basic change in the trends in costs of books and texts.

In the last 10 years, these costs have been rising about 2 to 3 percent per year, reflecting primarily the fact that personnel who make textbooks, either in the role of author or editor, are part of the educational community of scholars.

Wage costs for all educators have been rising 4 to 5 percent per year on the average during the last 10 years. We estimate that our personnel cost comprises about 60 percent of the cost of making textbooks, and the adjustments in prices have tended to reflect this upward trend in cost of personnel.

As a final comment, I would like to offer strong endorsement for the Government's efforts to improve the quantity and quality of educational materials available to students in our schools. The educa-

tional materials budget has in the past been smaller than 1 percent of the total amount of money spent on educating the child.

In the face of the broad demands now being placed on our schools to enrich the curriculum and to develop young people competent to cope with all of the problems in our technologically advanced society, it is apparent that a broader spectrum of materials, printed, auditory, and visual, must be supplied to permit schools to teach much more and to do it more effectively.

These Federal investments in libraries and instructional materials in general are eminently worth while. In particular, they come as a great boon to the child living in our poverty areas in an environment lacking in many things, and certainly lacking in books. These children will be at home eventually in the world of learning only when they are able to partake aggressively and effectively in the necessary educational experiences to develop them as human beings and to introduce them to the skills and ideas necessary for adequate performance as human beings.

I will be glad to answer any of your questions, and I thank you for the opportunity of appearing before you.

Mr. DANIELS. Mr. Hawkins?

Mr. HAWKINS. I have two textbooks published by your company. "Our Friend," which is a basic reader, I suppose, was published in 1962. It has this cover on it. The other published in 1965, has an integrated picture on the cover and others throughout the book. The treatment of minorities is done in an excellent manner, I would say offhand.

Does this latter represent the change referred to in your statement about the acceptance of this treatment of textbooks? Does it also represent perhaps a dual use of textbooks? Are you still publishing the earlier one?

Mr. PETERSON. We are publishing both of them.

Mr. HAWKINS. Both concurrently?

Mr. PETERSON. If I may, I would like to correct the record or at least to put my statement on record that we do not have one edition for the North and one edition for the South. Both of these editions are sold in both the North and South, in fact every State of the Union including Hawaii and Alaska.

I think it is necessary for you people to understand some of the problems we as publishers have. One of the most important is that it is not often that you start with a clean slate of paper and start afresh, particularly a company such as Scott, Foresman & Co. which has been in the process of developing readers for almost the full 70 years we have been in existence. When we brought out our first multiethnic reader at grade 4, we had already completed our first three grades of books for a long program.

Those were in the established program with all-white characters. We felt we had to finish that program. At the same time we started at grade 4 with a multiethnic program. We brought out a program with the multiethnic characters in grades 4, 5, and 6. As soon as we finished with that, we went back.

I would like to point out those books are not identical. It is not just a change in illustration. We had to change stories, add stories, change characters, and add families.

Mr. HAWKINS. I assume the changes were also related to the same subject matter. But, you found it necessary to publish one book for a particular demand and a different book, including the content and text, for another demand.

I am not trying to censor. I am trying to find out why you felt it necessary to do this and whether or not this added to the cost of the publication of this textbook because you did change it. I assume there was a difference in cost?

Mr. PETERSON. It cost more to have two programs than one; however, we also have a bigger volume of business.

Mr. HAWKINS. Why did you conclude that it was necessary to publish two different textbooks, basically the same?

Mr. PETERSON. I think we have to go back to the fact that we had, for decades, been producing basic reading programs widely used throughout the United States. There are millions of our books already in use. While the typical adoption of a change in program would take 5 or 6 years, there are many schools using books for 8 to 10 years. So we will be producing the 1962 books for several years ahead to supply orders for schools that bought the books 4 years ago.

Mr. DANIELS. Will the gentleman yield?

Mr. HAWKINS. Yes.

Mr. DANIELS. When you updated the book, as you have here, showing multiracial characters, isn't it possible for your company to abandon the old book and push sales on the new book?

Mr. PETERSON. We expect to sell most of our new adoptions in the multiethnic version.

Mr. DANIELS. Is it not normal to push the new book as the old edition becomes obsolete?

Mr. PETERSON. Not quite in 4 years. You are correct, though, we would be pushing the multiethnic book.

Mr. DANIELS. What reason is there for selling the old book of 1962?

Mr. PETERSON. We have millions of customers that order film copies of the older edition. If we refuse to publish it, we would force them to have a new adoption.

Mr. DANIELS. Would it be more logical to say we have updated that book? This is a more modern book depicting our modern society of America as it is today and, therefore, they should be pleased to get an up-to-date modern book. It seems to me that would be more appealing than to buy an old book.

Mr. PETERSON. We would agree but we have State laws and regulations that force schools to keep on using books they adopted in 1962 or 1963 before these new materials were available. Some of those contracts will last up to 1968 or 1970.

Mr. HAWKINS. What is the cost of the 1962 book and the cost of the 1965 edition?

Mr. PETERSON. They sell at the same price.

Mr. HAWKINS. Now is the 1965 edition revised to reflect changes? Would you say the 1965 is more up to date and more accurate than the 1962 edition?

Mr. PETERSON. Certainly the portrayal of characters is more representative of our society. However, let's keep in mind the fundamental purpose of this book is to teach little kids to read.

Mr. HAWKINS. We hope to achieve a little more than that, but I will not get into interpreting the objective.

Has any local school district changed from the 1962 to the 1965 edition since the 1965 has become available?

Mr. PETERSON. I am sure the answer is "Yes," although I am hard pressed to tell you exactly. We had many schools that adopted the new edition in the primary grades as soon as the multiethnic was available in the grades 4 to 6. They kept the books they had in the other grades. Many went back and put in films of the multiethnic so they had both editions in school.

Mr. HAWKINS. Are you saying the only difference now is due to local regulations of school district or a State concerning the period in which adoptions are made? This is the only explanation as to the reason why a State or local school district would still be using the 1962 edition?

Mr. PETERSON. I am not sure I understand your question exactly.

Mr. HAWKINS. I think your explanation of why you continue to publish the 1962 edition is that certain States and local districts have adoption periods which means they must continue under the old contract, that is a 3-, 4-, or 5-year contract. This is the explanation of why a district which has available the latest edition does not use latest edition, but continues to use the 1962 edition.

What I am asking now is do you know of any State or district which is not faced with that problem and which has available to it technically and legally the right to use the latest edition, that is now using the 1965 edition in preference to the 1962 edition?

Mr. PETERSON. Well, I would have to say that everybody has not embraced multiethnic materials. There are some people who would still prefer to buy the others.

Mr. HAWKINS. There has been no pressure of any kind put on you by any district or any local area against the use of this 1965 edition?

Mr. PETERSON. No reprisals have been made. Nobody has said we won't adopt your arithmetic because you brought that out. There has been nothing of that sort. Everybody to whom we presented the books just didn't adopt them.

Mr. HAWKINS. Those that did not adopt that book; have they adopted the 1962 book?

Mr. PETERSON. Yes.

Mr. HAWKINS. So it is true then that given a preference and having the legal opportunity to do so, there are some areas that still prefer the 1962 edition to the 1965 edition?

Mr. PETERSON. I believe that would be true.

Mr. HAWKINS. Would you say it is primarily because of the treatment of the subject, the multiethnic treatment of the subject in the 1965 edition, that some areas use the 1962 edition rather than the 1965 edition?

Mr. PETERSON. They don't tell us their reasons. I think you have to read between the lines and decide for yourself.

Mr. HAWKINS. I think perhaps you know the reason.

That is all.

Mr. DANIELS. Mr. Radcliffe?

Mr. RADCLIFFE. No questions.

Mr. DANIELS. Do you know of any resistance to the purchase of the new integrated multiethnic books?

Mr. PETERSON. I would say that there have been places where our books have not been adopted but they adopted somebody else's multi-

ethnic material so it is hard for me to say they didn't take our books because of that.

Mr. DANIELS. You still publish some of your old textbooks for the elementary schools. What has been your experience with regard to sales in relation to the new integrated books you are publishing and the old?

Mr. PETERSON. It depends on the subject matter field. In social studies we sell more of the new multiethnic than the old books. Schools want materials that reflect the changes. Our sales there have been higher. As for the reading texts, our sales would be still greater for the established edition than the multiethnic edition, but there we have the pressure of film orders by people using our older edition for years.

I don't have the information at hand on the brandnew adoption, if you want quantities. We don't normally give out figures as we think of them as being of sales value only to our own company. Having read in Time magazine last week a comment that there was interest in a number of these books purchased by schools, I checked back and found that since May 1, 1965, Scott, Foresman & Co. has sold over 7 million items of multiethnic materials in all our subjects. It is a very impressive amount.

Mr. DANIELS. How many items have you sold of the old edition?

Mr. PETERSON. Keep in mind it is not just the multiethnic. For instance, a dictionary is a dictionary. There are other subjects the same way. If you take all our items and take this amount as a proportion of the total, I would guess it would be 12, 13, or 14 percent, in that neighborhood. Twelve to 14 percent of total items sold have been in the multiethnic range.

Mr. DANIELS. Do you sell in all sections of the country?

Mr. PETERSON. Yes.

Mr. DANIELS. All States of the Union?

Mr. PETERSON. Yes.

Mr. DANIELS. Does your firm manufacture and distribute textbooks with binders?

Mr. PETERSON. The term "binder?" We don't use that term. All of our textbooks have a standard binding, a standard created by the Book Manufacturers Institute with help of educational adopting agencies. There are certain standards that all textbooks must meet in order to be accepted in certain States.

As a result we make all books to match those standards so they will be accepted universally throughout the country.

Mr. DANIELS. There is no difference in the makeup of the binding of your books. They are all bound the same way?

Mr. PETERSON. Yes.

Mr. DANIELS. Does your firm give discounts for the purchase of books?

Mr. PETERSON. All schools get a 25-percent discount f.o.b. point of shipment.

Mr. DANIELS. Suppose you sell directly to the students; does the same discount apply?

Mr. PETERSON. If there is just one book bought in a bookstore, there is a jobber involved. The jobber would buy at 25-percent discount and he would probably add to the sale to the child.

Mr. DANIELS. Is a jobber involved in a sale to a school?

Mr. PETERSON. Sometimes. Most elementary schoolbooks are furnished free to children. There are still some areas where they are bought by parents. In that case there is usually a bookstore in town and the books are bought by the jobber or dealer and then sold to the parents or the child.

We sell to the school or dealer at the list price minus 25 percent.

Mr. DANIELS. Is the price uniform throughout the country?

Mr. PETERSON. Yes.

Mr. DANIELS. Just a moment, counsel would like to ask a question.

Mr. RADCLIFFE. Do you publish secondary schoolbooks?

Mr. PETERSON. We publish secondary as well.

Mr. RADCLIFFE. Do you have any review panel of scholars that looks over the books you intend to publish other than the person who perhaps originally prepared it?

Mr. PETERSON. Yes, indeed. It would depend on the individual subject, but part of the background of preparing a textbook is to develop a group of readers, as we call them, or commentators, people who comment on the organization that you plan in the beginning, who comment on individual chapters, and who keep on commenting all the way through the production of the material.

Mr. RADCLIFFE. To put my question in some context, I must say that I taught American history when I was just out of college and I was very unhappy with the text I had at that time, partly because of what we are involved with here today. For example, we had a lot of French Canadian children in the area and you would think all the French did in North America was to lose to the British.

Similarly in the treatment of other groups. Not just the representation of people as groups but also the treatment of historical facts, and the presentation of those facts. I wondered if that sort of thing had been improved in history texts.

Mr. PETERSON. I am fortunate that in all the years I have been in Scott, Foresman's employ, we never had a high school history. So I did not have to explain the faults someone might find with them. We are going to have a new one on the market in September and then I guess my troubles will begin. Any time you try to condense history, there is obviously the question of picking and choosing. You can't choose material that will satisfy people of the Hudson River Valley and at the same time satisfy people of the Columbia River Valley out in Washington.

Mr. RADCLIFFE. How do you take care of the differences in the multi-racial area we are discussing now? How would a child of Mexican ancestry or Spanish ancestry relate to some of the texts I have seen? We have a large section of the Nation in which the heritage is essentially Spanish and it is a proud heritage.

I have seen little treatment of that. Would it be desirable if publishers could more or less relate books to regional differences and regional experiences?

Mr. PETERSON. Well, that could be done. If you were to further fractionate your market your cost would go up considerably. As for the specific question about Spanish and Mexican people, we have, we think, made a very significant step forward in our multiethnic readers to take care of that group of people in our schools.

Mr. RADCLIFFE. I know you couldn't possibly carry this to its fullest extent with all the groups we have. At the same time, just to con-

clude my comment, I had the feeling from the text that I had available at that time, this was in the early 1950's, that the Negro disappeared from American life after the Civil War, the French Canadian never existed, and the Spanish left us with the galleons.

Of course, this is just not American history. I had hoped perhaps some of those things had perhaps been corrected. I am not current on what is happening.

Mr. DANIELS. Thank you, sir.

Our next and final witness is Mr. G. M. Fenollosa.

**STATEMENT OF G. M. FENOLLOSA, VICE PRESIDENT AND DIRECTOR,
HOUGHTON MIFFLIN CO., BOSTON, MASS.**

Mr. DANIELS. We welcome you, sir.

I know the hour is growing late and you have a prepared statement. I would like to suggest, if it is agreeable to you, that this particular statement be reported in the record in full and that you summarize the contents of it in order to afford us the opportunity to ask a few questions.

The bells will be ringing very shortly for the House to meet.

Mr. FENOLLOSA. Mr. Chairman, I am George Manuel Fenollosa, a vice president, director and executive committee member of Houghton Mifflin Co., publishers and book manufacturers for well over a hundred years. Houghton Mifflin Co. has three operating divisions:

The trade division is responsible for publishing books for the general book trade, for children and adults, both fiction and nonfiction.

The manufacturing division operates the Riverside Press, a complete book manufacturer from typesetting through binding, serving the publishing divisions of the company and other trade, educational, and reference book publishers.

The educational division, of which I am the director, is responsible for publishing books and other educational materials for use at all levels from the preprimary years through college.

In the past 32 years, with the exception of a 4-year leave of absence to serve in the Armed Forces, I have been engaged in the selling and editing of instructional materials and, more recently, in the direction of the company's educational activities, a responsibility which I share with other members of our management groups.

At the request of Congressman Powell, made to me in a letter dated July 29, 1966, I have prepared this statement for the House Committee on Education and Labor on the treatment of minority groups in texts and library books used in the Nation's schools. My statement takes up the six topics specified by Mr. Powell in the aforesaid letter.

(a) On April 24, 1963, the management of Houghton Mifflin Co. stated its policy with regard to the treatment of minority groups in books designed for school use. It reads as follows:

Houghton Mifflin Company subscribes to the principle that textbooks should present a fair and balanced treatment of all groups—racial, religious, and national—in American society. The various editorial divisions within the Company's Educational Department have the responsibility for ensuring that authors are aware of the company's position in planning new textbooks or revisions of textbooks at all educational levels. The company is not only sympathetic to but heartily in accord with the statements of policy on this subject offered by educators in Detroit, New York, St. Louis, and other cities.

Perhaps the most obvious area of the curriculum in which this principle should be upheld is that of social studies. We have been assured that one of the reasons

for the national success of the company's textbooks in history has been the conscious attempt by authors and editors to give space and emphasis to racial, religious, and national groups according to their contributions to the subject at hand. Similarly, in mathematics, science, literature, and other fields—not only in text materials but in illustrations—the company is making a deliberate effort to give a fair and balanced treatment of all groups in American life.

Houghton Mifflin Company agrees wholeheartedly with the recently issued joint statement of the National Education Association and the American Textbook Publishers Institute that the textbook has a unique role in helping to unify a nation composed of people living in different regions and representing different groups and races, each with its own traditions, beliefs, and background.

This statement was expanded the following year to put emphasis on the company's policy of publishing only one version of each new book or revision.

As a guide to authors and editors, the educational division distributed a booklet entitled "The Treatment of Minority Groups in Textbooks" (1963), which we obtained from the department of public instruction, Lansing, Mich. (See appendix.)

(b) A description of our present and earlier publications consisting of textbooks and library books in which minority groups have been treated in line with company policy would require a large amount of descriptive writing. Instead of trying to provide complete descriptions of our publications which meet the criteria, I shall refer to representative examples.

From the educational division's list of publications:

"Come Along," the second grade book in our Reading for Meaning series, begins with the story, "Galumph," written by Brenda Lansdown and illustrated by the Negro artist, Ernest Crichlow. It is the story of a city cat, belonging to no one in particular, who divides her busy days among Tony, a lively youngster modeled after the artist's son; Mr. Romano, an Italian baker; Maria, the daughter of a fruit vendor; and Patty, the sick child in a tenement bedroom. The story and the accompanying illustrations communicate to young readers an understanding of many of the facets of life in a big city.

Other stories in the book include "The Five Brothers," a Chinese folk tale; "Traffic Policeman," a city life story in which a white child cooperates with a Negro policeman when an emergency calls him away from his traffic-directing duties; and "A Penny for a Jack Rabbit," a story of the suburbs in which Negro and white 7-year-olds play together at a party.

"Climbing Higher," the third-grade book, starts with a story laid in Switzerland, then moves to "Tim's Woods," which tells a thrilling episode in the life of a Negro family living on a farm outside a small town in present day United States. "The Fast Sooner Hound," coming later in the book, is a children's classic written by the well-known Negro storyteller, Arna Bontemps.

Other books in the series have similar stories featuring Negroes and members of other minority groups. The stories point out overtly or by implication that minority groups not only are a valuable part of American society but have contributed to it from their own cultures.

Two of our Piper Books, a series of school library books, are devoted to biographies of Negroes: "Matthew Henson, Arctic Hero," and "Harriet Tubman, Flame of Freedom." Both are illustrated by Negro artists, the former by E. Harper Johnson and the latter by David Hodges. The Piper series also contains biographies of the famous

Indians: "Sacajewea" and "Pontiac," as well as heroes of other nationalities.

Our new series, Merit Books, puts back into print some of the children's books published originally by trade publishers which our advisers think should be kept available for schoolchildren to read. In form and content, the series is intended to encourage wide reading for enjoyment and to help children to develop good judgment in their choice of library books.

Of the three Merit Books published this year, one of them, "Truly Elizabeth," by Edna Weiss, is the story of a motherless girl from the country who, through the efforts of a Negro boy, makes new friends and finds a home and contentment in a truly representative section of New York City.

Our texts in social studies have for many years been concerned with the problems and contributions of minority groups. As early as 1948, some 15 years before the company policy was formally enunciated, the author of one of our social studies textbooks, "Everyday Problems of American Democracy," included a chapter entitled, "Population, Immigration, and Inter-Group Understanding," whose major theme was embodied in the question, "Is our community doing all that it can to promote equality of opportunity for all racial and religious groups?"

The first edition of our junior high American history text, "This Is America's Story," by Wilder Ludlum, & Brown, also published in 1948, was among the first to emphasize the contributions of multi-ethnic groups to the building of America. This 1948 edition contained two chapters dealing with the theme, "New Americans Join With Old To Enrich American Life."

More recently, of course, even more emphasis has been given to (1) the enrichment of American culture through the contributions of peoples of many different national, racial, and religious origins; and to (2) the persistent, if at times slow, struggle to insure equal rights and opportunities for all American citizens.

For example, the third edition of Wilder, Ludlum & Brown's, "This Is America's Story," published in 1966, treats these topics in both narrative and picture on more than 70 pages of the book. In similar fashion but more extensively, our newest senior high school history text, "A History of the United States," by Wade, Wilder & Wade, treats the problems, contributions, and achievements of Negroes at more than 100 points involving close to 150 pages of text and represents the Negro pictorially on 26 pages. Both books accord similar treatment to the many other minorities represented in American life.

In addition, Houghton Mifflin published in 1965 the first volume in its "Life in America Series," a book of readings entitled "The Negro in American Life," wherein the American Negro speaks for himself. Other volumes in the series will deal with other aspects of the American experience—the immigrant, the farmer, the businessman, the creative artist, and others.

The purpose of the "Life in American Series" is to present a balanced picture of the growth of the American nation in greater depth than can be included in any one textbook. Also in 1965, in cooperation with the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Houghton Mifflin published "Civil Liberties; Case

Studies and the Law," a volume whose emphasis, as Mr. Justice William J. Brennan points out in the foreword, "* * * is not alone upon the rights and privileges our Constitution assures to each of us (but) also upon the equally important responsibilities which every citizen must shoulder if the rights and privileges are to have real meaning for all of us."

The books of our trade division are offered to the general reader of every level of intellectual attainment. For more than a century, the trade division and its parent companies have been devoted to publishing books which make no concession to prejudice.

In the field of children's books, we have published in the past 25 years, among many others, these books of Florence Crannell Means: "Shuttered Windows" (1938): A Negro girl's adjustment to life forms a drama of universal interest.

"Great Day in the Morning" (1946): The grave evil of racial hatreds is taken up frankly and fairly.

"Tolliver" (1963): A freedom ride is described from the viewpoint of a Negro participant.

And these well-known books of Arna Bontemps:

"Sad Faced Boy" (1937): Alabama boys taste the varied experiences which Harlem affords.

"We Have Tomorrow" (1945): The struggles and successes of a dozen Negro Americans highlight the great issue of racial discrimination with calm, dispassionate frankness.

"Lonesome Boy" (1955): A young Negro boy follows his music through a series of adventures.

Other books published by our trade division during this period include:

"Skid" (1948) by Florence Hayes: The only Negro boy in a white school proves himself.

"The Peaceable Revolution" (1963) by Betty Schechter: A balanced account of how three men—Thoreau, Gandhi, and Martin Luther King—have used nonviolent resistance in the struggle for justice and principle.

"Pathways to Freedom" (1964) by Edwin D. Hoffman: Nine dramatically told incidents in American history illustrate situations in which groups of citizens banded together to achieve a basic freedom.

On a more adult level, we published in 1943 Roi Ottley's "New World A'Coming"—one of the first statements by a Negro of the needs and hopes of Negro Americans. In 1946 we published Ann Petry's "The Street"—one of the first books to present the Harlem Negro's plight in fiction. We are presently the publishers of John Howard Griffin's "Black Like Me" and Martin Duberman's dramatic documentary, "In White America."

On August 4 of this year we published a symposium called "The Negro American"—a book which formed the basis of the recent White House discussion on civil rights. President Johnson wrote the foreword. Reviews are already calling it "indispensable."

(c) As a result of our company's longstanding publishing policy, we have received few demands from school personnel for revisions of our texts to correct inadequate treatment of minority groups. Undoubtedly, some of our older books, when measured by today's concerns, may represent inadequacies; but as those books are revised, we shall improve them in every respect.

(d) I am aware of no problem in the past few years in connection with the failure of our publications to gain listings or to be purchased because of our treatment of integration.

(e) Changes in the price of books since the passage of the National Defense Education Act show the effects of increased costs of virtually every item going into the publication of books. The cost of editorial work, the cost of producing plates, and the cost of printing and binding have all gone up. In addition, publishers today invest more heavily in research and development than ever before.

Of more importance, perhaps, is the change in the physical characteristics of the books themselves. For example, let us look at two geometry books which we publish:

(1) "Plane Geometry" (1957) by Morgan and Breckenridge.

(2) "Geometry" (1963) by Morgan and Zartman.

In 1959 we manufactured 30,000 copies of the Morgan-Breckenridge book at approximately 64 cents a copy, while in 1966 we manufactured 30,000 copies of the Morgan-Zartman book at approximately \$1.60 a copy.

A table showing comparative physical characteristics of the two books is appended. (App. I.)

(The appendix referred to follows:)

APPENDIX I

	Morgan-Breckenridge	Morgan-Zartman
Number of pages.....	viii+536.....	viii+616+24(TV).....
Page trim size.....	5½ by 7¾.....	6¾ by 9¾.....
Number of inks used throughout.....	1.....	2.....
Transparent overlays.....	0.....	3 sets of 8 pages each.....
Square inches of contents.....	23,273.....	37,695 (62 percent more).....

MR. FENOLLOSA. (f) The directors of the American Book Publishers Council and the American Textbook Publishers Institute can speak with more authority than I with regard to the anticipated needs for increased expenditures by schools for text and library books. However, I will give another example from our books in mathematics.

In the case of the first-year algebra book that we were selling widely in 1957 (Algebra for Problem Solving, book 1, by Freilich, Berman, and Johnson), we had available for purchase only the student's book, a teacher's manual, a solution key to problems, and a set of practice and achievement tests.

In the case of the first year algebra book which has now replaced the earlier book (Modern Algebra, book 1, by Dolciani, Berman, and Freilich), we publish, in addition to the pupil's textbook, a programmed practice book for students, three series of progress tests, a set of overhead visuals for class use, a teacher's annotated edition, solution keys, assignment guides, and editions having various combinations of answers. In 1966 there are 45 separate items listed for purchase under our newest first year algebra. With the 1957 book, there are only 11 items.

To reach the student of today, teachers demand more and different kinds of educational materials than they needed just a few years ago.

There seems to be little question that to serve adequately the many different levels of educational programs, there is need for increased expenditures on the part of the schools.

In the 19th and 20th centuries, decade by decade, as our understanding of our problems has advanced, we have sought to publish books which would inculcate in readers of all ages a full, just, and humane understanding of the world and of our obligations to it under the 14th amendment. In 1871, we became the publishers of the poetry of Emma Lazarus, daughter of Russian parents who came to America to seek liberty.

Her name is no longer well remembered, but she wrote a five-line stanza that is known today by many of the schoolchildren throughout the Nation. That stanza begins:

Give me your tired, your poor,
Your huddled masses yearning to breathe free, * * *

Thank you for the privilege of appearing before you.

Mr. DANIELS. Thank you. Our first witness today, Dr. McCaffrey, testified that these new multiracial and integrated books being published today are a result of conferences held with educators, teachers, and people specializing in this type of work.

Is your firm familiar with these conferences? Have you kept yourself informed of the surveys and results of these conferences?

Mr. FENOLLOSA. Yes, sir; we have sent representatives to all the conferences mentioned by Dr. McCaffrey, I believe.

Mr. DANIELS. As a result of these conferences certain recommendations have been made. Has your firm implemented its policies with respect to your new books for the elementary and secondary schools?

Mr. FENOLLOSA. Yes, sir. We have checked the recommendations of the groups in the meetings we have attended and we have found our policy, as stated by us in 1963, and actually followed many years before that, is very much in line with the policies stated by these groups.

Mr. DANIELS. I assume you have a staff in your firm that also engages in the study of educational material and makes recommendations for the upgrading, updating, and modernization of your textbooks. Is that so?

Mr. FENOLLOSA. Yes, sir.

Mr. DANIELS. Have you added anybody to your staff in the last 3 or 4 years for this purpose?

Mr. FENOLLOSA. No, sir. Not just for this purpose. Our entire staff is in research and development and is working in all fields at all times.

Mr. DANIELS. Do you still publish the book "Looking Ahead," and also another book called "Black Lamb"?

Mr. FENOLLOSA. Yes, sir; we still publish "Looking Ahead." We do not publish a book that I know of called "Black Lamb."

Mr. DANIELS. Dr. Matthew informs me the title "Black Lamb" refers to a story in the book "Looking Ahead."

Mr. FENOLLOSA. Yes, sir, we publish the book and there is a story called "Black Lamb" in that book. That is about a lamb called Midnight.

Mr. DANIELS. It has been pointed out to us by a witness who appeared here yesterday that they considered that book derogatory of the Negro race; what is your opinion?

Mr. FENOLLOSA. I was not here yesterday and I do not know the reasons given for this book being derogatory.

Mr. DANIELS. I presume you are familiar with the contents of that?

Mr. FENOLLOSA. I am familiar with the story and I think it does the opposite. It is the story of a farm in which a black lamb is born to a white ewe. The mother of the lamb pushes the black one aside. The little boy takes the black lamb from the pen, takes it into the kitchen, brings him up in the house rather than the stable, puts it under the stove, feeds it, and eventually enters it in the county fair where it wins the prize. It is the first time a black lamb has ever taken the prize in the show as best animal.

I think it is a wonderful story to show how blind acceptance of something that people have grown up with is wrong and a new attack on a problem can be made.

Dr. MATTHEW. I think we had this reaction from the Harlem parents group who spoke yesterday. They cited the story in just about the way you did just now. I think they further said that after winning the prize, the comment was made, "It is wonderful he won the prizes, but it is too bad he is black."

Mr. FENOLLOSA. I think you are correct. May I get the book and read it?

Dr. MATTHEW. Surely.

Mr. FENOLLOSA. I think in order to be appreciated the story must be read completely and we cannot do that in the time you have here.

The story ends:

"As Jeremiah told the story of Midnight, all the judges gathered around him. They listened very carefully.

"Jeremiah," said the judge who had been writing on the paper, "your lamb is a new kind to us. At first we weren't sure just how we could judge him, but we didn't let that stop us.

"We've agreed on two things about your lamb. He's black, and he likes to butt. We also agreed that his butting doesn't keep him from being a fine animal.

"I am pleased to tell you, Jeremiah, that your lamb, Midnight, has won both the blue ribbon for the best spring lamb and the special cash prize for the best lamb in the whole fair."

On the way home, Jeremiah and Granny agreed that it had been a wonderful fair.

Suddenly Jeremiah thought of something.

"Granny," he asked, "did the judges look at your grape jelly? I forgot about it!"

Granny smiled proudly. "They did," she said.

"Your black trouble-maker isn't the only one who won a first prize. We won two blue ribbons and two cash prizes."

Just then the train began to slow down.

"Granny! Granny!" shouted Jeremiah. "This is Banks Corner! We're home!"

"What's all that noise?" asked Granny.

"That's for us," said Jeremiah proudly. "People here have probably heard the news already. There's a crowd waiting at the station. Isn't it good to be home!"

"It is, indeed," agreed Granny. "And to be two prize-winners!"

Dr. MATTHEW. I think from what you said evidently the editors of this series thought that was an excellent item to include in this series because it did indicate a lamb that was black could be a winner. Any-one doubting anything black could be a winner should have second thoughts.

I think in 1966 it is sort of out of step for anyone to question the fact, that it is unusual ipso facto, for anything black to win a prize. Maybe your editors could take another look at that story since it is 1966 and there are black children looking more carefully at how things black are regarded because of our history in this country.

Mr. FENOLLOSA. That is very true, Dr. Matthew. Of course, it is a fact that this is where the term "black sheep" came from, directly from animal husbandry. This shows how these old things can be transferred to our society, although it is in the animal society.

Mr. DANIELS. Have you noticed any resistance by the school boards to purchasing your new line of multiracial or integrated books?

Mr. FENOLLOSA. No, sir.

Mr. DANIELS. None whatsoever?

Mr. FENOLLOSA. No, sir.

Mr. DANIELS. You did indicate in your oral testimony there was some increase in the price of your books. Can you give me any indication of how large an increase has been made by your firm in the sale of books in recent years?

Mr. FENOLLOSA. The increases have followed the increased costs we have been paying for the ingredients going into our books, mostly the printing paper, cost of plates, cost of research and development, and these are reflected by formula in the prices we charge.

Mr. DANIELS. How much has that amounted to approximately, percentage-wise, in the last 5 or 6 years?

Mr. FENOLLOSA. I guess around 10 percent. I don't have exact figures.

Mr. DANIELS. Would you say that is a reasonable increase?

Mr. FENOLLOSA. Yes, sir; but it may be too little.

Mr. DANIELS. I will ask the same questions I asked previous witnesses. Do you give school boards or boards of education who purchase your books any discount on the purchase price?

Mr. FENOLLOSA. Our list price has applied to it a standard discount of 25 percent.

Mr. DANIELS. That is uniform practice in the trade?

Mr. FENOLLOSA. Yes, sir.

Mr. DANIELS. Mr. Radcliffe?

Mr. RADCLIFFE. No questions.

Dr. MATTHEW. How many books do you have in your inventory, textbooks that are regarded as the integrated kind?

Mr. FENOLLOSA. That is a hard question.

Dr. MATTHEW. Do you have dual editions, one integrated and one nonintegrated?

Mr. FENOLLOSA. We have one version of our reading series, for example, in all our books. We do carry older editions in stock as long as there is a demand for them.

Dr. MATTHEW. Is there any cutoff point?

Mr. FENOLLOSA. When it is uneconomical for us to carry them, print them, or use warehouse space, we cut them off. We also must fill our contracts with a city or State. We must honor a contract. Then just as soon as it has expired, we put the books out of print.

Dr. MATTHEW. Would it be possible to supply the committee with some statistics showing the number of integrated editions sold in the

southern region or the sales of every State and, if possible, a sampling of your integrated editions?

Mr. FENOLLOSA. Our company does not publish the sales figures. I would be happy to do it on the integrated editions but we usually do not on all books because of the highly competitive nature of our market.

Dr. MATTHEW. You could do it for the integrated?

Mr. FENOLLOSA. We could do it. I have the information, but I would prefer not to make it public.

Dr. MATTHEW. Could you tell us the States they are selling in?

Mr. FENOLLOSA. The series of readers mentioned in my report is going to be very widely used in Texas. It was one of five placed on the Texas State list.

Dr. MATTHEW. Will you tell us which other Southern States will be using it?

Mr. FENOLLOSA. This is a new book this year and Texas has been the first testing ground this series has been offered for. I don't have the other information. I can write to you about that, if there are other States.

Mr. DANIELS. Without divulging any trade secrets would it be possible to list the information in percentages rather than in specific numbers?

Mr. FENOLLOSA. I would guess that this year the new 1966 reading series will be selling probably at the rate of five times as much as the earlier series which was dated 1963. This is the one that is being pushed everywhere for new adoptions. The only reason we are keeping the other one in print is because of prior commitments to furnish them.

Mr. DANIELS. Do you know of any refusal on the part of any school boards to purchase these new books?

Mr. FENOLLOSA. No, sir; I do not.

Dr. MATTHEW. How long will it take these contracts to expire? Will you be issuing dual editions for the next 20 years?

Mr. FENOLLOSA. I believe the longest is 8 years. I don't believe we entered into any 8-year contracts or have entered into any 8-year contract during the last 2 years for these particular books.

Dr. MATTHEW. So, for at least 8 years, some school systems will be having the lily-white edition; they won't be getting the integrated edition?

Mr. FENOLLOSA. Unless the State itself lets us off the hook and decides to change it.

Dr. MATTHEW. In view of the policy statement you mentioned in the beginning of your paper it seems rather interesting that this would be continuing for as long as you said. Does it cost considerably more—let me put it this way, is it cheaper to produce an integrated edition to be used in all schools than to carry the two editions?

Mr. FENOLLOSA. I think it is always more expensive to have two editions. It increases the inventory.

Dr. MATTHEW. Now you have three, the old dual edition plus the new edition?

Mr. FENOLLOSA. We never had an old dual edition. The book mentioned in my report is the 1966 edition. That is the only one we ever published. We never had two versions. This takes the place of the

1962 and 1963 editions. We have to keep that other one going to fill in, but we are not pushing it.

Dr. MATTHEW. Just for the record what is the difference then between the 1966 edition and the older one?

Mr. FENOLLOSA. New stories. They cannot be used together. They are different books entirely.

Dr. MATTHEW. Integrated books, you would say?

Mr. FENOLLOSA. Yes; the new ones.

Dr. MATTHEW. Thank you.

Mr. DANIELS. Thank you very much.

That concludes today's hearing and the meeting is adjourned until next Tuesday at 10 o'clock when we will continue the hearings.

(Whereupon, at 12:15 p.m., the hearing was adjourned, to reconvene at 10 a.m., Tuesday, August 30, 1966.)

BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES

TUESDAY, AUGUST 30, 1966

HOUSE OF REPRESENTATIVES,
AD HOC SUBCOMMITTEE ON DE FACTO SEGREGATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 a.m., in room 2175, Rayburn Office Building, Hon. Dominick V. Daniels presiding.

Present: Representatives Daniels, Hawkins, Burton, Brademas, and Ashbrook.

Also present: Representative John H. Dent, Dr. Eunice Matthew, education chief, and Charles Radcliffe, minority counsel.

Mr. DANIELS. The committee will come to order.

Our first witness this morning is Mr. Charles F. Carroll, superintendent of public instruction of the State of North Carolina.

Mr. Carroll, will you step forward?

STATEMENT OF CHARLES F. CARROLL, SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF NORTH CAROLINA

Mr. CARROLL. Mr. Chairman and gentlemen, first, I will ask how you want me to proceed. I have here 11 pages describing the manner in which North Carolina treats textbooks and library books. Then I have, in the next six pages, legislative statutes prescribing the manner in which we shall conduct this business and the remaining pages reveal criteria we advocate in North Carolina. Shall I read or summarize and give you the high spots?

Mr. DANIELS. Mr. Carroll, I would suggest you proceed in any manner you deem advisable. You may read your statement or submit your statement for the record and highlight the main parts of it and then the committee will ask you questions.

Mr. CARROLL. Thank you.

I am Charles F. Carroll, superintendent of public instruction, State of North Carolina, a constitutional officer serving as administrative head of the public school system and as a member and secretary of the North Carolina State Board of Education.

I am glad to be here today upon invitation extended to me by the chairman of the Committee on Education and Labor to give testimony relating to—

(a) The position of the State of North Carolina with regard to the treatment of minority groups in books for school use;

(b) Efforts of education authorities in North Carolina and local districts to provide for all children text and library books which rectify adverse attitudes toward minority groups;

(c) Methods of selection, assignment, and distribution of text and library books for school use;

(d) The uses of the provisions of Federal educational legislation for the increase in supply of text and library resources for the schools in our State;

(e) Anticipated continued needs for these kinds of support; and

(f) Proportion of this assistance in total budget for texts and school library use.

GENERAL PROVISIONS RELATING TO TEXT AND LIBRARY BOOKS

The State of North Carolina and its county and city school administrative units select, adopt, and distribute (a) basal texts, (b) supplementary texts, and (c) library books.

Basal texts

The basal text, of course, is that supplied to each pupil within a given grade or class—for instance, the geography text used by all children within the sixth grade.

The State of North Carolina supplies without cost one or more basal texts in each subject area to each pupil in grades 1 to 8. In the secondary school, grades 9 to 12, the State provides basal textbooks in most country and city school administrative units on a rental basis.

The rental fee is not to exceed \$5 a year. In order to prevent the rental fee for secondary school basal textbooks from exceeding \$5, the State legislature appropriates \$5 per year per pupil to apply to the total cost.

In other words, the State has at the secondary school level the equivalent of a 50-percent-free basal textbook system. A few of the State's 169 school administrative units own basal textbooks and operate their own rental system, but the rental fee cannot exceed that charged to pupils in the State rental system.

Currently, there are available to North Carolina's 1,200,000 public school pupils an estimated 11,150,000 basal textbooks.

Supplementary texts

The supplementary texts, of course, are those which are used to supplement and enrich the basal text. The State legislature provides \$2 per pupil annually for supplementary texts in grades 1 to 8. County and city units also appropriate funds for this purpose.

Currently there are available to North Carolina public school pupils, chiefly for the 850,000 at the elementary level, an estimated 8 million supplementary textbooks.

Library books

Library books are purchased by county and city boards of education with funds made available by State, local, and Federal governments. Through gifts many additional library books are provided.

Currently there are in the libraries of the public schools of North Carolina approximately 11,300,000 volumes.

Legislative provisions

The manner in which textbooks shall be selected, adopted, and provided is prescribed largely in General Statutes 115-206 to 115-228. (See pp. 12 through 18.)

Without objection, I will proceed to give you the highlights. Quick reference to these statutes reveals these more pertinent and significant provisions:

G.S. 115-206

Stipulates that all selections and adoptions of books shall stem from a course of study adopted by the State board of education upon the recommendation of the State superintendent of public instruction.

G.S. 115-207

Authorizes the State board of education to select one or more basal texts in the several grades and subject areas.

G.S. 115-208

Provides a textbook commission of 12 members appointed by the Governor upon recommendation of the State superintendent. Currently all members of the textbook commission are of the white race. Because it would border upon the impossible to expect members of the textbook commission to have competence in all subject matter fields for which they recommend basal textbooks, it is customary for members of the commission to use as many advisers as they may choose.

The names of the advisers chosen from time to time are unknown even to the chairman of the textbook commission. I know, however, that eight or nine members of the Negro race were used as advisers in recent key adoptions.

G.S. 115-209

The evaluations and recommendations of the textbook commission shall be based upon the suitability of the book to the grade for which it is offered, the content or subject matter, and other criteria prescribed by the State board of education.

PROCEDURES FOLLOWED IN THE SELECTION AND ADOPTION OF TEXTS AND
LIBRARY BOOKS—BASAL TEXTBOOKS—THROUGH THE SERVICES OF THE
STATE TEXTBOOK COMMISSION

After the State textbook commission has been organized and after the State board of education has authorized a textbook adoption, the State superintendent notifies members of the appropriate textbook commission division (elementary or high school) that there is to be an adoption in a given subject area or areas. The State superintendent notifies all textbook companies, properly registered in the State, that an adoption is pending.

The letter from the State superintendent notifying the publishing companies that an adoption is pending sets forth: (1) what subject matter fields are included and for what grades; (2) whether books to be submitted shall be a series or whether only single texts will be considered; (3) names and addresses of members of the textbook commission—elementary and high school divisions, and when and where samples are to be sent; (4) a copy of the policy and procedures to be

followed by the commission and textbook companies; and (5) place and date for the first meeting of the textbook commission.

Members of the textbook commission who are teachers or principals in the elementary grades evaluate all textbooks offered for adoption in the elementary grades; members who are high school principals and teachers evaluate all textbooks offered for adoption in the high school field.

As stated above, each member of the commission may secure the help of such advisers as he may select. In this way the members of the commission have the privilege of securing the opinions of experts in a very technical field, as well as the opinions of persons whom they consider well qualified to evaluate books in a given subject area.

Each commission member must file a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and filed with the State superintendent of public instruction. In the evaluation of textbooks the members of the commission do not concern themselves in any way with the price of the book or its mechanical structure.

At the next meeting of the State board of education after evaluation reports are filed, the members of the appropriate textbook commission meet with the State board of education for joint examination of the reports. The State board then selects a multiple list of books (usually three or four) and requests sealed bids from the publishers of all books so selected. Sealed bids are opened at the next regular meeting of the board and contracts are awarded.

New free textbooks in grades 1 to 8 are sent to county and city boards of education by the division of textbooks of the State board of education.

Supplementary textbooks

The procedure for selecting and adopting supplementary textbooks is different in some respects from that employed in the selection and adoption of basal textbooks. When a supplementary adoption is authorized, the State superintendent sends a letter to all textbook publishers properly registered in the State, advising what type of material shall be submitted and when and to whom samples shall be sent.

Then, all books submitted for supplementary are evaluated by the professional staff of the State department of public instruction. At least three persons evaluate each title before a recommendation is made concerning the inclusion of a particular title on the recommended list to be presented by the superintendent of public instruction to the State board of education for adoption.

Subject specialists and generalists both serve on the evaluating teams. These teams include white and Negro professional staff members. If in the consideration of any book any question arises with regard to a racial or ethnic matter, both white and Negro staff members do a depth analysis to determine whether the book in question meets the basic criteria for selection, and whether the content is covered in an honest, unbiased manner. If a sharp difference should develop (to my knowledge no such difference has ever evolved), the opinion of the evaluators more closely allied to the topic covered would in all probability be followed.

White and Negro professional staff members work together with but one objective—to select the very best books that meet criteria accepted by education and library professions.

Currently the supplementary textbook list contains 1,180 titles for elementary schools and 1,072 titles for secondary schools.

Supplementary textbooks are distributed to county and city school systems upon order. County and city school authorities select titles for purchase from the supplementary book catalog primarily upon the basis of these criteria:

1. Needs of individual school (*a*) based on knowledge of the curriculum and (*b*) based on requests from administrators and teachers.
2. Needs of the individual student (*a*) based on knowledge of children and youth and (*b*) based on requests of students and parents.
3. Provision of a wide range of materials on levels of difficulty, diversity of interest, and presentation of different points of view.
4. Provision of artistically prepared materials.
5. Format of materials.

LIBRARY BOOKS—THROUGH SERVICES OF DEPARTMENT OF PUBLIC INSTRUCTION STAFF AND COMMITTEE NAMED BY THE STAFF

Library books are evaluated by the professional staff members in the department of public instruction and by individuals and committees composed of county and city school personnel. Although a primary objective is to select materials to enrich and support the curriculum, opening windows into the world—past, present, and future—is also an important objective of selections of library books.

The department of public instruction issues many bibliographies, some general and many others on specific topics. Included are such publications as "Reference Materials for School Libraries," 958 recommended reference titles; "North Carolina Materials and Resources," extensive coverage of materials to meet the needs of students and teachers of North Carolina geography, history, and government; and "Library Book Catalog," an annual list of approximately 6,000 recommended titles including a wide range of subjects and levels of difficulty—a general basic list.

Professional lists of library books prepared by authorities outside the department of public instruction are used extensively in recommending titles on a particular subject to schools. The excellent bibliographies issued by the New York Public Library under the direction of Mrs. Augusta Baker (a Negro) are referred to frequently by our staff.

An attempt is made to include in the department's "Library Book Catalog" the best titles that will present a balanced coverage of the field of knowledge and of the world in which we live. Books about the Negro and by the Negro are a part of this catalog; however, no attempt is made to segregate these titles. Instead, these titles are integrated into the appropriate section of the catalog; e.g., biographies, history, fiction, et cetera.

Selection of books to be purchased for inclusion in a given school library is done at the county and city level, and the responsibility for selection rests with the local board of education. The State depart-

ment of public instruction does not dictate to the county or city school system as to what may or may not be placed in the individual school library.

The department recommends a wide variety of titles and assists local school personnel in the development of sound and professional selection policies and procedures.

To facilitate selection and purchase, the department encourages county and city boards of education to adopt a policy statement for the selection of materials such as that formulated and adopted by the Union County (North Carolina) Board of Education. (See pp. 19-24.)

I would say, Mr. Chairman and members of the committee, in my opinion as an educator, I think these criteria on pages 19 through 24 represent some of the best thoughts projected many times in educational circles in the whole country.

On page 19 you will see objectives of selection and then responsibility for selection of materials, page 20, "The criteria for selection," "The procedures for selection," and then "The classifications," into which these selections would be classified, that is, page 21.

Page 22, "Challenged materials." We make provisions in our recommendations of policy for all and sundry to raise any questions anyone has. On page 23 a form, a little unique, undoubtedly, used in many places of a citizen's request for a review of a book. If a citizen at any time has a question about any book he is in this particular county, as I say we advocate this type of procedure in all the cities in the State, but any citizen wanting to complain about any book can fill out that form and then on page 24 is a good quiz on "How Good is Your Book Selection Policy?"

Reverting to page 9:

Evaluative criteria used by textbook commission members and by professional staff members of the department of public instruction in the selection and recommendation of textbooks

For the guidance and direction of textbook commission members and professional staff members in the department of public instruction with regard first to basal texts and then to supplementary texts, such criteria as these are usually employed:

Author.—Has authoritative authorship; academic preparation; experience; position; and knowledge of child growth and development.

Content.—Conforms to the North Carolina program of studies; is interesting (readable), thought provoking, accurate, and up to date; is appropriate in vocabulary and content for grade or subject level; is objective and free from bias.

Organization.—Materials arranged in a logical sequence; ways are suggested in which correlation of other subjects can take place.

Illustrative material.—Includes maps, charts, graphs, photographs, and drawings which are attractive, related to immediate reading content, adequate in number, accurate, up to date, and of real educational value.

Teacher's guide.—Includes suggested teaching procedures; outlines desired skills; has suggestions for extension and depth study; et cetera.

Special features.—Table of contents, index, appendixes, glossary, and pronunciation guide are included.

Format.—Print is easily read; covers are durable, attractive, and practical; et cetera.

Use of Federal funds in increasing supply of texts and library resources

It is estimated that within the past year approximately 1,600,000 books and other publications have been purchased with Federal money by county and city boards of education in North Carolina. Fully 80 percent of these books and publications have been placed in the libraries.

Through title II of the Elementary and Secondary Education Act the schools have purchased or have authorization to purchase about 533,000 volumes.

Through titles I and III of the Elementary and Secondary Education Act an estimated 622,000 volumes have been purchased or authorized.

Through title III of the National Defense Education Act an estimated 438,000 books or other publications have been purchased or authorized.

Through Vocational Education Act funds an estimated 5,300 books and other publications have been purchased.

Naturally, these added resources have promoted learning.

Anticipated continued need for Federal support for books

Obviously the need for additions to and replacements of books and other publications in all categories is recurrent and perpetual. The average child in North Carolina public schools reads voluntarily each year in excess of 35 library books. Thus, the task constantly confronting school personnel is to have available to these reading children enough good books.

Position of the State of North Carolina regarding treatment of minority groups in books for school use and regarding books as teaching-learning aids

In the selection of textbooks, library books, and other instructional materials consideration is given to their appropriateness to the program of studies with the view to portraying fairly and accurately all members of our total society.

In the selection, adoption, and distribution of textbooks, library books, and other instructional aids and materials, the State of North Carolina and its county and city school administrative units do not think in terms of minority or majority groups.

In its provisions for public education it does not emphasize race, national origin, creed, color, or kindred condition. The State of North Carolina is committed to the placing of all of the wealth of the State behind the education of all of the children of the State regardless of who they are or where they live.

There are available to county and city boards of education multiethnic books not so much because of consideration of the multiethnic or intercultural aspect as because the books are good books.

In essence, it might be said that in North Carolina public school authorities at all levels desire and are determined to have available for pupils and teachers the very best instructional aids and materials, including textbooks and library books. It is to be expected that these

school authorities will continue to insist that all books shall be factual, accurate, and without any tinges of propaganda, artificiality, and distortion of fact.

If at any time any author or publisher submits to any of our school authorities any book concocted primarily to sell and not primarily to enhance and advance the learning of the children, the author and publisher will have their books rejected. As in all other areas of school operations North Carolina school authorities in the selection and adoption and use of books will continue to paramount excellence and cast aside everything else.

That represents, Mr. Chairman and gentlemen, the basis of my presentation, a code by the statutes and the criteria to which I referred earlier.

(The data referred to follows:)

STATUTES GOVERNING THE SELECTION AND ADOPTION OF TEXTBOOKS IN NORTH CAROLINA

A. BASAL TEXTBOOKS

G.S. 115-206. Textbook needs are determined by course of study.—When the State Board of Education shall have adopted, upon the recommendation of the State Superintendent of Public Instruction, a standard course of study for each grade in the elementary school and in the high school setting forth what subjects shall be taught in each grade and outlining the basal and supplementary books on each subject to be used in each grade, the Board shall proceed to select and adopt such textbooks. Textbooks adopted in accordance with the provisions of this article shall be used by the public schools of the State. Such supplementary books as may be adopted shall neither displace nor be used to the exclusion of basal books.

115-207. State Board of Education to select and adopt textbooks.—The Board is hereby authorized to select and adopt for the exclusive use in the public schools of North Carolina, textbooks, publications, and instructional materials needed for instructional purposes in each grade and on each subject matter in which instruction is required by law. It shall adopt for a period of not less than five years, two or more basal primers for the first grade, two or more basal readers for each of the first three grades, one or more basal readers for grades four through eight inclusive, and one or more basal books or series of books on all other subjects required to be taught in the first eight grades, and one or more basal books for all subjects taught in the high school: Provided, further, that the State Board of Education may enter into contract with a publisher for a period of less than five years, if any advantage may accrue to the schools as a result of a shorter contract than five years.

115-208. Appointment of Textbook Commission; members and chairman; compensation.—The Governor, upon the recommendation of the State Superintendent, shall appoint a Textbook Commission of twelve members who shall hold office for four years, or until their successors are elected and qualified. The Governor shall fill all vacancies by appointment for the unexpired term. Seven of the members shall be outstanding teachers or principals in the elementary grades; five shall be outstanding teachers or principals in the high school grades: Provided, that one of the members may be a county or city superintendent. The Commission shall elect a chairman, subject to the approval of the State Superintendent. The members shall be paid a per diem and expenses as approved by the Board. The reenactment of this section shall not have the effect of vacating the appointment or changing the terms of any of the Commissioners heretofore appointed.

115-209. Commission to evaluate books offered for adoption.—The members of the Commission who are teachers or principals in the elementary grades shall evaluate all textbooks offered for adoption in the elementary grades. The members who are teachers or principals in the high schools shall evaluate all books offered for adoption in the high school grades.

Each member shall examine carefully and file a written evaluation of each book offered for adoption.

Special consideration shall be given in the evaluation report as to the suitability of the book to the grade for which it is offered, the content or subject matter, and other criteria prescribed by the Board.

All evaluation reports shall be signed by the member making the report and filed alphabetically with the Board not later than a day certain as fixed by the Board when the call for adoption is made.

115-210. Selection of textbooks by Board.—At the next meeting of the Board following the filing of the reports, the Textbook Commission shall meet with the Board and jointly examine the reports. The Board shall then select from the books evaluated such books which the Board believes will meet the teaching requirements of the North Carolina public schools in the grade or grades for which they are offered. The Board shall then request sealed bids from the publishers of all books so selected.

The Board shall make all needful rules and regulations with reference to asking for bids, notifying publishers as to calls for adoption, execution and delivery of contracts, requirement of performance bonds, cancellation causes, and such other material matters as may affect the validity of the contracts.

115-211. Adoption of textbooks and contracts with publishers.—The sealed bids of the publishers shall be opened at the next regular meeting of the Board in the presence of the Board. The Board may then adopt the books required by the course of study and enter into a contract with the publisher for such adopted books. The Board may refuse to adopt any of the books offered at the prices bid and call for new bids: Provided, that when bids are accepted by the Board and a contract entered into, the contract may require, in the discretion of the Board, that the total sales of each book in the State of North Carolina be reported annually to the Board.

115-212. Continuance and discontinuance of contracts with publishers; procedure for change of textbooks.—At the expiration of existing or future contracts, the Board may, upon approval of the publisher, continue the contract for any particular book or books indefinitely, that is, for a period not less than one nor more than five years. The Superintendent may at any time recommend to the Board that a given book is unsatisfactory for the schools, whereupon the Board may call for a new selection and adoption.

In the event a change of any textbook is required by vote of the Board, the publisher shall be given ninety (90) days' notice prior to the first day of May, at the expiration of which time the Board is authorized to adopt a new book or books on said subject. The publisher desiring to terminate his contract which has been extended beyond the original contract period shall give notice to the Board ninety (90) days prior to the first day of May. The Board may then proceed to a new adoption.

115-213. Advice of Attorney General as to form and legality of contracts.—All contracts between the Board and publishers of textbooks shall be subject to the approval of the Attorney General as to form and legality.

In the event that any publisher shall fail to keep his contract as to prices, distribution, adequate supply of books in the edition adopted, or in any other way violates the terms of his contract, the Attorney General shall bring suit against such publisher when requested by the Board for such an amount as may be sufficient to enforce the contract or to compensate the State because of the loss sustained by failure to keep said contract.

115-214. Publishers to register all agents or employees.—Publishers submitting books for adoption shall register in the office of the State Superintendent of Public Instruction all agents or other employees of any kind authorized to represent said company in the State and this registration list shall be open to the public for inspection.

115-215. Sale of books at lower price elsewhere reduces price to State.—Every contract made by the Board with the publisher of any school textbook on the adopted list in this State shall be deemed to have written therein a condition providing that in the event said publisher during the life of his contract with this State shall contract with another state, or with any county, city, town, or other municipality, or shall place said textbook on sale anywhere in the United States for a less price than that in his contract with the State of North Carolina, said publishers shall immediately furnish said textbooks to this State at a price not to exceed that for which the book is furnished, sold, or placed on sale in any other state, or in any other county, city, town, or municipality.

115-216. Powers and duties of State Board of Education.—The children in the public schools of the State may be provided uniformly with free basal textbooks within the appropriation of the General Assembly for that purpose, and with

supplementary textbooks and instructional materials at a minimum annual rental, the State Board of Education is hereby authorized and directed to administer a fund and to establish rules and regulations necessary to—

(1) Acquire by contract or purchase such textbooks and instructional supplies which are or may be on the adopted list of the State of North Carolina, and to purchase materials, supplies, and equipment which the Board may find necessary to meet the need of the public school system of the State and to carry out the provisions of this article.

(2) Provide a system of distribution of said textbooks and supplies to the children in the public schools of the State, and distribute such books as are provided under the rental system without the use of any depository other than some agency of the State, to use warehouse facilities for the distribution of all the supplies, materials, and equipment authorized to be purchased in subsection (1) hereof.

(3) Provided for the free use, including the proper care and return thereof, of elementary basal textbooks to such grades, including the eighth grade of the elementary public schools of North Carolina as may be determined by the Board. The title to said books shall be vested in the State: Provided, that the Board may furnish basal elementary textbooks on a rental basis in any or all elementary grades when it is deemed necessary.

(4) Provide books for high school children in the public high schools of North Carolina on a rental basis. Said annual rental charge shall be collected in an amount not to exceed one-third of the cost of said textbooks: Provided, that free basal books may be furnished to high school children if sufficient funds are available and if the Board finds it advisable to take such action.

(5) Provide supplementary readers and other supplementary books for the elementary children in the public elementary schools of North Carolina on a rental basis. Said annual rental charge shall be collected in an amount not to exceed one-third of the cost of said textbooks: Provided, that the Board shall not charge a rental fee for books, supplies, and materials used in the public schools in excess of the actual cost to the State, including the handling and administration of such rentals. Provided, further, within funds available the Board may provide for the free use of supplementary readers and other supplementary books in the public elementary schools.

(6) Provide and distribute all blanks, forms, and reports necessary to keep a careful record of all the books, including their use, state of repair and such other information as the Board may require.

(7) Buy and sell library books to be placed in the public schools of this State from a list to be selected by the State Superintendent of Public Instruction with the approval of the Board and to be placed in such schools as may be designated by the Board: Provided, that such library books shall be purchased in accordance with the rules and regulations duly promulgated by the Board.

(8) Provide for the use of said textbooks without charge to the indigent children of the State.

(9) Cause an annual audit to be made of all transactions of the Board in administering said book funds, which audit shall show separately all items of cost for furnishing free basal textbooks and other items of cost and all rentals collected on rental books.

115-217. Proper care of books; right to purchase.—In the operation and management of both the free basal textbook system and the rental supplementary textbook system, plans shall be carried out whereby the same books, as far as possible, are assigned to the same school from year to year to the end that all children may be taught the proper care of books and that the cost of books for every school may be the more accurately determined. Those schools which reduce the cost of books by proper care may be given the advantage in additional new books to the amount of the saving: Provided, that nothing in this article shall be construed to prevent the purchase of textbooks needed for any child in the public schools of the State from said Board by any parent, guardian, or person in loco parentis.

115-218. Legal custodians of books furnished by State.—County boards of education of county administrative unit and city boards of education of city administrative unit are hereby designated the legal custodians of all books furnished by the State, either for free use or on a rental basis. It shall be the duty of the said boards of education to provide adequate and safe storage facilities for the proper care of said books.

115-219. Fumigation and disinfection of books.—The State Superintendent of Public Instruction, in conjunction with the State Board of Health, shall adopt rules and regulations governing the use of fumigation and disposal of textbooks from quarantined homes and for the regular disinfection of all textbooks used in the public schools of the State: Provided, that said rules shall be attached to any rules and regulations that the State Board of Education may promulgate.

115-220. County and city units may withdraw from State system.—Whenever any county or city administrative unit has paid over to the State Board of Education, in rentals, a sum equal to the price fixed by said Board for the sale of rental textbooks, said county or city administrative unit may, at its option, with the approval of the Board, withdraw from the textbook rental system set up under rules and regulations adopted by the Board, and upon such withdrawal shall become the absolute owner of all such textbooks for which the purchase price has been paid in full to the said Board.

115-221. Rentals paid to State treasury; for use of only those paying rentals.—All sums of money collected as rentals under the provisions of this article on State owned books shall be paid monthly as collected into the State treasury, to be entered as a separate item known as the "State Textbook Rental Fund," and shall be disbursed only by order of the State Board of Education. When all advances made from the general fund of the State for setting up said textbook rental system have been paid from rentals collected, any surplus funds shall be used only to reduce the annual rentals charged and to bear the expense of operating the State textbook rental system: Provided, that, in the discretion of the Board, such surplus funds and other revenues of the textbook rental system may be used only for providing additional textbooks, library books, and other instructional materials for the use of the pupils who pay the rental fees.

115-222. Free book system separate from rental system.—The system of providing free basal textbooks for both elementary and high schools, when provided, shall be separate from the rental textbooks and supplementary book system, and shall depend upon appropriations from the general fund of the State for both the cost of the books and for operating and administering the system.

115-223. Duties and authority of superintendents of local administrative units; withholding salary for failure to comply with section.—It shall be the duty of the superintendent of each administrative unit as an official agent of the State Board of Education to administer the provisions of this article and the rules and regulations of the Board insofar as said article and said rules and regulations may apply to said unit. The superintendent of every administrative unit shall have authority to require the cooperation of principals and teachers to the end that the children may receive the best possible service, and that all the books and moneys may be properly accounted for. In the event any principal or teacher shall fail to comply with the provisions of this section, it shall be the duty of the superintendent to withhold the salary vouchers of said principal or teacher until the duties imposed hereby have been performed.

In the event any superintendent shall fail to comply with the provisions of this section, it shall be the duty of the State Board of Education and the State Superintendent of Public Instruction to withhold salary vouchers of said superintendent and the State Treasurer shall not pay same until the duties imposed hereby have been performed, and it shall be the duty of the State Superintendent as secretary of the State Board of Education to notify the State Board of Education and the State Treasurer in the event any superintendent shall fail to comply with the provisions of this section, and no payment shall be made until notice has been received from the State Superintendent as secretary of the State Board of Education that the provisions of this section have been complied with.

115-224. County and city boards authorized to operate local systems.—Any county or city board of education now operating a textbook rental system, or any such board that may hereafter withdraw from the State system under the provisions of G.S. 115-220 to operate its own system, shall be permitted to continue, or to operate, such local rental system without regulation from the State Board of Education except as provided in G.S. 115-225.

County and city boards of education are hereby authorized and empowered to make all necessary rules and regulations concerning the operation of local rental systems to provide the children of their administrative units with the advantages of an adequate supply of basal and supplementary textbooks, library books, and appropriate instructional materials. For these purposes, funds appropriated in the current expense and in the capital outlay budgets of such units may be used.

115-225. *Rental fees charged by administrative units operating local system.*—County and city boards of education shall charge rental fees in accordance with schedules submitted to and approved by the State Board of Education. The receipt given pupils upon the payment of any book rentals shall show separately, the fee collected for basal textbooks, the fee collected for supplementary textbooks, the fee collected for library books, and the fee collected for instructional supplies.

115-226. *Boards must keep complete records and audit same; unlawful to use book funds for other purposes.*—It shall be the duty of such county and city boards of education as may establish a book fund and a rental system for their local units to keep an accurate and complete record of all receipts and disbursements made from such fund, and to cause such records and accounts thereof to be audited in July of each and every year and to file a copy of said audit with all the authorities required by law in the case of the annual audit of county and city boards of education.

It shall be unlawful for any county or city board of education to use any part of the funds so provided for any purpose, even temporarily, other than the purposes for which said fund is established.

115-227. *Boards may purchase books from State; patrons from boards.*—County and city boards of education are hereby authorized to purchase from the State Boards of Education, basal and supplementary textbooks, library books, and instructional supplies for use in a local rental system. Any patron of the public schools may purchase textbooks from his county or city board of education at cost.

115-228. *How local rental funds handled and paid out.*—All school book rental fees collected by county and city boards of education shall be deposited as collected with the county or city treasurer, and shall be paid out only on vouchers signed by the chairman and secretary of such board.

POLICIES FOR SELECTION OF LIBRARY MATERIALS, UNION COUNTY (NORTH CAROLINA) SCHOOLS

I. OBJECTIVES OF SELECTION

The primary objective of a school library is to implement, enrich and support the educational program of the school. It is the duty of the library to provide a wide range of materials on all levels of difficulty, with a diversity of appeal, and the presentation of different points of view.

To this end the Board of Education of Union County reaffirms the Library Bill of Rights of the *American Library Association* and the *American Association of School Librarians* and asserts that the responsibility of the school library is—

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

II. RESPONSIBILITY FOR SELECTION OF MATERIALS

The Union County Board of Education is legally responsible for all matters relating to the operation of Union County Schools.

The responsibility for the selection of library materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials involves many people: principals, teachers, supervisors and librarians. The final decision for purchase of library materials rests with the professionally trained library personnel.

III. CRITERIA FOR SELECTION OF LIBRARY MATERIALS

Needs of the individual school based on knowledge of the curriculum and of existing collection are given first consideration.

Materials for purchase are considered on the basis of over-all purpose, timeliness or premanence, importance of the subject matter, reputation and standards of the publisher, readability and popular appeal, format and price, reputation and significance of the author, quality of the writing, and authoritativeness.

Requests from faculty and students are given consideration.

IV. PROCEDURES FOR SELECTION

In selecting materials for purchase the librarian consults reputable, unbiased, professionally prepared selection aids; specialists from all departments and/or all grade levels; library committee appointed by the principal to serve in an advisory capacity in the selection of materials for the library.

In specific areas the librarian follows these procedures:

Gift books are judged by basic book selection standards, and are accepted or rejected by these standards.

Multiple copies of outstanding and much in demand titles are purchased as needed.

Worn or missing standard titles are replaced periodically.

Books out of date or no longer useful are withdrawn from the collection.

Sets and subscription books are examined carefully, and are purchased only to fill a definite need.

Salesmen must have permission from the county superintendent's office before going into any of the schools.

In evaluating the existing book collection as a basis for selection the librarian—

Counts only one copy of a title, otherwise a true picture of subject distribution is not given.

Uses the percentage table listed below as a guide for a variety of material and a balanced collection.

HIGH SCHOOL

Dewey No.	Subject	Percent
000-099.....	General reference.....	2
100-199.....	Philosophy.....	1
200-299.....	Religion.....	1
300-397.....	Social sciences.....	8
400-499.....	Languages.....	1
500-599.....	Science.....	10
600-699.....	Useful arts.....	10
700-799.....	Fine arts.....	5
800-899.....	Literature.....	15
910-919.....	Geography and travel.....	7
920-929.....	Biography.....	9
900-909, 930-999.....	History.....	11
F, 398, SC.....	Fiction, fairy tales, and story collection.....	20

ELEMENTARY SCHOOL

000-099.....	General reference.....	2
100-199.....	Philosophy.....	$\frac{1}{2}$
200-299.....	Religion.....	1
300-397.....	Social sciences.....	5
400-499.....	Languages.....	$\frac{1}{2}$
500-599.....	Science.....	8
600-699.....	Useful arts.....	5
700-799.....	Fine arts.....	3
800-899.....	Literature.....	5
910-919.....	Geography and travel.....	$12\frac{1}{2}$
900-909, 920-999.....	History and geography.....	$12\frac{1}{2}$
F, 398, SC.....	Fiction, fairy tales, and story collection.....	20
E.....	Easy books for grades 1 to 3.....	25

V. CHALLENGED MATERIALS

Despite both the care taken to select valuable materials for student and teacher use, and the qualifications of persons who select the materials, occasional objections to a selection will be made.

The principles of the freedom to read and of the professional responsibility of the staff rather than the material must be defended.

A file recording the basis for decision is kept on materials likely to be questioned or considered controversial.

If a complaint is made the procedures are as follows:

1. Be courteous but make no commitments.
2. Invite the complainant to file his objections in writing and offer to send him the prepared questionnaire so that he may submit a formal complaint to the library committee.
3. Suspend the material pending a decision of the library committee.
4. Inform the superintendent and the library coordinator.
5. The library committee will—
 - a. Read all books or examine materials referred to it.
 - b. Check general acceptance of the material by reading reviews, consulting authoritative lists and holdings of local libraries.
 - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on messages pulled out of context.
 - d. Meet to discuss the material and to prepare a report on it.
 - e. File a copy of the report in the school and administrative offices.
6. Material rejected by the committee will be removed from the school collection.

CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK

Author ----- Hardcover ----- Paperback -----
 Title -----
 Publisher (if known) -----
 Request initiated by -----
 Telephone ----- Address -----
 City ----- Zone -----
 Complainant represents -----
 ----- himself.
 ----- (name organization) -----
 ----- (identify other group) -----
 1. To what in the book do you object? (Please be specific; cite pages.) -----
 2. What do you feel might be the result of reading this book? -----
 3. For what age group would you recommend this book? -----
 4. Is there anything good about his book? -----
 5. Did you read the entire book? ----- What parts? -----
 6. Are you aware of the judgment of this book by literary critics? -----
 7. What do you believe is the theme of this book? -----
 8. What would you like your school to do about this book?
 ----- do not assign it to my child.
 ----- withdraw it from all students as well as from my child.
 ----- send it back to the English department office for reevaluation.
 9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? -----

Signature of Complainant -----

QUIZ YOURSELF

HOW GOOD IS YOUR BOOK SELECTION POLICY?

1. If you are not able to see and review new books (or hear them reviewed) before purchase, do you delay purchase until you have read critical reviews (not merely advance notices or one review only) or do you rely mainly on advertising, publishers' catalogs and salesmanship?

2. Do you check annual summing-up selective lists: the ALA list of "Notable Books" of the preceding year, the annual supplement to the H. W. Wilson CATALOGS, the annual new Bowker catalog of BEST BOOKS FOR CHILDREN and lists available from certain large libraries of the year's outstanding books? Do you check recommended lists of science books issued by the American Association for the Advancement of Science and magazine summaries in Scientific American, Natural History, and Horn Book?

3. Do you spend ample time examining new books at Book Exhibits set up at association meetings, collections of review copies in state library offices, and exhibits arranged locally (suspending judgment on longer texts until you have opinion on content)?

4. When you review a new book do you ask whether it truly satisfies basic aims (to educate, inspire, develop appreciation or entertain)?

5. Do you compare new books with older books which are still up-to-date, on the same subject and for the same audience, to secure the best available, not merely one more title?

6. Do you apply, with firmness, your basic book selection standards to all gift books offered and to books recommended for purchase or removal by groups or individuals in your community? Is this policy in writing, so that it may be pointed to?

7. Do you place on your shelves a book acquired in package deal or contract when you have discovered it not to be up to your standards?

8. Are you withstanding heavy pressures for the purchase of nonfiction (school demands for the citing of many references on a topic), in order to maintain a balance of creative writing and the purely informational?

9. Do you weed your collection regularly, to discard books no longer up-to-date or useful, and do you spend an adequate amount of your book budget for replacement of worn or missing standard titles?

10. Do you recognize the interests of the few and the unusual young readers, as well as of the many and the average, in selecting books?

11. Do you purchase multiple copies of outstanding and broadly appealing books, when size of public warrants it, rather than a wider range of titles which might include the useful but only mediocre?

12. Do you consider it important to join and/or promote book review and discussion groups and to keep outstanding old books alive through discussion in staff and association meetings?

Adapted from Virginia Haviland, Readers Advisor for Children, Boston Public Library, in the December, 1961, School Library Journal.

Mr. DANIELS. The gentleman from California, Mr. Hawkins.

Mr. HAWKINS. I assume that on the State board of education there is no Negro member?

Mr. CARROLL. There has been a Negro member on the board since 1949, 17 years.

Mr. HAWKINS. There is currently a Negro?

Mr. CARROLL. Yes.

Mr. HAWKINS. You omitted that statement. You seem to indicate the racial identity of all the others but did not do so in this particular instance.

Mr. CARROLL. That is correct, Dr. Harold Trigg, since 1949.

Mr. BURTON. You are doing better than we are in that regard.

Mr. CARROLL. I just wondered who else had one since 1949.

Mr. HAWKINS. You indicate there is no Negro serving on the textbook commission?

Mr. CARROLL. That is correct.

Mr. HAWKINS. With respect to the county and city boards of education, are you aware of any Negroes on those?

Mr. CARROLL. Yes, we have many. For instance, in the capital city, Raleigh, we have a splendid gentleman for whom a school has just been named in the city of Raleigh.

Mr. HAWKINS. Are there any others?

Mr. CARROLL. Yes.

Mr. DANIELS. Mr. Ashbrook, do you have any questions?

Mr. ASHBROOK. I must congratulate you. Obviously your system is an educational oasis if what you say is a hundred percent true; but I doubt if anything is as perfect as you point out.

Mr. CARROLL. We try, sir.

Mr. ASHBROOK. I am sure you do.

A couple of points I would be interested in, you said of books purchased by Federal funds approximately that 90 percent went into

libraries. Would there be any basic reason for that as an operating procedure?

Mr. CARROLL. Yes, because the State of North Carolina through the general assembly makes rather generous and adequate appropriations for textbooks and we decided we could best use this money for library books. We feel that is the greater need rather than the textbook field.

Mr. ASHBROOK. It is not because of any concern you have for using Federal funds for textbooks?

Mr. CARROLL. None whatsoever. If the State were not appropriating as generously as it is, we would change the allotment.

Mr. ASHBROOK. Within the framework of the library books, already having stated most of the money goes in those categories, would it be largely in the area of reference books?

Mr. CARROLL. This includes reference books. Our circulation records reveal the average child reads 35 books a year and we need far more than reference books. This includes encyclopedias and reference books of different types.

Mr. ASHBROOK. You said the libraries in schools have approximately 11,300,000 volumes. That would not seem large.

Mr. CARROLL. No; that is about 9 to 10 volumes per child.

Mr. ASHBROOK. About a fourth of what you would like?

Mr. CARROLL. I believe if you would look at the accreditation and criteria requirements you would find this is about up to par.

Mr. ASHBROOK. Up to par nationwide, or what you would like to have?

Mr. CARROLL. No; I believe it is nationwide. We need more books, and that is the reason we are tending toward the allocation of these funds for library purposes.

Mr. DANIELS. Will the gentleman yield?

Mr. ASHBROOK. Yes.

Mr. DANIELS. What advantage has your State taken of the Library Services Act, which is a Federal law?

Mr. CARROLL. We are utilizing the provisions of that act. In addition to school libraries, we have a statewide system of public libraries and, to the best of my knowledge, full use of this Library Services Act is being made by North Carolina.

Mr. DANIELS. Do you have libraries in each school?

Mr. CARROLL. Yes; each school. There may be instances where we do not have a formal library, maybe in a two-teacher or three-teacher school in an isolated area but those schools would have books even so.

You see, North Carolina occupies a unique position among the States of the Union in that for more than 30 years the entire wealth of the State has been put behind the education of all the children. Over 95 percent of the teachers of the State receive a check each month drawn upon the State treasury.

Mr. ASHBROOK. What do you mean by the entire wealth?

Mr. CARROLL. We underwrite the basic salary of each teacher in North Carolina allotted by the State board of education whether that teacher is in the shadow of Raleigh or the remotest section of North Carolina.

A class A certificate carries the same value no matter what area the teacher is in. We make provision each month for the payment of those teachers by vouchers drawn upon the State treasury.

Mr. DANIELS. They are not paid by the local school board?

Mr. CARROLL. We have 8 or 7 percent of our teachers employed from local funds and the remainder from State funds, more than 90 percent. All of the superintendents of the State and all the principals of the State receive their monthly vouchers drawn upon the State treasury, even as I do.

That is what I mean by putting the entire wealth of the State behind the education of all the children in the State.

Mr. DANIELS. Can you tell this committee how much the State spends?

Mr. CARROLL. The general assembly has provided this year something in excess of \$3 million for current expenses. County and city administrative units are providing for current expense, capital investment, and debt amortization something in excess of \$1 million.

We are getting something from the Federal Government so we have in excess of \$5 million for the 1966 school year.

Mr. ASHBROOK. I have one other area.

The form for a citizen's request for reconsideration of a book, I find, like your educational system, rather unique. Could you tell us the extent to which this has been used?

Mr. CARROLL. I do not know the extent to which this has been used. This was formulated and adopted by the Union County Board of Education. As I say in this brief, we recommend this procedure in all county and city units because we have many of our own citizens who raise questions real often. I had an inquiry yesterday as to how North Carolina adopts textbooks.

I am frank to say I have prepared this material not just to submit to you but to submit to our inquiring citizens wishing for information bearing on this topic.

Mr. ASHBROOK. You have no statistics on that or a particular instance where a book has been reconsidered on the basis of these criteria?

Mr. CARROLL. No.

Mr. DANIELS. Mr. Brademas.

Mr. BRADEMAS. Thank you for your statement, Dr. Carroll, it is most impressive.

Before I ask a couple of questions I would like to ask unanimous consent that there be printed in the record the text of an article from the New York Times, this week, Sunday, August 28, entitled, "U.S. Aid and Rise in Students Help Increase Textbook Volumes."

Mr. DANIELS. Without objection, it is so ordered.

(The article referred to follows:)

[From the New York Times, Aug. 28, 1966]

U.S. AID AND RISE IN STUDENTS HELP INCREASE TEXTBOOK VOLUME

(By William M. Freeman)

The people who make textbooks are at the head of the class.

With recent increases in Federal aid to education, with more students in more schools than ever before and with new technological advances in printing and publishing, sales are up for the industry as a whole by more than 10 per cent this year over the 1965 level. Further and sharper gains are in prospect for next year.

The average annual increase in sales volume from 1960 to 1965 was about 12 per cent, and income, expressed as a percentage of sales, was up in 1965 more than the 8 per cent recorded in 1964.

A survey by Burnham & Co., member of the New York Stock Exchange, of six major companies found that their profit margins were significantly higher than for the industry as a whole.

The companies are Ginn & Co.; Harcourt, Brace & World; Holt, Rinehart & Winston; McGraw-Hill, Inc.; Prentice-Hall, Inc., and Scott, Foresman & Co.

There are perhaps 200 companies in the field, but these six are the largest, according to William M. Morris, who conducted the Burnham study. The six accounted for more than 45 per cent of the total volume of the industry.

McGraw-Hill, with 1965 sales of textbooks at \$60.5-million and total sales at \$216.2-million, had 10 per cent of the textbook industry's volume.

Scott, Foresman, which specializes in textbooks, was second with estimated sales of \$50-million in the year ended last April 30.

Total sales of all textbooks in 1965 came to \$585-million, with elementary and college sales equal at 38 per cent of the total and high school volume at 24 per cent.

Mr. Morris commented that in spite of competition in the field to produce a better product and to provide better customer service, the profit margins were high for most companies.

"In 1964," he said, "net income after taxes was approximately 8 per cent [of total sales] for the textbook industry as a whole. Complete data are not available for 1965, but margins are up somewhat from the 8 per cent of 1964. In 1965 margins of the six major companies covered in this review averaged about 10 per cent."

He commented that the large company with full-line coverage of the textbook field was in a better competitive position for these reasons:

Diversification of risk.

A broader base to support research and development expenses necessary to remain current in a changing educational environment.

A single company, well established in elementary, high school and college selling, can pursue a continuous approach better than concerns not in all three fields.

Sufficient size to finance automated billing and shipping systems.

Ability to attract and hold professional management and editorial personnel.

A new factor in the educational field, spurring the use of new types of textbooks and teaching materials, is the rise of automated teaching aids, the use of closed-circuit television and the increased volume of visual aids. These are a considerable help to total volume for the textbook publishers.

Robert A. Klaus, president of the W. A. Krueger Company of Brookfield, Wis., on the outskirts of Milwaukee, said that his concern, a major color process printer specializing in textbooks was projecting an increase of sales of about 20 per cent for the year ending next June 30 over the \$21.5-million reported for the latest fiscal year.

"This volume is virtually assured by our record backlog for textbooks and publications," he told a luncheon of security analysts last week.

Mr. Klaus's concern, which is conducting a training program for printers, is one of the few that is integrated from top to bottom. In previous years the practice for a textbook publisher was to have composition done in one printing house, makeup and assembling at another and binding done at still a third.

Krueger does all three of these operations under one roof. It has plants at Brookfield and at Chicago and Phoenix, with a warehouse centrally situated to serve the entire country in Indianapolis.

MR. BRADEMAS. Have there been expressed by any citizen of your State in any significant way complaints based on the charge that textbooks are used in North Carolina public schools without giving a fair degree of attention, as it were, to Negroes. Or has the charge been made the other way around that too much attention is being paid to Negroes?

In other words, are you getting any complaints on racial issues and textbooks?

MR. CARROLL. We have had few complaints and few inquiries. Most of the inquiries have been from extreme rightists regarding certain statements.

MR. BRADEMAS. That speaks well for your school system, in my judgment. Is the North Carolina selection process an unusual one, particularly by comparison with other States in the South?

Mr. CARROLL. Yes, and that may be attributed, Mr. Brademas, to what I was describing a moment ago, and that is North Carolina's method of financing. We have a rather highly centralized school system because the majority of expenditures for current expense are borne by the State treasury and for that reason we have this centralization.

Mr. BRADEMAS. I take it it would be a fair summary of much of your testimony that there is not difference in textbooks used in public schools in North Carolina school districts where most of the population is Negro as contrasted with areas where most of the population is white?

Mr. CARROLL. Pupils are pupils with us. I might say at the time of the last racial accounting, until the Congress and Federal administrative officials gave us to understand we shall not engage in racial accounting, but at the last racial accounting North Carolina had more Negro teachers in the schools than any other State and more professional staff that were Negroes.

I could not tell you the distribution.

Mr. BRADEMAS. In what way has North Carolina made headway in implementing the Supreme Court decision?

Mr. CARROLL. We have made considerable progress although I must confess on August 30, 1966, that the subject became stricter because we have more and more cause to wonder whether the administration of all this program is in line with congressional intent as found in the Civil Rights Act itself.

Mr. BRADEMAS. You said a minute ago that there was no significant difference in the text used in schools with different patterns of racial population. Let me ask a question that is not the same, but may be related to it. Do you make any effort to have specially designed texts for the use of disadvantaged children as distinguished from texts for children who do not come from disadvantaged areas?

Mr. CARROLL. No, although in the summer programs, the Headstart programs, for instance, there probably were purchased some of these newer texts with Federal funds because it is more or less a federalized program but that is where you would find the main provisions.

Mr. BRADEMAS. Let me ask another question that is not directly related to the issue of race relations and the use of textbooks. I don't know much about it, but it is my understanding that schools and libraries do not receive from textbook publishers discounts for any large purchase of orders of books.

I understand that retail stores do receive discounts. Is this true in your experience?

Mr. CARROLL. The State board of education through the division of textbooks in North Carolina has library books available for sale to county and city boards of education because the general assembly, through the State board of education provides financial assistance for the purchase and procurement of library books.

Mr. BRADEMAS. My question is: Do you get a discount if you buy books for schools or libraries as compared to the discount I am told retail book stores receive?

Mr. CARROLL. No, but we have a stipulation in all our statutes to the effect that no vendor or publisher of textbooks shall sell these books to any State at a lower price than that enjoyed by North Carolina.

I believe this is true with regard to library books as well as the basic and supplementary texts. We are expected to receive and enjoy the minimum prices.

Mr. BRADEMAs. This New York Times article I have just cited takes note of a survey by Burnham & Co., a member of the New York Stock Exchange, of six major textbook publishers who found their profit margins were significantly higher than for the industry as a whole. The survey notes that in 1964 net income after taxes was approximately 8 percent of total sales for the textbook industries as a whole and that while complete data are not available for 1965, margins are up somewhat from the 8 percent of 1964.

In 1965, margins of the six major companies covered in this review averaged about 10 percent.

I reiterate that I am not an expert at all in this field and that I am really trying to get some judgment as to whether there is discrimination, not based on race, but discrimination based on whether the purchaser is a school system or school library making the purchase from the textbook publishers rather than a retail store.

I want to get further information. I appreciate your comments. Maybe you are not the person to whom I should be addressing my question.

Mr. CARROLL. Our relationships with all the textbook publishers throughout the Nation have been very good and we feel we have enjoyed the best prices obtainable.

Mr. BRADEMAs. I want to make two concluding observations, Dr. Carroll.

First of all, I read with great interest the description on page 10 of your statement of how you used Federal funds to increase the supply of library resources in the State of North Carolina and I, for one, am enormously heartened by what seems to be the impressive statistics showing that these elementary and secondary education funds, as well as the National Defense Education Funds, have made it possible for you to purchase a really substantial number of books for the school-children in the libraries of your State.

I think that the set of statistics you have given us are enormously encouraging.

The other thing I wanted to say was that I found your statement in general very impressive. I want to take my hat off to North Carolina, which seems to offer many lessons which many other States, including some of our States in the North, could well emulate.

Mr. DANIELS. The gentleman from California, Mr. Burton?

Mr. BURTON. Do you print any of your own textbooks?

Mr. CARROLL. None at all.

Mr. BURTON. You have approximately 1,200,000 school pupils?

Mr. CARROLL. Correct.

Mr. BURTON. You have 850,000 in the elementary schools and presumably the balance in your secondary schools?

Mr. CARROLL. Correct.

Mr. BURTON. Do you have any reasonable estimate of the percentage of Negroes in your elementary and secondary schools?

Mr. CARROLL. At the last accounting 29 percent of our total enrollment was Negro, I would estimate that the breakdown would be approximately 70 percent elementary and 30 percent high school or

secondary. I do not have the specifics but I would give that as an estimate.

Mr. BURTON. Do you have a significant private or parochial primary and secondary school system in the State?

Mr. CARROLL. No, North Carolina rates 50th in the number of its children attending private schools. We do not have the private-parochial school system that many of you have.

Mr. DANIELS. Excuse me, you said North Carolina does not have private and parochial schools? How about private schools?

Mr. CARROLL. To the degree we have, they are private and parochial schools.

Mr. DANIELS. Can you tell the committee how many students are enrolled in the elementary and secondary schools of North Carolina and what the population is of the private schools?

Mr. CARROLL. I can give it approximately. The 1,200,000 pupils in the public schools represent more than 98 percent of the total school-children in the State. In other words, less than 2 percent of North Carolina's pupils are in private and parochial schools.

That would break down to the equivalent of saying less than 24,000 pupils are in private and parochial schools.

Mr. DANIELS. Of that 1,200,000, 29 percent are Negro?

Mr. CARROLL. Yes, as of 2 years ago.

Mr. DANIELS. And what is the average in secondary schools?

Mr. CARROLL. As I indicated a few minutes ago it is 70-80. It is about 70 percent in grades 1 through 8, and 80 percent, grades 9 through 12.

Mr. BURTON. How do the number of children of school age compare with the number of children in school?

Mr. CARROLL. I would say that we have very, very few children ages 6 through 16, who are not in school because we have adequate counselors or attendance officers, whatever you might want to term them, throughout the entire State.

Mr. BURTON. How many public school districts do you have? Do you have some 169 administrative units?

Mr. CARROLL. That is the way we break them down, 100 counties and 69 cities. The tendency is to merge so we will have fewer.

Mr. BURTON. Of those 169 units, how many will we find with some **measure of integration in the schools** and how many will we find with none at all?

Mr. CARROLL. Of the 100 counties, in 99 you have some Negro population. I would say you would find some degree of integration in those 99. We have one county without any Negro population, therefore, you would not find any integration.

Mr. BURTON. The cities?

Mr. CARROLL. Along the same line.

Mr. BURTON. Do you find there is more integration or less integration in your cities than in your less populous areas?

Mr. CARROLL. I would say, rather than breaking it down between county and city, I would say you would find a larger percentage of integration in the more populous counties, which usually include the cities.

I do not have figures at all showing the degree or the percent in any of our units.

Mr. BURTON. I have seen reports from time to time indicating the number of Negro children attending integrated schools. I don't know the source of this information. Do you happen to recall what latest studies in this respect would show?

Mr. CARROLL. No, I had an opportunity soon to comment with regard to a series of articles from Atlanta on the subject in Southern States and I was placed in the situation necessarily of telling the gentleman I had no figures on this.

We do not engage in racial accounting. Only on the insistence of Congress and Federal officials do we try to learn about this.

Mr. BURTON. Has school integration created the problems its opponents fear?

Mr. CARROLL. In some places, yes; and in some places, no. There is, as I indicated earlier, at this very moment a growing feeling that perhaps there has been a little undue pressure, or a little harassment applied recently from the Federal level.

Mr. BURTON. I am talking about children, in fact; not concerns you may have about implementing laws enacted by Congress.

Mr. CARROLL. The children don't pay much attention to this. As you would readily surmise, it would be usually the parents who express more concern about it.

Mr. BURTON. Your statement indicated that you spend about 20 percent. Does that 20 percent of your funds come directly from your treasury?

Mr. CARROLL. Yes. This year that includes food services under the Elementary and Secondary Education Act and other Federal funds.

Mr. BURTON. Does your school system hope the Elementary and Secondary Education Act will continue or would you rather it be eliminated?

Mr. CARROLL. If the Federal Government is going to contribute as heavily as it is now contributing, I would express the personal wish and hope that more of the money would be channeled into the hands of the State boards of education to the end that we might apply the funds as we deem best.

In other words, I believe that the State board of education in North Carolina and county and city boards of education know better than anybody else the educational needs of the State and through existing machinery and channels are better equipped to handle this money with the most productive and beneficial results.

Mr. BURTON. If these Federal education funds were withdrawn it would be an economic catastrophe, would it not?

Mr. CARROLL. We did not suffer economic catastrophe before we had the funds, but naturally we would have to do some readjusting if the funds were withdrawn. I would not say, to use the vernacular, that the world of North Carolina would fall apart if these funds were not available.

Twenty-five years ago we had coming into North Carolina a \$600,000 total in Federal funds. Today, we have an increase of 60 times as much.

Mr. BURTON. I have no further questions.

Mr. ASHBROOK. Mr. Chairman, may I ask a question?

Mr. DANIELS. Yes.

Mr. ASHBROOK. On the basis of one of the questions Mr. Burton asked, you said there was undue Federal harassment in recent weeks; would you amplify that?

Mr. CARROLL. Yes, to the best of my knowledge there are teams from HEW in North Carolina at this moment in negotiation with some of our boards of education. These folk are saying that what we have developing and evolving in some of these administrative units is not adequate. There is tendency to come back to these percentages and insist that it be a certain percentage of desegregation of pupils and a certain percentage of desegregation of faculty.

There is insistence that there be more balance in faculty and enrollment and in some of these instances it becomes a little harassing to some of the board members.

Mr. ASHBROOK. In response to one of Mr. Brademas' questions you said there had been some compliance with the Supreme Court decision. You didn't amplify that. Is there any reason it shouldn't be total?

Mr. CARROLL. I would put it this way and it expresses my view and most of North Carolina: I believe I am eternally and irrevocably committed to freedom of choice in this whole matter. It is when freedom of choice is ruled out and hopes are unrealistic that we see this pressure applied.

I am saying it is impossible for someone to sit in Washington and say what percentage of the people in a given school district in the United States should exercise a choice on behalf of this or that.

Mr. ASHBROOK. You are saying it is possible for you to sit in the State capitol and do it for your State? You advocate or you say all the State should go to you. You continually stress that you people at the State level know what is best for the State. That seems to contradict what you now say.

Mr. CARROLL. That is the reason I think it is best for North Carolina freely and without outside control to implement this whole civil rights issue throughout the State of North Carolina through freedom of choice.

Mr. ASHBROOK. This is my point.

Mr. CARROLL. I said I believe we know the educational needs of North Carolina better than someone outside.

Mr. ASHBROOK. You say this would settle the needs?

Mr. CARROLL. We would stick to what we are accustomed to; namely, the allocation of funds.

Mr. ASHBROOK. That has been the problem in the past?

Mr. CARROLL. In the allocation of funds we allocate the money where it is needed.

I will say this, for 12, 15, or more years before the civil rights measure was ever adopted and before the Supreme Court ever spoke in 1954, Negro teachers in North Carolina received and still receive a higher average salary than the whites.

Mr. ASHBROOK. That is wonderful, but I don't think that has anything necessarily to do with the matters before this committee.

Mr. DENT. I think you have done a fine job of bringing that to the point.

Mr. Carroll, I apologize for not being able to be here earlier. We have another ticklish problem in another committee. I wonder, however, especially when you call it harassment when employees of the Federal Government are ordered to go to any particular place

to see to it that there is compliance with the law as it is being administered, and the mere fact of their presence might be harassment to some people, if it isn't true that if they do not do this then they are not fulfilling their duties as public officials?

I am sure that is true just as the county and State authorities in the school system in North Carolina would be fulfilling theirs.

Let me point out something without designating names. Maybe this is not harassment but it indicates the manner in which some of this is being handled. These teams tell boards of education they should organize their schools in this manner, that manner, or some other manner.

MR. ASHBROOK. In my opinion that would be.

MR. CARROLL. Let me point out that as one of these alternate plans for education, incidentally, the board of education was given 10 days to effect the plan, and it was stated that by grouping the children this way and grouping them that way you can achieve the purpose.

I checked within our own division of schoolhouse planning and checked with the superintendent of schools and found that under that plan which must be implemented, or agreed upon within 10 days, there was necessity for two new buildings. We don't build new buildings in 10 days, naturally.

For someone to sit outside North Carolina and tell North Carolina's Board of Education and superintendent of schools how to organize schools is bordering on the impossible.

MR. DENT. Did you find the plan was unfeasible only because of the physical impossibility?

MR. CARROLL. Yes, what was being said in that instance was that you shall organize your schools in this way. But, that is not the way that particular board of education feels the school should be organized.

MR. DENT. Isn't it true the only reason these people are there is to see to it that a certain law of the land is administered as it is supposed to be and executed according to the rules and regulations? If the school board had the opportunity and had been operating on what they thought was the plan and it was not meeting the requirements of the law, would it not then be incumbent on these people to point out some solution?

Did the school board attempt to agree to the point they would build the building if it was necessary? What alternative did they offer?

MR. CARROLL. No, they didn't offer because the people would have to vote the bonds to build them.

MR. DENT. Don't you set the rules as to the number of children in the classroom?

MR. CARROLL. Yes.

MR. DENT. Don't you set the rules for square feet per pupil and amount of room in the cafeteria?

MR. CARROLL. Yes.

MR. DENT. Don't they have to vote money on that?

MR. CARROLL. Yes.

MR. DENT. Is it always as easy on one district as another?

MR. CARROLL. It's left to the people largely in those districts.

MR. DENT. You do not have standardization?

MR. CARROLL. Yes, we do; but whether a district shall vote \$10 million in bonds for schoolhouse construction, is a local matter.

Mr. DENT. What do you do?

Mr. CARROLL. Under the Constitution the tax levying body—

Mr. DENT. If the school board refuses to do it or the taxpayers don't provide the money, what do you do about classrooms?

Mr. CARROLL. The classrooms are always provided.

Mr. DENT. How?

Mr. CARROLL. Through local and State support, we had a hundred-million-dollar bond issue.

Mr. DENT. How do you know they wouldn't vote for this new building if it was necessary?

Mr. CARROLL. We didn't decide it was necessary.

Mr. DENT. I understand this is because you said your cardinal principle is freedom of choice?

Mr. CARROLL. Yes.

Mr. DENT. Isn't it true because of the so-called option of freedom of choice the Supreme Court took the position the choice had been bad?

Mr. CARROLL. This instance is of a few days ago. All of this came about because somebody here in Washington is not satisfied because a certain number of persons who, through nonintimidated, noncoercive means, did not indicate they wanted to attend integrated schools.

Mr. DENT. Its always been a problem when the Federal Government, because of lack of proper consideration in the various States, has to go back to the principal that we have to do something on a Federal basis. I can remember when I was a very young man when we put out the first Federal-State laws in industry and demanded that a man wear goggles and that every cutting machine had to have a guard on it.

If you think that was complied with with freedom of choice, you are sadly mistaken. We lost a lot of eyes and limbs and lives before it was done.

Mr. CARROLL. My point is who would know best, the people in the county, your recognized school officials or someone sitting in Washington?

Mr. DENT. This "someone sitting in Washington" is a little outmoded. You have as much representation in Washington as the people in my district. If your representative doesn't represent you in Washington—and he may be the best representative in the whole Congress—nevertheless if he doesn't represent you to the extent that he sees to it that you folks back home know what the law is, he is a bad representative.

Mr. BRADEMAS. If the gentleman will yield, I said a lot of nice things earlier to Dr. Carroll and I stand by them, but I would have to express my apprehension about this latest colloquy here because, in my judgment, you are in the 20th century with almost everything you said until you started using that famous expression of "freedom of choice" and then your attack on "people sitting in Washington."

Members of this committee, as Mr. Dent suggested, "sit in Washington," just as does the Supreme Court of the United States and, if we were to follow through logically on the line of reasoning you just suggested, there would be little use in having a Supreme Court or paying any attention whatsoever to the decrees of that Court because they happen to have their residency and hand down their decisions from the Capital of the country, "sitting in Washington."

I hope the day may come on this particular matter, not only on some of the others you were talking about, when we will find North Carolina in the 20th century as well.

Mr. CARROLL. May I propound a question?

Mr. BRADEMAs. Please.

Mr. CARROLL. Was it the intent of the Congress that schools shall be organized out of Washington?

Mr. BRADEMAs. If you ask questions like that you cause me to be all the more astonished with your statement. You know we can enter into all kinds of debating tactics such as setting up strawmen and demolishing them. Of course, your question on the face of it is absurd and ridiculous. Obviously, we don't want to organize the schools from Washington.

Mr. ASHBROOK. Or reorganize.

Mr. CARROLL. All right, reorganize.

Mr. ASHBROOK. I think that is what we are talking about. I think there are efforts in some places to reorganize to express the purposes set forth by Congress.

Mr. BRADEMAs. Dr. Carroll, you are perfectly willing to use Federal money to buy textbooks, and we on this committee don't tell you what textbooks to use.

Mr. CARROLL. To date, no.

Mr. BRADEMAs. I don't anticipate our doing so. I hope you don't take the position that because we in Congress provide some Federal money for use at the local level, we have in the backs of our minds some horrendous conspiracy to run you out of your own school system?

Mr. CARROLL. No.

Mr. BRADEMAs. If you can set up strawmen, I can do that, too.

Mr. CARROLL. I sit every day statewide just as you men do nationwide. I get some of these repercussions.

Mr. BRADEMAs. In the latter part of your statement, I thought you were going to say something to the effect that you were eternally, irrevocably and undyingly committed to the support of the laws of the land and the U.S. Supreme Court, and would do what you could to encourage your State to comply with the decisions of the Court and the laws of the United States in moving your State toward desegregation of your schools.

I don't want to scold you because we in the North have a lot of difficulty in that area also. What does disturb me is this smokescreen language of "freedom of choice," and "people sitting in Washington." I hope that kind of language is not meant to be a thinly disguised curtain behind which people will hide in order to avoid carrying out the laws of the United States.

You have made a lot of headway in North Carolina but I am upset when I hear a progressive educator talking in a not very progressive fashion on this admittedly difficult matter. We look to you in North Carolina for leadership.

Mr. CARROLL. Let me get it in the record that North Carolina is eternally and irrevocably committed to a position of nondefiance. We don't defy the law in any way. We are living with it.

What I am saying is this: The reason we educate is to help people of all ages at all times to reach that point in their development when

they can exercise choice. Remove from the American the right of free choice and he becomes something other than an American.

Mr. BRADEMAs. I am not against you having free choice.

Mr. CARROLL. That is the reason I say I am irrevocably committed to the right of free choice as an American citizen. That is the American concept all the way through.

Mr. DANIELS. But you have that right of choice in the framework of the law.

Mr. BRADEMAs. You pay income taxes, don't you? You won't tell me that your inalienable right of free choice gives you the right not to pay your income tax?

Mr. CARROLL. No, I would not say that.

Mr. ASHBROOK. You made one other statement which, if I can put your words back together, I found quite interesting. After you said you were committed to freedom of choice, to a later question you said something to the effect you recommended this policy and you didn't believe in forcing when they didn't choose to go to an integrated school.

That is what the mandate of this committee is.

Mr. CARROLL. If 2 percent of our people want to integrate, let them. If 22 percent want to integrate, let them. If 42 percent want to integrate let them.

Mr. ASHBROOK. What if they don't want to?

Mr. CARROLL. Should they be forced to?

Mr. ASHBROOK. You said here if they exercise their choice to not integrate, you indicated you would implement that?

Mr. CARROLL. No, all this is to force people to integrate more than they have chosen to integrate. Is that the intent of Congress?

Mr. ASHBROOK. It's not the intent of Congress but the law of the land and what the Supreme Court said.

Mr. CARROLL. Has the Supreme Court said that, or has the Congress and Court said the purpose of all of this is to eradicate and eliminate and otherwise do away with discrimination based upon races and creed and national origin?

Mr. ASHBROOK. I wasn't sure what you meant. Where a person under his freedom of choice decides under his freedom of choice that he does not wish to go to an integrated school or there is a converse side where a member of a minority did not want to go to one where there are only whites, would you give him the freedom of choice?

If you had that on both sides, you can't have integrated schools.

Mr. CARROLL. We believe all people should have freedom in choice of schools.

Mr. ASHBROOK. There should be no segregated schools if there is freedom of schools.

Mr. CARROLL. If there is freedom of choice we would move right along with integration.

Mr. ASHBROOK. Is there integration and is there freedom of choice?

Mr. CARROLL. Yes. We go along with that in absolute accord and faith.

Mr. ASHBROOK. Within reason and within cities where there is a reasonable choice. It means you couldn't go a hundred miles or across two districts.

But, is there an opportunity for a Negro to choose to go to a segregated school?

Mr. CARROLL. I don't know of any instance where a Negro has been denied access to any school in the school term opening this week and next week.

Mr. ASHBROOK. I hate to belabor the point but it was an interesting presentation.

Mr. DANIELS. You stated that the State supplied to elementary schoolchildren, without cost, the basal text?

Mr. CARROLL. Yes.

Mr. DANIELS. In the secondary schools the books are rented for a fee of \$5 per annum?

Mr. CARROLL. Not to exceed \$5 and to keep it at the maximum the State appropriates another \$5. The cost is estimated to be \$10 a year.

Mr. DANIELS. Do you anticipate the State will furnish free textbooks to all children?

Mr. CARROLL. Yes; many of our members are on record that they would recommend free textbooks across the board.

Mr. DANIELS. When do you expect that to be accomplished?

Mr. CARROLL. I would like to believe free basal textbooks for the secondary schools would be provided by the 1967 assembly.

Mr. DANIELS. As to dual editions of textbooks, we had testimony before this committee last week which indicated for certain schools a publisher would put out a certain book, say, for an allwhite school, and then for another area the same textbook would be written including minority groups.

Mr. CARROLL. In our supplementary text listings, Mr. Chairman, we have recorded on the lists a statement to the effect that a particular title is available with multiethnic pictures. Then we leave it to the county or city board of education to make the selection.

Mr. DANIELS. You further mentioned there is a Negro on this school board.

Mr. CARROLL. State board of education.

Mr. DANIELS. Would you furnish this committee with the name?

Mr. CARROLL. Dr. Harold L. Trigg, T-r-i-g-g.

Mr. DANIELS. How long has he been on the board?

Mr. CARROLL. Since 1949, he was named by Governor Scott.

Mr. DANIELS. In North Carolina there is a large Indian population?

Mr. CARROLL. Yes.

Mr. DANIELS. Is there anybody of the Indian race on your board?

Mr. CARROLL. No, but we have two tribes of Indians. We have the Cherokee and they are directly under the jurisdiction of the Federal Government. It used to be the Department of Indian Affairs and now the Department of the Interior, I believe.

Then we have the Lumbee Indian who might be considered the North Carolina Indian. We have many of them in one of our counties and 9,000 or 10,000 of their children in school.

Mr. DANIELS. In the selection of text and reading materials, is ample consideration given to the problem of the ethnic groups?

Mr. CARROLL. Yes. Of course, in North Carolina we do not have the ethnic groups within our total society that you have in so many other States because we have very few people in our 4¾ million other than the Anglo-Saxon, the Negro, and the Indians, to whom I referred.

Mr. DANIELS. That may be the situation, but nevertheless in dealing with education, do you want to give the children a balanced idea of our minority groups and ethnic groups that do compose our society?

Mr. CARROLL. Definitely. That is one reason we want to express anew and to a greater degree this concept of international education. Let folks know more about the world in general.

Mr. DANIELS. These new textbooks dealing with minority and ethnic groups, are they being incorporated in the recommended reading material?

Mr. CARROLL. Yes, and, as I indicate, on the grounds they are good books, not just because they are multiethnic or intercultural.

Mr. DANIELS. I think our educator, Dr. Matthews, would like to ask some questions and then we will carry on with the next witness.

Dr. MATTHEW. Dr. Carroll, I do appreciate the testimony you presented this morning. It has been lengthy and certainly revealing.

I had a couple of questions but I think in view of the time I won't raise them, except for one thing that concerns me greatly. That is the question of harassment in the investigations and the freedom of choice. I had occasion to talk to some of the people going into the field to investigate the compliance with title VI and a rather interesting picture is emerging. It appears that school districts have sent in forms indicating that they are complying with title VI. After investigators have gone out, they have found that these forms really indicate that the schools intended to comply only when they got ready to. Freedom of choice, I guess you would call this.

The fact remains that many school districts are just as they always have been. It is for this reason that suggestions are being made as to how school districts can begin to comply in fact. I think the evidence reveals that freedom of choice doesn't seem to work well. Where a Negro may want to send his children to school in a district, he may be discouraged because he may lose his job.

He has made his choice but he can't go through with it. You may say "harassment," but it is clear that freedom of choice and independent action are a bit slow.

Mr. CARROLL. As indicated a moment ago our boards of education, county and city, will accord to each child the choice made by the child's parent with regard to the school he shall attend.

The difficulty arises at this point that one of our boards of education will send word to the Office of Education here in Washington to the effect that 4 percent of the pupils are to be integrated next year. Within 24 hours someone is on the telephone saying 4 percent is not enough.

If 4 percent represents the number that is expressed in a choice, I say let it be 4. If it is 44 percent, I say let it be that way. That is what I mean. I don't think it is proper to force something like that. Let it evolve, it will take care of itself in due season. I can see that.

Mr. DANIELS. That concludes our testimony with you, and thank you very much.

The next witness is Mrs. Kay W. Lumley, director of the reading clinics, District of Columbia public schools.

STATEMENT OF MRS. KAY W. LUMLEY, DIRECTOR OF THE READING CLINICS, DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Mr. DANIELS. I know you have a large statement and I suggest we incorporate your statement in full in the record and that you summa-

rize it for the committee, and then we will have a question-and-answer period.

(The statement referred to follows:)

STATEMENT BY MRS. KAY W. LUMLEY, SUPERVISING DIRECTOR, THE READING CLINIC,
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Chairman Powell and members of the subcommittee, thank you for this opportunity to appear before you.

The treatment of minority groups in texts and library books is a matter of great concern to the staff of the District of Columbia Schools, and is especially important to the staff of the Reading Clinic.

The Reading Clinic, a department of the D.C. Public Schools, provides three major services to the students from kindergarten through grade 12 and works with the Urban Service Corps Tutorial Reading Program.

1. Diagnosis to determine reasons for reading problems—both individual and group diagnosis.
2. Remedial teaching for students with severe reading disabilities.
3. Reading Improvement Program—reading specialists work with principals and teachers to improve reading instruction in the classrooms.

The volunteer Tutorial Program consists of 150 Urban Service Corps Volunteer Reading Tutors. Under the direction of the Reading Clinic they work on a one to one basis with elementary pupils to increase their interest in reading. The staff of the Reading Clinic is responsible for conducting workshops and demonstrations for the tutors.

For your information may I briefly review some statistics about the Reading Clinic and its activities during the past year?

The name "clinic" is misleading since diagnosis is only one facet of our work. Students receive remedial reading instruction at 66 Reading Centers located in the elementary and secondary schools. These reading centers are staffed by 38 reading teacher specialists. A specialist often works in two reading centers, teaching three days in one center and two in the other. Students from several schools come to a center. This is done because there are not enough reading specialists to staff all the schools, and, many of the schools do not have room for a center.

Diagnostic centers are located geographically throughout the city with 6 staff members as full time diagnosticians. Beginning this fall the Reading Clinic will take this service to the students with Mobile Units designed to meet the needs of our D.C. students and make it possible for them to be diagnosed without spending any money for bus fares. These units are small and can be parked on a normal parking space in a crowded city. They are completely self contained. An adaptor makes it possible to use the telebinocular and audiometer, and operate fluorescent lights in the unit. The mobile clinic can be operated with a regular driver's license.

The Reading Improvement Program (RIP) is staffed by 12 specialists who work with teachers and principals to provide improved reading instruction in the classrooms. This program includes screenings (partial testing), giving demonstrations, conducting workshops and grade level meetings, speaking at faculty meetings, working with subject area teachers to develop a functional vocabulary list for students, and serving as reading consultants to answer specific requests.

Last year 56 reading specialists provided service to 145 schools. This service included 2,797 students given remedial reading instruction, 2,191 students diagnosed, 10,419 students screened for class instruction, and 2,695 teachers given some part of the Reading Improvement Program.

Students reading gains ranged from one-half to 3½ years with 18 children showing no progress and 2 pupils showing a gain of 5 years. The most important result of special reading instruction is a change in attitude about reading and the opportunity to have a successful learning experience.

Books for use by the schools in the District of Columbia are selected by committees. These committees, appointed by the Deputy Superintendent of Schools, include teachers, principals and subject area department heads. The books chosen by the committees are compiled into an Approved Textbook List (an elementary and a secondary list is prepared), from which the books are selected for use by the schools. Every effort is made to find books which favorably reflect the culture of minority groups and all committees are charged with responsibility for selecting such books. The Department of History of the D.C. Public Schools de-

veloped a curriculum resource bulletin for secondary schools "The Negro In American History." This bulletin is used as basic text material to supplement the classroom textbooks. Other school districts are also using this resource bulletin.

During the past two years most major publishing companies have been publishing some multiethnic books. In my opinion there are comparatively few outstanding books of this kind to date but the responsibility for that fact can not be placed on the publishers.

When enough educators insist upon books which reflect the contribution of minority groups to the culture of our nation then the publishers will produce them. Many of the books seem to be a "pat on the head" rather than an honest portrayal of the cultures. Culturally disadvantaged, whatever that is, seems to be equated with minority groups. In my estimation books of this kind are worse than no books at all.

We have prepared a bibliography of Multiethnic Books for our Reading Clinic use. There is a copy attached to this statement. We did not list them as recommended, only as available.

A few such books which we have found useful include: Holt Rinehart and Winston's new elementary social studies series, (William, Andy and Ramon); Readers' Digest Skillbuilders and Scholastic Publishing Company's wide selection of paperbacks.

The "paperback" may be the vehicle to speed up the production of multiethnic books since they are inexpensive and could be purchased by districts who are not financially able to replace their current texts which are usually chosen in cycles of 3 to 5 years.

The recent Federal legislation for education has been a real blessing for the District of Columbia Public Schools. Textbooks and library books have been purchased in quantities never possible before the enactment of Public Law 89-10; and our inclusion in Public Law 874. NDEA while not a "textbook bill" has added dimension in the critical subject areas by providing books for reference and enrichment. Our mobile units were purchased through title I of Public Law 89-10.

It would be impossible to mention Federal funds without taking this opportunity to express sincere thanks and deep gratitude to the chairman and members of the Committee on Education and Labor, House of Representatives, for your tireless efforts, which made these laws a reality. You have given a vital transfusion to our program and to the entire program for the students of the District of Columbia Public Schools. We all thank you.

Some promising practices in reading instruction now in the experimental stage in our schools are:

Words in Color.—Words in Color is a beginning reading program intended to make the English language more phonetic through the use of color and the position of the letters on charts. Colorblind children can profit from this method by identifying sounds from the position clue on the charts. Words in Color is in use in two first grades with matching control groups established.

ITA.—Initial teaching alphabet consisting of 44 characters to eliminate the inconsistent character to symbol relationship in present spelling. This method facilitates transition to the regular traditional alphabet once reading and language fluency is achieved.

ITA is currently being used by 90 children in 3 first grades with matching control groups established.

Unifon.—Unifon is a consistent phonetic alphabet where each symbol has one sound only. It is logical and orderly. It helps make learning to read an enjoyable and successful experience. At the present time 90 children in 3 first grades are using Unifon with matching control groups.

Holt, Rinehart and Winston prepared a "speaking your way to reading" approach which was used experimentally in two classes in our schools as part of the publisher's pilot program to test the effectiveness of this approach. It was considered very successful. The materials of instruction are now available for purchase. We consider this one of the best. It is versatile and effective and provides ample opportunity for realistic minority group stories. Systems For Education: A beginning reading program incorporating Dr. Delacato's neurological approach to reading. It is too early in our experimental program to draw any conclusions.

Next month we will begin classes with Sullivan's Programmed Reading, the linguistic readers of Science Research Associates, and the Merrill Publishing Company's Linguistic Readers. All of these programs will be constantly evaluated to determine their effectiveness with our students.

The most exciting and rewarding program which the Reading Clinic has conducted is our 13.7 Special Summer Individualized Reading Program. It became identified as The 13.7 Program because that (13.7) is the age at which sixth graders automatically are ejected into seventh grade—ready or not!

The program included over-age sixth, seventh and eighth graders from the public schools and those private schools participating in Title I Projects.

The students 1200 strong met in small groups (12-15) at ten centers for four hour sessions each morning for six weeks.

Teachers were chosen from the regular teaching staff of the elementary and secondary schools. They were given a one week workshop in Reading Techniques conducted by the six reading clinic staff members who served as principals for the program under the direction of the supervising director of the Reading Clinic. This staff development workshop improves the reading program for the summer session and contributes to the effectiveness of the teachers when they return to their regular school assignments.

Materials of instruction included The Washington Post contributed by the Post and magazines contributed by District News. The D.C. Citizens for Better Public Education provided funds for activity books to be given to the students, and, as part of the individualized reading program the students were given the opportunity to select the books they preferred and keep them. The newspapers, magazines and activity books provided wonderful motivation which gave meaning to the traditional materials of instruction.

A variety of instructional materials, team teaching, individualized reading, creative writing and painting, and using the tape recorder combined to provide powerful motivation for the students and teachers. This resulted in a relaxed atmosphere conducive to learning for everyone involved in the 13.7 Program.

The only criterion for selection of instructional materials and books was the interest of the learner. Their interests were many and varied—from seventh graders who brought their babies to school every day to oversized and over-aged eighth graders who had already conflicted with the law and were bitter, disillusioned and aggressive. Fortunately most of them found a book, magazine or project to which they could relate and their individualized program of instruction was built around that interest. Everything from hot-rods and hair-do's to civil rights and cooking was in evidence. Attendance was proof of interest and attendance was consistently high. The 13.7 Program was different but effective!

BOOKS FOR DISTRICT OF COLUMBIA SCHOOLS

ABINGDON PRESS, NEW YORK, N.Y.

**Give Me Freedom*, May McNeer (5-7), 1964. Biographies of Penn, Paine, Lovejoy, Stanton, Markham, Einstein and Marion Anderson.

ATHENEUM PUBLISHERS, NEW YORK, N.Y.

**Playtime in Africa*, Efua Sutherland (2-5), 1962. Collection of verses and photographs of children at play in Africa.

The Spider Plant, Yetta Speevack (4-6), 1965. A 12-year-old Puerto Rican girl adjusts to New York City apartment-house living.

BOBBS MERRILL CO., INC., NEW YORK, N.Y.

**Booker T. Washington: Ambitious Boy*, Augusta Stevenson, (3-5).

**George Carver: Boy Scientist*, Augusta Stevenson, (3-5).

CRITERION BOOKS, INC., NEW YORK, N.Y.

Fofana, Rene Guillot (5-7), 1962. Fofana, young chief of the Lobi tribe, and a French boy share an extraordinary adventure in the jungle of Equatorial Africa.

**Looking for Orlando*, Frances Williams Brown (7-9), 1961. A Quaker boy and his family engage in the dangerous activities of the Underground Railroad and shelter a young Negro.

THOMAS Y. CROWELL CO., NEW YORK, N.Y.

**United Nations Day*, Olive Rabe (2-4), 1965. Purpose, work, and spirit behind the U.N., with emphasis on its promotion of brotherhood throughout the world.

**By Secret Railway*, Enid L. Meadowcraft (4-up). A Chicago lad in 1860 befriends a Negro boy and becomes involved with the Underground Railroad.

- North Town*, Lorenz Graham, 1965. A Negro family's experiences in their life in a northern town.
- Tituba of Salem Village*, Ann Petry, (6-9), 1964. The story of the slave Tituba and her husband, John Indian, from the day they were sold in the Barbados until the tragic Salem witchcraft trials.
- **Tongue of Flame: The Life of Lydia Maria Child*, Milton Meltzer, (8-10), 1965. A timely biography of a little-known 19th century woman writer who was a tireless crusader for the abolition of slavery.
- **Harriet Tubman: Conductor on the Underground Railroad*, Ann Petry, (7-up), 1955. An outstanding book about an American slave who risked her own life to lead slaves to freedom.
- My Dog Is Lost*, Keats and Cherr. Kgn.-3. A Puerto Rican boy, who could not speak English, traveled through an American city and made new friends.
- The Rice Bowl Set*, Patricia Martin. Kgn.-3. A presentation of life of a Chinese American boy who lived in San Francisco.
- Passover*, Norma Simon. Kgn.-3. A book explaining the meaning of symbolic celebrations by Jewish people in America and Israel.
- Down the Mississippi*, Clyde Bulla. 4-6.
- Eagle Feather*, Clyde Bulla. 4-6. Life among Indians living in America. The story will leave a feeling of the independence and dignity of the Navajo.
- Indian Hill*, Clyde Bulla. 4-6. The problems a child faces when he moves from one community to another are portrayed in this present-day story of Navajo Indians who must leave their reservations.
- Squanto, Friend of the White Man*, Clyde Bulla. 4-6.
- John Billington, Friend of Squanto*, Clyde Bulla. 4-6. Tales of early times giving facts of the first bitter year at Plymouth in New England.
- Johnny Hong of Chinatown*, Clyde Bulla. 4-6. A story of a little Chinese-American boy whose natural kindness brings him an ever-widening circle of friends.
- Big Ride*, Dorothy Erskine. 4-6. A historical novel describing the trek of Spanish colonists, from Mexico across the desert and mountains and up the coast to what is now San Francisco, in the late 18th century.
- A House for Henrietta*, Elizabeth Lansing. 4-6. A story with overtones—emphasizing how kindness, understanding and help can bring happiness to the dispossessed.
- A Small Circus*, Elizabeth Lansing. 4-6. This story centers around a little Italian girl who longs to have her family leave the circus and settle down and live like other people.
- By Secret Railway*, Enid Meadowcraft. A historical story about the loyal white friend of a Negro in the slave state of Illinois.
- And Now Miguel*, Joseph Krumgold. 7-9. A moving story of a family of New Mexican sheepherders, in which Miguel tells of his great longing to be recognized as a maturing individual.
- They Stand Invincible*, Robert Bartlett. 10-12. A story about men who are reshaping our world. (Albert Schweitzer, Martin Luther King, Alan Paton, etc.)
- Our Foreign-Born Citizens*, Annie Beard. 10-12. Bibliographies of people and vivid descriptions of their activities and contributions.
- **In Their Own Words*. A history of the American Negro, 1619-1865, Vol. I; Vol. II. (7 up.) Milton Meltzer. 1964. A calendar of Negro history with excerpts from letters, diaries, journals, autobiographies, speeches, resolutions, newspapers, and pamphlets.

DODD, MEAD & CO., NEW YORK, N.Y.

- **Famous American Negroes*, Langston Hughes—1954. (7-9.) Biographical sketches of 17 outstanding American Negroes.
- **Famous Negro Heroes of America*, Langston Hughes. 1958.
- **Famous American Negro Poets*, Charlemae Rollins. 1965.

DOUBLEDAY & CO., INC., NEW YORK, N.Y.

- **Bright April*. 3-5. 1946. Marguerite de Angeli. Modern story about a little Negro girl in Germantown, Penn.
- **Mary Jane*. 4-7. 1957. Dorothy Sterling. A realistic story of school integration.
- **Freedom Train*. 4-8. 1954. Dorothy Sterling. *The Story of Harriet Tubman*. Story of the courageous slave who after escaping from a Maryland plantation devoted her life to helping others escape.

- **Lucretia Mott. Gentle Warrior.* 7-10. 1964. Dorothy Sterling. Portrait of a Quaker lady who was in the vanguard of the anti-slavery movement from the 1830's until the Civil War.
- **Lift Every Voice.* The lives of Booker T. Washington, W. E. B. DuBois, Mary Church Terrell and James Weldon Johnson. 6-10. 1965. Dorothy Sterling and Benjamin Quarles.
- A Glorious Age in Africa.* The Story of Three Great African Empires. 7-10. 1965. Daniel Chu and Elliott Skinner.
- A Guide to African History,* Basil Davidson.
- Great Rulers of the African Past,* Lavinia Dobler & Wm. Brown. Books written on a fifth-sixth grade reading level but directed at reluctant readers in Junior and Senior high schools.

DUTTON

- **Amos Fortune: Free Man,* Elizabeth Yates. 7-9. 1950. The simplicity and dignity of a human spirit and its triumph over degradation is movingly portrayed in this biography of a slave who bought his own freedom.

FOLLETT PUBLISHING CO., CHICAGO, ILL.

- **Thirty-One Brothers and Sisters,* Reba P. Mirsky. 4-8. 1952. Life on the South African veld and of Nomusa, daughter of a Zulu chieftain.
- **Nomusa and the New Magic,* Reba P. Mirsky, 1962.
- **South Town,* Lorenz Graham. 7-up. 1959. A Negro family in the South meets prejudice and hardship with courage.

GINN & CO., NEW YORK, N.Y.

- **Negroes Who Helped Build America,* Madeline R. Stratton. 5-7. 1965. Preface by Joseph E. Penn. Fourteen notable Negroes and their contributions in science, government, the arts, education, and civil rights.

GROSSET & DUNLAP, NEW YORK, N.Y.

- **The Story of George Washington Carver,* Arna Bontemps. 4-6.
- The Story of the American Negro,* Earl Schenck Miers. 6-8. 1965.

HARCOURT, BRACE & WORLD, NEW YORK, N.Y.

- **Two Is A Team,* Lorraine & Jerrald Beim. 3-5. 1945. Teamwork and friendship of a little Negro boy, Ted, and his white friend, Paul.

E. M. HALE & CO., EAU CLAIRE, WIS.

- Come To The City,* Grace Paull. Kgn.-2nd. Colorful sights including the Statue of Liberty, the United Nations and their colorful flags, the zoo, a bus to Chinatown and a subway.
- A Little Oven,* Eleanor Estes. Kgn.-2nd. Two little girls become playmates, one from France and the other from California.
- Andy Says Bonjour,* Pat Diska. 1-3. A little boy from America went to live in Paris.
- The Little Indian Basket Maker,* Ann Clark. 1-3. A little American Girl is taught to make baskets in the tribal Indian fashion.
- My Friend Mac,* McNeer and Ward. 1-3. A little French Canadian boy finds real friends in school.
- Looking For Something,* Ann Clark. 1-3. A picture of life in Ecuador.
- Market Day for Ti Andre,* Maia Rodman. 1-3. An adventure story with authentic detail about the customs of Haiti.
- The Painted Cave,* Harry Behn. 1-3. An Indian boy interprets the story about his People in the painted cave.
- A Puppy Named Gih,* Sam Machetanz. 1-3. A real life story of life in Alaska.
- Ramon Makes A Trade,* Barbara Richie. 1-3. A very resourceful boy trades at a Mexican market place.
- Their First Igloo,* True and Henry. 1-3. Two Eskimo children and their adventures on Baffin Island.
- This Is The World,* Josephine Pease. 1-3. A story for little children about how people look and live and what they do.
- Wish Around the World,* Vana Earle. 1-3. A story about how people live in other countries.

- The Christmas Rocket*, Anne Molloy. 3-5. An Adventure story about an Italian boy who will some day be a potter.
- Cowboy Tommy*, Sanford Tousey. 1-3. A story of a boy's adventures with cowboys and Indians.
- Elephant Bridge*, Jeffrey Potter. 3-5. Adventures of a lad who wanted to go to war with other Burmese Villagers.
- The Happy Orpheline*, Natalie Carlson. 3-5. A story of French children who live in an Orphanage in Paris.
- The Magic Listening Cap*, Yoshiko Uchida. 3-5. Japanese folk tales to which children easily relate.
- Rain In The Winds*, Claire & George Loudon. 3-5. Life in a small village in India.
- Tim, A Dog of the Mountains*, Johnson, Margaret. 3-5. Comparison of life in America and in the mountains of Afghanistan.
- Trouble for Tomas*, Franz Hutterer. 3-5. Life in a small village in Yugoslavia.
- The Vanilla Village*, Priscilla Carden. 3-5. Life in Mexico.
- Carver, George*, Florance Means. 4-6. A biography showing great vitality and personality.
- Cathie Stuart*, Nora MacAlvay. 4-6. Life in Scotland, excellent Scots background and authentic drawings.
- Getting To Know Puerto Rico*, Regina Tor. 4-6. Authentic information about the traditions, religious customs, economic problems and family life in Puerto Rico.
- The Hat-Shaking Dance and other Tales from the Gold Coast*, Courlander and Prempeh. 4-6. Folk tales of the Ashanti, who live on the African Gold Coast.
- Joel Is the Youngest*, Judith Ish-Kishor. 4-6. This book covers most of the important Jewish holidays and stories of people who were important in American History.
- The Magic Calabash*, Jean Cothran. 4-6. Stories from Alaska, Puerto Rico, Virgin Islands and Hawaii supply a rich variety of tales from different cultures.
- Mau's Summer*, Arnold Bare. 4-6. A story of a tour of the Hawaiian Islands.
- Ootook Young Eskimo Girl*, Lyn Harrington. 4-6. A story about a little Eskimo girl, whose family battles for their livelihood in Alaska.
- The Picture Story of Alaska*, Hester O'Neill. 4-6. The history of Alaska with a description of cities, villages and people.
- Second Son*, Margaret McDowell. 4-6. Life in a village in the Philippines.
- The Shepherd's Nosegay*, Parker Fillmore. 4-6. A collection of folk tales from Finland and Czechoslovakia.
- Stories California Indians Told*, Anne Fisher. 4-6. Authentic Indian Legends.
- Toto's Triumph*, Claire Bishop. 4-6. A story of a young boy's courage in a miserable winter in Paris.
- And Long Remember*, Dorothy Fisher. 5-7. Lives of 13 famous Americans who helped make America great. (Lincoln, Lee, Carver, Hale, etc.)
- Armed With Courage*, May McNeer. 5-7. Seven biographies showing great physical and spiritual courage, determination and self sacrifice. Nightingale, Damien, Carver, J. Addams, Grenfell, Ghandi and Schweitzer.
- Candita's Choice*, Mina Lewiton. 5-7. A girl from Puerto Rico comes to America and the adjustments she made.
- The Cornhusk Doll*, Eleanor Wilcox. 5-7. A picture of frontier life with the Indians.
- Digging Into Yesterday*, Estelle Friedman. 5-7. The accomplishments of men who lived long ago. (Crete, Troy.)
- His Indian Brother*, Hazel Wilson. 5-7. A book of survival taught by an Indian boy.
- Let's Visit Southeast Asia*, John Caldwell. 5-7. Brief account of some of the customs, races, religions, resources and political problems of the crossroads of Asia.
- A Present from Rosita*, Celeste Edell. 5-7. A Puerto-Rican girl learns a new way of life when she came to America.
- Tino and the Typhoon*, Alice Kelsey. 5-7. A realistic story of the life of the fishermen in a small village in the Philippines.
- Boss Chombale*, Margaret Hubbard. 6-8. An adventure story of life in Southern Rhodesia.

- Breakthroughs In Science*, Isaac Asimov. 6-8. Short biographical descriptions of the great scientific discoveries and what they mean to all of us. (Archimedes, Galileo, Copernicus, Pasteur, Jenner and etc.)
- Cap and Candle*, Dorothy Blatter. 6-8. A picture of love and romance in present-day Turkey.
- Franklin of the Artic*, Richard Lambert. 6-8. John Franklin, Britain's greatest Arctic explorer and his adventures with Indians and Eskimos.
- The Golden Goblet*, Eloise McGraw. 6-8. An adventure story with an exciting historical background. (Egyptian life.)
- A Holiday With Eric*, Ruth Daggett. 6-8. A heartwarming story of young people learning to adjust to new situations and to understand each other. (England & U.S.)
- The Knight of the Golden Fleece*, Virginia Chase. 6-8. The troubles and honors of an American who went on an expedition for Charles II.
- Musa the Shoemaker*, Louise Stinetorf. 6-8. An exciting story of a village shoemaker in Algeria.
- The Silver Disk*, Loring MacKaye. 6-8. An adventure story involving vagabonds in Palermo, Sicily.

HARPER & ROW PUBLISHERS, ELMSFORD, N.Y.

Elementary

- The Shaman's Last Raid*, Betty Baker. A story of the relationship of different generations. Two American Indian children learn to appreciate the ways of their great-grandfather.
- The Case of the Hungry Stranger*, Crosby Bonsall. Four small boys play detective and solve a neighborhood mystery. Only the illustrations reveal that one of the boys is a Negro.
- The Tomahawk Family*, Natalie Carlson. A skillful young teacher changes the attitudes and values of a Sioux family on a North Dakota reservation.
- Breakthrough to the Big League*, Robinson & Duckett. Emphasis on moral courage and discipline required in breaking down racial barriers.

Junior High School

- Anchor Man*, Jesse Jackson. A theme about mutual understanding and mutual trust as the first step in problem solving.
- A Nation of Immigrants*, John F. Kennedy. A story of what 42 million immigrants contributed to America and what they gained by coming.
- Faces Looking Up*, Mina Lewiton. Twelve stories, each about a child at school in a different country.
- Berries Goodman*, Emily Neville. A story showing the effects of prejudice (anti-Semitism).
- A Cap for Mary Ellis*, Hope Newell. A career story of adjustments a Negro student nurse had to make in a formerly all-white nursing school.
- Passage to America*, Katherine Shippen. A book to make young readers proud of their country and of their ancestors who migrated to America through centuries and built a better way of life.

Senior High School

- It Takes Heart*, Mel Allen. Stories of courage displayed by some famous figures in the sports world.
- Golden Slippers*, Arna Bontemps. Brief biographies of the poets are included in this anthology of Negro poetry.
- Jazz Country*, Nat Hentoff. A story of a young white boy's venture into the world of jazz, where the acknowledged "greats" are chiefly Negroes.
- Anything Can Happen*, George Papashvily. An account of a Russian immigrant's trials and tribulations as he attempts to become Americanized.
- Tomorrow Is Now*, Eleanor Roosevelt. A story of the ideals of the United Nations at home, particularly in the areas of civil liberties and equal rights.
- The Return of Hyman Kaplan*, Leo Rosten. A continuation of the hilarious adventures of new Americans in their quest for knowledge in a night school class.

Miscellaneous

- Call Me Charley*. 5-8. 1945. Jesse Jackson. Charley, the only Negro boy in his school, had to use all his good qualities to achieve his place in the community.

- The Empty Schoolhouse*. 3-5. 1965. Natalie Savage Carlson. A 10-yr.-old Negro girl in a small Louisiana town stands alone in her decision to attend an integrated school.
- A Clouded Star*. 9 and up. 1948. Anne Parrish. A novel based on Harriet Tubman, and a flight to freedom on the Underground Railroad.

HOLT, RHINEHART & WINSTON, NEW YORK, N.Y.

- Visit to a Chief's Son, An American Boy's Adventure in Africa*, Robert Halmi & Ann Kennedy. This story of an American boy's visit to the Masai Tribe in Kenya gives a fascinating picture of tribal life and easy friendliness that can spring up between boys of entirely different backgrounds.
- Terrapin's Pot of Sense*, Harold Courlander. From the rich Negro culture the folklorist has culled 31 tales recounted in rural Ala., N.J., & Michigan. The stories disclose subtle, penetrating insights into human foibles with contagious humor and freedom from dialect.
- The Cow-Tail Switch and Other West African Stories*, Harold Courlander & George Herzog. Seventeen stories, mostly gathered in the Ashanti country, are told with humor and originality. Their themes are frequently primitive explanations of the origin of folk sayings and customs, and show examples of animal ingenuity and trickery.
- The Fire on the Mountain*, Harold Courlander and Leslau Wolf. An outstanding collection of Ethiopian folk tales. The authors heard them told by native storytellers and in translating them, have preserved not only their sly wit and simple wisdom, but the very rhythm of each narrator's voice.
- Chariot in the Sky*, Arna Bontemps. This thoughtful, enlightening book shows how the Negro spirituals grew out of a slavery and how the Fisk Jubilee Singers made those songs known to the world.

HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

- *Reach For a Star*, Florence C. Means. 7-12. 1957. Novel of freshman life, romance and new friendships set against the background of the large Negro campus of Fisk University.
- *Pathways To Freedom*, Edwin D. Hoffman. 7-10. 1964. Episodes such as the 1799 campaign for free schools in Providence, R.I., the strike of the Philadelphia workers for a 10-hour day in 1835, the struggle of the newly freed Negroes to own land on the Sea Islands in 1864.

KNOPF

- *Frederick Douglass: Slave-Fighter-Freeman*, Arna Bontemps. 5-7. 1959.
- *Mary McLeod Bethune*, Emma Gelders Sterne. 7-9. 1957. An example of the American opportunity to rise according to one's ability and determination is shown in this biography of the Negro founder of Bethune College.

J. B. LIPPINCOTT CO., PHILADELPHIA, PA.

- Happy New Year*, Yen Liang. K-3. Dee-dee and his sister Bao celebrate the colorful New Year festival in old China.
- Snow Storm Before Christmas*, Candida Palmer. K-3. 1965. Two inner-city Negro children have an exciting trip to downtown Philadelphia to do their Christmas shopping.
- Twenty-One Children*, Virginia H. Ormsby. K-3. 1957. A typical week in an elementary school, and the arrival of an interesting new Spanish-speaking pupil.
- What's Wrong With Julio*, Virginia Ormsby. K-3. 1965. The story of how a classroom of children help solve their mutual problems when five Spanish-speaking children enter the class.
- Berries in the Scoop*, Lois Lenski. K-3. 1956.
- A French School for Paul*, Mireille Marokvia. K-3. 1963. Though homesick at first, Paul makes new friends and has many adventures at a French boarding school.
- Indian Island Mystery*, Mary C. Jane. Int. 1965. Abbie Jane and Eric prove their Indian friend's innocence and find that differences in race and background make people more interesting.

- Ladycake Farm*, Mabel Leigh Hunt. Int. 1952. A Negro family moves to the country and learns, along with their neighbors, that racial understanding can be more than a fine phrase.
- Little League Amigo*, Curtis Bishop. Int. 1964. A Cuban refugee is introduced to American ways and the team spirit of the Little League.
- Little League Double Play*, Curtis Bishop. Int. 1962. Ronnie and Mexican-born Julian teach Aunt Susan a lesson about loyalty and sportsmanship as well as baseball.
- Little League Heroes*, Curtis Bishop. Int. 1960. A Negro boy wins his place on the team.
- The Luck of the Golden Cross*, Kathryn Vinson. Int. 1960. Moving story of a boy's heroism in the Greek-American sponge divers' village of Tarpon Springs, Florida.
- Musa, the Shoemaker*, Louise A. Stinetorf. Int. 1959. This story of the boy Musa, apprentice to the village shoemaker, reflects the spirit and feeling of Algeria.
- Rainbow on the Rhine*, Helen Train Hilles. Int. 1959. An American boy has exciting experiences in modern Germany and has fun learning new customs and a new language.
- Stars for Christy*, Mabel Leigh Hunt. Int. 1956. A good family story of a little Italian city child who spends a holiday in the country and sees the stars as she never did before.
- Understanding Kim*, Pelagie Doan. Int. 1962. Two ten-year-olds, one of whom is an adopted Korean War orphan, must learn to adjust as sisters in the Crandall family.
- Wonderful Good Neighbors*, Ruth Helm. Int. 1956. Clothes looked queer, customs seemed strange to a city boy in Amishland, but eventually he found his place there.
- Bayou Suzette*, Lois Lenski. Int. 1943. Suzette, a bayou-French girl, shares her home with an Indian friend in the Louisiana Bayou Country.
- San Francisco Bay*, Lois Lenski. Int. 1955. The new friends and experiences he meets in the city show a Chinese-American boy the richness of his double heritage.
- Elephant Outlaw*, Louise A. Stinetorf. Int. 1956. The fast-moving, exciting adventures of two boys in an East African jungle, with authentic, colorful background.
- Singing Among Strangers*, Mabel Leigh Hunt. Int. 1954. A deeply moving story of a courageous Latvian family forced to leave their home and flee to America.
- Meeting With a Stranger*, Duane Bradley. 5-6. 1964. Teffera, a teenage boy in an Ethiopian village, cares for the farm when his father is in the hospital and helps the United States agriculturist establish a training program for farmers.
- **Three On The Run*, Nina Bawden. 5-7. 1965. An African boy, the son of an ousted Prime Minister, flees through England to escape a wicked uncle who wants to kidnap him and take him back to Africa.

LITTLE, BROWN & CO.

- **Mississippi Possum*, Miska Miles. 1-3. 1965. A Negro family and a little gray possum share the same tent when the mighty Mississippi overflows.
- **Baseball Flyhawk*, Matt Christopher. 4-5. 1963. Chico moves from Puerto Rico to New York City and believes he can make new friends through baseball.

JULIAN MESSNER

- **Melindy's Medal*, G. Faulkner & J. Becker. 3-5. 1956. Melindy, a little Negro girl, moves from a basement apartment to a housing project.
- **Ralph J. Bunche: Fighter for Peace*, Alvin Kugelmass. 7-up. 1962.
- Booker T. Washington*, Shirley Graham. 6-9. 1955.
- The Story of Phyllis Wheatley*, Shirley Graham. 1953.

MORROW, WILLIAM & CO.

- **North Star Shining*, Hildegard Swift. 5-9. 1947. Vivid account of the important role played by Negroes in our history.
- **Classmates by Request*, Hila Colman. 7-9. 1964. Carla and a few high school

classmates voluntarily transfer to an older, previously all Negro school—where they learn that prejudice works both ways.

PANTHEON

The Princess and the Lion, Elizabeth Coatsworth. 4-6. 1963. Adventure and suspense in ancient Abyssinia as a young princess strives to reach her imprisoned brother, who is to be the new king.

RANDOM HOUSE

A Raisin in the Sun, Lorraine Hansberry. 9-up. 1959. A Negro family receives a legacy.

CHARLES SCRIBNER'S SONS, NEW YORK, N.Y.

**Josefina February*, Evaline Ness. K-2. 1963. A little Haitian girl gives up her baby burro to buy shoes for her grandfather.

**Freedom River*, Marjory S. Douglas. 6-9. 1953. A Negro slave, a Seminole, and a white boy solve their problems together.

THE VIKING PRESS

**Carrie and the Yankee*, Mimi C. Levy. 5-7. 1959. A Negro girl hides a wounded Yankee.

ALBERT WHITMAN & CO., CHICAGO, ILL.

What Mary Jo Shared, Janice May Udry. 5-7. Story of a little girl whose family happens to be Negro is illustrated with warmth and realism.

BANTAM BOOKS, NEW YORK, N.Y.

Up from Slavery, Booker T. Washington. Autobiography.

FOLLETT PUBLISHING CO., CHICAGO, ILL.

Grade 1—Intermediate 1-3 (For motivating culturally deprived youngsters)

Play with Jimmie,

Laugh with Larry.

A Day With Debbie.

Fun With David.

Four Seasons With Suzzy.

In the Big City.

All of a Kind Family, Sydney Taylor. (Family relationships, strong characterization of Jewish family life in N.Y.)

More All of a Kind. (Significance of Jewish holidays and the ceremonies with which they are observed.)

Foreign Born American Series, Clara Ingram Judson.

Life in Other Countries—Children of the World Books.

CROWELL BOOKS, THOMAS Y. CROWELL CO., NEW YORK, N.Y.

Intercultural relations

Grades K-3

My Dog Is Lost. (Juanito, who had just arrived from Puerto Rico and could not speak English, made many new friends.)

Rice Bowl Pet, The, Martin, Patricia Miles. (Exciting sections of San Francisco are presented as well as a glimpse into the life of a Chinese American boy.)

Grades 4-6

By Secret Railway, Meadowcroft, Enid LaMonte. (After losing his certificate of freedom Jim is aided by his loyal white friend in his homeward trip on the Underground.)

Eagle Feathers, Bulla, Clyde Robert. (A Navajo Indian boy of today—life in the white man's school for Indian children.)

House For Henrietta, Lancing, Elisabeth Hubbard. (Kathy finds a home for her new friend, a Hungarian refugee.)

Indian Hill, Bulla, Clyde Robert. (The problems a Navajo Indian child faces when he moves from one Community to another.)

John Billington, Friend of Squanto, Bulla, Clyde Robert. (Sequel to *Squanto, Friend of the White Men*.)

Johnny Hong Of Chinatown, Bulla, Clyde Robert. (A charming story of a little Chinese-American boy whose natural kindness brings him an ever-widening circle of friends.)

Small Circus. (A delightful story about an Italian family that comes to this country with a small traveling circus.)

Grades 7 and up

Great American Negroes, Revised by William A. Fahey. (Short chapters depicting the early years in the lives of great Negro figures.)

B-B: Fighter of Goliaths, Samuels, Gertrude. (Biography of David Ben-Gurion, a leader of modern Israel.)

Giants of Jazz, Terkel, Studs. (Biographies of a dozen of the most celebrated figures in the history of jazz.)

North Town, Graham, Lorenz. (Adjustment to the life and the race problems of the North by a Negro boy from the South.)

John Greenleaf Whittier, Holberg, Ruth Langland. (Fighting Quaker.)

Harriet Tubman, Petry, Ann. (Conductor of the Underground Railroad.)

Flight To Freedom, Buckmaster, Henrietta. (The story of the Underground Railroad.)

Rifles for Watie, Keith, Harold. (A young farm boy joins the Union forces, a slave-owning Cherokee Nation.)

They Stand Invincible, Bartlett, Robert Merrill. (Biographies of contemporary leaders. Men who are reshaping our world.)

HARPER & ROW PUBLISHERS, ELMSFORD, N.Y.

Human Relations Set, Series 1

Series have been carefully selected to help young people understand the various ethnic groups in our culture, so that they may better know their own role in the practice of brotherhood and meaningful social relationship. The stories and biographies concerning significant social problems have been chosen for variety, readability, and subject appeal.

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The Case of the Hungry Stranger.

The Tomahawk Family.

A Summer Adventure.

Candita's Choice.

That Bad Carlos.

Breakthrough to the Big League.

Junior High, Series 2

Call Me Charley.

Anchor Man.

A Nation Of Immigrants.

Faces Looking Up.

Berries Goodman.

A Cap For Mary Ellis.

Passage To America.

Who Wants Music on Monday?

High school, series 3

It Takes Heart.

Golden Slippers.

Jazz Country.

Stride Toward Freedom.

An American Dilemma.

Anything Can Happen.

Tomorrow Is Now.

Fifth Chinese Daughter.

The Return of Hyman Kaplan.

Stories of people of different countries

Janet And Mark, Preprimer 1.

Outdoors And In, Preprimer 2.

City Days, City Ways, Preprimer 3.

Just For Fun, Preprimer 4.
 Around The Corner, Primer.
 Real and Make-Believe, First.
 All Through The Year, Second.
 From Faraway Places, Third.
 Trade Winds, Fourth.
 Crossroads, Fifth.
 Seven Seas, Sixth.

HOLT, RINEHART & WINSTON, INC., NEW YORK, N.Y.

Holt Urban Social Studies

This is a new series designed to help children recognize and understand the roles of many different people in contemporary urban life. In emphasizing the realistic situations and problems that children face and must understand, the program encourages children to see and identify with people of different races and heritage as they live and work together in an urban environment.

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 Around the Earth.
 In The United States.
 In the United States and Canada.
 In Canada and Latin America.
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Land of the free series

Each book in this series is an exciting story about a distinct national group that came from another country to find freedom in the new land. Today, America is what those people of many nationalities have made it and are still making it. Each group has brought its own important contribution to the building of a new and vigorous nation.

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 Door To The North.
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Science A Modern Approach. Kgn.—6.

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Every possible step was taken to create a picture world which would adequately represent a wide range of city scenes and people never before presented in a text with such gentle realism.

Look Out for C.
 The Hidden Lookout.
 Who Cares?

SCOTT FORESMAN & CO., FAIR LAWN, N.J.

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Robinson, Monroe, Aetley, Huck, W. Jenkins; Greet (Linguistic Advisor).

For those communities desiring a reading program that reflects a diverse society, the Multi-Ethnic Edition of The New Basic Reading Program brings to children an awareness of the many cultures, races, and kinds of people of America.

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Basic Reading is now being augmented with the addition of multiethnic Extended Readers for Pre-Primer, Primer, and general Grade 1 reading levels. These will be available in the spring of 1966. The basal materials for Grades 1, 2, and 3 of the program are also being prepared in multiethnic form, and this edition will be available for the start of school in September, 1966.

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A broadly built reading program, designed to accommodate those differences in background and ability that exist among all children but are particularly wide among children in our city schoolrooms.

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Homes around the World. (Series of five books, *The World Children Live In* shows the well-known patterns of play, work, family and school operating in rural, urban and other regions.)

SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

Our Working World focuses on the family in the first grade. In step with the expanding world of the child, the program moves into the neighborhood in the second grade, and studies the metropolitan area in the third grade.

ALBERT WHITMAN & CO., CHICAGO, ILL.

What Mary Jo Shared, Janice May Udry. (An understanding story of a little girl whose family happens to be Negro is illustrated with warmth and realism. The other children, white and Negro, are as happily pictured.)

TEMPO BOOKS, GROSSET & DUNLAP, NEW YORK, N.Y.

Roosevelt Grady, Louisa R. Shotwell. (Like all 9 year-olds, Roosevelt wants a real home and permanent friendships, instead he must move on when his migrant family follows the harvest seasons.)

Mr. BURTON. Mrs. Lumley, Congressman Hawkins asked me to express his greatest possible admiration for your husband. He was with this subcommittee on a recent investigation on a trip overseas. He asked me to express my regrets that he could not be here.

Mrs. LUMLEY. Thank you. I wanted to tell you I flunked statistics, so I won't give you any impressive figures or percentages. If you are interested in discussing the philosophy we use in choosing books and putting them on the approved textbook lists to make the books available in the schools, I will certainly be happy to answer any questions.

I would like to begin, before we get into my statement, by thanking the chairman and members of the Committee on Education for the terrific job you did in making Federal legislation for education a reality.

I am speaking for myself and, believe me, I am willing to be harassed a great deal to do what we are doing for the kids in public schools in the District of Columbia.

Thank you.

I will be happy to answer any questions if you have anything specific. If you want me to take any particular point, I will be happy to do that.

Mr. DANIELS. Will you briefly outline for the committee what the District of Columbia school system has done with respect to the treatment of minority groups in the reading material in the school system in the District of Columbia?

Mrs. LUMLEY. You probably noted part of this lengthy thing as a bibliography. It is just a list of books dealing with all minority cultures and is available for teachers and principals and our own reading clinic use. The District of Columbia public schools choose books by means of committees. The Deputy Superintendent appoints a chairman for each of the subject areas and each of the teachers and principals and other officers study the new books on the market for approximately 3 months each year.

Every committee is charged with and is given the responsibility to look for books dealing with all cultures. I am sure you are aware in the District of Columbia public schools we have a large majority of Negro children, Puerto Ricans, and children from the embassies. We are always looking for books, not just the so-called good books, but paperbacks, too.

I know "good" refers normally to content, but I am talking of books in quantity that reflect the culture, the contribution from the Eskimos,

Indians, or any culture we can possibly get. Until the last 2 years when money became available, it was difficult to buy anything. We didn't even have enough textbooks. The first money from Federal aid went to purchasing textbooks so children would be able to use a book and have something to use besides a text.

We are looking for multiethnic books in texts, not just library books. We have found some. Some are just a pat on the head in my point of view. There is still a great need for multiethnic textbooks, library books, and others.

We can't just depend on publishers for a good supply of multiethnic books. Ideas must come from the schools. Publishers reflect what the educators ask for. If we don't ask for them, we can't pass the buck to the publishers.

There is hardly a week we don't have correspondence or someone stopping by saying, "What do you need, what are you looking for?" It takes a lot of people saying, "What do you need," before they can publish a book of the kind that any few of us might ask for. The publishers are more than willing. They want to publish what we want to buy. I think some of them have done it at the risk of not selling in some cases.

Mr. DANIELS. The gentleman from Indiana, Mr. Brademas.

Mr. BRADEMAS. I have no questions.

Mr. DANIELS. Mr. Ashbrook?

Mr. ASHBROOK. Washington would probably be somewhat of a unique situation in that the minority is the majority. Do you have any types of books that could better reflect what is clearly a majority in this particular school area, the District of Columbia? Or it is a type of situation like we have seen up to now, where they have to take any and all books?

Mrs. LUMLEY. We are trying to consider what we think at the present time is the best available, particularly in reading. We are using the multiethnic books put out by several publishing companies. There are several fine social studies available particularly dealing with the Negro culture and we are using them.

We are buying, using, and putting them on our so-called accepted text list. The District of Columbia schools have put out this book, "The Negro in American History," which was prepared by a committee of teachers and principals of the District of Columbia schools. It is used as part of the text in the history department in the secondary schools and as a reference book in the elementary schools.

It is also used in urban areas who purchase it from our curriculum department.

Mr. ASHBROOK. I would gather from what you have said that your feeling as to the scope of these books, the number available, is still very poor and very limited?

Mrs. LUMLEY. I think it is limited and, in many cases very poor. We have had crayons used to incorporate the cultures of the country, but on the other hand we have publishers taking the step. I think educators are taking time to write books. We should take the time to write the books. I have a lot of faith in the publishers, however. They are in the business to satisfy us.

Mr. ASHBROOK. Having more Negro students as you do in the District of Columbia, it would seem that they should have courses in Amer-

ican history emphasizing the Negro contribution. Is there the ability in a school system here to have courses of that type and have textbooks used, or does it have to be an ad hoc thing like that mimeographed sample which you put together?

Mrs. LUMLEY. We are also using textbooks that do reflect the culture. The supervising director of the history department has written a foreword to a recent history book saying he thinks it is an outstanding book. It does incorporate and reflect the outstanding contribution of the Negro in American history. That textbook is being used widely. It is what we need. It is a must with us, not just a supplementary book.

Mr. ASHBROOK. I got the impression that the book you pointed out was put together because of some inadequacy?

Mrs. LUMLEY. I think I neglected to tell you this was put together by a committee about 7 years ago. Since then this committee has been following the multiethnic books. I am sure you realize that in the last 2 or 3 years we have witnessed a major breakthrough in any kind of multiethnic books. The second printing of this mimeographed manual was in 1964 and the first in 1961. It is about 6 years old.

Mr. BURTON. Will the gentleman yield?

Mr. ASHBROOK. Yes.

Mr. BURTON. Has the book been revised since first published?

Mrs. LUMLEY. Yes, in 1964.

Mr. BURTON. Do you have any extra copies?

Mrs. LUMLEY. I will see that you get copies of this publication. It comes from our publication department, I have given the names of the committee.

We are not satisfied with it. It is something being redone through the curriculum department to bring it up to date, and certainly as we get more information. When we started out, I would say it was rather hurriedly because of the great need to do something for the Negro in our American history.

Mr. BURTON. Was that done by the local public school district?

Mrs. LUMLEY. Yes.

Mr. BURTON. By in-house personnel or outside?

Mrs. LUMLEY. It was done entirely by local staff members.

Mr. BURTON. Have you sought or received evaluation from other historians with respect to the accuracy or completeness of the material?

Mrs. LUMLEY. The only thing I could tell you, is that many copies have been used by many major cities and they are given the right by our school district to reproduce it anyway they see fit.

Mr. BURTON. My question is have you sought or received evaluation of historians as to the adequacy or accuracy of the material?

Mrs. LUMLEY. I don't know if you would call them historians, only other curriculum departments. I understood your question and answer by saying they were using it, which meant they thought it was authentic. I can't say whether it is or isn't. But we are using it and it is a stopgap or interim measure. It has history material which the District Department of Public Schools in the District of Columbia feels is appropriate. It has entire chapters dealing with the Negro in American history.

Mr. BURTON. No further questions.

Mr. DANIELS. I understand there are a number of children in the public school system that are deficient in reading.

Mrs. LUMLEY. Unfortunately, yes.

Mr. DANIELS. Do they receive special reading instructions?

Mrs. LUMLEY. To the limit of the availability of staff they do. Since the new Federal legislation we have been able to more than double the staff of reading specialists. In addition to having a staff of reading specialists we also, beginning next month, will have on the streets mobile units which will go out to the students to give our diagnostic reading test to determine what is causing the reading deficiency.

Up until this time a child needed to bring a parent in for the reading test. It took some time for a parent and student to get over to take the test. We have gotten some Falcon wagons with the necessary testing equipment and materials. There is room for the teacher and three students to come in and it is done on an individual basis for this kind of testing.

A hundred or one hundred and fifty books are taken into the school the unit is serving that day and they can be put in the wagon. They, in turn, can return the 100 or 150 they were using before. We are planning to have enough people, or at least one administrative unit in order to have a person available to go out and work with teachers and principals where it is not possible to sit down and give remedial instruction.

The greatest need we see is to improve the teachers in the District of Columbia schools.

Mr. DANIELS. How far behind are these children when they need special instruction?

Mrs. LUMLEY. From 2 to 5 years. When we say behind we are using an arbitrary grade level.

Mr. DANIELS. Are you referring to children in the elementary schools?

Mrs. LUMLEY. I am referring to both. After they are in secondary school we use a different scale. We try to get some subject areas and see if we can help in that way by developing their vocabulary, teaching them to fill out application forms, using the kind of books published to help students help themselves; in other words, how to be a good service station operator, that kind of thing.

After they reach a certain point of deficiency, we don't say they are in ninth grade—maybe we do to each other—but we think more in terms of where they are functioning and how can we bring them to be independent readers to function by themselves.

We are very far behind in being able to meet the needs, I am convinced the only way is to make more opportunities available to teachers so teachers in classrooms can help the cases that have to come to classes for special attention.

Mr. DANIELS. What did you mean "far behind," is it a matter of finances?

Mrs. LUMLEY. We have more students needing help than we are prepared to give.

Mr. DANIELS. You need more qualified teachers?

Mrs. LUMLEY. Yes, more professional staff. We are fortunate in the District that many teachers have a wonderful background in reading. You might ask why aren't the children reading well, but I am talking of the number of people prepared to do special reading instruction such as in larger cities.

We are able to add the teachers to our clinic staff and with the orientation we give they do a fine job. There is a point of no return. We can't keep adding remedial teacher on top of remedial teacher. There are others working with the classroom teacher. This is preventive work so the children coming up now in elementary schools never have reading problems.

Mr. DANIELS. What percent of your school population do you consider lacking or deficient in reading habits?

Mrs. LUMLEY. That depends on the way we interpret the statistics. We have actually said that we consider 20 percent of our population have a reading deficiency. That would not include those severely retarded in reading, only those having some difficulty.

Mr. DANIELS. Mr. Burton?

Mr. BURTON. Would you bring the microphone a little closer, I am having trouble hearing all you have to say.

I want to ask an opinion of which has relevance to the District and perhaps many major cities in the country with respect to de facto segregation. How feasible is it to eliminate de facto segregation in a setting of de facto, if not de jure residential segregation?

Mrs. LUMLEY. Well, I think that is something I can't answer, if you are referring to some of the recent things, the reporting done in the newspapers about our attempt to so-called equalized integration in our schools.

Mr. BURTON. I don't have reference to any specific effort to improve the picture of integration.

Mrs. LUMLEY. The freedom of choice?

Mr. BURTON. No; mine is more generally how optimistic can we be about cities having meaningful integration in practice, with the lack of legal tools to eliminate residential segregation?

Mrs. LUMLEY. That is really a hard question. I think there again it is only going to be overcome when professional staff members take the same view that some of the parents take who are interested in children being children.

In the District of Columbia, where the school remains all one ethnic group, do you make someone feel at home if you bring them in or do you do them a disservice in the classroom if it is done by the accompanying fanfare and parents standing outside making comments. I don't know how you can overcome that in education. I am a firm believer that we are all in the world together and, if we try, it will work out but I have no pat answer as to how to integrate a certain section of town that up until that time has been just one group of people.

Mr. BURTON. Let me particularize. The school age population in the cities is becoming more and more heavily nonwhite. Given a school setting with a private school alternative that costs money, almost by definition to the parents, I am quite troubled as to how we are ever going to meaningfully eliminate de facto segregation, more particularly at the grammar school level.

I assume at the junior high school or high school level this might be easier to deal with. I must say I am quite pessimistic about the long-term outlook, talking in terms of the next 10 or 15 years. I am not convinced there is any set of tools we can provide that will do more than mitigate the de facto segregation in the hard core cities.

Mrs. LUMLEY. I worry about the effect of what we do to children regardless of color or race when we make them uncomfortable. We are not living up to our job as educators, I believe, until we get together as neighborhood groups and get someone in as a dynamic leader, someone to make us see where we are going and how to get there, how to live in the century we live in.

If we had a set of tools I would hope we would use them. It is a matter of human dignity. We have no right to make any person feel inferior or unwanted in public schools. As educators we have to accept the responsibility and say we have failed. I have no answer. I wish I did.

Mr. DANIELS. That concludes your testimony. We want to thank you.

We have three other witnesses scheduled this morning. I regret we won't be able to hear these witnesses because in about 2 minutes the House will meet and the committee may not sit while the House is in session. I had hoped we might continue this meeting but this afternoon there is a conference in another committee and the length of the conference cannot be determined now.

I would ask these witnesses to return at a later date or they may submit their statements for the record and they will be read and studied by the committee. We have Mrs. Alice Rusk and Mr. Robert W. Locke.

I would like to ask if it will be convenient for them to return tomorrow morning at 10 o'clock?

Mr. LOCKE. I would be glad to come back tomorrow morning.

Mr. DANIELS. Fine, I am sure the committee is very much interested in the testimony you will give.

Mrs. Rusk?

Mrs. RUSK. I will be able to return.

Mr. DANIELS. I am sorry for this delay but we have no control over the situation.

Thank you very much. We will adjourn and reconvene at 10 o'clock tomorrow morning.

(Whereupon, at 12 noon, the committee adjourned, to reconvene at 10 a.m., Wednesday, August 31, 1966.)

BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES

WEDNESDAY, AUGUST 31, 1966

HOUSE OF REPRESENTATIVES,
AD HOC SUBCOMMITTEE ON DE FACTO SEGREGATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 a.m., in room 2175, Rayburn Office Building, Hon. Phillip Burton presiding.

Present: Representatives Burton, Carey, Hawkins, and Brademas.

Also present: Dr. Eunice Matthew, education chief, and Charles Radcliffe, minority counsel.

Mr. BURTON. I would like to say good morning to you.

Because so many of the committee members are in conference on another bill, I will be conducting the hearing for a while this morning.

First, we would like to have Mr. Locke of McGraw-Hill come forward to testify.

**STATEMENT OF ROBERT W. LOCKE, SENIOR VICE PRESIDENT,
McGRAW-HILL BOOK CO.; ACCOMPANIED BY DR. RICHARD SMITH,
SENIOR EDITOR, TEXT-FILM DIVISION, McGRAW-HILL BOOK CO.**

Mr. BURTON. We are happy to welcome you, Mr. Locke.

Mr. LOCKE. Mr. Chairman, I have quite a long statement because it is very detailed and quite specific. In the interest of saving time, if it is all right with you, I would like to read parts of the statement and leave out some of the detail but submit it for the record.

Mr. BURTON. Without objection, we will insert the full statement which will appear in the record as though read.

Mr. LOCKE. Mr. Chairman, my name is Robert W. Locke, and I have executive responsibility within the McGraw-Hill Book Co. for the development, production, and sale of all textbooks and other educational materials designed for schools.

It is my privilege to state McGraw-Hill's objectives with respect to the representation of minority groups in our educational publications and to give an account of what we have done to meet those objectives. Needless to say, the matter is of great importance to us and to the schools for which we publish.

I should state at the outset that McGraw-Hill produces a wide range of materials designed for classroom instruction, and I will include all of them in this statement. Besides hardbound textbooks, which in 1965 accounted for less than 50 percent of our sales to schools, we publish such other printed materials as workbooks, lab-

oratory manuals, and paperbacks; we are one of the major producers of educational films, filmstrips, and transparencies; we produce records and tapes for instruction in language and for drill in subjects like shorthand and typing; we publish intelligence and achievement tests for schools; and we publish magazines for students of business education and foreign languages.

In addition to these instructional materials for elementary and secondary school students, we publish books and produce films for teacher training purposes, we publish magazines for both teachers and school administrators, and we publish general books about education. Our policy with respect to the treatment of minority groups applies to all these publications.

Our position with regard to the treatment of minority groups in books and other materials for school use—classroom and library materials—our position with respect to both classroom and library materials is as follows:

1. American Negroes and other minorities should be represented in textbooks, both in content and illustration, on the same basis as other groups in the United States. We are committed to fully integrated textbooks and other instructional materials for the pluralistic society in which we live.

2. In subjects such as history and social studies, there should be forthright discussions of the economic, political, and moral questions relating to intergroup relations.

3. We will not publish an alternate version of any book or film in order to sell it to schools which do not wish to use integrated materials.

Educational tests: Our position with regard to intelligence, achievement, aptitude, and other educational tests has not yet been formulated. We acquired a test-publishing business, the California Test Bureau, a year ago, and for the first time came face to face with the technical and philosophical questions about the reliability of standardized tests that are administered to minority group children, especially those who have suffered economic and cultural disadvantages in their preschool years.

These are questions that we feel need more research than has been given them. However, if pressed to state a position at this time, ours would probably be as follows:

1. There should not be separate tests for minority groups. Rather, the tests administered in the early grades should be constructed with the verbal differences of various minority groups in mind.

2. More important, the administration of tests by school guidance people should take these differences into account.

3. And most important, intelligence tests of young children should be supplemented by other means of evaluating their potential to do schoolwork.

Teacher training programs: We feel strongly that much can be done with teacher training programs, because sensitive and effective teachers can do more good than all our teaching materials. Several years ago we put special emphasis on the development of teacher training materials that would help both practicing teachers and also college students in education courses to become more aware of the problems of teaching minority group children.

Much of this can be done with motion pictures. We are also making sure that our professional education books discuss and illustrate mixed classrooms. Likewise, our policy is to call to the attention of school administrators the problems of teaching minority group children.

General books: Finally, we feel that we should use our general publishing facilities to bring the whole problem of minority groups to the attention of the public. Since schools in this country are ultimately controlled by citizens on school boards, it is important that those citizens be thoroughly aware of the issues involved.

Advertising: There are two further matters of McGraw-Hill's policy that I wish to state. The first is that our advertisements for educational materials, which typically include photographs of children in school, should show children of all groups.

Editorial personnel: The second is more important. McGraw-Hill is, of course, an equal opportunity firm and a member of Plans for Progress. We decided many years ago that there should be no color or racial bars to any job in the company. As a result, a number of the people responsible for the development of educational materials are nonwhite, and they naturally have a particularly good understanding of the problems of properly representing minority groups.

Therefore, our policy of equal employment has made it possible for us to do a better job of developing effective books and films than we could otherwise. These editors are not assigned to work on special books for minority groups; rather they are in positions of general editorial responsibility, e.g., senior editor for audiovisual materials (employed in 1961), senior editor for professional education books (employed in 1953), senior editor for books in psychology (employed in 1960), and editor for preschool programs (employed in 1965).

I should interject, I think, this point is especially important because it takes the most exceptional editor, who is not of a minority group, to understand in real detail the problems of developing effective materials which properly represent minority groups.

Materials which represent a decided effort toward the rectification of the adverse treatment of minority groups: Textbooks take several years to develop and publish, but supplementary materials take less. Likewise, films and filmstrips can generally be produced more quickly than books. Therefore, we put much of our early effort into supplementary materials designed specifically to help redress the balance, or rectify the adverse treatment of minority groups.

However, we have put even more effort into the development of basic textbooks that don't need to be supplemented by anything special. Today, when people speak of race and minority groups, almost automatically they tag on the word "problems"—race problems, minority problems. As publishers we would like to help alter this point of view.

Our proposition is that society is served better by diversity than by homogeneity, even if homogeneity were possible. The racial, religious, and ethnic diversity of the United States is a positive virtue rather than a problem to cope with. The schools are a good place to start effecting this change.

What follows is a list of some books, films, and other materials that we feel do a particularly good job of representing minority groups.

Books and films for academic subjects:

1. The Skyline Series (published in 1965). This is a multiethnic series of readers for grades 2, 3, and 4 which contains stories of children from all groups and in settings that are more relevant than the typical suburban setting. The series was developed with the help of Dr. Samuel Shepard, Jr., of the Banneker District of the St. Louis school system.

2. "The Unfinished Journey" (to be published early in 1967). A high school literature anthology by Theresa Oaks of the American Jewish Committee and Prof. Jerry Weiss, of Jersey City State College, containing mostly contemporary American selections designed to explore the ways in which racial, religious, and ethnic diversities have been reflected in modern literature.

Of the 21 selections in the book, there are two stories dealing primarily with Puerto Ricans, five with Negro Americans, two with American Indians, four with Jews, one with Catholics, and one with Swedes.

3. Americans All (published in 1965). A series of paperbound books that provide basic content for the study of minority groups in social studies and American history classes at the junior high school level. The specific titles are "The American Negro," "Our Oriental Americans," "Our Citizens From the Caribbean," and "Latin Americans of the Southwest."

4. "Heritage of Liberty" (published in 1965). A book sponsored by the Center for Information in America, which explains and analyzes the sections of the Constitution dealing with civil liberties and the role of the Supreme Court in their implementation. The book is designed as a unit in U.S. History, Problems in Democracy, or American Government, generally 11th and 12th grade courses.

5. "The Challenge of Democracy" by T. P. Blaich (first published in 1942, and most recently revised in 1966). This definitive text for the 12th grade Problems of Democracy course, which has now gone through five editions, has always included chapters on minority groups and civil liberties. The photographs in all editions have represented minority groups in natural and mixed settings.

6. A more recent textbook for the same course is "The Problems and Promise of American Democracy," sponsored by the Eagleton Institute (and published in 1964). We believe that it contains the most authoritative, forthright, and scholarly treatment of the problems of freedom, equality, and justice to be found in any high school textbook. The following quote from the section entitled, "The Future of Equality" summarizes the authors' views:

Viewed in world perspective, the question may no longer be whether the white citizens of the United States will permit the colored citizen of this land to enjoy the blessings of liberty to the full. In a world where white men are outnumbered three to one, where they can be outvoted and outmaneuvered in all international organizations, there is a distinct possibility that, if we cannot live up to our ideals in the West, the world will be organized on an antiwhite basis. The genuine issue is whether the world will be permitted to evolve in peace from the status of white supremacy to one of racial equality.

7. A series of three motion pictures (released in 1965) called "A History of the Negro in America," designed for use in junior high and high school courses on U.S. history. We also have a set of eight filmstrips in the same subject.

These books and films are for courses in which minority-group problems should be discussed in detail. In most courses, however, the

role of minority groups is not part of the subject matter, and our objective, therefore, is primarily to see that nonwhites and other minorities are mentioned appropriately in the text and shown in the illustrations.

In elementary mathematics, for instance, the main opportunity to do this is in the word problems (which mostly involve children) and in the pictures used either to illustrate concepts or to stimulate interest (and again the pictures often are of children). The books and films that follow are good examples of this.

8. "Experiences in Science," by Tannenbaum and Stillman (1966). This is an elementary science program for the first six grades, and we have taken great care to include minority-group children in the illustrations. The series is worth mentioning in another respect. It is based on the so-called discovery or inductive method of teaching science, on the theory that children learn as much from what they work out for themselves as from what the teacher or textbook tells them.

In science this means conducting experiments, and we have made that literally possible by carefully designing inexpensive materials so that each child can do his or her own experiments; for instance, a unique microscope made of wood and a teardrop of glass that a small child can operate and that actually magnifies about 90 times; or a packet of seeds, some sphagnum moss, and a small container for a unit on how plants grow; and even live animals for units on animals and their environment.

We believe that this program will help all children, regardless of their background, to develop an understanding of science and especially of the way to think about problems in science—scientific reasoning—but we also suspect that it will be particularly good for children who have relatively low verbal abilities, as do many of the culturally disadvantaged.

9. A series of filmstrips for elementary mathematics, called "Modern Arithmetic" (and released in 1964). These filmstrips have a number of frames in which children appear, and they are of both white and nonwhite groups. The filmstrips have been outstandingly successful.

10. We have produced a great many films and filmstrips in geography, and all the ones produced in recent years include minority group people. This does not make the geographic content of the films more or less valid; it simply makes the films more relevant for nonwhite children, and hopefully for white children as well. An example is our series of five films on United States Geography (produced in 1963).

Vocational books and films: I wish to call special attention to vocational and occupational materials because McGraw-Hill is the major publisher in this area, a particularly sensitive one insofar as minority groups are concerned.

In addition to making sure that the books and films discuss and illustrate Negroes, Spanish-Americans, and Orientals in all types of jobs—not just the clerical or manual ones—we are producing some special occupational training programs that focus quite directly on the problem of intergroup relations in jobs.

A good example is a new series called "What Job for Me?", a collection of 14 short books about specific jobs and built around stories designed to interest students who are in the lower educational brackets.

Typical titles are "Charley the TV Repairman," "Alice the Waitress," and "Ginny the Office Assistant."

Charley is a young married Negro boy who has graduated from a technical school and gets a job working for Sam, a Jewish owner of a TV repair shop. In "Alice the Waitress," a Negro guidance counselor helps Alice, who is white, to make a critical choice.

Teacher-training materials: A list is attached of professional books that deal with the problems of teaching children from minority groups. I wish to call attention here to one short but significant book and an outstanding film series. The book is "Negro Self-Concept," a short book for teachers that McGraw-Hill published (in 1965) in conjunction with the Lincoln Filene Center for Citizenship and Public Affairs, and which considers the problem of giving Negro children a better image of their own place in American society, probably the crucial issue in the teaching of Negro children.

The film series is "Teaching the Disadvantaged Child," which has three films called: "Portrait of a Disadvantaged Child—Tommy Knight," "Portrait of the Inner City," and "Portrait of the Inner City School—A Place to Learn."

The focus in these films is not on minority groups, per se, but on disadvantaged children of all white and nonwhite groups. However, after a good deal of discussion, we decided to make Tommy Knight a Negro child.

More important, these films are superbly done, and they dramatically illustrate the value of motion pictures in bringing home a conceptual point. It is really impossible for teachers to see these films without becoming involved.

I brought one of those films with me and if there is time I would like to show it because it really shows dramatically how a film can be used to show the problem.

Mr. BURTON. How long is the film?

Mr. LOCKE. The first 10 minutes would get the problem across. With me is the senior engineer who developed the film.

Finally, we have published a number of books about various aspects of minority group problems, especially the problems of Negroes. Notable among them are Whitney Young's "To Be Equal" (1964) and James Conant's "Slums and Suburbs" (1961).

Also, we publish a magazine for school administrators and school board members, *The Nation's Schools*, which has run many forthright articles on school integration problems (see the exhibits). In *Business Education* we publish a magazine for students, *Today's Secretary*, and one for teachers, *Business Education World*, both of which have carried articles about Negro secretaries and students.

For instance, the October 1962, issue of *Today's Secretary* had a feature article on Negro secretaries, and the October 1964 issue had a followup editorial. The April 1966 issue of *Business Education World* carried a feature article on Negroes in business education.

Copies of these articles appear in the exhibits. Samples of our advertising are being submitted to the committee, along with the books, films, and other materials that make up our exhibit.

The varying needs and demands of school personnel for revision of texts (and other materials) to correct biased and inadequate treatment of minority groups: What the schools need is more difficult to deter-